# University Libraries in Kenya
## A Study of Their Practices and Performance

# Universitätsbibliotheken in Kenia
## Entwicklungen, Arbeitsmethoden, und Leistungen

### DISSERTATION

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# Universitätsbibliotheken in Kenia

## Entwicklungen, Arbeitsmethoden, und Leistungen

### Joseph Muema Kavulya

### Abstrakt

Ganz allgemein zeigen die Ergebnisse dieser Untersuchung, dass die gegenwärtige Lage der Bibliotheken in staatlichen Universitäten durch extrem geringe Ressourcen für die Bücher-, Zeitschriften und Mediensammlungen und hinsichtlich Ausstattung und Personal gekennzeichnet. Private Universitäten haben diese Probleme in weit geringerem Maße. Unter Studierenden, Lehrenden und Universitätsbeamten ist durchaus die Ansicht verbreitet, dass Universitätsbibliotheken eine entscheidende Rolle in Lehre, Forschung und Studium spielen. Man nimmt allerdings auch zur Kenntnis, dass die Universitätsbibliotheken in Kenia, besonders diejenigen der staatlichen Universitäten, keine wirkungsvollen Dienstleistungen erbringen. Dies hat zur Entwertung ihrer Rolle in der Hochschullandschaft geführt. Die Studie zeigt, dass die moderne Informations- und Kommunikationstechnik in die kenianischen Universitätsbibliotheken Einzug gehalten hat. Doch ist die Entwicklung zum einen durch die Finanzierungslücken behindert worden, sodass Computer nicht angeschafft und Netze nicht aufgebaut werden konnten, zum anderen durch das Fehlen von geschultem EDV-Personal und durch die kümmerliche Telekommunikations-Infrastruktur im Lande. Diese Untersuchung kommt zu dem Ergebnis, dass Maßnahmen erforderlich sind, die Situation der Universitätsbibliotheken in Kenia zu verbessern - dies auch als ein Weg, die Qualität des Universitätsstudiums in Kenia zu steigern. Diese Maßnahmen umfassen zunächst die Aufnahme einer langfristigen Planung auf allen Gebieten bibliothekarischer Arbeit. Zweitens sollten die leitenden Bibliothekare die zentrale Bedeutung der Bibliotheken hervor heben, welche ihnen im Zusammenhang der gesamten Universität zukommt. Um nutzbare Quellen der Information zu bleiben, müssen die Universitätsbibliotheken in Kenia, die moderne Informations- und Kommunikationstechnik einsetzen. Die Anwendung neuer Informations- und Kommunikationstechnik kann den Bibliothekaren an den Universitäten helfen, besseren Zugang zu örtlichen und zu globalen Informationen zu schaffen, zum Beispiel durch elektronische Media und Internetzugang.

Schlagwörter:

Universitätsbibliotheken, Kenia

Universitätsbibliotheken, Afrika

Universitäten, Kenia

Universitäten, Afrika

**University Libraries in Kenya**

**A Study of Their Practices and Performance**

**Joseph Muema Kavulya**

**Abstract**

This study argues that the provision of library services in Kenyan public universities is characterised by extremely inadequate resources in terms of funds, information materials, equipment and staff. Private university libraries experience these problems albeit to a lesser degree. Although there is widespread opinion among students, lecturers as well as university administrators that university libraries play a critical role in the teaching, research, and learning activities, there is also awareness that university libraries in Kenya, especially those in public universities are not effectively providing services which has limited their role in research and learning in the university. Finally, modern information and communication technology is being incorporated in the management of university libraries in Kenya. However, this trend has been hindered by first, lack of funds to purchase equipment such as computers and set up networks, secondly by lack of skilled personnel in information technology, and finally by poor telecommunications infrastructure in the country. There is therefore need for adoption of strategic planning in all areas of library management and to remain viable sources of information, university libraries in Kenya have to make use modern information and communication technology. This will enable  university libraries to facilitate better access to local and global information for example through electronic and internet media.

## DEDICATION

To my wife

Bernadette Mwende

and my daughter

Rachel Njoki

who have endured long

periods of my absence during

the course of this study.

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# LIST OF ABBREVIATIONS USED IN THIS WORK

AVU         African Virtual University

CHE         Commission of Higher Education (Kenya)

CUEA        Catholic University of Eastern Africa

EU          Egerton University

INASP       International Network for the Availability of Scientific Publications

KU          Kenyatta University

MU          Moi University

UON         University of Nairobi

UNESCO      United Nations Scientific and Cultural organisation

USIU        United States International University Africa

# 1   STATEMENT OF THE PROBLEM

## 1.1   BACKGROUND TO THE PROBLEM

All governments and many international and private agencies invest in higher education, however, although there is widespread commitment in principle to such investment, in Africa, development of library and information services is generally perceived to be inadequate and inputs into library development have been typically small scale, piecemeal and lacking in co-ordination. At the same time university libraries have remained central to the management of scholarly communication and for centuries they have been repository of the written record and a powerful symbol of human intellectual achievement. Although traditionally libraries have been the most important of the university facilities in supporting advanced scholarship, today, perhaps as never before fundamental questions are being raised concerning their nature and purpose as institutions.

A number of issues are at play. First, there is the explosion in the quantity of desirable published material and secondly rapid escalation of unit prices of these items. These jeopardise the traditional research mission of the university library of creating and maintaining large self-sufficient collections for their users. The third is the rapid emergence and development of electronic information technologies which make it possible to envision radically more efficient ways of organising and managing collections but which present a big challenge of adaptation.

In Africa, it has been observed that the university library has become just one among the several sources of information available to the academic community. In a recent study, Rosenberg[1] has observed that since mid 1980s, in Africa the relative value of local university libraries has declined to a near total loss of faith in their own existence, which

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[1]Rosenberg, Diana: University Libraries in Africa: A Review of their Current State and Future Potential. Vol. I: Summary. – London: International African Institute, 1997. - p. 53.

has led to their marginalization from the teaching, learning and research process in the university.

The state and prospects of university libraries in developing countries has been examined against a background of severe economic challenges facing the continent and in particular in the context of deterioration in the higher education sector. Commenting on universities in developing countries, Daniel[2] has observed that at present, their total capacity is small vis-à-vis national populations hence low participation rates and that the condition of university buildings, equipment and libraries is poor and sometimes deteriorating.[3] In a proposal to create the African Virtual University, the World Bank has noted that tertiary institutions in Africa are overwhelmed by problems related to access, finance, quality, as well as internal and external efficiency.[4] It is also noted that limited space and declining budget levels prevent universities from servicing the growing demand for education. As a result, universities in Sub-Saharan Africa suffer from low numbers of trained faculty, virtually non-existent levels of research, poor quality educational facilities including libraries, laboratories and outmoded programs.[5]

In spite of the recognition that libraries play a key role in development and success of higher education, in many parts of the developing world there is a near total collapse of university library and information services. For example, the rise and fall of African libraries has been aptly expressed by Zeleza thus:

> "All was well in the heady years immediately following independence when healthy commodity prices and booming economies kept modernisation hopes alive…Then from the mid-1970s many Africa countries fell into spiral of recurrent recessions, which wrecked havoc on development ambitions and the bookshelves grew empty. The 'book hunger' joined the litany of Africa's other famines of development, democracy, and self determination". 6

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[2]Daniel, Stephen: Mega Universities and Knowledge Media: Technology Strategies for Higher Education. – London: Kegan, 1996. - p. 16
[3] Ibid.
[4]AVU: The African Virtual University / World Bank. - Washington D.C: World Bank, 1996. - p. 20
[5] Ibid.
[6] Zeleza, P. Tiyiza: Manufacturing African Studies and Crises. – Dakar: CODESRIA, 1997. - p. 72

According to UNESCO, the economic situation in many developing countries is such that many libraries have not had the resources to purchase any books for the past five to ten years which has had very negative and damaging effect on training and research capacities and has also seriously limited the possibilities for good policy analysis and planning based on the most up to date information.[7] Therefore in spite of the fact that there are many public institutions of higher education and others supported by international and private agencies in developing countries such as Kenya, they have to cope with the challenge of an increasing demand without compromising the quality and relevance of teaching and research.

## 1.2   STATEMENT OF THE PROBLEM

Increasingly, academics and in particular senior faculty members in Kenya have adopted strategies to obtain information, other than using the university library.[8] These include: personal contacts in the first world to obtain reports and journal articles, writing for reprints, travel outside the country and development of personal libraries, the purchase of key texts and subscription to journals. For undergraduates there is increasing dependence on lecture notes and handouts as well as purchase of textbooks, methods that are felt to be in the end more reliable than depending on the university library. Amongst the academics in Kenyatta University (KU) and Moi University (MU) (Kenya) 50% and 75% respectively of the academic staff reportedly never enter the library.[9] At the same time there is widely held opinion that the library remains highly cost-effective in providing information service to the university community especially in Africa.[10] The alternative information strategies used in obtaining scholarly information among academicians in Kenya rely on "invisible funding", the goodwill of friends in the first world and heavy cost of travel, which are both erratic and unsustainable. Although the senior academics

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[7]Policy Paper for Change and Development in Higher Education / UNESCO. – Paris: UNESCO, 1995. - p. 12

[8] Rosenberg,  Diana: University Libraries in Africa: A Review of their Current State and Future Potential. Vol. II: Case Studies. - London: International African Institute, 1997. -  p. 45

[9] Ibid.

[10] Wolpert, A. : Services to Remote Users: Marketing the Library Role. – In:  Library Trends 47 (1998) 1, p. 34

are able to survive without library provision, for junior academics and students who have no network of research contacts life is obviously difficult.

This apathy towards university libraries in Kenya has been partly attributed to the alienation and deteriorating quality of library services in the country resulting from poor funding by their parent organizations. This is true especially of public universities. Teaching methods, which do not support independent study by students and which devalue the role of libraries as well as poor management practices on the part of librarians have also been blamed for the poor state of affairs.[11] The overall impact of deteriorating university libraries is poor teaching and research in the universities themselves and if the trend continues unchecked the quality of university education in Kenyan will be in jeopardy.

To remedy this situation it is imperative that the policies, attitudes and practices that surround university libraries in Kenya are examined and a decision be made on what needs to be done. This was the focus of this study. It aimed at investigating the present state and performance of university libraries in Kenya in terms of the quality of resources and services available. More specifically, the study aimed at:

i.  Investigating various factors (financial, personnel, technological, etc) that affect the activities of university libraries in Kenya.

ii. Investigating and analysing the services provided by university libraries in Kenya in the context of their universally accepted roles in facilitating learning and research in the universities.

iii. Assessing the performance of university libraries in Kenya and identifying the main problems they face in fulfilment of their goals and obligations and make suggestions to measures, corrective or otherwise, towards solving these problems.

## 1.3   EXPECTED OUTCOMES

This study was undertaken against a background characterized by:

i.   Rapid expansion in university education with a dramatic increase in student enrolment in national universities (both private and public) in Kenya.

ii.  Dwindling government allocation of funds to universities for current and development budgets and subsequently fewer funds being made available for library and information services.

iii. Rising costs of information sources e.g. books and pressure on libraries to apply modern information technologies to achieve success.

Libraries in Kenya must continue to acquire the information sources, both in print and electronic form, necessary to maintain collections in support of learning, teaching and research in the universities.  However a number of challenges including, firstly, a rapidly proliferating universe of published material that seems desirable to collect, secondly, expansion of knowledge and introduction of new courses, thirdly, rapidly escalating unit prices, especially for some journals, and fourthly, worsening university budgetary constrains which force university libraries to acquire an even smaller share of the universe of materials from which they are accustomed to make selection.

 Therefore the study:

i.   Provides information on existing services and evaluation of their effectiveness, which is vital for formulation of viable development plans for university libraries in Kenya.

ii.  Identifies some of the reasons for the existing gap between expected roles and actual performance.

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[11] Kavulya, Joseph Muema: Determinants of Effective Library User Education in Public and Private Universities in Kenya. - M.A Thesis (Unpublished). – Nairobi: Kenyatta University, 1995. -  p. 70

iii. Identifies changes in the educational field that have had serious implications to the development of university libraries in Kenya.

iv. Offers some practical solutions to problems facing university libraries in Kenya.

# 2 LITERATURE REVIEW

## 2.1 INTRODUCTION

The central purpose of libraries is to provide access to information to support the objectives of their parent institutions or interests of the communities they serve. Information has become a key resource in contemporary social and economic life upon which countries, organizations, and individuals depend in managing their affairs. It is an indispensable ingredient in educational and professional development and also a medium of leisure and source of knowledge, which enables people to manage and enrich their lives. At the same time the advancement of research cannot take place without adequate availability of the relevant information. In this sense libraries take part directly in research process and hence are components of knowledge innovation, and are involved in the diffusion and conversion of knowledge thereby acting as bridges for turning the results of knowledge into realistic productive entities.[12] Therefore libraries as centres for collection, processing, storage and distribution of information and knowledge represent a crucial link in the development of knowledge and are important ideological and cultural force with far reaching implications for the society.[13]

Information may be obtained in various ways: orally, through lectures and personal contact, purchasing documentary materials, through electronic networks and by access to libraries and information services. However libraries are perceived to be not only important but also cost-effective mechanisms for delivery of essential information and literature.[14] After acquiring carefully selected books, journals and other formats, library services make these materials widely available and foster their intensive use. They also add value by organising information for effective use, providing guidance on the range of

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[12] Cao Yi: The Reorientation of Libraries in the Knowledge Economy Era. – In: Library Work and Research (1999) 6, p. 17-19
[13] Wedgeworth, Robert: A View Towards Library Users. In: IFLA Journal 49(1996) 4, p. 277
[14] Wolpert, p. 34

information that exists and by providing mechanisms to access the required materials from other sources.

## 2.2   LIBRARY SERVICES AND UNIVERSITY EDUCATION

### 2.2.1  Role of Higher Education

Universities represent a major investment in the economic and social development of human resources of any country. As summarised in a World Bank report, institutions of higher learning have the main responsibility for equipping individuals with advanced knowledge and skills required in positions of responsibility in government, business and profession. They also produce new knowledge through research and serve as conduits for the transfer, adaptation and dissemination of knowledge generated elsewhere in the world.15 According to Tanui and Kitoi, university education contributes to socio-economic development by equipping individuals with the means to improve their skills, knowledge and capability for productive work. It also enriches the political and cultural life of the community and strengthens the community's ability to productively use technology for social and economic development.16

U.N statistical data shows that there is a clear link between educational achievement and economic betterment through enhanced income levels.17 This evidence shows that although investment in primary education is higher than investment in higher education, higher percentage of individuals completing higher education means substantial benefit for a country's social and economic development. According to a UNESCO policy

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[15]Higher Education Library and Information Services for Development: Strategies for Investment / International Library and Information Action for Development. -  London: The British Council, 1995. - p.10
[16] Tanui, Tirong arap and Kitoi, Andrew S. : Why Marketing? The Experience of Moi University Library, Kenya. – In: Library Management 14(1993) 4, p. 43-47
[17]Higher Education in the 21st Century: Vision and Action  / UNESCO. -  Paris: UNESCO, 1998. - p. 2

statement, without a good training and research at a higher level, no society can ensure a level of development that matches the needs and expectations of its people.18

Available statistics show that enrolment ratios in higher education average 51% in the countries that belong to the Organisation for Economic Co-operation and Development and compares with 21% in middle-income countries and 6% in low-income countries.19 Consequently, if these figures are anything to go by, in the developing world, the university is expected to be an instrument of social and economic development of the country and contribute to the advancement of the people it serves and that is why since independence in Africa, investment in advanced training has been seen as a vital part of national strategy.20

Universities have had the traditional function of maintaining, increasing and diffusing knowledge through research, intellectual creation, teaching and spreading knowledge. According to UNESCO, the university through its research and enquiry, its courses of study and training, its co-operative activities and its partnerships with various social actors, is called upon to make key contribution to opening up and highlighting new paths to a better future for the society and the individual and to give direction and shape to the future.21 Arising from this standpoint, university education has been seen to have a twofold mission. The first is taking an active role in finding solution to major global, regional and local problems, such as poverty, hunger, illiteracy, and the widening gap between industrialised and developing countries. Secondly, it should draw alternative proposals and recommendations to promote sustainable development, the sharing of knowledge, human rights, equal rights for women and men, justice and the application of democratic principles within the society.22

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[18]Higher Education: the Lessons from Experience / World Bank. - Washington D.C: World Bank, 1994. - p. 29
[19] Ibid.
[20] Matos, Narciso: North-South Co-operation to Strengthen Universities in Africa. – Accra: AAU, 1999. - p. 2
[21]Higher Education in the 21st: Towards an Agenda 21 for Higher Education: Working Document / UNESCO. – Paris: UNESCO, 1998. - p. 20
[22] Ibid.

Particularly, African universities are seen as having a bigger role as 'developmental engines' than elsewhere, especially because they are often among the few institutions in the country with the resources, skills, logistics, organisation and network to undertake quality training and conduct advanced research. They are the only singularly endowed institutions with the capacity to initiate study programmes to support small and medium enterprises and provide services to community and covering issues of national interest such as health and education.23 The mission of a university in Africa can therefore be defined as to contribute to national development and the community through first long term and sustainable development policies, and secondly promoting social justice such as human rights, equity, democratic values, as well as the rights of children, minorities and disadvantaged groups.

## 2.2.2  Role of University Libraries

The justification for investing in higher education libraries lies in the extent to which a linkage can be demonstrated between such an investment and improvement in quality, efficiency and achievement in university education. At the university, the library has been seen as an instrument of teaching alongside lecture and discussion methods and the librarian serves as a teacher, guiding the student in the ways of investigation and research. This is achieved by first acquiring information materials to support every course in the curriculum and every research project of the faculty, and secondly organising them in a manner that permits easy access to their contents and finally, ensuring that such access is facilitated by giving users the necessary skills to retrieve the required information.24 It is widely believed that university education values self-motivated discovery on the part of students which presumes the existence of large collections of information resources that provide a rich variety of ideas and diverse viewpoints to the student. Therefore the library is an instrument of education contributing to the intellectual development of the student.

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23 Matos, p. 2
24 Higher Education and Information Service Development: Strategies for Investment, p. 114

On the one hand access to up-to-date scientific information is the first condition to quality research while on the other it is only through a well equipped and endowed library with books and journals that scholars can keep pace with developments in various disciplines and transmit the same to students. Indeed the creation of academic centres for undergraduate, postgraduate and research programmes cannot be achieved without good library facilities.25 A strategy to develop a university library and information service is therefore a fundamental component of ensuring high standard of the teaching, learning and research process in the university. The library is therefore directly linked to the principle of improvement of quality by contributing to the enhancement of the quality of student output, maintaining as well as improving the standards of teaching in higher education and facilitating research initiatives. Similarly it has been argued that the level of information and literature support to higher education directly translates to the quality of future professionals, scientific and managerial personnel. Therefore unless library and information services for universities are adequately provided, the educational output will be retarded and the socio-economic development of the country will be endangered.26

At the university level the library is a partner with the schools and departments of the university in meeting the teaching, research and learning commitments of the university. This role is embodied in four components: information transfer, partnership in teaching and livelong learning, partnership in research, and preservation of intellectual records. In other words, the university library facilitates the identification and delivery of information regardless of format, in support of the universities' teaching, research and learning guided by an ongoing assessment of the information needs of its user community.

As the role that higher education institutions play in lifelong learning becomes increasingly clear, so does the role of the library in helping individual acquire the skills of lifelong learning. Through partnership with other teaching faculty, the university library offers programmes of information literacy, which emphasises critical thinking skills, and

25 Wolpert, p. 34
26 British Council: Proceedings of the Conference on Textbook Provision and Library Development in Africa: Manchester, October 1991. – London: The British Council, 1992. - p. 10

addresses the use of information in a variety of formats and by so doing prepares university students for a lifelong learning.

Through collaborative efforts with faculty disciplines, the university library is expected not only to respond to trends in higher education affecting teaching, but also participate in shaping curricular innovations made necessary by changes in institutional needs. It is the duty of the library to ensure that information resources required in support of these innovations are identified and access is facilitated as part of a broadened process at the university. The library should therefore maintain an ongoing awareness of the curriculum and use this information in building and maintenance of relevant and quality collections as well as designing appropriate services. In relation to research the library ought to continually gather information regarding the research interests of university faculty, and ensure that information resources required in support of the university's research initiatives are thus identified and access to them facilitated, regardless of location.

In general terms therefore, in achieving the mission of the university, the library has the unique role of providing access to a carefully selected portion of the global intellectual record through carefully planned acquisitions programme, information literacy programmes, and user oriented information service provision. Besides the library has repository and archival responsibility for university publications, and provides a physical environment and remedial treatment conducive to longevity for library materials.

## 2.3    ASPECTS OF UNIVERSITY LIBRARY MANAGEMENT

## 2.3.1  Introduction

In this section we examine the main issues related to efficient management of an information service organisation. We will consciously adopt a strategic approach because of global recognition and practice of 'strategic management' not only in information services but also in the commercial sector. Strategic management has been seen as enabling information service organizations to influence external forces in accordance

with their chosen objectives and initiate new activities conducive to their market needs rather than adjust or respond to those imposed on them.27 According to Hayes, strategic management is "…the part of management of organization that emphasizes the relationship to external environments, evaluates the current status and the effect of future changes in them, and determines the most appropriate organizational response".28 As a method of making decisions relative to between five to ten years, strategic management is based on continuous process of making entrepreneurial decisions and with the greatest knowledge of future consequences, systematically organising the efforts to carry out these decisions against the expectations through organised, systematic feedback. It is therefore oriented towards long-range institutional goals and objectives by identifying them, creating a political consensus concerning them, establishing priorities among them, determining the necessary resources and creating environment within which these resources can be marshalled.29

The library is an organic combination of people, collections and buildings, whose purpose is to assist users in the process of transforming information into knowledge and applying it in their specific situations. Bryson has stressed that the purpose of information services, be they libraries, corporate records, global information networks or information systems is to facilitate access or disseminating information to assist people and organizations predict the future and facilitate decision making.30 This decision-making can be in relation to a range of issues such as business investment, national planning, research proposals or conclusions, or those of a student making an argument for a stand he has taken in an academic discourse.

The components of a university library consist of a number of factors. In the first place there are inputs such as staffing, collections and accommodation. secondly, we can talk of processes such as collection development, organisation and management and thirdly, are

[27] Drucker, Peter: Top Management: Tasks, Responsibilities, Practices. – Chicago: Harper and Row, 1974. - p. 25
[28] Hayes, Robert M. : Strategic Management for Academic Libraries: A Handbook. – London: Greenwood, 1993. – p. 3
[29] Ibid.

outputs such as reference services, usage of finding tools, document delivery services and continuous training of users through direct contact and finally ongoing feedback from stakeholders.31 All these components contribute in different ways and proportions to ensure that the ultimate goal of the library, that of providing fruitful interaction between information seekers and the information resources is achieved with maximum effectiveness and efficiency.

The fact that the ultimate goal of the university library is to support learning, teaching and research in the university has many implications. In the first place the library collection ought to support every curriculum and research activity going on in the university and also include a good representation of major subjects that are not in the curriculum. Secondly, the collection must be organised in a manner that facilitates easy access to their contents and the access privileges must be as generous as possible. Thirdly, it is important that patrons be informed about library resources and services available and be given skills of using these resources. Fourthly the library building should be designed to facilitate the anticipated functions and finally, a competent staff is required to give direction and vitality to the service endeavour. This underlines the fact that the development of library and information services in university education is a multifaceted and complex process that involves strategic planning, identification and acquisition of information, the management of information materials, the design and implementation of automated systems, building of efficient staff teams and the overall management of economic and sustainable library and information services.32

Today information services are operating in new environments that impact on the consumers of information. A number of forces of change have been seen to influence the management of information services at the present and are likely to be felt even more in the future. These factors include:

[30] Bryson, Jo: Effective Library and Information Centre Management. - Aldershot, Hampshire: Gower, 1995. - p.13
[31] Raseroka, Kay: The Role of University Libraries. – Accra: African Association of Universities, 1999. - p. 2
[32] Morris, B: Arbeitshilfen für Spezialbibliotheken, Band 11: Erste Schritte im Management. – Berlin: DBI, 1999. - p. 17-20

i. Both speed and extent of change which will require information services organizations to change and adapt quickly,

ii. The increasing trend towards intelligent organizations that utilise information and its supporting technologies for competitive advantage,

iii. An overriding demand for quality information services in terms of service, timeliness and economy,

iv. Increasing customer focus that calls for tailoring of information services to meet clearly defined and individual customer needs, and

v. Increasing electronic access through networks hence the need for librarians to have appropriate skills to handle and make available information electronically.[33]

These challenges require new leadership skills and competencies so as to ensure that the information needs of the organization or community are met in the new information environment.

## 2.3.2 The Environment Surrounding University Library Services

### 2.3.2.1 Introduction

According to Bryson, several factors that impact on university library service and their parent organisation include economic conditions, availability of financial resources, degree of technological integration and innovation, historical development of the information centre and its parent organisation, customers and markets, availability of human resources and the political climate.34 Economic conditions reflects the general economic health of the country and sector in which information services operate and influence both demand and customer usage of services and the demand of resources. Globally, budgets and purchasing power of libraries and information services have fallen

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[33] Bryson, p. 22

over the past years whilst their customer demands have increased.35 Due to shortage of financial resources, the cost of provision of services is being passed directly to the customer and therefore library managers need to be more accountable and market oriented. It also demands seeking different sources of income to fund services such as grants or sponsorships and income generating schemes.

Technology is the generally available knowledge and techniques to produce goods and services. The complexity of present information technology influences the skills and competencies required by information service employees and customers. It also determines the organisation's ability to quickly adapt to change. Therefore any technology application should be aimed at delivering more appropriate services or increased productivity

The present and the future are always shaped by the past. The historical development and current policies of the parent organisation will impact on the values and culture of the organisation as well as the allocation of resources and the way services are delivered. In the first place the political climate, in terms of the organisational environment, how employees and customers are valued, and the types of services delivered will all impact on the management and performance of information services. Secondly, in order to deliver effective services managers must be aware of their market in terms of their present and potential customers and their status. Consequently market expectations and demands should influence the type and level of service provision. The needs of potential customers should be considered, as the information may not be reaching its full market potential and therefore market research is critical in defining the market base as well as capturing the changing needs of an existing market.

Information services, like all organizations rely on a knowledgeable workforce and availability of human resources. Without adequate supply of appropriately trained and skilled personnel, the ability to provide quality information services may be inhibited.

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[34] Ibid.
[35] Ibid., p. 25

The quality and quantity of the supply of labour is dependent upon the type, level and number of courses in universities and training institutions.

Efficient administration requires forecasting and planning in relation to library objectives. These include appropriate organisation of library activities, calculation of material and personnel requirements and the selection, assignment, training and supervision of staff. The drawing of a programme for development of resources and services needs a sound appraisal of the resources and an assessment of the conditions in which the library is operating. There is need to qualify and quantify the financial and administrative support that the university or the government is willing to allocate for library development. The library management needs to have at its disposal adequate resources in the form of sufficient and well trained staff as well as adequate finance to access information in print or electronically.

In the light of all these the characteristics of successful information organisation[36] would include:

i.  Organisational structures that are flatter in order to be more responsive to changing environment

ii.  Corporate culture that stress more on providing advice and relevant information and encouraging risk-taking and innovation rather than giving instructions and decisions.

iii.  Management styles characterised by a strong sense of vision, sharing this vision with others, participative style, delegation of decision making to the service level, a network structure of control with two-way communication, free flow of information and emphasis on personal expertise.

iv.  Mutual respect for people based on interdependence and maturity as well as rewarding of performance and innovation rather than on staff functions and length of service.

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[36] Ibid., p.29-30

v. Integration of technology in the overall activities of the organisation so as to support open communication and access to information that empowers staff and serve the customer.

## 2.3.2.2   Human Resource Planning

Human capital is the organisation's most valuable resource and its successful planning and management are critical for overall organisational effectiveness. The library is labour intensive and relies on skilled human resources to achieve its goals and therefore any effort at quality assurance requires first, the identification of needed skills, secondly, laying down a policy of staff selection based on merit, and thirdly, applying it vigorously.[37] These skills are required to select, acquire, process and organise the library's collections and provide access to information in local collections and those of other libraries. The underlying principle however is that the process should ensure that people are given the opportunity to develop both their personal and professional competencies so as to maximise their output and contribution to the organisation's effectiveness through motivation, training and personal development.[38]

Planning and management of human resources can be viewed from either strategic (macro) or operational (micro) perspectives. The strategic approach involves planning and forecasting in view of the overall organisational objectives and is dependent on the organisation's strategic plans for its future. It includes human resource needs analysis, resource assessment, and identification of the existing human resource gaps and creating skills inventory in line with the needs. Operational human resource management activities relate to personnel processes that affect individuals such as job appraisals, job description, job specification, recruitment and selection. However, since human resource planning is a continuous and proactive process, an integrated approach is more useful. This goes beyond the input level through micro and macro activities to include the

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[37] Higher Education in the 21st Century: Vision and Action, p.1
[38] Sullivan, M: A New Leadership Paradigm: Empowering Library Staff and Improving Performance. – In: Journal of Library Administration 14(1991) 2. p. 71-85

management process that produce the expected outcomes such as motivated, productive and happy staff and low staff turnover.

According to Bakewell, the essence of a good personnel management in a user-centred library is to motivate staff so that they will wish to be part of this user-centred approach.[39] This is achieved by creating the conditions in which staff will make the greatest possible contribution to the organization by trying to make the objectives of the organizations and those of the individual to coincide.[40] Therefore there has to be appropriate induction, training and development, compensation and rewards as well as communication, constant review and performance monitoring with the view to ensuring that staff attain a sense of achievement, recognition and responsibility.[41]

Issues critical to human resources include first the level of staffing and secondly, the kinds of staff required. The level of staffing is determined by among others the kind programs offered, the number of buildings and service points, and the hours of service. The kinds of staff include librarians and other professionals, support staff, clerks and students to provide services at different levels. The proportions of each group are determined by the programs supported and the locations served. It is important to establish some guidelines of staffing to ensure adequate coverage in the first place and to establish a basis for planning and financing. Crucial to this is the formulation of valid and reliable staffing criteria based on the classification of both professional and non-professional positions and determination of the number and grade of positions required in relation to size and nature of clientele. This could also serve as basis for setting salary schedules and standards. A third issue in staffing is the actual selection of staff whereby good staff selection is essential for effective library service just as it is for effective teaching and research. Therefore for all positions it is desirable to have a description of

[39] Bakewell, K.G.B. : Managing User-oriented Libraries and Information Services. – London: Mansell, 1996. – p. 101
[40] Liddle, David: What Public Library Boss Does. – London: Association of Assistant Librarians, 1985. – p. 20
[41] Shaffer, D.E.: Management Concepts for Improving Libraries. – Salem, Ohio: Dale E. Shaffer, 1979. – p. 106

duties as well as qualifications. This will facilitate selection of staffing with appropriate education, professional training and appropriate experience.

In an attempt to clarify staffing patterns in libraries, the American Library Association created a statement that attempts to recommend categories of library personnel and levels of training and education appropriate to the preparation of personnel for those categories which will support the highest standards of library service for all kinds of libraries and most effective use of the variety of skills and qualification needed to provide it.[42] This statement recognises that skills other than those of librarianship may have important place in the provision of superior library service and that non-librarians must have equal recognition in both professional and support ranks.

Librarians need to keep abreast with the changes in library and information science as well as other disciplines. The staff and library administration have a joint responsibility for the development of skills and knowledge. For this to be possible the administration need to provide leadership, resources and management to foster co-operation in staff development to ensure that the library retains the skills needed to provide service to the university community at the proper level. The staff should contribute to meet the goal of keeping up-to-date by taking personal initiative to expand their own academic and professional knowledge.[43]

The management style should be geared towards creating an appropriate working environment for the library staff. As a service organisation, the library has interest in people as providers of service. An issue of concern here is to have appropriate policies that recognise the needs of librarians as professional workers in the field of information. Librarians need to be protected to ensure intellectual freedom in the matters of copyright, instruction and selection of materials. So as to exercise independent professional judgement, within rules, policies and codes governing professional conduct. They also

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[42]Library Education and Personnel Utilisation / American Library Association. - Chicago: ALA, 1976. - p.3
[43] Morgan, Steve: Future Academic Library Skills. What Will they Be? – In: Layzell. Patricia and Darlene, Wiegand (eds.): Human Development: Competences for the 21st Century: Papers from the IFLA CPERT

need to advance professionally by involvement in research and work of professional organizations as well as undertake consulting and professional tasks. Above all there is need for a provision within the organisation to find advancement within the library without necessarily having to undertake administrative and supervisory positions.

### 2.3.2.3 Financial Planning and Economic Analysis

The library represents one of the largest cumulative capital investments on any campus and therefore it requires ongoing annual investment for it to retain its value and achieve its goals.[44] Financial planning involves the process of identifying, costing and allocating revenue to the resources and activities that allow the objectives of the information service and its parent organisation to be achieved. At the macro level economic analysis can be achieved through the budget process while at the micro level, economic analysis can be used to determine the optimum use of staff and resources in order to achieve cost effectiveness.

All information service activities are subject to expenditure and revenues and must be accounted for in the budget and therefore for smooth operation of any productive institution, the budget is indispensable. It is a definite financial plan, a forecast of the means of putting the plan into effect, a current guide or a cost summary of operations and a basis for the formulation of future policy.[45] In discussing budgetary requirements, we can distinguish entities such as capital expenditure and operating budget. Capital expenditure includes allocation for fixed assets such as new buildings, renovation, and installation of automated systems. It also includes budgetary provisions for maintenance, replacement, repair, and renovation and for investment in new and improved means of information access and delivery. On the other hand operational budget includes those

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Third International Conference on Continuing Education for Library and Information Professions. – München: KG Saur, 1997, p. 27-28

[44] Ibid., p. 6

[45] Wiemer, Eugene: Budgeting Methods for Collection Management. – In: Branin Joseph J (ed.).: Collection Development in the 1990s: Proceedings of Midwest Collection Development Institute, University of Illinois at Michigan, August 17-20, 1989. - Chicago: American Library association, 1993, p. 20

funds required to sustain all operations such as salaries, purchase of information materials, and maintenance and running of automated systems.

The librarian, who is responsible for the preparation of the library budget, must understand the budget process within the parent organisation so as to succeed in budget arguments. The librarian is concerned with establishing and maintaining satisfactory relations with officials responsible for academic, financial and business affairs, the sources of library funds, preparation and administration of the budget and with business procedures in general. The governing authority of the university is responsible for providing adequate library funds which may come from the government, the university, grants from agencies other than the government, gifts endowments and student fees. The government funds are rarely allocated directly to the library but are usually awarded in the university budget. At the same time funds may be given in the form of lump sum for the whole university or highly detailed schedules setting forth precisely how much is allocated for each purpose. The funds are usually awarded for a definite period such as the academic or fiscal year.

University funds are usually the largest single source of income for the library and allocations may be directly transferred to the library or directly to academic or research units. Direct allocation of library funds to the latter is not conducive to centralisation or co-ordination of library activities. In ordinary circumstances budgeted university or government funds must be spent within the budget period and unused funds reverted to budget source. Endowment and gifts may be general and unrestricted in which case current income from them may be used for a variety of purposes including library development. These may come from a variety of sources outside the university or the government such as private foundations, individuals and international agencies.

Depending on the organisation and control of the university and the sources of its income, the university librarian may have to deal with government officials, university governing authorities, heads of faculties, school and university business officials. In a state-controlled university the librarian does not directly deal with the government but may nevertheless be required to provide supporting data to government budget officials, auditors, inspectors and other government officials. Within the university, the librarian is

expected to be in good relationship with one or more officials depending on whether budgeting is centralised or decentralised. In the first case he may present his budget directly to the director or his designed representative for library affairs. After the budget is determined, the librarian will be required to deal with the business office in regard to purchasing and related procedures. One also has to deal with deans, directors and heads of departments in regard to the selection of materials for acquisition. It has been suggested that the library must be responsible for its internal allocation and control of the approved budget. As long as there is a provision for appropriate consultation and transactions are carried out in accordance with the accounting practices of the university, this autonomy will make it possible for the library to operate without undue constraint.

### 2.3.2.4   Library Standards and Legislation

Standards are important in helping the library and university administration in determining and evaluating as well as optimising performance of the library in terms of the mission of the university.[46] The key role of the university library is to provide information service in support of teaching, research and public service of the university. The achievement of this mission requires the development of standards to address the ways, in which goals are to be developed and measured, needed resources estimated and success in goals evaluated. They set forth the process by which expectations may be established and indicate which topics are to be addressed in evaluation of the university library performance.

There exist various standards world over for objectives, funding, administration, space requirements, equipment, type and quantity of information materials as well as service provision in university libraries. For example literature on German librarianship is abound with explicit and detailed recommendations and guidelines for standards as well as legislation relating to financial, staffing and accommodation requirements and for provision of equipment and nature and size of stockholdings to various documents expressing expert opinion as well as guidelines for library development which although

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[46] Higher Education Library and Information Services for Development, p. 209

are not legally binding have been useful in planning and managing libraries. Plassmann and others have extensively discussed the various documents dealing with considerations for library development in Germany such as the *Bibliotheksplan '73,* and *Bibliotheken '93*[47], and their conclusion is that these recommendations have heavily contributed to giving German librarianship a sense of direction since 1960s and that the conducive conditions under which university libraries in Germany have thrived is linked to these sustained efforts to keep standards at the centre of library debate.[48]

In the U.S.A various statements on library standards have been issued by various library organizations such as the Association of College and Research Libraries (ACRL).[49] These statements provide clear guidelines for determining priorities and evaluating the performance of university libraries in terms of the mission of the university. While most documents are non-prescriptive and do not offer mandatory expectations, they set forth the process by which these expectations can be established and the crucial issues to be considered such as budgetary support, equipment, human resources, collections, building resources and services provided.

In the developed countries there is an ever-present awareness that libraries are an imperative infrastructure for the development of knowledge and well being of the society. For example libraries have received very close attention with vigorous programs to support their development by the E.U Commission among the member states.[50]

In conclusion therefore it should be noted that the relevance of legislation and setting of standards in the area of library and information services should be not underestimated. In order to fulfil their objectives, libraries require rules and regulations. These consist of

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[47] Bibliotheken' 93 / Bundesvereinigung Deutscher Bibliotheksverbande. – Berlin: DBI, 1993. - p. 39-42

[48] Plassmann, Engelbert et al. : Das Bibliothekswesen der Bundesrepublik Deutschland: Ein Handbuch. - Wiesbaden : Harrassowitz, 1998. - p. 263

[49] Guidelines for University Undergraduate Libraries / Association of College and Research Libraries. – Available: http://www.ala.org/acrl/guides/uniundlb.html. (02/12/02)

[50] An example of such effort is the "Telematics Libraries Project" which is aimed at creating computerised bibliographies to improve efficiency of libraries and resource sharing among them, undertaking library networking and interconnection of systems through new telecommunication technology and creating technology-based library products and tools aimed at providing a stimulus to the European market. See Creating a European Library Space: Telematics for Libraries Progress 1990-1996. – Available: http://www/Cordis.In/libraries/en/projects/publica:html. (02/11/02)

regulations governing issues such as purchase, registration and use, and preservation as well as well-laid down rules to govern the everyday functioning of the library.

