FACTORS THAT AFFECT THE ACCESSIBILITY AND UTILIZATION OF RESOURCES IN SELECTED KENYA ARMED FORCES COLLEGE LIBRARIES

BY

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Library and Information Science

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2006
DECLARATION

I declare that this research is my original work and has never been submitted for a degree in any other university.

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DEDICATION

To the memory of my late father Mzee Simeon Munyoki Maithya (1914 - 2002) who despite being old and semi-literate, saw the light and took me to school and inculcated in me the value of hard work and the sense of responsibility.
I hereby acknowledge with gratitude the people who contributed in various ways to the completion of this project, but above all to the almighty God.

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ABSTRACT

It is often assumed that once a library has resources and has opened its doors to serve patrons, there will automatically be ardent users. Unfortunately this is not true and such resources may not be used to the optimum. With colossal amount of public resources put into the Kenya Armed Forces (KAF) college libraries, this is unfortunate. This study sought to investigate the problems that hinder the accessibility and utilization of NDC and DSC library’s information resources and suggest how they can be minimized. The objectives of the study were to:

- Establish patron’s perception and rating of library resources and services in NDC and DSC.
- Establish the major reasons for using the library.
- Find out other libraries used by the patrons.
- Identify information seeking strategy used by the users.
- Identify usage and user satisfaction with the two libraries.

The study used descriptive survey method of research. Three sets of questionnaires were administered to patrons, teaching staff and library staff at NDC and DSC. The researcher also visited the two libraries for direct observation of the library facilities. The data collected was coded and analyzed using the SPSS computer software. The findings revealed that all the patrons perceived the library as important to their college. The patrons used the library for borrowing, researching for projects, and preparing lecture notes. The patrons were found to be using other libraries and information sources such as UoN and UNEP. The problems that faced the libraries were low speed of Internet and/or computers, lack of seating space and low state of library interior furnishing like furniture. The library staff were found to be lacking professional qualifications for these libraries and this led to their passive nature. Most of the patrons located materials through the librarians as opposed to a small percentage that used the catalogue. User education was also severely lacking.

It is recommended that the library staff should be trained to match their tasks, ICT resources should be improved especially OPAC, access to online databases and participation in consortia be initiated, more computers purchased, Internet bandwidth be improved and comprehensive user education covering ICT and other formats of information sources be introduced.
Abbreviations and Acronyms

KAF : Kenya Armed Forces
CHE : Commission for Higher Education
DSC : Defence Staff College
NDC : National Defence College
DoD : Department of Defence
PSTC : Peace Support Training Centre.
DS : Directing Staff.
JSCSC: Joint Services Command and Staff College
JDS : Junior Directing Staff
UNEP: United Nations Environmental Programme
UoN : University of Nairobi.
AFSHE: Armed Forces School of Higher Education.
SDI : Selective Dissemination of Information.
D.D.C : Dewey decimal classification Scheme.
M.L.S : Master of Library Studies.
B.Ed : Bachelor of Education.
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CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND INFORMATION

The Kenya Armed Forces is composed of three services namely: Kenya Army (KA), Kenya Air Force (KAF) and Kenya Navy (KN). The Kenya Military puts a lot of emphasis on training. All soldiers undergo the same basic military training regardless of their service. Although each service has specific courses for their personnel (officers and servicemen); there are some colleges which offer key tri-service courses for Kenya Armed Forces officers and even those from friendly countries.

In Kenya, there are two colleges in the highest echelon of military training and education: National Defence College (NDC) and Defence Staff College (DSC). In addition to these, the Armed Forces Training College (AFTC) provides college level education to cadets. The military operates an intensive in-service education programme in the belief that continuing education empowers an officer to achieve maximum career potential and enhances the quality of the nation’s manpower pool.

The NDC and DSC have been accredited to offer University of Nairobi (UoN) degrees and diplomas to military officers and senior government officials. With the onset of academic courses in the military, there has been efforts to improve and modernize military libraries, especially those in Kenya Armed Forces Colleges. This is occasioned by the increased demand for effective and efficient library resources by the student officers and teaching staff and also as a requirement for accreditation by the University of Nairobi and the Commission for Higher Education (CHE).
1.1.1 Armed Forces Libraries

The Armed Forces Libraries worldwide are designed to meet the diverse and changing requirements of the military community. The libraries combine the functions of special, academic and public libraries (Kent and Lancour, 1968:542). In addition to special military history and military science collections, resources are geared to specific missions of the various units and agencies represented in the installation. Military librarians are necessarily alert on technical, political and sociological developments that are related or have potential relationship to military affairs. All resources reflect on social sciences, foreign area studies and international affairs (Kent and Lancour, 1968:543).

1.1.2 Kenya Armed Forces Libraries

Kenya Armed Forces regulations stipulate that facilities shall be provided to assist members of KAF in the study of educational subjects related to service requirements. The educational facilities include libraries. The regulations further provide that service libraries should be established to provide a range of books and associated materials for operational support, directed study, reference and personal development and recreation for members of the Armed Forces and entitled civilians (KAF, Regulations, 1997). The senior staff officer in charge of education in the KAF is responsible for the establishment and efficient operation of the military libraries. Each unit (or college) is manned by a fulltime librarian. The libraries at the Armed Forces Colleges can be classified as special libraries because they serve special clientele (military officers). However, they have an aspect of academic librarianship in that they serve students pursuing academic studies. There are several Armed Forces Libraries in Kenya (situated between Mombasa and
Isiolo) but this study is focused on two of these colleges which offer both academic and military studies. The two colleges are National Defence College (NDC) and Defence Staff College (DSC) both situated in Nairobi.

1.1.3 National Defence College (NDC)

The NDC is a national military institution established in 1992 to prepare senior military officers and their equivalent security officials and other government servants for higher responsibilities in the direction and management of defence, security and related public affairs. The NDC is located in the Karen area which is some 15km from Nairobi city. The core business of the college is training for responsibilities in defence, security, diplomacy, conflict management, peace keeping and policy. National Defence College is accredited to offer University of Nairobi Master of Arts, diploma and certificate courses in international studies (University of Nairobi 2002).

The NDC library was initiated alongside the establishment of the institution. The library idea was mooted because the college authorities felt there was direct need for an information resource centre where the students (referred to as participants) would borrow information resource material for use in their studies. The library has a collection of over 3500 volumes covering a wide range of subjects as well as reference materials. The acquisition of information material is through purchase, donation and exchange. The library is small but specialized to suit the patrons hence categorized as a special library. It serves a clientele of about fifty. It opens from 0800 Hrs – 2100 Hrs during weekdays and from 0700 Hrs – 1200 Hrs on Saturdays. The materials are classified and categorized
using Dewey Decimal Classification Scheme. It uses an Automated Library Management Software known as File-maker. The Automated Library System has categorized the information materials into:

- Books
- Thesis/submission
- Publications (Government, military and other publications).
- Reference material

The library has two members of staff who hold a Diploma in librarianship from the Kenya Polytechnic and a certificate in librarianship from the same institution respectively. (http://2.0.50/ncl)

1.1.4 Defence Staff College (DSC)

The Kenya Defence Staff College was established in 1984 as a Tri-service college tailored to train Grade 2 staff and commanders for the Kenya Armed Forces officers and officers from other friendly countries. The DSC is a national military training institution established to prepare selected military officers for the assumption of increasing responsibility in command and staff. A Peace Support Training Centre (PSTC) was established within the college grounds in 2000 as an additional arm of DSC. The college's strategic plan is aimed at developing a national regional institute of Strategic Studies. The DSC is accredited to offer university of Nairobi Postgraduate Diploma and Ordinary Diploma courses in Strategic Studies. The college graduates therefore are internationally recognized military ‘Passed Staff College’ (PSC) and also with UoN
diplomas in Strategic Studies. The student officers are at the rank of ‘Major’ and ‘junior’ Lieutenant Colonels with a minimum qualification of O level division 2 and above. The college core business is training for responsibilities in Defense, Security, Conflict Management, Peacekeeping and Policy. (University of Nairobi, 2004)

The DSC college library is located at the Eastern end of the Central Lecture Hall. It opens from 0730 hrs –2000 hrs on weekdays and 0900hrs –1300 hrs. The aim of the college library is to give full support to student officers and teaching staff by providing information resources for research, study and consultation. The stock consists of 8,000 volumes that encompass books, periodicals, reports and videocassettes. The materials are classified and catalogued using Dewey Decimal Classification scheme (DDC). It has a computer system known as File-Maker that is used for entering catalogue records. There is also a card catalogue with entries under author and title. The library has 3 computers connected to the Internet and has proposed consultancy with Joint Service Command and Staff College library in the United Kingdom. The acquisition of reading material is through, purchase donation and exchange. The library serves a clientele of about seventy. Four Librarians man it, one with B.ED (LS) (currently pursuing MLS) while the others are certificate holders.

