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DETERMINANTS OF EFFECTIVE
LIBRARY USER EDUCATION IN PUBLIC
AND PRIVATE UNIVERSITIES IN KENYA

BY

JOSEPH MUEMA KAVULYA

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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KENYATTA UNIVERSITY LIBRARY

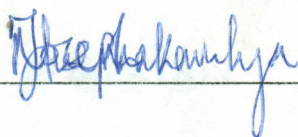
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DECLARATION

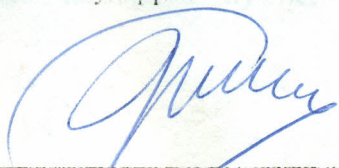
This research report is my own original work and has not been presented for a degree in any other university.



JOSEPH MUEMA KAVULYA

In memory of my late father, Gabriel Kavulya Mwangi
to my mother Bridget Njiru Kavulya with enduring love, self

This research report has been submitted for examination with my approval as a university Supervisor



J.R. NJUGUNA, M.L.S., Dip. Lib.
Senior Assistant Librarian.
KENYATTA UNIVERSITY.

August 1995

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ABSTRACT

The success of a research endeavour like this one depends on the goodwill of many people.

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ABSTRACT

This study aimed at investigating the various factors that affect the effectiveness of library user education in private and public universities in Kenya. It also assessed how far these library user education programmes/practices are enabling the clientele to make the best use of library resources by giving them the appropriate library skills.

The study covered two public and two private universities and involved 120 students in total, and 28 librarians. It utilized questionnaire and observation checklists in data collection. Being descriptive, it largely used descriptive statistics to analyse data and make inferences.

The findings of the study indicate that the present library user education practices in Kenyan public and private universities have not succeeded in facilitating maximum utilization of information resources and services in the respective libraries due to reasons such as poor timing of such programmes in the students' university life, inadequate time allocation to these programmes and institutional factors e.g lack of proper policies on library user education as well as lack of evaluation of such programmes.

The study recommends that among other steps, university libraries need to have well stated policies to guide them in the area of user education and more time should be allocated to these programmes. Each form of library user education should be guided by ~~realistic~~ ^{realised} objectives. Even more importantly, it underscores the need to evaluate these programmes regularly.

Therefore, the study has revealed the state-of-art concerning the performance of university libraries in user education, exposed the various shortcomings in library user education and the reasons for them. It further provides a basis for future action, in the planning and implementation of user education programmes.

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CHAPTER 1

1.1 Introduction

University education is the highest level of the formal system of education which is geared towards training manpower for national development through teaching and research. Such endeavour is expected to respond to the national political and socio-economic milieu with a view to finding solutions to problems facing the society.

According to the **Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond**, the specific goals of universities in Kenya are:

- i) *To develop, advance, preserve and disseminate knowledge and stimulate intellectual life.*
- ii) *To promote cultural development and the highest ideals and values of the society.*
- iii) *To provide through research and consultancy, knowledge, skills and services to the community by helping solve problems facing the society.*
- iv) *To assist the government in achieving its planned development of higher education. ⁽¹⁾*

Presently, there are five full fledged public universities in Kenya:

- i) University of Nairobi
- ii) Moi University
- iii) Kenyatta University
- iv) Egerton University
- v) Jomo Kenyatta University of Agriculture and Technology

There has also been tremendous development of private universities in the last few years. According to **Orodho**, as of January 1995, there were fourteen private universities in Kenya and at the same time, eight other proposals had been submitted to the Commission for Higher Education to be considered for registration as private universities in Kenya. ⁽²⁾

However, out of the fourteen, only three have so far been granted a charter by the Kenya Government. These are:

- i) Catholic University of Eastern Africa
- ii) Daystar University
- iii) University of East Africa, Baraton

The crucial role played by the library in a university setting cannot be over-emphasized. The objectives of university education as aimed by the 8-4-4 curriculum can be summed up as:

making students wholesome individuals by equipping them with forms of skills that will enable them to relate more easily to a changing society. ⁽³⁾

In accordance with this, learning therefore aims at gaining knowledge via harnessing of available information, evaluating and applying it in different circumstances. Thus it is important that university students be able to use information effectively. University libraries in Kenya serve as information resource centres by acquiring documents such as books, journals and other printed materials as well as non printed materials such as microfilms, photographs, audio-visual media as well as computer diskettes. In short, they should acquire material that will satisfy the needs of the different sections of the university community.

However, it would be a great waste of resources to set up a wide collection of information documents if these documents are not properly utilized by the various segments of the user population. This is the focus of this study: the subject of library user education, the rationale being that in their pursuit of knowledge, university students need a well stocked library and the ability to use it.

1.2 Statement of the Problem

The necessity of library user education lies in the fact that the fundamental purpose of the library is to promote the interaction between readers and the library resources.

According to **Lubans:** ,

The overriding objective of the client centred library is to make the universe of recorded information effectively accessible to the

clientele ⁽⁴⁾

In Kenya, many studies have been carried out and it has been documented that library user education is being carried out in Kenyan universities: Njuguna ⁽⁵⁾, Mwigie ⁽⁶⁾ and Bulogosi ⁽⁷⁾. However, no attempt has been made to evaluate the effectiveness of these library user education programmes in facilitating exploitation of library resources and services. Are they facilitating the information transfer process?

This raises the issues of by who, when and how library user education should be provided. The way these issues are interpreted practically will affect the acquisition of library use skills by the clientele and hence determine the effectiveness of user education programmes.

Therefore, the research problem in this study was how methods of teaching, professional background of teachers, timing and length of programmes and the library's policy on library user education affect the acquisition of library use skills.

1.3 Background to the Problem

Effective utilization of library resources can only take place if the user is aware of:

- i) How information has been recorded,
- ii) How it is stored for future use, and
- iii) The skills in retrieving this information from the storage. ⁽⁸⁾

Many of the fresh students joining national universities do not possess these virtues because they lack prior exposure to library operations. In the face of this, there is need for a systematic library user education if these students are to use effectively the libraries to meet their information needs.

The effectiveness of library user education can be assessed at two levels:

- i) its ability to inculcate positive attitude towards the information system and the necessary skills to the clientele,

- ii) the level at which attitudes are displayed and the skills applied in real life situations.

In the former case, graduates of such programmes should possess skills such as use of catalogues, shelf arrangement, use of journals, indexes and abstracts, document scanning and be aware of the character and structure of literature in specific disciplines, etc.

At the second level, users should be able to apply the skills in their information search with ease, accuracy and intensively without spending excess time. They should also display a positive attitude towards library user education, libraries and librarians themselves.

This study investigated the extent to which this is achieved in Kenyan universities, both public and private.

Several factors could affect the acquisition of these skills and attitude. In the first place, there are situational factors surrounding the activity such as methodology, the timing of user education programmes in the students' university life and the professional background of the teacher, whether a librarian or an academic subject specialist.

On the other hand, there are institutional factors such as the libraries' policy as far as library user education is concerned.

In some cases, this is left to the initiative of some enthusiastic members of staff while in others, concerted efforts are put in designing and implementing programmes. Feedback forms the basis for improvement and therefore we need to know whether the library has a mechanism for evaluating the user education programmes.

These factors have been studied to find out how they affect the acquisition of skills and attitude during the library user education process.

1.4 The Purpose and Objectives of the Study

The purpose of this study was to investigate the various factors that determine the

effectiveness of library user education practised in Kenyan private and public universities. The specific objectives were:

- a) To find out the form and content of library user education programmes carried out in public and private universities in Kenya.
- b) To investigate the various factors that affect users' acquisition of library skills from these programmes.
- c) To find out who provides user education, i.e. librarian or subject specialist, and the attitude of librarians towards library user education.
- d) To find out libraries' policy concerning library user education.
- e) To find out the users' perception of the library user education provided and their attitude towards libraries and librarians.
- f) To find out the various problems, if any, encountered in educating the clientele and make suggestions as to how effectiveness can be attained.

1.5 The Significance of the Study

Though a lot of resources are directed towards library user education in university libraries in Kenya, little has been done to evaluate the effectiveness of these programmes in providing a favourable interface between users and library resources and services.

Therefore, the study is expected to be beneficial in:

- i) Drawing the attention of university librarians to the state-of-art concerning their performance in library user education.
- ii) Exposing the various shortcomings, if any, in user education practices and the reasons for them.
- iii) Providing a basis for future action in the planning and implementation of user education programmes.
- iv) Adding to existing literature on library user education.

1.6 Research Questions

The following are the broad research questions on which the study is based:

- i) What is the content and form of library user education programmes provided

- in public and private universities in Kenya?
- ii) Who is involved in the planning and implementation of these library user education programmes?
 - iii) What is the position of libraries as far as library user education is concerned (policy)?
 - iv) What is the attitude of librarians towards library user education?
 - v) What is the clientele's attitude towards library user education, libraries and librarians?
 - vi) With what ease and accuracy are library users able to find information in the library?
 - vii) How intensively is the clientele using the library?

1.7 Limitations of the Study

This study sampled two public and two private universities. Only those within Nairobi area were considered. These are:

- (i) University of Nairobi
- (ii) Kenyatta University
- (iii) Catholic University of East Africa
- (iv) Daystar University

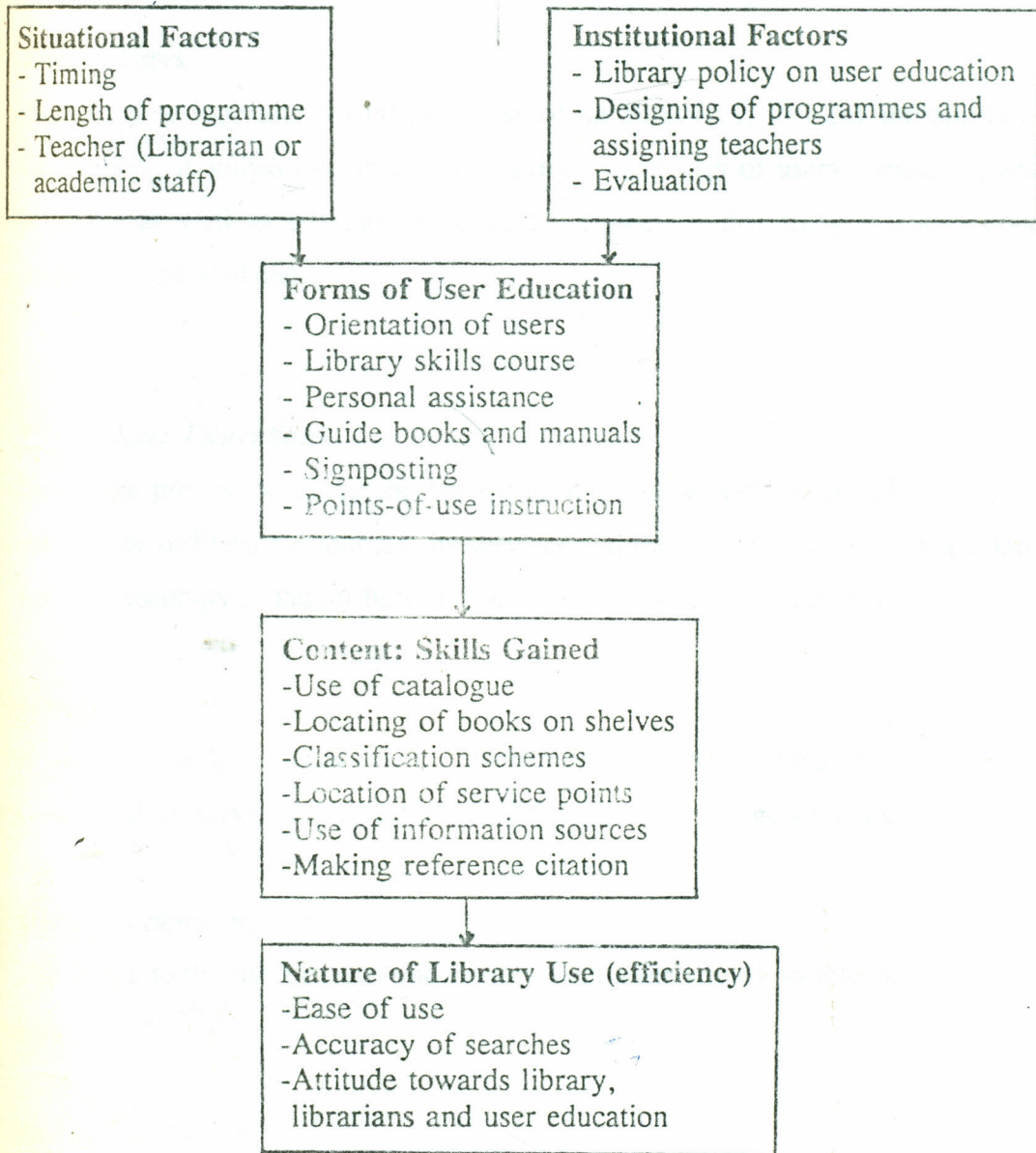
The study was undertaken as a partial fulfilment for the requirements for the award of the degree of Master of Education in Library Science. Besides the project, the researcher was expected to attend classes to fulfil course work requirements. As such there was limited time available for the project.

There were also limited finances at the disposal of the researcher for the purpose of collecting data, transport and report writing. This factor significantly limited his ability to travel out of Nairobi and the number of universities he could cover.

The study was further limited to the undergraduate students only. This is because the group presents a homogeneous collectivity whose user needs and circumstances are fairly uniform and can be easily studied. The researcher felt that attempting to study all categories of users

of the university library would require more elaborate research design, more time and finances which were, however, not at his disposal.

1.8 Determinants of Effective Library User Education in Public and Private Universities: a Conceptual Framework



Explanation:

Both situational and institutional factors will determine the form and content of user education. Different forms have different contents and hence will determine the kind of skills users will gain. Effective user education should enable users to demonstrate accuracy, ease and independence in the use of the library. It should also enable them to display a positive attitude towards library services. This will be determined by the kinds of skills they gained from user education programmes.

1.9 Definition of Terms

University Libraries

These are those libraries that are established to serve the university community and whose main objective is to support the teaching and the learning process as well as research activities undertaken by the university.

Library Users

This refers to individuals who make use of the resources, services and sources available in the library. A university library has various categories of users: students, academic, non academic as well as administrative staff. However, this study is solely concerned with undergraduate students.

Library User Education

This is the process whereby the library user is firstly made aware of the various types and the number of library resources, its services and the information sources available to him or her, and secondly is taught how to use these resources, services and sources.

Library Orientation

A set of activities aimed at enabling the library user to become aware of the existence of the library and its services and to enable him learn about the general use of the library.