## 2.3.3 Library Buildings

It has been observed that operational facilities and physical setting of information and library services have a significant effect on the quality of services and therefore represent an important part of the resource management responsibilities of all information professionals.[51] At the bottom line, a library should be housed in a building adequate to its role in the university and should reflect coherent planning effort. This means that the space should be adequate to house collections, staff, space for study and research and space for associated processing and public service functions. It is important to bear in mind that the successful library building is one which clearly and directly expresses and provides for the functions that are performed in it. Therefore the university library is a complex and specialised structure and its construction and equipping require thorough understanding of library functions and requirements. Basic issues in library operations are purchasing, cataloguing, reading, accessing, retrieving and preservation and in designing a successful library building full attention has to be paid to these functions. In other words it is important to investigate every department of the library, understand every step of the work and create good conditions of lighting, ventilation, floor, painting and easy use by readers and librarians.[52]

A number of factors have been cited as affecting library buildings. This include:

i. New roles towards a changing society: improving services to meet needs caused by a changing environment such as an information oriented society and lifelong learning society,

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[51]Corral S. L, and Brewerton, A.: The New Professionals Handbook : Your Guide to Services Management. – London: Library Association Publishing, 1999. - p.211

[52] Cheng, X., Ying, C., and Lin, Z: To Create an Atmosphere of Books for Readers and Readers Among Books on the New Building of Zhegieng Prunkard Library. – In: Bisbrouk, M. : Library Buildings in a Changing Environment: Proceedings of the 11th. Seminar of the IFLA on Library Building and Equipment. – München: K.G Saur, 2001. - p. 177

ii. Increasing digitalisation of media and use of electronic information systems which require consideration for space and equipment layout,

iii. Increase in additional services and various needs that create more advanced needs such as information literacy, and

iv. Progress in automation apart from creation of digital libraries and online systems e.g. automated admission control systems and office automation.[53]

The library building has also been viewed as one of the most enduring, most used and socially inclusive institutions in modern society where people not only learn but also interact and therefore the need for its design to emphasize people-centred orientation and their use of collections, information technology, services and also the dynamic and evolving relationship between these elements.[54]

One of the approaches to fulfilling the expectations of library buildings is what Plassmann has referred to as "flexibility as a building principle and the intermingling of readers and book space as normative structural principle" which entails creating an atmosphere of warmth, hospitality and privacy, open access to all the library holdings and cutting down fixed structural boundaries between books, readers, and circulation and administration.[55] Flexibility emphasizes the notion of adaptability which implies issues such as a layout, structure and services which are easy to adapt for example floor loading sufficient for book stacks and reader services through out the building, and distribution of space to facilitate present or future installation of telecommunications infrastructure to support the variety of services that depend on electronic delivery of information throughout the building. The idea of intermingling of books, readers, circulation and administration emphasises the principle of openness, which provides readers with the

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[53] Tomie, S. : The Process of Development and the Transition of Methods for Facility Planning in Japanese Public Libraries. – In: Bisbrouk, M. : Library Buildings in a Changing Environment: Proceedings of the 11th. Seminar of the IFLA on Library Building and Equipment. – München: K.G Saur, 2001. - p. 64
[54] Macdonald, A: Closing Remarks. – In: Bisbrouk, M.: Library Buildings in a Changing Environment: Proceedings of the 11th. Seminar of the IFLA on Library Building and Equipment. -  München: K.G Saur, 2001. - p. 80

most freedom, convenience and ease in obtaining knowledge.[56] This can be achieved through placing all reading areas in positions that can be seen and reached, reading areas with open stacks which creates a convenient access to reading materials, consideration for the disabled people

The second approach is whereby the choice of the physical set-up of the library is made in terms of its anticipated use tampered by efficiency and environmental friendliness. This entails a number of issues which include consideration of advances in electronic age, transmission and retrieval of information catering for present activities yet being adaptable enough to future changes in the requirements of the library service, saving on space including centralisation in one building as opposed to dispersal among several faculties, departments and colleges. The emphasis is an effort to minimise running and maintenance costs, delivering value for money and conforming to environmental policies and standards.[57]

A third principle is that of multi-functionalism in which the orientation of the library building is carefully balanced to accommodate the range of library and related functions as well as methods of service delivery. For example the library has lately been involved in teaching of information literacy and therefore apart from staff working and service provision, administration and reading areas, it requires lecture halls or exhibition halls for meetings, lectures, special seminars and information workshops. Another example is that besides traditional books in print form, the library also provides audio-visual materials, electronic products and Internet services. There could be multimedia rooms with the appropriate equipment to provide the services related to these techniques.

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[55] Plassmann (see Das Bibliothekswesens in Bundesrepublik Deutschland, p. 313) illustrates the principle of flexibility by the tendency towards 'subject departmentalisation' instead of large general reading room, modern reading rooms with less formal arrangement and open access areas with reading tables.
[56] Ma, Y. : The Development of Buildings in Shanghai. – In: Bisbrouk, M. (ed.): Library Buildings in a Changing Environment: Proceedings of the 11th. Seminar of the IFLA on Library Building and Equipment. - München: K.G Saur, 2001. - p. 32
[57] Macdonald, A. : Space Planning and Management. – In: Baker, O., (ed): Resource Management in Academic Libraries. – London: Library Association Publishing, 1997. - p. 190

## 2.3.4  Collection Management

### 2.3.4.1  Introduction

Appropriate and sustainable collection management is one of the key issues in the development of a university library and information system. This includes the purchase of new materials (acquisition), deselecting (weeding) and providing access to other collections outside the campus through resource sharing and co-operation. The primary goal is to select, organise and provide access to all varieties of information for users. Therefore the library should select and acquire materials in all formats to the level required to support academic programs, research and teaching.

A number of factors have been singled out as determining the selection and acquisition policy. Foremost is the size of the university and geographical location of its faculties, which may require a degree of duplication in the purchase of individual titles as well as availing more Internet connection points so that clients can access information from the information superhighway. A university with a large enrolment is likely to have large faculty and a high variety of courses with many areas of specialisation, each of which will have its own library needs. On the other hand a small institution with more limited programmes will have fewer subject courses. Each curriculum requires its own books and journals. It should be noted that lecture-textbook courses make the smallest demand on the library unless the students are also required to write many reports. Seminars, tutorials and other teaching methods, which require extensive individual study and written work of students, call for rich library collections. Graduate studies and research also demand extensive collections of secondary as well as primary source materials.

Secondly, the anticipated future development plans of the university can also affect book selection and acquisition directly. For example a plan for gradual addition of new faculties or schools over a period of years with provisions for building library collections can give a sense of direction to a library buying programme. It also provides the library with an opportunity to make selections and purchase in an orderly and discriminative way.

The degree of financial support that can be provided to the library is also crucial to the selection and acquisition policy. While it is the goal of collection development to meet the information needs of the university community, this is not usually realised due to financial constraints, the diversity of user information needs, and the vast amount of information available. Ideally expenditures for library materials should be large enough to provide for adequate materials for every research or study programme that is sponsored by the university. If the university does not receive adequate funds for its purpose, the library may be compelled to curtail some of its crucial teaching and research materials acquisition activities and defer the introduction of new programmes. This has a direct bearing on the activities of the university.

On the operational level, book selection and acquisition is determined first by the official statement of policy, which explains the manner in which the library is to go about the business of collection development. It addresses questions such as what should be the policy of the university regarding foreign books, purchase of rare books, research materials, and use of information technology in accessing information. The policy should ensure that library collection consist of well-balanced stock of among others general materials, books, journals, newspapers, government publications, pamphlets and suitably selected reference works. It should address the application of modern information technology such as use networks, online catalogues and Internet to satisfy the information needs of the university community. Secondly, it also depends upon the type and range of teaching or research that the institution wishes to provide. It is also true that the coverage of a discipline by a library requires an over-spill of provision into other related areas.[58]

## 2.3.4.2   Collection Development Policy

The library's primary task is to select, maintain, and provide access to relevant and representative information sources. In order to facilitate this many authors agree on the need to have a written collection development policy.[59] The primary function of a

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[58] Higher Education and Information Service Development: Strategies for Investment. - p. 161
[59] Stueart, Robert D. and Moran, B. : Library and Information Centre Management. - Englewood, Col. : Libraries Unlimited, 1977. - p. 57

collection development policy is to provide guidance to staff when selecting and deselecting resources for the local collection. In this case it serves as a guideline for each of the stages of materials handling such as selection, acquisition, processing, housing weeding, retention, preservation, relegation and discarding of all types of library materials. This reduces personal bias by setting individual selection decisions in the context of the aims of collection building practice. It also clarifies the purpose and scope of local collections, allows selection decisions to be evaluated, which reduces the need of selectors to raise recurrent questions, as well as assists in the training of new staff.[60]

A policy document provides a sound foundation for future planning, thereby assisting in determining priorities, especially when financial resources are limited. This provides a basis for the fair allocation of resources, and in accounting for library funds by explaining the rationale behind acquisition activities. Having a formal publication to refer to ensures continuity and avoids confusion.[61] The stated aims also help other collection related activities such as cataloguing, preservation and storage to form a coherent strategy, for example by identifying areas in need of de-selection, or more suitable for interlibrary loan.

Formal policy statements can be useful in making the case for the library when dealing with its users, administrators and funding bodies. They support the stated objectives of the organisation, demonstrating accountability and commitment to agreed goals. The compilation of the statement involves the participation of both users and administrators hence improving communication between the library and its clientele. It serves as a contract with library users, which demonstrates to individuals within the institution what they can expect of the library both in terms of collections and of the service.[62] Therefore the collection development policy acts as a public relations tool for the library to its sponsors and other stakeholders.

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[60] Robert W E. : Collection Development Policy Statement: the Documentation Process. – In: Collection Management 7(1985) 1, p. 63-73
[61] Ann C K and Elizabeth F.: Collection Development Policies. – In: Collection Building 11(1991) 2, p. 27
[62] Hazen D.C. : Collection Development Policies in the Information Age. – In: College &Research Libraries 56(1995) 1, p. 29-31

## 2.3.4.3   Selection and Acquisition of Library Materials

Selection is at the heart of the collection development process. In his classic, McColvin argued that book selection and acquisition is the first task of librarianship in that it precedes all other processes such as cataloguing, classification, or administration. No matter how thorough and efficient the rest of the work may be, the ultimate value of a library depends upon the way in which the stock has been selected.[63] To be effective the library must provide books and other materials that are appropriate to the teaching and research requirements of the university. The principle of appropriateness implies that selection is planned with well-defined policies and procedures, indicating the depth and breadth of the collection.  It is the responsibility of the university librarian to ensure that the right books, periodicals and other sources are being added to the library. However selection is a co-operative affair involving the library staff, the faculty and to a degree as already noted, the students. Therefore the library must develop close working relationship with the teaching staff and readers should be encouraged to make recommendations for additions to the collection as a way of making the library discover deficiencies that ought to be attended.

## 2.3.4.4   Collection Weeding

Effective management of a library collection requires a well planned and ongoing weeding programme whose rationale is the need for periodic or continuous assessment of resources intended to remove items that are no longer useful from the collection and ensure that what is kept in the collection is useful and accessible.[64]  In line with this notion, weeding has been defined as the process of removing material from the open shelves of a library by re-assessing their value in terms of the current needs.[65] The removal of materials can be through relegation (materials are removed from the open shelves or from easy access and stored in stacks or some remote location), discarding

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[63] McColvin, Lionel: The Theory of Book Selection for Public Libraries. – Chicago: Wiley, 1925. - p. 9
[64] Rosanne, C. : When Less is More: Issues in Collection Development. – In: School Library Journal 37 (1991) p. 130
[65] Gorman, G.E.; Howes, B.R. : Collection Development for Libraries: Topics in Library and Information Studies. – London: Bowker-Saur, 1989. - p. 148

(materials are removed from records and destroyed) or through transference of the ownership of the material through sale or donation.

One of the justifications for weeding of library resources is limitation on the space available to house print collections. However according to Gorman, while it is necessary to go through the collection on a regular basis and to weed material to make room or other material, this should not be regarded as the only reason for weeding.[66] Other reasons for weeding of library collections include the fact that the material and information may be out of date, deteriorated physically, better editions of a specific title may be available or the institutional objectives may have changed and therefore the need for the collection to change over time to reflect changes in the user community and library goals. Above all when libraries do not weed regularly or consistently, customers have trouble finding relevant materials and therefore removing outdated or worn out items makes the collection not only more visually attractive and more inviting to users but also the library is able to supply information that is easy to find and up-to-date.[67]

Therefore the ultimate aim of weeding must be to increase accessibility, to improve efficiency and to reduce cost and hence the criteria of doing it should be essentially those that are used in the selection process and whose emphasis is on qualitative judgement rather than quantitative considerations.[68] According to Reed-Scott, an effective weeding programme must be closely linked to the library's mission, goals and programmes, the users served by the library, its limitations, the characteristics of its collections as well as the academic programmes of the parent institutions in the case of university libraries.[69] However she concedes that at the end of the day this programme will be a compromise between the in-depth review of the collections that would be done under ideal

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[66] Ibid., p. 149
[67] Stuaert, Robert D. : Weeding of Library Materials: Politics and Policies. – In: Collection Management 7(1985) 2, p. 40-58
[68] Godden, Irene P. : Library Technical Services: Operations and Management. - San Diego: Academic Press, 1997. - p. 246
[69] Reed-Scott, Jutta: Implementation and Evaluation of a Weeding Program. – In: Collection Management 7(1985) 2, p. 59-67

circumstances and the more limited assessment of priority areas that promise immediate results such as increased space and enhanced browsability.[70]

Over time two main approaches to library collection weeding have emerged namely: the value/quality approach and the "self-renewing" library approach.  The value /quality approach is based on weeding of materials depending on factors such as relevance to the curriculum, historical importance, availability of the information in other editions or in more current works on the subject, age of the work, its citations in standard bibliographies and indexing or abstracting journals and the frequency of use.[71] The most critical and perhaps the most difficult part is how to determine the continued value of the item.[72] The concept of the self-renewing library is based on ensuring that a library does not grow beyond a particular size by balancing its acquisition with withdrawal of obsolete or unconsulted material each year.[73] The main concept in this approach is that a library of a certain size should maintain itself at very close to that size by discarding each year as much materials as it takes in. However this approach has been criticised in that it ignores the fact that in the case of universities, research and learning needs continue to change and that if pursued to the extreme can lead to discarding of materials that may later be in great demand. The positive thing about the approach is that it underlines the view of a library as an active service facility whose sole vision of a collection is to satisfy users not the number of books in it.

The debate on how to go about library collection weeding is far from concluded. However there seems to be agreement that the criteria for weeding should consider factors such as:

i.   The condition of items and decision whether it is worth repairing or replacing,

ii.  The lapse of time since when the item last circulated and if possible set up a cut off date for subject groups,

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[70] Ibid.
[71] Ibid.
[72] Gorman, p. 330
[73] Capital Provisions for University Libraries: Report of a Working Part / University Grants Committee Great Britain. – London:  HMSO, 1976. - p. 3

iii. The availability of multiple copies of the same edition/ or duplication of the items content in other forms,

iv. The age of the material and its accommodation date in the library

v. The language of materials,

vi. The availability of the materials elsewhere and ability to access them, and

vii. Coverage of material in indexes and abstracts as well as citation frequency.

2.3.4.5   Collection Preservation

Basically, libraries are involved in collecting and preserving the records of the 'past'- where 'past' is used as a relative term ranging from very distant past to the very recent. Preservation here refers to all management activities including storage and accommodation provisions, staffing levels, policies, techniques and methods involved in library materials and the information contained in them.[74] The rationale for preservation is that if materials are allowed to deteriorate then it becomes difficult and finally impossible to use them or access the information they contain. Therefore preservation has been identified as one of the main library management functions and according to Clarkson it is inseparable from the work of building, maintaining and using all library collections.[75]

Almost all library physical materials deteriorate by losing quality, which decreases their ability to carry out their intended functions as a result of some inherent instability in the material itself or action external to it. Since most materials are organic in nature, they deteriorate because the molecules from which they are built up of breakdown into simpler molecules through a natural process, which can only be slowed down but not stopped. For example paper decays rapidly because of its inherent unstable chemical

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[74] Harvey, Ross: Preservation in Libraries: Principles, Strategies and Practices for Librarians. – London: Bowker, 1992. - p. 6

[75] Clarkson, Christopher: Conservation Priorities: a Library Conservators View. – In: Petheridge, Gu: Conserving of Library and Archival Materials and the Graphic Arts. – London: Butterworths, 1987. - p. 235-236

structure and this deterioration is speeded up if it is exposed to radiant energy such as heat and ultraviolet light. Materials used in modern book production; leather, cloth, paper, and thread all have chemical properties whose interaction and reaction to paper may increase the rate of deterioration.

Library materials also deteriorate through human activities. One of these is increased use of library materials in cases where more people chase fewer materials with the result of rapid deterioration in the physical condition of the collections. Others include poor handling, abuses such as burning, looting, vandalism and theft.

By far environmental factors account for the greatest level of deterioration of library materials. When both humidity and temperature in the library are high they speed up the rate at which chemical reaction takes place, which increases the rate of deterioration. They also encourage the growth of biological agents such as moulds and fungi, which damage materials. As water evaporates its absence causes brittleness in paper, leather and some plastics. Damage also occurs in library materials when they are exposed to direct sunlight, fluorescent light and ultraviolet light. For example too much light speeds up the rate of oxidation and hastens chemical breakdown, it bleaches paper and ink and causes the fading of images. Closely related to these are the environmental hazards and disasters such as air pollution, dust and dirt particles, floods, fires and earthquakes. All these lead to both deterioration and in cases of severe environmental disasters, to destruction of large amounts of library materials.

There are several approaches to preservation of library materials. However, in this case an overview of three main approaches is made. One of the approaches is through preventive approach, which encompasses all those actions, which have effect of preventing deterioration of library materials from the time they are added to the collection. According to Banks, preventive preservation includes safe housing and proper handling of materials and includes provision of optimum environmental conditions, the provision of adequate stack space and suitable storage containers, training programmes for staff to ensure that the materials are handled in ways that prevent wear and tear, establishment and enforcement of use regulations to prevent damage to holdings during

consultation, organisation and participation in co-operation in preservation, microfilming projects, and in disaster planning.[76]

Another approach is preservation of the intellectual content of materials by putting it in another, more durable physical format through activities such as microfilming, photocopying, and digitisation into optical discs such as CD-ROMs and magnetic media. A third method is that of preserving the artefacts such as books through making minor or regular repairs on materials through binding and rebinding.

## 2.3.5  Service Delivery

The underlying goal of the library is to provide services to the university community and indeed all other activities in the library are geared towards the program of service and their effectiveness should be measured in terms of meeting user needs. The ways in which information is selected, stored and retrieved and disseminated within the university will affect the level and the success of teaching, scholarship and research. Therefore the university requires clear policies concerning access to and provision of information. In considering service delivery we have to consider the two most critical issues of access and information literacy.

### 2.3.5.1  Access

Libraries are partners with departments of the university in meeting the teaching and research commitments of the university. They facilitate the identification and access of information regardless of format in support of the university's teaching and research, guided by an ongoing assessment of the information needs of the libraries' primary user population. For example faculty, researchers and postgraduate students rely on the library for awareness of developments in different research fields and for identification of potential research fields. Therefore the library program should ensure optimal access to its own collections and needed resources elsewhere by developing appropriate policies

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[76] Banks, Joyce M: Guidelines for Preventive Conservation. – Ottawa: Committee on Conservation and Preservation of Library Materials, 1987. -  p. 18

and procedures. For this to be possible there is need to establish user profiles and proactive selective dissemination of information services based on concrete awareness of user needs.[77] A more basic approach is the analysis of the university curricula in relation to the required academic support material ranging from textbooks to the current published materials or suitable Internet sites on given topics. This calls for a proactive library personnel and establishment of university system that facilitates their participation in the process of curriculum analysis and review. The role of the library personnel in the analysis stage is to search, identify and expose available and accessible academic support materials relevant to the courses.[78]

For purposes of daily access to information, the library cannot operate without a set of rules and regulations but these should ensure that the library and its collections are open to users. The goal is to make library resources accessible to all members of the institutional community in accordance with the needs and with regard for preservation of materials, compliance with legal requirements such as copyright and the right to personal privacy. Promoting access will also require availing appropriate bibliographic tools such as easy to use catalogues, indexes and abstracts. These tools, whether manual or electronic should be comprehensive, current and adhere to national and international standards. The physical collections should also be systematically arranged using a readily understandable classification scheme. For Internet sources, the library should facilitate access through identifying suitable sources and creating electronic links to them.

2.3.5.2   Information Literacy

The ability of students to obtain and critically evaluate information as well as the skill of self-directed learning has been cited as critical in university education.[79] This can be achieved through information literacy activities of the library aimed at helping individuals acquire skills of livelong learning. Information literacy can be defined as the ability to locate, evaluate, manage and use information from a range of sources for

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[77] Hacker, Rupert: Bibliothekarisches Grundwissen. – München: Saur,  2000. - p. 62-63
[78] Ibid., p. 62

problem solving, decision-making and research.[80] In order to facilitate efficient use of available information the library personnel need to train customers at various levels of skill development to empower them for self-sufficiency in accessing and exploitation of both print and electronic resources and integrate the various information sources in the production of knowledge. The case for information literacy programmes is even stronger for undergraduates who enter the university with limited experience and information skills. This is best done through teaching the identification, structure, intellectual access and the physical access of information, information sources and information systems through the design of instructional programmes and services which include teaching by personal contact and through the preparation and use of instructional materials in various approaches such as group instruction, reference service library, orientation and library instruction.

## 2.3.6  Library Marketing

### 2.3.6.1  Introduction

Marketing has been defined as the systematic orientation of all operational functions including processing, production, storage, and sales to the customer needs. It embraces not only the satisfaction of demand but also the creation and awakening of new and increasing the existing demand. According to Kotler marketing is,  "a managerial process of analysing market opportunities and choosing market positions, programmes and controls that create and support viable businesses that serve the organisation's purposes and objectives."[81] He has also defined marketing as the "analysis, planning, implementation, and control of carefully formulated programmes designed to bring about voluntary exchanges with target markets for the purpose of achieving organisational

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[79]The Online Resource: The Libraries Mission / Purdue University Libraries. - Available: http://www.Lib.Purdue.edu/plan2004/libraries_mission.html. (02/12/02)
[80] Bruce, C. and Candy, P. : Developing Information Literate Graduates: Prompts for Good Practice. – Brisbane: Queensland University of Technology.  (Unpublished Paper)
[81] Kotler Peter: Marketing Management-Analysis, Planning, Implementation and Control. - Saddle River, NJ. : Prentice Hall, 1997. - p. 12

objectives."[82] Therefore it relies heavily on designing the organisation's offering in terms of the target market needs and desires and on using effective pricing, communication and distribution to inform, motivate and service the market.[83] These definitions underscore the emerging focus on how the library interacts with its community, target population or customers and encompasses the key steps of effective marketing which requires that first, the library identify its objectives and secondly, identify its target market, study it to identify its real needs and wants, and finally develop products and services aimed at this market based on the real needs and wants of the users. In this case the library has to become a market-oriented organisation, which focuses on the needs of customers and wants so as to fulfil them to the highest level of satisfaction through creation and delivery of appropriate service.

Traditionally, libraries have not marketed their products or services because they have felt there is a basic human need for information and as Borchardt has observed it is only in the last five to ten years that appreciation and understanding of the necessity of marketing concept has developed in library circles.[84] He has further argued that in librarianship it is common to equate marketing with terms like publicity, advertising and public relations. According to Booth, libraries have in the past tried to convince individuals to use library resources because they are inherently good for them.[85] However every organisation has its market, that is to say that the group of existing and potential users of its goods and services and as such relationship with the market is an important ingredient of corporate planning and policy making.[86] For the library, public is not just the active library users but also the total population of the surrounding area or the community in which the library exists.[87]  For every library, communication with its public has become more than before highly ranked and according to Plassmann has great

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[82] Ibid.

[83] Kotler, Peter: Marketing for Non-Profit Organizations. - Englewood Cliffs, NJ. : Prentice Hall, 1975. - p.5

[84] Borchardt, Peter : Ein Marketing Konzept für Öffentliche Bibliotheken. – Berlin : DBI, 1997. - p. 3

[85] Booth, T.: Pre-marketing: Analysis of Information needs. – Available: http://www.libsci.sc.edu/bob/class/clis724/SpecialLibrariesHandbook/booth.htm (02/12/02)

[86]  Plassmann, et al., p. 303

[87]  Ibid., p. 304

and lasting implications on acquisition, collection development, and use of the library and information services.[88]

Communication finds expression in various forms including contacting the public and maintaining that contact by way of making the public aware of available services. In business terms this refers to marketing. Regardless of the type of library, the need to develop customer-centred services and strategic marketing is now part of the vocabulary of effective library management.

## 2.3.6.2   Justification for Library Marketing

The relevance of marketing has been discussed widely in literature. According to Leisner, the basis for library marketing is the need first to enhance the quality of services, and secondly to improve the perceived value of these services and thus achieve the highest level of customer satisfaction which ensures survival of the organisation.[89] In explaining the relationship between these issues, he has noted that the need for profit or increased funding could be a result but that alone is not a reason to implement a marketing programme, rather it follows that increased customer satisfaction will result in willingness to use and pay for services offered.  An enhanced perception of value of the library will result in increased support and usage, which are necessary for its continued survival and existence.[90]

Wiegand has proposed four reasons why marketing is imperative for library effectiveness: drop in library support, increased competition, changing customer expectations and rapid change in information technology.[91] She argues that financial support for libraries was in the past assumed by librarians because of the view that libraries had an inherent value but today like in any other sector, funding and other forms

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[88] Ibid.
[89] Leisner, T. : Should Libraries Engage in Marketing? 61st IFLA General Conference Proceedings-August 20-25, 1995. - Available: http://www.ifla.org/IV/ifla61/61-leit.htm (10/10/2002)
[90] Ibid.
[91] Wiegand, Darlene: Managing Outside the Box: Marketing and Quality Management as Key to Library Effectiveness. – In: Savard, R. (ed): Education and Research for Marketing and Quality Management in Libraries: Satellite Meeting, Quebec, August 14-16th 2001. – München: K.G Saur, 2001. - p. 10

of support need to be earned, based on the proven quality and value of service to customers. This means that the library must be both active and proactive instead of passively relying on the goodwill of others. Unlike in the past the library is one among many sources of information. Many of the services provided by the library are also available through other information agencies. This calls for the need for the library to consolidate its position in the midst of the prevailing competition. Customers normally gauge the usefulness of a library by past experiences and an awareness of the quality and types of services on offer and therefore what the customers know about the library, the kind of communication done with them, their past experiences on library use, their level of education and the quality of interaction with library staff are all issues relevant that will determine how far the service measures up to customer expectation. Critical to the quality of services therefore is not only ease of access, pleasant physical environment, scope and currency of collections but also how far the customers feel that the library is responsive to their needs and convenience and this is what underlies the concept of marketing.

To fulfil the marketing goal it is important to use the appropriate marketing tools of product creation, pricing and distribution. The commercial world has for a long time concentrated on the operational activities and the market demand for their customers. The operational aim is serving and satisfying actual and potential customer demand in the best way possible so as to successfully secure the market. Similar developments have been witnessed in the last two decades in library thinking, however like it is in the case of other not-for-profit organisations, library marketing focuses mainly on services, whereas profit organisations focuss on products. The difference between the two as seen by Ashcroft and Hoc is that services are mainly dependent on satisfied customers telling others about the institution while products depend more on advertising.[92] Customers evaluate their use of the library based on their personal experience while using the library services and this calls for appropriate approaches in marketing the services and personal public relations by the library personnel. These involves a marketing plan with three

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[92] Ashcroft, L. and Hoc, C. : PR, Marketing and the Internet: Implications for Information Professionals. - In: Library Management 22(2001) 1/2, p. 68-75

basic steps namely: identifying targeted user groups and specifying their unique needs, developing marketing strategies to meet those needs, planning and executing the marketing process and finally carrying out ongoing evaluation of the marketing process.

2.3.6.3   Identifying User Needs

Identification of distinct user groups also referred to as market segmentation involves the specification of the different user categories that are served by the library. In the case of a university library these include faculty staff and students in different subject areas, as well as researchers and graduate students. The key question is what information each group needs. Through marketing research strategies, which include informal and formal surveys, focus groups and internal library statistic, data is collected on the users' awareness and attitude to the library service, customer satisfaction levels, and the major strengths and weaknesses of the library in terms of staff, resources, programmes and facilities.[93] This marks departure from promotion of existing service towards a package of services designed to meet the various target groups in the university such as academics, researchers, and undergraduate as well as postgraduate students. Studying the organisation and users helps create appropriate library services and programmes as well as guide the planning of the right marketing strategy.[94]

There are various approaches to collecting information on these issues such as image analysis, SWOT analysis and customer satisfaction studies. Image analysis helps to determine the library's image to the university authorities and various categories of users by measuring the perceptions held by particular user groups and the way they perceive the services offered.[95] The different categories of users are surveyed in order to determine their attitudes, awareness, interests and desires in terms of the services provided. SWOT analysis and customer satisfaction studies provide evidence whether academic staff and students are satisfied by the current services and can be used to evaluate the services of

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[93] Nicholas, Julie: The Marketing and Promotion of Library Services. – Available. http://www.stsci.edu/stci/meetings/lisa3/nicholas.html (15/07/2003)
[94] Cram, L. The Marketing Audit: Baseline for Action. – In: Library Trends, 43(1995) 3, p. 326-383
[95] Bryson, p. 359-368

the library as a whole or individual services or components of those services.[96] Both methods are useful in the university library setting in revealing the quality of services and the users' perception of the whole or individual services offered by the library service such as opening hours, quality of collections, lending procedures, study facilities, reference services, and information literacy and can be a good basis for restructuring operations, human resource planning and to arguing for maintaining or increasing existing levels of funding depending on whether the results are positive or negative.

### 2.3.6.4 Development and Execution of Marketing Strategies

The development of an effective marketing strategy requires the specification of the marketing mix which incorporates the four "Ps" of marketing: product, price, promotion and place and according to Lee, it is "...the blue print for the development, implementation and evaluation of specific services and initiatives".[97] Efforts have been made to explain what implication the four "Ps" of marketing; product, price, promotion and place have on library marketing. Product can refer to the tangible goods and services offered by the library such as a reference service, selective dissemination of information or library instruction courses. Place includes consideration of the services and resources the library provides in relation to the efforts to make them available to target user groups. In the latter case a number of issues can be examined including location of the service, forms of access e.g. remote, web-based, number of copies of print sources. Discussions of library marketing initiatives often omit the price but this is a critical component especially today when users have to pay in monetary terms for the services they receive. It can also be considered in terms of "implicit price" imposed by libraries in terms of barriers to effective use and which costs the users time. Promotion includes all the activities undertaken by the library to communicate its resources and services to the target user groups through advertising, public relations and direct selling. The benefits accruing

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[96] Roswitha, Poll, Boekhorst, Peter (ed): Measuring Quality: International Guidelines for Performance Measurement in Academic Libraries. – München: Saur, 1996. - p. 40-41
[97] Lee, Deborah: Marketing for Libraries: Theory and Practice. – Available: http:/www.lib.usm.edu/~mla/publications/ml/winter00/marketing.html (15/06/2003)

for the library from promotion activities include increased library usage, increased value in the organisation, better awareness on the part of users and a changed perception.[98]

Public relations and advertisement are critical for the image of the library. Public relations imply efforts to win the total confidence of customers while advertising is geared towards bringing to the attention of customers of specific services. Through systematic use of PR, the library can gain the support of the community. This includes several methods such as advertising, corporate image, contact relationships, information presswork, annual reports, friends and user circles. In order to successfully promote the true value of library services and products the librarian must move outside the library and become a personal advocate for the library as a way of creating a personal relationship between potential customers and the professional service providers.

The final step in the marketing process is evaluation, which measures the outcomes of marketing strategies, and provides feedback into the marketing process for future marketing initiatives. Evaluation can be done on two levels of evaluation: program monitoring as the marketing campaign progresses and a final evaluation when it is complete.[99] In either case, evaluation should address question whether the marketing programme met its goal, its strengths or weaknesses and above all whether it has resulted in improved library services to the various user segments.

## 2.3.7  Performance Measurement and Evaluation

Performance measurement and evaluation are important management activities in that they facilitate assessment of how the information service is performing and provide a means of accountability to the stakeholders. This has been defined as "the process by which the information service determines whether it is on course towards the achievement of the parent organisations' objectives and therefore at the centre is the issue of quality of service which includes reliability, competence, responsiveness,

[98] Nicholas, Julie: Marketing and Promotion of Library Services. – In: ASP Conference Series 153, (1998).
- Available: www.stci.edu/stci/meetings/lisa3/nicholasj.html (22 /07/2003)
[99] Leerburger, Benedict A. : Promoting and Marketing the Library. – Boston: G.K Hall, 1989. – p. 13

understanding, security, access, and credibility.[100] It involves the collection of statistical and other data describing the performance of the library and analysis of these data in order to evaluate the performance.[101] According to Abbott, a number of reasons can be cited as making performance measurement in library and information services very critical:

i. To encourage greater efficiency in the library and information services,

ii. To justify the resources they consume and demonstrate that the benefits derived are worth the expenditure, and

iii. As a means for creating quality management and quality assurance in that it is one of the tools of defining what quality has been achieved and define how to operate in order to ensure a given quality of product or service. [102]

In this case performance indicators are decision support tools which can help managers among others to understand what the library is achieving, monitor library's progress, gauge efficiency and take decisions about future management of the service based on hard information of past performance rather than intuition. The process entails first, the development of specific objectives, and the establishment of performance indicators to measure progress, secondly, the establishment of an appropriate evaluation process, thirdly, measuring and evaluating the performance, and finally, adopting procedures for acting upon the outcomes and recommendations of the evaluation.[103] The specific objectives define the intended level and quality of service, the outcomes to be achieved and the time frame and resources available to achieve the outcomes. The timing and the format of the evaluation depends on whether the management is evaluating the continuous performance of the library service as a whole or each of the work units or a

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[100] Band, W.A: Creating Value for Customers: Designing and Implementing a Total Corporate Strategy. - New York: Wiley, 1991. – p. 145-148
[101] Brophy, Peter: Quality Management for Library Manager. – In: Roswitha, Poll, Boekhorst, Peter (ed): Measuring Quality: International Guidelines for Performance Measurement in Academic Libraries. – München: Saur, 1996. – p. 40-41
[102] Abbott, Christine: Performance Measurement in Library and Information Services. – London: Aslib, 1994. – p. 3-4
[103] Abbott, p. 1-2

specific project or aspect of the service. Of importance is that action should be initiated in response to any findings or recommendations that arise out of the evaluation.

Bryson has come up with a number of sets of indicators for measuring performance: outputs and outcomes, and quality and value.[104] Outputs refer basically to what the information service is able to accomplish in a specified amount of time and with particular amount of resources. Therefore outputs provide a measure of cost-effectiveness and can be compared with inputs to measure efficiency and with the parent organisation objectives to measure effectiveness. On the other hand outcomes are the intended consequences of the information service activities as indicated by changes in circumstances and behaviour or needs that are satisfied? Therefore a customer's ability to utilise the services offered by the information services to create further output is an outcome measure of its performance.[105] All these can be assessed in four separate value measures. In the first place it's the value of the service to the parent organisation in achieving its objectives and its level of competitiveness. Secondly we have to consider the perceived social value of the information service in improving the quality of life of individuals. The third factor is the perceived role of the service in providing information as a resource or commodity in creating or adding value to information products and services. Finally an important issue is the perceived economic value of information to different people. The quality of the service may be recognised by customers or stakeholders or service management but it is often difficult to apply concrete measures that can be directly attributed to the information service.

Quality and value as measures of performance are problematic in that many of the benefits of information are intangible and therefore difficult to prove in quantitative and qualitative terms. However Orr observes that the ultimate criterion for assessing the quality of a service is its capability for meeting the user (client) needs it is intending to serve, and that the value of a service must ultimately be judged in terms of the beneficial

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[104] Bryson, p. 405
[105] Ibid.

effects accruing from its use as viewed by those who sustain the costs.[106] If the service provides the necessary and timely information in an efficient manner that enables the parent organisation achieve its objectives, it will be perceived as being valuable by the authorities and will be supported. This support is reflected in the level of funding that the information service receives. Burk and Horton have suggested five ways in which the performance and value of information may be measured.[107] They consider as important, first the quality of the information itself: accuracy, comprehensiveness, credibility and currency. Second is the quality of the information holdings in terms of accessibility, adaptability, ease of use and format. Third is the impact upon productivity such as greater returns, improvement in decision-making, more efficient operations and on organisational effectiveness, increased customer satisfaction, meeting goals and objectives. Even more important is the effectiveness in supporting the activity it was designed to support and the strategic importance of the information resource (or service) to the activities of the parent organisation.[108]

## 2.4    ISSUES IN UNIVERSITY LIBRARIES IN THE 21ST CENTURY

## 2.4.1  Application of Information Technology

### 2.4.1.1   Automation and Electronic Information Processing Systems

For more than twenty-five years, university libraries have been investing in information technology due to the awareness that to effectively and efficiently function in the face of increasing stock and variety of media, and provide services to an increasing number of users, they need up-to-date technical equipment. Therefore the fundamental motive behind the rapid adaptation of information technology is the desire for efficiency and rationalisation in distribution and management. Paper library has been seen to have serious limitations that make automated and electronic libraries a matter of necessity. For

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[106]  Orr, R H: Measuring Goodness of Library Service: a General Framework for Considering Quantitative Measures. – In: Journal of Documentation 29(1993) Sept. p. 318
[107] Burk, F., and Horton, F.W. : Info Maps: a Complete Guide to Discovering Corporate Resources. - Englewood Cliff, NJ. : Prentice Hall, 1988. - p.300

example it is a strictly localised medium since the resource and the user must be in the same place at the same time and only one person can in general, use a single paper document at a time. Secondly, paper, as a medium is rather inflexible since no reformatting can be done, and finally collections on paper become bulky and create storage problems [109]

One of the factors that have favoured application of Information Technology in libraries is the present technological trends characterised by improved performance by computers leading to computing power becoming extremely inexpensive, increasing ubiquity of telecommunications and very low cost data storage costs. Other favourable factors include decline in the price of personal computers, new forms of wide area networks using even virtual connections and availability of high density distribution media e.g. the CD-ROM. Library services are labour intensive and about two-thirds of library budget usually goes for labour and therefore since machines can be made more cost-effective in ways that human beings cannot, the use of machines is a viable alternative to increasing labour costs. In contrast, automation of library operations makes easy and less tedious the task of accurate updating of records in files, is likely to improve cost-effective performance by reducing the labour intensive activities and lead to increased effectiveness through decentralised access to records.[110]

Initial automation covered repetitive library processes such as cataloguing, circulation and the aims were to reduce the cost and improve the timeliness of these operations.[111] One of the significant results of automation activities is that electronic data processing in libraries has greatly revolutionised library and information services across the world. It has eradicated time-consuming routine activities, improved the performance of operational activities, and facilitated the collection of useful statistics. Therefore the use of electronic processing systems has enabled libraries to reorganise their work and make them rationalised through the use of detailed statistics thereby being able to conduct user

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[108] Ibid.
[109] Buckland, p. 49
[110] Ibid., p.70

studies and expand services. Through useful reports and more accurate information base more reasonable strategic and operational decision-making is possible.[112]

Online public catalogues with good data organisation and user guidance helps the user more accurately than paper catalogues in providing needed information and searches of all kinds are possible with better results while automated lending systems provide information to the user and the librarian on the location and lending status of a particular media and make it possible to renew or reserve it. Most other areas of library operation can also benefit from electronic data processing. These include collection building and budgeting, ordering and acquisition, journal administration, cataloguing and indexing.

As experience has shown, automation is not the panacea to all problems presented by the paper library. Although the automated library represents a significant improvement for those providing the service, it perpetuates some of the problems of the paper library. For example since collections are still in paper there is still need for a local collection, and the separation of documents from users. Issue of opening hours and competition for the use of copies of the same documents in the collection remain as much a problem in the automated library as paper library.[113]

### 2.4.1.2   Information Networks and Digital Libraries

The steady growth of digital information as a component of major research collections has had significant implications for college and research libraries. Libraries are currently burdened by the explosive growth of printed academic documents to digitise and also the great quantity of digital data published over the Internet to deal with. Many libraries have been creating or collecting digital information in a range of standards and the role of librarians has changed to include activities like developing web-based resources and

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[111] Rosenblatt, Susan: Information Technology Investments in Research Libraries. – Available: http://www.educause.edu/ir/library/html/erm9947.html. (11/9/01)
[112] Ibid.
[113] Audrey, E. : Buying Books: How To-Do-It Yourself Manual for Librarians. – New York: Neal-Schuman, 1989. – p. 120

services as well as playing an active role in electronic publication, virtual teaching and learning.