1.2 STATEMENT OF THE PROBLEM

Organizations setting up special libraries aim at utilizing them towards certain ends; to assist them in realizing their objectives by catering for their information needs.
The KAF college libraries have a very important role to play in their support to the core business of their parent institutions. They provide specialized information resources to support the courses and programmes running in their respective colleges. The users of these libraries are student officers, Directing Staff (DS) and university lecturers engaged in research and teaching of military studies and strategic studies. Due to their specialized nature, KAF college libraries stock special collections and provide unique services. They stock military publications, some of which are ‘restricted’, government publications related to the KAF and general government documents. In addition they also stock materials on international organizations like United Nations (UN) and information resources on other militaries of the world. Some of these highly specialized materials can only be found in special libraries, government ministries or in special collections in academic libraries.

The introduction of academic education (UON diplomas and degrees) in NDC and DSC has increased the information requirements of both students and directing staff (DS). Consequently it implies that the libraries in these colleges must provide a higher level of information service to patrons who have extra work but without extra time to meet the increased course demand.

It is often assumed that once a library has resources and has opened its doors to serve, there will be automatically ardent users. Unfortunately the resources and services are not always used to the optimum. With the colossal amount of public resources put into the KAF college libraries, this should not happen. Therefore there is a need to investigate the problems that hinder the access and utilization of the KAF college libraries. In their
endeavour to attain these objectives, some obstacles are inevitable, whose effect is to inhibit the attainment of the set goals. If military college libraries are to offer quality services and therefore register greater success then they have to be aware of these problems (obstacles) with a view of overcoming them.

1.3 PURPOSE OF THE STUDY
The purpose of this study was to investigate into the factors that hinder the accessibility and utilization of library resources in NDC and DSC libraries and suggest possible solutions.

1.4 OBJECTIVES OF THE STUDY
1. To establish the patrons knowledge, perception and rating of library resources and services in DSC and NDC.
2. To establish the major reasons for using or not using the DSC and NDC libraries.
3. To find out whether there are other libraries that the patrons use.
4. Identify information seeking strategies of students.
5. Identifying usage and user satisfaction of DSC and NDC libraries.
6. Propose recommendations for improving the libraries.

1.5 RESEARCH QUESTIONS
The study sought to answer the following questions:

1. What services/ resources provided by the library are users most aware of and which do they use most.
2. Which services/resources would be lacking or inadequate in the two libraries?

3. What problems do the libraries encounter in exploiting co-operation agreement with other libraries?

4. Why do users use or not use particular library resources/services at the two colleges?

5. What new services would be of interest to the patrons of DSC and NDC?

6. What problems inhibit the exploitation of the information resources in the NDC and DSC libraries?

1.6 SIGNIFICANCE OF THE STUDY

To the best knowledge of the researcher, literature available on the subject of KAF libraries can be described as insufficient (or even non existent). Unlike other types of special libraries like research libraries and medical libraries covered by some researchers, information on KAF libraries in the country is practically not existent. This study will attempted to fill this gap by providing some information pertaining to military libraries in Kenya. Of even more significance is the fact that the findings that will be presented by this study will be important in overcoming the problems of KAF college libraries in future. The findings of this study will benefit both the two libraries and the KAF libraries at large to establish the weaknesses and understand their clientele.

KAF college libraries have an additional role to play with the inception of academic programmes in the military colleges and also with many officers undertaking part-time degree courses at various universities as has become the trend with many Kenyans owing
to the introduction of parallel courses in both local and foreign universities. This study sought to find out how KAF college libraries could meet the new challenges.

1.7 ASSUMPTION OF STUDY
The NDC and DSC, being the senior most colleges in the KAF and also offering university diplomas and degrees have a greater information resources requirement than other KAF colleges, majority of which offer military training only.

1.8 LIMITATIONS OF THE STUDY
This study was limited by the following factors:

1. The study was undertaken together with coursework. A study with a wide scope was therefore not feasible for it was difficult to undertake extensive research while at the same time concentrate on lectures, continuous assessment tests and examinations.

2. The time provided for this study was limited. It was therefore not possible to travel to other KAF colleges outside Nairobi area in order to undertake a comprehensive study of KAF college libraries.

3. The information in the Department of Defense is classified & restricted. This will limit the scope of information that will be retrieved for this study.

Due to the above reasons the research was conducted at two KAF college libraries situated at Nairobi.
1.9 THEORETICAL FRAMEWORK

The Five Laws of Librarianship

Ranganathans five laws of librarianship provide statements and philosophical background upon which library and information services are founded (Lancaster, 1993). They are as relevant to information access and use today, as they were seventy-one years ago when Shyali Ramrarita Ranganathan formulated them. The laws are:

1. *Books Are For Use*
2. *Every Reader His Book*
3. *Every Book Its Reader*
4. *Save The Time Of The Reader*
5. *Library Is A Growing Organism*

The terms 'book' and 'reader' are prominent in the laws because during Ranganathan's time, libraries were mainly stocked with 'books'. However, in the contemporary, library world the term book can extend its meaning to refer to documents or any other information carrying material. Consequently the noun 'reader' should be interpreted to refer to users, customers, patrons, clients and other suitable market oriented terms, which are used in modern library trends.

The first law *Books are for Use* can be elaborated to document/information is for use. This emphasizes the fact that libraries should not be concerned with custody but rather exploitation of bibliographic resources. For information to be exploited, it must be
accessible to the patrons either physically or digitally. In reference to this, the library should then enable more and more bibliographic resources to be accessible to the current and potential users through all possible means including electronic networks, inter-library lending reprography services, playback equipment for non-book media among others. The library staff should be of the right qualification /caliber to enhance information use through good public relations, outlook, and promotional activities that attract clients to utilize the information facility.

The second law, *Every Reader, his Book* emphasizes that libraries be user oriented. To enhance access and utilization of library resources the staff should study user needs and come up with user profile. The user profile can be used to match current awareness services and selective dissemination of information. On staff factors affecting information access, the library manager should hire staff qualified enough to enable every user to access his/her information needs. It is not enough that the library owns an item sought by a user; it must be made accessible when needed. This research aims to study factors, which can inhibit this access and exploitation of library information resources.

The significance of the third law, *Every Book its Reader*, is that books (and other information resources) need to find potential users as well as users to find the book they need. It implies that library services should be tailored to satisfy the diverse needs of clients. For the access and use of information resources, an important role of the library should be that of making the clients aware of publications of possible interest to them. This includes library promotion, publicity as well as current awareness services to meet
individual user needs. Such initiatives will ensure that information resources do not lie idle in the library without access to users. ICT should be used to enhance access and use.

The fourth principle, *Save the Time of the User*, like in business; a customer should take the least time to get service. It is wrong to look at user time as ‘free’. The time users spend on libraries using and/or searching information for materials, could be spend on other productive ways. Without proper planning, time can become a major problem of access and utilization of information resource. For students of NDC and DSC, time is very scarce, hence they need to maximize the little they squeeze of class work, and study military exercises to visit the library. For efficient and effective exploitation of time spend on the library it should embark on efficient user education, ICT, library guides and pathfinders and deploy qualified staff.

Like many other institutions, the *Library is a Growing Organism*. This reflects the dynamic nature of libraries. This law indicates that the library should be willing to adapt to new condition. If this law was not followed libraries would still be at the stage of books being chained on tables with closed access. This would severely hamper access to and exploitation of information resources. A study of access and exploitation of information should therefore investigate how the library has tackled this challenge by adapting to changing conditions that enhance access and exploitation of information. Adaptations in the library include incorporating ICT trends, hiring and retraining staff, acquisition of new stock and weeding of irrelevant material, changing from custodial to
access policies like gaining access to remote online databases, developing new services and strategies (e.g. publicity) etc.

This study will be based on the five principles of librarianship as formulated by Ranganathan.

1.10 CONCEPTUAL FRAMEWORK

Figure 1: The Flow of Information In Libraries

External and internal information resources

Library factors
Library services
Staff factors
Patron factors

Accessibility
Use

KEY

Unconstrained flow
Constrained flow
1.10.1 Definition of Concept

a) **Internal information resources**

These are sources of information that are already found in the library i.e. the library collection like books.

b) **External information resources**

These are the sources of information that are not within the library collection. Such include remote databases and resources acquired through interlibrary lending.

c) **Library factors**

These include the physical set up of the library that affects the use and accessibility to information.

d) **Staff factors**

These entail the professional staff qualifications and their motivation towards playing their role as information intermediaries.

e) **Patron factors**

These refer to the predisposition of the library users towards the library. These include user education, perception of the library etc which may affect the use of the library.

f) **Accessibility**

This refers to gaining access to both internal and external resources of the library
g) Use

Utilizing the information resources by the library patrons. It includes reading books/periodicals, getting answers to reference questions, surfing the Internet etc.

1.10.2 Relationship of the Concepts

The presence of both internal and external resources in a library does not guarantee their accessibility and utilization by the patrons. The accessibility and use of information resources may be offered by library factors, services offered staff and the patrons.

In the diagram (fig. 1), continuous arrows show information flowing from the resources downwards towards accessibility and use. However, this flow is constrained by some factors after which the arrows are dotted notifying that not all the information resources may be accessible for use. This research studied the factors that affect the flow of information for use by patrons.
2.1 INTRODUCTION

This chapter lays background for the study. The researcher will review literature related to the accessibility and utilization of library information resources. The review will be based on five sub-topics namely accessibility and utilization of libraries, library related factors, library services, patron factors and staff related factors.