Library Signposting

This refers to the use of signs and notices within the library to inform, guide or instruct the library user.

Library Instruction

This means the process of giving the student necessary skills so as to enable him to obtain information required for specific purposes from the information resources. In this study, library instruction is taken to be the same as library skills course.

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This refers to the systematic collection and analysis of data about what is taught and what is learned with the aim of comparing expectations and outcomes and therefore determine whether the course has achieved its goals.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Library User Education

The concept of library user education is generic encompassing both notions of education and training. Education is concerned with instilling of values, attitudes and motivation while training is concerned with inculcating of skills.

According to **Stevenson**, library user education is:

the process whereby actual and potential users of the library are made aware of the value of information in special areas, are inculcated with positive attitude towards the need to seek information; are motivated to use information resources and are given skills of discovering relevant information for use. ⁽¹⁾

Library user education emerges against a prevalent notion that university libraries are static institutions:

More concerned with storing of books and other documents ... they passively wait for the approach of a potential user instead of actively drumming up business. ⁽²⁾

The rationale for library user education today therefore, lies in the fact that the library is not to be perceived merely as a collection of books but rather as an active communication complex demanding a generous expenditure of effort to attain success. The library personnel stands out as a human component of this system that is providing access. What needs to be stressed is that information systems are inefficient if not fully used. Library user education endeavours to transform potential users to actual ones as well as improve the abilities of the existing ones.

2.2 Justification For Library User Education

University libraries exist first and foremost to provide support to the teaching, learning and research processes in the university. At this level, the learner is expected to conduct independent exploration in diverse disciplines and topics. For this to be realised, there is need for him or her to appreciate the library as existing to provide supporting information resource, and therefore exploit it.

According to Ahmed:

Students are not accustomed to exploring, discovering and retrieving information from library sources to complement their studies in their first year of university education. ⁽³⁾

This leads to wastage of time wading through the wrong sources, using retrieval tools on trial and error basis. This phenomenon is rampant in Kenya as found out by Mwigie ⁽⁴⁾. Similar sentiments have been expressed by Mathu who has observed that:

New comers at the university have very little knowledge of the mechanism of library use. Such students need to be educated on how to use the library so as to exploit its resources and understand the pattern of communication and how to organize efficiently their methods of information retrieval. ⁽⁵⁾

As such, there is need for library users to be acquainted with techniques such as: use of catalogues, characteristics of literature in specific disciplines, methods of searching indexes, abstracts, use of non print media resources, special collections, etc. Obviously, the greater the combination of these skills the higher the likelihood of the user being effective in utilization of library resources.

Interest is another ingredient for the full exploitation of library resources. Unfortunately Abdul Aziz Al Nahari has pointed out that:

University libraries are little used by students because of the general lack of student's interest. ⁽⁶⁾

As such university librarians have the responsibility of educating library users so that they come to regard the library as a friendly place, and librarians as an able lot willing to assist them to satisfy their information needs. With such an attitude, the student will use the library more confidently and intensively.

Dwindling funds and lack of staff calls for economy if users are to be adequately served. University libraries in Kenya are experiencing reduction in budgetary allocations. (7) According to Ng'ang'a, today the problem of the librarian is:

provision of library service to a growing user population with diminishing resources. (8)

Katz has also pointed out that:

lacking funds and staff, it is necessary to use time wisely... time does not permit maximum, even moderate service. Therefore it is better to have an educated user who will not have to rely on librarians who may not be available. (9)

The fundamental role of the university library, as already pointed out, is supporting the educational process. Therefore the librarian is part of the educational system.

His motive is to:

facilitate learning, help people to make connection between ideas and help them develop a sense of selectivity and critical judgement about sources. (10)

What all these scholars point out is the fact that library user education is not a luxury for anyone to indulge in. Failure to carefully plan proper user education programme by any university library would be booking a one way ticket to the wastelands of irrelevance. Besides, it will be injurious to the whole educational system in the university.

2.3 Aims and Objectives of Library User Education

Aims and objectives of library user education may vary depending on the setting and type of library. However, according to Herring, in the university setting, it has the following basic aims:

to enhance student learning, to encourage user independence, to widen the use of a range of resources and introduce the library resources and introduce the library and staff to its users. (11)

The library is a major learning tool and as such must be made accessible to students to assist them in their learning. Hence the giving of library user education is in contribution to the acquisition of education and life skills to the student.

According to Fjallbrant and Stevenson:

it is the responsibility of an academic library not only to support teaching functions but also actively participate in instructing the community in the effective identification and use of information resources relevant to their interests. (12)

Accessibility of information in the library depends partly on the knowledge of what to look for and how to obtain it. Therefore, in this context, library user education is aimed at demonstrating the potential usefulness of the library as well as instilling into students how to use it by equipping them with necessary skills.

Stevenson has argued that user education also aims at making the student more independent.⁽¹³⁾ In support of this, we should note that in the university setting, the student is expected to prepare dissertations and long essays which require a sense of selectivity and extensive use of the available information resources.

Of course we should bear in mind the words of Lubans that:

educating patrons to become self directed, completely independent researchers is a laudable but often unrealistic goal. (14)

In other words, whereas library user education has the task of ensuring that systems used are straight forward, self explanatory and give its recipients ability to exercise individual judgement, it should, at the same time encourage them to seek professional assistance when necessary.

For such to be possible then, it is expected that graduates of library user education will have a positive attitude towards libraries and librarians. As such it is:

not just concerned with cognitive objectives but also with affective objectives and at creating an atmosphere for communication between users and librarians. (15)

With increased contact between students, academics and the library, awareness of users' needs will be heightened. This will have a positive impact on accessibility of materials and satisfaction of users' needs. Thus the library will become a more useful tool.

2.4 Forms of Library User Education

According to Malley, (16) there are basically three forms of library user education: User orientation, Library instruction and Bibliographic instruction.

2.4.1 Orientation

Orientation is concerned with introducing the user to the general techniques of library usage and services available in the library, and the organization, service and layout of the particular library. Methods of user orientation include orientation lectures and guided tours in the library. Fjalibrant and Stevenson have summarised the objectives of library orientation as to enable:

students to become aware of the existence of the library and the services available and enabling students to learn about the general use of the library; when the library is open, where specific items are to be found and how to actually obtain and borrow material required. (17)

The crucial role of user orientation lies in the fact that it comes at the beginning of the student's interaction with the library. The impact it has will therefore influence users' attitude and later use of the library.

However, orientation programmes have been criticised by scholars for their ineffectiveness. Lubans has observed that:

there is no clear evidence...that orientation is in itself a pedagogically desirable practice. ⁽¹⁸⁾

According to Ford as quoted by Njuguna:

the lecture commonly given to fresh students at the beginning of their first session must be surely a waste of time. The library, with its vague connection with academic work can hold little attraction for a student struggling to adjust to university life. ⁽¹⁹⁾

The bone of contention as far as library orientation is concerned seems to be the methodology, timing and length. There is no doubt that orientation programmes have an essential part to play in educating the user. The questions are: what objectives should be aimed at this stage?; when should it be given?; and what methods should be employed?.

2.4.2. Library Instruction

This is geared towards enabling users to obtain information required by making use of the total resources and material available in the library. According to Njuguna, it is concerned with the problem of retrieval and development of study skills and in Kenyan universities it arose after the realization of the inadequacy of the orientation programme. ⁽²⁰⁾

Essentially, library instruction includes in-depth explanation of specific library techniques e.g use of specific materials, such as indexes, use of classification schemes, etc. As such it should be directed to those who have a demonstrated need. ⁽²¹⁾

According to Ng'ang'a, the objectives of library instruction should include enabling users

to:

- i) *Use the readers' guide to periodical literature,*
- ii) *Use non book media (NBM),*
- iii) *Find books on specific subjects through the card catalogue,*
- iv) *Use specific reference books, and*
- v) *Conduct a search in indexing services.*⁽²²⁾

2.4.2.1 The Concept of Communication Skills in Kenyan Universities

Communication skills is one of the common courses for the undergraduate students in the 8-4-4 education system regardless of their subject specialization, which is:

designed to help newly recruited university students familiarise themselves with particular skills associated with academic work at the university.⁽²³⁾

According to the **Board of Common Undergraduate Courses of the University of Nairobi**, the purpose of the course is to:

improve the communication skills of students so that they can cope efficiently with their studies... focuses on the learning, the interpretation of tables and graphs, library skills, study skills and writing skills.⁽²⁴⁾

Therefore, the course is based on a felt need to remedy the communication problems encountered by students. For example, in a research conducted at Kenyatta University, it was found that many students had language problems associated with expectations at the university level as revealed in term papers and examinations.⁽²⁵⁾

The library skills component was introduced in the communication skills as one of information skills felt a university student should possess if he is to do well in his studies. Therefore, the library skills component aims at:

- i) *Ensuring that the user can exploit library resources adequately and to his satisfaction,*
- ii) *Establishing a link between the subject taught and the library resources*

available,

iii) *Giving students practical experience in using literature,*

iv) *Enabling the student to be independent in his information seeking.* ⁽²⁶⁾

2.4.3 Bibliographic Instruction

This third level of library user education refers to the offering of formal teaching in bibliography. It deals with issues such as information and its organization, subject headings, vocabulary control, control in searches and definition of research topics, type of resources to consult, outlining techniques and planning research papers, note taking, techniques in search, references and bibliography writing, search strategies, etc.

On account of this, bibliographic instruction is most relevant to users actively engaged in research, eg. postgraduates and academic staff.

2.5 Factors Related to the Success of Library User Education

2.5.1 Methods Used in Library User Education

The choice of teaching methods depends on the teaching situation, the subject content, the students and the teacher. However, we can briefly describe some of the most prevalent methods used in Kenya.

(a) **Lectures**

Lectures are the most common method of teaching in the university, especially because large groups of students are involved. Their functioning is based on the fact that they make use of both auditory and visual inputs, that is, by use of blackboards, overhead projectors, speech, etc.

In the library user education, the orientation consists of both lecture and guided tours. However, the lecture method has obvious setbacks. Fjallbraut and Stevenson have observed that:

- i) *Speed of deliver of information can not be controlled by the receiver and repetition is not possible unless written handouts are provided,*

- ii) *If attendance is voluntary, there is need for students to be greatly motivated,*
- iii) *Students play passive role apart from taking notes,*
- iv) *Provides no feedback as to whether students relate new facts to their existing knowledge.* ⁽²⁷⁾

(b) **The Guided Tour**

The guided tour is typical of the orientation given to students during their first week in the university. They take the form of groups of students being shown around the different stations in the library. Among the disadvantages of guided tours are:

- i) they are given when students have little interest or no motivation to use the library
- ii) the students take no part in learning or teaching process

(c) **Seminars, Tutorials and Demonstrations**

Seminars, tutorials and demonstrations are given to smaller groups of students than the average lecture. ⁽²⁸⁾ The atmosphere tends to be less formal and there is great opportunity for interaction between the students themselves. It is possible to provide motivation and ensure that students are actually gaining, for example, practical exercise during which the teacher receives feedback of their progress.

Demonstrations are useful in teaching skills to small groups such as the use of various tools for information retrieval especially, if the students are given the opportunity to actively search for information on given topics.

(d) **Audio-Visual Methods**

In recent years, there has been an increasing interest in the use of Audio-visual media such as video tapes, tape/slide presentations and audio tapes. Therefore, they are a recent development in library user education. On their advantages, **Fjallbrant** has observed that they:

facilitate flexibility, ease of updating, control of speed of presentation and low cost. ⁽²⁹⁾

(e) Guides and Manuals

The library guide can be a good source of useful information such as opening hours, outline of arrangement of resources and services or regulations, use of catalogue and services available. Printed information is always available for use when required and students can work at their own pace. In most cases, library guide and manuals are provided as part of the orientation programme.

Though they can not present all information required at the point of use, they contribute to enabling the user to find his way in the library.

The major question however, is whether the information in printed guides is translated into meaningful practical use. Do students value it as useful information? Unless accompanied by use, printing of guides could be a waste of money and time. Therefore, in their preparation, it is important to bear in mind the warning sounded by **Parker** and **Turley** that:

the representation of that information should be as attractive as possible, otherwise, however good it could be discarded, unread. ⁽⁵⁰⁾

(f) Practical Exercises

Users can learn a great deal by actively carrying out practical exercises in the process of library skills course. For the best results however, practical exercises should be subject related, especially because students feel motivated to actively study and constantly receive feedback on their progress.

(g) Individual Instruction at Reference Desk/Point-of-Use Instruction

The virtues of personalised service at the reference desk or any other point of use have been extolled by many scholars. **Parker** and **Turley** have observed that:

there are occasions when guidance is most appropriately provided at the place where publications or services are situated and used; for instance instructing on methods of extracting reference from particular abstracting or indexing journal and advice on how the library catalogue or microform

readers are used. ⁽³¹⁾

The greatest advantage of this is that the user will be able to ask a question about the use of some part of the library when he or she is most motivated to learn a particular point. However, it is not always feasible in the milieu of limited manpower.

(h) Signposting

This refers to the use of signs and notices for directional purposes. An experienced user is in a completely different situation and may rely heavily on signs, notices, and plan models for self-guiding. There is need for adequate guiding to direct users to specific subject areas and major facilities.

Ndegwa ⁽³²⁾ has identified three types of signs that can be useful:

- i) *Directional signs, e.g. floor plans, how to use the catalogues, etc.*
- ii) *Public relations, e.g. signs about conduct in the library, e.g. smoking, noise-making, etc.*
- iii) *Locational signs, e.g. entrances, exit, issue desk, etc.*

She has gone further to stress that:

actual production of signs should be such that users are not loaded with information hence content should be brief and concise. ⁽³³⁾

Another classification of signs and guiding is that proposed by Reynolds and Barret ⁽³⁴⁾ who have grouped them according to their purpose and level of importance hence two broad groups which are:

- a) *Signs relating to direction finding.*
- b) *Signs relating to use of resources*

a) Signs Relating to Direction Finding

These explain the overall size and shape of the library and the location of various resources within it. They direct users to specific destinations by means of a logical

progression of signs which give appropriate information when it is needed. Finally, they give users confirmation that they have arrived at their intended destinations. Example of these are plans, directories, directional signs and identification signs.

i) *Plans:*

These present the user with an overview of the shape and size of the building and relationship between floors if it is a multi-storied building. Single-level plans are designed for a single storied building to help users find their way round one particular floor.

ii) *Directories:*

These could be floor-by-floor listing of the various destinations or alphabetical listings. In the former case, destinations are grouped according to the floor on which they are found while in alphabetical listing, a floor number is given with each individual destination name.