The creation of digital libraries is dependent on the libraries' ability to access the growing digitally published information through digital technology. The greatest advantage of this is that, digital libraries are available on 24-hour basis from anywhere in the world, offering flexible arrangements for students and scholars[114]. Though still in infancy, the creation of digital libraries is gaining momentum. In the area of electronic books, efforts have been done to transform books in print into digital form through efforts such as the 'Gutenberg Project (USA) and the German Project (Deutsche Gutenberg Project). In the case of Germany, the German Research Community (Deutsche Forschung Gemeinschaft) has made it its aim to integrate electronic publication and information service into science and research through retrospective digitisation of relevant scientific research literature.[115]

The latest developments of digital libraries are the so-called virtual libraries, which come through networking through the Internet of local content into a common electronic databank. An example of this is the Karlsruher Virtuelle Katalog ( www.ubka.uni-karlsruhe.de/kvk.html) of the Karlsruhe University in Germany through which one can access catalogues of many universities in Germany and the world at large. Key to development of these virtual libraries is the access to telecommunication means of data transfer. This has been possible in the developed countries such as Germany due to liberalisation of telecommunications and electronic data transfer which has lowered costs and has led to greater innovation such as the use of fibre optics and satellite technology which are a prerequisite to participation of libraries in the information superhighway.

Endres and Fellner have argued that the notion of digital library embraces two related concepts: the digitisation of all media, which results in the electronic library and the 'virtualisation' of the library service, which leads to virtual libraries.[116] Consequently

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[114] Roes, Hans: Digital Libraries and Education: Trends and Opportunities. In: D-Lib Magazine 7(July/ August 2001). – Available: http://www.dlib.org/dlib/july01/roes/07roes.html 18/12/01
[115] Plassmann, et al. p. 302
[116] Endres, A and Fellner, D.W. : Digitale Bibliotheken: Informatik Losungen für Global Wissenmarkte. – Heidelberg: dpunkt, 2000. - p. 4

they see digital libraries as encompassing three issues namely, storage of text and images in electronic devices (electronic library), provision of library services to remote based customers (virtual library), and integration of library stock and services in an efficient and access through standard methods by use of intelligent systems.

According to Digital Library Federation (DLF):

> „Digital libraries are organizations that provide the resources, including the specialised staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily available for use by defined community or set of communities"[117]

This is a comprehensive working definition because it enables us to understand the different issues encapsulated in the concept. While Digital libraries employ and display a variety of resources, especially the intellectual resources embodied in specialised staff, they need not be organised on the model of conventional libraries. Though the resources that digital libraries require functions similar to those within conventional libraries, they are in many ways different in kind. For example, for storage and retrieval, digital libraries are dependent almost exclusively on computer and electronic-network systems, and systems engineering skills, rather than the skills of traditional cataloguers and reference librarians. The notion that digital libraries "preserve the integrity of and ensure the persistence" of digital collections are critical in that these are and subject to the unique constrains and requirements of operating in a rapidly evolving electronic and network environment. The electronic technology is rapidly changing with software and hardware obsolescence, which has implications for organisational models and financial means. While presently there is a tendency to distinguish between collections in terms of their digitalness, the key question today and in the near future is how to integrate collections of materials in digital form with materials in other forms

The notion of making information "readily and economically available" underlines the need to develop criteria for measuring their performance in an evolving and highly

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[117] Waters, Donald J. : What are Digital Libraries? – In: CLIR Issues 4(July/August 1998) 5. – Available: http://www.clir.org/pubs/issues04.html (25/11/01)

competitive environment. Two ways of measuring quality of service is to evaluate performance in terms of cost and taking account of how responsively the digital library makes information available to its patron communities. The last part of the definition "use by a defined community or set of communities" revolves around the fact that like other libraries, the digital library is a service organisation. Therefore the needs and interests of the communities they serve will ultimately determine the trend of development for digital libraries including the investment they make in content and technology.

It has been observed the phenomenon of digital library presents a new paradigm that challenges librarians to rethink their roles in the networked environment. This ranges from the centrality of some library functions such the selection and organisation of digital resources to the very usefulness of librarians in a digital era.[118] The digital environment will require new models of executing the present library functions such as collaborative activity. Advances have been made in software that does a lot of what is being done by librarians. Sloan for example finds a striking lack of reference or librarians in the literature on digital libraries[119] Instead, according to Sloan; the emphasis is on universal access to distributed information resources. Therefore the fundamental question is being asked whether the software is going to replace the librarian.[120] Perhaps the answer to this question lies in the fact that although intelligent agents can be designed based on what reference librarians do, software cannot replace the personal assistance the user gets from personally interacting with the librarian. Particularly librarians assists users learn how to find and use technology-based information resources and tools, following through when the software fails and thus creating the vital human-to-human interaction that cannot be replicated by software. Indeed more human agents will be needed to help an ever-

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[118] Bates, Mary Ellen: Demands for Training and Continued Education from the Point of View of Information Services: What Do Libraries of the 21st Century Need to Know. – In: For the Library of the Future: Improving the Quality of Continuing Education / Deutches Bibliotheksinstitut. – Berlin: DBI, 1998, p. 138-142
[119] Sloan, Bernie: Service Perspectives for Digital Library: Remote Reference Services. – Available: Http://www.lis.uiuc.edu/~b-sloan/e-ref.html (12/07/02)
[120] Ibid.

growing population of computer users use expanding computational resources effectively"[121]

Therefore it appears that collaboration between librarians and information seekers will yield the best outcome in finding information. There is a rich potential for librarians to provide services within the digital library in which case the issue is not whether or not librarians have a role to play in the digital library but what is the best balance of digital library investments in information resources, people, and technology.[122]

Users' expectations are also changing with exposure to automated services. Just as it happens with online bibliographical services, users expect print sources to be as quickly available. As the electronic library is more and more able to supply information needs, reliance on print collections and services is increasingly less attractive and demand for such will decline. Apart from this, as computer literacy becomes more and more the norm, preference will be for self service including renewing books online. This change of user expectations has profound implications for the library profession as well as the print library. While there might still be need to maintain quality of traditional library as digital library is being developed, there will be not be enough funds to run the two parallel systems and therefore reallocation of financial and personnel resources from print-based services to digital information will be inevitable.

One implication of all these changes is an urgent need for the traditional organisational set ups to be re-thought, and re-organised. Above all library staff must develop new expertise and build alliances and collaborative relationships with partners inside and outside the university. This is a basic requirement in meeting the challenge of investing in digital libraries that is part of the revolution in the scholarly and information environments in which libraries find themselves in the midst of.

In this new era, it is the responsibility of selectors to identify, evaluate, and designate Internet resources-particularly materials of research or of special importance to the local

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[121] Ibid.
[122] Ibid.

university community either for cataloguing or simply for linking to a library's various subject home pages which is of enormous value since home pages provide the academic community with points of reference and departure for finding information.

A major concern amidst today's rapid technological change is how to make wise IT investments. Administrators, scholars and librarians have a common interest in ensuring that investments result in better access to information and improved services to users. A number of investments have been identified as likely not only to improve services but also lay foundation for subsequent changes. These include infrastructure and automation, investments in information literacy, collaboration, staff development, and design of collection development policies and procedures.

Investments in infrastructure improve users experience and provide capacity for future service improvements. The most basic investment is in creating and maintaining a viable campus network.  Secondly there is need to lay down strong standards which facilitate the exchange of digital objects and tools.  A distributed digital library requires community agreement on best practices so that access to distributed repositories appears seamless to the user and so that digital resources can be archived. Thirdly there is need to develop interfaces among campus systems and library systems which will support an exchange of administrative information, eliminating duplicate data entry.

Investing staff time in focussed collaboration between libraries and strategic partners to reduce duplication of effort, create a broader knowledge base and develop standards that are useful on long term. Hannel Rader, a pioneer in this field stresses the importance of developing partnerships between library staff and faculty. This requires a proactive approach whereby librarians spearhead the role of library resources in enhancing learning environments.[123]

People provide the values, energy, commitment and knowledge to ensure that the digital library meets research and teaching needs and therefore investments in other areas such

[123] Radar, Hannel: Faculty-Librarian Collaboration in Building the Curriculum for the Millennium: the US Experience. – In: IFLA Journal, 25(1994) 4, p. 230

as hardware, software, networks and digital content has limited effectiveness if not accompanied by strategic investments in staff training. It is widely agreed that in the electronic information era library staff will still be needed to enable students and academic staff to effectively interact with information sources and therefore need training in areas such as electronic acquisition, electronic document delivery, and distributed systems and how to use them.[124] The digital library is not just information—it is the services and tools that support learning and research and it requires the expertise of specialists across many organisational units in the university to create these services and tools. Thus, the digital library requires greater integration and involvement of librarians and information technologists in academic life particularly teaching and learning.

Collection policies and procedures must be created for local developers of virtual libraries and for co-operative virtual collection programmes just as they are for physical library collections. These policies will have to address the following issues among others. The first is the cost of these resources. There are questions that demand attention such as where does responsibility for funding reside? Is it with individual researchers and students or with the library? The second issue is that of the preferred format: CD-ROM, web or other online forms or print? Besides the library will have to undertake to publicise alternative formats to help create or shape new user needs in the information access and usage. [125]

Adding digital format into the information collection, libraries will need to address the issue of information literacy as it applies in the electronic environment. This addresses competency in recognising  information need, development of a search strategy-query formulation and selection of sources, evaluation, synthesis and effective use of the new

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[124] Rusch-Feja, Diana: The New Role of Librarians as Internet Trainers. – In: Layzell, Patricia and Darlene, Wiegand (eds.): Human Development: Competences for the 21st Century: Papers from the IFLA CPERT Third International Conference on Continuing Education for Library and Information Professions. – München: KG Saur, 1997. - p. 324 -333

[125] Baldwin, Charlene M. and Mitchell, Syeve: Collection Issues and Overview. - Available: http://www.library.ucsb.edu/untangle/baldwin.html (21/11/01)

information.[126] Libraries will need to be involved in teaching these classes through for example developing internet –based instruction modules.

## 2.4.1.3  Electronic Publishing of Scholarly Journals

### 2.4.1.3.1  Introduction

Scholarly activity culminates in the communication to colleagues and students of results, observations and interpretations from one's research in scholarly journals. In this case academic publication is a tool for the advancement of the state of knowledge within a domain, which provides the mechanism to assess the quality of contributions that individuals make to a discipline as well as a channel through which individual faculty demonstrate their worthiness for tenure, promotion, grants, and fellowships.[127] For universities and colleges, which are at the centre of knowledge creation, it is critical as an instrument of certification, dissemination, indexing, and archiving of research and scholarship.[128]

The advent of new information technologies, and in particular the World-Wide Web, offers advantages in terms of rapidity of scientific and scholarly communication and access to information which has prompted the transition from publishing of journals in print to electronic formats. E-journals, unlike those in print have the advantages of speedy delivery, availability unlimited by time or geography and searching facilities. Text in electronic form is instantaneously transmittable thus removing the main impediments to resource sharing such as cost and inefficiency of interlibrary services based on print material. The transition to electronic journals also eliminates space requirement and makes it possible to publish materials for which print publication is inadequate such as three dimensional, graphic, moving simulations or animations or dynamic visual representations.

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[126] A Progressive Report on Information Literacy: An Update on the American Library Association Presidential Committee on Information Literacy: Final Report, 1998/ American Library Association, Available: http://www.ala.org/acrl/nili/nili/html (18/12/01)

## 2.4.1.3.2  Critical Issues Related to Electronic Journals

There has been much discussion in literature about the issues related to the development and use of e-journals but of focus here are those particular issues which affect service provision by university libraries and which have remained largely unresolved. These include cost, administration, access and archiving of e-journals. Journal costs has been the subject of much discussion in the library world for many years due to the continued increase in the percentage of the budget devoted to their subscription. With the advent of the electronic access, there was hope that electronic formats would be less expensive and prices would actually decrease after converting from print to electronic subscription.[129] However the development of e-journal collections has turned out to be expensive both in terms of subscription and the staff resources needed to manage the process of acquisition, cataloguing and access as well as costs in training users and staff. While it has been argued that savings of upto70% are possible, publishers claim that savings for e publishing would not be more that 30%.[130] Though a number of studies have been carried out to determine the savings accruing from transition to electronic journals, it has been observed that most of these journal analyses use subscription costs and ignore operational costs associated with a journal collection.[131] For example, in a research carried out using data available in the Association of Research Libraries database, Odlyzko has concluded that operating costs are at least twice as high the acquisition expenses.[132]

One of the problems libraries face is the cost of e-journals whereby, in bid to protect their revenue from declining, some publishers link pricing to the print copy, whether one wants

[127] Cummings, Anthony M. : University Libraries and Scholarly Communication: A Study Prepared fort he Andrew W. Mellon Foundation. Available:  http://www/etext.lib.virginia.edu/reports/mellon/. (12/08/02)
[128] Ibid.
[129] Pikovosky, R. A. : Electronic Journals as a Potential Solution to the Escalating Costs. In: Serials Librarian 32(1997) 3/4: p. 31-56
[130] Odlyzko, A. M. : The Economics of Electronic Journals. In: Ekman, R. and Quadt, R. (eds.): Technology and Scholarly Communication. University of California, 1998. –
Available: http://www.research.att.com/~amo/doc/economics.journals.txt (21/03/03)
[131] Montgomery, Carol Hansen: Measuring the Impact of an Electronic Journal Collection on Library Costs: a Framework and Preliminary Observations. In: D-Lib Magazine 6(2000)10. – Available:
http://www.dlib.org/dlib/october00/montgomery/10montgomery.html (17/03/03)
[132] Odlyzko, A. M. : Competition and Co-operation: Libraries and Publishers in the Transition to Electronic Scholarly Journals. In: Journal of Electronic Publishing 4(1999) 4. -

to receive it or not.[133] In an effort to stem the high prices associated with e-journal, librarians have attempted various solutions which include access instead of ownership which involves using documentary delivery services to provide articles on individual basis as needed instead of subscribing to a journal, acting in a consortium of libraries to access several electronic journals and creating and managing archives of journals for continued access.[134] While there is no conclusive evidence on many strategies proposed, Schäffler, discussing the case of library consortium in Bavaria, Germany, has reported significant price reduction in the case of consortium access.[135]

When all factors are put together, there is agreement that when printed journals are finally replaced with their electronic equivalents, the library can make savings in terms of subscription, human and other resources. For example the transition to electronic journals essentially eliminates space requirement and libraries will no longer have to shelve or bind their journals, or replace lost or damaged issues.[136] The elimination of print versions will also reduce publishers' costs, which if passed on to consumers will result in reduction of library costs.[137]

The transition to electronic journal presents fresh administrative challenges to librarians, which include how to carry out processes such as selection, acquisition, cataloguing, and indexing of contents. Libraries are required to acquire the right subscription information, successfully place orders, retrieve and download the texts, and provide readers with adequate access information. The increasing quantity of unfiltered electronic information has made it even more important to apply stringent standards to any publication before it is included in the library collection. At the same time, while the selection of print-based journals has been based on factors such as level of demand, suitability of journals to the institutional needs and impact factors based on the analysis of citation indexes and the

Available: http://wwww.press.umich.edu/jep/ (17/03/03)
[133] Ibid.
[134] Meyer, Richard W. : Monopoly Power and Electronic Journals. In: Library Quarterly 67(1997) 4: p.325-349
[135] Schäffler, Hildegard: Identification, Selection and Licensing of Electronic Resources Within Library Consortia. The Case of Germany-Bavaria (summary). Available: http://w3.uniroma1.it/ssab/er/relazioni/schaeffler_eng.pdf (27/03/03)
[136] Odlyzko, A. M: Competition and Co-operation…

reputation of the publishers, in the case of e-journals other factors such as the format of files, the quality of delivery and price based on number of potential users, simultaneous users and contractual restrictions have to be considered.[138]

E-Journals are acquired under licences for using the material over a specified period of time and under stipulated conditions and therefore some of the key issues are to ensure that URLs remain valid and active, new information is added according to schedule announced by the publisher and that published materials remain available for a sufficiently extended period of time.

While one option of managing e-journals is to list them on the web page accessible in a database separate from the OPAC, cataloguing facilitates systematic and coherent access as well as integrates them into the rest of the library collection. Providing access to users by listing journals on Web pages is especially necessary for those libraries, which do not have a Web interface to their OPACs. At the same time, cataloguing of e-journals challenges existing rules since there is little uniformity in the presentation of e-journals, some publishers publish articles as they are received with the complete issue being compiled subsequently. Furthermore, apart from the fact that some publishers deposit articles into the database rather than maintain them as discrete back issues, which makes it impossible to know the first or the earliest issue of a title, there is a possibility of articles changing their content after cataloguing.[139]

There are a number of issues that libraries have to consider in relation to access: technology requirements, user restriction, access via publisher or aggregator, and making library patrons awareness of the online access.[140] In relation to technology requirements it is to be noted that one of the stumbling blocks to the use of e-journals is the existence of several interfaces and delivery mechanisms with which the user may be required to

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[137] Ibid.
[138] Keefer, Alice: Electronic Journals, Scholarly Communication and Libraries. In: Biblioteconomia Documentacio 6(July 2001). Available: http://www.ub.es/biblio/bid/06keefe2.htm (037/12/02)
[139] Buckley, Chad: Electronic Publishing of Scholarly Journals: A Bibliographic Essay of Current Issues. In: Issues in Science and Technology Librarianship (Spring 1999). Available: http://www.library.ucsb.edu/istl/99-spring/article4.html#12 (24/03/03)
[140] Ibid.

become familiar. Even though the Web has become the main method of access and PDF (Acrobat) as the dominant method of delivering full-text, the implementation of the features of the Web by different publishers varies considerably, with a variety of search options and navigational tools. Again multi media features are appearing in electronic articles such as sound or video clips, which require users to install appropriate software and hardware to access them.[141]

Most licences for electronic journals will allow access to *bona fide* members of the institution holding the licence. One of the methods of providing access while restricting the use of E-journals to members of the institution holding the licence is by use of the Internet Protocol (IP) address of the user's computer or by issuing password(s) to the subscriber. While use of IP is convenient there is always need to establish the range of permitted IP addresses for the institution and changes notified to the publisher. Secondly, access by users will be restricted to their institutions and they will not be able to access a journal from home or office, which negates one of the main advantages of e-journals. While passwords overcome this problem, the library has to create a mechanism for issuing passwords only to authorised users, which ensures that they can get access to e-journals from any Internet terminal.

A decision has to be made whether to access full-text journals directly from publisher or through aggregators who conglomerate journals of several publishers under one interface and search system. The advantage of accessing journals directly from publishers is that of lower cost due to absence of intermediaries and value added features.[142] However there are advantages of using aggregators or agents such as: first, they maintain up-to-date journal and price information and thus provide a single source of information on serials consistent with the needs of customers. Secondly, they provide infrastructure to access

[141] Edwards, Judith: Electronic Journals: Problem or Panacea. Available: http://www.ariadne.ac.uk/issue10/journals/ (24/03/03)
[142] Luther, J. : Full Text Journal Subscriptions: An Evolutionary Process. – Available: http://www.arl.org:591/luther.html. (15/03/03)

electronic journals and alleviate the administrative workload of libraries such as, handling back issues, renewing old and processing and ordering new subscriptions.[143]

Keeping library patrons informed of online access is a challenge for libraries when so much full text information is becoming online. The primary means of access to these journals is creating records for them in the library catalogue and providing links from the library web page. There is also need to catalogue the journals so as to provide access by title, subject or author.

As electronic journals replace print journals in the scholarly communication, the issue of archiving and how libraries will guarantee access to them still remains unresolved. While some journals are housed locally, the majority are accessed via remote servers. Local storage gives the library greater control over its information and accessibility but it is costly in terms of development and storage. On the other hand, remote access such as supplier's site removes the assurance of permanent access in the future.

Archiving of e-journals is far more complex than the preservation of print collections and there are technological, legal and organisational issues which have yet to be resolved. In terms of technology, preservation efforts have to cope with factors such as hardware obsolescence, software dependence as well as degeneration of the physical medium. This calls for measures such as 'migration'- the periodic transfer of digital materials from one hardware or software configuration to another, or from one generation of computer technology to subsequent generation which both preserves the integrity of the digital objects and maintains the ability of clients to use them in spite of constantly changing technology.[144]

Publishers and vendors licence specific rights of use of a journal or a group of journals for a limited period of time and the terms of licence may exclude copying, distributing and storage for long-term use, which limits the libraries' control of the information

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[143] Knibbe, Andrew: The Go in Between: A Subscription Agent's Role in Publishing. In: The Journal of Electronic Publishing. - Available: http://www.press.umich.edu/jep/04-04/knibbe.html  (01/03/02)
[144] Sommerlad, Elizabeth: The Archiving of Electronic Scholarly Information: An Overview. - Available: http://www.unison.nsw.edu.au/esommer.html (23/03/03)

materials. This raises questions relating legal issues such as the right of libraries to undertake archiving activity, access volumes already in the publishers' archives and perpetual availability of journals even when the publisher goes out of business. However some publishers such as the John Hopkins Press permit university libraries within the terms of licensing to download and archive their publications[145]

Organisational issues that surround long term archiving include decisions about who should preserve and what should be preserved. Proposals have been suggested that publishers, aggregators or libraries undertake this task. According to Getz, aggregators have the advantage over both publishers and libraries since they are able to offer all available advantages of scale in managing electronic storage, optimising the use of networks for distribution, providing superior search interfaces and engines and taking steps to integrate materials from disparate sources into coherent whole.[146]

Libraries may be better able to control information and service if they engaged in archiving activities but they have to incur high costs of archiving and management of materials. However, since it is critical to libraries and their constituents that they ensure permanent archival access to information, especially if that information exists only in electronic form, they cannot rely solely on external providers to be their archival source. Therefore it has been suggested that agreements to procure e-information must include provisions to purchase and not just to lease or provide temporary access.[147]

2.4.1.3.3   Conclusion

Electronic information is being more and more used in scholarly communication and libraries have been engaged in incorporating e-journals into their collections. In this section some of the key issues that confront libraries worldwide in the transition from print to electronic formats have been discussed. However there are other basic but critical

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[145] Ibid.
[146] Getz M. : Electronic Publishing in Academia: An Economic Perspective. A Paper Delivered to Conference On Scholarly Communication Organised by the Andrew Mellon Foundation, April 1997. - Available: http://www.vanderbilt.edu.Econ/MGetz.html (12/12/02)

factors to this transition in any particular institution. In the first place it is fundamental to have a proper infrastructure in the institution including a high speed and widespread computer network and Internet connections. Secondly there is need for a computer literate faculty and student body if the e-journal collection is to be effectively used. In the absence of this then there is need for training of users in basic computer literacy as well in information retrieval that will ensure that they can access electronic journals without difficult. Most important is a supportive administration that provides increased funding. This is essential for setting up networks, purchase of computers, training of staff and subscriptions to e-journals, especially in the initial stages when the library may be forced to purchase both the print and electronic formats. At the national level, the full realisation electronic scholarly communication requires the development of an adequate national telecommunications infrastructure that can facilitate the transfer of large quantities of data.

## 2.4.2  Distance Education

### 2.4.2.1  Introduction

Distance education is practised in all parts all over and in recent years its scope has developed enormously and rapidly to become an intrinsic part of many national education systems and an academic discipline in its own right.[148] Earlier distance education was dominated by correspondence courses but today institutions at all levels are providing instruction to remote and local users through the use of computers and the Web which has made it possible for teachers to provide their instruction to mass audiences at the same time. [149]

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[147] International Coalition of Library Consortium: Statement of Current Perspective and Preferred Practices for Selection and Purchase of Electronic Information. - Available:
http://www.library.yale.edu/consortia/statement.html (01/03/03)
[148] Holmberg, B: Theory and Practice of Distance Education. – London: Routledge, 1994. - p. 1
[149] Lorenzen, M. : Delivering Instruction in Cyberspace. – Available:  http://
www.ala.org/acrl/resmay98.html (12/12/01)

Like other forms of education, the aims of distance education cover a wide spectrum, from the development of personality and cognitive structure through guided learning and problem solving, to training of knowledgeable and well-adapted professionals. This implies that distance education aims at more than merely conveying information or imparting knowledge. According to Rogers, like other forms of teaching, distance learning is geared to goals such as examination, self-realisation, or professional competence and therefore its aims should therefore include promoting productive and critical thinking.[150]

### 2.4.2.2  Library Services for Distance Education

With the increasing popularity of distance education a lot of attention world-wide is being focussed on the role of libraries in supporting distance learning community whether on the campus or off campus. Questions are even being asked whether libraries have a role in distance education.[151] Review of existing literature has tended to turn up dim prospects. For example, according to Beangle, a review he contacted of articles on the topic of distance education written by faculty revealed that only a few mentioned issues related to library access or resource integration.[152] Searching in several databases, Roccos arrived at a rather pessimistic conclusion that there is almost no interest in the education field for studies about library resources. She notes that libraries are rarely noted in distance education courses and books, other than reference to online catalogues and electronic resources.[153]

Distance learning courses have been broadly categorised into two forms; the 'self – contained course' whereby students study from packaged materials and are not expected to read or consult sources beyond the supplied material and secondly the 'expandable package' where they study from packaged materials but where wider reading would be

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[150] Rogers, W. S. : Changing Attitude through Distance Learning. – In: Open Learning, 3:12-17
[151] Lombardi John V.: Academic Libraries in a Digital Age" 6(2000) 10. -  Available: http://www.dlib/october00/lombardi/10lombardi.html (1212//01)
[152] Beagle, Donald: Web-based Learning Environments: Do Libraries Matter. – In: College & Research Libraries 61(2000) 4, p. 367-79.
[153] Roccos, Linda Jones: Distance Learning and Distance Libraries: Where are they now? – Available: http://www.westga.edu/~distance/ojdla/fall43/roccos43.html (10/02/03)

recommended for certain sections of the course.[154] The first type 'self-contained' course has been justified on grounds of equity, whereby some students may not have access and also on grounds that the academics should set the boundaries of study by choosing the necessary sources. However such arguments can be questioned on the grounds that they do not fully address the aspirations of the learners.

Stephens and Unwin have also documented ambivalent attitudes to the relationship existing between libraries and distance education and also arguments that first, the main motivation for academics to embrace distance learning is the power of market forces and secondly, that for both students and course providers, pragmatism outweighs pedagogic principles.[155] In another research carried out in England, they observe a mismatch of expectations between students and course providers about the role of libraries in relation to courses delivered in distance learning mode. According to this research, while some course providers regarded the issue as irrelevant to their students, the students themselves felt the need to supplement the provided course material with additional reading.[156]

Some experts feel that there is need to find a balance between a market-driven approach and a commitment to the development of students who can operate as independent thinkers and researchers. According to the above-mentioned research, in spite of strong work or career-related motives, students do not wish their studies to be confined within a prescriptive framework.[157] It argues that an approach that ignores the role of libraries in the learning process provides a narrow experience for the learners and fails to encourage the expected research led inquiry and is against one of the fundamental aims of university education of developing abilities for critical thinking. The obvious conclusion from this line of argument is that unless libraries are encouraged to play a central role in the learning process and supported in the effort, distance learners will face a future in which their experiences as learners are tightly bound and controlled and such an attempt not

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[154] Stephens, Kate and Unwin, Lorna: The Heart of the Matter: Libraries, Distance Education and Independent Thinking. – In: Journal for Library Services for Distance Education 1(August 1997) 1, p. 2.
[155] Ibid.
[156] Unwin, Lorna, Bolton, N. and Stephens Kate: The Role of the Library in Distance Learning: Final Report. – London: British Library, 1997. - p.24
[157] Ibid.

only fails to give students vital skills of independent thinking but also has the potential to reduce providers of distance education to mere designers of pre-packaged programmed learning.

The guiding principle behind any library services for distance education is that access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty and programs are located. Distance learning students require access to the full range of library services, from reference assistance and bibliographic instruction to interlibrary loan, course reserves, and information network connections.[158] Library research is an essential component of the academic learning experience and at the same time, lifelong learning skills through general bibliographic and information literacy instruction in academic libraries is a primary outcome of higher education.[159] Therefore like in any other setting libraries should provide distance learners with the library resources and services that are required for successful completion of coursework, research papers and projects, and independent reading and research.

One of the challenges of distance-learning is that until very recently most library collections as well as services were designed for on-campus programs and therefore are not well suited for the needs of distance learning students. The very characteristics of distant locations of students demand for fresh ways to deliver services, based on constantly evolving technologies, new programs offerings, increasing enrolments and learner needs.[160] In some cases traditional on-campus library services themselves cannot be stretched to meet the library needs of distance students and faculty who face unique challenges in library access and information delivery and therefore host institutions' libraries have the primary responsibility for identifying, developing, co-ordinating, providing and assessing the value and effectiveness of resources and services, designed to

[158] Heller-Ross, Holly: Library Support for Distance Learning Programs: A Distributed Model. – In: The Journal of Library Services for Distance Education 2(July1999) 1, p. 5. - Available http://www. Westga.edu/~library/jlsde/Vol2?1?Hheller-Ross.html
[159] Association of College and Research Libraries: Guidelines for Distance Learning Library Services. - Washington DC: ACRL, 2000. - p. 2

meet both the standard and the unique information and skills development needs of the distance learning community.[161]

Secondly, the provision of library services for distance education has implications for all aspects of library activities including administration, collection management, acquisitions, cataloguing, circulation, reference services, user education and also the use of information and communication technology. There is need to set up an infrastructure that integrates library services for distance education within the programme plans, re-assess funding with the idea of identifying, tracking and understanding the cost factors involved, re-allocating funds and using additional funding avenues besides the regular budget processes. There is also need to further assess the existing library support for distance learning, its availability, appropriateness, and effectiveness and develop methodologies and policies for the provision of library materials and services to distance learning community designed to ensure an equitable service to the off-campus population.

Another key issue in developing library services for distance education is putting in place personnel to manage and co-ordinate this services. This includes appropriate personnel such as the library co-ordinator to manage the services, subject specialists, additional professional staff in the institution as well as support staff from a variety of departments all who work together to provide this service. Therefore staff need to be re-allocated and trained for new responsibilities while issues such as extending library services to distant places even across national borders need to be dealt with.[162]

A number of issues relating to collection management also come into play. Those involved in collection development need to bear in mind the needs of distance learners. There is need for more funds for distance education library purchases of information resources as well as expertise in handling licensing agreements and negotiating electronic

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[160] Swaine, Cynthia W: Delivering Library Services for Distance Learning: RALC Program, 1998. – Available: http://www.lib.odu.edu/services/disted/ralcdl2.html (12/2/02)
[161] Ibid.
[162] Heller-Ross, Holly: Library Support for Distance Learning Programs: A Distributed Model. – In: The Journal of Library Services for Distance Education 2(July 1999) 1, p. 2

purchases. Such funding should be related to the formally defined needs and demands of the distance learning community and be catered for in the institution's budget layout.

The most challenging area is perhaps that of services. The library services offered to the distance learning community should be designed to meet effectively a wide range of informational, bibliographic, and user needs. Services necessary include reference assistance, information literacy, and computer based bibliographic and informational services. There is need for reliable, rapid and secure access to institutional and other networks including print and Internet based resources as well as consultancy services and a programme of library user instruction designed to instil independent and effective information literacy skills. The delivery of documents should be prompt and the library should carry out promotion of library services to distance learning community, including documented and updated policies, regulations, and procedures for systematic development and management of informational resources. This means that not only is there increased workload but also in electronic environment, training staff in the use of new technologies, such putting materials on the Web and handling electronic requests is necessary. The interlibrary loans in many cases is the first or even the only point of contact with many distant education students therefore it has to be worked out well together with an efficient document delivery.

Instructing distance education students on library use requires new methods of delivery such as use of videos, interactive Web-based tools and even video conferencing. It calls for a close working relationships with others such as IT persons for technical solutions and preparing documentation for electronic tools, and sometimes re-writing them to make sure that they are specific to distance education student needs. Indeed working out a working electronic system that among others takes account of the need for technical skills among the students, and restricted access is the greatest challenge.

## 2.5   OVERVIEW OF UNIVERSITY LIBRARIES IN GERMANY

## 2.5.1  System of University Education in Germany

Germany has a long tradition in education, science and research and the history of many higher education institutions extends back over many centuries. Following the destruction caused by the second world war, an education and research has evolved in Germany which, particularly after Germany unification is as extensive today as never been before. Germany university education is characterised by particular variety and versatility and at present there are over 255 state and state recognised higher education institutions of university status divided into three main categories.[163]

i.   Universities and equivalent higher education institutions such as technical universities (Technische Universitäten), comprehensive universities (Universitäten-Gesamthochschulen), and specialised institutions at university level for specific disciplines such as medicine, education, sport, administration, philosophy, and theology.

ii.  Fachhochschulen (universities of applied sciences)

iii. Colleges of art and music

### 2.5.1.1   Universities and Equivalent Higher Education Institutions

The traditional university concept in Germany dates back to Wilhelm von Humboldt (1767-1835).[164] His principle of the 'indivisibility of research and teaching' has prevailed

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[163] These categories could be in a broad sense be referred to as universities since they all offer degree certificates which however have different implication in as far as further education is concerned. This classification is however unique to Germany and differs from that of U.S.A and Britain. Those who attain degree in institutions other than the Fachhochschulen can proceed for doctorate studies. Since 1998 following change in the federal law many German universities have introduced Bachelor and Masters programmes as in the Anglo-American model

[164] Wilhelm von Humboldt was a leading educational reformer in Germany. He came up with the principle that teaching and research should go together. His educational ideals are still felt in Germany today although his basic principles on education have been overtaken by the Anglo-American tradition even in Germany itself. He founded the Berlin University in 1810 which was later named after him by the Russians

whereby Germany universities are not merely institutions, which provide education and training but are also places which independent, pure and applied research is pursued. In the traditional university pure education and science demands the students to engage in strict academic work. Consequently the length of studies is higher than in many other countries. For admission into this type of university requires students to have passed the *Abitur* an examination after 13 years of consecutive primary and secondary school education. These institutions award academic degrees of Diplom, Magister Artium, as well as doctorates, after four to six years depending on the field of study. They have also the right to confer *Habilitation*, the professional qualification to teach in a university and can qualify university professors. Such degrees, Magister Artium or Diploma are equivalent to British or American masters degrees. University faculties incorporate the following fields of study: medicine, science, engineering, arts and humanities, law, theology, economics and social science as well as agriculture and forestry. Examples of this type of universities are Karlsruhe, Tübigen, Humboldt University (Berlin) and Bremen.

Technical universities as the name suggests restrict their teaching to technical and engineering disciplines. Examples of these are Darmstadt and Clausthal. On the other hand the comprehensive university could be seen as a combination of the traditional concept of the university and other institutions such as a technical university, a Fachhochschule, and a college of art and music or even with a teacher training college. Therefore comprehensive universities combine engineering and science on both Universität and Fachhochschule level (i.e. theoretical and applied level) as well as arts and humanities. This is a relatively recent development dating back to the 1970s. They offer two types of degree programmes, which take a minimum of seven to nine semesters. The degrees awarded after completing the seven semesters is equivalent to that issued by Fachhochschule while those awarded for successful completion of nine semester programmes is identical to the traditional university degree and with it one can do a doctoral degree. Examples of these are comprehensive universities of Kassel, Essen, Paderborn, Duisburg, and Wuppertal

Germany has a number of universities, which focus on very specific subject areas such as the school of medical and veterinary science in Hanover, or the medical university in Lübeck as well as the Deutsche Sporthochschule (college of physical education) in Cologne.

### 2.5.1.2   Fachhochschulen (universities of applied sciences)

The establishment of Fachholschulen is a result of the educational policy debates held in the 60s. The need to help Germany maintain its competitiveness in the international field led to increasing demand for better qualified personnel with the capacity to solve practical tasks quickly and successfully on the basis of academic training. This demand formed the starting point for the Fachhochschulen. Therefore the Fachhochschule have the task of providing students with practical training on academic or artistic basis. Degree programmes and teaching at Fachhochschulen are therefore strongly oriented towards vocational training and the practical requirements of working life.

Fachhochschulen were established on the basis of institutions, which in most cases earlier only offered professional training in individual subjects and with no particular academic claim; such institutions were for example engineering schools, or advanced business colleges. A decree issued by the Ministers of Education and Culture of the Federal States[165] in 1969 and the Federal Framework Law on Higher Education, passed in 1976 raised the status of the Fachhochschulen to an equal standing with the universities and university-status institutions. Within the context of the laws passed by the federal states, the Fachhochschulen are also autonomous, meaning that freedom of teaching, research and academic self-administration are guaranteed rights.

The range of subjects offered by the Fachhochschulen comprises around 15 main subject areas, which in turn are also subdivided; engineering alone has 30 specialisations on offer. Other main subject areas are: business administration, industrial engineering, social

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[165] Competence for education and culture in the Federal Republic of Germany lies with the federal states, which are therefore responsible for the education system, including higher education. If any law is to be passed affecting the entire country different states have to agree through the Council of Ministers of Education and Culture, which brings together relevant ministers from different states.

services studies, design studies, computer and information science, mathematics, archive, documentation and library studies, nutrition and household management, agricultural and forestry science, building restoration, navigation and nautical science, as well as translation and interpretation. By offering such a range of subjects, the Fachhochschulen have become a fundamental pillar of German higher education. Around 440,000 students of which more than 24,000 are foreign students now study at the Fachhochschulen.

### 2.5.1.3  Colleges of Art and Music

This group is unique because it brings together institutions with artistic creation rather than academic work or academically based practical work. Admission to a college of art or music depends more on evidence of artistic ability and less on specific entrance qualification. At colleges of art the subjects of study include sculpture, stage design, glass blowing, the art of blacksmith, free graphics, applied graphics and painting. At the colleges of music all aspects of the discipline as well as in some colleges, the performing art (courses for singers, actors and dancers) are taught. The students in these institutions do either state examinations or college ones; state examinations are compulsory for those who want to become art and music teachers.

Since the revision of the Federal University Law in 1998, German universities have introduced Bachelor and Master Programmes along to the Anglo-American model. Today, a lot of German universities offer these study programmes, leading to an internationally recognised degree such as Bachelor of Arts/Bachelor of Science or master's degrees. In this case it is only those with master's degree who can pursue doctoral studies.

## 2.5.2  University Libraries in Germany

University libraries in Germany can be categorised more or less along the same lines as the university institutions. The libraries of universities, technical universities, comprehensive universities and other university status colleges are a relatively homogeneous group in terms of organisation and function. However they differ in terms of holdings, size of budget and number of staff. Like their parent organisations they have

different origins. Some of them started as university libraries right from the beginning for example the university of Göttingen University (1737), others were re-founded after the second world war such as Mainz and Saarbrücken while others were started as a result of the educational reform movement of the 60s and the 70s as there was a need to create universities to cater for large influx of young people seeking to study.[166] Examples of the latter are Bochum, Dortmund, Bielefeld and Regensburg.

The basic objective and sphere of activity of university libraries is to identify and make available information and literature to the members of the university including teaching faculty, researchers and students. Simultaneously some act as 'Stadtbibliothek' or 'Landesbibliothek' (city or regional library) whereby they serve as library for the city or regional populations of the area they are situated. The third function, which is enshrined in the law, is that of participating in co-operative library activities. In this case some have been assigned specific subject areas in which to collect.[167]

The collection size differs from one library to another depending on factors such as its history and enrolment but range from several millions to a few thousands.[168] University libraries such as those of Humboldt University, Berlin and the city and university library of Frankfurt (Main) have collections between 3-4 million volumes while those of Freiburg, Heidelberg, Jena and Tübingen have each between 2-3 million volumes. Most technical universities have about 1 million titles while those of specialised colleges such as education, philosophy and theology have between 100,000-500,000 volumes in their stock. These figures give only an idea of the great variety in size of collections.

