EFFECTS OF INADEQUATE INFORMATION RESOURCES AND SERVICES ON KENYATTA UNIVERSITY ACADEMIC PROGRAMMES NAMELY; LEARNING TEACHING AND RESEARCH

By

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A dissertation submitted for the partial fulfillment of the degree of Master of Education in Library and Information Science, of Kenyatta University

1999
DECLARATION

This is my original work and has not been presented for a degree award in any other university, in part or whole.

BEATRICE W. KIRUKI

This work has been presented with my approval as the university supervisor

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DEDICATION

This work is dedicated to my mother Mrs. Mary Gathoni Kiruki and my father, the late Mr. Ignatius Kiruki for what they went through in their efforts to make me a responsible and hard working person.
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ABSTRACT

The function of the university library is to support the university's mission of discovering, transmitting and preserving knowledge by providing access to information through such means as; building, organizing, managing, housing and preserving collections, designing the appropriate technologies for retrieving and manipulating information, providing reference services and teaching users how to find, evaluate and use information independently for purposes of teaching, learning and research.

However, university libraries throughout the world face serious shortcomings in areas of facilities, finance, Information Technology, services and staffing.

This study sought to investigate the effects of inadequate information resources and services on Kenyatta University academic programmes namely; teaching, learning and research.

To obtain the study sample, the researcher employed stratified random sampling technique. Questionnaire, interview frameworks and direct
Chapter one of the project gives background to the study problem such as statement of the problem, objectives, justification of the study, assumption and limitations of the study. Chapter two reviews the related literature. Chapter three presents the methodology used in the study. Chapter four presents the data analysis, interpretation and presentation. Chapter five contains summary of findings, conclusions, recommendations and suggestions for further research.
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<td>ILIAD</td>
<td>International Library and Information Action for Development</td>
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1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In 1965, the British government handed over the Templer Barracks to the Kenyan Government. These were converted into an Institution of higher learning known as Kenyatta College of education and secondary school (Kenyatta University, 1995/96:1).

Following the passing of the University of Nairobi Act, 1970, Kenyatta College became a constituent college of the University of Nairobi. Consequently the name changed from Kenyatta College to Kenyatta University college and admitted the first batch of B.Ed Students in August 1972.

On August 23, 1985 Kenyatta University College was granted University status after the Kenyatta University Act received Presidential assent making the institution a fully fledged University. The Act became operational on September 1, 1985 and the new University was inaugurated on December 17, 1985.

As stipulated in Kenyatta University Act 1985, the University is charged with the following functions:

- Facilitating university education including technological and professional education and research.
• Providing and advancing University education and training to appropriately qualified candidates.

• To participate in the discovery, transmission and preservation of knowledge and to stimulate cultural and intellectual life of the society.

• To determine who may teach and what may be taught and how it may be taught in the University.

• To apply an effective role in the development and expansion of opportunities to Kenyans wishing to continue with their education.

These functions are in conformity with Katjavivis (1995:12) observation concerning the role a University plays in the nation. He remarks;

"The University's function is to train specialists in all areas necessary for national development. It is to serve both the urban and rural communities especially through the provision of extension services. These are vital tasks for the continued development of the country and they emphasize the central role of the University in national life and culture."

To achieve its mission, the University requires a well coordinated and managed information systems, provided by the University Library.

The role of the University Library is to support teaching, learning and research through provision of reading resources and information services to the students and the academic staff. Gelfand (1971: 24-25) sees the university library's role as educational. He argues that:
"The fundamental role of the library is educational. It should not be operated as a mere storehouse of books attached to a reading room, but as a dynamic instrument of education. It should feed the intellect of the students, encourage the research of the faculty and invite all who enter its house to partake fully its fare. In this context library use becomes a method of teaching, taking place beside the time honoured lecture and group discussion. The Librarian serves as a teacher guiding students in ways of investigation and research and the library actively serves the teaching and research needs of the faculty".

In its efforts to achieve its mission, Kenyatta University has developed a university library charged with the following functions.

- The selection of materials to be acquired and their procurement by various methods.
- The organization and catalogue listing of these materials via a complex of bibliographical records to aid their location. The marking, book plating and tagging of materials to show their ownership, location, sources of funds from which purchased or the name of the donor.
- The binding and protection of its collections to assure within reason their availability for future generations of users.
- The circulation of materials, some under various degree of controlled access, in order to make the materials as widely accessible as possible to members of the University community.
- The provision of assistance to readers in the use of these materials, by means of publications, individual instruction, group instruction and other instructional means designated to facilitate their use.
- The provision of study in a useful variety of accommodations and locations so designated as to be conducive to scholarly work.
- The relations with other libraries and institutions having library collections so as to benefit the scholar elsewhere who needs occasional use of the library's collections
and conversely, benefit the university's scholars who occasionally need access to items in other libraries.