Directories are also given for the purpose of relating class marks to stack numbers or stack numbers to floor etc.

iii) *Directional signs:*

These direct users to particular destinations by means of arrows. A sign may carry one destination or several of them.

iv) *Identification Signs :*

These serve to orient the users and tell them when they have reached their destinations. Therefore, they include external signs (those indicating the location of the library) and internal ones (to indicate destinations and label storage units and individual stock items). Therefore several visually distinct levels of identification signs may be needed.

b) **Signs Relating to the Use of Library Resources**

These facilitate the usage of library resources and services hence they could either be instructional or informational.

i) *Instructional Signs*

These are signs which guide the user through procedures necessary for the efficient use of the library and its materials, equipment or services. They include instructions on how to use the catalogue, microfilm readers, procedures for borrowing materials, etc.

Instructions usually take the form of a listing of discrete statements each corresponding to a stage of procedure. Continuous texts and even diagrams are also used.

ii) *Informational Signs*

These give users information as to the availability of library resources and any special conditions or restrictions relating to their use of the building in general. Examples are instructions on opening hours, conditions relating to the borrowing of books and restrictions on noise, smoking, eating in the library etc.

2.5.2. Who Should Teach Library User Education?

There is debate as to who is most suited for the teaching of library user education; whether the librarian or academics. Cowley has observed that:

despite the length of time library user education has been around, it is still not widely accepted as the legitimate call and mission of the librarian by the academic staff. ⁽³⁵⁾

In the Arab world;

The librarian is considered responsible not only for preparing user education programmes but also for imparting instruction to students. ⁽³⁶⁾

One advantage that academics enjoy is that they are in a better position to time user education at the time when students are most motivated to use the library. However, very

few have extensive knowledge of sources available or practical knowledge about library operations. On the other hand, several reasons could be suggested in support of the librarian's legitimate role in user education:

- i) They are better able to fully comprehend the range, significance and inter-relationships of bibliographic aids and search techniques.
- ii) They are better positioned to keep abreast of literature.
- iii) The librarian can see the overall pattern better than most teachers in the individual departments.

2.5.3 Timing of Library User Education

Best results in user education can only be attained if the recipients of such education are highly motivated. Motivation is dependent upon timing of library user education.

Ejalibrant and Stevenson have observed that it should be given:

at a point of high motivation for example when the student wants to obtain information in connection with a particular project. ⁽⁵⁷⁾

Doubts have been expressed as to the usefulness of the library user orientation that takes place in the first week of fresh students in the university. At this time, they are preoccupied with adjusting to the life in the university and hence may not absorb much of what they are taught. The greatest tragedy would be if they fail to appreciate the place of the library in their academic life.

On the other hand, if it is given when they have settled down, they will be able to contextualize the information and therefore it is likely to have more effect.

2.5.4 Library Policy

There is no doubt that for library user education to be effective, the library management should be committed to it both philosophically and materially in terms of finance and time. A library that adopts a come-and-use-it-if-you-can attitude will not be able to live up to its

mission of providing guidance and counselling in the use of libraries and assistance in effective methods of handling subject literature. ⁽³⁸⁾. In some cases, user education is regarded as a separate entity from library operations and is therefore given low priority. In others, the development of programmes will depend on the energy and enthusiasm of one or two staff members who, when they leave, the course may be allowed to drop.

2.5.5 Feedback: Evaluation of Library User Education

The active support of users is vital for effective library user education. If the library users are themselves allowed to voice their feelings they can make suggestions for improvement. This calls for evaluation of library user education programmes.

Evaluation is concerned with collection of data about efforts expended and the expected outcomes. Therefore, it involves the comparison of observed facts with expectations, or intentions.

According to Stevenson, it consists of:

Systematic collection of information about what is taught and what is learned. ⁽³⁹⁾

As such, feedback is the basis for improvement as it facilitates decision as to whether to continue or terminate the course, modify some aspects, etc. In other words, it helps the library to see where improvement is required. The basic issues are how good the course is and how well it achieves the goals. This can only be gauged through a sound evaluation programme.

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CHAPTER III

METHODOLOGY

3.1 Area of Study and the Sample

This study covered libraries in the following universities:

- i) Kenyatta University
- ii) University of Nairobi
- iii) Catholic University of Eastern Africa
- iv) Daystar University

The following subjects were used in the research:

- a) Four Chief Librarians, one from each university
- b) Six librarians (reference or circulation) from each library
- c) Thirty undergraduates from each university.

Therefore, the total sample size was 148 subjects.

3.1.1 Sampling Technique

To select subjects for sample (b) above, the names of the reference and circulation librarians were written on separate pieces of paper. Then they were put into a container. The container was shaken thoroughly, the names were then picked randomly until the required number was reached.

To select sample (c), a random sampling method was to be used. Names of students in each department was obtained from heads of departments. Names of students were written on separate pieces of paper. The container was shaken and subjects picked randomly until the required number was reached. Students were selected from among the second and third years. This is because first year students may not have been familiar with the library operations yet, while fourth year students may have been very busy winding up their courses.

3.2 Research Instruments and Their Administration

To collect data, the researcher used the following instruments:

- i) Questionnaires

- ii) Observation checklists

3.2.1 Questionnaires

Three types of questionnaires were administered on students, reference and circulation librarians and on chief librarians. The students' questionnaire was aimed at collecting the following data:

- i) The kind of library user education the students have received if any
- ii) The kind of library skills they have gained from these user education programmes
- iii) Students' assessment of the ease and accuracy of retrieving documents from the library, and
- iv) Students' attitude towards user education, library and librarians.

The circulation and reference librarians questionnaire was aimed at collecting data on:

- i) Librarians' attitude towards library user education
- ii) The kind of problems librarians encounter emanating from lack of library use skills on the part of students, and
- iii) The librarians' perception of their role in educating the library user.

The chief librarians' questionnaire was aimed at collecting data on:

- i) The official policy of the library on library user education
- ii) The various forms and content of user education programmes administered on the users
- iii) The kind of people assigned the responsibility of designing and implementing library user education programmes
- iv) The methods used in evaluating the library user education programme undertaken, and
- v) The various problems encountered in educating the library user.

Questionnaires for reference, circulation and the chief librarians was delivered to them personally by the researcher and collected in the same way on an agreed date. Those for students were given to lecturers who were also kindly asked to collect them immediately they were completed.

3.2.3 Observation Checklists

These were used to find out the following:

- i) Whether there exists signposting and notices in the libraries, and
- ii) Assess the appropriateness of their size, location and content.

Observation was made at different points in the library such as circulation area, the catalogue area and around the shelves.

3.3 Data Presentation and Analysis

Since this is a descriptive study, descriptive methods were used to analyse data. Largely descriptive statistics were used such as percentages. Texts and tables were used in presentation of results.

After the presentation and analysis of data, conclusions were drawn and recommendations given.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents an analysis of the findings in the field followed by a detailed discussion. Analysis for each questionnaire is done separately according to the aspects of the study it set out to investigate.

The data is presented by use of texts and tables, while analysis is done by use of percentages. Data collected through checklists is also summarised and presented through tables and texts.

The detailed discussion that follows is done under the various aspects related to library user education which were under study.

4.2 Descriptive Study

The University of Nairobi library system dates back to 1957 when the parent organization was a small technical college. Today, the University of Nairobi has six campuses, each operating under a separate administrative structure. The library system however, reflects the structure of the parent organization. Today, it is made up of ten sub-libraries, with a total collection size of about 500,000 volumes and subscribing to about 3,500 periodical titles. It has a user population of about 15,000, most of whom are undergraduate students.

The Kenyatta University library dates back to 1972 when the parent organization was a constituent college of the University of Nairobi. Presently, it has a collection size of 220,000 volumes. Nowadays, due to financial constraints it does not subscribe to any periodicals. However, through donations, gifts and exchanges, it receives about 120 periodical titles per year. Presently, it has about 9,000 registered users.

Daystar University has grown from a communications institute that it was in 1978 to a full fledged university with two campuses in Nairobi and Athi-River. At the moment, Daystar University library holds approximately 25,000 volumes of books and

subscribes to about 50 journals and magazines. These resources are shared between Nairobi and Athi River campus libraries. It has a user population of about 8,000.

The Catholic University of Eastern Africa (C.U.E.A) was started in 1984. At the time of its inception, it was known as the Catholic Higher Institute of Eastern Africa. Today the C.U.E.A. library has a collection size of 26,200 volumes and subscribes to about 100 journals. In this study, the Catholic University of Eastern Africa library is also referred to as Catholic University library.

4.3 Chief Librarians' Questionnaire

The Chief Librarians' questionnaire is analysed and data presented under the following headings:

- i) Forms of library user education
- ii) Policy on library user education
- iii) Evaluation of library user education programmes

4.3.1 Forms of Library User Education Provided in Public and Private Universities

For the purpose of the study, the Chief Librarians were asked to indicate the forms of library user education carried out by their institutions and the findings are presented in Table 1 below:

Table 1: Forms of Library User Education Programmes in Public and Private Universities

	K.U.	U.O.N.	D.U.	C.U.E.A.
Forms of Library user Education				
Library orientation	✓	✓	✓	✓
Library guides/manuals	✓	✓	X	✓
Library signposting/notices	✓	✓	✓	✓
Library skills course	✓	✓	✓	X
Point-of-use Instruction	✓	✓	✓	✓

KEY

K.U. - Kenyatta University

U.O.N. - University of Nairobi

D.U. - Daystar University

C.U.E.A. - Catholic University of E.A.

✓ - means that this kind of library user education is offered

X - means that this form of library user education is not offered

The data in Table 1 shows that various forms of library user education programmes are carried out in both public and private universities. All except library guides and manuals and formal library skills course are undertaken in all universities. Library skills course is offered in the public universities as part of a foundation course for first year students called Communication Skills.

At Daystar University library, skills course is a one hour course which is given only to those students taking a bachelor's degree in communication. Therefore, not all eligible library users have access to this course. It is not offered in the Catholic University of Eastern Africa.

Library guides and manuals are used in all the universities investigated with the exception of Daystar University.

4.3.1.1 Library Orientation Programme

Several questions were aimed at finding out the nature and character of library orientation given in the universities. The findings are presented in Table 2.

Table 2: Nature and Character of Library Orientation Offered in Public and Private Universities

	K.U.	U.O.N	D.U	C.U.E.A
Mandatory	✓	✓	✓	✓
Given during first week	✓	✓	✓	✓
Given by Librarians	✓	✓	✓	✓
Given by teaching staff	X	X	X	X
Given by both teachers and librarians	X	X	X	X
Takes 1 to 2 hours	✓	✓	X	✓
Takes less than 1 hour	X	X	✓	X

Table 2 indicates that in all universities examined, library orientation is mandatory, takes place during the first week and that it is given by librarians. However, while at Kenyatta University (K.U.), University of Nairobi (U.O.N.) and the Catholic University of Eastern Africa (C.U.E.A.) it takes 1 to 2 hours, at Daystar University (D.U), it takes less than 1 hour.

4.3.1.1.1 Methods Used in Library Orientation

On methods used in library orientation programme, the findings are presented in Table 3 below:

Table 3: Methods Used in Library Orientation

	K.U.	U.O.N.	D.U.	C.U.E.A.
Video shows	✓	✓	X	X
Giving out manuals/guides	✓	✓	X	✓
Lectures	✓	✓	✓	✓

Table 3 shows that various methods are used in conducting the library orientation programme. The most common method is the lecture which is used in all the universities. Manuals and library guides are given as part of the library orientation packages in all the three universities where they are used while video shows are used only in the public universities i.e K.U. and U.O.N.

4.3.1.1.2 Objectives of Library Orientation

The study was aimed at finding out the objectives of library orientation as practised in both public and private universities. Findings of the study indicate that the objectives of library orientation are as reflected below:

- i) Inform students of the importance of the library,
- ii) Acquaint the students with the library and its staff,
- iii) Alert students of the existence of library services and sources,
- iv) Give students rules and regulations for the use of the library,
- v) Give students skills of locating information resources,
- vi) Give students the skills of locating books on the shelves.

4.3.1.2 Library Skills Course

The study aimed at finding out if students in public and private universities are formally taught library skills, and if so, establish its nature and character.

It was established that formal teaching of library skills is being carried out at K.U., U.O.N and D.U. While at Kenyatta and Daystar Universities it is being taught by personnel without library background, at the University of Nairobi, practising librarians are involved in teaching. At Kenyatta University, librarians were initially involved in its planning and teaching but after 3 years, they were recalled to the library because of a shortage of staff in the library itself.

In public universities, library skills course is mandatory while at Daystar University, it is only offered to those taking a Bachelor of Arts degree in Communication.

However, common elements of library skills course in both public and private universities

are that they are integrated into the university curriculum and are also examinable.

4.3.1.3 Policy on Library User Education

Efforts were made to find out if universities have any definite policy on library user education. The importance given to library user education will depend on the library policy. Findings show that public universities are aware of the centrality of library user education in the effective performance of the library as an information resource centre.

This is reflected by the existence of library user education policies. The same cannot be said of private universities where library user education is akin to library orientation which is performed as part of routine. In private universities, library orientation does not seem to stem from a conscious and sound commitment or appreciation of its efficacy in information retrieval. In this respect, private universities need to borrow a leaf from public ones.

At Kenyatta University, the goal is to *"enable students make maximum use of the information resources"*. At the University of Nairobi, the goal is *"to carry out effective user education for both graduate and post-graduate students"*. However, a major weakness of these policies is that they do not state how these goals are to be achieved.

4.3.1.4 Evaluation of Library User Education

The study has established that no attempt is made to evaluate the effectiveness or usefulness of library orientation, library guides and signposting or even the point-of-use instruction in achieving their goals.

However, at both Kenyatta University and the University of Nairobi, the library skills course is evaluated both regularly through semester examinations and assignments. At the University of Nairobi, evaluation is done by:

- i) the staff teaching library skills course,
- ii) joint effort of library staff and teaching staff who are librarians,
- iii) members of the library staff in joint effort with teaching staff in the Board of Common Undergraduate courses.

In Kenyatta University, evaluation of library skills course is done by the staff who teach communication skills while at Daystar there is no indication of attempts to evaluate it.

4.4 Students' Questionnaire

Data collected using the students' questionnaire is presented under the following headings:

- i) Forms of library user education the students have received,
- ii) Skills students have acquired from library user education,
- iii) Students' attitude towards library user education, library and librarians,
- iv) Students' assessment of the ease and accuracy of retrieving documents from the library.