2.2 ACCESS AND UTILIZATION OF LIBRARIES

The idea of a library as a service in the sense of active provider of services to its customers is relatively new (Brophy, 2005). However it is now generally accepted that the guiding principle of most academic libraries is provision of access rather building collections. Expounding on Ranganathan’s first principle of librarianship (Books are for use), Lancaster (1993) argues that libraries should not be concerned with custody but rather exploitation of bibliographic resources. It is now well known that the accessibility of information services is the major determinant of their use. Studies have consistently shown that overall library use is highest when patrons have confident, ready access to the collection. The challenge is how to find affordable ways to accommodate this need (Baker and Wallace, 2002). Quoting Gerstberger, (1968), Lancaster (1993) states that:

Someone is likely to judge a service to be “inaccessible” if it requires too much effort to use.

Baker and Wallace (2002) strengthened the above statement by a quote from the famous economist, Adam Smith, who centuries ago observed that:
The real price of everything, what everything really costs to the man who wants to acquire it, is the toil and trouble of acquiring it.

It can be deduced from the above arguments that, if access to information resources is constrained (‘costly’) then their utilization is low or is the last resort. This is not the situation that KAF college libraries want to create. A study of the accessibility and utilization of military college libraries would be crucial at this time so as to put the college libraries in their right position, as partners in teaching and research and not just any other support service.

2.3 LIBRARY RELATED FACTORS

2.3.1 Physical Set-up and Layout

The environment of a modern library should encourage patron and even staff to spend time in it. A library should be adequately accommodated to cater for patrons, staff, stock and equipment (Kithele, 1990). Making sure that everything is safe and tidy will reflect well on a library and increase the use that is made of it (Pantry and Griffiths, 2005). Kithele (1990) further observed that, generally during inception, libraries have ample space. However owing to lack of consideration for future growth at planning stages, the space is later found to be insufficient. Kithele further warns that if the quality is not appropriate, various things may be sacrificed. Users may be uncomfortable, materials and equipment housed therein might not be effectively utilized and worse still space may diminish at a fast rate. This study hopes to find out the state of accommodation provided for the DSC and the NDC libraries and its effect on the access and utilization of the library.
2.3.2 Stock

Although the term 'library' indicates a collection of books, the stock of a 21st century library encompasses, a very wide range of possible media, which might include: print, electronic media, online sources, audio-visual, three-dimensional etc (Totterdell, 2005).

Echoing the same sentiments on library stock, Muviti (1999) stressed the need for libraries to provide various kinds of reading materials that include books, journals, reference material and non-book media. The Joint Services Command and Staff College (JSCSC), one of the best-equipped military libraries in Europe has the following stock in its collection.

- Books and monographs
- Current journal titles (300+)
- Large collection of on-line journals
- Official documents and manuals
- Student research papers
- Archive items
- CD-ROMS and DVD's
- Video tapes
- Commercial on-line research databases
- Electronic image collection
- Maps, atlases and guidebooks (in print form and CD-ROMS)

(JSCSC, 2003)
The main role of a staff college library is to provide relevant books and information in a timely manner, in response to staff and student enquiries. Success on this depends on the quality and currency of stock; amount of money available for acquiring new material; the management and the organization of stock (D/AG.2150/DETS (A), 2000). In line with this; one research revealed that,

*Constant library visits without yielding relevant resources may frustrate and therefore discourage users from visiting the library.* (Muviti, 1999)

A study in the KAF college libraries is therefore timely to investigate the nature of their stock especially after accreditation to UoN.

### 2.3.3 Information Organization

Books, reports, journals, electronic documents and other items in the collection must be organized for use by customers who have access to the collection and to facilitate the work of information officers (Pantry and Griffiths, 2005:65). Information organization consists of classification and cataloguing and placing the items on the shelves or other suitable order (Brophy, 2005). The basic functions of a library’s catalogue or database have been itemized as follows:

- List the contents of the collection
- Provide information for guidance to the user in the selection of items most likely to suit his/her needs.
- Inform user of the location those items.
- Assist the information centre staff. (Pantry and Griffiths, 2005:65)
It has been argued that, without a good catalogue or database of the library's information stock, a proportion of the information will effectively be lost, because no one will be able to find it (Baker and Wallace 2002). Mutwiri (2005) noted that even though, the primary role of a catalogue is to act as a finding device, many scholars have noted that catalogues are more used by the librarians than the users. The implication of this statement may be that many patrons do not know how to use the catalogue and consequently have a limited access to the information in their library.

With library automation, a modern catalogue provides access to collection in other libraries and on-line databases (Brophy, 2005).

Some special libraries like the DSC and NDC libraries use general classification scheme like Library of Congress Classification Scheme, which may not necessarily be suitable for a military library. The Army library services (Alibs Britain) uses an in-house scheme known as the Alibs Military classification which was written specifically for use in a military and current affairs library (DSC Files, 2002). The NDC and DSC libraries therefore have an assignment on the choice of classification scheme to use.

2.4 LIBRARY SERVICES

A service structure is set up for its utilization value. This guarantees the decision makers' correctness of their decision to set up such a service (Kithele, 1990). Nobody would be happy to put up a service, which is not used. There is need for certain services to be provided to enhance use of the library.
2.4.1 Interlibrary Co-operation

In its widest sense, interlibrary co-operation means the sharing of resources and adherence to agreed standards which make such a cooperation possible (Ogoti, 1992). Interlibrary co-operation is a means of providing relevant information and make them accessible to eligible users. It may cover co-operative acquisition, processing and interlending of information resources. A study on Military Science Programme in KAF by Mitei (2002) observed that co-operative agreement for student officers to use other libraries was missing. In line with the above, was a recommendation by UoN Accreditation Team that DSC and NDC should consider sharing facilities in order to maximize on the utilization of resources (University of Nairobi, 2004). Though not an end in itself, KAF libraries can benefit from library co-operation since they cannot afford to develop or overcome their problems in isolation. There is therefore need for DSC and NDC libraries to pool their resources together with other similar libraries for improvement of information resources. This is even more feasible with the coming of ICT and library consortia.

2.4.2 Reference

The academic library’s ability to offer authoritative advice is one of its hallmarks (Brophy, 2005). Most library and information units operate a reference service, ranging from dealing with quick reference queries at a general counter in small libraries to detailed and specialist subject-based service, involving complex literature searches offered by university and special libraries (Totterdell, 2005). The tools of reference work today are not only more flexible but also infinitely more complex and varied with the
development of electronic sources and the Internet. In order to ensure that the reference service meets the needs of the customer, it is necessary not to just provide the reference stock, be it specialist or general, printed or electronic, but also ensure that the staff providing this service are able to exploit fully and appropriately the resources the resources available to them either directly or indirectly (Todderdell, 2005).

2.4.3 User Education

In his study on special libraries in Kenya, Kithele (1990) noted that if users are to benefit fully from services offered by a given library, they should be conversant with effective use of the library. It should not be presumed that all users know all the techniques necessary to fully exploit the information resources of a given library. This he supported with a quote from Ashworth;

*It is unfortunate even among those graduates who have research degrees; many do not have the know-how to use libraries properly, and are unaware of full rage of information within their own discipline.*

*(Quoted from Kithele 1990:20)*

This statement means that user education should be administered to all users including seasoned scholars and it should be continuous so as to help keep the patrons abreast with the library content.

Baker and Wallace (2002) argue that for one to be able to use a library’s collection, he/she must first be able to access them; discovering where desired materials can be found and then obtaining them whether physical or digitally. Through user education patrons become independent users of information resource (both physical and digital) and avoid wastage of time. This is in line with Ranganathans fourth principle of
librarianship, ‘Save the time of the reader’. This is also in harmony with what Baker Wallace quoted from Van House on bibliographic instruction.

Librarians can save patrons time and trouble by providing bibliographic instruction programmes, offering help to patrons rather than waiting to be asked for assistance, preparing pathfinders and bibliographies and pursuing other approaches to make the library easy to use. (Van House, 1983a)

Van House raised the issue of being proactive by preempting patrons’ needs in information use. A study on factors that inhibit use of special libraries in Kenya also observed that lack of library (information) skills led to underutilization of the resources due to patrons’ ignorance of library resources and services (Muviti, 1999). User education is especially crucial due to the proliferation of a host of information resources both physical and electronic which pose a danger of information overload. User instruction takes the form of library orientation or continuous individualized guidance.

2.4.4 Information Marketing/Promotion

Today, libraries are under pressure to justify their existence through provision of quality services based on customer orientation (Leisher, 1995). It is this pressure that has brought about the issue of marketing in librarianship. The UK Chartered Institute of Marketing (1998) defines marketing as:

... the management process which identifies, anticipates and supplies customer requirements efficiently (Kavulya, 2004).

In the light of the above argument, the library should first identify its objectives, second identify its target users and their particular need and, third develop products and services aimed at these categories (Kavulya, 2004). In this way the library becomes a market oriented organization in which all operations including acquisition, processing, storage
and service are focused on the needs of users and which focuses not only the satisfaction of demand but also creation, awakening and increasing the existing demand.