The libraries of Fachhochschulen or the colleges of applied sciences are dated back to the 1970s when these institutions emerged. They differ from one another in the extent and character of subjects covered and size of their client populations (students, and teaching

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[166] Plassmann et al., p. 103. (The rapid development of universities throughout the then West Germany led to high investment in setting up libraries to support the learning, teaching and research in the new universities.)
[167] Bibliotheken `93.
[168] Jahrbuch der Deutschen Bibliotheken: Band 59 2001/2002 / Verein Deutscher Bibliothekare. Wiesbaden: Harrassowitz, 2001 (This annual publication provides current practical information on German libraries such as addresses, and various types of statistical information.

staff). Those created through amalgamation of many independent establishments have large libraries with wide holdings between 100,000-500,000 volumes and about 1000 periodicals. The smaller ones have modest libraries without qualified staff and instead run by a lecturer entrusted with part-time management of the library. Libraries of Fachhochschulen are responsible strictly to acquire and make available specialist literature for the teaching staff and students. Therefore their duty, unlike those of universities does not extend beyond the colleges immediate teaching areas. However they carry out activities such as interlibrary loan service and allow outsiders to the college to consult materials in the library. Notably, they operate on open access systems and their holdings contain textbooks in the form of multiple copies.

The student population in colleges of art and music are mostly less than 1000 and so are the library collection sizes, mostly less than 100,000 volumes. This category also displays differences in themselves almost to the point that no tenable generalisations can be made. Their collections include books, photographs, slides, paintings, and collection of scores, music disks and tapes. Notably books play a limited role due to the nature of expression in both music and art.

## 2.5.3  Aspects of Library Administration and Services

### 2.5.3.1  Standards and Legislation

The existence of libraries in Germany is seen as grounded in the very constitution of the country which guarantees personal freedom of the individual as well as the right to free opinion and expression in spoken word, written word, or image.[169] Indeed the work of every library in Germany, irrespective of the sponsorship is regulated by a set of legislation, which determines the acquisition of materials, manner of library use, and the type of personnel and method of financing.[170] Consequently, in German librarianship there exist explicit and detailed recommendations and guidelines for standards as well as

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[169]Rechtsvorschriften für die Bibliotheksarbeit / DBI. – Berlin: Rechtskommission des Deutschen Bibliotheksinstituts, 1994. - p.3
[170]Plassmann et al.,  p. 263

legislation relating to financial, staffing and accommodation requirements and for provision of equipment and nature and size of stockholdings. Notable examples are various documents dealing with considerations for library development such as the *Bibliotheksplan '73,* and *Bibliotheken '93.* These have contributed to giving German librarianship a sense of direction since 1960s and created conducive conditions under which university libraries in Germany have thrived. In addition there are various documents expressing expert opinion as well as guidelines for library development, which although not legally binding have been useful in planning and management of libraries. There exists national as well as regional laws that govern the functioning of libraries generally and university libraries in particular which are embedded in the legislation regarding universities themselves. National legislation of academic libraries is based on the principle of making research findings known. An example of this is the "Gesetz über das Deutsche Bibliotheksinstitut (Mai, 1979) which defines the organisational structure, role, financing and service of the German Library Institute which contributed a lot to the development of libraries in Germany. Examples of laws enacted by different federal states include:

i. Gesetz über die Universitäten im Land Batten-Wutternberg (1987)

ii. Thüringen Hochschulgesetz (1992)

iii. Bremisches Hochschulgesetz (1985)

iv. Landes Gesetz über die Wissenschaftliche Hochschulen in Rhineland Pfalz (1987)[171]

2.5.3.2  Administrative Structure.

German university libraries display great variety in their administrative structures but some generalisations can be made. In the older universities there have prevailed dual systems whereby the central library co-exists with branch libraries run by faculties,

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[171] Rechtsvorschriften für die Bibliotheksarbeit. - p. 48-64

institutes or even departments.[172] While the main library is devoted to serving the entire university community, branch libraries are oriented to serving only the institute, department or faculty and rarely assume responsibilities outside the university. This institutional and administrative separation between main and branch libraries in older universities is seen in activities such as book selection, acquisition, cataloguing and reader services in which case the institute director is entirely responsible for the running of the institute library while the director of the main library concerns him/herself with matters restricted to the operations of the main library. While the autonomy of the institute library is regarded as part of the freedom of research and teaching, it often leads to lack of co-ordination between the two libraries demonstrated by duplication of expenditure in the purchase of duplicates or multiple copies of expensive standard works and duplication of work in terms of processing.

The relationship between university and branch libraries has been the subject of intense discussion with the central question being whether any form of integration between the two should be co-operative or should entail amalgamation of the two into one unified library.[173] Worth noting is that there has been changes aimed at improving the situation. Following the recommendations of Deutsche Forschungsgemeinschaft (German Research Association), efforts have been made towards reduction of the purchase of duplicates and multiple copies, creation of union catalogues of book stocks in both main and branch libraries, standardisation of cataloguing rules throughout the system, opening institute libraries to non members and establishment of large library reading halls to receive the large library traffic. As opposed to earlier practice, the head of the university library is regarded as the head of the all the different smaller libraries within the university and his involvement in all matters of the entire university library system is recognised by the university legislation of the state.[174]  There is also indication that over the years several federal states have enacted laws that facilitate the creation of one single unified library

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[172] Krieg, Werner: Einführung in die Bibliothekskunde. –   2nd ed. – Darmstadt: Wissenschaftliche Buchgesellschaft: Darmstadt, 1990. - p. 41
[173] Gödan, J.C. : Bibliotheksordnungen Deutscher Hochschulen. – Hamburg: Kommission für Rechtsfragen des Vereins Deutscher Bibliothekare, 1993. - p. 3,
[174] Hacker, Rupert: Bibliothekarisches Grundwissen. - 7th. Ed.. – München: Saur, 2000. - p. 36-37

system for the university by amalgamating all the existing branch libraries into one organic entity with the central or the main library. A good example of such legislation is the "Verwaltung für das Bibliothekssystem der Universität Stuttgart (1987)." This legislation brings together the various branch libraries and also elaborates the functions of the university library and its unified future development and use, the creation of a general catalogue, and the position of the library director as the overall authority on the whole library system.[175]

Unlike the dual system in the older libraries, the new libraries in new universities were based on the concept of "unified library for the whole university" with the sole responsibility of fulfilling every function for the entire university including acquisition to the appropriate depth, and providing reader and reference services. Acquisition and processing of reading materials is done by the central/main library and then distributed to the branches, which are organically part of the main library rather than independent entities. All components including the personnel are part of the integrated library and are administered by the university librarian.

Today the basic scheme of internal organisation of German university libraries is characterised by existence of three main departments namely; acquisitions, cataloguing, and reader services. In some cases one finds special departments such as manuscripts, and maps and also a technical department to undertake copying and binding. Personnel management, budgetary control as well as "Fachreferenten" (subject specialists responsible for selecting materials for the library) are under direct leadership of the library director.

This scheme is applied in varied ways in different universities depending on the size of the library. In very large libraries each of the departments is divided into sections such as reading rooms, issue desk, interlibrary loans and textbook collection. In large libraries we also have subject librarians to supervise the use of materials in specific subject areas. In

small libraries e.g. Fachhochschule libraries it is common to find a single person in charge of the whole department.

### 2.5.3.3 <u>Acquisition and Collection Development</u>

For a very long time the idea of *universitas literarum* dominated the German and European universities and this was reflected in the "Universalbibliothek" (universal library) approach to the acquisition policy in German university libraries. Provided that all the major academic subjects are represented at the university concerned, then the library has a "universal acquisitions" mandate and therefore there is need to balance between the current demands of teaching and research which have to be satisfied on one hand and the long term "universal" prerogative[176] Another character is acquisition to cater for commitments made by the university library other than those restricted to the academic work of the university. As mentioned earlier some university libraries also serve as regional or city libraries and therefore have to acquire to cater for this wider information need. At the same time some university libraries have been assigned specific subject areas ("Sondersammelgebiet") in which to acquire for national purposes. This role is set out in the state regulations on library development and is therefore reflected in the acquisition policies.

Due to large student populations especially in the 60s there has been need to purchase several copies and textbook collections almost in all university libraries. Subject specialists of the university library and representatives of the teaching and research in the appropriate areas co-operatively carry out book selection. Apart from collections of monographs and journals, there are holdings whose special character is determined by

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[176] Plassmann, et.al. (*see* Das Bibliothekswesens der Bundesrepublik Deutschland ibid., p. 112 and 313) have argued that subject to reservations the concept of universal library and responsibility for universal coverage can still be used to characterise the acquisition work of a university library. This is because of the interdependence that exists between various subject areas and which of necessity compels collection development to be done not only in the university curriculum areas but also in other subject areas that have a bearing on former.

their content e.g. collections of microforms, incunabula, rare materials, rare books, music, maps, and audio-visual materials.[177]

Method of acquisitions involves the checking of titles for purchase, which is facilitated by a wealth of sources including publications of the Deutsche Bibliothek (German National Library), national bibliographies of other countries, and publisher and distributor catalogues. The collection and acquisition profiles of new universities are highly limited to the curriculum of the universities. The collection profiles of the Fachhochschule and the art and music colleges are for example very specific to the subject spectrum of the colleges.

### 2.5.3.4   Service Provision

In German university libraries, the details of use, the obligations and rights of readers and of the library are fixed in legally binding reader service regulations, which are promulgated by the university authorities.[178] Different services are provided for the whole readership or for special groups however the main services is the provision of books and other media through mainly open access systems whereby most materials are available for immediate loan ("Sofortausleihe"). There are restrictions in some areas especially of valuable holdings such as manuscripts and some reference works and also restricted works such as those of 'national socialism', which are strictly availed to people doing research. In some cases less used materials are removed from main library buildings and stored in separate auxiliary and storage places to create space for the increasing holdings.

Another service is reference and reader services. This includes provision of information through word of mouth, writing, electronic formats or telephone, provision of literature irrespective of media, creation of collections and information searching tools such as bibliographies and providing access to databanks e.g. CD-ROMs, data files, etc. Recommendations by the German Research Association have particularly been very useful in the promotion of reference and information services in all libraries. However

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[177] Ibid., p. 80
[178] Ibid., p. 345.

individual libraries depending on the resources available and the special demands that are placed on the library decide the extent and limit of the service and this is specially aided by the largely available interlibrary loan system.[179]

### 2.5.3.5 Application of Information Technology

Application of information technology in German university libraries has been characterised by:

i. Automation of routine procedures such as acquisitions, cataloguing, access (OPACs), circulation and statistics collection. This is achieved through integrated library management software.

ii. The establishment of regional library consortia with online union catalogues to facilitate co-operative cataloguing, and interlibrary loan services

iii. Online information services from bibliographical publications using digital media, electronic journals and digitised library stocks.

iv. The establishment of electronic ordering and delivery systems for distance lending and document delivery

v. The use of Internet and its information resources to provide information, both in index form or as full text.[180]

The use of computers in libraries in West Germany started in the 1960s and was characterised by slow adaptation caused by lack of appropriate software for library operation, lack of skills of normal computer operations among librarians, the high cost of computers in terms of price and the necessary human resources.[181] Automation of libraries in West Germany took place long before East Germany where it started after the unification of Germany in 1990. After 1990, computerisation spread fast due to lower

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[179] Ibid., p. 347
[180] Lapp, Erdmute: Current Trends in German Library Development. – In: For the Library of the Future: Improving the Quality of Continuing Education. – Berlin: DBI, 1998, p. 14-16
[181] Ibid.

cost of computers combined with increased performance by personal computers, which meant that they could be used in libraries. Computerisation in Germany was aided by organisations like Deutsche Forschungsgemeinschaft (German Research Association). There has also been rapid creation of digital libraries for example the German Project (Deutsche Gutenberg Project). In the case of Germany, the German Research Community has made it its aim to integrate electronic publication and information service into science and research through retrospective digitalisation of relevant scientific research literature.[182]

## 2.5.4  Library Co-operation, Organisations and Institutions

German libraries work together in many ways and the basis of this co-operation is first the awareness that it is only through networking that all libraries can offer the services that an evolving society and its members need and secondly, the realisation of the need to link the library structure with the whole education and information structure. To co-operate libraries in Germany have created organisations and institutions, which give foundation, permanence and also fresh stimulus to such co-operation. These include Deutscher Bibliotheksverband DBV (German Library Association), Verein Deutscher Bibliothekare, the Bundesvereinigung Deutscher Bibliotheksverbände, Deutsches Bibliotheksinstitut and the Library Committee and Library Department of the Deutsche Forschungsgemeinschaft (German Research Association).

The Deutscher Bibliotheksverband (German Library Association) was among the first library associations on the federal level to cover all types of libraries. Founded in 1949 as Deutscher Büchereiverband, this organisation changed its name to the former to emphasize its intention of developing into a general organisation of the different types of libraries and bodies responsible for libraries. Membership therefore includes libraries, public book centres and other bodies.  The purpose of the organisation is the promotion of librarianship and promotion of co-operation between libraries as well as professional expertise. It has especially concerned itself with issues such as library planning,

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[182] Ibid., p. 299

legislation and copyright. It is administered by a president and an executive committee with seven representatives of public and academic libraries. It also has a 26 member advisory council representing the Standing Conference of Ministers of Culture, the German Research Association, finance ministers of different federal states, independent bodies responsible for libraries, other library professional associations among others. It has five sections for public libraries, general academic libraries, special libraries, regional libraries as well as library schools which co-ordinate activities at these levels.

The Verein Deutscher Bibliothekare (Association of German Librarians), founded in 1900 and later re-launched in 1949 is basically an association of academic librarians. The basic purpose is to encourage co-operation between German librarians, to pursue their professional interests and assist in the development and exchange of professional knowledge. In so doing it has made crucial contribution to the development of German libraries. It was originally responsible for the publishing of "Zeitschrift für Bibliothekswesen und Bibliographie" (Journal for Library Science and Bibliography). This association has restricted itself to librarianship as a profession and thus has three committees, for professional education, salaries for librarians and legal affairs.

The Deutsches Bibliotheksinstitut (German Library Institute) was founded in 1978 by a law of the Berlin state as an independent statutory institution under direct control of the state. Later it became an institution for the whole nation financed by the various federal states. It has its own administration, with state supervision being exercised by the member of the Berlin senate responsible for cultural affairs. It is recognised as one of the national research bodies and according to its founding law, it is responsible for providing services to libraries across the country and engaging in research and development in the field of libraries and librarianship. It has been responsible for publishing of the journal "Bibliotheksdienst" (Library Service), creation and management of the periodicals databank, co-operative index to corporate bodies, network catalogue of machine readable catalogue data, collection and compiling of library statistics, and providing services and advice on data processing and library technology. In engaging in all these activities the DBI has been instrumental to the development of library development of German libraries. After a controversial assessment by an advisory council the DBI was dissolved

in 1991. Its activities were divided up among other institutions. The Foundation of Prussian Culture, Berlin under the newly founded Institute for Library Innovation and Development, took some up.

The Bundesvereingung Deutscher Bibliotheksverbände was established in 1989 and is an umbrella body for libraries and other related organisations. It has the aim of establishing and facilitating the co-operation between German libraries and other related organisations both in Germany and in the international arena, ensuring that libraries as establishments of culture, education and research guarantee free access to information for every citizen and finally to represent the interest of library personnel and their institutions to the wider society. Because of the nature of the organisation, its membership is institutional including Deutsche Bibliotheksverband, Goethe Institute International and other organisations.

The Deutsche Forschungsgemeinschaft (German Research Association) has been providing funds to academic libraries for specific projects to support supra-regional information provision activities such as those aimed at creating union catalogues, cataloguing of special collections such manuscripts and archival materials, and automation programmes.

The fundamentals of library co-operation in Germany were laid down by the position paper *Bibliotheksplan '73* and reinforced in *Bibliotheken '93*. The former was the first ever comprehensive draft for a network of the libraries in the former West Germany and not only created consciousness for library co-operation but also made recommendations through which this co-operation could be achieved. It led to the foundation of German Library Association and the establishment of the Deutsches Bibliotheksinstitut. These were instrumental in the exchange of experiences between librarians and libraries.

In both these papers we find recommendations on how the different information needs of the country could be fulfilled. All libraries were divided into 4 categories and each group assigned the responsibility of collecting and supplying information of a particular type to

a well-specified region.[183] Each category of libraries starting from category 1 which consists of the smaller libraries to category 4 consisting of the university and national libraries is assigned responsibility of collecting and supplying information in line with its level of financing and national importance. For example those libraries in category 4 have the responsibility of supra-regional coverage of information and literature by acquiring and supplying comprehensively in all fields of learning including highly specialised research literature and documentary material. In varying degrees each category assumed additional functions of bibliographical control and interlibrary loans.

These position papers have had a positive impact in the development of library co-operation and were the basis for many action plans in different regions as far as library co-operation is concerned and also for joint ventures such as consortia for data processing, book evaluation and interlibrary loan systems. Examples of these are plans such as "Die Bayerischen Bibliotheken in der Landesentwicklung" (Bavarian Libraries in the Development of the Land) and the "Empfehlungen zum Ausbau des Bibliothekwesens in Nordrhein-Westfalen" (Recommendations for Development of Libraries in Northrhine-Westphalia). An example of one such joint venture is the "Verbund Bibliotheksregion Südostniedersachsen (The Bison Library Network in South East Lower Saxon).

Other forms of co-operation also exist between German libraries. The first among these is in book selection and cataloguing. This takes the form of arrangements for specific libraries to collect in specific subject fields and also co-operative checking and ordering especially those with automated acquisitions and cataloguing. Cataloguing in publication (CIP) services are provided by the Deutsche Bibliothek to participating institutions. Libraries use these entries as sources of information in book selection that are up to date and as ordering records for acquisition purposes hence saving on work. In former times academic libraries used the national bibliography as a basis for their own cataloguing by subscribing to magnetic tapes of the Deutsche Bibliothek, which they use to prepare catalogue entries; today it goes online, of course. There also exist a regional cataloguing consortia, which comprise of university and comparable libraries.

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[183]Bibliotheken' 93 / Bundesvereinigung Deutscher Bibliotheksverbande. – Berlin: DBI, 1993. - p. 39-42

Another area of co-operation is that of interlibrary lending and union catalogues. For many decades German libraries have tried to meet the user expectation that if materials are not available in the local library then it would be borrowed from elsewhere. Interlibrary lending has evolved between branch and central libraries, and between libraries maintained by different bodies in one town. There are also interlibrary systems on regional, supra-regional and international levels. All these are based on the principle of reciprocity. The costs are bone by the lending libraries and whenever possible photocopies are sent. It is important to note that there exists legislation that govern and regulate interlibrary lending. This has supported and encouraged libraries to participate in the activity.

In Germany, a clearinghouse exists at the Staatbibliothek Preussischer Kulturbesitz, Berlin for handling international requests. Application for materials in the other countries is not sent via this clearinghouse but rather directly to a specific foreign library thought to be able to satisfy the request. For materials in Britain requests are made to the British Library Lending and Documentation Centre.

## 2.5.5  Library Buildings

In the large university libraries, the library building is divided into three main areas: storage area where most books and periodicals are kept, the user space, including the reading hall, borrowing and catalogue area and finally the administration area which includes the acquisitions and processing. This set up can still be found in the older university libraries. However in the last two decades there has been evidence of new building ideas, which do not follow this principle. Notably, there has been demolition of boundaries between readers and the reading materials. Smaller reading rooms have replaced the large reading room. Many university libraries have their collection open and accessible to the readers and apart from reading areas, they have consultation areas, halls for lectures, meeting, or exhibition. These functions are reflected in the modern building formats.

## 2.5.6  Education for the Academic Library Service

Education for those who work in the academic libraries including the university libraries can be divided into three categories: clerical, administrative and the executive. This kind of classification is linked to the existing grades within the German civil service. All libraries in Germany apart from those by business, non-governmental or church organisations are supported by the state, including university libraries and the professionally qualified staff is usually appointed to established posts as civil servants. The education for these groups was therefore organised in conformity with the general regulations governing the civil service that controls education and certification; today they are trained mostly in Fachhochschulen (universities for applied sciences). Majority of librarians in university libraries are on the executive grade and are known as "Diplom-Bibliothekare" (diploma librarians) and normally have university training. Their training includes a period of practical attachment.

# 3   <u>METHODOLOGY</u>

## 3.1   <u>STUDY DESIGN</u>

Several methodologies have emerged in the research into university facilities but in this study the researcher was interested in two broad approaches documented by Rosenberg.[184] One approach entails starting with the policies on higher education, then focussing on specific institutions before zeroing in on the learning facility in this case the library. The other approach is to examine what is actually happening at the facility level and then place the findings in the general context. The latter approach was selected for this study. By focussing primarily on the university libraries the research maximised on the experience of university librarians and users and collected data that reflect the actual realities rather than the official position as championed by university administrators.

There are six public universities in Kenya established by acts of parliament and five private universities that have been licensed by the Commission of Higher Education, the body charged with the responsibility of monitoring the operations of higher education institutions in Kenya. These institutions differ in terms of enrolment levels, courses they teach and sponsorship. While religious bodies run some of the private institutions others are operated by commercial enterprises. Given the qualitative nature of the study, limited finance and time at the disposal of the researcher it was not possible to survey every university in Kenya. Instead it was decided to concentrate on a selected number to produce a case study of university libraries in Kenya. It was hoped that from the data collected it would be possible to make generalisations about university libraries in Kenya.

Therefore this study is based on data collected from the 4 university libraries in Kenya chosen for their range of size and mission for the provision of high quality information over a substantial period of time. These are libraries of the following universities:

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[184] Rosenberg, Vol. 1., p. 9

i. University of Nairobi (UON)

ii. Kenyatta University (KU)

iii. United States International University (USIU)

iv. Catholic University of Eastern Africa (CUEA)

Statistical information such as the overall university expenditure, user populations, various resources such as monographs, journals, electronic information sources, and personnel were obtained through survey method. This method was also used to gather descriptive information on the state-of-art concerning university library practices, the problems faced as well as to generate recommendations to these problems. To achieve these, statistical forms, questionnaires, interview techniques and group discussion techniques were applied.

The following subjects were involved in the research:

i. Four university librarians

ii. 80 undergraduate and postgraduate students

iii. 40 lecturers

Therefore the total sample size was 124 subjects.

For each of the universities the researcher selected a purposeful sample of faculties to be involved in the study. This was based on the assumption that users in certain faculties are likely to use the library more and therefore supply more useful information from the library experience for the study. In the case of University of Nairobi (UON), United States International University (USIU) and Catholic University of Eastern Africa (CUEA) the faculties of arts and social sciences were selected. At Kenyatta University (KU) the faculties of education, arts, commerce and home science were selected. From lists of students in each of the departments, a simple random selection for 20 students was done for each university. Effort was made to ensure that there was at least one student from each of the departments, one was a first year student and at least two were

postgraduate students. A random sampling of 10 lecturers from the selected faculties in each of the four universities was done and included in this study. All this was to ensure that all departments and years of study are included in the research.

## 3.2 INSTRUMENTATION

The various instruments used in this study can be found in Appendixes I-IV. Statistical forms were circulated one to each of the four university librarians. These were used to collect statistical data relating to user populations, library expenditures, and collection size such as monographs, journals and electronic sources, as well as the human resource situation in the university libraries. Figures were collected for a period of five years from 1996/7 to 2000/01 academic years. This was expected to make it possible to capture the changes that have taken place over the recent past.

Questionnaires were administered to lecturers with the aim of gathering the following information. First, information was collected on their perception of the role, function, and importance of university library and secondly their views on the adequacy of the existing library services in teaching and research.

Interview schedules were used to tap the views of chief librarians of each of the universities so as to assess the situation in the libraries over the last five years. They were used to collect information on the resources possessed and services provided by various individual libraries, the existing administrative structures of the libraries and finally the problems that face university libraries in meeting the informational needs of learning, teaching and research.

Group discussion framework was used to collect students' experiences in the use of the university libraries. A set of questions was used to initiate discussion of experiences in the use of the library. These included, first their perception of the role, function, and importance of university libraries in their academic work and secondly their assessment of the adequacy of university library services in their learning activities.

Literature review was used to explore past and present experiences in the management and use of university libraries in Kenya as it has been documented. It enabled the

researcher to investigate the factors that have influenced the development of university libraries in Kenya in terms of funding, management and use. For this purpose, both primary and secondary sources were used. The primary sources included:

i.   Annual reports of university libraries in Kenya

ii.  Recorded histories of university libraries in Kenya

iii. Official publications of libraries including accession lists, occasional papers, newsletters, handbooks, journals and catalogues

iv.  Government documents including acts of parliament, decrees, policy papers, statements on education, development plans and findings of commissions of education as they relate to university libraries

v.   Unpublished theses and studies on university libraries

vi.  Publications of the Kenya Library Association

Secondary sources included books and periodicals on higher education and librarianship.

## 3.3   DATA COLLECTION

Actual data collection extended over three months, from February to May 2002. A letter explaining the purpose of the research, a copy of the interview schedule and a statistical form were to the university librarians selected for participation. The four of them agreed and later personal contact was made to arrange the appropriate date and time when the interview could take place. Clarification was also done on the statistical data needed. In all cases the researcher managed to interview the librarians. The researcher made notes during which were later compiled. In some cases the interview had to be rescheduled because the librarians had pressing commitments. The filling of the statistical forms also took time because the data was not readily available in the library records

The questionnaires for teaching staff accompanied by introductory letters were hand delivered to the persons and dates agreed on when to collect them. In the case of discussion groups, one sitting was organised for each university. The selected students

were contacted and agreed to avail themselves for the discussion. The turn up of students for the group discussion was as follows: UON (13), KU (12), USIU (13), CUEA (16). There was a lot similarity in the views collected from different institutions with a tendency to complain about the inadequacy of library services.

3.4   DATA PRESENTATION AND ANALYSIS.

This study has combined both quantitative and qualitative data. Quantitative data was collected on the trends of user population size, acquisition, expenditure of institutional funds and human resource and training over a five-year period. This data has been analysed, summarised and presented in tables using totals, ratios and percentages. Data from different institutions has been presented where possible in single tables to facilitate comparison. In regard to each issue, textual comments have been made with direct reference to the statistical data.

Hand in hand with this, qualitative data such as relating to users' experiences in library use as well as information relating to practices and procedures and opinions expressed by librarians has also been compared and summarised. Under each issue a discussion has been done with similarities and differences in what is taking place in the selected institutions being brought out. It is out of these discussions that general conclusions have been reached and recommendations made.

3.5   PROBLEMS

The researcher also made a survey of the existing literature on university libraries. It was observed that there is scarcity of literature on Kenyan university libraries as a whole and librarianship in Kenya in general. Most official documents of universities do not deal with libraries specifically but generally with university facilities. So they were of limited use. There has been little research and writing in the area of librarianship in Kenya and much less on the subject of university libraries. Librarians in Kenya have not been publishing much whether in journals or books and much research that has taken place lies more or less in theses form.

Another problem encountered was related to library statistics. In the course of the study it became evident that statistics on library expenditure and collection growth were not regularly collected and in some cases the researcher had to go by estimates. Indeed this was a big problem such that some statistics such as those on use, interlibrary loan had to be discarded because they were scanty and did not facilitate comparison.

# 4 DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1 BACKGROUND INFORMATION

Kenya lies across the equator in the East African region. The Republic of Somalia and the Indian Ocean in the East and South-East, Ethiopia in the North, Sudan in the Northwest, Uganda and Lake Victoria in the West and Tanzania in the South border the country. The landscape rises from the sea level in the East to the peak of Mount Kenya, which is about 5,200 meters above sea level. It slopes westwards gently through the Great Rift Valley to the Lake Victoria Basin. The country covers an area of approximately 582,366 square kilometres, ranging from high potential land on the slopes of Mount Kenya, Mount Elgon and the Aberdares to the Savannah grasslands. Three quarters of the country lies in the arid and semi arid lands and wastelands in the North and North Eastern regions. The arid and semi arid regions experience dry spells, often leading to prolonged drought.

Kenya's population is currently estimated to be about 28 million (1998 census). The female population is over 51%, and over 50% of the country's population is composed of dependent youth less than 15 years of age, thus high dependency ratio which puts considerable pressure on social and welfare services. There is, for instance, high demand for education and training to which the available resources cannot adequately respond. However, since 1990, there has been evidence of declining annual population growth from 3. 8 % to 3 .4 %.

The majority of Kenya's population live in the rural areas but there is an upsurge in the urban population, the result of rural-urban migration, especially by school leavers who come to the cities to look for employment opportunities. Currently the population of the capital city of Nairobi is estimated to be over 2 million while Mombasa, the main seaport has over 1 million inhabitants. Again the negative implication of this development to the adequate provision of social services, including education, cannot be overstated.

The geographical and climatic variations cited above have significant influence on the socio-economic activities of the people in different parts of the country. In the high potential regions people are able to engage in productive agricultural and commercial activities. In the arid and semi-arid lands, however, the major economic preoccupation is nomadic pastoralism, which has very little returns. The backbone of Kenya's economy is agriculture, which produces both for domestic consumption and export. The major export crops are tea and coffee, while horticultural products are gaining ground. Tourism has taken the second position to agriculture in foreign exchange earning. The industrial sector has been picking up slowly and is expected to benefit from recent policy changes aimed at promoting the entire national economy.

There have been recent policy changes in the context of the Structural Adjustment Programme (SAPs) aimed at revitalizing the economy in the long-term. However, in the short-term the effect of these changes has been the reduction of public expenditure on basic needs services through the institution of cost sharing in such services as health and education. Thus the new changes have accentuated the plight of the poor who form 46 % of the rural population of Kenya. This has had adverse effect on the educational participation by children from poor families, especially in the arid and semi-arid areas, and in the urban slums.

Kenya's education system is based on an 8:4:4 structure which provides 8 years in primary education, 4 years of secondary and a minimum of 4 years of university education. Such professional university courses like medicine and architecture take longer than four years. The formal education system is the most widespread in the country, both in terms of resources devoted to it and the proportion of Kenyans involved. The current enrolment in the entire formal education programmes is over 6 million, which is about a quarter of the total population.

The primary school is the first level of formal education in Kenya. However, for some children, mainly those in the large urban centres, the primary schooling is preceded by pre-primary education, which though not compulsory, serves as a useful preparatory stage to children from 3 to 5 years. Primary education starts at six years of age and at the end of the eight years of schooling the children sit for the highly competitive national Kenya

Certificate of Primary Education examination (KCPE). Secondary education constitutes a consolidation and transition between primary education and higher education and training, and world of work. The four years of secondary education are an important stage of physical, intellectual and psychological development when the youth mature into readiness for adult roles. At the end of the four years the students sit for the Kenya Certificate of Secondary Education and proceed to the university.

University education is the apex of Kenya's formal education and training. Apart from preparing high-level manpower for national development, the universities are also charged with undertaking research, development, storage and dissemination of knowledge. Other than the universities, post-secondary education and training is also provided by middle colleges such as the national polytechnics, teacher training colleges, institutes of technology and the more specialized institutions run by some technical ministries. There are four national polytechnics, which offer certificate, diploma and higher diploma courses in various fields of technical training. Among the middle level colleges there are 17 institutes of technology, which offer mainly diploma and certificate programmes. There are also 20 technical training institutes (TTIs), which also offer training in both craft and diploma level. These were formerly secondary technical schools before being upgraded to institute level in 1986 with the advent of the 8:4:4 system of education.

Several government departments through extension services and the literacy programme provide non-formal education for adults. Notable among the government agencies are the Board of Adult Education and the Department of Adult Education in the Ministry of Culture and Social Services which co-ordinate non-formal education activities. There are also non-governmental agencies, which collaborate with the government agencies in the provision of non-formal education. Their educational programmes are aimed at enhancing the participation of target communities in projects for the income generating activities, among others.

Education is seen as a fundamental right to every Kenyan and therefore there is a major concern to provide education on the basis of political equality, national unity, social justice and human dignity, equal opportunity for all citizens, irrespective of race, sex

religion, or colour, equitable distribution of national income and promotion and preservation of the cultural heritage. On the basis of this the general goal is seen as to prepare and equip citizens to function effectively in their environment and be useful members of the society. Education is therefore expected to foster national unity based on adaptation of the diverse cultural heritage of the people of the country, serve the needs of national development through production of skilled manpower, dissemination of knowledge and inculcation of the right attitudes and relating what is learned to the real problems of the society, preparing and equipping the youth with the knowledge, skills and expertise necessary to enable them play a useful role in national life by engaging in activities that enhance the quality of life, promote social justice and morality by instilling the right attitudes necessary for training in social obligations and responsibilities and finally to foster, develop and communicate the rich and varied cultures of the country and foster positive attitude and consciousness towards other nations.[185]

## 4.2    KEY ISSUES IN UNIVERSITY EDUCATION IN KENYA

## 4.2.1  A Historical Perspective of University Education in Kenya

### 4.2.1.1   Public Universities

Over the past 40 years of Kenya's independence, there has been big expansion of university education and training in terms of both physical facilities and enrolment. As of now, there are six public universities, some of them with constituent colleges. Enrolment stood at 37,973 in 1996/97 academic years. There was a rise in enrolment to 43,591 in 1997/98 academic year followed by a drop to 40,613 in 1998/99 academic year.[186] However enrolment rose by 1.6% from 41,825 students during the 1999/2000 to 42,508 during the 2000/2001 academic years.[187]

[185] National Report Presented to the 45th. Session of the International Conference of Education, Geneva, September 5- October 1996 / Republic of Kenya. -   Available: http://www. Ibe.unesco/International/Dossiers/mainfram.htm. (08/07/02)
[186]Statistical Abstract, 1999 / Republic of Kenya. – Nairobi: Government Printer, 2000. - p. 223
[187]Economic Survey, 2001 / Republic of Kenya. – Nairobi: Government Printer, 2002. - p.39

The development of university education in Kenya started in 1922 when Makerere College was established as a small technical college which grew into an inter-territorial institution admitting students from Kenya, Uganda, Tanzania and Zanzibar. In 1949 Makerere College entered into special relationship with the University of London in order to enable its students to study for the degrees of the University of London. In 1947, the then colonial Kenyan government drew up a plan for the establishment of a technical and commercial institute in Kenya. By 1949, this plan grew into an East African concept, aimed at providing higher technical education for all the territories of East Africa. In 1951, this idea received a Royal Charter, under the Royal Technical College of East Africa. In 1952 the construction of the college was started. At this time, the Asian community in East Africa was also planning to build a college for arts, science and commerce as a living memory to Mahatma Gandhi. To avoid duplication of efforts, the Gandhi Memorial Academy Society agreed to merge interests with those of the East African governments and hence the incorporation of Mahatma Gandhi Academy into the Royal Technical College of East Africa in 1954. The college admitted its first students in 1956.

In 1958, a working party was established to review and advise the colonial government on the pattern of education in East Africa. Among the key recommendations of the working party was that through reconstruction and addition of facilities, the Royal Technical College should be transformed into the second Inter-Territorial College in East Africa. The recommendation was accepted by the East African governments and in 1961 and by an act of the East African High Commission, the Royal Technical College was transformed into the second university college of East Africa and renamed Royal College, Nairobi. The college entered into a special relationship with the University of London such that students taking courses in arts, science and engineering could prepare for bachelor degree of the University of London. In 1963 the Royal College became University College Nairobi following the establishment of the University of East Africa with Makerere, Dar-es-Salaam as the constituent colleges. In 1970 the University of East Africa was dissolved with each of the three East African countries establishing its own

national university. University College Nairobi was therefore renamed University of Nairobi.[188]

The University of Nairobi Act also established Kenyatta University College as a constituent college of the University of Nairobi and in 1972 the college enrolled the first students for the degree of the Bachelor of Education (B.Ed) of the University of Nairobi. In 1981 the Presidential Working Party on the second university noted that the expansion of the University of Nairobi had not kept pace with the increasing demand made on it in terms of diversified curricula and absorption of the ever growing number of secondary school leavers. Therefore it recommended a second university with a bias to technology, which was established in 1985 under the name Moi University.

The next five years from 1985-1990 witnessed a dramatic growth in the number of universities. The two former constituent colleges of the University of Nairobi, Kenyatta University and Egerton became fully-fledged universities in 1985 and 1987 respectively.

The growth in demand for university education necessitated the conversion of a number of tertiary institutions into university facilities. This led to the establishment of Jomo Kenyatta University College of Agriculture and Technology, initially as a constituent college of Kenyatta University in 1988 and later became a fully-fledged university as Jomo Kenyatta University of Agriculture and Technology. Maseno University was established in 1990 as a constituent college of Moi University and upgraded to a full university known as Maseno University in 2000.[189]

In 2000/2001 the University of Nairobi had the largest enrolment at 11,817. These were distributed in the following six campus colleges; College of Biological Sciences, College of Humanities and Social Sciences, College of Architecture and Engineering, College of Health Sciences, College of Agriculture and Veterinary Sciences, College of Education and External Studies. The university has faculties for medicine, science, veterinary

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[188]University Education in Kenya with Special Reference to Planning and Development of Nairobi and Kenyatta University College: First Report of the University Grants Committee, 1980-1983 / Republic of Kenya. – Nairobi: Government Printer, 1984. - p. 4-5
[189]Economic Survey, 2000 / Republic of Kenya. – Nairobi: Government Printer, 2001. – p. 41

medicine, agriculture, arts, commerce, law, education, external studies, engineering, architecture, and design and development. It has a number of institutes, and schools that supplement its academic faculties and disciplines. These are; Institute of Population Studies, Institute of African Studies, Institute of Computer Science, Institute of Development Studies, Institute of Diplomacy and International Studies and School of Journalism.[190]

Moi University is a science and technology institution situated in Eldoret in western region of the country is a technology-oriented institution with a student population of 6,713 in the 2000/2001 academic year. It has faculties for: education, forest resources and wildlife management, health sciences and, technology. The schools include the following: School of Environment Studies, School of Social, Cultural and Development Studies, and the School of Graduate Studies. It has two campuses; the main campus and Chepkoilel campus. In 2000/2001 academic year, Maseno University College which was formerly a constituent college of Moi University specializes in training graduate teachers and has an enrolment of 4,134, while Kenyatta University has a current enrolment is 7,474 with the following faculties; science, arts, education, commerce, environmental education and home science. The following centres supplement its academic programmes; Bureau of Educational Research, Basic Education Resource Centre.[191]

Egerton University is mainly an agricultural university with student population of 7,702 in 2000/2001 academic year. It has two campus colleges namely, Laikipia Campus and Kisii Campus. Presently the University operates programmes under the following faculties; arts and social sciences, agriculture, education and human resources, science. The new constituent college at Kisii undertakes to train untrained graduate teachers in its one-year post graduate Diploma in Education besides other university programmes. Finally, Jomo Kenyatta University of Agriculture and Technology (JKUAT) which had been operating as a constituent college of Kenyatta University, but was elevated to full University status on the 1993 had a student population of 4,284 as in 2000/2001 academic

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[190]Economic Survey, 2001 / Republic of Kenya. – Nairobi: Government Printer, 2002. - p.39
[191] Ibid

year. It has three faculties, namely; agriculture, engineering and science. The Institute of Human Resources Development offers service courses to students in all faculties. JKUAT, like Egerton University, offers a wide range of programmes in agriculture, animal Science and agricultural Engineering.[192]

### 4.2.1.2   Private Universities

There has been tremendous growth in private university education institutions. There are more than 14 private degree-offering institutions in Kenya. However so far only five of them have been granted accreditation by the Commission of Higher Education, which is the public body mandated to regulate the establishment and running of university institutions in Kenya. These are Catholic University of Eastern Africa, Daystar University, United States International University, University of East Africa, Baraton and Scott Theological College. The other private degree offering institutions are affiliated to universities overseas and do not, therefore, award their own degrees. The Commission for Higher Education (CHE) inspects and visits the institutions to ensure that they offer acceptable degree programmes. It also advises them on curriculum and procedures to follow in order to qualify for a charter

The three private universities that were already accredited by the government enrolled a total of 3,379 students in 1996/97 academic year compared to 2,763 in the previous year. This represented a significant 22.7% rise. Enrolment went up by 7.9% to reach 3,646 in 1997/98 academic year. While in the 1998/99 academic year it went up by 6.6% to stand at 3,888. The number of fully chartered private universities grew from four to five and consequently student enrolment grew by 78.8% from 3,888 in 1998 to 6,920 in 1999/00 academic year only increasing slightly to 6,999 in 2000/2001 academic year[193]

The public universities are parastatal organisations each established by an act of parliament and administered by its own internal structures under the umbrella of a university council. The head of state appoints a chancellor for each of the public

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[192] Ibid. p.40
[193] Ibid. p.41

universities. Below the chancellor is a university council, for each university, with a chairman and members appointed by the chancellor. The council handles all matters of the university with regard to finance, investment and appointment. Below the council is the senate whose chairman is the vice-chancellor and includes principals of colleges, deans of faculties, chairmen of departments and directors of institutes and the registrars. Students are also represented. The senate of each university is the final authority on academic matters. The day to day running of the university is in the hands of the vice-chancellor, assisted by one, two or three deputies, depending on the size of the university. Registrars look after academic matters while the dean of students is responsible for the students' welfare. The universities enjoy the freedom to decide what may be taught and who may teach and they are expected to exercise responsibility commensurate with that freedom.