4.4.1 Forms of Library User Education Students Have Received

Various forms of library user education are offered to students. These include library orientation, library skills course, point-of-use instruction, library manuals and handbooks and signposting and notices. This section will present data on how far the different forms of library user education reach the targeted population.

4.4.1.1 Library Orientation

The study aimed at finding out what proportion of students attended the library orientation programme. The findings are presented below in Table 4

Table 4: Attendance of Library Orientation Programme

	Yes		No		Totals	
	No.	%	No.	%	No.	%
Kenyatta University	23	79.3	6	20.7	29	100
University of Nairobi	22	81.5	5	18.5	27	100
Daystar University	12	70.6	5	29.4	17	100
Catholic University	22	81.5	5	18.5	27	100

According to Table 4, it is clear that majority of the respondents attended the library orientation programmes held. However, a significant percentage did not. Reasons varied as to why some did not attend. However, the majority of those who did not attend said that:

- i) they were busy settling down during the orientation week,
- ii) they did not feel that it was important to attend,
- iii) at the Catholic University, it was undertaken on a Saturday when most students were out of campus.

4.4.1.2 Library Skills Course

Library skills course is compulsory in all public universities. At the Catholic University, it is not offered while at Daystar University, the course is given to those taking a degree in communication. Here, 66.7% of 27 respondents reported that they attended the course.

4.4.1.3 Library Guides/Handbooks

Data collected to find out the proportion of students who received guides or handbooks is presented in Table 5 below:

Table 5: Proportion of Students Issued with Library Guide

	Yes		No		Total	
	No.	%	No.	%	No.	%
Kenyatta University	18	65.5	10	34.5	28	100
University of Nairobi	20	80	5	20	25	100
Daystar University	-	-	-	-	-	-
Catholic University	6	23	20	77	26	100

Table 5 indicates that the majority of students in public universities were issued with library guides, handbooks or manuals. For example, at Kenyatta University, 65.5% and University of Nairobi, 80% were issued with such manuals. Daystar University does not produce any library guide while at the Catholic University, only 23% were issued with such manuals.

4.4.2 Skills Possessed by Students and Awareness of Services

4.4.2.1 Awareness of Services

The study sought to establish the students' awareness of services offered by their university libraries. The findings are indicated in Table 6 below.

Table 6: Awareness of Services Offered by Libraries

	KENYATTA UNIVERSITY						UNIVERSITY OF NAIROBI					
	YES		NO		TOTALS		YES		NO		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reservation Services	6	20	24	80	30	100	13	52	12	48	25	100
Reference Services	20	66.7	10	33.3	30	100	21	84	4	16	25	100
Photocopying Services	-	-	-	-	-	-	-	-	-	-	-	-
Lending of Materials	29	96.7	1	3.3	30	100	23	93	2	7	25	100
Interlibrary loans	7	23.3	23	76.7	30	100	12	48	13	52	25	100

	DAYSTAR UNIVERSITY						CATHOLIC UNIVERSITY					
	YES		NO		TOTALS		YES		NO		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reservation Services	12	70.6	5	29.4	17	100	20	66.7	10	33.3	30	100
Reference Services	13	76.5	4	23.5	17	100	21	70	9	30	30	100
Photocopying Services	9	52.9	8	47.1	17	100	21	70	9	30	30	100
Lending of Materials	13	76.5	4	23.5	17	100	24	80	6	20	30	100
Interlibrary Loans	5	29.4	12	70.6	17	100	18	60	12	40	30	100

According to Table 6, students are not well informed of some of the services provided by their libraries. The worst hit in this is the reservation services about which 80%, 48%, 29.4% and 33.3% of respondents from Kenyatta, Nairobi, Daystar and the Catholic Universities respectively are reportedly not aware of.

4.4.2.2 Skills gained from Library User Education Programmes

The Students were asked to indicate the kind of skills and knowledge they possess about the library and through what means they acquired them. The findings are indicated in Table 7 below.

Table 7: Skills Possessed by Students

	KENYATTA UNIVERSITY						UNIVERSITY OF NAIROBI					
	YES		NO		TOTALS		YES		NO		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Use of Catalogue	28	93.3	2	6.7	30	100	24	96	1	4	25	100
Classification Schemes	19	63.3	11	36.7	30	100	17	68	8	32	25	100
Borrowing Procedures	25	83.3	5	16.7	30	100	25	100	-	-	25	100
Location of bks. on shelves	26	86.7	4	13.3	30	100	23	92	2	8	25	100
Rules and Regulations	26	86.7	4	13.3	30	100	23	92	2	8	25	100
Importance of the Library	25	83.3	5	16.7	30	100	20	80	5	20	25	100

	DAYSTAR UNIVERSITY						CATHOLIC UNIVERSITY					
	YES		NO		TOTALS		YES		NO		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Use of Catalogue	12	70.6	5	29.4	17	100	23	76.7	7	23.3	30	100
Classification Schemes	7	41.2	10	58.8	17	100	13	43.3	17	56.7	30	100
Borrowing Procedures	12	70.6	5	29.4	17	100	26	86.7	4	13.3	30	100
Location of bks. on shelves	12	70.6	5	29.4	17	100	24	80	6	20	30	100
Rules and Regulations	15	88.2	2	11.8	17	100	24	80	6	20	30	100
Importance of the Library	13	76.5	4	23.5	17	100	24	80	6	20	30	100

From Table 7, it is clear that though majority of the respondents possess the various skills that are vital for the maximum utilization of the resources and services, there are quite a

number who do not. It is not possible to single out one source or means through which users came to acquire information retrieval skills or knowledge about the library. This may be because they continued to learn all these from different sources as they continued to use the library.

4.4.3 Students' Assessment of Library User Education, Library and Librarians

4.4.3.1 **Library Orientation**

Students were asked to indicate if they felt that the library orientation they attended helped them in using the library. Their responses are indicated in Table 8 below.

Table 8: Students Assessment of the Usefulness of Library Orientation

	YES		NO		NOT SURE		TOTALS	
	No.	%	No.	%	No.	%	No.	%
Kenyatta University	3	10.7	22	78.6	3	10.7	28	100
University of Nairobi	3	13	18	78.3	2	8.7	23	100
Daystar University	3	18.8	9	56.2	4	25	16	100
Catholic University	1	3.4	25	86.2	3	10.4	29	100

From Table 8, it is clear that majority of the respondents did not find library orientation useful. In Kenyatta only 10.7% found library orientation useful. At the Catholic and Daystar universities 3.4% and 18.8% respectively felt that they benefitted while at the University of Nairobi 13% reported that the exercise was of benefit to them.

Asked how they felt they benefitted, some students said that the orientation:

- i) Helped them know how to use the catalogue,
- ii) Made them aware of some of the resources and services available,
- iii) Informed them of the rules and regulations governing the library operations,
- iv) Gave them confidence in their approach to the library resources.

However the majority did not think that it was beneficial. These pointed out that:

- i) They were very tense during the first week in which the orientation took

place,

- ii) They did not know what was happening as they could not relate the orientation to their studies,
- iii) Afterwards, they felt they still needed more information on how to use the library.

Some were not sure that it was beneficial because:

- i) They hardly used the library since it lacked material related to their subjects of study (e.g Commerce students at the Catholic University)
- ii) Though they learnt how to use the library, they could not locate the books on the shelves probably because of poor shelf arrangement.

4.4.3.2 Library Skills Course

Apart from the Catholic University, the other universities investigated have some form of library skills course provided to students. At both Kenyatta University and the University of Nairobi, library skills course is compulsory and examinable for all students, while at Daystar University, it is only given to those taking a degree in communication. Students were asked to indicate how relevant they thought the library skills course was. The findings are presented in Table 9 below.

Table 9: Students' Perception of the Relevance of Library Skills Course

	VERY RELEVANT		RELEVANT		IRRELEVANT		TOTALS	
	No.	%	No.	%	No.	%	No.	%
Kenyatta University	7	28	17	68	1	4	25	100
University of Nairobi	11	40.7	11	40.7	5	18.6	27	100
Daystar University	8	66.7	4	33.3	-	-	12	100
Catholic University	-	-	-	-	-	-	-	-

From this table, it is evident that majority of the respondents from all the universities where library skills is offered felt that the course is relevant to their use of the library. Asked to point out why they felt that the formal course was very relevant or irrelevant, they indicated that:

- i) It increased their efficiency in retrieving information sources,

- ii) It helped them write their term papers with ease,
- iii) It was a good follow up to the orientation.

However, they also pointed out some weaknesses of the course. These are:

- i) Books are not well arranged on the shelves which limits the usefulness of the course,
- ii) Going for the demonstrations in the library disturbs those who are studying there,
- iii) The course was complicated e.g the classification schemes used,
- iv) The element of examination made students approach it mostly academically,
- v) It was not exhaustive,
- vi) It was poorly timed in that it was offered in the second semester and so students spend the first semester going about looking for information haphazardly
- vii) Teachers used too much technical language.

4.4.3.3 Signs and Notices

Students were asked to rate the adequacy of notices and signposts provided in the library for guiding, instructing and informing them. Their responses are indicated in Table 10 below.

Table 10: Adequacy of Signposts and Notices

	TOTALLY ADEQUATE		ADEQUATE		INADEQUATE		TOTALS	
	No.	%	No.	%	No.	%	No.	%
Kenyatta University	6	24	6	24	13	52	25	100
University of Nairobi	9	33.3	-	-	18	66.7	27	100
Daystar University	7	30.7	6	26	10	43.3	23	100
Catholic University	7	30.7	6	26	10	43.3	23	100

According to Table 10, majority of respondents from Kenyatta University and University of Nairobi felt that the signposts and notices used in the library are inadequate. In both Daystar and Catholic Universities, majority felt that the signposts and notices are either adequate or totally adequate.

The students noted that posters and notices were useful in some ways such as:

- i) Enhancing user independence,
- ii) Facilitating time saving,
- iii) Facilitating ease of locating materials.

The shortcomings pointed out are that:

- i) Some signposts are mislocated, do not point where an item is to be found,
- ii) Some are ignored by students (especially informational ones) since nothing is done to enforce them e.g. no reading in the reference area,

- iii) Some are too small, illegible or faded hence not noticeable,
- iv) Too few,
- v) Some lack adequate information.

4.4.3.4 Guides, Manuals and Handbooks

To find out the usefulness of library guides, handbooks or manuals, the students were asked to indicate how frequently they used them. The findings are presented below in Table 11.

Table 11: Frequency of Use of Handbooks, Manuals and Library Guides

	REGULARLY		INFREQUENTLY		NOT AT ALL		TOTALS	
	No.	%	No.	%	No.	%	No.	%
Kenyatta University	7	38	7	38	4	24	18	100
University of Nairobi	7	31.8	5	22.7	10	45.5	22	100
Daystar University	-	-	-	-	-	-	-	-
Catholic University	4	66.6	1	16.7	1	16.7	6	100

Table 11 indicates that more than 50% of the respondents in each university used the library guides, manuals and handbooks at one time or another. However, the percentage of those who never used them at all is quite significant.

The users were asked to point out ways in which they found the library guides, manuals and handbooks useful. They pointed out that:

- i) They are useful in self orientation for those who reported after the official orientation had taken place,
- ii) They are useful for quick reference before one became used to the university library environment,
- iii) They give guidance on location of resources and services.

However, they pointed out some factors which made the library guides, manuals and handbooks of limited use. These are:

- i) At the time they are given out, students are also issued with a lot of other printed material some of which is not essential. Sometimes the guides are discarded with the material regarded as not being essential,
- ii) During the first week, students have a lot to sort out and therefore have no time to read such material,
- iii) Students at this time cannot relate the importance of the library therefore have no motivation to read such material.

4.4.3.5 Point-Of-Use Instruction

The study intended to find out how free the students felt to seek help from the librarians. Therefore they were asked if they felt any reluctance to pose questions to the library staff. The findings are as given in Table 12 below.

Table 12: Reluctance of Students to Seek Help From Librarians

	YES		NO		TOTALS	
	No.	%	No.	%	No.	%
Kenyatta University	18	64.3	10	35.7	28	100
University of Nairobi	15	60	10	40	25	100
Daystar University	10	62.5	6	37.5	16	100
Catholic University	16	59.3	11	40.7	27	100

Table 12 indicates that more than 50% of respondents in all universities investigated felt reluctant to seek help from librarians. Asked why they felt reluctant, the students noted that:

- i) Librarians had a negative attitude towards students reflected by rudeness, indifference and slow response,
- ii) Librarians appeared to be ignorant of the library contents,
- iii) Librarians expected them to know everything about the library,
- iv) Librarians seemed very busy (e.g. reading newspapers) hence students feared disturbing them.

Students' Opinion of Librarians

The study sought to find out the students perception of librarians' attitude towards the students themselves. The results are indicated in Table 13.

Table 13: Students' Perception of Librarians' Attitude

	Helpful		Indifferent		Unhelpful		Hostile		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kenyatta University	15	53.6	8	28.6	1	3.6	4	14.2	28	100
University of Nairobi	13	48.2	9	33.3	2	7.4	3	11.1	27	100
Daystar University	10	62.4	4	25	1	6.3	1	6.3	16	100
Catholic University	21	80.8	2	7.7	1	3.8	2	7.7	26	100

Table 13 indicates that most respondents from all the universities investigated felt that librarians are helpful apart from the University of Nairobi where only 48.2% felt that librarians were helpful. However, the percentage of those who feel that librarians are indifferent, unhelpful or hostile is quite significant.

To find out whether or not students appreciated the role of librarians in facilitating exploitation of information resources, students were asked whom they were likely to consult in case they had problems. The results are indicated in Table 14 below.

Table 14: People That Students Are Likely To Consult When Using The Library

	TEACHERS		LIBRARIANS		OTHER STUDENTS		TOTALS	
	No.	%	No.	%	No.	%	No.	%
Kenyatta University	-	-	20	66.7	10	33.3	30	100
University of Nairobi	2	8	14	56	9	36	25	100
Daystar University	1	5.9	12	70.6	4	23.5	17	100
Catholic University	1	3.7	18	66.7	8	29.6	27	100

Results as indicated in Table 14 indicate that though majority of students are likely to consult

the librarians in case of problems, a significant percentage would rather seek help from teachers or their fellow students.

4.4.5 Students' Attitude Towards their Library

4.4.5.1 Importance of the Library

To find out the role played by the university library in the learning process of students, the students were asked to indicate how important they felt the library was in their studies. Their responses are indicated below in Table 15.