The library must consciously sell out its services to persuade customers to buy what it has on offer (Muviti, 2005). On the same note Mutwiri’s study on library friendliness found out that library patrons are attracted to a library mainly by the appropriateness relevance, up to-datedness and adequacy of its collection. However, as noted earlier patrons may not be aware of a library’s goodness unless a proactive step is take to inform them. Therefore the library has to promote its resources and services to the current and potential users. On the importance of dissemination in libraries, Atherton (1997:149) observed that:

One of the most important functions of an information service is to review publications immediately upon receipt, selecting information pertinent to the programme of the organization served and noting individual items to be brought to the attention by one means or another of those persons to whose work they are related. This is generally known as current awareness service and is directed to the community as a whole or to groups. A refinement of the current awareness is the idea of selective dissemination of information, a procedure that is prescribed to serve the individual directly.

Current awareness is designed to keep the user abreast with information received or identified by the library particularly in the organization’s subject field. Selective Dissemination of Information (SDI) that is more prominent in academic and special libraries is a personal service which is prompted by the sender (librarian) whose duty, as he/she perceives it, is to keep the clientele aware of the developments in their area of endeavour (Kithele, 1990). Wilson and Stephenson identified the elements of selective dissemination of information as: -

- User profile
- Regular scanning of incoming information and matching it with user profile.
Computer facilities have been used to enhance (SDI) by feeding user profile into a computer databank for matching with incoming items. A print out of registered hits registered is then given out very fast in the format desired. Other forms of SDI include photocopying or scanning journal articles/abstracts/table of contents and then routing them to identified users through networks, manual systems, telephone and other appropriate means (Totterdell, 2005).

Studies have shown that display of new books plays major role in library promotion (Baker and Wallace 2002). Most patrons want new works of all types shelved separately so that they can browse quickly the recent titles. This preference has been documented by studies to show:

*Significant circulation increase when staff members display new titles in separate section; and immediate and significant decline in use when staff members move the same titles to regular stacks.* (Quoted from Baker and Wallace, 2002)

In her study of factors that influence utilization of the Parliamentary Library in Kenya, Kamau (2001) observed that library orientation plays a major role in marketing. It introduces the user to the contents of the library, how to access the information, encourages and nurtures information seeking behaviour and helps users to familiarize with the library establishment. However lack of user orientation or ineffectiveness of user education programmes could be possible cause of patrons turning away from the library.

Kavulya (2004:121) has identified some library promotion tools as:
2.4.5 Information Communication Technology (ICT)

It has been argued that the development of ICT as one of the most important and far reaching influences on academic libraries (Brophy, 2005). The application of computers, telecommunication systems, and other electronic devices is changing management of libraries and information centres from manual paper based methods to ICT based information systems. Some of the ICTs that affect access and utilization of information resources are:

- **Online databases and electronic journals**
- **Optical storage devices CD-ROM, DVDs**
- **Software (includes server software, specialty and productivity software etc.)**
- **Hardware (computers, printers, scanner, networking components etc)**

(Totterdell, 2005:124)

**Internet**

More and more information resources are now found in the Internet. Various organizations offer free publications while others provide access to databases on subscription. It is therefore useful to create an overview of major websites relevant to a range of topics required by clients (CTA, 2001). Access to Internet gives remote access to a wealth of information at a little cost. The homepage of *Alibs* (JSCSC library software) is a gateway to useful military and current affairs sites. It also provides a variety of other useful sites, especially newspapers, news agencies such as BBC and CNN, and booksellers through the college intranet (JSCSC, 2003).
Online Databases and Electronic Journals

Increasingly, a lot of information is now found in computerized databases. Of particular relevance to international relations and strategic studies are:

- Universities and research institutes
- Bureaux of statistics
- NGOs development projects.
- Government ministries

Knowledge of major databases can be very useful in addressing specific questions. It is important (for the librarian) to make an inventory of such databases and an overview of such databases with regard to:

- Their quality (validity, completeness).
- Frequency of updating.
- How they can be accessed

(CTA, 2001)

The JSCSC library has several on-line databases available via its library homepage. The web-based resources some of which require a user name and password are easily searchable and the articles can be downloaded or printed. These resources include:

- Proquest Military- provides access to over 80 defence-related journals in full text.
- Ebsco Military Library- searchable full text articles from over 230 military and defence journals; abstracts and indexing from over 430 journals and 240 pamphlets.
- Jane’s Magazine Library- full text access to 12 key titles. These include Jane’s International Defence Review and Jane’s Intelligence Review.
- Jane’s Sentinels- full text access to all Jane’s Sentinels Regional Studies

(JSCSC, 2003)
With on-line databases, libraries are no-longer storehouses but transmitters of information with the e-journal transforming the journal market; (Ashcroft, 2002). In addition electronic resources are leading to new partnerships such as consortia deals which can provide more cost-effective options; purchasing consortia are in stronger positions to negotiate with publishers and subscription agents (Roberts and Rowley, 2004). Closer home, the consortium culture has taken root with the public and private universities in Kenya coming together to form a consortium for on-line databases. The NDC and DSC libraries that are more of academic libraries can also benefit from joining this consortium. This would fill the gap that was discovered by a study on Military Science Programme which revealed that the student lacked access to books and university libraries (Mitei, 2002).

Optical Storage Devices (CD-ROM, DVD)

CD-ROM (Compact Disc Read Only Memory) and DVD (Digital Versatile Disc) have gained popularity in modern libraries due to their user friendly qualities like compactness (economy of space), networking capabilities, ease of access and disc drives readily available in modern computers (Totterdell, 2005). The JSCSC has a large collection of CD-ROMs, mostly full text archives of magazines, newspapers and journals encyclopedias, atlases and other key reference materials (JSCSC, 2003).

2.4.6 Reprography

Reprography equipment like photocopiers, scanners, and printers are important for information access and use. Prompt reproduction of documents is required in current
awareness services, SDI, interlibrary lending etc (Kithele, 1990). In interlibrary lending, libraries may prefer to send copies instead of originals for security of unique materials. Kithele (1990) further observed that lack of reprography services might lead to mutilation of documents.

2.4.7 Library Operation Hours

In his book ‘Measuring for Results’ Matthew (2005) identified inadequate or inconvenient hours of service as one of the inhibitors to library access and use. Baker and Wallace (2002) also noted that library access might be removed in time, when a patron wants an item after or before library hours. In response to the time constrain to library access, many university libraries open for longer hours to reflect student needs and self-issuing/returning systems are becoming the norm to cover outside the staff hours (Totterdell, 2005). In JSCSC library, most services are available outside the staffed hours. This access is by use of a JSCSC proximity card (JSCSC, 2003).

2.5 PATRON FACTORS

2.5.1 User Activities and Characteristics

The user characteristics can be influenced by gender, level of education, experience, specialization/appointment, course of study among other factors (Kamau, 2001). It would be of interest to establish what factors influence the NDC and DSC student officers to use the library. Some of the user activities in libraries identified by Mathew (2005) are:

- Borrow/ return books
- Read newspapers
• Connect to the internet
• Consult librarian/reference service
• Study and work
• Read for leisure.

These activities reflect the user needs.

2.5.2 User Perception of The Library

The patrons’ perception, background and attitude affect their view of the library (Mutwiri, 2005). These factors are important in analysis of utilization of the library. The belief that patrons have can affect their perception of the library resources. The beliefs of users can be affected by previous use of other libraries (Kamau, 2001). Kamau goes further to say that there is a relationship between previous use and current use. A good previous experience with libraries can lead to appreciation of the current library resources at disposal. On the contrary a negative attitude will affect the use of on a negative way. If for instance the patrons belief that they cannot find useful information in the library, because of the fact that they missed what they wanted, this can influence their decision as to whether they will use the library or not. It is in view of this that Evans (2000) argues that knowing something about the users’ past library experience can help evaluate their responses accurately.

2.5.3 User Information Skills

If users are to benefit fully from services offered by a given library, they should be conversant with effective use of the library resources (Kithele, 1990). It should not be
presumed that all users know all the techniques necessary to fully exploit the information resources of a given library. If users lack library use skills they will in effect fail to access and use even superb library resources.

2.6 STAFF RELATED FACTORS

Staff is responsible for delivering services to users and is probably the library’s most important asset. Brophy (2005:105) pointed this out, when he wrote,

*Without dedicated and expert staff no library could operate*

Staff is required both to acquire and organize resources and to design and take part in the interaction with users who are at the core of library’s purpose (Panty and Griffith, 2005). Brophy also noted that staff need to update their knowledge and skills continuously so as to cope with the rapidly changing environment especially the implementation of ICT-based library systems. The team in an information and library service should therefore be of matched individuals, who between them can provide the skills and experience to match the customers needs and go on to provide innovative entrepreneurial service.