The private universities have their own administrative structures. Generally each has a university council whose chairman is also the chancellor. The Commission of Higher Education (CHE) carries out the coordination of the universities for higher education. For purposes of general policy direction the Ministry of Education is represented on the councils of the universities.

## 4.2.2  University Education in Kenya and National Goals

The development of university education in the world has been motivated by the search for solutions relating to the myriad problems facing the human society. The university has also been viewed as a place where the training of rational men and women of good character, with creative minds and strong convictions as well as critical reasoning abilities is pursued. It thus provides professional training of the highest quality in those areas in which it is involved. Like in many other countries, university education in Kenya is the apex of the formal system of education and training of high-level manpower for national development. Universities in Kenya are therefore charged with the role of teaching and undertaking research, developing and advancing knowledge, as well as storing and disseminating such knowledge. University education and training programmes are specifically expected to respond to the challenge of national

development and emerging socio-economic needs with the view to finding solutions to the problems facing the society. Overtime specific objectives of university education have been identified as:

i. To develop in students and scholars the ability to think independently, critically and creatively,

ii. To adapt, develop, advance, preserve and disseminate knowledge and desirable values, and to stimulate intellectual life,

iii. To educate and train the high level human capital needed to accelerate development through industrialization of the economy,

iv. To nurture the internalisation of universal knowledge, including key technological advances, with a view to harnessing these for national development,

v. To provide, through basic and applied research, knowledge, skills, and services that help solve the problems facing the society,

vi. To create a society in which both merit, based on diverse talents, and equity in development are recognised and nurtured and finally,

vii. To inculcate entrepreneurial skills among the graduates, thereby enabling them to create employment for themselves and for others.[194]

Kenya is faced by a myriad of problems that require urgent attention. These include population issues, diseases such as HIV/Aids, energy problems, environmental degradation, food insecurity, unemployment and the poor state of science and technology in solving national development problems. It is anticipated that the Kenyan universities should address these problems through initiation and sustenance of appropriate research in all areas relevant to national development, production of appropriately trained

[194]Totally Integrated Quality Education (TIQET): Report of the Commission of Inquiry into the Education System in Kenya / Republic of Kenya. – Nairobi:  Government Printer, 1999. - p. 174.

workforce by developing and mounting relevant academic programmes as well as production, conservation and dissemination of knowledge.[195]

In the fulfilment of its goals, higher education in Kenya is faced with a number of challenges that include access, funding, brain drain, quality and relevance. Generally, enrolment in higher education is low in relation to the national population. While access and equity to higher education is an urgent concern for government, economic constraints, coupled with effects of the Structural Adjustment Programmes (SAPS) and greater demand for admission into the few institutions of higher learning, the government's ability to provide funding has been stretched to the limit. Consequently students are now expected to meet a sizable part of their tuition and accommodation costs which means university education is not accessible to the majority.[196]

Decline in financial resources coupled with large quantitative growth has at times compromised the relevance and quality of university education. The majority of institutions lack physical facilities and equipment. Lack of adequate funding has also made it impossible for universities to pay competitive salaries hence the movement of qualified personnel to other field or to other countries such as Southern Africa, Britain or United States of America.

## 4.2.3  Distance Education in Kenya

The development of distance learning in Kenya is an attempt to resolve the conflict between the aspirations for more education by an ever-increasing number of Kenyans and the resource constraints (both financial and human) on quantitative growth in enrolments in conventional higher education institutions.[197] Consequently, distance learning in Kenya has the objectives to provide learning opportunities for qualified Kenyans who cannot secure places in the existing internal faculties of national universities, provide an

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[195]Second University in Kenya: Report of the Presidential Working Party / Republic of Kenya. – Nairobi: Government Printer, 1981. - p. 32-35
[196] Musyoka, Kalonzo: Speech: Higher Education in the 21st Century, Vision and Action, Paris 5-9 October 1998. -  Available: http://www.unesdoc.unesco.org/images/0011/001173/117364e.pdf (07/09/02)

alternative and innovative method of learning which is not limited to a particular time and space and an opportunity for people to learn at their own pace. It also aims at maximising the use of limited educational resources, both human and material by making university education available beyond the lecture halls.

Distance learning in Kenya started with the admission of 594 students to University of Nairobi in 1986. This programme was and continues to be based on correspondence system and few contact hours when the lecturers make visits to the regional centres. Media in the form of booklets and audiocassettes have been used to provide reading materials. Today this method is also employed in a number of other universities such as Kenyatta University (KU) and Strathmore University (SU). In an ambitious plan, Kenyatta University has launched a school of distance learning to offer courses such as management, education, nutrition and health, computing and information technology, banking and finance and library and information science. In the case of some universities distance education has mainly taken the form collaboration between individual universities and selected tertiary colleges. The tertiary colleges (centres) provide the physical facilities while the universities provide teachers and syllabi. At specified periods, students come to the centres for formal lectures and examinations.

Lately there have been trends toward electronic learning. In 1995, the World Bank initiated the preparation of the African Virtual University, a satellite based distance education whose objective is to deliver to countries of the Sub-Sahara Africa, university education in the disciplines of science and engineering, non-credit/ continuing education programmes and remedial instruction. The need for this initiative was the awareness that higher education in the Sub-Saharan Africa suffers a severe crisis that manifests itself through lack of inputs, declining staff to student ratios, low level of research and low internal and external efficiency. Currently, the lessons are mainly taught by European and American faculty, and they are beamed to 22 universities in Africa. In the future the World Bank hopes to broaden the curricula to include African based programmes. Two

[197] Makau, B: The External Degree Programme at the University of Nairobi. – In: H Perraton (ed.): Distance Education for Teacher Training. – London: Routledge, 1993. - p. 318

Kenya institutions, namely, Kenyatta University (KU) and Egerton University (EU) are participants of African Virtual University (AVU). United States International University (USIU) has also introduced e learning in areas such as accounting, marketing, and information technology. Delivery methods in the present virtual learning situation include videotaped lectures augmented with live lectures, web-based course notes, textbooks, and CD-ROMs.

There is striking scarcity of literature on the subject of library services for distance learning in Kenya. Both among scholars and librarians, the subject of library services has not been given a lot of attention. However there is recognition that adequate supply of library and information services to distance learners is critical for success of distance learning programme. In the case of University of Nairobi (UON), Makau has observed that with perhaps exception of mathematics, the material contained in the unit booklets rather like lectures in the traditional on-the-campus degree constitutes only a basic structure of knowledge which needs to be build upon through the study of other sources.[198] However this position has not been translated into an effective system of providing library services which are so much critical for distance education programmes

## 4.2.4  Parallel/ Evening Study Programmes

Besides the forms of distance education discussed above, there has been a proliferation of what has been invariably referred to as parallel programmes, alternative courses, module two courses or simply evening courses. This has been due to demand for university education especially among the working people. Those participating in this programme attend classes in the universities in the evening (5.30pm- 8.00pm) and on Saturdays. This has implication for the provision of university library services as seen later in this work.

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[198] Ibid.

## 4.3   UNIVERSITY LIBRARY SERVICES IN KENYA

## 4.3.1  General Overview of Libraries in Kenya

Kenya's national library system consists of academic, special, school and public libraries, which have distinct orientation of services to their areas of focus. Academic libraries comprise those of five public university libraries, the five chartered private universities, four national polytechnic libraries, and libraries of teacher training colleges and other publicly or privately sponsored tertiary colleges. The aim of academic libraries is basically to support the research, teaching and learning activities in their respective institutions.[199] Special libraries comprise those in business, research, or government ministries as well as those sponsored or operated by non-governmental organisations, diplomatic missions and international bodies. Examples of business organisations with libraries are the Nation Media Group, East Africa industries, and Kenya Commercial Bank. Research institutions include the International Livestock Research Institute, International Centre for Insect and Pest Ecology, Kenya Medical Research Institute and the African Medical Research Foundation. Most of the diplomatic missions in Kenya have libraries notably the British Library, and the Goethe Library. International organisations with remarkable libraries include United Nations Environmental Programme, UNESCO, and the World Bank

School libraries comprise those in primary, secondary and special schools both privately and publicly funded. These are made to provide reading for primary school and secondary pupils especially for leisure purposes. Therefore they are mostly composed of fictional literature.

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[199] Apart from the officially chartered private universities there are about 15 other private degree offering degrees, which are affiliated to foreign universities. These too have libraries which can be categorised as academic libraries. (see Agalo, J. : Emerging Developments of Audiovisual and Multimedia Use in National and Academic Libraries in Kenya. - A Paper presented at 64th. IFLA General Conference 16th-21st August 16th- 1998.

Perhaps the public library system needs more discussion. The bulk of public libraries is organised and run by the Kenya National Library Services, which was established by an Act of Parliament. The goal of the service is

i.  Promote, establish, equip, manage, maintain and develop libraries,

ii. Plan and co-ordinate library documentation and related services, advice the government, local authorities and other public bodies on all matters relating to library documentation and related services,

iii. Provide the facilities for the study and training in principles, procedures and techniques of librarianship and other related subjects,

iv. Advise the government on library education and training needs for library, documentation and related services, sponsor, arrange or provide facilities for conferences and services for discussion of matters in connection with library related services

v.  Carry out and encourage research in the development of library and related services,

vi. Participate and assist in the campaign for eradication of illiteracy,

vii. Stimulate public interest in books and to promote reading for knowledge, information and enjoyment,

viii. Acquire books produced in and outside Kenya and such other materials and services of knowledge necessary for a comprehensive library, and

ix. Publish the National Bibliography of Kenya and to provide bibliographic and reference services.[200]

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[200]Laws of Kenya: The Kenya National Library Board Act (Cap225) / Republic of Kenya. – Nairobi: Government Printer, 1986.

The national library services has currently a network of 8 provincial libraries, 6 district libraries and 12 community-based libraries spread out in different parts of the country with a total collection of 700,000 volumes of books and 59,000 volumes of journals[201]

As a public library service the KNLS provides services that include lending services, postal lending, reference services, services to schools and other institutions, informal training, institutional advisory services and mobile library service.

Adult readers are allowed to borrow two books for two weeks and provided no other reader wants those particular titles, the client is allowed to renew the loan for another two weeks at will. For a client to renew any loaned materials he/ she must either come in person or telephone the circulation librarian on or before the due date of return. All branches of the KNLS have a children' collections major service. Children sections are stocked with well-selected reading materials to support children's academic and supplementary reading needs. Children are allowed to borrow two books for two weeks and are free to read in the library. Other services provided in these sections especially on weekends and school holidays include video shows, story telling sessions, drawing and painting competitions, drama and poems, and user education.

The postal lending service is offered to those who reside far from any of the existing libraries and outside the areas covered by the mobiles. The service is available from any branch. All the branch libraries provide standard reference books such as dictionaries, encyclopaedia and almanacs for reference purposes and also local periodicals and newspapers. These are readily available to answer quick reference factual queries.

The service to schools and other institutions enables schools to borrow up to 200 books periodically at an annual subscription of about $12. Schools are encouraged to apply for bulk borrowing from the KNLS branch in their locality.

User Education targets newly enrolled library clients. As soon as they get their enrolment, new clients are shown how to locate and retrieve materials from the library. They are

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[201] Kenya National Library Service: Historical Background. – Available:

introduced to retrieval tools such as the card catalogue, and the use of reference tools such as encyclopaedias. Professional librarians offer this service while institutional advisory services assists institutions such as schools, colleges and other interested institutions in setting up and organizing their libraries. A recent development in this service is the provision of seminars by the staff of KNLS to primary and secondary school teachers. The teachers are exposed to basic skills of running school libraries. Such seminars are organized by KNLS in collaboration with other interested parties and willing donor agencies. Organizations such as Plan international, Action Aid have been very active in co-sponsoring such seminars.

KNLS is the main distributor for Book Aid International, which is a UK based book donor organization. The organization solicits for books from U.K libraries and publishers and channels them through KNLS to needy institutions in Kenya. Some of the major beneficiaries of this programme are schools. Schools that have a need for library books are advised to apply through the director of the Kenya National Library Service. Upon application, the librarian in charge of the KNLS local branch visits the school to assess the need for the books. The KNLS local branch staff could assist in organizing the school libraries of such schools on request. As soon as the materials are available, they are distributed on first come first served basis.

The service operates a fleet of eight (8) mobile library trucks, which serve the areas around Nairobi, Mombasa, Kisumu, Nyeri, Kakamega, Kabarnet, Eldoret, and Embu. In addition, it operates two (2) Camel mobile libraries in Wajir and Garissa in North Eastern Kenya and are based at based in Garissa and Wajir libraries in North Eastern Province. The camel is used as a mode of transport to take books to the nomadic communities in and around settlement areas in the interior of the province due to the cultural attachment the people of this region has to the animal and its adaptation to the terrain in this part of Kenya which is not conducive for the use of motor vehicles. The camel library currently operates within a radius of 10 kilometres.

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The National Library Services also carries out the duties of a national library. It has a Kenya National Reference and Bibliographic Department which serves as the national library and provides several services including legal deposit, compiles Kenya National bibliography which is a listing of Kenyan materials published in a each year as well the Kenya Periodicals Index. Under the legal deposit act, every publisher in Kenya should deposit two copies of every title published with the director of the KNLS, within 14 days of publishing the title at their own cost[202] The national bibliography therefore is an authoritative, regular, comprehensive, and standardized record of Kenya's publishing output and foreign publications of interest to Kenya and provides information of practical nature. It is therefore a useful tool for selection and acquisition of materials by information and library centres in Kenya and elsewhere in the world. It is also the source statistical information regarding Kenyan publication output supplied to international agencies and programmes such as the International Federation of Library Association and Institutions (IFLA), Universal Bibliographic Control (UBC) and the Universal Availability of Publications (UAP), programmes. It is also a cataloguing tool in that it provides a model catalogue entry that may be directly copied by libraries and other information systems in the country.

Other functions performed by Kenya National Library Services include:

i. It is the national agent for the International Standard Book Number, ISBN and thus assigns the ISBN numbers to Kenyan publishers.

ii. It is a depository library for World Bank publications and hosts a special collection of UN publications. All World Bank reports and bulletins totalling to about four thousand (4,000) documents form the core of the collection.

iii. Maintains rare books collection composed of old and rare publications that are no longer in print. The collection has about six hundred (600) documents. These materials are available on request and are strictly for reference within the library

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[202]Books and Newspapers Act Chapter 111 of the Laws of Kenya (Miscellaneous Amendments no.22) of 1987 / Republic of Kenya. – Nairobi: Government Printer, 1987

iv. Subscribes to a variety of journals both locally and internationally. Subscriptions for the entire network are done centrally. So far, the library has a collection of 58,882 copies including current and back issues of various periodicals.

v. Hosts a collection of microfilms and microfiches of important national records preserved for posterity. They are available on request for strict use within the library.

vi. Collects and facilitates the use of government publications of different types such as District Development Plans, Sessional Papers, the Kenya Gazette, Laws of Kenya, the Constitution of Kenya.

Apart from some special libraries in research organisations, most Kenyan libraries have been are based on "print" resources as opposed to other media. In spite of the fact that there has been movement towards multimedia including electronic and Internet sources, this development is slow.[203] Besides problems of funds for purchasing, inadequate professional human resources, poor physical infrastructure, inadequate use of information technology and lack of co-ordination and interlibrary co-operation and above all the absence of a national policy on the collection and distribution of information hinder the optimal functioning of libraries in Kenya irrespective of size and type[204]

## 4.3.2 Standards and Legislation for University Libraries

### 4.3.2.1 Legislation and Standards Relating to University Library Services.

In order for Kenyan universities to perform their role more effectively, there is need for growth in student enrolment to be matched with commensurate provision of appropriate resources. This will ensure that they maintain high standards, quality and relevant

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[203] Agalo, J. : Emerging Developments of Audiovisual and Multimedia Use in National and Academic Libraries in Kenya. - A Paper Presented at 64th. IFLA General Conference 16th-21st August 16th- 1998.- Available: http://www.Ifla.org/IV/ifla64/105-117 e.htm. (18/10/02)
[204] Odini, C: The Book Chain in Kenya. – Available: http://www.inasp.org.uk/pubs/bookchain/profiles/Kenya.html (18/10/02)

education, training research and scholarship. Generally speaking there is poor legislation relating to university libraries in Kenya and although all universities are established through government decree, often there is only brief mention of the role, organisation and functioning of the library. In many of the university charter documents examined, it is merely mentioned that there will be a librarian whose work will be to oversee the organisation and the operations of the library without specifying the nature and character of such a library.

At the same time quality in teaching and research in university education in Kenya has been a major concern since independence as indicated by the numerous commissions, committees and working parties that have been established over time to study different aspects of university education in Kenya. Reports issued by these institutions have repeatedly stressed the need for university student enrolment to be matched with commensurate provision of appropriate resources in order to maintain high standards, quality and relevance of university education, training, research and scholarship.

The crucial role played by the university library has been stressed in some reports while in others it has not received much attention. For example the *Mackay Report* seems to have relegated the library to a secondary role in university education. While stressing that the most critical role of the university is teaching and research, it argued that library development like other expenditures like administration and student accommodation should be considered as a function of the primary task which is teaching and research.[205] In contrast, the *Kamunge Report* stressed that university libraries are central to any meaningful teaching, research and learning process and therefore their development is directly related to the objectives and programmes of the university as a whole and therefore must take into account the increase in students numbers, the introduction of new teaching and research programmes and the changing emphasis in the existing courses of study. It therefore recommended that university libraries be provided with adequate funds

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[205] Second University in Kenya: Report of the Presidential Working Party. p. 69

and be equipped with up-to date books, journals, periodicals and technical services to effectively support teaching, learning and research.[206]

In the *Koech Report*, submissions were made to the effect that one of the greatest challenges facing the academic faculties in each of the universities is the need to review the curricula and content for each teaching subject in order to keep abreast with the rapidly growing body of knowledge, hence the need for faculties, teaching departments and individual teaching staff to familiarise themselves with the latest information in their specific areas of specialization. One main challenge which has had a negative impact on the quality of university education, is the inability of the institutions to maintain up-to-date libraries and journal subscriptions due to insufficient funding.[207] In spite of this, the report failed to make any specific recommendations as to how the problem of library and information services for university education could be solved. These contradictions indicate the ambivalent situation in which the university library finds itself in relation to the research, teaching and learning in the university. There is no doubt that it has had a negative impact in realisation of proper legislation and functioning of university libraries at both the national and institutional level.[208]

The most progressive effort towards creating university standards has been achieved by the Commission of Higher Education.[209] This is a statutory body that regulates the licensing and functioning of private universities in Kenya. It has created library standards whose goal is to assist members of the library and university administration to determine priorities and evaluate performance so as to optimise the performance of the university

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[206]Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond / Republic of Kenya. – Nairobi: Government Printer, 1988. - p. 74

[207] Totally Integrated Quality Education (TIQUET): Report of the Commission of Inquiry into the Education System in Kenya / Republic of Kenya. – Nairobi: Government Printer, 1999, p. 18 & 308.

[208] Review of the education commission reports on Kenyan university education reveals that in some cases there is recognition of the centrality of library and information services in ensuring quality of teaching and research. However this does not match the reality on the ground given the poor funding of university libraries. It can also be observed that a lot of emphasis is on the conservation and storage role of libraries with little regard to dissemination and need for human resource to facilitate the efficient use and proper development of these services.

[209] The Commission of Higher Education (CHE) is a statutory body established under an act of parliament to monitor and evaluate all aspects of university education. Its responsibilities include harmonisation of curriculum, certification, inspection and accreditation of institutions of higher education.

library. These standards cover a wide range of issues including mission, goals and objectives' statement, collection development, organisation of materials, buildings, staffing, governance, services access, instruction, use of information and communication technology (ICT), and library budget. Let examine some of the quantitative issues.[210]

4.3.2.1.1  Collections

The library is expected to provide varied, authoritative, and up to date information resources both in print, electronic format or non-book media: It further stipulates:

i.   Minimum collection for university offering a variety of undergraduate and postgraduate programmes shall be 80 titles per student for the first 1000 students, 60 titles per student for a population of between 1000 and 2500. For a population of between 2500 and 4000, the library shall provide 50 titles per student and if the population in excess of 4000, there will be 40 titles per student.

ii.  A collection of a minimum of 200 core journals plus appropriate indexing journals.

4.3.2.1.2  Buildings (Facilities)

The standards stipulate that:

i.   The planning of building shall be based on the projected growth of collection, users and staff in the next ten (10) years.

ii.  One seat for every 4 users at the rate of $2.5m^2$

iii. Stack area for be at least $10.75m^2$ per 1000 volumes including bound periodicals.

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[210] Commission of Higher Education: Standards for University Libraries in Kenya. - (Unpublished). This is a comprehensive document which if enforced would greatly assist in improving university library services. Unfortunately it is still on the draft stage and for years it has not been adopted by the stakeholders.

iv. Library staff and service area shall constitute 18 and 25% of the combined space for readers and book stacks.

### 4.3.2.1.3  Staffing

Since adequate staff size is determined by factors such as inter alia, the programmes offered, the institutional enrolment, the number of service points and the hours, during which service is offered, it is suggested that staff size be established at the ratio of 1 professional to 250 full time students.

### 4.3.2.1.4  Administrative Structure and Governance.

The standards make various recommendations relating to the administrative structure aimed at ensuring and encouraging the effective optimisation of available library resource. Among them include the following:

i.  The library should be autonomous unit within the university structure represented in the senate or an equivalent academic body and its committees.

ii.  The chief librarian should report to the chief executive of the institution.

iii. Establishment of a standing advisory committee responsible to the senate for considering all aspects of library policy, its development and integration in the university's teaching programmes.

### 4.3.2.1.5  Budgetary Support

Since the library represents a major capital investment, the commission recommended that:

i.  The library's annual authorised budget shall be at least 10% of the total university income with a provision for higher percentage if the library is trying to overcome past deficiencies or to meet the new academic programmes or engaging in audio-visual and electronic resources.

ii.  The chief librarian shall have the responsibility of preparing, defending and administering the budget in accordance with the agreed upon objectives.

### 4.3.2.2  Institutional Legislation on University Libraries

Within the universities themselves, there are only scattered statements about the library services. Seldom will one find comprehensive statements of policies relating to mission of the university library, collection development, personnel, standards and even policies on electronic sources. However this does not mean the university librarians in Kenya operate in a total absence of guiding principles. Although these policy statements do not exist in written form, libraries are guided by the general mission statement of the universities as articulated in the university charter, the main goal being the provision of information resources to support the teaching and research activities of the university. The libraries understand their role as not just that of meeting present information needs of the university but also projecting and anticipating future requirements and changes occasioned by new courses and new areas in literature. Whenever the university plans to introduce new collections, the library is expected to expand its collection to cover the new areas of teaching. However notwithstanding the absence of proper legislation and relevant policies is a serious handicap to the functioning of the library.

### 4.4  TRENDS IN LIBRARY USER POPULATIONS

Over the last five years student numbers have indicated growth in spite of limited fluctuations in the five years 1996-2001. Public universities have indicated 14.1%, increase for University of Nairobi (UON) while that of Kenyatta University (KU) decreased by 12.8%. The user population of UON increased from 13,538 in 1996/7 academic year to 15,529 in the 2000/01 academic year while that of KU decreased from 8,574 to 7,474 during the same period. Perhaps private universities have registered the highest growth rate in student populations. User population increased from 1200 to 2464 for USIU and from 1387 to 1872 for CUEA between 1996/7 and 2000/01 academic years. This implies a 51.3% and 26% for both USIU and CUEA respectively.  Much Growth in public universities is occasioned by the introduction of what is variously referred to as

module parallel or evening courses.[211]  This is admission by individual university that is not a part the regular intake done through the university's Joint Admission Board. Parallel courses have been introduced for many of the existing courses for both undergraduate and postgraduate levels.

There is also evidence that new areas of competence have been introduced such as environmental studies, tourism, computer science and disaster management. All these have found clients in the fast widening educational market. The overall effect has been a surge in student population. Needless to say these translates into bigger and more diverse for scholarly information from the university libraries. The need has arisen for librarians to address this increasing population and widening information demand.

Table 1: Library User Populations in Relation to Various Resources and Facilities

|  | Ratio of professional staff to students | Ratio of students to seats | Ratio of students to books |
|---|---|---|---|
| UON | 1:575 | 1:3 | 1:32 |
| KU | 1:467 | 1:16 | 1:35 |
| USIU | 1:824 | 1:9 | 1:30 |
| CUEA | 1:936 | 1:9 | 1:30 |
| National standard | 1:250 | 1:4 | 1:60 (1:40) |

Table 1 provides a general overview of university user populations in relation to various library resources and facilities. A number of indicators, namely: ratio of students to

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[211] There are indications that user populations are set to increase in the near future. For example statistics indicate that KU registered an increase in student enrolment of 43.9% from 7,474 during 2000/01 academic year to 10,757 in 2001/02. (see: Economic Survey, 2001 / Republic of Kenya. – Nairobi: Government Printer, 2002. - p.43)

professional staff, ratio of seats to students, and ratio of students to monographs in each institution are considered against the national standard. The main observation from Table 1 is that the library resources and facilities in most of the institutions studied do not measure up to standards laid down by the Commission of Higher Education. The standards for reading materials require that there be 60 volumes per student for a population between 1000 and 2500 (applicable to CUEA and USIU) and 40 volumes per student if the population is in the excess of 4000 (as is the case with UON and KU).

The national standard recommend one seat for every 4 users, and only UON has a relatively impressive ratio of 1:3 while the worst is KU with a ratio of 1:16. The only reservation about seating capacity in UON is that library facilities have been negatively affected by lack of maintenance and disrepair. Many reading tables and chairs have broken down over the past five years and no replacement has been done. Therefore the reality is that there is acute shortage of sitting places in the UON main library.

## 4.5   COLLECTION DEVELOPMENT ACTIVITIES

## 4.5.1  Collection Development Policies

All four universities examined in this study reported to have collection development policies in one form or another. The situation ranges from outdated and inactive policies as the case is with UON and KU to recently drafted comprehensive collection development policies as the case is with USIU. Where policies are not active, the libraries rely on the university statutes/act for guidance. The principal collection development goal as understood in the university statute is to meet the information needs of the user/academic needs of the university/programs of study. From this, the library understands its role not just that of meeting present information needs of the university, but also anticipating future needs occasioned by the new courses, and new areas in knowledge. Therefore ideally when the university needs to introduce new courses the administration would call upon library to expand its collection to cover new areas of teaching but in practice this consultation rarely happens.

One observable shortcoming of the existing collection development policies is that they are not in line with changes in information formats and increases in population numbers. It is worth mentioning that for example there are no laid down policies to guide the acquisition of electronic and Internet based information such as electronic databases and journals. A notable exception is USIU where it is reported that although there has not been fundamental changes in the collection policy, it has been revised considerably to accommodate changes towards electronic formats. At KU changes in policy are being enacted in response to anticipated bigger user populations as a result of the establishment of the School of Continuing Education, which is expected to attract more students. Besides, in the absence of viable funding for acquisitions, collection development policies in the public universities are rendered irrelevant. Again in the case of institutions involved in distance education, library policies to cater for distance learners are virtually non-existent.

## 4.5.2  Selection Process

Both private and public university libraries display similar procedures in materials selection procedures. The faculty members do the actual book selection while the process is managed and facilitated by librarians who look for appropriate tools for selection, advise on areas that need development and make the follow up to ensure that selection takes place. Librarians also select materials for areas of their competence as well as reference material. In public universities, due to their large size, selection is subject based. At KU subject librarians liase with different faculties and distribute acquisition tools, especially publishers catalogues to those in charge of selection in respective faculties. Lists of selected material are forwarded to the acquisitions' section of the library, which prepares order lists to different suppliers.

At UON with its scattered colleges and faculties, selection process is initiated at the college and faculty level. Eventually lists of all selected materials are sent to the acquisitions librarian based at the main library who does the actual ordering.  In the largely small private universities the acquisitions' librarian liases with the different departments who make returns of the selection done. This co-ordination requires a good

working relationship between the librarians and teaching faculty and difficulties have been experienced for example in the case of CUEA difficulties in making proper acquisitions in cases when teaching departments do not fully co-operate. Following the introduction of parallel degree courses for self sponsored students, public universities are able to charge some library fee. Initially in the public universities, the faculties preferred to buy reading materials directly without involving the library but this role has reverted to the library. Over the years given the dwindling funding, introduction of self sponsored students, changes in information technology, development of distance education, increase in student population for each course, there have been changes in the acquisition procedure. However these have differed between the universities. The introduction of new course was a shift from traditional course to new areas as dictated by the market and the libraries have had to make acquisitions to cater for this new arrangement.

## 4.5.3  Selection Tools and Sources of Material

The most commonly used ordering tools are publishers' catalogues, journal reviews and lists from local bookshops. All universities examined reported to use CD-ROM databases such as "Books in Print" as well as Internet sites such as Amazon for selection purposes.

University libraries in Kenya purchase materials from both local and international publishers, local and international book agents as well as local bookshops. They purchase locally published material from local bookshops while materials not locally available are purchased through both local and international book agents. In overall there is high dependence on publications from both Britain and U.S.A in all subjects but especially science publications. In cases where assistance is involved the donors tend to dictate the source of new materials. Public university libraries involved in donor supported programmes such as UON and KU have had to do their selections and forward these lists to the donors who choose the source of materials.

Ordinarily university libraries in Kenya have established a good working relationship with local booksellers. However for public universities this relationship of late has not been cordial since bureaucratic procedures and lack of funds have often delayed payment for book orders and at the same time public university administrations have established

strict expenditure control with a policy of no-prepayment and have been reluctant to release money for purchases and settlement of outstanding orders.[212] Over time public university libraries have accumulated high bills with both local and foreign book supplies who in turn have been unwilling to advance any credit to public university libraries.

### 4.5.4  Impact of IT in Collection Development

There is evidence that electronic and Internet media is having impact on collection development in Kenyan universities. The four libraries examined in this study indicated that they are in the process of integrating electronic and Internet based information sources in their collection development activities. KU reported to have established a vote for buying CD-ROMs and audio-visual materials. CUEA has switched from print to buying most of its indexes and abstracting journals in CD-ROM format. Examples of these are Humanities Index, Social Sciences Index, Philosophers Index, Education Index, and Religious and Theological Abstracts. Major advances have been reported in USIU where among the library resources are included online journals. By subscribing to the Ebscohost electronic database, USIU library can access a total of 3600 journals with full text articles and/or indexes and abstracts as well as CD-ROM version of the Ebscohost database.

### 4.5.5  Ordering of Materials

All four universities examined in this study reported continuous selection and ordering throughout the year but for different reasons. USIU has a strategic plan to acquire approximately 4000 monographs a year in an effort to maintain Commission of Higher Education (Kenya) standards as well as that Western Association of Colleges (USA) to which it is affiliated. Public university libraries are driven by concern over accumulating bulk orders for which the university may be unwilling to pay. They prefer to order on regular basis so as to spread out the available funds. While the World Bank supported

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[212] A case in point is KU where in 1997 while Kshs. 4.7 million was allocated by the end of that year only 31% was availed and used by the library to purchase materials.

book acquisition project lasted, public university libraries ordered materials regularly. However, today with total dependence on university administration, the allocation of funds is low and irregular. Even when allocation is done, some libraries do not have total control over the funds and remission of funds for orders is dependent on the university's financial climate, which often leads to piecemeal purchases. It is expected that public university libraries will benefit from funds from parallel programs to boost its acquisition activities but so far the impact of funds from this source is still minimal.

## 4.5.6  Weeding of Library Collections

The saying that collection weeding is not activity that university libraries automatically engage in is very true for Kenyan university libraries. A brief check of public university libraries such as the ones included in this study reveals that shelves are full of old and outdated reading materials most of which are not consulted by readers. A number of factors that make it difficult for university libraries in Kenya to undertake comprehensive weeding programmes to rid themselves of outdated materials. In the first place the purchase of new materials has gone down and in some cases all what they have are the old collections and therefore any effort to remove materials from shelves is complicated as it is be difficult to decide what to keep and what to get rid of. The second problem is what to do with weeded material since decision to change ownership of any university property normally involves decisions at high levels of university administration and this takes a very long time and in many cases not forthcoming. The university libraries are already facing problem of storage space and would be a big burden to find extra space to keep relegated material. Above all as is the case with the four institutions included in this study, many university libraries lack weeding policies to guide progressive weeding programmes.

However collection weeding in Kenyan university libraries is rather an urgent matter. It is fair to argue that maintaining obsolete library stock does not contribute to fulfilling information needs and does more harm to the already tainted image of the university libraries. A number of reasons can be cited to illustrate why it is important for Kenyan university libraries to weed their collections. The first reason has to do with the cost of

maintenance and storage. There is need for staff to be employed to constantly wipe materials to get rid of dust, which is a major problem in the tropics, and arrange them systematically on the shelves. These are labour intensive activities, which consume a sizable part of the budget. Three of university libraries reported shortage of space for their newly acquired materials and therefore it is unwise for the already scarce apace to be used on outdated, unused materials and therefore systematic weeding of present collections will facilitate more effective space utilisation.

Secondly, weeding the present library materials will facilitate easier access, retrieval and use of library materials and therefore contribute to user satisfaction. A review of some library catalogues revealed a lot of outdated and unused materials, which make it hard and, time consuming to identify and locate the more useful items. They also give an impression of redundancy of the library collection and the more users encounter difficulties in retrieving useful and current information, the more irrelevant the library seem to them. Therefore collection-weeding programme should be seen as part of the effort to sustaining the library's image and relevance to the teaching learning and research in the university.

The third reason to weed collection is that the weeding process can be a useful management tool for the library administration. The weeding process can expose the areas of strength and weakness in the collection, areas that are over provided or underprovided and measures can be undertaken to rectify the situation. For the library manager, this is a good basis for budgeting activities and a fact to be used in defence of the budget proposal.

In spite of the problems already cited, the four university libraries examined in this study reported to be carrying out library collection weeding in one way or another. To avoid bureaucratic red tape involved in approval of disposal of weeded materials some librarians have from time to time quietly removed some materials from the shelves after assessing their usefulness to the collection. Another method has been to exercise strict control at the acquisition stage to make sure that only quality materials are put into the collection. This is especially in relation to gifts, which sometimes tend to compose of types of materials some of which are out of date, irrelevant or already in deteriorated

state. These methods are some ways of copying with the bigger problem of lack of written down weeding policies to guide the formulation and execution of sound weeding programmes.

### 4.5.7 <u>Preservation of Library Materials</u>

From data gathered during the course of this research it is evident that university libraries in Kenya are facing serious preservation problems. The main ones include those caused by theft and vandalism of library materials, environmental factors such as high temperatures and humidity, exposure to light, and mishandling by users. Both UON and CUEA have reported to suffer badly from the loss of material through thefts by users. This problem has been so severe in the case of CUEA such that establishing a closed access system has been suggested. With the absence of electronic security gates, CUEA has had to deploy people to physically check those who enter and inspect those who leave the library. Vandalism of public property is common in the social life of Kenyans and therefore theft of library materials and damage to collection items is more of an extension of what is the case in other spheres of public life. Examples of these are tearing off pages from books, underlining with ink of words sentences and paragraphs while reading, and writing on library materials. This problem is compounded by the issue of too many people chasing few copies of critical reading materials which means that highly used materials are constantly changing hands leading to high rate of wear and tear.

Temperatures and humidity in the tropics tend to be very high and hence chemical reaction involving printed material tends to be very high and this encourages the growth of biological agents such as moulds and fungi which severely damage materials. High temperatures also lead to brittleness in paper. Therefore the problems of fungi, mould and brittleness of paper are common preservation problems in all the university libraries examined. During dry weather which is common in Kenya, library materials are also victims of dust and dirt particles that accumulate in the library buildings and which when unchecked obliterates pages and leave dirty marks on books.

There has been reported cases of exerting undue mechanical pressure books during photocopying and reading, carrying of books by students home in bare hands thus making

them susceptible to damage in case they fall, being rained on and exposure to light. Even when browsing on the shelves several books are said to fall down daily, which adds to the problem of mishandling.

University libraries in Kenya have been involved in various preservation activities. However the commonest measures include rebinding, regular repairs, educating the users on preservation of library materials and microfilming. Rebinding is done on new materials that may be in spiral binding forms, files, or extremely soft paper cover before releasing them for use to make them resilient to the rough and tumble of library use. One chief librarian observed that the savings made instead of buying new material justifies costs involved in binding. Librarians also undertake periodic identification in the course of circulation or shelving of materials that require minor repair and binding, which have become too worn out to offer protection to the text block of the book. Binding is also done on serial items such as journals and newspaper, which not only makes it more convenient to shelf but is also a safeguard against theft and wear and tear. Three universities examined, UON, KU, and USIU have established binderies as part of their normal activities while CUEA continues to use the services of commercial binders. However the public university libraries are presently suffering from acute financial problems such that they are not able to purchase binding materials and service the machines. Apart from this, notably at UON there is acute shortage of bindery staff following the downsizing exercise carried out by the government. The net effect of these problems is stagnation of the binding process, materials taking too long in the bindery and accumulation of materials that would otherwise need binding.

Another library preservation activity is user education during library user activities. This is meant to encourage good handling of material, create awareness of the problem and instil in users simple but useful techniques of handling library materials. Fines for lost and torn books or buying of new ones are applied as deterrent to misuse of library materials. However orientation of users is beset with problems of poor attendance, student apathy and lack of adequate time to impart useful knowledge on how books library materials should be handled.

One of the major challenges to preservation of library materials in Kenya is dust accumulation in library buildings and specifically on books and shelves. All the institutions examined in this research have staff members employed whose primary task is to move through the stacks cleaning books and shelves. This has proved to be quite useful in minimizing dust problem in some cases but with staffing problems in UON library, stacks and materials are not cleaned for months making the problem of dust more and more severe.

University libraries in Kenya in conjunction with other institutions such as the National Archives have been involved in a microfilming project past national newspapers. While this is a good move and will definitely contribute towards preservation, it is still in its initial stages and is facing the problem of finance. Other preservation activities reported in all libraries include staff monitoring of the way books are handled and removal of vulnerable material from the general circulation and placing them in special collections.

Apart from the problems already mentioned, university libraries in Kenya are facing a common problem of lack of preservation policies which would otherwise guide in the establishment of effective preservation programmes. In the absence of policies it is impossible to allocate funds and recruit the necessary human resources, as well provide building space for preservation activities.

### 4.5.8  Multiple Copies and Core Texts

None of the libraries studied relied on core lists. However librarians indicated that whenever any faculty indicated a core journal or key reference texts then these are given priority. The issue of whether libraries should acquire multiple copies remains largely unsettled. While lecturers and students think that there ought to be several copies of each text, librarians are hesitant to adopt a textbook approach to collection development due to inadequate funding and storage space. They are also wary of turning the library into a textbook centre. While students in public universities are encouraged to buy their own texts through a government book allowance, whenever, absolutely necessary and subject to availability of funds, public universities purchase up to four copies. Therefore the acquisition of monographs in multiple copies is not a priority in Kenyan universities.