Table 15: Students' Assessment of the Importance of the Library in Their Learning Process

	VERY IMPORTANT		IMPORTANT		UNIMPORTANT		TOTALS	
	No.	%	No.	%	No.	%	No.	%
Kenyatta University	21	70	8	26.7	1	3.3	30	100
University of Nairobi	19	70.4	8	29.6	-	-	27	100
Daystar University	13	76.5	4	23.5	-	-	17	100
Catholic University	7	28	14	56	4	16	25	100

According to Table 15, majority of the respondents from all the institutions regard the library as very important in their learning process. Only 3.3% of the 30 respondents from Kenyatta University, 16% of the 25 respondents from the Catholic University regard their university library as being unimportant in their learning.

4.4.5.2 Students' Use of the Library

The study sought to find out how frequently students relied on the library. The results are indicated below in Table 16.

Table 16: Students' Reliance on The Library

	Very Frequently		Frequently		Sometimes		Not at All		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kenyatta University	4	14.8	11	40.8	12	44.4	-	-	27	100
University of Nairobi	3	11.2	12	44.4	12	44.4	-	-	27	100
Daystar University	3	18	7	41	7	41	-	-	17	100
Catholic University	-	-	13	50	12	46	1	4	26	100

Table 16 indicates that majority of students use the library either very frequently or frequently. Very few students do not use the library at all.

4.4.5.3 Students' Rating of the Adequacy of Library Facilities

Students were asked to indicate how adequate they found their libraries in fulfilling their information needs. The findings are presented in Table 17 below.

Table 17: Students' Rating of The Adequacy of Library Facilities

	Totally Adequate		Fairly Adequate		Inadequate		Totally Inadequate		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kenyatta University	4	13.3	18	60	8	26.7	-	-	30	100
University of Nairobi	4	16	14	56	7	28	-	-	25	100
Daystar University	3	17.6	11	64.8	3	17.6	-	-	17	100
Catholic University	-	-	12	50	9	37.5	3	12.5	24	100

Table 17 indicates that majority of respondents feel that the university library is adequate to satisfy their information needs. However, those who find it inadequate form a significant percentage.

4.4.6 Students' Assessment of Ease and Accuracy in The Use of The Library

4.3.6.1 Problems Experienced by Students in Their use of the Library

Students were asked to indicate if they experienced any problems in their use of the library. The results are indicated below in table 18.

Table 18: Number of Students Experiencing Problems in Use of The Library

	YES		NO		TOTALS	
	No.	%	No.	%	No.	%
Kenyatta University	23	88.5	3	11.5	26	100
University of Nairobi	16	61.5	10	38.5	26	100
Daystar University	12	75	4	25	16	100
Catholic University	16	66.7	8	33.3	24	100

Table 18 indicates that majority of the respondents in all the universities investigated are experiencing problems in their use of the library. Asked to specify problems they experienced, they cited issues like:

- i) Existence of single copies of documents,
- ii) Unhelpful, unco-operative and hostile staff,
- iii) Books missing from the shelves,
- iv) Misarrangement of books on the shelves,
- v) Lack of awareness of some services,
- vi) Tense atmosphere in the library,
- vii) Inadequate collection in some subject areas,
- viii) Lack of current awareness service,
- ix) Lack of skills on how to use information sources/resources

4.4.6.2 Ease of Use of The Library

The study sought to find out the ease the students' find in the process of obtaining information from the library. The findings are presented in Table 19 below.

Table 19: Ease of Retrieval of Documents

	Easy		Difficult but O.K if Mastered		Difficult, Complicated and Frustrating		TOTALS	
	No.	%	No.	%	No.	%	No.	%
Kenyatta University	2	6.7	17	56.6	11	36.7	30	100
University of Nairobi	4	14.8	16	59.3	7	25.9	27	100
Daystar University	4	28.4	10	71.6	-	-	14	100
Catholic University	7	27	14	53.8	5	19.2	26	100

According to Table 19, majority of respondents in all universities feel that the process of retrieving documents from the library is difficult but if mastered then it would be relatively easy. However, a significant percentage of the respondents in Kenyatta University, University of Nairobi and the Catholic University find this process difficult, complicated and frustrating.

4.5 Circulation/Reference Librarians' Questionnaire

Data collected using the circulation and reference librarians' questionnaire is presented and analysed under the following topics which reflect the issues it set out to investigate:

- i) Librarians' attitude towards library orientation,
- ii) An assessment of the success of library user education by librarians,
- iii) Librarians' perception of their role in educating the library user.

4.5.1 Librarians' Attitude Towards Library User Education

4.5.1.1 Importance of Library User Education

Findings indicate that librarians are unanimous in their opinion (100%) that it is absolutely necessary to provide library user education to new university students. Reasons given for this are that:

- i) Most students coming to the university have not been exposed to large libraries prior to their admission into the university,
- ii) The university presents a new method of learning that stresses on independence, evaluation of available information and extensive reading,

hence the need for specific skills in information retrieval, evaluation and organization,

- iii) The need to make students appreciate the centrality of the library in their learning process.

4.5.1.2 **Attitudinal Role of Library User Education**

The study sought to find out if librarians thought that library user education should influence the student's attitude towards the library and librarians. Findings indicate that respondents agree that library user education should aim at creating a favourable attitude towards the library and the librarians. This is put more specifically below:

a) **Library**

- i) That the library is an important component in the success of students' learning,
- ii) Library materials need to be handled with care,
- iii) Library resources are there to be used, not to be ignored. The library is not a book store but rather an information resource centre for all scholarly endeavours,
- iv) The library is a friendly, helpful place for users to go and tap information resources to the fullest,
- v) Library resources are easy to use as long as one has acquired the necessary skills.

b) **Librarians**

- i) Library staff are there to help the user to acquire information rather than books,
- ii) Librarians are knowledgeable of what the library contains and how resources are organized. Therefore, they should be consulted whenever there is any difficulty,
- iii) Librarians are friendly and helpful people whose presence is geared towards assisting users exploit the information available.

4.5.2 Librarians' Assessment of Success of Library User Education

4.5.2.1 **Library Orientation**

The study findings indicate that librarians, from the institutions investigated agree that library orientation is not enough to enable users use the library resources, services and sources maximally.

They noted that library orientation programmes being undertaken play an important role towards the general objectives of library user education.

However, they pointed out certain weaknesses such as:

- i) Time allocated for it is too short,
- ii) No follow up (feedback) on how students perceive it or how much they are gaining,
- iii) student numbers are too large making effectiveness hard to achieve,
- iv) It lacks practical element,
- v) There is little involvement of key or ground personnel in the design of such programmes,
- vi) Lack of relevant learning materials,
- vii) Poor timing in the first week of student arrival at the university,
- viii) Inadequate copies of the library guides,
- ix) Students' negative attitude towards orientation,
- x) Too general without catering for subject needs of individual students.

4.5.2.1.1 **Timing of Library Orientation**

The librarians were asked to indicate what they thought to be the best timing for library orientation. Their responses are presented in Table 20 below.

Table 20: Librarians' Opinion on the Best Timing for Library Orientation

	No.	%
During First Week	2	12.5
During Second or Third Week	13	81.2
During Second Month	1	6.3
Total	16	100

Majority of librarians as seen in Table 20 felt that offering library orientation in the second or third week would improve effectiveness by:

- i) Allowing students to settle down first,
- ii) Affording late comers a chance to participate,
- iii) Learning will have begun, hence students will be more motivated to attend and learn the skills,
- iv) Avoiding the crowding of students' mind that goes with the registration week.

Those who suggested the first week argued that:

- i) It is during the first week that students are eager and able to follow up whatever information is being passed to them. This might be true for some students but the majority are harassed by the many things they have to sort out during the first week,
- ii) The actual study will not have started and hence students have free time to observe and learn without distraction. This view does not consider the fact that there is need for motivation. Are students properly motivated at this time?.

4.5.2.2 Point-of-Use Instruction

The study sought to find out if circulation and reference librarians are involved in point-of-use instruction. Findings indicate that they are involved in this exercise and that the specific purpose for which help is required include:

- i) How to use the catalogue,

- ii) Locating material on the shelves,
- iii) Helping locate services.

4.5.2.3 Library Skills Course

All universities investigated except the Catholic University of Eastern Africa have formal library skills course being taught to students. Librarians were asked to assess its relevance in enabling users to utilize the library better. The findings are presented in Table 21 below.

Table 21: Librarians' Assessment of the Relevance of Library Skills Course

	No.	%
Very Relevant	5	33.3
Fairly Relevant	7	46.7
Rather Irrelevant	3	20
Total	15	100

Table 21 indicates that majority of the librarians felt that the format of library skills was very relevant. Findings indicate that majority of librarians think that all students should be formally taught library skills. They gave the following reasons for their response:

- i) Orientation is not enough to facilitate ease of use, independent and intensive use, as well as care of library materials,
- ii) Students need to be prepared for life-long use of libraries,
- iii) The school system does not provide information skills to students,
- iv) In the universities, students encounter a new approach to learning which calls for independent information analysis and evaluation.

4.5.2.4 Students' Attitude towards the Library and Librarians

According to librarians, students have a negative opinion of librarians. Librarians themselves complained that students are arrogant, hostile and unco-operative.

Regarding librarians, the students hold the following:

- i) Rate librarians very low in their first and second years. However, they realise that they are learned and useful in their third and fourth years,
- ii) Look at librarians' work as that of charging and discharging books and arranging them on the shelves only.

Regarding the library, they:

- i) See it as a book store,
- ii) See it as a reading room where they go only during the examination period,
- iii) Try to avoid as much as possible having to look for information from the library,
- iv) Keep complaining that the library is poorly equipped to meet their needs adequately.

4.5.3 Librarians' Perception of Their Role in Providing User Education

4.5.3.1 Responsibility For Library User Education

As to the librarians' opinion as to who should be responsible for designing and implementing library user education programmes, i.e librarians or teaching staff in other departments without library background, the findings are presented in Table 22 below.

Table 22: Responsibility For Library User Education

	No.	%
Librarians	12	75
Teaching staff	-	-
Both	4	25
Total	16	100

Table 22 indicates that, majority of librarians feel that they themselves are most suited to design and implement library user education programmes. Those in favour of librarians argued that:

- i) Librarians are more aware of the operations of the library (have practical

- experience),
- ii) They are professionally trained to handle library user education,
- iii) They interact with students more in the library, hence are likely to understand their information seeking problems better,
- iv) They look at the structure of knowledge from a wider perspective as opposed to teachers who look at it from a narrow subject view.

Those who argued for both parties to co-operate in the area of library user education noted that while librarians are more versed with library operations and structure of information, teachers are more aware of the information needs of students.

4.6 **Observation Checklist**

- i) The kind of signposting that exists in libraries,
- ii) Assess the appropriateness of their size, location and content.

The kind of signposting existing as revealed by the study is presented in Table 23 below.

Table 23: Kinds of Signposts and Notices in Both Public and Private University Libraries

<u>Sign groups</u>	K.U	U.O.N	D.U	C.U.E.A
1. <u>Direction Finding</u>				
a) Plans	X	X	X	X
b) Directional signs	✓	✓	✓	✓
c) Identification signs	✓	✓	✓	✓
d) Directories	✓	✓	X	X
2. <u>Use of Resources</u>				
a) Information signs	✓	✓	✓	✓
b) Instructional signs	✓	✓	X	X

KEY

- ✓ - This kind of signpost exists
- X - This kind of signpost does not exist

The study revealed that several types of signposts and notices exist in the various universities investigated. However, several shortcomings were observed to exist with regard to the signposting system as indicated below.

4.6.1 Kenyatta University

- (i) High concentration of posters at one point, for example, on the wall behind the counter, there are over ten different posters competing for the attention of the library user
- ii) Inappropriate location of posters

iii) High information density

iv) Faded posters

4.6.2 **University of Nairobi**

i) Mislocation of signposts e.g Directory for the ground floor is put away from the users' path meaning that they may not see it.

ii) No illustration on how the catalogue is used.

4.6.3 **Daystar and Catholic Universities**

i) Lack of adequate signposts indicating subject areas.

ii) Too small writing on posters making them illegible.

iii) Mislocation e.g some do not point where services or resources are supposed to be.

4.7 **Discussion of Findings**

4.7.1 **Introduction**

Discussion of findings of this study is done under the following headings which are related to the objectives of the study:

i) The form and content of library user education programmes carried out in both public and private universities,

ii) An assessment of the effectiveness of such programmes,

iii) Factors affecting the effectiveness of the programmes.

4.7.2 **Form and content of Library User Education in Both Public and Private Universities in Kenya**

There has been tremendous development in recent years in the area of library user education in Kenyan universities. Gone are the days when library user education was merely taken to mean library orientation. Kenyan university librarians have realised that it is absolutely necessary that a deliberate and concerted effort should be made to plan and execute library user education programmes for new university students. The main reasons for this undertaking are that:

i) Most students, prior to their admission to the universities, usually have not

had any meaningful exposure to large organized libraries,

- ii) The university environment imposes new methods of learning that stress on extensive, intensive and independent reading as well as critical evaluation of information sources. This calls for a healthy attitude towards the library as well as possession of skills that will facilitate independent and accurate information retrieval.

According to Table 1, several forms of library user education programmes are undertaken. Apart from issuing of library guides and manuals and formal teaching of library skills, all these forms of library user education are practised in both private and public universities examined. Library guides are used in all the libraries except Daystar University. On the other hand, the Catholic University of Eastern Africa does not offer any form of formal instruction on library use.

4.7.3 Goals of Library User Education

Library user Education programmes should be guided by broad as well as specific objectives. Both public and private university libraries in Kenya have the following broad objectives:

- i) To enhance information retrieval skills of students,
- ii) To maximise the use of the resources of the library,
- iii) To facilitate and support teaching,
- iv) To promote research.

The specific goals of individual library user education programmes are treated in detail later.

4.7.4 Assessment of the Effectiveness of Library User Education

There is a lot of evidence to suggest that all is not well with the provision of library user education in Kenyan universities.

In the first place, these programmes do not reach the whole target population. Table 4 shows that 20.7%, 18.5%, 29.4% and 18.5% of the respondents in Kenyatta University, University of Nairobi, Daystar and Catholic University missed the orientation that was carried out in their institutions. Again, 34.5%, 20% and 77% of the respondents from Kenyatta

University, University of Nairobi and the Catholic University respectively missed the library guides, handbooks and manuals issued by their respective libraries (Table 5).

At Daystar University, the library skills course is not given to every eligible library user. Rather, it is offered only to those taking a degree in communication.