2.7 THE GAP IN LITERATURE

The military has been considered by many (civilians) as a closed and secretive organization. Due to this, little is known beyond the heavily guarded gates yet many activities which are similar to those of civilian organization run on daily basis.
As it has been seen from the literature-reviewed, studies on military libraries and especially in Kenya are lacking. To venture in this field, this study intends to fill this gap by studying two military libraries in Kenya with the hope that more studies on this area will follow.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the methodology that was used in data collection, interpretation and presentation. It includes the study design, study site, sample and sampling procedures, the research instruments used, data analysis, limitations of the research as well as ethical issues.

3.2 RESEARCH DESIGN

In this study, descriptive survey research method was used that involved both qualitative and quantitative analysis. This was the most suitable design to bring out the information sought for.

3.3 AREA OF STUDY

The study was carried out in two Kenya Aimed Forces Colleges based in Nairobi namely National Defence College and Defence Staff College. These colleges were selected because they offer academic programmes in addition to professional military courses and also for their convenience in distance and time available for the research. The research was done concurrently with coursework hence long distances would result to missing classes that were equally important.
3.4 STUDY POPULATION

The study population for the purpose of this study comprised of the library staff and patrons of the two military college libraries. The patrons included student officers, Directing Staff and part-time lecturers from University of Nairobi. These being the service givers and users they were the best of source of information for this research.

3.4.1 Sampling Techniques and Sample

Stratified random sampling was used to select the students so as to ensure that the three services of the Armed Forces (army, air force and navy) were represented. This method of sampling also ensured that students from different countries were represented. However, availability sampling was used to select the library staff, directing staff and lecturers. This was because the library staff were few all those who were available were selected. The lecturers are part-timers so they were given questionnaires when they came for their classes. The same lectures teach in both colleges.

The researcher selected a sample of 80 that represented 55% of the study population. Table 1 gives a summary of selected personnel from the study population.
Table 1: Distribution of the Sample

<table>
<thead>
<tr>
<th>Description</th>
<th>NDC</th>
<th></th>
<th>DSC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td>Sample</td>
<td>Population</td>
<td>Sample</td>
</tr>
<tr>
<td>Student officers</td>
<td>38</td>
<td>20</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>Directing Staff</td>
<td>6</td>
<td>3</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Lecturers</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library staff</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>38</td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

3.5 INSTRUMENTS OF DATA COLLECTION

The instruments of data collection used were questionnaires, direct observation and literature survey.

3.5.1 Questionnaires

Three sets of questionnaires were used in data collection. These were:

- Questionnaire for student officers (Appendix D)
- Questionnaire for lectures and DS (Appendix F)
- Questionnaire for library staff (Appendix H)

The design of the questionnaires included both structured and unstructured questions. The construction of the questionnaires was guided by study objectives. The unstructured questions were used where the researcher wanted to get views, opinions or suggestions from the respondents. Each questionnaire had a covering letter that explained the nature of the study and requested the respondent to fill it.
3.5.2 Direct Observation

Direct observation by the researcher was used to give first-hand knowledge of some library facilities. This allowed the researcher to verify the accuracy of answers given in the questionnaires in such areas as:

- Internet speed
- Catalogue state
- User guides
- Library physical outlook
- Etc

3.5.3 Literature Survey

Documentary evidence and website (NDC) were searched and analysed to find out for historical background, operational hours and services offered by the libraries.

3.6 ADMINISTRATION OF RESEARCH INSTRUMENTS

The researcher sought permission from the two colleges using letters from the department of Library Studies Kenyatta University (Appendix A & B). Personal visits were made to the colleges to personally administer the research instruments after permission was granted. The questionnaires were collected immediately or after a month depending on the availability of the respondents. The college management did not allow the researcher to administer the questionnaires directly because the students were too busy, so it offered to administer the questionnaire on behalf of the researcher. Some respondents took a
month to return the questionnaires while some never returned ostensibly they were very busy.

3.7 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

To validate the instruments, the supervisor of the project from Kenyatta University was consulted to examine the content and the face validity of the tools for data collection with a view of improving them. The suggestions were incorporated in revising the questionnaires.

A pilot study was conducted where the 3 sets of questionnaires (appendix D, F, & H) were pre-tested on a similar sample to the real sample to ensure that the questionnaires were reliable and valid in collecting the required data. The responses from the pilot study were carefully studied and the items in the instruments appropriately modified to ensure that they would allow collection of required information. The respondents used in the pilot study were not included in the final study sample.

3.8 DATA ANALYSIS AND INTERPRETATION

The collected data was edited and coded, to facilitate easy analysis. The Statistical Programme for Social Sciences (SPSS) was used for data analysis. This computer package has features suitable for analyzing data. Qualitative analysis was then carried out. This involved the use of descriptive and inferential statistics. The SPSS produces descriptive statistics like frequency tables and percentages. These were used to organize and present the data in:

- Tables
- Simple for graphs
- Compound bar graphs
- Pie charts

Where necessary data from the two colleges was analyzed and presented separately for comparative analysis.

3.9 LIMITATIONS

Some problems were encountered in the administration of the questionnaires. An unfortunate coincidence occurred during this period that students at both colleges were undertaking their course visits to all parts of the country. Due to this movement some respondents lost and/or misplaced their questionnaires.

The respondents were also very busy during this period hence they kept on postponing the questionnaire filling. The researcher made several visits (twice every week for 5 weeks) to the two colleges only to find no response. In one instance the researcher found that the students and their DS had spent five days consecutively in a military exercise without sleep.

Some respondents also refused to participate in the study because they were not using the library even after being explained that they were potential users with crucial information. This was attributed to the fact that all respondents (except the library staff) were senior to the researcher (who is also a military officer) hence there was very little room for any useful argument. Despite these drawbacks sufficient data was collected for the research.
However where opinions were sought only few were got due to low rate of return. Also in some cases generalization could not be made with only few respondents.

3.10 DATA QUALITY CONTROL

The researcher enhanced the quality of the data collected through editing of the research instruments (questionnaires). This ensured that unnecessary and/or ambiguous responses were not received. The researcher also compared the responses from questionnaires to what was observed directly in the libraries.

3.11 ETHICAL CONSIDERATIONS

Ethical practice was ensured in the study by offering all participants the opportunity to remain anonymous and treating the information gathered from them confidentially. Although there was a list of sample population, participation in the research was voluntary and none of the respondents was compelled to participate. Also all the lists of sample population and filled questionnaires were destroyed after data analysis.
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents and discusses analysis of the data collected through the use of questionnaires, direct observation and literature surveys. The information gathered through the use of questionnaires was analyzed using the Statistical Programme for Social Sciences (SPSS), interpreted and presented by the use of tables, graphs, charts, simple frequencies and percentages then discussed in accordance to the study objectives. The tables and figures therefore represent data collected from the field by use of questionnaires.

4.2 RATE RESPONSE

The researcher personally administered 80 questionnaires to respondents for the study. The questionnaires were later collected through the help of the colleges’ administrators and library staff. The 80 respondents were as follows: 44 student officers, 26 Directing Staff and university lecturers and 10 library staff from each of the two colleges namely National Defence College (NDC) and Defence Staff College (DSC). However, due to the intensive training programmes in the two colleges within and without colleges’ premises, only 46 questionnaires were returned giving the study a response rate of 57.5%.

The data collected from the two colleges was analyzed collectively according to the three categories of respondents since it was a general study of factors that affect access and use
of library information resources in military college libraries. However, where it was necessary to represent DSC and NDC separately to illustrate a certain trend it was done.

4.3 STUDENTS' QUESTIONNAIRE

The students' questionnaire was analyzed and represented in line with the various aspects of the problem that was being investigated. Data was represented under the following headings:

- Background information about the students
- The library and its use
- Library related factors
- Library services
- Staff-related factors
- Patron-related factors

4.3.1 Students' Background Information

4.3.2 Student Ranks

Student officers were asked to indicate their ranks or designations. The response is tabulated below.

<table>
<thead>
<tr>
<th>Student ranks</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>Lt. Colonel</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Colonel</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Brigadier</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Govt. official</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>
From the table above it is seen that the majority of the respondents were colonels (33.3%) followed by majors (29.2). The rest were Brigadiers (8.3%), Lt. Colonels (8.3%) and Government Officials (20.8%).

4.3.3 Level of Study

The students were registered at different levels of study in the two colleges as shown in table 2.

Table 2: Levels of Study

<table>
<thead>
<tr>
<th>College of study</th>
<th>Level of study</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDC</td>
<td>Certificate</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>Ordinary diploma</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>DSC</td>
<td>Ordinary diploma</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Post-graduate diploma</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table above shows that some students from both NDC and DSC have registered for ordinary diploma. However, apart from the ordinary diploma, some students in NDC have registered for certificate (6.3%) and masters (50%) level while those in DSC have registered for post-graduate diploma (25%). This implies that their in needs may vary.
4.3.4 Level of Education

The respondents were asked to indicate their level of education because education usually has a bearing on use or non-use of libraries. The levels of education were found to be ranging from O-level to masters.

4.3.5 Nationality

Students were asked to indicate their nationality. Majority of the students were from Africa while one was from German. The African countries represented were: Kenya, Uganda, Sudan, Rwanda, Republic of South Africa, Tanzania, and Namibia.