## 4.6  TRENDS IN THE GROWTH OF LIBRARY COLLECTIONS

The most common way of thinking about libraries has been in terms of the size of their collections. In recent years library thinking has been focussed on access rather than acquisition. This approach however presumes a number of things. First, the existence of access to current and comprehensive bibliographical information and an efficient infrastructure for document delivery. Secondly it presumes a cost-benefit analysis that favours access rather than ownership. However a number of factors still favour the acquisition model for Kenya. In the first place, there is no adequate bibliographical information in Kenya especially for Africana materials. Secondly, document delivery in Kenya is both slow and expensive. Easy delivery is still a dream far a field due poor postal services, poor Internet connectivity and poor telecommunications. Therefore the physical size of collections is still very relevant and developments in library service in Kenya can only best be understood in the context of appreciation for trends in the number of volumes.

## 4.6.1  Rate of Acquisition of Monographs

Table 2a: Rate of Acquisition of Monographs (University of Nairobi)

|  | Purchase | | Book donation | | Donated funds | | Exchange | | Total |
|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % |  |
| 1996/97 | 3,499 | 23.6 | - | - | 11,000 | 76 | 60 | 0.4 | 14,559 |
| 1997/98 | 5,400 | 44.1 | - | - | 6,788 | 55.5 | 46 | 0.4 | 12,234 |
| 1998/99 | 9,537 | 57 | 2,093 | 19 | 5,166 | 30.9 | 20 | 0.1 | 16816 |
| 1999/00 | 11,000 | 100 | - | - | - | - | - | - | 11,000 |
| 2000/01 | 12000 | 100 | - | - | - | - | - | - | 12,000 |

Source: University of Nairobi Library

According to Table 2a, between 1996 and 2001, UON library annual monograph acquisition fell from 14,559 to 12,000 representing an 18% drop. The main methods of acquisition were purchase with own funds and purchase with donated funds. Book donation and exchange played a relatively insignificant role apart from in the academic year 1998/99 when book donation accounted for 19% of the total annual acquisition. Percentage acquisition through donated funds fell gradually from 76% (1996/7); 55.5% (1997/8); 30.9% (1998/99) and fizzled out completely in 1999/00 and 2000/01 academic years. Accordingly, acquisition through purchase using institutional funds played an increasing role over the years accounting for 23.6% (1996/7); 44.1% (1997/8) and 57% (1998/99). Acquisitions in the years 1999/00 and 2000/01 was entirely through purchase using institutional funds.

Table 2b: Rate of Acquisition of Monographs (Kenyatta University)

|  | Purchase | | Book donation | | Donated funds | | Exchange | | Total |
|---|---|---|---|---|---|---|---|---|---|
|  | No | % | No | % | No | % | No | % | |
| 1996/97 | 0 | 0 | 0 | 0 | 1,389 | 100 | 0 | 0 | 1,389 |
| 1997/98 | 829 | 29.6 | 1,973 | 70.4 | 0 | 0 | 0 | 0 | 2,802 |
| 1998/99 | 385 | 2 | 6,207 | 31.5 | 13000 | 66 | 116 | 0.5 | 19,708 |
| 1999/00 | 212 | 8.7 | 0 | 0 | 0 | 0 | 581 | 91.3 | 793 |
| 2000/01 | 724 | 36.3 | 1,033 | 51.8 | 0 | 0 | 236 | 11.9 | 1,993 |

Source: Kenyatta University Library

It is not possible to establish a definite trend in the forms of library acquisition activities for KU library. For example in 1996/7 all materials where acquired through donated funds while in 2000/01 exchange accounted for 91.3% of the total acquisitions, in 1997/8 book donations accounted for 70.4% of total acquisitions. In 1998/9 donated funds accounted for 66% of the total volumes acquired. Purchase using institutional funds played a relatively insignificant and irregular role in acquisition. In 1996/9 no

institutional funds were used for library acquisitions purposes while in 1997/8, 29.6% of total acquisitions were through institutional funds. This figure fell to 2% and 8.7% respectively in 1998/9 and 1999/00 respectively only to rise to 36.3% in 2001/01 academic year.

Table 2c: Rate of Acquisition of Monographs (United States International University)

|  | Purchase | | Book donation | | Donated funds | | Exchange | | Total |
|---|---|---|---|---|---|---|---|---|---|
|  | No | % | No | % | No | % | No | % |  |
| 1996/97 | 3880 | 100 | - | - | - | - | - | - | 3880 |
| 1997/98 | 3900 | 100 | - | - | - | - | - | - | 3900 |
| 1998/99 | 3905 | 100 | - | - | -- | - | - | - | 3905 |
| 1999/00 | 3910 | 100 | - | - | - | - | - | - | 3910 |
| 2000/01 | 3895 | 100 | - | - | - | - | - | - | 3895 |

Source: USIU Library

USIU has *indicated* fairly constant acquisition levels. For example it acquired between 3800 and 3900 volumes of monographs for the period between 1996/7 and 2000/01. USIU relies exclusively on institutional funds for acquisition activities.

Table 2d: Rate of Acquisition of monographs (Catholic University of E.A )

|  | Purchase | | Book donation | | Donated funds | | Exchange | | Total |
|---|---|---|---|---|---|---|---|---|---|
|  | No | % | No | % | No | % | No | % |  |
| 1996/97 | 1129 | 35.7 | 2035 | 64.3 | - | - | - | - | 3164 |
| 1997/98 | 1643 | 41.5 | 2313 | 58.5 | - | - | - | - | 3956 |
| 1998/99 | 2144 | 44.6 | 2656 | 55.4 | - | - | - | - | 4802 |
| 1999/00 | 2656 | 48.7 | 2800 | 51.3 | - | - | - | - | 5456 |
| 2000/01 | 7678 | 55.3 | 6217 | 44.7 | - | - | - | - | 13896 |

Source: CUEA Library

CUEA acquisition levels have increased from 3164 volumes in 1996/97 academic year to 13896 volumes in 2000/01 academic year representing a 77% increase. Purchase using institutional funds has played an increasing role in the years covered by this study: 1996/97 (35.7%); 1997/8 (41.5 %); 1998/9 (44.6 %); 1999/00 (48.7%) and 2000/01 (55.3%). However book donations has also played a significant role accounting for 44.7% in 2000/01 academic year. Notably there is no acquisition through donated funds or exchange.

### 4.6.2  Rate of Acquisition of Journals

Table 3a: Rate of Acquisition of Journals (United States International University)

|  | Purchase | | Journal donation | | Donated funds | | Exchange | | Total |
|---|---|---|---|---|---|---|---|---|---|
|  | No | % | No | % | No | % | No | % |  |
| 1996/97 | 198 | 100 | - | - | - | - | - | - | 198 |
| 1997/98 | 200 | 100 | - | - | - | - | - | - | 200 |
| 1998/99 | 3600 | 100 | - | - | - | - | - | - | 3600 |
| 1999/00 | 3600 | 100 | - | - | - | - | - | - | 3600 |
| 2000/01 | 3600 | 100 | - | - | - | - | - | - | 3600 |

Source: USIU Library

Table 3b: Rate of Acquisition of Journals (Catholic University of Eastern Africa)

|  | Purchase | | Journal donation | | Donated funds | | Exchange | | Total |
|---|---|---|---|---|---|---|---|---|---|
|  | No | % | No | % | No | % | No | % |  |
| 1996/97 | 534 | 85 | 47 | 8 | - | - | 42 | 7 | 534 |
| 1997/98 | 638 | 100 | - | - | - | - | - | - | 638 |
| 1998/99 | 813 | 100 | - | - | - | - | - | - | 813 |
| 1999/00 | 836 | 100 | - | - | - | - | - | - | 836 |
| 2000/01 | 848 | 100 | - | - | - | - | - | - | 848 |

Source: CUEA Library

Public institutions have been unable to respond proportionately to the high rates increase in the price of *journals* and in the face of price increase and dwindling budgetary allocations, libraries have responded by discontinuing journal subscriptions. There is no tangible data available from UON but interview sessions with the managers revealed that almost all journal subscriptions have been discontinued due to lack of funds. KU has a total of 116 journal titles, which is way below the national standard. Private institutions studied have performed relatively better in the acquisition of journals against the national standard of 200 core journals. CUEA subscribes to 848 journal titles while USIU through electronic database subscription has at its disposal about 3600 journal titles in full text.

## 4.7  FUNDING OF LIBRARY SERVICES

## 4.7.1  Sources of Funds for Library Activities

University libraries in Kenya have four main sources of income; the parent organisation, user fees, donor funding and income generation. Of these four funding sources, university libraries depend mainly on funds allocation from parent organisation. There is evidence that while funding support for libraries in private universities has been consistently commendable, the situation of these public universities has deteriorated as to hamper the fulfilment of their intended goals and objectives. The public university libraries have experienced a general reduction of funding from the parent organisation as well as donor support. In fact as far as public universities are concerned, libraries exists in paradoxical situation whereby although university authorities recognise their centrality in the academic programmes, in the midst of the scramble for funding, the library is given a low priority.

### 4.7.1.1  Government Funding

All public universities have experienced dramatic reduction in budgetary allocation and it is true that support from parent organisation is becoming less and less. Until early 1980's meaningful allocation of funds to the library used to take place and specific amounts were set aside for purchase of monographs, journals, and undertaking of capital development.

This situation has changed for the worse through the 90's and culminated in the dismal funding in the beginning of the 21st Century. In one specific case of public university, the researcher was informed that there is no meaningful budgeting taking place since the government allocation is too little to go round the difference needs. All that the government does is to release money on monthly basis to cover personal emoluments for the entire university system. Any remainder on the library vote is used to purchase stationery and a few reading materials.

At the same time the funding of libraries in public universities must be examined in the light of the prevailing economic performance of Kenya.[213] The Kenyan economy has witnessed mixed performance since independence in 1963. In the period 1964 to 1971, the gross domestic product (GDP) grew at an average rate of 6.5% per annum. This was as a result of higher agricultural output due to the expansion in agriculture and redistribution of agricultural land, industrialisation strategy based on import substitution, and public sector participation in manufacturing. This slowed down remarkably during the oil crisis of 1972 and 1979, which pushed up the costs of imported inputs and raw materials on which the economy relies.

In the early 1980's GDP growth remained below 5%. As a result of the severe drought experienced during the period, GDP grew by less than 1% in 1984. Other structural constraints also explain the poor performance. During the second half 1980s, the economy improved slightly due to macro-economic management by the Government, coupled with relatively good weather (1985-86), and introduction of some elements of Structural Adjustment Programmes as contained in Sessional Paper No 1 of 1986 on Economic Management and Renewed Growth. During the latter part of the 1980s, and early 1990s, the government intensified implementation of the structural adjustment programmes aimed at reviving economic growth. The emphasis during the period had been on stabilisation and enhancing of the structural adjustment programmes. These involved strict monetary policy, budget rationalisation, and reduction of deficits,

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[213] The following information is obtained from Kenya's annual economic surveys for 1980-2002 known as *Economic Survey* published annually by Government Printer, Nairobi

privatisation of parastatals, promotion of private sector investment, recovery of agricultural production, liberalisation of foreign exchange, abolition of foreign exchange controls and promotion of investment and exports. Some of the reform measures have had negative short-term impact, such as reduction of domestic production caused by removal of high rates of production. While some of the policies have produced desired results, others have impacted negatively on some sectors of the economy and other economic indicators.

In 1991 and 1992, the country witnessed very high inflation rates caused mainly by large increases in money supply and bank credit. As a result of the tight monetary policy introduced by the Central Bank, the rates fell drastically. Subsequently, and as a result of the stabilisation measures and a liberalised environment, the rate of growth improved to 4.8% in 1995 and 4.6% in 1996. Firstly, in 1997 and 1998 the economy witnessed a significant slow-down in the growth rate to just 2.3 % and 1.8% respectively. Although the rate of inflation declined from 11.2 % in 1997 to 6.6% in 1998 due to factors such as sustained slowdown in the expansion of money supply, the general stability of the shilling exchange rate, and the improved supplies of basic foods, the trend was reversed upwards in the years between 1998 and 2001.

This was due to:

i.  Rise in the import prices of petroleum products as a result of weakening of the shilling against major international currencies;

ii. Budget deficit financing by the Government;

iii. The growing incidence of poverty and unemployment which implied reduced tax revenue and increased government appropriations to address the problem of poverty and unemployment;

iv. Slow process of economic recovery due to slow down in budgetary cuts, poor infrastructure, high interest rates, reduced donor funding, and fall in the balance of payments surplus due to a reduction in tourism earnings and slower growth of exports.

All these have continued to weaken the government's ability to finance all sectors of national life such as education and health. The financial allocation to universities has continued to deteriorate. This has meant that less and less funds are available to university libraries to finance their activities.

## 4.7.1.2 User Fees

In the public universities, regular students, those admitted to the university through Joint Admission Board (JAB) do not pay directly library fee. However those of the parallel programs are required to pay amount ranging between Kshss.1500-2500 as library fees. In some cases it has had impact on library funding in that each program has to buy books and journals using these money through the library. In the past, departments and faculties have attempted to buy materials directly without involving the library and later the wisdom of going through the library has been realised. In places where this is happening for example in UON library, library funds collected through parallel program are giving libraries a new lease of life. Acquisition and processing departments are becoming active once more. However these funds are of limited significance to the library's overall financial needs. In the first place there is the element of tokenism, secondly these funds are not directly allocated to the library and as such the library has completely no control of it. Since once it is paid to the university fund nobody seems to remember the library when it comes to budget allocation sessions.

## 4.7.1.3 Donor Support

Although librarians have been active in seeking donor support this has become less and less and has changed from funds and books to that of subscription to electronic sources such as CD-ROMs, e-databases and e-journals. These range from large organisations such as the World Bank to individual persons. Donor support has in the past taken the form of funds for equipment and books, capital development, and donation of actual books. In the 1990's a World Ban loan was extended to Kenyan government, which went to development of university systems through training, upgrading of laboratories and library and information services. While in existence, this World Bank program was a

major boost to public university libraries since during this period the public universities did not allocate much institutional funds for library collections or training of library personnel both on the professional and the para-professional level.

While donor assistance has been very useful, it has various shortcomings. One main shortcoming is that of sustainability. Since donor programs run for specified period of time, their presence tends to create false impression of adequacy. When the World Bank came to an end, public university libraries found themselves unable to sustain rates of collection development, continuation of journal subscriptions or even carrying out training programs and equipment formerly supported by donors such as computers, photocopiers ground to a halt as they could not be serviced or maintained. Another problem is that of relevance of donated material with some libraries experiencing dumping of less than useful materials. This is especially so in situation where donations are handled by the university administration without giving librarians opportunity to assess the usefulness of the material. In some cases the donating agencies send lists of books and librarians are able to select items they would wish to receive as donations but where this does not happen loads of reading materials are delivered to the libraries, which creates a big problem of sorting and processing, space and as well as disposal problems of donated material. This has been experienced in virtually all universities studied. This is in no way to down play the usefulness of donor agencies in the development of university libraries in Kenya, however thought needs to be given beforehand to the shortcomings associated with donations.

4.7.1.4   <u>Income Generation</u>

With the dramatic reduction in government and donor funding, public universities have had to seek ways of strengthening their shaky financial base. While this is not of much emphasis in private universities there is evidence that they too are involved in one method or another of income generation. Like their parent organisations libraries have embraced this practice and have used their facilities and skills to generate some income through photocopying, bindery, word processing services, internet services and in the case of UON the library has mounted a library diploma course. According to the

librarians, there is business in all these activities and can be useful in enhancing financial situation of the university libraries. However in most cases libraries have no control over funds generated since all the money goes to the central finance office and much to the disappointment of librarians, they are not able to use this money to address immediate needs.

## 4.7.2  Trends in Institutional Funding of Library Activities

Public universities continue to rely heavily on the exchequer for funding, currently based on Kshs. 120,000 per student per academic year for their operations. The government contribution has however been diminishing and this has led to serious financial problems in public universities. In relative terms, the proportionate share of Ministry of Education budget devoted to the public universities declined steadily over the years from 20% in 1991 to 12% in 2000/01 and the painful consequences of this decline continue to be felt by public university libraries. With the decline in the budgetary provision from the exchequer, the poor performance of the Kenya shilling against international currencies and the corresponding increase in debt, public universities have reached a crisis level that has threatened the ability of public university libraries to accomplish their role in the university. Indicators of this includes the inability of public university libraries to attract and retain IT staff due to low remuneration, dismal services poor resulting from lack of funds for capital development and maintenance, and insignificant acquisition levels of information materials. This is part of the widespread trend in the public university setting whereby:

> Large number of physical facilities that were started way back in 1987/88 remained incomplete today while those in use have worsened due to lack of preventive maintenance. Similarly, equipment in critical areas have become unserviceable with great loss to the quality of teaching. Vital aspects of academic support system are wanting with such areas as transport, document processing, library acquisition, research, information technology, etc have suffered considerably over the last 10 years".[214]

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[214]Public Universities Reform Programme: Guidelines for Staff Retrenchment in Public Universities / Commission of Higher Education. – Nairobi: CHE, 1988. - p.20

Table 4a: Expenditure From Institutional Funds for Library Purposes in Million Kenya Shillings (University of Nairobi)

| | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 2000/01 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Monographs | 64 | 69.5 | 57 | 64.5 | 50 | 57.8 | 0.8 | 3 | 0.6 | 2.1 |
| Journals | - | - | - | - | - | | - | | - | |
| Equipment and furniture | - | - | - | | - | | - | | 2.4 | 7.7 |
| Staff (salary and wages) | 28 | 30.5 | 33 | 35.5 | 40 | 42.5 | 27 | 97 | 28 | 90.2 |
| Maintenance | - | - | - | | - | | - | | - | - |
| Computerisation | - | | - | | - | | - | | - | - |
| Total in Kshs | 92 | | 90 | | 90 | | 27.8 | | 31 | |
| Total in € (million) | 1.2 | | 1.1 | | 1.1 | | 0.37 | | 0.41 | |

Source: University of Nairobi Library

The data on the expenditure from institutional funds on library is presented in Tables 4a-d. According to Table 4a the allocation of institutional funds in UON declined from Kshs 92 million in 1996/7 academic year to only Kshs. 31 million in 2000/01 academic year. This represents a 66% drop and corresponding to this, library expenditure on monographs has declined steadily from Kshs. 64 million in 1996/7 to only Kshs. 0.6 million in 2000/01. Accordingly, in 1996/7 academic year 69.5% of expenditure went to the purchase of monographs while only 3% and 2.1% was spend for the same purpose in 1999/2000 and 2000/01 academic years respectively. Expenditure on salaries and wages grew from Kshs. 28 million in 1996/7 to Kshs. 40 million in 1998/9, then dropped to 27 million in 1999/2000 before slightly increasing to Kshs. 28 million in 2000/01 academic year. This decrease can be attributed to the massive retrenchment undertaken in all public institutions including public universities. It can also be observed that with low allocation for library purposes, salaries and wages accounted for 97% and 90.2% of library expenditure in 1999/00 and 2000/01 academic years. Notably no expenditure has been made between 1996/7 and 2000/01 academic year for purposes such as journal purchase, maintenance and computerisation.

Table 4b: Expenditure from Institutional Funds for Library Purposes in Million Kenya Shillings (Kenyatta University)

| | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 2000/01 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Monographs | 1.3 | 4.6 | 3.7 | 8.8 | 0.6 | 1.4 | 0.1 | 0.4 | 0.6 | 2.1 |
| Journals | 1.4 | 5.1 | 11.3 | 26.9 | 16.7 | 38.6 | 0.2 | 0.8 | 0.3 | 1.1 |
| Equipment and furniture | - | - | - | | - | | - | - | - | 0.3 |
| Staff (salary and wages) | 25 | 90.3 | 27 | 64.3 | 26 | 60 | 25 | 98.8 | 28 | 96.5 |
| Maintenance | - | - | - | - | - | - | - | - | - | - |
| Computerisation | 0 | - | - | - | - | - | - | - | - | - |
| Total in Kshs | 26.7 | | 42 | | 43.3 | | 25.3 | | 29 | |
| Total in € (million) | 0.35 | | 0.55 | | 0.57 | | 0.33 | | 0.38 | |

Source: Kenyatta University Library

Like UON, highest expenditure of institutional funds at KU is on salaries and wages accounting for 90.3% (1996/7), 64.3% (1997/8), 60% (1998/9), 98.8% (1999/00), and 96.5% (2000/01). Expenditure on monographs has accounted for only between 0.4% (1999/00) and 8.8% (1997/8). Expenditure on journals has also been erratic, being highest in 1997/8 (Kshs. 11.3 million) and 1998/9 (Kshs. 16.7 million) before sinking to less than Kshs.1 million in 1999/00 and 2000/01. Like UON, during this period there was no expenditure on equipment, furniture, maintenance and computerisation apart from 2000/01 academic year when a meagre Kshs. 0.1 million was spent on furniture and maintenance. Total expenditure on library purposes increased from Kshs. 26.7 million (1996/7) by 38.3% in 1998/9 before declining by 33% in 2000/01.

Table 4c: Expenditure from Institutional Funds for Library Purposes in Million Kenya Shillings (USIU)

| | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 2000/01 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Monographs | 15 | 46.7 | 21 | 45.8 | 16 | 45.5 | 18 | 48 | 16 | 40.7 |
| Journals | 1.9 | 5.9 | 3 | 6.5 | 4.5 | 12.8 | 6.1 | 16.2 | 6.9 | 17.6 |
| Equipment and furniture | - | - | 7 | 15.3 | 4 | 11.4 | 1.8 | 4.8 | 2 | 5.1 |
| Staff (salary and wages) | 0.7 | 21.8 | 7 | 15.3 | 8 | 22.8 | 8 | 21.4 | 9 | 22.9 |
| Maintenance | 0.2 | 0.6 | 0.5 | 1.1 | 1.2 | 3.3 | 2.4 | 6.4 | 2.4 | 6.1 |
| Computerisation | 8 | 25 | 7.4 | 16 | 1.5 | 4.2 | 1.4 | 3.6 | 3 | 7.6 |
| Total in Kshs | 32.1 | - | 45.9 | - | 35.2 | - | 37.7 | - | 39.3 | |
| Total in € (million) | 0.42 | - | 0.59 | - | 0.46 | - | 0.48 | - | 0.52 | |

Source: USIU Library

Expenditure of institutional funds on library purposes at USIU rose by 18.4% from Kshs 32.1m in 1996/7 to Kshs. 39.3m in 2000/01. The purchase of monographs accounted for between 40% and 48% of the annual expenditure throughout the five-year period under study. Journals accounted for between 5.9% (1996/7) and 17.6% (2000/1) while funds spend on equipment and furniture accounted for between 4.8% (1999/00) and 15.3% (1996/7) academic year. Maintenance accounted for 6.4% (1999/00) and 6.1% (2000/01).

Table 4d: Expenditure from Institutional Funds for Library Purposes in Million Kenya Shillings (CUEA)

| | 1996/97 | | 1997/98 | | 1998/99 | | 1999/00 | | 2000/01 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Monographs | 3.4 | 63 | 4.1 | 63 | 4.4 | 60.2 | 8.4 | 63.2 | 12.1 | 66.9 |
| Journals | 0.3 | 6 | 0.4 | 6.2 | 0.5 | 6.8 | 1.1 | 8.3 | 1.4 | 7.7 |
| Equipment and furniture | - | | - | | - | - | 0.4 | 3 | 0.4 | 2.2 |
| Staff (salary and wages) | 1.4 | 25 | 1.7 | 26.2 | 2 | 27.5 | 2.7 | 20.3 | 3.4 | 18.8 |
| Maintenance | 0.3 | 6 | 0.3 | 4.6 | 0.4 | 5.5 | 0.7 | 5.2 | 0.8 | 4.4 |
| Computerisation | not known | - | not known | - | not known | - | not known | - | not known | not known |
| Total in Kshs | 5.4 | - | 6.5 | - | 7.3 | - | 13.3 | - | 18.1 | |
| Total in million Euros | 0.07 | - | 0.09 | - | 0.1 | - | 0.18 | - | 0.23 | |

Source: CUEA Library

Allocation of institutional funds in the case of CUEA for library purposes has risen consistently from Kshs. 5.4 million to Kshs. 18.1 million representing a 69.5% increase.

The statistical information collected and presented in Tables 4a-d support the observation by library managers that allocation of institutional funds in public universities for library purposes is declining. For example in UON it was reported that government allocation is so little that no meaningful budgeting can be done. Before 1980's substantive expenditure on library was done and specific amounts were set up aside for the purchase of monographs and journals as well as capital development. In the 1990's a World Bank loan was used to purchase books for all public university libraries, however this programme ended in 1999. Today the government releases funds on monthly basis to cover personnel emolument for the entire university system. The reminder is used for the purchase of information materials. This accounts for the low percentage of institutional funds being used for the purchase of reading materials in UON, which has declined to only 2.1% in the 2000/01 academic year. Both KU and UON libraries are unable to renew subscriptions hence no supply of new journals while many existing titles have been

discontinued. Substantial debts with suppliers have led to suspension of further supplies until outstanding debts have been settled. Failure by administration to release funds as per the university budget has made it impossible for libraries to plan library activities. Over the five-year period under review, UON library has depended entirely on donor support for its computerisation efforts with IT equipment being donated by University of Antwerp (Belgium), Netherlands and British embassies. Lack of expenditure on furniture and infrastructure maintenance has resulted in broken down furniture leading to shortage of seats and lack of binding services hence the accumulation of books in need of repair.

Private university libraries enjoy a relatively better institutional support. As indicated in Tables 4c-d, in these institutions there is fairer distribution of institutional funds for library purposes with the purchase of reading materials accounting for more than 40% annually and funds being allocated for more library purposes including equipment and furniture, maintenance as well as computerisation. For example between 1996/7 and 1997/8 academic years, USIU implemented a computerisation programme costing Kshs. 17 million. (US$ 300,000). Therefore it could be concluded that the relatively small but rapidly expanding private universities are consistent in institutional expenditure on libraries so as to meet the requirements of the Commission of Higher Education and attract more students.

## 4.7.3  Human Resource Planning

### 4.7.3.1  Staffing Levels

Assessment of staffing levels requires a focus on both the professional and paraprofessional personnel and one of the critical issues is the ratio of professional staff to user population in relation to the existing models or standards. Data on this is presented in Table1.  According to Kenya' Commission of Higher Education, the professional staff size of university libraries should be established at a ratio of 1:250. The staffing ratios for the institutions examined are: UON (1:575), KU (1:467), USIU (1:824), and CUEA, (1: 936). Going by national standard therefore, it is clear that all institutions examined in this study are extremely understaffed.

Table 5a:Library Staffing Levels in Four Selected University Libraries

|  | 1996/7 | 2000/01 | Total increase or decrease | Percentage increase or decline |
|---|---|---|---|---|
| UON | 127 | 100 | -27 | -21.3% |
| KU | 36 | 34 | -2 | -5.4% |
| USIU | 12 | 11 | -1 | -8.3% |
| CUEA | 4 | 6 | 2 | 50% |

Source: Data collected from the libraries

Table 5a presents data on staffing trends in four selected universities for the past five years. Of the four institutions examined only CUEA has experienced growth in staff levels. The hardest hit is UON, which has experienced 21.3% decline in staff levels. Therefore understaffing is one of the notable problems facing university libraries examined. At the moment, CUEA library has only two staff with masters' degree in library science while the establishment provides for eight. Public universities, following retrenchment lost many of the library assistants and attendants. Consequently professional are involved in shelving of materials for about two hours a day, spend time filing cards and therefore are not constantly available for consultation by users.

4.7.3.2   Staff Training

Table 5b: Staff Training in Four Selected University Libraries

|  | 1996/7 | 1997/8 | 1998/9 | 1999/00 | 2000/01 | Total |
|---|---|---|---|---|---|---|
| UON | 6 | 6 | 8 | 7 | 4 | 31 |
| KU | - | - | - | - | - | - |
| USIU | 1 | 1 | 2 | 2 | 2 | 8 |
| CUEA | - | - | - | - | - | - |

Source: Data collected from libraries

Data on staff training is presented in Table 5b. Two of the university libraries examined have been involved staff training. UON has sent a total of 31 members of staff for training between 1996 and 2001 with 30% of these being sent to courses leading to first degree while 20% attended postgraduate courses especially information technology training at the Institute of Computer Science in the same university. The rest were sent for diploma courses at either Kenya School of Professional Studies or Kenya Polytechnic. USIU has been sponsoring staff for certificate courses in library science with a total of 8 staff being trained between 1996/7 and 2000/1 academic years. There are plans to phase out certificate positions in favour of diploma to enable diploma holders assist professionals in providing services. Other members of USIU library staff take advantage of free tuition arrangement in the university to pursue other degree courses. Both KU and CUEA have not been involved in staff training activities. KU no longer provides funds for training. However in both KU and CUEA, members of staff who would like to advance academically through self-sponsorship are given time off to attend evening classes.

In 1999 public universities alongside government ministries carried out a rationalisation program of functions and staff downsizing exercise with the objective of determining the structure and optimal staff size appropriate for the performance of core functions of the university within affordable limits. There was felt urgent need to focus on the limited resources to core functions and priorities, divestment off non-core and peripheral activities and need for removal of functional overlaps, redundancies and duplications. This program was part of the wider integrated public sector reform strategy meant to improve terms and conditions of service. As part of this, demand-driven training force were to be developed to improve competencies, capacity and commitment of the remaining staff to effectively perform the core functions.

However the programme of staff down sizing has had negative impact on the functioning of university libraries. For example at UON, services such as reference, photocopying, bindery and archive services have been discontinued. At CUEA and KU shortage of support and paraprofessional staff has forced professional staff to perform routine activities such as circulation work, shelving of reading materials and catalogue cards

which takes up to 2 hours per day. It means that librarians are not always available for activities such as reference services, information literacy skills programmes and planning. At USIU due to staff shortage it has not been possible to operate the library from Monday to Sunday as planned forcing the institution to arrange for shift programme.

4.7.3.3   Emoluments for Librarians and Faculty Status

Among the institutions examined only in public university are professional librarians regarded as academic with faculty status. In the two universities, CUEA and USIU librarians are grouped together with administrative staff. Even in public universities, although librarians have similar salaries as those of academic staff, they have no access to benefits such as duty free car importation facility. It was reported to the researcher that efforts are underway to remove the academic status of librarians. All these have a demoralising impact on librarians. Consequently, retention of staff, caused by poor working terms is one problem facing public university libraries. This is especially for those with IT skills, and who move to the private institutions and international bodies.

4.8   INFORMATION TECHNOLOGY IN UNIVERSITY LIBRARIES

4.8.1  Automation and Electronic Information

Table 6: Level of Automation and Electronic Information in Selected University Libraries in Kenya (2001)

| | E-journals | E-databases | CD-ROMs | Comps. for admin. | Comps. for Internet | Comps for OPAC |
|---|---|---|---|---|---|---|
| UON | - | - | not known | 4 | 7 | - |
| KU | - | - | not known | 4 | 2 | - |
| USIU | 6000 | 2 | 60 | 12 | 25 | 6 |
| CUEA | - | - | 15 | 3 | 2 | 4 |

Data compiled from the various university libraries

The impact of information technology on collection development in Kenyan university libraries has been varied. By far private universities have been faster in adapting the new

technology although largely university libraries in Kenya are print based. Library automation has been mainly addressed to existing internal functions; circulation and acquisition and has been conceptualised to provide secondary bibliographical resources such as OPACs to facilitate access to libraries own holdings. Presently the two public university libraries examined, UON and KU still operate on manual card catalogues.

UON is in the process of creating a computerised database for an online public access catalogue. Although it has seven (7) Internet connection points, these are largely used by librarians. It also has an Internet cafe, which is mainly used by students for e-mail purposes, and for which they pay while its CD-ROM collection is small and largely based on donated material.

KU does not yet have a public online catalogue but like UON it is in the process of creating a computer database. It has created a vote for purchase of audio-visual materials and CD-ROMs and therefore a viable collection is expected to come up. At CUEA, there is no policy relating to non-book media, although it has already created an OPAC accessible to users through four computers. It provides Internet searches for free to students as one of information service. It also has a CD-ROM collection composed mainly of indexes, abstracts and bibliographies that are useful for searching journal articles. The best strides so far in electronic information are probably that made by USIU, where the library subscribes to electronic databases with a large variety of journals. It has about 6000 electronic journals, a large CD-ROM collection, and a comprehensive electronic network for administrative purposes and electronic publics online access.

A number of factors have been identified as hindering computerisation of library services. The overriding hindrance to automation of library services in Kenya is that the public universities in Kenya are poorly funded. Public university libraries depend solely on inadequate funds from government to their respective universities. Where funds are available to buy equipment, there is no guarantee that there will be funds to maintain such equipment. Secondly there is a problem of inadequate telecommunication infrastructure in the country. Thirdly, there is widespread absence of information technology skills since computer experts have no experience with automated libraries and few librarians have extensive computer knowledge. Due to great demand for people with IT skills in the

country, library staff with such knowledge often leave for better paying jobs in other fields or relocate to other countries. Generally, computer illiteracy is still high among librarians who have not yet fully explored the capabilities of computers in library work.

## 4.8.2  Internet Infrastructure and Digital Libraries

The virtual library is largely a vision deemed to have unlimited potency in information provision. One of the programmes of the African Information Society Initiative is the creation of electronic libraries to provide information resources by making textbooks and periodicals electronically available especially for schools, universities and research centres.[215] For this to be possible however it is necessary for create the necessary communication infrastructure through encouraging the liberalization of national telecommunication and public broadcasting services, encouraging private sector participation and also setting up independent regulatory body to regulate public/private sector partnerships.[216] The Kenya Communications Act, 1998, which replaced the Kenya Posts and Telecommunications Act came into full operation with effect from July 1st 1999. The act provided the establishment of National Communications Secretariat (NCS) to serve as the policy advisory arm of the government on matters pertaining to the info-communications sector. The Communications Commission of Kenya serves as the regulatory body and was established by Kenya Communications Act 1998 to discharge duties such as licensing, price regulation, approval of equipment, manage radio frequencies, interconnection and universal service obligations.

There is a felt challenge to establish a sustainable communication and networking among educational institutions in Kenya to facilitate widespread use of internet technology in teaching, research and sharing of other information resources to the general populace at an affordable cost. This has led to the establishment of the Kenya Education Network (KENET) partly funded by the Leland Initiative of USAID. The objectives of the

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[215]African Information Initiative (AISI) / Economic Commission for Africa. - Addis Ababa: ECA. - 1996. - p. 24
[216] Talero, E ; Gaudette, P.: Harnessing Information for Development: A Proposal for a World Bank Group Strategy. - Washington DC: World Bank, 1996 p. 12

initiative are to set up a cost effective and sustainable private network with access to the global internet, facilitate electronic communication among students and faculty in these institutions, sharing of teaching and learning resources, provide a platform and infrastructure for electronic teaching and encourage collaboration in research.[217] The KENET infrastructure project will connect 22 institutions including all the universities to the Internet via the national Internet Protocol (IP) backbone called Jambonet operated by Telkom Kenya and those far from Jambonet access will use radio access.

The basic infrastructure established will be used to build a sustainable private network with a dedicated gateway to the Internet. All the institutions will become hubs to other institutions in the neighbourhoods. The project will provide each participating institution with access equipment consisting of data terminating or network equipment, a Linux based server machine and UPSes. Besides the project will also train network administrators as well as individuals in charge of content development. The main challenge to IP network infrastructure is the high cost of access to the Internet. Therefore the project hopes to work with Telkom Kenya to reduce tariffs for the education sector by a factor of five over a period of two years, establish special regulations with Communications Commission of Kenya for educational institutions and propose to the government tax exemption for education sector. It is hoped that university libraries will benefit from this initiative in improving their services.

At the same time university libraries in Kenya report collaborative efforts with each other nationally and regionally to create national electronic networks to facilitate the better access to academic information. The two most critical are Supply of Academic Publications (SAP) and Programme for the Enhancement of Research Information (PERI). The Supply of Academic Publication is an initiative of the International Federation of the University Presidents (IAUP) in co-operation with International Federation of Catholic Universities (IFCU) and the Flemish International Council (VLIR). The goal of the project is to provide a sustainable solution for key problems that

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[217]Kenya Educational Network: Introduction / Kenya Educational Network. - Available: http://.www.kenet.org (12/09/2002)

universities in the developing regions are facing today. This includes lack of access to current scientific literature published in international academic journals and their impossibility to publish and present their own academic publications beyond the local scale of their university or region. It aims at setting up sustainable electronic document delivery between universities in the North and the South, as well as between universities in the South themselves, by use of international electronic network. Three of Kenyan universities are participating in this project namely: CUEA, UON, and KU. The main challenge is the slow pace of implementation whereby for example in the Kenyan situation, the project is still on the implementation stage. Given the project was set to run up to 2003, it is not yet certain how much will have been achieved by that time

Programme for the Enhancement of Research Information (PERI) is supported by the International Network for the Availability of Scientific Publications (INASP) of United Kingdom whose aim is to support information production, access and dissemination for research partners in developing countries utilising new information and communication technologies (ICT). In the first place it aims at facilitating the delivery of scientific and scholarly information through electronic means, in partnership with researchers and university librarians. It includes full text online journals, current awareness databases and document delivery of major scientific, technical, medical, social science and humanities materials from a wide range of sources. Secondly, through electronic publishing especially through the Internet the programme aims at providing access to research reports by promoting national and regional journals. Thirdly, it aims at enhancing the information and communication technology (ICT) skills in the dissemination and utilisation of information through training workshops. Finally, it is working to enhance skills in journal management and production by providing training in publishing processes such as editing, financial management and online techniques.[218]

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[218]Programme for the Enhancement of Research Information (PERI) / INASP – Available: http://.www.inasp.org.uk/peri/peri/ (23/10/02)

## 4.9    SERVICE DELIVERY AND ACCESS

### 4.9.1  Introduction

While libraries in Kenya are similar in the services they offer, they differ in the quality and organisation of these services. The most critical factors are the number of personnel, the level of IT application, the level of bibliographical control and availability of up-to-date information documents. These determine the level and quality of hybrid services such as reference service, literature searching and information skills training. For example, UON library has been affected by retrenchment and staff turnover aggravated by official freeze of staff recruitment, which has been in force now for five years, such that some services have either slowed down or ground to a halt. A case in point is the book binding services, which had 12 members of staff now, has only three who cannot cope with the work.

Staff turnover especially through poaching by private organisations such as banks and other academic institutions is severe in UON contrasted by KU where each of the broad subject areas; education, science and technology, humanities and social sciences is staffed with at least three professionals who provide reference services to users. Private university libraries are faring better in IT integration. This has greatly improved their ability to provide services more efficiently. Catalogues can swiftly be updated, use of CD-ROM for full text and bibliographical information are faster and the availability of E-journals and Internet based electronic databases as is the case with USIU means better variety and current information access for users. KU has a well-established manual indexing service for local newspapers, which focuses on pertinent issues such as education, gender and environment. This has proved to be very popular among users. Unlike KU, the manual public catalogues of UON have not been updated for a long time and have proved a major problem to access. The biggest hindrance in public university libraries is inadequacy of collections. With unsystematic acquisition, the shelves are full of out-of-date materials with few copies of any current materials. This creates a high competition among users.

## 4.9.2  Types of Services Provided

### 4.9.2.1  Book Lending and Access to Special Collections

The most common service in all libraries studied is book lending. All the universities examined, like all universities in Kenya operate on open access systems with most of their collections available for out-of-the-library use. They also operate special collections such as of books, periodicals, photocopies pamphlets, files and other articles on heavy demand as well as theses, students' project reports and staff papers.  Materials on recommended reading lists are placed at the request of lecturers in the reserve collection. Materials may not leave the library except as overnight loans where they may borrow in the evening to be returned the next day. During the weekdays materials on reserve are available for consultation for up to 2 hours.

The Africana collections contains materials specifically on Africa in general put together to facilitate easier access for those who wish to do research on this particular area. In the case of UON, the Africana collection contains materials on Kenya in particular and East Africa. As well as books, the collection contains periodicals on East African studies, government publications, manuscripts. All theses from former University of East Africa and UON and theses on East African topics presented to other universities are also acquired mainly in microfilm. UON is also a legal deposit centre for Kenyan publications received through the registrar general under the Books and Newspaper Act, which are also available for consultation.