Secondly, these programmes have not succeeded in instilling positive attitudes and confidence in students towards the library and librarians. Though students to a large extent appreciate the role of the library in their learning and indeed continue to use the library sometimes or even frequently (Tables 14 and 15), it is quite telling that 64.3%, 60%, 62.5% and 59.3% of respondents from Kenyatta, Nairobi, Daystar and the Catholic University respectively indicated that they felt reluctant to seek help from librarians whenever they had problems (Table 12). Among the reasons they gave were that:

- i) Librarians have a negative attitude towards them as indicated by rudeness, indifference and slow response,
- ii) Librarians appeared ignorant of the library contents ,
- iii) Librarians seemed very busy hence some students were hesitant to interfere.

With such a state of affairs, it is no wonder then that 33.3%, 36%, 23.5% and 29.6% of the respondents from Kenyatta, Nairobi, Daystar and the Catholic University respectively indicated that they preferred asking for help from their fellow students (Table 14).

Students' assessment of the library user education is not flattering either. Pertaining to the usefulness of library orientation, 78.6% of the respondents in both Kenyatta University and the University of Nairobi felt that they did not benefit from the orientation while 56.2% and 86.2% of respondents from Daystar and the Catholic Universities expressed similar sentiments (Table 8).

In the same vein, 24%, 45.5% and 16.7% of the respondents from Kenyatta University, University of Nairobi and the Catholic University indicated that they had never used the handbooks or library guides issued to them (Table 11). According to Table 10, 52%, 66.7%, 43.3% and 43.3% of the respondents from Kenyatta, Nairobi, Daystar and the

Catholic Universities found the signposting and notices inadequate.

One of the objectives of library user education is to create awareness of the services the library provides and give skills to users to enable them utilize the information resources with relative ease, confidence and accuracy.

According to Table 6, students are not well informed of the services provided by their libraries. The worst hit in this is the reservation services about which 80%, 48%, 29.4% and 33.3% of respondents from Kenyatta, Nairobi, Daystar and Catholic Universities respectively reported not to be aware of. Another is interlibrary loan service about which only 23.3%, 48%, 29.4% and 60% of the respondents of various universities in the above order, are aware of.

Majority of the library user education programmes are not evaluated. For example, there is no evidence that libraries have attempted to evaluate library orientation, signposting and notices, the library guide or manual or even the point-of-use instruction given to students.

However, we cannot say that library user education programmes are a total failure. For all forms of programmes, students have indicated that they have benefitted in a number of ways. For example, they indicated that they benefitted in the following ways from the orientation programmes:

- i) It helped them use the catalogue,
- ii) It made them aware of the rules and regulations,
- iii) Gave them confidence in approaching the library, and
- iv) Made them aware of the services available.

Signposting and use of notices is instrumental in enhancing their independence and ease in the use of the library.

The library skills course is particularly well talked of with more than 80% of the respondents in each institution describing it as either relevant or very relevant (Table 9).

Asked to indicate how they benefitted from the library skills course, they indicated that:

- i) It increased their efficiency in retrieving documents
- ii) It helped them to do their term papers and projects with more ease
- iii) It enabled them save time in the course of searching for information

4.7.5 Factors that Affect Effectiveness of Library User Education Programmes

4.7.5.1 **Library Orientation**

4.7.5.1.1 **Goals of Library Orientation vs Length of Orientation**

Effectiveness of any library user education programme can only be evaluated in the light of what it sets out to achieve. Goals for library orientation appear to be as broad as those of library user education generally. For example, at Kenyatta University, orientation is aimed at:

- i) Informing students about services available in the library, ✓
- ii) Giving students skills necessary for effective retrieval of information ✓

At the Catholic University of Eastern Africa as well as Daystar University, it is geared towards:

- i) Showing students how information is organized, ✓
- ii) Introducing to the users all library services, ✓
- iii) Teaching students proper methods of handling library materials.

These goals, noble as they are, are unrealistically too broad to be achieved within 1 to 2 hours.

All libraries indicate specific skills to be gained during orientation such as:

- i) Ability to use the catalogue,
- ii) Location of books on the shelves,
- iii) Making ready reference enquiries,
- iv) Handling of information sources, and
- v) Procedures for borrowing materials.

Basically, skills given at orientation are geared towards inculcating skills that make it possible for students to borrow books from the library especially by use of the catalogue. Little regard is given to the use of non book materials such as microforms, audio tapes and

computer technology.

Major complaints about the orientation were that:

- i) The librarians were too fast for students to grasp much from the session,
- ii) Students were taken for the tour in large groups which resulted in overcrowding such that some students could neither see nor hear the guide,
- iii) Some sections or service stations were not covered,
- iv) Students were given too much information which they either failed to absorb or remember.

These complaints reflect an attempt by librarians to achieve too much in a short time. Librarians cited allocation of too little time to library orientation as a major hinderance to its effectiveness. It is important to note that the first week is set aside for orientation in all areas of university life. Therefore, the library has to compete with other areas such as the welfare areas e.g cinema hall, swimming pool etc. Librarians are forced to operate within a time frame set up by the university administrators who do not realise the implications.

4.7.5.1.2 **Timing of Library Orientation**

There is still remarkable tendency to give library orientation at the beginning of students' life in the university. In all universities examined, library orientation is given during the first week (Table 2). This has two implications which affect its effectiveness:

- i) Failure of some students to attend,
- ii) Failure of students to gain skills,

Motivation is a key factor in determining attendance. Indeed, the primary consideration in any library user education is that students should be motivated to attend. The idea that instruction on how to use the library should be given at the time when students need to use the library resources has become more like a motif in the field of library user education. Students will not spend time on the library orientation if they cannot relate it to their learning. As found out by the study, library orientation is not scheduled to take place just

before or when they embark on serious use of the library. Then little wonder that a number did not feel that it was important to attend. This points to the fact that the first week is not the appropriate time to give library orientation.

During the first week, students are encumbered with several issues such as registration for courses, sorting out fees problems and having to adjust to the new environment. This is to say that, at this time, students have too many demands on their time and experience too much mental distraction for them to benefit significantly from the library orientation. Some students do not report in the first week and hence miss the entire orientation exercise.

4.7.5.1.3 **Methods Employed in Library Orientation**

4.7.5.1.3.1 **The Library Tour**

The library tour plays an important role in orientation of the new students to the existence and location of various resources, services and sources in the library. It is in the course of this that students will form an attitude about the library and its staff. Care should be taken that students get the right impression about the library. They should not perceive the system as complicated and staff as being too busy or indifferent.

The guided tour that involves fifteen or more students being taken round the library, being shown how to use the catalogue, indexes and audio-visual materials and tracing books on the shelves, location of subject materials is of limited value. Students complained that:

- They could not see the demonstrations,
- They could not hear the speaker properly,
- They could not ask questions.

The study revealed that between 150 and 200 students are assigned to a single guide who is forced to repeat the same things over and over again as he conducts them in groups of 10-15. This engenders the risk of boredom and superficiality. In order to ensure that all students are taken round the library by the end of the day, there is a temptation to be too fast or skip some sections. Librarians felt that the entire process lacked personal as well as practical touch.

4.7.5.1.3.2 Use of Lectures During Orientation

Orientation is concerned with cognitive, psychomotor as well as affective goals. The students should be made to understand the role played by the library and attain confidence in the librarians' competence and willingness to help. These can be achieved through lectures.

However, the lecture method is an unsuitable method for conveying information about how to use information retrieval tools. Students complained that the orientation was too theoretical as the guide explained how things are done. When an actual attempt was made to retrieve materials, for example, using the catalogue, the students realised that they still needed help.

The argument here is that lectures should be best used to stimulate students to visit the library, present an overall picture of its role and create zeal for it (both cognitive and affective ends)

4.7.5.1.3.3 Use of Audio-Visual Materials

According to the findings of the study, audio-visual techniques are employed only at Kenyatta University and the University of Nairobi (Table 3). The most commonly used of these are in-house video-tapes.

Audio-visual methods have advantages of flexibility, constant availability, straight forwardness, ability to control the pace to suit the audience and ease of updating. They can be used profitably to illustrate lectures. Their use is however hampered by lack of space, materials e.g. projectors, video players etc. and time. The issue of time is so crucial that video shows are scheduled last and therefore subject to being cut out in case of shortage of time.

Libraries especially in the private universities need to appreciate the great potential of audio-visual techniques such as audio tapes, illustrated material and slide presentations and then give them prominence in their library user education programmes.

4.7.5.2 Effectiveness of Library Guides, Manuals and Handbooks

This study established that 65.5%, 80% and 23% of the respondents from Kenyatta University, University of Nairobi and the Catholic University respectively were issued with library guides (Table 5). However, 24%, 45.5% and 16.7% of the respondents from these institutions respectively did not use the manuals at all (Table 11).

On one hand, we should note that the library guides are being used by some students and therefore their usefulness has to be appreciated. For example:

- i) Those who missed the official orientation could make use of them for self guidance,
- ii) They could be used for quick reference in case one has forgotten something about the library use, or before he grows totally familiar with the library,
- iii) It is a useful guide to the location of resources and services,
- iv) It contributes to users' independence in library use.

On the other hand, two issues could be raised as far as the library guide is concerned. Firstly, some students missed the library guides and secondly some guides are never used. For the former, the explanation could be that since library guides are issued as part of the orientation programme, those who missed the orientation automatically missed the library guides. Alternatively, the library guides were not enough. In fact, one of the problems facing Kenyatta University in its library user education efforts is lack of money to print the library guide.

The explanation for the second is also partly associated with the orientation. Some students noted that during the orientation week, they were given a lot of printed matter that ranged from the essential to the non-essential. During this time, students have no time to read every printed material given to them. Alternatively, they are not motivated to read the library guide since at this stage they do not appreciate the role of the library in their academic life. As a result, the library guide ends in some corner unread.

The most important role of library user education is to ensure that the systems are straightforward and self explanatory. This includes up-to-date handbooks and library guides.

The library guide should explain how to use the library in a brief, jargon free manner if it is to be of any help.

It could be said that the library guide is duplicating what the orientation tries to achieve and hence no need for it. However, we should remember that not all students grasp everything during orientation. Some will forget. Therefore if given later, for example, when they actually start using the library, it can act as a backup or follow up to the orientation. Normally, it will cover more than the orientation.

Guides therefore should not be given as part of the orientation programme since the risk for them being lost and some students missing them is very high.

4.7.5.3 Signposting and Notices

As the study findings indicate (Table 10) posters are not a total success. 52%, 66.7% 43.3% and 43.3% of respondents from Kenyatta University, University of Nairobi, Daystar and the Catholic Universities respectively termed posters as inadequate.

Common complaints are that:

- i) Some posters are too small
- ii) Some are misleading
- iii) Some contained illegible handwriting or are faded
- iv) Some lacked adequate information while some are too long
- v) In some cases, they were too few (e.g Catholic University)

These views were corroborated by the researcher's findings through the observation checklist.

As a general rule, signs related to direction finding such as plans, directories or directional or identification signs require specific locations. Plans created for multi-storied building such as the Jomo Kenyatta Memorial Library of the University of Nairobi should be located near the main entrance.

Directories for large libraries occupying several floors will be necessary just inside the main entrance. The private university libraries are not large enough to require plans and directories. At the University of Nairobi, directories for each floor are placed along the stairs. This may make users self conscious to stop and read them.

Directional signs should be placed in the main areas where people can see them as well as in exact places where services or sources are to be found. Identification signs should indicate accurately where resources are found, for example, storage units or individual stock items e.g reference books etc.

Instruction and information signs should be displayed as close as possible to the point of use, for example, instructions on how to use the catalogues.

4.7.5.4 **Point-of-Use Instruction**

Whether or not students will seek help from libraries will depend on the students' attitude towards the library as well as what they perceive as the attitude of librarians towards the students themselves.

According to Table 12, 64.3%, 60%, 62.5% and 59.3% of respondents in Kenyatta, Nairobi, Daystar and Catholic Universities respectively indicated that they were reluctant to seek the help of librarians. Around 20% of the respondents in each institution rated librarians as indifferent, unhelpful or hostile.

An important issue in library user education is how librarians are to create an atmosphere such that students regard them as helpful. Of course it does not matter anything if students are told verbally that librarians are there to help them if the librarians themselves are not approachable.

Since students will always need to make enquiries or request for service, there is need for librarians to adopt a welcoming attitude towards them. The need to create a realistic but empathetic interaction between themselves and students.

4.7.5.5 **Library Skills Course**

The development of library skills course in the Kenyan public universities is the most recent and progressive step in the field of library user education. Though it is not entirely an initiative of the librarians, their whole hearted embrace of it is an indication of their realization that previous methods of giving library user education have not facilitated maximum utilization of the library resources.

Library skills course as given in the University of Nairobi gives librarians a chance to teach their users meaningful exploitation of the library resources, services and sources. It is through such that librarians can justify their existence.

In the public university, it emerges not so much for academic purposes as to enable students grasp and utilize elements of communication and apply them in their studies while in college. Such skills include: study skills, library skills, report writing, referencing etc.

In the students' assessment, the library skills course is very relevant to their use of the library. According to Table 9, 96% (Kenyatta University), 81.4% (University of Nairobi) and 100% (Daystar University) of the respondents termed the course as either very relevant or relevant. This is because it :

- i) Helped students undertake their research projects easily
- ii) Contributed to ease, independent and accuracy in information retrieval

There are a number of issues related to its planning and implementation which could affect its effectiveness. These are:

- i) Who should teach library skills?
- ii) What methods should be used to teach?

4.7.5.5.1 **Responsibility for Teaching of Library Skills Course**

Both at Kenyatta and Daystar Universities, the library skills course is taught by staff who have no background in librarianship. At Kenyatta University, initially librarians were involved in designing and teaching but owing to the shortage of staff in the library, they were withdrawn.

At the University of Nairobi, the course is taught by practising librarians.

Most librarians assert that teaching of library skills falls directly in their domain. In support of this, several arguments could be brought forth:

- i) They know better than anybody else the complete range of materials available in the library.
- ii) They have practical experiences in the operations of the library.
- iii) They interact with students more and therefore are likely to understand better their information seeking habits and problems.
- iv) They are able to look at the structure of literature from a wider perspective while teachers in specific departments tend to look at it from a narrow subject level.

Those who are not librarians tend to justify what librarians refer to as "meddling in an area they are not skilled in" by arguing that anybody with teaching qualifications can teach library skills. The investigator will not indulge in this controversy, however, it is reported that the non librarians involved in teaching library skills in Kenyatta University are experiencing many problems related to the subject matter.