4.4 THE LIBRARY AND ITS USE

4.4.1 Purpose of Library Use

The research sought to know the purposes for which the library was used. The table below shows purposes of library use in the colleges.

Table 3: Purposes for Using the College Library

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing books</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Reading newspapers</td>
<td>22</td>
<td>91.7</td>
</tr>
<tr>
<td>Reading books</td>
<td>22</td>
<td>91.7</td>
</tr>
<tr>
<td>Reading periodicals</td>
<td>18</td>
<td>75</td>
</tr>
<tr>
<td>Reading lecture notes</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Researching for assignments</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>Searching internet</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Reprography services</td>
<td>6</td>
<td>25</td>
</tr>
</tbody>
</table>

NB. Total responses here are more than 100% because of multiple responses.
From the above table it can be seen that all the respondents use the library for borrowing books and researching for assignments and projects. Other purposes for using the library by majority of the respondents were reading newspapers, reading books and periodicals. However, less than half of the respondents used the library for reading lecture notes (33%), searching the Internet (37.5%) and reprography services (25%). Asked why they do not use reprography service, they cited lack of the facility and/or frequent breakdown.

4.4.1 Importance of the College Library

The study aimed at finding out how the respondents value the library. Majority of the respondents (70.8%) rated the library as ‘very important’ while 29.2% rated it ‘important’. This is encouraging because none of them rated the library as ‘not important’.

4.4.2 Identifying Resources in the Library

This study aimed at finding out how the respondents identify resources in the library. The analysis below shows how the patrons in the two libraries identify and hence access and use the library resources.
From the above figure it can be seen that respondents from both colleges use the catalogue, ask librarians, colleagues and browse the shelves to identify books in the library. However, only respondents from NDC who ask the lecturers/Directing staff for assistance in identifying library resources. Even though the respondents from DSC indicated that they use catalogue to identify library resources, it was noted through direct observation that the library does not have a functional library catalogue.

4.4.3 Problems Encountered While Using The Library

The respondents indicated problems encountered while using the library as shown below.
The figure above shows that DSC and NDC respondents encountered the same problems of insufficient current resources, lack of necessary information, poor organization of the materials and limited sitting space. The problem with the highest magnitude for both libraries was insufficient current resources and limited space for DSC library while poor organization of resources had the lowest magnitude. In all the cases DSC library had a higher magnitude than NDC with the biggest difference being manifested in limited space (18.8% against 87.5%).

4.4.4 Relevance of Library Stock to Specific Subjects

The research sought to investigate whether the library patrons had access to relevant information from the library stock on specific courses taught at the colleges. The
respondents were asked to evaluate the relevance of stock to specific subjects and the response was as shown in the table below:

Table 4: Relevance of Library Stock to Specific Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>International relations</td>
<td>Below average</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>11</td>
<td>45.8</td>
</tr>
<tr>
<td></td>
<td>Very relevant</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>Law of Armed conflict</td>
<td>Below average</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td></td>
<td>Very relevant</td>
<td>7</td>
<td>29.2</td>
</tr>
<tr>
<td>Strategic planning</td>
<td>Below average</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Very relevant</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Peace keeping</td>
<td>Below average</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>13</td>
<td>54.2</td>
</tr>
<tr>
<td></td>
<td>Very relevant</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>Political economy of Africa</td>
<td>Below average</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Very relevant</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Conflict management</td>
<td>Below average</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Very relevant</td>
<td>11</td>
<td>45.8</td>
</tr>
</tbody>
</table>

NB. The frequencies do not total to 24 in some subjects because some students skipped evaluating the subjects that they were not pursuing.

The above table shows that the stock in the library was either relevant or very relevant to all the subjects. This should encourage high use of the library.
4.5 LIBRARY SERVICES

4.5.1 Services Offered by the Library

The respondents were asked to tick from the list the services offered by the library. The responses are presented in the table below:

<table>
<thead>
<tr>
<th>Service</th>
<th>Offered</th>
<th>Not aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Lending</td>
<td>25</td>
<td>95.8</td>
</tr>
<tr>
<td>Interlibrary lending</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>Quick reference</td>
<td>13</td>
<td>54.2</td>
</tr>
<tr>
<td>Literature searches</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>User education/orientation</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Individualized guidance</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Selective dissemination of information</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>ICT – related services</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

From the above table, it can be seen that most of the respondents were aware of the services. Most (95.8%) users were aware of the lending service however; one of the respondents avoided the question. It can also be seen that there were some respondents were not aware of some services.

4.5.2 Use of Other Libraries

Respondents were asked to state their frequency of use of other libraries and information centers. The results are presented in the table below:
### Table 6: Use of Other Libraries

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not aware of other libraries</td>
<td>1</td>
</tr>
<tr>
<td>When necessary</td>
<td>3</td>
</tr>
<tr>
<td>Once a fortnight</td>
<td>2</td>
</tr>
<tr>
<td>Once a week</td>
<td>2</td>
</tr>
<tr>
<td>Twice a week</td>
<td>4</td>
</tr>
<tr>
<td>Daily</td>
<td>9</td>
</tr>
<tr>
<td>Missing (skipped)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

In the above table 4.2% of the respondents were not aware of other libraries, 12.5% did not use other libraries at a specific frequency but used them when necessary while 37.5% of them used other libraries daily.

#### 4.5.2.1 Reasons for Using Other Libraries

The research sought to establish why the respondents used other libraries. The responses are given in the figure below:
From the above figure, it can be seen that the least reason for using other libraries was efficiency of services in those libraries (25%). 41.7% of the respondents used other libraries because of currency and relevance of resources in the other libraries while majority (66.7%) used them owing to the lack of resources in their college libraries.

4.5.2.2 Other Libraries Used by the Students

The respondents were asked to give names of other libraries they used apart from their college libraries. The responses were as given in table 7.
Table 7: Other Libraries Used by the Students

<table>
<thead>
<tr>
<th>Name of library</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDC</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>DSC</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>UNEP</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>UoN</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>KIA</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>AFSHE</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>PSTC</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>French cultural centre</td>
<td>1</td>
<td>4.2</td>
</tr>
<tr>
<td>Missing (skipped)</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table above shows that the most used libraries were NDC and University of Nairobi library (25%) followed by DSC (16.7%). Other libraries used by the respondents (only few) are: UNEP, Kenya Institute of Administration, (KIA), Armed Forces School of Higher Education (AFSHE), British Peace Support Team (PSTC) and French Cultural Centre. Three (3) respondents avoided the question. NDC and DSC libraries in this table indicate respondents from DSC use NDC library and vice versa.

4.6 LIBRARYRELATED FACTORS

4.6.1 Atmosphere in the Library

The research sought to find out how the respondents perceive the atmosphere in the library because it can affect access and use of information resources. The response is shown in the table below.
The above table shows that there were some differences in the atmosphere perception between NDC and DSC respondents. While 6.3% of NDC respondents felt the library was spacious none of those of DSC felt that their library was spacious, instead 37.5% of DSC respondents described their library as crowded. None of the respondents from both libraries described their library as hostile or tense.

4.6.2 Rating the Library in Terms of Given Features

Use or non-use of a library depends on various features. The respondents were asked to rate some of the features that can affect access and use of library information resources. The response is tabulated below.
Table 9: Rating the Library in Terms of Specific Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>NDC</th>
<th>Very good %</th>
<th>Good %</th>
<th>Average %</th>
<th>Below average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of cleanliness</td>
<td></td>
<td>37.5</td>
<td>50.0</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td>25.0</td>
<td>62.5</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Adequacy of directional signs</td>
<td>NDC</td>
<td>25.0</td>
<td>43.8</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td>37.5</td>
<td>62.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of lighting</td>
<td>NDC</td>
<td>37.5</td>
<td>37.5</td>
<td>18.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td>37.5</td>
<td>62.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of heating</td>
<td>NDC</td>
<td>18.8</td>
<td>37.5</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td></td>
<td></td>
<td></td>
<td>37.5</td>
</tr>
<tr>
<td>Adequacy of ventilation</td>
<td>NDC</td>
<td>25</td>
<td>56.3</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td>25</td>
<td>62.5</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Neatness of the library study area</td>
<td>NDC</td>
<td>37.5</td>
<td>43.8</td>
<td>18.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td>12.5</td>
<td>75.0</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Degree of privacy in study area</td>
<td>NDC</td>
<td>31.3</td>
<td>43.8</td>
<td>6.3</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td>12.5</td>
<td>37.5</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Comfort of furniture</td>
<td>NDC</td>
<td>25.0</td>
<td>18.8</td>
<td>50.0</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>DSC</td>
<td></td>
<td></td>
<td>50.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

The table above shows that most of the features given were rated as good and average in both libraries. It can also be noted that NDC scored higher rates than DSC in most of the features given and had more features being rated as 'very good'. DSC also had more features being rated as below average with level of heating and degree of privacy in study area and comfort of furniture getting 37.5% and 50% respectively. This could impact negatively on the accessibility and exploitation of the library information resources. Such low ratings could also lead to a negative attitude towards the library.
4.6.3 Stock and its Organization

4.6.3.1 Difficulties in Getting Materials from the Library

The respondents were asked whether they encounter any difficulties in obtaining materials from the libraries. The response is shown in figure 5.