The USIU has an American studies collection which covers the areas of architecture, art, business, cultural studies, drama, economics, education, geography, gender studies, history, international relations, politics, journalism, labour studies, law, linguistics, literature, music, philosophy, poetry, psychology, religion, science and sociology. The collection is open to the academic and research community in the east and central Africa region. The library also has a course text collection, which consists of core readings in different areas of study, which are loaned to students and faculty for the entire semester.

## 4.9.2.2   Reference Services

All universities examined have reference services of one kind or another. Here the term reference services is used to refer to all activities that facilitate the efficient access of information by users in specific subject areas to accomplish teaching, learning or research activities and which target the library's own collection or information stored in other libraries or information systems. It includes first, providing information to where specific information can be found and how it is accessed, ad secondly, locating that information of information bearing article. Thirdly, reference services includes instruction on the techniques of information retrieval such as how to create search strategies or skills of using information guides such as catalogues, bibliographies and indexes as well as methods of extracting this information and synthesizing it with due respect to acknowledging the original sources of such information.

Although this is done in all institutions, by far KU has the most elaborate reference service network whereby the service is divided into broad subject areas such as education, social sciences, humanities and science and technology. Each of these sections has at least two professional librarians who assist users to access information in the library. CUEA reference staff notably contacts literature searches for users in the CD-ROM indexes and abstracts as well as the Internet. Because of the limited number of computers for these purposes, librarians themselves contact the searches, which saves time as opposed to letting users contact their own searches. USIU has professional reader service librarians who also guide users and provide them with training on how to use the different tools including the OPAC, and media centre. Reference services at the main library of UON are limited because of absence of a full time reference librarian. Therefore as much assistance as possible is provided at the circulation department.

## 4.9.2.3   Information Literacy and Interlibrary Loan Services.

These services are discussed as separate headings under 5.4.5 and 4.9.9 respectively in this work.

### 4.9.3 <u>Intensity of Library Use</u>

This research did not set out to quantitatively analyse the intensity of use of university library services, however a general idea of the situation was gathered from both users as well as library administrators. There is evidence of awareness of the importance of the library in the teaching and learning process especially among faculty members both in public and private universities.

However the general observation among library managers interviewed is that library collections are not as intensively used as expected. One of the suggested reasons for poor use of the library is that students generally lack information literacy skills. Students do not possess adequate skills to allow them independently and extensively use the library. There is also general lack of awareness of the usefulness of the wealth of information available in the library. For example, it was observed that in CUEA the journal collection is not used as much as expected because in the first place there is general unawareness of the usefulness journals as sources of information and secondly the absence of indexes and abstracts to these journals.

Another reason for low library use is the teaching methods, which do not use case studies, assignments and projects but are rather restricted to lecture method leading to high dependence on lecture notes and handouts. Teaching in the university has been criticised for being exam oriented with majority of students preferring prescribed texts and do not want to turn to alternative sources. There is concern over the increasing dependence on Internet to satisfy information needs, which is preferred because it is faster and more precise while print sources are regarded as cumbersome to use. The problem is not so much the use of the Internet but that in the absence of subscription to databases, students lacking skills of evaluation are likely to depend on material whose quality is uncertain. Librarians especially in public universities are aware of the deteriorating quality of library services such as absence of adequate and current information sources, inability to offer hybrid services such as literature searches, reference services and other library resources.

## 4.9.4  Information Technology and Library Use

There is limited use of modern information technology in the provision of library services in Kenya. As already indicated, among the libraries examined only CUEA and USIU have operational OPAC systems. There is general feeling that the introduction of IT has made the library more visible and has increased demand. Among the benefits already felt as arising from this electronic environment are:

i.  Prompt access to information sought from the library

ii.  Access to external databases to retrieve information via the internet

iii.  Ability to search catalogues using many access points such as keywords, phrase searching editors, years of publication etc

iv.  Ability of readers to reserve materials on loan at terminals

v.  Users can know at computer terminals the materials on loan and when they will be returned

## 4.9.5  User Education and Information Literacy

There are different forms of information literacy programmes practised in Kenyan universities. These include library orientation, library instruction courses, individual instruction or reference service, and use of library manuals and guides. In all the four universities examined library orientation is mandatory and takes place in the first and second weeks when new students report to the university. Library orientation is aimed at making students aware of the available library facilities, information resources and services. It includes activities such as the distribution of informational material that describe the library system and the resources and services, introductory lectures, staff contacted tours and demonstrations on how to find and retrieve information using different tools such as catalogues, and journal indexes. The length of the orientation session differs from one university to another however on average for each group of 30 students an orientation session of 30 minutes is assigned.

While library orientation is useful as an initial introduction to the library and its functions, in the Kenyan context, its effectiveness is hampered by factors such as failure to come up with realistic and achievable objectives. For example the limited time allocated to the lecture, demonstration and tour is inadequate to impart useful skills to new university students. The timing of library orientation programmes in the first and second week of students' life in the university is poor since at this time students are poorly motivated to participate and may not be in a position to appreciate the centrality of the library in the academic life. There is also an insufficient staff resource to cope with large numbers of first year students in a relatively short time. It is indicated that according to the university timetable the orientation should be done in the first two weeks so as not to infringe on lecture time of other subjects i.e. before serious class attendance begins. Having to attend to large groups within a short time also makes the orientation fraught with superficiality and incompleteness.

The greatest advantage of personal instruction as part of reference service is that skills are imparted when the learner is most motivated to use them. All four universities reported to have some reference service of one kind or another. As a reference service it not only leads to answering of specific questions but also facilitates personalised instruction in the methods of identifying and retrieving library materials. In some cases such as KU and USIU students are given detailed instruction on how to prepare search strategies, preparing bibliographies, term paper write ups and how to make citations. It is seen as a useful remedial measure when individual students are not conversant with the information services available and how to use specific information aids such as indexes, catalogues, bibliographies and how to plan and accomplish their written assignments. However such personal attention is hampered by shortage of staff. A good example is UON main library and the CUEA library, which do not have reference librarians. In both cases after the previous ones left employment three years ago no replacements have been made and consequently reference information is provided at the circulation desk. Naturally this is scanty, unplanned and inadequate. KU has an elaborate system of reference service whereby each main subject area such as science, education, social sciences, and arts and humanities has at least three professional librarians to provide

reference and referral services. USIU has two reference librarians who instruct and direct individual users in information access and use.

Library guides and manuals can also be effective in enhancing the effectiveness of student's information retrieval activities. Their advantage is that students can consult them when they need to retrieve information or remind themselves how to do it long after they have forgotten what they learnt during the orientation sessions. Both KU and UON reported to have had in the past an elaborate library manual but due to lack of funds they are no longer able to print and circulate it among new users as it is the case with the CUEA and USIU.

There is widespread adoption of electronic information systems in Kenyan universities libraries. All four universities are either using or are developing electronic databases. They are also using electronic information storage and retrieval devices such as CD-ROMs and students can access Internet based resources. As electronic services are introduced, new skills need to be developed for both the academics and students. Only CUEA and USIU reported to be instructing their users in the use of OPAC systems. However this training is based on the assumption that students have a basic knowledge of computer operations and therefore with a brief introduction they should be able to use the electronic information databases. However as librarians reported to this researcher, this is not the case. Fresh university students are reluctant to use electronic sources main reason being lack of database search skills, unawareness of what to expect and what assistance these services are capable of providing.

The most recent development in information literacy efforts in Kenyan universities is the communication skill course for all undergraduate students. In this course, students are taught a variety of skills including library use, reading, as well as writing skills. All universities examined in this research apart from USIU are engaged in communication skills courses. The communication skills course is designed to assist fresh university students acquaint themselves with particular skills associated with university academic work and therefore its main goal is to facilitate a fruitful interaction between students and information resources by enhancing user independence, confidence and accuracy in exploiting the information resource for learning purposes. The library skills component of

the communication skills course is to ensure that the user can exploit library resources adequately, by establishing a link between the subject taught and the literature available. In these institutions the communication skills course is compulsory and examinable. It was reported that libraries are not involved in either the design or the delivery of communication skills course. In spite of its positive contribution towards information literacy, communication skills courses has been beset with problems ranging from lack of personnel especially with background in librarianship, large groups hence the prevalence of the lecture method, and lack of evaluation of its effectiveness. Other complaints against the course include: it is of limited value in the face of lack of useful information resources especially in the public university libraries, the element of examination which makes students approach it from purely theoretical point of view therefore failure to relate it to the daily information, it is offered only once in the university life of the students and that the library skills aspect is taught by non librarians who have limited knowledge of how libraries work. Above all there is evidence of lack of collaboration between the communication skills department and other departments in creating a course that fits well with all the subjects offered by the university.

## 4.9.6  Opening Hours

Length of service (opening hours) is a critical factor in the library service provision. Since most students are in class during the day, it is necessary that libraries remain open during lunch hours, evenings and weekends. However this is not the case in libraries such as CUEA where efforts to establish a flexible opening schedule has been hampered by lack of personnel. Due to demand from library users, students on a work-study program have been used to operate the library during lunch hours, evening and on Saturdays. Alternative courses such as evening classes, changes in course structure, teaching methods are likely to have impact on patterns of library services. In the case of USIU the library is also open on Sunday (9.00 a.m-4.00p.) There is increased demand hence the apparent lengthening of library opening hours to between 82-89 hours per week.

## 4.9.7  <u>User Satisfaction</u>

There is evidence of appreciation of the role of the library in facilitating academic activities among the staff. One lecturer is quoted as saying; "The library is the nerve centre of any learning and research institution, in the provision of new information useful for the advancement of knowledge." However, there is also awareness among all groups of users of the inadequacy of the services provided by Kenyan university libraries. Major complaints include:

i.   Unavailability of required texts

ii.  Inadequate copies of core course texts

iii. Restriction in access to reserve and special collection e.g. Africana materials

iv.  Incomplete public catalogue and absence of indexes and indexing journals

v.   to facilitate access to journal articles

vi.  Unfriendly and incompetent staff

vii. Slow service

viii. Lack of hybrid services such as literature searches, SDI, information

ix.  literacy skills programmes

x.   Out of date materials

xi.  Lack of access to internet based materials

xii. Inability to access information in other libraries due to lack of library

xiii. co-operation

xiv. Limited hours of access.

The quality of services differs from one university to the next. For example at the University of Nairobi, reference services have virtually ceased due to lack of staff. At KU reference and inquiry services have been steadily good. Here there are reference librarians for different subjects who provide guidance and instruction in the use of the information materials. In USIU reference services are also well developed and users enjoy the advantage of electronic network, extensive collection of bibliographical sources, both CD-ROM and Internet based.

## 4.9.8  Resource Sharing

Resource sharing among Kenyan universities is limited. The overriding trend in Kenyan universities is acquisition rather than access of monographs and journals and there is great striving by each of the universities towards self-sufficiency regardless of whether this is possible or not. This stems first from the fact that each university is an independent entity, which sees itself as competing with others. Among the private universities for example the quality of the library is a selling point to potential students. Among the public university libraries there is no common legislation over how to facilitate and govern resource sharing among them. Consequently there is little room for formal co-operation and any initiative by librarians to this end is based on ' gentlemen's agreement' between university librarians subject to being changed by university administrators.

Secondly, it is felt in some sections that at their present level of development, higher education libraries especially those youthful ones must concentrate on building collections through the purchase of materials. Finally, there is a general feeling that resource sharing can only be a supplement to ownership and not the basis of achieving reader satisfaction. None of the universities examined has arrangement for document delivery from outside the country. Before, public universities made use of British Library Document Centre but the practice ceased in 1980s.

## 4.9.9  Interlibrary Loan System and Referral Activities

The present interlibrary loan system (ILLS) goes on a very low scale especially because of limited resources in different libraries, which make it sensible that libraries are not

willing to lend out limited materials that are in great demand from their primary users. Therefore interlibrary loan services are inefficient as each library, understandably, attends to its own readers' needs before attending those readers elsewhere. In the past UON has had loan system with research organisation such as Kenya Medical Research Institute (KEMRI) and Kenya Agricultural Research Institute (KARI). However this exchange has come down as the UON collection continued to deteriorate in terms of being up to date. CUEA has a strong interlibrary loan system with its affiliated colleges namely, Tangaza College, Hekima College and Marist International and other theological colleges such as The Nairobi Evangelical School of Theology (NEGST). Referral activities is another form of resource sharing whereby librarians refer their users to institutional libraries which are likely to have the required information. KU has been referring psychology students to USIU, which has an extensive collection on the subject.

A number of problems have been identified as hindering both referral activities and interlibrary loan system. The first as discussed above are limited resources, which means that there is little to be shared. Secondly is the lack of union catalogues or other means of identifying and locating stocks in other libraries. Thirdly there is the problem of document delivery. The postal services are poor and other means of delivery documents such as courier service is expensive. Receipt and dispatch of documents is an involving task that demands staff and time and with limited staff ratios it is hard to have those available dedicate their time to interlibrary activities. Divergent internal policies of different institutions make it difficult for libraries to initiate and sustain available interlibrary activities. For example KU introduced user fees to outside customers in the year 2000, which is likely to trigger off similar action from other institutions.

## 4.9.10 Marketing of Library Services

Marketing activities in the institutions surveyed have tended to focus more on promotional and advertising activities. There is evidence of efforts to make users aware of the services by informing them about the collection and services of the library through the use brochures, newsletters, and notice boards. Library manuals and guides, Internet home pages as well as printed notices have been used to inform users about the library,

how to use the library, provide rules and regulations, inform users of the existence of special collections and special services. New accessions' list have been particularly useful in informing users especially teaching faculty of new acquisitions. Libraries have also used annual reports to inform the administrators of the current state of libraries, the challenges they face as well as their prospects.

This survey also established that a variety of user education and information literacy techniques are applied in Kenyan libraries such as library orientation, library skills courses, and individual instruction. All these are geared towards making users aware of the resources available and give them skills of how to use them and therefore create an enduring use. They are also meant to improve the image of libraries and make users feel welcome to use the varied services on offer.

None of the universities examined in this study reported to have been involved in any formal marketing strategy such as customer satisfaction studies, SWOT analysis, market research or image analysis, segmentation, market mix or other formal techniques in collection of data about the users perception of the available services or their specific requirements. It is true to say that librarians are aware of some of the strengths and weaknesses in their services although they have not conducted market surveys, however lack of formal approach implies that decisions on service organisation and provision are not based on firm data of customer needs, or resources available, but rather on a generalised idea of what these needs are based on experience. However in understanding the needs of the library users there is no better way than asking them to their needs are and listening to their requests.

All the libraries examined reported to have written down mission and vision statements, which explain their existence, define the audience and kind of services they provide to the university community. They also have stated goals and objectives, which include sets of activities that they hope to undertake to fulfil their mission. Only USIU library has been involved in strategic planning activity of the university. These are five-year plans that the university commits itself to realising within this period of time and in every sector of the university. It plays a useful role for the university library in that the library is able to

grow at the same pace as the entire university in terms of buildings and equipment, as well as collections and services.

In the course of promulgating and executing the above-mentioned marketing activities, university libraries encounter various problems. As already mentioned, public university libraries and to a large extent those of private universities are facing the problem of inadequate funding and its accompanying effects of poor facilities, equipment and information resources which is a major hindrance towards the provision of access to and timely library services to their target populations. There is therefore concern that marketing initiatives are likely to lead to higher user expectations and bigger demands on libraries which in the face of present financial constraints may not be able to meet. Indeed the absence of adequate funding which applies to the entire public university system and to some extent the private sector make the already stated mission and objectives a dream that is hard to realise. In spite of awareness of particular demands, public university libraries have been unable to meet the need for up-to date print materials, maintain journal subscripts, or even invest in digital media collections such as CD-ROM and Internet based resources.

The concept of marketing of library services for though not new, in Kenya it is relatively poorly developed as a professional specialisation. Most of the schools of library and information science do not have curriculum courses and units of study in this area of specialisation within librarianship and where they exist they are not part of the core courses. There is therefore shortage of professional human resources to manage and co-ordinate strategic market planning. This also limits librarians' ability to come up with forward-looking programmes aimed at providing adequate services to their target populations based on sound marketing approach.

## 4.10  LIBRARY SERVICES FOR DISTANCE LEARNING

There is striking scarcity of literature on the subject of library services for distance learning in Kenya. Both among scholars and librarians, the subject of library services has not been given a lot of attention. However there is recognition that adequate supply of library and information services to distance learners is critical for success of distance

learning programmes. In the case of UON, Makau has observed that perhaps exception of mathematics, the material contained in the unit booklets used for distance learning, rather like lectures in the traditional on the campus degree constitutes only a basic structure of knowledge which needs to be build upon through the study of other sources. [219] In the first year of the programme in 1985, the faculty operating distance education at UON used part of the fees paid for the course to buy essential books and distributed them to students. This approach proved to be expensive. Currently those students participating in traditional distance learning are expected to borrow books from libraries (including public university libraries, the Kenya National Library Services and non-governmental institutions) or individually purchase their own books from booksellers

The African Virtual University (AVU) has created a digital library to facilitate access to worldwide resources by students. This includes journals, textbooks, and online archives. The AVU catalogue is a searchable database that covers a wide variety of topics. This database contains about 3855 entries, which provides links to information all over Internet, which are meant to supplement library resources currently available at partner institutions. All searchable items have been indexed into browsable Web pages by author, subject, titles and series. The online journal service, named ProQuest thus provides access to over 1,100 journal and magazine abstracts and full text articles going back 10 years or more. The ProQuest is made available through Howell Information and Learning and all students obtain User Identification. The World Bank search page also provides links to those of other international organisations.

At KU apart from instructional print materials, students have to make journeys to the university library to access and borrow reading materials or make use of other relevant libraries in their locality. At USIU, besides the print resources the library has subscribed to electronic databases with a total of 6000 electronic journal with full text articles which means that students not only access the library resources but also the Internet resources.

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[219] Makau, p. 325

Apparently provision of library and information services for distance education has experienced problems right from the inauguration of the programme in UON in 1985. These problems include lack of institutional policies regarding provision of library and information services, inadequate physical facilities and human resources, lack of adequate funding, and poorly developed information technology.

The most critical problem facing library services for distance education is lack of institutional policies to guide the provision of information for this category of learners. While there is agreement that access to adequate library resources is essential for attainment of superior academic skills, there exists ambivalent attitude among the planners of distance education programmes towards the role of these services to the distance learning community. In the absence of policy and clear commitment by institutions concerned, it is not possible to arrange for optimal funding, planning and implementation programmes for the provision of library services to distance learning.

Inadequate funding and its accompanying effects of poor facilities, equipment and resources is a major hindrance towards the provision of access to and timely library services to distance learners. At present some libraries in host institutions especially public universities are facing unprecedented decline in funding from their parent organisations. This means they do not have sufficient funds to purchase reading materials such as journals and monographs, equipment such as computers, and enlist the services of qualified staff. Therefore the libraries from which students are encouraged to borrow books from lack financial resources necessary for acquiring a sufficiently large stock of books relevant to the courses. For students who live away regular use of the library is inhibited by costs (money and time) involved in visiting the library, short loan period for books and restricted use of rare books, thesis and journals. The circumstances where distance learners have to spend a lot of money on reading materials leads to high drop out from the course which has been observed to stand between 15% and 25%.[220] The public library system in Kenya, the Kenya National Library Services is itself experiencing

[220] Otiende, J.E. : Distance Education and National Development: The Case of External Degree Programme of the University of Nairobi. - Paper Submitted for Presentation at the 14th. World Conference in International Council of Education, Oslo, Norway, 9-16 August 1988. – p. 6

shortage of facilities with poor coverage of the country whereby as at the end of the year 2000 it had a total of 26 operational libraries. Besides these libraries do not have academic materials that can support university learning.

The concept of library services for distance education though not new is relatively poorly developed as a professional specialisation. Most of the schools of library and information science do not have curriculum courses and units of study in this area of specialisation within librarianship. There is therefore shortage of human resources to manage and co-ordinate distance learning library services. This has also limited librarians' ability to come up with forward-looking programmes aimed at providing adequate services to the distance learning community.

The use of virtual services such as Web pages or Internet searching is a viable alternative to the provision of print based services which makes it imperative to physically visit the library to satisfy specific information needs. However library automation in Kenyan university libraries has largely addressed itself to existing internal functions: acquisition, cataloguing, circulation and administration. Internet technology is still at its infancy in the country and it is hindered by high costs of installation, access and poor telecommunication infrastructure in the country and so far Internet services are largely restricted to the main towns where the right infrastructure exists.

## 4.11  LIBRARY BUILDINGS AND STUDY FACILITIES

In Kenya, it is observed that public universities have been in the past hurriedly established and decisions to do so have been based on political rather than academic considerations. These decisions in many cases have adversely affected the development strategies and future plans of the institutions, as they are not given time to upgrade their facilities adequately such as laboratories, libraries, teaching halls and halls of residence. It has also been observed that the elevation of a college to university status leads to rapid expansion of library collection students as well as staff leading to congestion and inadequacy of reading, working and storage space for reading materials.

There is a strong suggestion that libraries are low in terms of priorities and that the construction of other buildings be they classes, faculty blocks, hostels and laboratories take precedence. In the case of CUEA the decision to put up a new library has been delayed for as long as ten years as the university committed resources to other types of buildings. At KU the extension of the library, which started in 1991, has not yet being completed. Three of the universities examined, KU, CUEA and USIU reported to be experiencing shortage of space for reading, shelving and working.

Generally speaking, in all cases examined reading and storage is inadequate with the result that in all cases workstations are crowded. CUEA has recently extended the library to create space for more 80 seats and space to shelve journals and reference materials. But the room for reserved materials is congested and the action of extension is regarded as a stopgap measure as plans for a 5000-user library are still on. USIU has plans for a bigger building to accommodate the expanding user population and collection size. In the case of UON, which initially enjoyed a commendable ratio of one seat to three students, users have to reckon with inadequate furniture and have to scramble for the few seats available which has resulted from disrepair or non-replacement.

Libraries in developing countries such as Kenya are more than information centres since they provide the only study space available to many students. This is because of inadequate home or residential study facilities. This explains the overcrowding of libraries in Kenya especially during examination time. Unfortunately library-building planning has failed to take this into consideration. In some cases some library buildings such as UON are constructed through donor money, and therefore have not been catered for in maintenance planning. In such cases lack of financial resources as it is experienced now in public universities has led to neglect of the physical plant.

# 5   CONCLUSIONS AND RECOMMENDATIONS

## 5.1   IMPACT OF LIBRARY SERVICES ON UNIVERSITY EDUCATION

There have been radical changes in the Kenyan higher education sector and which are expected to continue in the foreseeable future. These include a significant increase in student numbers, changes in student funding with a shift away from government funding to repayable loans and parental contributions to fees, expansion of distance education, focus on teaching quality and the growth in the use of communication and information technology.  At the core of the challenge of maintaining quality of university education in Kenya in the context of financial austerity is the question of how to improve management and planning. So far there is no evidence that public university are measuring to this expectation. There is no indication that private universities are financially deprived but they still face the challenge of maintaining high standards.

One of the most significant trends in public universities has been rapid expansion in the last two decades, which has been accompanied by deterioration of university education. This is because increase in numbers has not been matched by provision of teaching facilities and resources. It is now a common feature for students to listen to lectures while standing outside flooded lecture theatres. This overcrowding is also evident in libraries, which cannot comfortably accommodate the number of students and university staff and besides house outdated books and journals due to financial constraints[221]

Findings of this research indicate that libraries in the public universities in Kenya are no longer at the centre of teaching and learning activities of the university. The lack of financial support from university authorities is an indication that the university library does not range high on the priority list of university administration. Consequently, their present situation is characterised by extremely poor and inadequate resources in terms of

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[221] Abangi, Okwach: Revitalising Financing of Higher Education in Kenya: Resource Utilization in Public Universities. – Accra: AAU, 1995. -  p.18

stock, equipment and staff. The services provided remain basically at the minimal level of lending out books and little of reference services.

One of the results of this trend is that the university library has become one among the various sources of information. Although there is evidence of appreciation of the role the university library play in the academic activities, the awareness that it has very limited information resources, and contains mainly out-dated materials has eroded the user confidence, resulting in minimal use. Some of the academic staff interviewed have created personal collections and maintained contacts with foreign scholars. For junior researchers and postgraduates borrowing of texts from staff as well as purchasing their own provides a way to acquire information. For undergraduates, there is high dependence on lecture notes leading mainly reading for examination purposes. As a direct consequence, it was reported that duplication of term papers and assignments is high among the undergraduate students.

There is evidence of erosion quality in public universities due to lack of adequate teaching resources and facilities are being felt. Sifuna, in a research finding has documented that there have been complaints where employers differentiate between the specific universities or preference for overseas trained graduates to local ones. This is not just confined to the employment sector alone, it applies to admissions to foreign universities abroad whereby graduates of public universities are viewed with suspicion when applying to overseas universities and in some commonwealth countries, and 8-4-4 applicants for university are compelled to take preparatory university courses before gaining admission.[222]

There have been reports of rampant cases of student's failure, repeating of classes or large numbers taking supplementary examinations. This decline in examination performance can partly be attributed to poor educational experience brought about by inadequate provision of learning resources such as library and information services.

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[222] Sifuna, D.N. : The Governance of Kenyan Public Institutions. – Nairobi: Lyceum Educational Consultants, 1997, p. 60

## 5.2    MANAGEMENT ISSUES IN KENYAN UNIVERSITY LIBRARIES

### 5.2.1    Planning

Effective and efficient library administration systems are crucial if the university library is to deliver quality service and be seen to be producing a return on investment. For example inappropriate staffing structures, poor financial planning and management styles can lead to waste of investment and have negative results across all levels of the service.

In order for the university libraries to be prepared for the responsibility of providing information, planning is necessary.[223] This study revealed that of the university examined, only USIU has been involved in strategic planning as a fundamental approach towards the development and provision of library and information services. While there are various planning approaches, strategic planning is highly recommended because it enables libraries to influence external environment in which the library operates in accordance with their needs and initiate new services for their users rather than respond to those imposed on them. At present library services especially in Kenyan public universities are characterised by lack of planning, ad hoc and disjointed projects and operate in a state of flux where even budget commitments are not adhered to. Strategic planning process if applied can introduce a more systematic approach to the allocation of resources on a priority basis to best achieve the library's mission given the resources at hand. Strategic planning will also allow libraries to evaluate their role within the community they serve and thus establish goals based on user demand, which once established, can be used as guides for libraries as they organise, collect and disseminate information.

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[223] Planning is viewed as analytical process that involves assessing the future, setting objectives, developing alternative courses of action to reach such objectives and selecting an appropriate agenda from among those courses of action. Several reasons have been advanced why planning is necessary however many authors are in agreement that it is at the centre of effective management activity. (see Stueart and Moran, p. 35)

## 5.2.2  Funding Structure

University libraries in Kenya have three main sources of income; their budgetary allocation from parent organisations, donor funding, and income generation. While donor assistance has been for a long time significant especially in public universities, over the last few years it has declined to almost insignificant levels. Income generation, though having the potential as a viable means to improve libraries' financial standing, has been hampered by lack of policy support from parent organisations. For example libraries involved in income generation have to channel all the revenue earned back to main university financial offices. Without evidence that such money is ploughed back to the improvement of the library, there has not been enough incentive for library departments to be aggressive in income generation. There is no doubt that university libraries can realistically supplement institutional funding through revenue generating activities but for this to be possible there is need to remove all legal and regulatory constraints that inhibit libraries' alternative forms of investment. These include defining the kinds of revenue earning activities, establishing clear rules and training of library staff in marketing. The most important motivation is to ensure that revenue earned through this income generating activities is re-invested in the library service.

At present university libraries in Kenya depend mostly on financial allocations from their parent organisations. It is expected that this will continue into the foreseeable future. If that is the case then it is important to ensure that allocation to the library improve and in situations where it is good as in the private university, does not decline.[224] One of the reasons for poor funding of university libraries has been the failure of university administrators to appreciate the role played by the libraries in the overall mission of the university. This combined with the inability by the library managers to demonstrate the centrality of the library has led to the neglect and marginalization of library services. There is urgent need to reverse this trend and the onus is mainly with the library managers. One of the ways is to ensure that librarians are proactive in the political

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[224] It has been observed in this study that in private universities the administration tends to be more supportive to the library and listens more to the ideas emanating from the library.

gamesmanship within the universities in order to influence the distribution of financial resources among programmes and departments.

As mentioned before, the Commission of Higher Education has come up with a draft of standards for the provision of library services. While these standards are applied to private universities vigorously, they are not enforced in the case of public universities mainly because each of these is an autonomous entity established by a separate act of parliament. Apparently part of the problem lies in the absence of a national policy towards investment in higher education libraries. There is therefore need for a policy to ensure that all essential aspects of library services are provided for, such as staffing, physical infrastructure, automation, and collection development and information technology.

Sustainability of the library funding in present situation requires a mechanism for cost recovery. Students and other users can pay towards library services without undermining access to information. This is already happening in private universities and can be introduced in public universities.

Finally the government and individual universities should create an environment whereby external development agencies can work effectively in support of library services. Whether they are donors or money lending institutions it is important that the actual needs be well understood. Libraries should be aware of opportunities for support from these agencies. There is need to establish a co-ordinating mechanism to encourage the most effective utilisation of external support. Above all it is important to bear in mind the temporary nature of most external support and therefore put in place mechanism for continuity when this support ceases.

## 5.2.3  Human Resource Management

### 5.2.3.1  Staffing Levels.

People are an organisation's most valuable resource and if managed appropriately, provide livelihood to the organisation.[225] If managed inappropriately, the workforce becomes an expensive commitment that leads to few rewards and many problems. Therefore successful planning and management of human resources through appropriate staffing levels, staff training and motivation are critical for overall effectiveness.

While the library system in the public universities in Kenya had for a long time experienced low staffing levels, the continuing restructuring of civil service which started in 1999 has aggravated the problem through retrenchment of paraprofessional and support staff. This programme, while having noble goals has not been carried out appropriately and has created more problems for university libraries than it was able to solve. Due to shortage of support staff professionals have to perform a lot of routine work such as shelving, filing of catalogue cards to the extent of being left without time to perform their professional duties such as planning and reference services. University libraries have also experienced high staff turn over due to their inability to pay as well as private organisations. There is therefore need to establish standards for staffing provision that will guide universities to ensure that appropriate staffing levels take place.

### 5.2.3.2  Staff Training

In all universities examined there is severe shortage of qualified staff both at the management and operation levels. Information technology illiteracy also remains high among library staff in Kenya and the profession has significantly failed to progress with improvements in information technology applications for library housekeeping and

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[225] People are the key to effective functioning of any library or information agency. This is especially true because libraries are labour intensive organisations and therefore the quality of service will depend a lot on how well the management of human resources is done.

information retrieval activities, multimedia technology such as CD-ROM technology and Internet based resources.[226]

Therefore librarians need basic and advanced training to facilitate the use of IT for both administrative and service provision purposes. With the increasing adoption of PC based information techniques, there is need for technical expertise if the library service workers are to provide user assistance. As electronic information becomes prevalent, all staff needs a level of understanding of its management and use and professionally qualified members of staff need an even greater understanding, as they are involved in the assessment and selection of electronic material for the library as well as the dissemination of knowledge about use. As libraries turn to the use of IT to enable them provide service, the usefulness of the traditional syllabi found in many of the library schools in Kenya is in doubt. If library schools in Kenya are to produce the appropriate manpower there is need to focus on the changing job requirements which rapidly becoming electronic based.

In order to be effective in the management of library services there is also need for programmes of continuing education for all categories of library staff to ensure that they remain up-to-date in their skills. The success of such staff training programmes will depend on factors such as: the existence of a staff development and training policy in the parent institution, understanding of employee training needs and appraisal of the programmes to gauge their effectiveness.

### 5.2.3.3 <u>Staff Motivation</u>

In the institutions examined, only in public universities are professional librarians regarded as academic. In the two private universities, CUEA and USIU librarians are grouped together with administrative staff. Even in public universities, although librarians have similar salaries with academic staff, they have no access to benefits such as duty free car importation facility. Efforts are at present being made in public

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[226] Were, Jacinta: Computerization of Library Services: Development in Kenya. In: Wise, Michael. - Information and Libraries in Developing World. Vol.1 Sub-Saharan Africa. – London: Library Association, 1990, p. 45

universities to remove the academic status of librarians. In some cases librarians are not included in the senior institutional management and decision making structures which means that they are not involved in decisions relating to the library which ironically they have direct knowledge of its problems and needs. Librarians are not consulted on policy issues by academics or university authorities although they eventually have to participate in their implantation. For example it was reported that in many cases librarians are not involved in decisions to introduce new courses expansion of admission but are on last-minute basis expected to provide the necessary literature support.

What needs to be noted is that improving the status of librarians in universities is pertinent if the library and information services are to realise their full potential. Also, to effectively discharge their duties, library managers have to be part of the top management team and must fully participate in the decision making process. At the same time little will be achieved without measures that improve the service conditions and career prospects, which are important in recruiting and retaining, qualified staff.

## 5.2.4  Marketing of Library Services

University libraries in Kenya will need to justify their support by parent organisations by demonstrating that they are relevant to the core business of the university and that they contribute to meeting the institutional goals by developing and providing services that meet the needs of the different segments of the university. If they fail to do this they risk being perceived as irrelevant and become more and more marginalized in the university educational process. If they are to develop information services that adequately respond to user need, it is clear that university libraries in Kenya will need to be more aggressive in collecting relevant data from patrons about their needs and expectations. Therefore university libraries need to adopt  strategic marketing approach to their services.

As already observed, university libraries in Kenya have tended to concentrate more on public relations, and promotion thus defining marketing in terms informing users about the services already available instead of finding out the user expectations. This is not to down play the role of these activities in the whole marketing strategy. Indeed there is need for university libraries Kenya to make their services more visible to customers by

creating better awareness for these services and policies. However to be useful, promotion activities need to be done within the broader perspective of marketing approaches such as Image analysis, customer satisfaction studies SWOT analysis, portfolio analysis, market segmentation which underpin all areas of service management. These methods can help measure the perception of people about the information service and identify the needs of the customers as opposed to what the service is providing. They are also useful in providing an indication as to whether existing information service is satisfying to the customers. From the information collected and as part of its marketing activity, libraries will be able to draw measures to provide adequate service and come up with market strategic plans that would spell out how these would be effected. Thus they will be able to create services that are based on firm knowledge of user needs.

There is need for marketing courses be taught in library and information education in Kenyan library schools. This is in line with worldwide developments in the library and information service field such as use of strategic planning, and increase in the use marketing strategy in library management. Possession of marketing skills will contribute to a better performance, more aggressive marketing and professional library and information service. Key areas that need to be covered include understanding and applying the theoretical and practical concepts of non profit marketing, how to carry out analysis of library and information organisations, effective measurement approaches to market survey, design and public relations activities that reflect marketing research.

In conclusion therefore it is clear that marketing approaches can provide university libraries in Kenya tools that can assist them in the task of designing, developing and delivering appropriate services. It can enable them to start with customers rather than seeing them as the finishing point in the supply chain and shift from product and service orientation to customer and need orientation. Therefore irrespective of methods used, Kenyan university libraries need to obtain information from as wide a customer base as possible about their information requirements and assessment of existing library services. Inexpensive methods that can be used include customer questionnaires, interviewing of new staff and postgraduate students, suggestion boxes, analysis of usage statistics and formal and informal discussion with users and non-users.

## 5.3    COLLECTION DEVELOPMENT ACTIVITIES

## 5.3.1   Collection Development

Appropriate and sustainable development of collections is one of the key issues in the operations of a university library. A suitable collection development should take into account the range of subjects taught and the learning culture of the university. As indicated in the previous chapter, the acquisition of both monographs and journals in Kenyan public university libraries fluctuate but there is overall decline over the five-year period. This is especially with the ending of donor funded book programmes such as that were supported by the World Bank in public universities. On the other hand financial constraints in Kenya have reduced government funding of university education to more or less salary support and essential operating costs. Non-salary expenditures such as on instructional items, including the finance for library materials and laboratory equipment are at a minimal. The lack of financial resources in public universities for acquiring library materials makes the planning and implementation of coherent collection development policies very difficulty. Indeed at UON and KU collection development policies are virtually redundant because funds are lacking to implement them.[227]

Given the persistence of financial constraints in public universities, the absence of student grants to purchase textbooks and the increasing price of books, one of the options available is to place priority on the purchase of multiple copies of basic textbooks. This would involve the identification and acquisition of key course texts likely to attract high level of use. This 'Book Banks' supplemented by basic reference materials and other materials and a sustainable list of journals would ensure that students have access to some reading materials. This is already being practised in USIU. Of course in the latter case the textbook bank is more a supplement to ensure basic core texts are available. While it can be argued that textbook banks cannot replace the services of an effective library, and does

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[227] As this study has revealed, some university libraries are operating without current and updated collection development policies. A review of existing literature indicate that the importance of a written down collection development policy cannot be overestimated. It acts not only as basis for the library budgeting process but also as a communications channel between the library and the parent organization.

not support independent learning since it tends to support a more restricted centred approach to learning, it is an appropriate measure for some disciplines.

Another option of improving collection development especially in relation to journals is to explore ways of accessing the Internet which gives the students a wide information choice. Although bedevilled by financial crunch such that they cannot subscribe to online journals, extending the already existing Internet connections would widen its availability to student and thus increase the information available to the users. Besides there is still many 'for-free' journals in the Web which could be useful to the users and to which the library can provide access. While not an entire solution to the problem, this is a step forward in the difficult journey towards the provision of adequate scholarly information in the new electronic climate.

## 5.3.2 <u>Collection Weeding and Preservation</u>

It has been argued in the previous chapter that weeding of present university library collections in Kenya is a prerequisite to progress in collection management activities. It would lead to better space utilisation, more efficient and easier access to materials and hence better use of existing collections. At the same time libraries are experiencing several problems regarding weeding activities such as bureaucratic red tape, opposition from faculty members and above all lack of written policies to guide the weeding exercise.

The way forward in this area would be first to create policies on weeding. Without a policy any library management will always find itself lacking the mandate to administer weeding programmes and on collision course with different interest groups in the university. A weeding policy will formalise the recognition of the need for weeding among all the parties concerned, establish criteria methodology and procedure to be used in the weeding exercise and above all, it will establish the final authority for weeding decisions.

There is also need to educate faculty members on the need for weeding and procedures involved. Failure of faculty members to understand the need to weed resources or

discontinue periodical subscriptions will result in discontent and conflict whenever the library attempts to carry out weeding activity. However in all cases, there is need for sustained consultation with the faculty if any weeding programme is to be fruitful.

As already discussed in the previous chapter, Kenyan university libraries face several preservation problems that include theft by users, deterioration, moulds and brittle papers caused by high temperature, temperature fluctuation and high humidity in the tropics, vandalism of library materials and dust. These problems are exacerbated by the absence of preservation policies, funds to carry out preservation programmes and the lack of basic preservation skills among both library staff and users.

At the same time preservation is of critical value in a developing country given the limited resources and high student enrolment in relation to few reading materials hence higher chances of deterioration due to high intensity of use. The very climatic conditions of high temperatures, high temperature fluctuations and high humidity in the tropics, which are favourable to deterioration especially of print sources, make it necessary to integrate preservation into the management process.

The first major step in this process would be to control the environment in which books are kept by ensuring that temperatures and humidity are kept low. This can be achieved by installation and good maintenance of air-conditioning equipment. Specific housekeeping activities are also useful preservation efforts. These include regular and effective library cleaning especially to get rid of dust, avoidance of eating and drinking in the library, proper storage to ensure that shelving adequately supports items and does not damage them, establishing regular repair and maintenance routines, microfilming of deteriorated materials and purchase of multi-copies of highly used works.

Care and proper handling are essential elements of preventive preservation and therefore there is also need to educate both users and library staff on preservation with the aim of creating awareness of the need for preservation, creating an attitude of respect towards library materials and inculcating proper handling techniques of library materials during reading, photocopying, circulation or in transit. Education of library staff is especially important not only because they are in constant touch with library materials and need to

know how to store, handle, and transport these materials and also how to deal with users and dissuade them from damaging materials. Apart from these, library staff, especially those who are to be in charge of preservation departments need not only basic skills in practical book repair but also specialised education on materials preservation.