Because of their professionalism, librarians are most qualified to teach library skills. At the same time, they have to co-operate with the rest of the Communication Skills staff in setting of goals, curriculum design and evaluation.

Involvement of librarians in teaching enables them to reach a greater number of students at once and hence implement what they think should be the best use of their library. It also brings them closer to working with the faculty members in providing library user education.

There are, however, problems related to this. For example, there is also shortage of staff. It is possible that there might be a clash of interests if practising librarians are involved in teaching as they try to shoulder double roles. A solution could be to recruit librarians as permanent staff of the communication skills department.

4.7.5.5.2 **Methods of Teaching**

In Kenyan universities, the lecture is the most common method of teaching and at present it is also the prevalent method in teaching the library skills course. Other methods such as seminars, demonstrations or audio-visual techniques are an exception in the field.

Introduction

The major reason for the prevalence of the lecture is the large classes involved. This results in a series of lectures rather than the more appropriate workshops approach. The students in a lecture situation are passive participants involved only in listening or note taking.

Lectures can only help students to answer questions on the library (e.g. in examinations) but not to inculcate skills and techniques of information searching. These need practice in order to improve the students' learning.

Other methods include:

- i) Seminars
- ii) Demonstrations
- iii) Audio-visual techniques

Seminars

Seminars facilitate a free atmosphere for more interaction between students and the teacher. This is conducive for exchange of information, discussion and a deeper understanding of the subject. However, it is hardly used in teaching of library skills.

Demonstrations

These are useful for it is possible to create the necessary motivation, get immediate feedback and practice in the use of information retrieval tools. Students should be given the opportunity to actively search information on topics which are subject related.

Audio-Visual Techniques

These include films, videotapes, tape slide presentations, audio tapes and illustrated material. They allow flexibility in that they can be used for a group of any size and for various purposes such as illustrating lectures. Their presentation of subject matter is direct and is not complicated.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The effectiveness of the university library as an information resource centre is dependent on the following factors:

- i) Acquisition of information sources (documents) which are relevant to the needs of the various user-groups within the institution,
- ii) The organization of such sources in a way that allows maximum ease of conceptual access for the user and convenient management by the librarians,
- iii) Storage of information sources in a form which provides physical accessibility by users,
- iv) User awareness of the available information resources, appreciation of the library's role and functioning, and knowledge of how to make use of these information resources.

The main thrust of this study was to investigate the methods that are employed in the context of public and private universities to make users aware of information resources and services available, appreciate the role of the library and give them appropriate skills to facilitate maximum use of such resources. This is commonly referred to as library user education.

The findings of this study indicate that there has been tremendous development in the area of library user education both in public and private universities. Several forms of library user education are practised with different levels of success. However, when all is said and done, library user education in Kenyan universities is not a success story.

The study found out that these library user education programmes have not totally succeeded in:

- i) Making users aware of the services they offer,
- ii) Giving the users the necessary skills for maximum utilization of library resources and services,

- iii) Creating in the users a positive attitude towards the librarians which is necessary if the latter are to facilitate useful interface between the users and the information resources.

There are several factors that militate against the success of the various library user education programmes. This will be made clear as the various forms and methods used in library user education are discussed.

5.2 Library Orientation

Library orientation plays an important role in enabling students use the library by making them aware of the available library resources. However, its effectiveness in inculcating skills necessary for proper utilization of these resources is limited by several factors. These factors are to do with the information provided, students' motivation, personnel resources and the environment in which library orientation takes place.

University libraries also make use of orientation as a public relations tool to make students appreciate the role of the library in the milieu of their academic pursuit and make them feel welcome to utilize the available resources and services.

Those factors that militate against the success of library orientation are that:

- i) There tends to be information overload whereby too much information is being transmitted to the students. This is because of the failure to come up with realistic and achievable objectives for the library orientation.
- ii) The information provided is often factual and at times seems irrelevant to students in their early days in the university. There is an over-emphasis on cognitive objectives at the expense of affective ones during orientation.
- iii) Students are poorly motivated to attend the orientation programmes. This has a lot to do with the timing of the programmes in the first week of students' life in the university. It is true that at this time they may not understand the centrality of the library in their academic life.

- iv) There are insufficient staff resources to cope efficiently with large numbers of students in a relatively short time. This makes groups assigned to single librarians for orientation to be too large. Such circumstances make the orientation fraught with superficiality and incompleteness.
- v) There is insufficient time allocation for library orientation. Sessions are too short, fast and hurried. Consequently, students are not given an opportunity to try the skills they learn.

5.3 Library Skills Course

Library skills is the most recent development in the library user education arena. This course is part of the wider communication skills course given to all students in public universities. In this course, students are formally taught how to use information resources in the library. Of the private universities investigated, only Daystar University is reported to have a library skills course. However, it is not offered to all eligible persons since it is limited only to those taking a Bachelor's degree in Communication.

According to the findings of this study, both students and librarians appreciate its role in facilitating fruitful interaction between the information seeker and information resources. Notably it enhances user independence, confidence and accuracy in exploiting the resources. It is on account of this that majority of librarians in both public and private universities feel that all new students to the university should be formally taught how to use the library.

In spite of this, several problems can be cited as hindering the success of library skills courses in the universities.

- i) Large groups of students involved making the lecture the prevalent means of teaching in spite of its many weaknesses.
- ii) Lack of adequate personnel especially with background in librarianship to teach this course.
- iii) Inadequate time allocated to library skills course.
- iv) Lack of proper evaluation to assess its effectiveness and make the necessary adjustments.

5.4 Point-of-Use Instruction

The greatest advantage of point-of-use instruction is that skill is given to the student when he is most motivated to use it. The effective library user education is that which encourages users to seek help from librarians in case they have problems. This could be a remedial measure in cases where students are not conversant with the operations of the library. The study found out that though librarians have been involved in helping readers on an individual level to use the catalogue, indexes and locate services, the majority of students are reluctant to consult librarians.

Problems that undermine the effectiveness of point-of-use instruction include:

- i) Lack of proper communication between librarians and students. Their contact is characterised by mutual suspicion and mistrust.
- ii) Shortage of staff to cope with students' enquiries.

5.5 Library Guides and Manuals

Many students rely on library guides and manuals to enhance the effectiveness of their information retrieval activities. In spite of this, university libraries are experiencing problems in using library guides and manuals. These problems include:

- i) Lack of resources to print and update library guides,
- ii) Students' low motivation to make use of guides,
- iii) Lack of evaluation of the usefulness of the library guides.

5.6 Signposts and Notices

The success of signs and notices depends on their legibility, attractiveness and conspicuousness. It is important that they contain adequate information, be updated regularly and be located in places that students feel comfortable to stop and read.

Various types of signposts and notices are in use both in public and private university libraries. Though librarians are aware of the great communicative potential of this method, there is an apparent failure to realise the importance of creating clear, legible signposts and notices, and locating them appropriately. These are the major problems facing the success of signposts and notices in both types of universities but especially private ones.

5.7 Policy on Library User Education and Evaluation of programmes

The importance of policy and evaluation in the success of library user education programmes cannot be overemphasized. Though public universities boast of policies on library user education which declare their commitment to ensuring that users are given appropriate skills for maximum utilization of library resources, these policies do not stipulate how this goal is to be attained. Private universities do not have such policies.

Lack of policy in both Catholic and Daystar University libraries has led to printing of guides and manuals, conducting orientation as a matter-of-routine while signposts and notices are put up on an ad hoc basis in the hope that some one will read them.

There is no indication that some forms of library user education are being gauged to determine their success. These include library orientation, library signposting and notices, library guides and manuals, and point of use instruction. Without evaluation, it is not possible for the libraries to be aware of their weaknesses.

Library skills courses have been evaluated. A major problem has been incorporating changes in the existing programmes.

What should be emphasized here is the need to set up objectives which should form the basis for evaluation of all forms of library education and come up with more relevant methods of evaluation.

5.8 Adequacy of Library Services

It is possible to spend on user education, time and resources that could be used to improve library services. What should be guarded is using library user education to compensate hard-to-use systems or poor services. As such, the library systems should facilitate the application of the skills gained through library user education. This makes it more plausible and credible. We should not forget that if the library is to be relevant it should provide adequate services and information resources.

According to the findings of this study, some of the respondents from the different universities investigated felt that their libraries are inadequately equipped to satisfy their needs. The private university libraries are more seriously affected, because they are continuously introducing new courses of study which are not adequately provided for. Some students were not sure if the skills were of much use to them because of problems such as lack of materials in their subject fields and poor shelf arrangement.

5.9 Recommendations

Having analysed the data and arrived at various conclusions and even identified various problems, we are in a position to make some recommendations on how improvement can be achieved.

5.9.1 Need for Policy

The importance of policy on library user education lies in the fact that it articulates the library's commitment to the issue and outlines measures that are to be undertaken to implement user education programmes.

With a policy, it will be possible to set aside resources for their own purpose. The study found out that such policies do not exist such as in Daystar and Catholic Universities. Where they exist in Kenyatta University and the University of Nairobi they should be restructured to be explicit on how the goals of library user education are to be achieved.

5.9.2 Library Orientation

Several weaknesses of the library orientation programmes as practised in both public and private universities have been discussed. These include poor timing, inadequate time allocation, large groups being involved and too much information being communicated.

The first week is inappropriate timing for library orientation since during this time students are faced with many issues related to settling down. They also lack the motivation to attend such sessions since they cannot relate the library to their studies. Therefore, library orientation should be held in the second or third week to allow students to settle down and give late comers a chance to attend.

Time allocated for library orientation is too short compared to the number of students involved as well as the amount of information being transmitted to students. More often than not, library orientation is too superficial. Therefore, more time should be allocated for this purpose.

The size of groups allocated to a single guide during orientation should be manageable. This will ensure that students have ample time to try out the skills and ask questions.

Orientation should not be left to older students as it is done at Daystar University. It should not also be left to teachers who are not familiar with the systems. Rather, it should be done by librarians who are well versed with information storage and retrieval.

5.9.3 Library Posters and Notices

Notices and posters for the purpose of directing, informing, or instructing the users should be legible, accurately located, attractive and adequate in number and content. There is need to update the notices as well as renew faded ones. The content of such notices should be considered carefully in terms of accuracy and clarity. Libraries should engage the services of somebody who is technically qualified to write legible and attractive labels.

5.9.4 Library Guides and Handbooks

Printing of library guides and handbooks could be a waste of time if such material is not needed by students. It has also been noted that some guides are not read by students while some students were not issued with them.

Library guides should not be part of the library orientation package since they are likely to be discarded unread. Rather, they should be given when students start using the library. At such a time, they will be better motivated to read them.

They should also be attractive and stimulating, brief and clear. The use of jargon which is likely to put off some students should be avoided.

5.9.5 Library Skills Course

The library skills course was received favourably by students for its relevance in the use of the library. However, it is hampered by lack of adequate staff, inadequate time allocation, poor timing and large numbers of students.

If the library skills course is meant for use by students in the course of their study, it should be given in the first semester to save them from haphazard use of the library in the first semester which is likely to cause disillusionment with the library and influence negatively the attitude of students towards the library.

More time should be allocated to the library skills course as the present 6 hours in public universities and 1 hour at Daystar university is not adequate.

Librarians are in a better position to teach library skills for they have better command of the library operations, therefore this role should be given to them.

The problem of staff could be solved by recruiting librarians as permanent staff of the Communication Skills Department.

Private universities should consider the possibility of introducing formal teaching of library skills for this contributes much to the effectiveness of teaching and learning. It will also ensure that resources are well utilized.

The lecture method is not effective in inculcating skills. Therefore, arrangements should be made to use other techniques such as demonstrations, exercises and seminars.

5.9.6 Use of Audio-Visual techniques

In recent years, there has been increasing interest in the use of audio-visual media such as video tapes, tape/slide presentations etc. Their major advantages are their flexibility, ease of operation, exploitation of both audio and visual senses as well as the possibility of using them with other methods such as lectures. Their use in both public and private universities should be enhanced.

5.9.7 The Need to Improve Services

There is a danger that library user education may be regarded as a substitute for or alternative to the improvement of information systems. Ultimately, the objective in assisting the user to make effective use of library services is not to change the user's behaviour to fit the system but to design systems that support the user. Therefore, library user education should go hand in hand with improvement of services.

5.9.8 The Need for evaluation

Giving library orientation, issuing of library guide books and even signposting are done in the best hope that students will gain. There is no evidence that they are being subjected to evaluation. It is important to get feed back from students if improvement is to be achieved. Evaluation is therefore necessary if libraries are to gauge how effective they are and the improvements that can be done.

Formal evaluation of the communication skills should be encouraged to provide comprehensive information on the various weaknesses and as a basis for further improvement.

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QUESTIONNAIRE FOR CHIEF LIBRARIANS

NAME OF LIBRARY _____

DATE THE LIBRARY WAS STARTED _____

NUMBER OF REGISTERED USERS _____

COLLECTION SIZE _____

INSTRUCTION

(A) Please tick appropriately where ticking is required.

1. The following are some of the services offered by the university libraries. Please tick as many as apply to your institution

Lending of reading materials ()

Interlibrary loans services ()

Photocopying services ()

Reference services ()

Reservation services ()

Any other (please specify) _____

2. What do you consider to be the main goals of library user education?

i) _____

ii) _____

iii) _____

iv) _____

3. Please name specific tasks you expect graduates of effective library user education to be able to undertake

i) _____

ii) _____

iii) _____

iv) _____

4. What forms of library use education are carried out by your library? (please tick as many apply)

library orientation ()

library guide manuals and handbooks ()

library sign posting and notices ()

library instruction ()

Bibliographic instruction ()

Any other (please specify) ()

5. Is it mandatory for new student to attend library orientation in your institution?

Yes ()

No ()

6. How long after their arrival are new students given library orientation?

During the first week ()

Between second and third week ()

Any other (please specify) _____

7. Which of the following give orientation to students?

Library staff ()

Teaching staff ()

Both library teaching staff ()

Any other (please specify) _____

8. Please tick appropriately any of the following methods that are used as part of library orientation program;

Video shows ()

Giving out manuals, guides and booklets ()

Guided tour in the library ()

Lectures ()

Computer aided instruction ()

Sign posting and notices ()

Any other (please specify) _____

9. How long does the orientation take?
- 1-2 hours
- 1 hour
- Less than 30 minutes
- Any other (please specify) _____
10. If audio visual techniques are used in orientation, what specific A-V material are used in library orientation?
- Audio cassettes
- Overhead projectors
- Slides and tapes
- Video tapes
11. Approximately how many students are assigned to one guide during the orientation tour?
- 50 and below
- Between 51 and 100 students
- Between 101 and 150 students
- Above 150 students
- Any other (please specify) _____
12. How would you rate the students attendance of the program?
- Good
- Fair
- Poor
13. What would you say are the goals of your library orientation programs?
- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

14. What specific skills is orientation aimed at giving students?

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____
- iv) _____

15. (a) Are there any problems experienced in library orientation in your university?