**Figure 5: Difficulties Encountered in Locating Materials in the Library**

The above pie chart shows that majority of the respondents (58.3%) does not encounter problems in obtaining information materials in the library. However, the 41.7% of respondents who encounter problems should not be neglected.

4.6.3.2 Problems in the Library when Unable to Find Books

Respondents were asked to tick from a list, what they thought could be the problem when they missed a book from the library. 16.7% did not know how to use the catalogue to search for books, 66.7% felt that the materials were not in the library and 42% were not familiar with the library classification. It can be said that majority of the respondents (66.7%) have confidence in their search skills hence a book can only miss when it is not in the library. However, failure to know how to use the catalogue and being unfamiliar
with classification could be blamed on the library staff for failing to administer effective user education on their patrons.

4.6.3.3 Sufficiency of Information Resources in the Library

This question sought to establish whether various information resources were sufficient in the library. The results are tabulated below:

**Table 10: Sufficiency of Resources**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Rating</th>
<th>NDC</th>
<th>DSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Non-existent</td>
<td>31.3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Insufficient</td>
<td>68.3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Sufficient</td>
<td>68.3</td>
<td>50</td>
</tr>
<tr>
<td>Periodicals</td>
<td>Non-existent</td>
<td>6.3</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>Insufficient</td>
<td>43.8</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Sufficient</td>
<td>37.5</td>
<td>37.5</td>
</tr>
<tr>
<td>Non-book media</td>
<td>Non-existent</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insufficient</td>
<td>18.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sufficient</td>
<td>62.5</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows that most of the respondents felt that books were sufficient in both NDC and DSC. Some respondents indicated that periodicals were non-existent while majority (43.8% and 50%) indicated that they were insufficient. It is worth noting that while most NDC respondents (62.5%) indicated that non-book media was sufficient in the library, its sister college respondents indicated that the same was non-existent in their library. This situation is very detrimental to access and use of information since there is a lot of unique information in the non-book media.
4.6.3.4 Currency of Stock

This question sought to find out the currency of the library resources. The responses are as follows.

Figure 6: Currency of Stock

<table>
<thead>
<tr>
<th>Type of Stock</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out dated</td>
<td>8%</td>
</tr>
<tr>
<td>Very current</td>
<td>4%</td>
</tr>
<tr>
<td>Current</td>
<td>88%</td>
</tr>
</tbody>
</table>

The results were impressive because majority (87.5%) of the respondents described the resources as current. This means that the patrons have access and use current information.

4.6.4 Retrieval Tools

4.6.4.1 Usefulness of the Catalogue

The catalogue is one of the most important tools for accessing information resources from a library. The respondents were asked to state whether they found the catalogue helpful in locating materials. Results are presented in figure 7.
The results show a big difference between NDC and DSC. Most of the respondents in NDC (87.5%) found the catalogue useful. This can be attributed to the fact that the library has an operational Online Public Access Catalogue (OPAC). In contrast, 62.5% of the respondents in DSC did not find the catalogue useful. It was established through direct observation that the DSC library did not have an operational catalogue. May be the 37.5% respondents of DSC who indicated that the catalogue was useful did not understand that the questionnaire was restricted to DSC library context only.
4.6.4.2 Effectiveness of the Catalogue

Those who indicated that the catalogue was useful were further asked to gauge its usefulness. The results were as follows: Slightly effective 4.2%, effective 54.2% and very effective 16.7%. None of the respondents indicated that the catalogue was ‘not effective’ even though it was in the choices.

Those who indicated that the catalogue was not useful in locating materials browsed the shelves or asked librarians for books that they needed.

4.6.4.3 User Guides

User guides help library users to find their way inside the library and locate materials from the library shelves. This question sought to find out whether there were useful user guides in the libraries. 75% and 37.5% of respondents from NDC and DSC respectively found the user guides useful, 25% from NDC avoided this question with none indicating that guides were not useful. 12.5% from DSC felt that the user guides were not useful while 50% of all respondents from DSC avoided the question. Probably the DSC patrons did not understand this question because their library is relatively small.

4.6.5 User Education

User education is very important in accessibility and exploitation of information resources. Since the study sought to find out the factors that affect/hinder accessibility and utilization of information resources, user education or lack of it would be crucial. The study revealed that only 37.5% of the respondents had received some form of user instruction while majority (62.5%) had not received user education. This is a big
impediment to access and use of information resources especially for students who are usually very busy. Out of those who received user education only 40% described it as helpful. This means that majority of the respondents use try and error method in accessing information resources.

4.6.5.1 User Education Follow-up

The study revealed that majority of the respondents (88.9%) who had received user education did not get any follow up to improve their skills. This again is detrimental to access of information since information skills may not be mastered at once. Without these skills patrons lack confidence in accessing and using information resources or may even avoid it altogether. It also leads to heavy reliance on librarians in retrieval of information.

4.6.6 Information About New Materials

Respondents were asked whether they were informed about new materials in the library. Of all the respondents only 30% reported that they were informed about new acquisitions while the majority 70% were not informed as shown in the figure below.
When asked the methods used to inform them about new materials, the respondents identified display of new materials, lists printed on notice board and being informed by librarians.

Those who indicated that their library did not inform them about new materials were asked how they got to know library’s new acquisition. They gave several ways such as: asking librarians, asking colleagues, UK bulletins and accidentally finding the books on the shelves. These are unreliable means of getting such information due to a serious breach of the librarian’s role. With such a situation, accessibility and utilization of library information resources is constrained.

4.6.7 Information Communication Technology (ICT)

Use of ICT in libraries, especially for access and exploitation of information resources is not only a necessary but unstoppable. All the respondents indicated that their libraries were equipped with ICT facilities with Internet access. However, 30% of the respondents
did not use the Internet facility in their library. None of the libraries was equipped with optical storage devices.

### 4.6.7.1 Satisfaction With Information Communication Technology

This question sought to establish whether the respondents were satisfied with ICT facilities in their libraries. The findings are as presented in figure 9.

**Figure 9: Satisfaction With ICT Facilities**

![Pie chart showing 25% satisfied and 75% not satisfied](image)

Figure 9 above shows that majority (75%) of the respondents were not satisfied with the ICT facilities and only 25% were satisfied. Various reasons were given for dissatisfaction as presented in the table below:
Table 11: Reasons For Dissatisfaction with ICT Facilities

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few computers connected to Internet</td>
<td>43.8</td>
</tr>
<tr>
<td>Computers are slow</td>
<td>18.8</td>
</tr>
<tr>
<td>Internet is slow</td>
<td>25.0</td>
</tr>
<tr>
<td>Nobody to assist in searching</td>
<td>6.3</td>
</tr>
</tbody>
</table>

NB: The percentages do not add up to 100% because some respondents skipped this question.

Table 11 shows that most of the respondents (43.8%) were dissatisfied due to few computers connected to Internet, 18.8% were unhappy about low speed of computers, low speed of Internet (25%) and lack of assistance by staff in searching (6.3%). This dissatisfaction means that access and exploitation of remote databases, e-journals, e-books and other online resources is highly constrained. In such a situation the institutions are not reaping maximum benefits from the Internet facility.

4.6.7.2 Training on Use of ICT for Information Retrieval

The question sought to establish whether the librarians had taken initiative to teach patrons computer information retrieval so as to exploit ICT. The response was as follows.
The figure above clearly shows that the majority (81.3\%) of the respondents are left on their own to exploit ICT information resources in the library. Despite the fact that the students are computer literate (a pre-requisite for admission), it should be noted that library information databases, metadata, information searches etc are complicated hence patrons need specific skills to exploit them. If patrons are not trained in automated information retrieval then access and use of online information resources and even off-line library resources is seriously limited. The library could have invested in purchasing information resources, which are lying idle in the library because the patrons cannot exploit them and/or may not even be aware of them.
4.6.7.3 ICT Resources in the Library

The question sought to find out the type of ICT resources that the respondents found useful in their course. The response was as shown: online databases (50%), e-journals (25%), CD-ROM/DVD (37.5%) and e-mail (25%). This shows that the users were aware of ICT resources in their libraries. However direct observation revealed that there were no CD-ROMs and DVD’s; may be the responds were refering to their personal resources in this case.

4.6.7.4 Subscription to Online Databases and E-journals

Online databases are rich sources in current information and cheaper and convenient means of accessing journal literature as the cost of print journal subscriptions has escalated. Asked whether their library had subscribed on online databases, the respondents gave the following response.

Figure 11: Subscription to Online Databases

---

No
20%

Yes
20%

Not aware
60%

□ Not aware
□ Yes
□ No
It is unfortunate that the majority (60%) of the respondents were not aware of the subscription to online databases by their libraries. This implies that such resources are lying idle in the library yet they cost money, whether they are used or not. It further implies that those who indicated ‘No’ (20%), summing up to 80% of the respondents do not access and/or use online database yet it is the in thing in modern special libraries like the ones under study.

4.6.7.5 Access to Online Databases

Asked how they access online databases in the library, the respondents chose the option that passwords were given. This is a welcome gesture since with a password a library patron can access and use the database at a place and time of his/her convenience as long as there is Internet connection.