How well the library plays this role is determined by the way the University provides it with the necessary resources. It is argued that a good University Library reflects the character of the University. This was emphasized in 1921 by the University Grants Committee as quoted by Ng'ang'a (1996:1)

"The character and efficiency of a university may be gauged by its treatment of its central organ - the library. An adequate library is the basis of all teaching and study. It is also the essential condition of research without which additions cannot be made to the sum total of human knowledge."

However, available literature reveals that University libraries throughout the world and particularly in Africa face many problems in the course of fulfilling their role of supporting the University's academic programmes. This is because the Universities can no longer fully support their libraries financially due to the economic crises which has enormously damaging impact on higher education. As economic output declined, national capacities to finance education dropped accordingly. By the end of 1980, Universities were forced to absorb large budget reductions. At the same time, they were asked to accept ever-increasing student numbers. (Rosenberg 1997:6). For example, with the advent of the 8-4-4 system in Kenya, the number of students admitted into Kenyatta University has risen tremendously especially following the double intake of the 1990/91 academic year. With the increase in the number of students, resources and services had to undergo expansion, which however, did not happen. This has resulted into a situation where the library cannot afford to purchase current materials for its readers or even
provide some services to its users. This is in conformity with UNESCO's statement as quoted by ILIAD (1995:7) which contends that:

"Walk into any University Library in a developing country these days and the first thing that will strike you is the total absence of any new books. The economic situation is such that many librarians have simply not had the resources to purchase any books for the past five or six years. This lack of documentation clearly has negative and damaging effects on training and research capacities. It also seriously limits the possibilities for good policy analysis and planning based on the most up-to-date techniques and the examples of other countries."

Other problems faced by University libraries in the world include space/buildings, staffing, among others. (Feldon, 1995, Nwafor 1990; Hannessy, 1996; Ng'ang'a 1996; ILIAD 1995; Rosenberg, 1997). Rosenberg's Study (1997) on Kenyatta University among other university libraries in Africa, showed a major decline in funding, services, collections, IT, space and staffing.

This study therefore aimed to explore the effect this decline has had on teaching, learning and research activities in the University.

1.2 STATEMENT OF THE PROBLEM

Universities are about teaching and research at the highest level of excellence (Mungai, 1998: 139). Teaching at the University must remain alive and keep abreast with the growing knowledge and information. In addition, the University's teaching and research programmes must be aimed at generating new knowledge necessary for sustainable national development.
University library plays a key role in enabling the university to provide quality teaching, learning and research through the provision of relevant learning materials and information services. (Ng'ang'a, 1996). To play this role, the University library requires adequate resources and services.

As seen earlier the study by Rosenberg (1997) reveals serious inadequate resources and services in Kenyatta University Library. In view of this, the current study will investigate the effects of inadequate library resources and services on the running of Kenyatta University academic programmes namely: learning teaching and research.

1.3 OBJECTIVES OF THE STUDY

1. To establish the purpose for which Kenyatta University students and staff used the library
2. To identify the services and information resources they used
3. To find out how inadequate Library resources and services impact on learning, teaching and research activities in Kenyatta University.
4. To find out how Kenyatta University Library users cope with inadequate Library resources and services.
To propose definite recommendations that will help to improve the Library's services and resources.

1.4 JUSTIFICATION OF THE STUDY

A study of the problems of Kenyatta University Library was carried out almost 20 years ago by Njuguna (1981). The study looked into the problems of acquisitions, staffing and use. Recently, Diana Rosenberg's study (1997) on Kenyatta University revealed serious shortages in collections, staffing, space, IT and funding.

Other recent studies on Kenyatta University Library have centred on use by groups of users i.e. postgraduates and undergraduates, and includes such studies by Khayesi (1996) and Rukwaro (1997).

These studies were closest to the current study but to my knowledge none of them had looked into the impact of resource shortages on Kenyatta University academic programmes namely: teaching, learning, and research. The current study aims at filling this gap.

1.5 ASSUMPTION OF THE STUDY

Inadequate library resources and services have a negative effect on the running of University academic programmes.
1.6 SCOPE AND LIMITATIONS OF THE STUDY

1. The current study was carried out during course work. It was therefore, not possible to undertake a study with wider scope which requires extensive research putting into account that the researcher was attending lectures, writing continuous assessment tests and preparing for examinations.

2. The study was undertaken by the researcher alone hence a study with wider scope was not feasible.

3. Due to the limited finance available for the research, it was not possible to travel to other public universities in order to undertake a comprehensive study.

4. Due to these limitations, this study was carried out in Kenyatta University.
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2.1 INTRODUCTION

The major function of a University Library is to support the University’s mission of discovering, transmitting and preserving knowledge of providing access to information through such means as: building, organizing, managing, housing and preserving collections, designing appropriate technologies for retrieving and manipulating information, providing reference services and teaching users how to find, evaluate and use information independently for purposes of teaching, learning and research.