Yes ()

No ()

(b) If the answer to the question ¹⁵ is (a) is 'yes' please list them

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

LIBRARY SKILLS COURSE/LIBRARY INSTRUCTION

16. (a) Are students in your university formally taught library skill course

Yes ()

No ()

(b) If the answer to question 16 (a) above is yes please tick appropriately from the following, points that describe the course given.

- It is examinable ()
- Not examinable ()
- Planned and implemented by librarians ()
- Cooperative effort of librarians and teaching staff ()

- Optional ()
- Mandatory ()
- Integrated in the university timetable ()

(c) If the answer to 16(a) above is 'no' are there plans to offer this course

Yes ()

No ()

17. (a) Is the library skills course part of (integrated) into the university curriculum?

Yes ()

No ()

(b) For either 'yes' or 'no' to question 17 (a) above please kindly give what you think are the advantages and disadvantages.

Advantages i) _____

ii) _____

iii) _____

Disadvantages

i) _____

ii) _____

18. Are any of the following methods used in the library skills taught in your institution?

(please tick appropriately)

Seminars ()

Tutorials, seminars and demonstrations ()

Lecture method ()

Practical exercises ()

Video tapes ()

Computer aided instruction ()

Any other (please specify) ()

19. What do you think should be the specific goals of the library skills course?
- i)
 - ii)
 - iii)
 - iv)

20. What do you think is the best method of teaching user education?

 Please explain why.....

21. (a) Do you think that the teaching staff have a role to play in educating students on how to use the library?
 Yes ()
 No ()
- (b) If the answer to 21 (a) above is "yes" give a list of what you think they can do ;
- i)
 - ii)
 - iii)
 - iv)

22. There is an argument as to whether it is the librarian or the teaching staff who are most suited to educate the library users. Please state your opinion with reason(s)

.....

.....

.....

POLICY

23. Please state your library's policy on user education

.....
.....
.....

EVALUATION

24. (a) Do you normally conduct evaluation of the user education programs?

Yes ()

No ()

(b) If the answer to question 24 (a) above is "yes" please specify the methods used

i)

ii)

iii)

iv)

25. (a) It has been argued that majority of library user education programs given in Kenyan universities are not being evaluated. Do you think that is true?

Yes ()

No ()

(b) If the answer to question 25(a) is "yes" please suggest why this is the case.

i)

ii)

iii)

iv)

26. What indications would you use so as to gauge the success of a library user education program?

i)

ii)

iii)

iv)

27. What specific problems if any does your library face in educating the user?

i)

ii)

iii)

iv)

LIBRARY ORIENTATION

(a) Were you given any library orientation when you first came to this university?

Yes/No

If the answer to (a) is 'yes' who gave you the orientation?

A teacher in my department

A friend

Any other (please specify)

If the answer to (a) is 'no' why?

I did not know where to look for it.

I had not yet started at the university then.

I was busy looking down.

I did not feel that it was important to attend.

STUDENTS' QUESTIONNAIRE

NAME OF UNIVERSITY.....

DEGREE COURSE.....

SUBJECTS STUDIED.....

INSTRUCTIONS

- (a) There are no correct and wrong answers.
- (b) Where ticking is required, please tick appropriately.
- (c) Do not write your name anywhere on this questionnaire to ensure confidentiality.

LIBRARY ORIENTATION

1 (a) Were you given any library orientation when you first came to this university?
Yes/No

(b) If the answer to (a) above is 'yes' who gave you the orientation?

A librarian

A teacher from the department

A friend

Any other (please specify)

(c) If the answer to 1(a) is 'no', kindly give the reason(s):

I was not aware when it took place.

I had not reported to the university then.

I was busy settling down.

I did not feel that it was important to attend.

No orientation was given.

Any other reason(Please specify)

2 (a) If you attended library orientation, do you think it has helped you in using the library? Yes/No/Not sure

(b) Please give reason(s) for your answer in 2(a) above

.....
.....
.....
.....

3 (a) Please rate the library orientation given to students:

Very relevant

Relevant

Irrelevant

(b) Please give reason(s) for your answer in 3(a) above

.....
.....
.....
.....

4. What did you not like about the orientation if any?

.....
.....
.....
.....

LIBRARY SKILLS COURSE

5. Have you ever attended a library skills course since you came to the university?
Yes/No

6 (a) Please rate the library skills course given to students below:
informing people inside the library:

Very relevant adequate

Relevant adequate

Irrelevant adequate

(b) Please give reason(s) for your answer in 5(a) above

.....
.....
.....
.....

GUIDES/HANDBOOKS

7. If you attended a library skills course, what did you not like about it?

.....
.....
.....
.....

(b) If the answer to 7(a) above is 'yes', how frequently have you used the library guide ever since?

SIGNPOSTING

8 (a) Have you ever used the signposts (notices) provided inside the library to guide the library users? Yes/No

(b) If the answer to 7(a) above is 'yes', please identify specific help you got from them:

.....
.....

.....
.....

9 (a) Please, rate the adequacy of notices and signposts provided for guiding and informing people inside the library:

- Totally adequate
- Adequate
- Inadequate

(b) Please give reason(s) for your answer in 9(a) above

.....
.....
.....
.....

GUIDES/HANDBOOKS

10 (a) Were you issued with a library guide when you first came to university?
Yes/No

(b) If the answer to 10(a) above is 'yes', how frequently have you used the library guide ever since?

- Regularly
- Infrequently
- Not at all

11 (a) Do you think the library should continue to spend money on printing the library guide? Yes/No

(b) Please give reason(s) for your answer in 11(a) above

.....
.....
.....
.....

LIBRARY, LIBRARIANS AND USER EDUCATION

12 (a) Do you feel any reluctance to ask questions to the staff in your library?
Yes/No

(b) If the answer to 12(a) above is 'yes', please kindly give reason(s) why?

.....
.....
.....

13 How do you find the librarians in your institution?

- Helpful
- Indifferent
- Unhelpful
- Hostile

14 How important do you consider the library to be to the success of your studies?

- Very important
- Important
- Unimportant

15. What do you mostly use the library for? (Please tick one of the following)

- To read personal materials
- As a source of information
- As a place for discussions

16. How do you mostly get the information you need for class assignments?

By personally searching in the library.

By relying on the lecture notes

From friends

Any other(Please specify)

17. How would you rate the adequacy of the university library in fulfilling your information needs?

Totally adequate

Fairly adequate

Inadequate

Totally inadequate

18. Which of the following statements is true in your experience?

The library staff can always adequately answer my questions.

The library staff can sometimes adequately answer my questions.

The library staff can never adequately answer my questions.

19. How would you rate your use of the library?

Very frequent

Frequent

Sometimes

Not at all

LIBRARY SERVICES AND USE

20 (a) Do you have any difficulties using the library? Yes/No

(b) If the answer to 20(a) above is 'yes', please indicate what these problems are:

.....

.....

.....

.....

.....

21 Indicate below how you find books in the library:

	Never	Sometimes	Frequently
By browsing books on the Shelves			
By using the catalogue			
By borrowing what friends have found			

22. The following are some of the services offered by your library. Please tick the ones you are aware of:

Interlibrary loan services

Reservation services

Reference services

Photocopying services

Lending of reading materials

23. How often do you need assistance in your use of the library?

Always

Sometimes

Hardly ever

24. The following are some of the library skills and methods used to teach the skills. For each, please tick the method(s) through which you came to learn it. Leave blanks for any skills you are not familiar with.

	POSTERS	LIBRARY SKILLS COURSE	ORIENTATION TOUR	LIBRARY GUIDE/HANDBOOK	EXHIBITION	LIBRARIAN'S LECTURE	TEACHER	FRIENDS
i) Use of catalogue								
ii) Classification schemes								
iii) Location of specific resources								
iv) Borrowing procedures								
v) Making reference citations and bibliographies								
vi) Locating books on the shelves								
vii) Rules and regulations								
viii) Importance of the library								

25. How confident do you feel about finding what you want when you come to the library?

Very confident

Reasonably confident

Not at all confident

26. How would you describe the process of obtaining information from the library?

Easy

Difficult but okey when you master it

Difficult, complicated, frustrating and time consuming

27. Please list down any skills or knowledge you do not possess now but feel could help you use the library better

.....
.....
.....
.....

28. Please make any comments or suggestions about the library services offered in your university.....

.....
.....
.....
.....

29. If you need help when using the library, whom are you most likely to ask for help?

- Librarian
- Teacher
- Student

QUESTIONNAIRE FOR LIBRARIANS

NAME OF LIBRARY:.....

INSTRUCTIONS: Please tick appropriately where ticking is required.

1. (a) Would you say that it is necessary to provide library user education to new university students? Yes/No

(b) Please give reason(s) for your answer in 1(a) above.

(i)

(ii)

(iii)

2. The following are some of the methods of educating library users on how to use the library services. Please rank them by assigning to them numerical values (1,2,3...) starting with the most important.

	RANK
Library orientation and lecture	
Library guide, manuals and handbooks	
Library signposting and notices	
Library skills course	
Any other (Please specify)	

3. (a) How would you rate the effectiveness of library orientation in your institution in enabling students to use the library with ease and accuracy?

Effective

Fairly effective

Rather ineffective

Very ineffective

(b) Please give reason(s) for your rating in 3(a) above

(i)

(ii)

(iii)

(iv)

4. In your observation what are the major weaknesses of the nature and method being used to give students orientation in your institution? (Please list them down)

i)

(ii)

(iii)

(iv)

5 (a) Do you think library orientation is adequate to enable students to effectively use the library sources, resources and services? Yes/No

(b) Please give reasons for your answer in 5(a) above

i)

ii)

iii)

6 (a) When do you think is the most appropriate timing for library orientation?

During the first week of students life in the university.

During the second or third week of students' life in the university.

Any other (please specify).

(b) Please give reasons for your answer in 6(a) above.

i)

ii)

iii)

iv)

7 (a) Have some students ever approached you to help them this semester?

Yes/No

(b) How often does this happen?

Very often

Always

Often

Seldom

8. If the answer to question 7(a) is 'yes' please indicate by ticking appropriately the specific purpose for which your help was sought.

To show how to use the catalogue

Help locate material on the shelves

Help locate services

Any other (Please specify)

9 (a) Have you ever been involved in formal teaching of library skills course to undergraduates? Yes/No

(b) If the answer to 9(a) above is yes please indicate the various methods you have used:

Audio visual techniques

Exercise, practicals and demonstrations

Lectures

Computer aided instruction

Any other(Please specify)

10 (a) Do you think that library skills course should be made mandatory for all new university students? Yes/No

(b) If the answer to 10(a) above is 'yes', please give what you think would be the advantage of such arrangement

i)

ii)

iii)

iv)

11 (a) If library skills course is being provided in your institution how would you rate its relevance in enabling students make good use of the library resources?

Very relevant

Fairly relevant

	LIBRARY ORIENTATION	LIBRARY SKILLS COURSE
Library layout		
Available library resources		
Use of the catalogue		
Classification schemes		
Practical literature search		
Organization of resources		
Operational procedures		
Rules and regulations		
Making reference citations and bibliography		
Others		
i).....		
.....		
.....		
ii).....		
.....		
.....		
iii).....		
.....		
.....		

14. The diagram below shows a number of library use skills and the various methods used to teach them. Please tick the methods most appropriate for each skill.

	POSTERS	LECTURES	SIGNPOSTS	SEMINARS/TUTORIALS	AUDIO-VISUAL METHODS	PRACTICAL EXERCISES	EXHIBITIONS	DEMONSTRATIONS
Use of catalogue								
Classification schemes								
Location of services								
Making reference citations								
Study skills								
Borrowing skills								
Rulés and regulations								
Services available								
Organization of resources								
Literature searches								
Writing of bibliographies								

Any other (Please specify)								
----------------------------	--	--	--	--	--	--	--	--

16. What would you say is the attitude of students in your institution towards the ... (Please explain how this attitude is demonstrated)

15 (a) In your opinion, is library user education supposed to instil some kind of attitude into the students towards the library and librarians? Yes/No

(b) If the answer to 15(a) is 'yes', please what kind of attitude is effective use education supposed to instil in students:

a) The Library (please explain)

.....

.....

.....

.....

.....

.....

b) The librarians (Please explain)

.....

.....

.....

.....

.....

16. What would you say is the attitude of students in your institution towards the(Please explain how this attitude is demonstrated)

(a) The library

.....

.....

.....

(b) The Librarians

.....

.....

.....

.....



17. Below are some factors that affect the users acquisition of library skills. Please rank them by assigning them numerical values(1,2,3...) starting with the most important.

Please give reason(s) for your opinion	RANKING
Methodology	
The professional background of teacher librarian or subject specialist	
Library policy towards user education	
Availability of library user education teaching material	
Timing of Library user education	
Evaluation of user-education	
Any other(Please specify)	

KENYATTA UNIVERSITY LIBRARY

18 (a) Would you say that the library administration in your institution is committed to library user education? Yes/No

(b) Please give reason(s) for your opinion

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.....
.....

19. It has been claimed that much of the library user education given in Kenyan universities is not being evaluated. Please suggest reasons why this might be the case

- i)
- ii)
- iii)
- iv)

20. (a) Are there some measures that you think could improve the effectiveness of user education in your institution? Yes/No

(b) If the answer to 20(a) is 'yes' please list them below

- i).....
- ii).....
- iii).....
- iv).....

OBSERVATION CHECKLIST

	OBSERVATION AREA					FINDING					
	READING AREA	CATALOGUE AREA	ENTRANCE	CIRCULATION AREA	STAIRS LANDING	NEEDED?	EXISTS?	RIGHT SIZE?	APPROPRIATE LOCATION?	ADEQUATE NUMBER?	RIGHT INFORMATION DENSITY?
SIGN TYPE											
1. Direction finding											
(a) Plans											
(b) Directional signs											
(c) Identification signs											
(d) Directory											
2. Use of resources											
(a) Information signs											
(b) Instruction signs											

KEY

Observation Area

✓ Means it exists

X Means it does not exist

Findings

✓ Means "yes"

X Means "no"

JUL 0 2