## 5.4 SERVICE PROVISION

The overarching goal of the library is to provide services to the university community and therefore this is a crucial area of investment and development of the university library. All the resources and activities considered in the preceding sections are the tools with which the library staff develops programs of service. Library services in Kenyan public universities are characterised by increasing number of users, shortage of information materials, outdated reading materials, inadequate staffing levels, low information technology and lack of training in information technology. Private university libraries also experience these problems, albeit to a lesser extent. The foregoing conclusion is that Kenyan university libraries are facing many challenges that make it difficult to provide adequate services as expected. Due to lack of appropriate policies and procedures, even with the existing resources some libraries are unable to provide optimal access to their own collections and to the information resources available elsewhere.

Responding to user needs includes creating systems that are easy to consult for example catalogues and other bibliographical tools. Catalogues should accurately inform the user about what is owned where it is and how to find it. However in many cases public catalogues are not comprehensive and up-to-date while there are no indexes to guide users to the available journal literature. Still in public university libraries collections are not systematically arranged on the shelves, which make it difficult to trace and retrieve actual documents. In a many cases services are limited to lending out books to users while other services such as reference services have either collapsed or declined dismally. Service provision depends upon educating the users and understanding their needs yet there is little of this happening in public university libraries. User education programmes are few, poorly planned and implemented. Professional librarians should be available for consultation on the use of the information services. Apart from the broad skills of finding

information in the library, users need basic skills in computer usage in order to make good use of increasingly electronic information sources while lending and opening hours should be flexible to encourage greater use of the library facility.

Improvement in library services in Kenya can be achieved through focus on user needs, appropriate use of information technology, resource sharing, enhancement of user information literacy and constant performance assessment and evaluation of the service. Library staff plays a critical role in enhancing quality and therefore should be given the responsibility for quality and be made accountable for the quality of individual output. In order to perform effectively, staff should be aware of products and services offered by the library and its parent organisation as well as understand user needs. All this requires that staff be given training and skills in quality management, and measurement of customer satisfaction.

## 5.4.1  Focus on User Needs

Customer orientation has been seen in terms of quality information services and setting of realistic expectations and therefore the centre of focus is commitment to quality control, which allows for review of progress and evaluation of performance. [228] In this case quality control includes timeliness of service delivery, in responding to information request, well-designed product or service that fits the purpose, ease of use of the service and service delivery by courteous and accurate staff. It calls for the development of services and strategies that keep the customer from defecting to competing services or ceasing to use the service through adding of quality and value to the standard products and services.[229] Kenyan university libraries can achieve this by first, implementing online public access systems and installation of Internet service and secondly by tailoring services to meet customer requirements. The relationship between the library service and

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[228] The idea that customer needs are at the centre of any effort to improve services has been endorsed by many authors. Drucker (see Drucker, Peter: Management: Tasks, Responsibilities and Practices. - New York: Harper and Row, 1974. - p.25) has argued that business is not determined by the producer but by the customer and therefore services must be developed to meet buyers' needs.
[229] Ibid.

the clientele is very important and therefore librarians should be receptive to feedback from customers and stakeholders about its service and products.

## 5.4.2  Strategic Use of Information Technology

To remain viable sources of information, university libraries have to strategically make use of information related technology. While Information Technology (IT) is not the entire solution of the library, it is an indispensable component in the quest for the success in provision of scholarly information. For example the use of CD-RM technology should be considered a partial solution to the problem of especially if backed by effective arrangements for document supply. CD-ROMs do not incur telecommunications or database search costs. Searching is generally user friendly and data is not lost through power cuts. CD-ROMs can be set up on stand-alone computers or networked through server system. Though it can't replace the need for books and journals on the other hand, it is of great value in accessing information in the third world.

There is evidence that manual systems in public universities are not functioning optimally. This has been occasioned by retrenchment of staff, and inadequate funding to purchase print information sources. However, the adoption of information technology in universities in Kenya has been slow and many public university libraries have not achieved basic automation such as office automation, automation of acquisition, cataloguing and card production and CD-ROM use. One of the problems experienced is that IT development in public university libraries is based on donated computer equipment, donor supported electronic journal subscription and not on policy framework which has led to problems of maintenance, cost of training and sustainability. Alternatively, application of new information technology in libraries can assist to acquire or make accessible information materials held externally or internally. For example through development of electronic catalogue databases, automated SDI and current awareness and internet access to regional and international databases is possible. Creation of virtual catalogues in university libraries can contribute greatly to resource sharing among university libraries in Kenya.

At the same time Kenyan librarians are aware of the dramatic changes taking place in the academic and library communities worldwide. They are aware of the fact that advances in electronic technology have led to new ways of accessing information and communicating the results of research and view transition to electronic information delivery as the only viable way to achieve success in service provision. Therefore there is desire to take advantage of modern information and communication technologies (ICTs) by the acquisition of international scholarly information scholarly information through application of electronic delivery.

Many scholars and libraries are not aware of the extent of journal publishing in their regions. Use of electronic technology would improve information dissemination and access in the developing regions. An example of such access is the African Journals Online, a programme of the International Network for the Availability of Scientific Publications (INASP). Participation in such initiatives would greatly aid in making the results of research undertaken in the developing regions to be widely known and accessible as well strengthen academic and scholarly publishing sectors in these regions.

A fundamental step towards the incorporation of electronic information in Kenyan library services is to provide awareness or training in the use and evaluation of electronic information communication technologies (ICTs). There is need to train librarians in Internet use activities such as searching the web, search engines and information gateways, evaluating quality of Internet information, as well as Web page design and use. Even more important would be training in issues related to the management of electronic such as supply models, searching, downloading, document delivery, archiving, software, copyright, licensing and managing and access. Unless there is development in electronic academic and scholarly publishing in Kenya, and the rest of the developing countries, these countries will continue to be dependent on the developed world for scholarly information and will miss out on useful experiences from countries in similar conditions or opportunity to contribute to international scholarship.

At this point in time therefore, critical issues towards enhancement of electronic access in Kenyan university libraries include the provision of more CD-ROM and online databases, the networking of catalogue resources, giving users access to e-mail and the internet,

provision of guides to the use of electronic resources and most important charting out a path towards acquisition and delivery of scholarly through electronic methods such as e-journals and e-books.

### 5.4.3  Resource Sharing

Resource sharing could be a useful means of alleviating the resource inadequacies that bedevil individual university libraries in Kenya. The exclusive form of resource sharing in Kenya is interlibrary loan system (ILL) and as observed earlier, its level is very low. The contributing factors include lack of union catalogues and lists, lack of up-to-date catalogues in individual libraries, limited information resources which many institutions would rather retain for their users as well as poor and expensive document delivery system

At the same time ILL is useful given the scarcity of information, need to access research findings and rare materials located in different universities. One of the steps to enhance ILL is through a long-term initiative to automate and create virtual catalogues. There is already a trend towards automation and initiatives have been launched towards enhancement Internet connectivity, which would allow different universities to co-operate in different, forms of scholarly communication. The best examples of these are the Kenya Education Network (KENET) which aims at making available Internet connection to all universities and which university libraries in Kenya can make use of Internet to create virtual catalogues.

There is need to formalise resource sharing among universities which has been in the past based on 'gentlemen's agreement' and not any formal arrangement which requires setting up administrative structures and policies to facilitate co-operation the different institutions.

A viable interlibrary system exists formally among some institutions that have formed a consortium know as Kenya Religious Institutions Consortium (KRIC) consisting of CUEA, its constituent colleges and other religious training institutions. It has evolved a system where individual users with letters of introduction from their institutions can

borrow materials from other libraries in the consortium themselves. This saves the institutions time and library costs and can be emulated or expanded to cover other institutions.

Another constraint to ILL is that of low level of stocks in each of the libraries whereby each library is not willing to lend out its resources, which is already in high demand from its own users. A solution to this constraint would be to facilitate photocopying of journal articles and book chapters rather than lending. This can be done without infringing on the copyright requirements.

## 5.4.4  Performance Evaluation and Assessment

Performance measurement and evaluation are important management activities in assessing how well the information service is doing and as a way of accounting itself to stakeholders. This research found out that this activity is not undertaken in Kenyan university libraries. At the same time, it is clear from the views of librarians that its incorporation could solve some of the problems faced by Kenyan university libraries. But if evaluation is to be possible there is need to establish an appropriate process of measuring and evaluating performance and adopting procedures for acting upon the outcomes of such evaluation. It requires the establishment of specific objectives and developing performance indicators. These objectives should define the intended level and quality of service, the outcomes achieved and time frame as well as resources available to achieve the outcome. An example of this is the need to establish a methodology to enable libraries contact user needs analysis, which would entail close attention to the users, level, form and quantities of required information services.

## 5.4.5  Information Literacy

The fundamental purpose of higher education is the preparation of students for their future. If Kenyan graduates are to flourish in the modern, fast-paced, high-tech world, they must have information seeking skills as well as technology skills. This research established that a variety of user education and information literacy programmes are carried out in Kenyan university libraries. These include library orientation, library skills

courses, individual instruction, use of library manuals and guides and even use of signs and notices. All these methods of user education are used with varying degree of success, with main hindrances being lack resources and lack of user education policies to facilitate proper planning and execution of meaningful user education programmes.

Library orientation, library manuals personalised reference services, and computer oriented training programmes and library skills courses are useful in that they focus on the main problems of fresh undergraduate students: finding materials they need and knowing when and from whom to ask for assistance with confidence. The experience gained through these information literacy programmes can be useful in the use of any other information centre. However information literacy training for university students in Kenya is not a complete success story. It is observed that in spite of scattered efforts majority of students are forced to pass through the university systems without ever mastering the art of information retrieval and use

The main hindrances that university libraries face in contacting information literacy programmes are lack both financial and human resources and inadequate support by their parent organisations in terms of policy. There is also failure on the part of librarians to push to the fore the information literacy as part and parcel of the university library function. Their ability to provide computer skills is hindered by lack of both financial and human resource. In most cases there are only a few computer units available for library use, with little or no resources to acquire others. There is also a lot of computer illiteracy among Kenyan librarians hence shortage of personnel to give the IT training. With absence of institutional policies as far as information technology is concerned, libraries find it hard to mount effective training in the use of information sources for their users.

There is increasing recognition world over that proper use of information is a prerequisite for any progress and that libraries services should be regarded as an integral resource and not merely optional part of higher education. All university students as well as the rest of the populace should be able to effectively obtain and use information whatever the source, location or format. For this to be possible they need to understand how information is structured and organised. Therefore information literacy should be regarded as a key aspect of the university learning activities. Librarians with their

expertise in information organisation and retrieval are best placed to realise information skills needs of fresh university students and address them appropriately.

However librarians alone cannot accomplish the task. To have practical application information literacy instruction are best carried out in the context of the students' daily information use. The teaching faculty can contribute to effective information literacy programmes by encouraging the use of libraries by students and build information usage into their teaching programmes. There is need to evolve programmes that address the different information needs across the courses of university curriculum. Therefore success can only be achieved through collaboration between the library personnel and experts in the different disciplines. From the organisational perspective there is need for campus-wide policies that integrate information literacy as an integral part of the university curriculum, which will facilitate the support that libraries need in terms of facilities, finance, and staff training.


## 5.5   LIBRARY SERVICES FOR DISTANCE EDUCATION

Distance education in Kenya is still in the early stages but it is rapidly gaining popularity. In the past most courses have been correspondence based as is the case with UON and KU, but lately there has been developments towards e learning pioneered by institutions like USIU and the African Virtual University. While these trend needs to be encouraged, checks and balances need to be put in place to ensure that quality of the learning process in distance education is ensured and particularly in the university setting, which is the apex of Kenya's education system, the market motive as well as pragmatic considerations should not be allowed to override sound pedagogic principles.

From this research it is clear that although efforts have been made to satisfy the library and information needs of the distance education students, these efforts have been hampered by various factors which include poor planning of distance education programmes that do not from the outset address the information and literature needs of the students, inadequate physical facilities and professional staff, lack of adequate funding and poorly developed internet infrastructure in the country. At the same time it is important that any institutions providing distance education provide library services for

this category of learners just like those in the campus based regular programmes.[230] It is especially noted that the high drop out rate in distance education in Kenya has been partially attributed to lack of viable library services whereby learners are expected to purchase reading materials or make trips to the university library to do extended reading.[231]

There is need for innovative methods that will ensure that the distance learning community in Kenyan universities are not disadvantaged compared to their campus bound counterparts and that they too gain adequate library and information experience that will enhance their critical thinking and enhance their degree of exposure to knowledge. These methods should take into consideration the unique setting of Kenyan distance learners that is characterised by a poor national library network especially in the rural areas, predominance of print based courses and also the increasing use of e-learning techniques through out the world.

Effective learning in the university is a collaborative effort between the curriculum planners, implementers, administrators and those providing the support services. To ensure that distance learners are well provided with the literature and information they require there is need for partnership between those who plan and implement these programmes and the library and information personnel. This partnership should start right at the planning stage, where it is agreed how the literature component will be supplied. In regard to this there is need for a set of policies that recognise the need for library services for distance learners and gives guideline of how these will be provided as well as giving consideration to the financial resources, personnel and physical facilities required.

One particular method is to create a special collection targeting the distance learning community only. This collection should be composed of core texts for each of the courses on offer. It would be advisable to have multiple copies of these texts to ensure access by large number of students. Secondly, libraries should also come up with access and

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[230] Guidelines for Distance Learning Library Services / Association of College and Research Libraries. – Available: http://www.ala.org/acrl/guides/distlrng.html. (10/08/02)
[231] Otiende, p.6

delivery mechanisms of information that favour peculiar circumstances of distance learners. The commonest borrowing period in the universities is two weeks for undergraduate students and up to a month for postgraduates. Longer borrowing periods should be allowed for distance learners to avert situations where they have to make expensive journeys now and again to the institutional libraries to borrow and renew materials. Photocopying of specific materials should be encouraged without infringing on the copyright laws. This would ensure that students have access to materials that are not available for out-of-the-library use. Through approved methods such as vouchers, libraries can facilitate distance borrowing whereby students do not have to personally come to the library. By use of postal and courier services, requested materials can be delivered to the learners.

There is no doubt that the future of distance education lies in Internet based techniques of delivery. Already a number of universities in Kenya such as USIU and the African Virtual University have pioneered in this direction. These methods of delivery will need to be accompanied by Web based delivery mechanisms of the relevant literature. At the bottom line of this endeavour is the need to improve the national telecommunications infrastructure, which presently in Kenya is restricted to urban areas, expensive and inefficient especially due to state monopoly.

Key to the development of library services for distance education in Kenya is the existence of a forward looking personnel that will create and manage the library service effectively. There is therefore need for appropriate training and re-training to ensure that the library personnel have the appropriate skills for example web design and electronic publishing in the case of web based library services. Library schools also need to put in place courses that will focus on techniques of library services for distance learning including planning, administration as well as service provision.

## 5.6   LIBRARY BUILDINGS AND STUDY FACILITIES

The library building is one of the most used facilities in the university and therefore requires planning from the initial stages.  The successful library building is the one, which clearly expresses and provides for the functions that are performed within it. It

should provide adequate working area for staff, reading and study area for users and, storage for information materials. All these functions have to be considered carefully in the design of buildings. For students it provides the most conducive study space available.

This study has established that in some cases such as CUEA, KU and USIU population and collection have increased greatly without corresponding increase in library facilities or seating space. The lesson learned from these cases is that designing library buildings should be based on the proposed rate of growth of the library collection and users. Failure to consider these issues may lead to extra costs to the parent organisation incurred through extensions to the library building and adapting other buildings for library use.

Sometimes there are no adequate funds to construct buildings that will still be adequate for expanded user population and collections over a long period of time. This makes it necessary to construct a building to cater for present needs with the expectation of expanding it in the future as the demand rises. This requires that such a building be both flexible, with a layout, and structure that are easy to adapt and extendable, to permit future growth with minimum disruption.

Adaptation of buildings for library use is a very relevant issue to the Kenyan situation given the rapid expansion of university enrolments and present economic constrains. If adaptation is to be done, the aim should be to create a library suitable for library use, which is compact for economic use by readers and constant in the environment for preservation of library materials and the promotion of efficient use. This requires that adaptation be made only after a feasibility study has been contacted whose goal is to ascertain the functional, technical and financial feasibility of such an undertaking. Tropical countries such as Kenya experience high temperatures, and poor supply of power and therefore as much effort as possible should made to ensure that the library building does not heavily rely on electricity for air conditioning, and lighting. As already mentioned the library may be the only space available for study by students and therefore the space allocation need to be generous enough to provide more seating space as well as discussion area where students can meet and discuss the materials they are working on in addition to silent reading space.

## 5.7   ZUSAMMENFASSUNG

## 5.7.1  Summary in English

The main objective of this research was to investigate the present trends, practices, and performance of both public and private university libraries in Kenya. Specifically, the research focussed on four areas. In the first place it studied the state of university libraries in Kenya in terms of resources such as funds, personnel, and information materials. Secondly, it investigated current library practices in terms of library administration and service delivery. These included collection development, weeding and preservation, as well specific management activities such as, budgeting, human resource planning and library marketing. In terms of service provision, the types of information services to different categories of users, as well as for distance education were investigated. Thirdly, the study investigated the perception of students, faculty members, as well as librarians of the present performance of university libraries in Kenya. Finally, the study assessed the present state and impact of modern information and communication technology on university library services. In this case the study investigated the level of automation and adoption of electronic media and how this has affected the management as well as the provision of information services.

This research covered two public and two private universities and involved four chief university librarians, 80 postgraduate and undergraduate students and 40 members of academic staff. Data on the perception of the adequacy of university library services was collected first, from academic staff using questionnaires, and secondly from students using focussed discussion group technique. Interviews with chief librarians were conducted to collect data on library management practices. Chief librarians also provided library statistics relating to budget allocations, book and journal purchases, human resource level and training, user populations as well as data on automation and use of electronic resources. Descriptive information obtained was summarised and compared to bring out similarities and differences of the situation in various university libraries. Library statistical data was summarised in the form of actual total figures, ratios and percentages and presented in tables accompanied by textual explanations.

Generally, findings of this study indicate that the provision of university library services in Kenya is inadequate. In the first place, library collection development in public universities has deteriorated to the extent that in some cases budgets to purchase books and subscribe to journals do not exist due to diminished funds allocation to public universities by the government. Secondly, there is inadequate staffing and training, which has been aggravated by government policy of retrenchment and freeze on recruitment of civil servants. Thirdly, there is evidence of overcrowding, as library buildings cannot comfortably accommodate staff, library materials and the increasing number of students. Consequently, the present situation of public university libraries is characterised by extremely poor resources in terms of books, journals and electronic sources equipment and staff. The information service provided is at the minimal level, mainly that of lending of materials and limited reference services. Private universities also experience these problems though to a lesser extent.

This study has found out that modern information and communication technology is slowly being incorporated in the management of university libraries in Kenya. This includes automation of library procedures such as acquisition, circulation, cataloguing and public catalogues, purchase of information databases in CD-ROMs, subscription to electronic journals as well as setting up Internet access. Private universities have been particularly faster in this respect. However, this trend has been hindered by first, lack of funds to purchase equipment such as computers and set up networks, secondly by lack of skilled personnel in information technology, and thirdly by poor telecommunications infrastructure in the country.

The study also found out that library services for distance education are poorly developed. In most cases distance learners are expected borrow books from their respective university libraries, which is inconvenient for those in remote rural areas. At the same time alternative sources such as public and research libraries do not have information materials suitable for university learning. The major problem facing library services for distance education is lack of planning and policies on the part of curriculum planners as well as library administration.

Although there is widespread opinion among students, lecturers as well as university administrators that university libraries play a critical role in the teaching, research, and learning activities, there is also awareness that university libraries in Kenya, especially those in public universities are not effectively providing services. This has led to devaluing of the role of libraries and their marginalization in the university set up. It was observed that comparatively, libraries in private universities are doing better in terms of acquisition, service provision and adoption of information technology. This is partly because they are better funded by their parent institutions and operate under the Commission of Higher Education and therefore are under pressure to adhere to the set standards.

This research concludes that university libraries in Kenya are not effective and that urgent measures are required to redeem their situation as a way of enhancing the quality of university education in Kenya. These measures include, first, adoption of strategic planning in all areas of library management such as human resource, collection development and service provision. This will enable libraries to evaluate their role in the university, establish goals based on user demand and therefore introduce a more systematic approach to the allocation of resources on priority basis. Secondly, library managers need to demonstrate the centrality of libraries in the overall mission of the university as well as be proactive in the political gamesmanship within the universities in order to influence the distribution or resources among programmes and departments. Thirdly, to remain viable sources of information, university libraries in Kenya have to make use modern information and communication technology.

There is an overwhelming evidence that manual systems are not functioning optimally due to retrenchment of staff, inadequate funding as well as change in information seeking behaviour of users. Application of new information and communication technology can assist university libraries to facilitate better access to local and global information through CD-ROMs, electronic catalogues, Internet technology and resource sharing.

## 5.7.2 Zusammenfassung in deutscher Sprache

Ziel der Arbeit ist es, die gegenwärtigen Entwicklungen, Arbeitsmethoden und Leistungen der Universitätsbibliotheken in Kenia zu erfassen und darzustellen; hierbei werden sowohl die Bibliotheken der Universitäten in staatlicher wie diejenigen in privater Trägerschaft berücksichtigt. Die Arbeit konzentriert sich im einzelnen auf vier größere Bereiche. Zuerst geht es um den Stand der Universitätsbibliotheken in Kenia hinsichtlich ihres Haushalts, ihrer Personalausstattung und der von ihnen vorgehaltenen Informationsmaterialien. Zweitens wird die aktuelle Bibliothekspraxis auf den Gebieten der Verwaltung und der Dienstleistung in den Blick genommen; dabei werden Themen wie Bestandsentwicklung, Bestandsrevision und Bestandserhaltung betrachtet, aber auch spezifische Verwaltungsprobleme wie Haushaltsführung, Personalplanung und Öffentlichkeitsarbeit. Auf dem Felde der Dienstleistungen wird deren Typologie in Beziehung zu den verschiedenen Benutzergruppen und auch im Hinblick auf das Fernstudium dargestellt. Drittens befasst sich die Arbeit mit der Wahrnehmung der Bibliothek durch die Benutzer, und zwar sowohl die Studierenden wie die Lehrenden, aber auch durch die kenianischen Bibliothekare selber. Schließlich analysiert die Arbeit den gegenwärtigen Stand und die Wirkung der modernen Informations- und Kommunikationstechnik auf die Dienstleistungen der Universitätsbibliotheken. Insoweit wird der erreichte Stand der Automatisierung und die Anwendung der elektronischen Medien untersucht und ebenso die Frage nach den Auswirkungen auf die Bibliotheksverwaltung und die Informationsdienste.

Die Untersuchung erstreckte sich auf zwei Universitäten der öffentlichen Hand und zwei private Universitäten; beteiligt waren vier leitende Bibliothekare, 80 Studierende (einschließlich postgradualer Studenten) und 40 Mitglieder des akademischen Personals. Die Daten zur Einschätzung der Bibliotheksleistungen wurden zunächst von den akademischen Mitarbeitern durch Fragebögen erhoben, sodann von den Studierenden in gezielt arbeitenden Diskussionsgruppen. Die Interviews mit den leitenden Bibliothekaren sollten in der Regel Daten über Verwaltungspraxis liefern. Die leitenden Bibliothekare stellten auch Bibliotheksstatistiken zur Verfügung, etwa zu den Haushaltsansätzen, zur Buch- und Zeitschriftenerwerbung, zu Personalstand und -ausbildung und ebenso zur

Benutzerschaft in den vier Universitäten, schließlich wurden auch Daten zur Automatisierung und zum Einsatz elektronischer Medien erhoben. Die beschreibenden Informationen, die zu erhalten waren, sind in der Weise zusammen fassend dargestellt worden, dass die Ähnlichkeiten und die Unterschiede im Betrieb der verschiedenen Universitätsbibliotheken deutlich wurden. Die statistischen Bibliotheksdaten sind in Form von Gesamtzahlen, Verhältniszahlen und Prozentzahlen wiedergegeben und in Übersichten, begleitet von Erläuterungen, präsentiert worden.

Ganz allgemein zeigen die Ergebnisse der Untersuchung, dass die vorgehaltenen Dienstleistungen der Universitätsbibliotheken in Kenia unzulänglich sind. Erstens hat sich in den Universitäten der öffentlichen Hand die Entwicklung der Bibliotheksbestände bis zu einem Maße verschlechtert, dass es gar keine Mittel für Bücherkauf und Zeitschriftenabonnements mehr gibt. Die Ursache liegt darin, dass die Regierung, die die Hauptquelle der Finanzierung darstellt, die Haushaltsansätze für die staatlichen Bibliotheken minimiert hat. Zweitens besteht eine ungenügende Ausstattung mit Personal und ungenügende Weiterbildung des Personals, verschlimmert durch die Politik der Regierung, den öffentlichen Dienst einzuschränken und den Nachwuchs "einzufrieren". Drittens gibt es insofern eine Überlast, als die Bibliotheksgebäude das Personal, die Bibliotheksmaterialien und die wachsende Zahl der Studenten nicht mehr verkraften können. Folglich ist die gegenwärtige Lage der staatlichen Bibliotheken durch extrem geringe Ressourcen für die Bücher-, Zeitschriften und Mediensammlungen und hinsichtlich Ausstattung und Personal gekennzeichnet. Die tatsächlich erbrachten Dienstleistungen sind auf niedrigstem Stand, was Ausleihe und Auskunftsdienst betrifft. – Private Universitäten haben diese Probleme in weit geringerem Maße.

Die Studie zeigt, dass die moderne Informations- und Kommunikationstechnik nur langsam in die kenianischen Universitätsbibliotheken Einzug gehalten hat. Dies schließt die Automatisierung der Bibliotheksroutinen ein, wie Erwerbung, Benutzung, Katalogisierung und Bearbeitung öffentlich zugänglicher Kataloge, aber auch den Erwerb von Datenbanken auf CD-ROMs, von elektronischen Zeitschriften und den Zugang zum Internet. Private Universitäten sind in all diesen Punkten schneller gewesen. Doch ist die Entwicklung zum einen durch die Finanzierungslücken behindert worden, sodass

Computer nicht angeschafft und Netze nicht aufgebaut werden konnten, zum anderen durch das Fehlen von geschultem EDV-Personal und durch die kümmerliche Telekommunikations-Infrastruktur im Lande.

Die Studie zeigt ferner, dass Bibliotheksdienstleistungen für das Fernstudium ebenfalls nur dürftig entwickelt sind. Normaler Weise wird von Fernstudenten erwartet, dass sie die Bücher aus ihrer jeweiligen Universitätsbibliothek entleihen, was in den ländlichen Gegenden allerdings höchst unbequem ist. Andererseits bieten etwa Öffentliche oder Forschungsbibliotheken keinen Ausweg; denn sie haben die für Fernstudenten passenden Lehrmaterialien nicht. Das Hauptproblem ist das Fehlen einer Planung und einer Politik für derartige Dienstleistungen auf Seiten der Curriculumplaner wie auch der Bibliotheksverwaltung.

Unter Studierenden, Lehrenden und Universitätsbeamten ist durchaus die Ansicht verbreitet, dass Universitätsbibliotheken eine entscheidende Rolle in Lehre, Forschung und Studium spielen. Man nimmt allerdings auch zur Kenntnis, dass die Universitätsbibliotheken in Kenia, besonders diejenigen der staatlichen Universitäten, keine wirkungsvollen Dienstleistungen erbringen. Dies hat zur Entwertung ihrer Rolle und zu ihrer Marginalisierung in der Hochschullandschaft geführt. – Man kann die Beobachtung machen, dass die Bibliotheken der Privatuniversitäten auf den Gebieten Erwerbung, Dienstleistungen und Einsatz der Informationstechnik vergleichsweise besser arbeiten. Das kommt daher, dass sie von ihren Trägern besser ausgestattet sind, unter der *Commission of Higher Education* arbeiten und sich deshalb an die vorgegebenen Standards halten.

Diese Untersuchung kommt zu dem Ergebnis, dass die Universitätsbibliotheken in Kenia ihre Rolle nicht effektiv spielen und dass dringend Maßnahmen erforderlich sind, ihre Situation zu verbessern – dies auch als ein Weg, die Qualität des Universitätsstudiums in Kenia zu steigern. Diese Maßnahmen umfassen zunächst die Aufnahme einer langfristigen Planung auf allen Gebieten bibliothekarischer Arbeit, Personalplanung, Bestandsentwicklung und Dienstleistungen. Dies wird die Bibliotheken in den Stand setzen, ihre Rolle in der Universität neu zu bestimmen, sich so Ziele zu setzen, die auf den Benutzerbedürfnissen basieren und zu einer sinnvolleren Ressourcenplanung auf der

Grundlage bestimmter Prioritäten führen. Zweitens sollten die leitenden Bibliothekare die zentrale Bedeutung der Bibliotheken hervor heben, welche ihnen im Zusammenhang der gesamten Universität zukommt; die Bibliothekare sollten auf dem Feld der Universitätspolitik aktiv mitspielen, um die Verteilung der Mittel auf Programme und Fakultäten zu beeinflussen. Drittens müssen die Universitätsbibliotheken in Kenia, um nutzbare Quellen der Information zu bleiben, die moderne Informations- und Kommunikationstechnik einsetzen.

Es ist offensichtlich, dass manuelle Systeme in staatlichen Bibliotheken nicht mehr optimal arbeiten können, einmal wegen der Personalknappheit, der ungenügenden Finanzierung, aber auch wegen des gewandelten Benutzerverhaltens bei der Suche nach Informationen. Die Anwendung neuer Informations- und Kommunikationstechnik kann den Bibliothekaren an den Universitäten helfen, besseren Zugang zu örtlichen und zu globalen Informationen zu schaffen, zum Beispiel durch CDRom, elektronische Kataloge, Internetzugang und Ressourcenbündelung.

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**APPENDIXES**

**APPENDIX I**

STATISTICS COLLECTION FORM FOR UNIVERSITY LIBRARIES

Name of Library……………………………………………..

1. User Population (Please give numbers for each academic year)

|  | 1996/97 | 1997/98 | 1998/99 | 1999/00 | 2000/01 |
|---|---|---|---|---|---|
| Academic staff |  |  |  |  |  |
| Undergraduate students |  |  |  |  |  |
| Postgraduate students |  |  |  |  |  |

2. Collection Size (Please give numbers)

|  | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/01 |
|---|---|---|---|---|---|
| No. of monograph volumes held |  |  |  |  |  |
| No. of journal volumes held |  |  |  |  |  |

3. Acquisitions — Monographs (Please give numbers)

| No. of volumes acquired by: | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/01 |
|---|---|---|---|---|---|
| Purchase (own funds) |  |  |  |  |  |
| Purchase (donor funds) |  |  |  |  |  |
| Exchange |  |  |  |  |  |
| Donation |  |  |  |  |  |
| Deposit |  |  |  |  |  |
| Other |  |  |  |  |  |
| Total |  |  |  |  |  |

4. Acquisitions — Journals (Please give numbers of titles)

| No. of titles acquired by: | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/01 |
|---|---|---|---|---|---|
| Purchase (own funds) | | | | | |
| Purchase (donor funds) | | | | | |
| Exchange | | | | | |
| Donation | | | | | |
| Deposit | | | | | |
| Other | | | | | |
| Total | | | | | |

5. Nature of external support (Please tick if received)

| | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/01 |
|---|---|---|---|---|---|
| Grants of funds | | | | | |
| Books | | | | | |
| Journal subscription | | | | | |
| Equipment | | | | | |
| Staff | | | | | |
| Staff training | | | | | |
| Other | | | | | |

6. Main donor agencies:

a.) ……………………………………..

b.) …………………………………….

c.) ……………………………………..

d.) ……………………………………..

7. Equipment

| | 1996/97 | 1997/8 | 1998/99 | 1999/2000 | 2000/01 |
|---|---|---|---|---|---|
| No. of photocopiers | | | | | |
| No. of microcomputers | | | | | |
| No. of CD-ROM titles | | | | | |
| No. of computers connected to the internet | | | | | |
| No. of e-journals subscribed | | | | | |

8. Areas already computerized (Please tick if computerized)

a.) Acquisitions_____

b.) Circulation_____

c.) Catalogue_____

d.) Journals_____

9. Library staff (Please give numbers)

| | 1996/97 | 1997/998 | 1998/99 | 1999/2000 | 2000/2001 |
|---|---|---|---|---|---|
| Professionals | | | | | |
| Para-professionals | | | | | |
| Non-professionals | | | | | |

10. Library staff training (Please give numbers)

| | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/2001 |
|---|---|---|---|---|---|
| No. sent on courses leading to formal qualification | | | | | |
| No. sent to seminars, workshops, etc | | | | | |

11. Expenditure from institutional (internal) funds (Please give amount of money spent in Kenya  Shillings.)

| | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/2001 |
|---|---|---|---|---|---|
| Books | | | | | |
| Journals | | | | | |
| Equipment & Furniture | | | | | |
| Materials and maintenance | | | | | |
| Other | | | | | |
| Total | | | | | |

12. Reading spaces (Please give numbers)

| | 1996/97 | 1997/98 | 1998/99 | 1999/00 | 2000/01 |
|---|---|---|---|---|---|
| No. of reading spaces | | | | | |

13. Borrowings (Please give numbers)

|  | 1996/97 | 1997/98 | 1998/99 | 19991/2000 | 2000/2001 |
|---|---|---|---|---|---|
| Main collection |  |  |  |  |  |
| Short loan collection |  |  |  |  |  |
| Journal collection |  |  |  |  |  |

14. Literature searches (Please give numbers of searches contacted)

|  | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/2001 |
|---|---|---|---|---|---|
| CD-ROM databases |  |  |  |  |  |
| Internet |  |  |  |  |  |
| On-line |  |  |  |  |  |

15. Interlibrary loans (Please give numbers)

|  | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/2001 |
|---|---|---|---|---|---|
| Borrowed within Kenya |  |  |  |  |  |
| Borrowed from within Africa |  |  |  |  |  |
| Borrowed from outside Africa |  |  |  |  |  |
| Loaned within Kenya |  |  |  |  |  |
| Loaned within Africa |  |  |  |  |  |
| Loaned outside Africa |  |  |  |  |  |

16. Reference enquires (Please give numbers)

|  | 1996/97 | 1997/98 | 1998/99 | 1999/2000 | 2000/2001 |
|---|---|---|---|---|---|
| No. of enquiries |  |  |  |  |  |


**APPENDIX II**

INTERVIEW SCHEDULE FOR UNIVERSITY LIBRARIANS

Name of Library……………………………….

<u>Library Collection</u>

1.  What is your collection development policy? Has this been changed during the past  five years? Why and in what way?

2.  How do you select material for acquisition? Has the method been changed over the past five years? Why and in what way?

3.  How does the library/university meet the need for undergraduate textbooks?

4.  Which methods of acquisition do you prefer for providing needed materials?

5.  In what ways has the introduction of IT affected collection development?

6.  In what ways has the use of resource sharing affected collection development?

7.  Which part of your collection is most used and by which category of reader?

8.  In what way would you like to improve the collection?

Library Services

1.  In what ways have library services changed over the past five years? What new services have been introduced? What services have been discontinued?

2.  In what ways has the introduction of IT affected library services?

3.  In what ways has the use of resource sharing affected library services?

4.  Which service(s) are most used and by what category of reader?

5.  In what way would you like to improve or change library services?

Funding

1.  Has there been any change in university funding to the library over the past five years? (e.g. in methods of allocation, in methods of expenditure control, in amounts allocated)

2.  Are university authorities/government becoming more or less supportive of library activities?

3. Does the library generate income? Are any services maintained on a cost-recovery basis? Do you generate income from selling services within or outside the country?

4. Does the library get financial support from the private sector?

5. Has the introduction of IT affected the funding of the library and its services?

Donor Support

1. Has there been any change in the nature of donor support to the library over the past five years?

2. Do you actively seek donor support and with what success?

3. How are the terms of donor support normally determined?

4. Which donor support programme has been most successful and why?

5. Which donor support programme has been least successful and why?

6. Given a free choice, which library activity would you ask a donor to support?

Staff Recruitment and Training

1. Have there been any changes in the recruitment/training/retention of library staff over the past five years?

2. What type of training has been most valuable to the library?

3. What training has been least valuable to the library?

4. What knowledge or skills are lacking in the library?

Management

1. What changes have taken place in library management over the past five years? Have any management strategies like performance measurement, quality assurance or Strategic planning been introduced? With what result?

2. Has any impact assessment been carried? (e.g. a cost-benefit analysis of the use of IT in providing information as against direct purchase or a user satisfaction survey?)

3. In what way could the management of the library be improved?

**APPENDIX III**

QUESTIONNAIRE FOR LECTURERS

Name of University……………………………………..

Department……………………………………..........

Use of the Library

1. To what extent are you satisfied with the library collections/services as a resource for teaching and research? Do you have any problems? Please explain.

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   …………………………………………………………………………………………

2. What change(s) would you most like made to the library collections/services?

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   …………………………………………………………………………………………
   …………………………………………………………………………………………

3. Has the introduction of computer-assisted bibliographical databases and searching assisted your teaching or research?

   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

4. Has the availability of Internet services affected your use of the library services offered?

   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

<u>General</u>

5.  Have you used any university libraries outside of this country? How do you rate this library in comparison? Are there are aspects of those other libraries, which you would like to see introduced here?

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**APPENDIX IV**

<u>QUESTIONNAIRE FOR STUDENTS</u>

Name of University………………………………..

Department…………………………………………

Course…………………………………………………..

Year of study……………………………………….

1. Are you satisfied with the sources of information available to you? Please explain

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2. Do you experience problems in the use of the university library? Please explain.

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3. What change(s) would you most like made to the library collections/services?

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4. Has the introduction of computer-based bibliographical databases and searching assisted in your learning or research?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

5. Has the availability of Internet services affected your use of the library services offered?

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…………………………………………………………………………………………

**Lebenslauf von Joseph Muema Kavulya**

**Angaben zur Person**

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2001-2004            Doktorand am Institut für Bibliothekswissenschaft der Humboldt Universität zu Berlin

1999 (Oktober-November)  Unix Systems Networking Certificate University of Maryland, U.S.A

1994-1996            Magister (Bibliothekswissenschaft) Kenyatta Universität, Nairobi

1989-1992            Bachelor of Arts (Literaturwissenschaft und Soziologie) Kenyatta University

1987-1988            Kenya Advanced Certificate of Education (K.S.C.E.) Thika High School for the Blind, P.O Box 1349 Thika, Kenya

1983-1986            Kenya Certificate of Education (Abitur) Tala High School, P.O Box 44, Tala

**Besondere Kenntnisse**

Sprachkenntnisse      Deutsch (gut in Wort und Schrift)

                           Englisch (perfekt in Wort und Schrift)

                           Kiswahili (perfekt in Wort und Schrift)

Computerkenntnisse    Windows (95, 98, NT), Macintosh, Unix (BSD, Solaris),

HTML, mit und ohne Editor, JavaScript, Network Support für Windows, Unix, Macintosh; Server, Client Web-Design (Windows und Macintosh, MS IE und Netscape

**Praktika / Studentische Tätigkeit**

| | |
|---|---|
| 1995 (Februar –Juni) | Kenyatta University Library, P. O Box 13848, Nairobi International Centre for Insect Physiology and , Ecology, P. O Box 86345, Nairobi |

**Berufserfahrung**

| | |
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| Seit 1996 | Position: Reference Librarian, Head Cataloguing Division, Catholic University of Eastern Africa Library, P. O Box 62157, Nairobi |
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Kavulya, J.M. (2004) "Challenges in the Provision of Library Services for Distance Education in Kenya: A Case Study of Selected Universities in Kenya" in: African Journal of Library, Archives and Information Science. Vol 14, No 1

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**Eidesstattliche Erklärung von Joseph Muema Kavulya**

Ich erkläre hiermit an Eides statt, dass die vorliegende Dissertation von mir selbst und ohne unzulässige Hilfe Dritter verfasst wurde, auch in Teilen keine Kopie anderer darstellt und die benutzten Hilfsmittel sowie die Literatur vollständig angegeben sind.


Berlin, Februar 2004


Joseph Muema Kavulya