4.6.7.6 Improvement of ICT Facilities in the Library

This question sought suggestions on improving ICT resources in the library. The response was as shown in the figure below:
Figure 12: Suggestions for Improving ICT Facilities

The figure above shows that respondents from DSC have a greater need for improvement of ICT facilities as compared to NDC. The suggestion to increase computers and subscription to online database were as high as 100% while the lowest suggestion for improvement in DSC was 87.5%. Suggestions from NDC were also high but they seem to be comfortable with information retrieval skills, which was suggested for as low as
12.5%. The general implication is that access and use of ICT information resource is low hence the demand for improvement.

4.7 STAFF RELATED FACTORS

Respondents were asked if they found the library staff knowledgeable in their work and the findings are as shown in figure 11 below.

Figure 13: Staff Knowledge of their Work as Gauged by Students

![Pie chart showing 92% 'Yes' and 8% 'No' for staff knowledge.]

Although it is impressive that the library staff were gauged as knowledgeable in their work by majority (91.6%) of the respondents, this could be attributed to the fact that the staff are committed and the respondents do not know exactly what they should expect from the library staff.

Asked whether the library staff were proactive or passive in their information provision, 95.8% of the respondents felt that the staff were passive and only 4.2% described the staff as proactive as shown in figure 14 below.
The above situation is very worrying because the role of a librarian in 21st century has changed from a custodial one to that of facilitation. This can only be achieved by a proactive library staff but 4.2% is too small to achieve anything substantial.

4.7.1 Attributes of Library Staff

The respondents were asked to state the attributes of the library staff. The response is presented in the figure 15 on the next page.
Figure 15: Attributes of Library Staff as Perceived by Students.

The general picture derived from the respondents is that librarians have good attributes with DSC librarians scoring 100% efficient, reliable and understanding. However, some attributes in DSC were rated as low as 12.5%, helpful and 25%, welcoming. The NDC librarians scored high in all attributes with the least being 62.5% (welcoming) and the highest being 87.5% (approachable).
These attributes play a key role in accessibility and use of library information resource since librarians are information intermediaries.

4.8 PATRON RELATED FACTORS

4.8.1 Previous Use of Other Libraries

Figure 16: Previous Use of Other Libraries

Figure 14 above shows that majority (79%) of the respondents had previous experience of libraries, 12.5% had no previous experience in using libraries while 8% skipped the question. Past experience may affect the current use; patrons who have benefited from libraries before will be inclined to using new libraries. On the other hand a previous nasty experience may discourage use of current libraries.

4.8.2 Evaluation of Attitudes Towards the Libraries

This question sought to find out the kind of attitude that the respondents had towards the library.
Table 12: Attitudes Towards the Library

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wouldn’t expect a library to have the information I need</td>
<td>75%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>It is easy to find your way in the library</td>
<td>125%</td>
<td></td>
<td>87.5%</td>
</tr>
<tr>
<td>Libraries are not easy to use</td>
<td>66.7%</td>
<td>25%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

The responses in table 12 above show that majority of the respondents do not view the library as a complicated system. This is encouraging because the respondents will use it, as it has been known that human beings like using the least effort in any endeavour. However, there was a small percentage which was uncertain about ease of use of libraries (25%). This group needs more promotion and user education to discover how easy it is to search for information.

4.8.3 Library Operational Hours

The respondents were asked if they were satisfied with the library operational hours.

Figure 17: Satisfaction With Operational Hours

Fig.17a: NDC

Fig 17b: DSC
The figures 17a and 17b above clearly show two contrasting views. While majority (93.8%) of NDC respondents are satisfied with operational hours, only 12.5% of DSC respondents were satisfied with the operational hours in their library. Library access and use can be removed from its patrons in terms of time. The library should operate at a time convenient for its users.

4.8.4 Suggested Operational Hours

The respondents were asked to suggest new operational hours and the responses tabulated. However the table below is for DSC only since NDC respondents were comfortable with their operational library hours.

Table 13: Suggested Operational Hours For DSC Library

<table>
<thead>
<tr>
<th>Time (24Hrs)</th>
<th>Weekdays</th>
<th>Weekends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Opening</td>
<td>Closing</td>
</tr>
<tr>
<td>0700</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>0800</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>0830</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>0900</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>1300</td>
<td></td>
<td>12.5%</td>
</tr>
<tr>
<td>1400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1600</td>
<td></td>
<td>12.5%</td>
</tr>
<tr>
<td>1800</td>
<td></td>
<td>12.5%</td>
</tr>
<tr>
<td>1900</td>
<td></td>
<td>12.5%</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>12.5%</td>
</tr>
<tr>
<td>2030</td>
<td></td>
<td>12.5%</td>
</tr>
<tr>
<td>2100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table shows that majority of the students (75%) suggested that the library should be opened at 0700hrs and close at 2100hrs (25%) on weekdays.

4.8.5 Further Suggestions on the Library

The respondents were asked to give any other information concerning the research which had not been captured by the questionnaire. 62.5% of the respondents did not have any further information but 37.5% gave the following suggestions:

- Need for current journals (12.5%)
- Expansion of the library capacity (4.2%)
- Co-operation with defence universities abroad
- Sponsor library staff for further training
- Come with a comprehensive ICT policy for military libraries

4.9 TEACHING STAFF QUESTIONNAIRE

4.9.1 Introduction

The teaching staff from both colleges comprise of senior military officers (Directing Staff-DS) and lecturers from University of Nairobi. The teaching staff is part of the library users because they use the library for preparing lecture notes. 26 questionnaires were administered to both DSC and NDC Directing staff and the university lecturers.

16 out of the 26 questionnaires were returned. The low rate of response was attributed to the fact that, all the DS were senior to the researcher hence military discipline could not allow the researcher to press them to fill the questionnaire. All the university lecturers
were part-timers hence most of them collected the questionnaire to return later only in vain.

However, despite the above constraints the data from the 16 respondents was useful and was analyzed under the following headings:

- Background information
- General use of the library
- Library related factors
- Staff related factors
- Patron related factors

### 4.9.2 Background Information

Out of the 16 respondents, 43.8% were university lecturers while 56.3% were Directing Staff (military officers).

#### 4.9.2.1 Level of Education

The respondents were asked to state their level of education. The response was as shown in the table below.

**Table 14: Level of Education of the Teaching Staff**

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Level</td>
<td>5</td>
<td>31.3%</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>25.0%</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>6.3%</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>18.8%</td>
</tr>
<tr>
<td>PhD</td>
<td>3</td>
<td>18.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The above table shows that the level of education ranged from A-level to PhD. The DS were likely to be the ones having the A-level and the diploma qualifications.

4.9.3 General Use of the Library

All the respondents indicated that they were using their colleges' libraries.

The table below shows the purposes for which the respondents used the library.

Table 15: Purposes for Use of the College Library.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing/returning books</td>
<td>15</td>
<td>93.8</td>
</tr>
<tr>
<td>Preparing lecture notes</td>
<td>3</td>
<td>18.3</td>
</tr>
<tr>
<td>Searching internet</td>
<td>3</td>
<td>18.3</td>
</tr>
<tr>
<td>Research purposes</td>
<td>8</td>
<td>50.0</td>
</tr>
<tr>
<td>Reading newspapers</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Reading books</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Reading periodicals</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>Reprography services</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

NB. The total percentage is more than 100% due to multiple responses.

4.9.3.1 Importance of the Library

The respondents were asked to rate the importance their library. The response is shown in the figure below.
Fig 18: Importance of the Library to the Teaching Staff

![Pie chart showing importance of the library](image)

The above figure shows that none of the respondents views the library as 'Not important'. However only 31.1% of the respondents rate the library as very important.

4.9.3.2 Satisfaction with the Library

The respondents were asked whether they are satisfied with their college library. The response is shown in the figure below.

Fig 19: Satisfaction with the Library

![Pie chart showing satisfaction with the library](image)

The figure above shows that majority (56.3%) of the respondents were not satisfied with the library. The reasons given for dissatisfaction with the library are tabulated.
Table 16: Reasons Dissatisfaction with Library

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdated materials</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Too few books in my subject field</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>Inadequate connection to internet</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>56.3</strong></td>
</tr>
</tbody>
</table>

4.9.3.3 Other Libraries Used by the teaching staff.

The respondents were asked to state other sources of information they used to prepare for teaching and research. The results are tabulated below.

Table 17: Other Sources of Information Used by the Respondents

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSC/NDC</td>
<td>7</td>
<td>43.8</td>
</tr>
<tr>
<td>Cyber cafes</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>UoN library</td>
<td>5</td>
<td>31.5</td>
</tr>
<tr>
<td>Marlyn websites</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Electronic battle box</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>93.8</strong></td>
</tr>
</tbody>
</table>

NB. The total is 93.8 because some respondents skipped the question.

The table above shows 43.8% of the respondents were using the institutional libraries for teaching and research; another 31.3% were University of Nairobi library. Other information sources used were cyber cafes, Marlyn website, and UK electronic battle box. These numbers are too few for generalization. However, the fact that more than