However, university libraries throughout the world face many problems as has been revealed by various scholars. Njuguna (1981, p.x) notes:

“In the course of fulfilling their mission, they (libraries) are severely hampered by many problems as evidenced by mass of library literature concerned with these found in books and journals.”

In a paper, “The future missions and Roles of the African Universities” Dr. Gereme Sawadago of Burkina Faso quoted by Ng’ang’a (1997, 4) argues that:

“Universities in Africa have failed to fully participate in their countries development efforts because they have become entrenched in their initial classical roles and have merely been reacting to social changes instead of initiating change.”

According to Fieldon (1995: 8), the work of libraries is now under scrutiny for the following reasons:
1. Funding allocations are not allowing libraries to maintain the traditional standards of support in terms of provision of books and journals.

2. Library costs are continuing to increase at rates more than general inflation.

3. The scale of hardcopy provision is being questioned as academic staff and students learn to master electronic sources of information.

4. The convergence of information technologies is bringing together the activities of library and computing service staff. The future development of library service will depend very largely on its success in accessing information databases and electronic sources worldwide.

5. Students are being asked to work more on self-tasks on projects which lead to them use library space more than required greater support from information professionals.

Rosenberg (1997) reveals that the problems faced by University libraries have had major implications on libraries’ operation. She remarks:

"The relative value of the University library is decreasing, leading to its marginalization in the academic activities on the University. Alternative strategies to access information have evolved. Many academics no longer use the library. The loss of faith in a library’s usefulness will not be easily eradicated."

According to Gelfand (1971:14), the major obstacles to University library development include:

- Lack of clearly defined University and library objectives
- Lack of cooperation and understanding from university authorities
• Lack of facilities
• Lack of trained library personnel and adequate clerical staff
• Lack of library resources in the University
• Severe import and currency restrictions
• Inadequate financial facilities
• Unduly complex and purchasing and other administrative regulations and the inhibiting enforcement of strict personal accountability for book losses.

Rosenberg (1997) identified serious shortcoming in African University libraries including Kenyatta University in the following areas; collections and facilities, finance, IT and automation services and staffing.

2.2 PROBLEMS FACING UNIVERSITY LIBRARIES

2.2.1 FINANCE

All governments and many international and private agencies invest in higher education. There is a widespread commitment to such investment. Increasingly, there is also an interest in improving the output of the higher education sector, and ensuring that any investment achieves a maximum rate of return (ILIAD 1995: 1)

However, information and library services have often been seen as an optional extra expenditure when it comes to investing in higher education. More recently though, it has
been recognized that these services are an important means of improving the quality of teaching and learning processes and need to be developed and supported in line with other higher education investments.

2.2.1.1 SOURCE OF LIBRARY FUNDS

Sam Ifidon as quoted by Nwafor (1990:23) articulates that:

"The University library derives funds through the University whose sources of financial support are government grants, private contributions, and gifts endowments, and consultancy. Direct collection of funds by the library may come from sources such as photocopy proceeds, fines for overdue books, sale of duplicates and publications and charges for loan of special items...the main source of fund is grants, which account for about 90% of the total revenue of each University."

The source of funding however, will vary according to the country and the need of the institution (Higham 1980:17)

According to Fieldon (1995:8), the work of University libraries throughout the world is now under scrutiny because funding allocations are not allowing libraries to maintain the traditional standards of support in terms of provision of books and journals. In developing countries, this situation is a result of tremendous economic and social changes that have taken place. These have not only affected libraries but also education in general. Nwafor (1995:24) quoted excerpts from a popular (Nigerian) News Magazine saying:

"Many students in tertiary institutions are simply trapped. They skip breakfast or lunch or both to be able to pursue their studies..." The lack of relevant textbooks and the high cost of the few available ones is rendering University education meaning less..." We are now graduating students who are not reading books." "The books in the library are not replenished because the university does not have money. It means we are teaching the students 1979 staff in 1989."
Elsewhere in Africa, conditions are the same. The review by Rosenberg (1997) reveals that the amount spent by African Universities including Kenyatta University, from their own funds on the purchase of books and manuals are pitifully low. Over the five-year period of the survey - 1989/90-1993/94, expenditure per student tended to decrease in real terms, even when the institutions allocated more money because of devaluation and growth of student numbers. The minimal budgets offered to libraries by most Universities can only reflect a lack of support for these libraries by most Universities an unwillingness to recognize and tackle the information problem. This lack of support not only comes from University administration but also from academics.

The major factor militating against development of Kenyatta University Library is inadequate funding. To acquire funds, the library submits estimates each year and receives an approved operational budget. Over the five-year period of Rosenberg's survey, it is revealed that on an average the Kenyatta University library received only 3% of the funds estimated as required for the purchase of books and journals. The library finds it difficult to persuade the University to pay in advance for books and journals from outside the country. The result is that only books available in Nairobi bookshops and locally published books and magazines are acquired. In 1994/95, profoma invoices for 10 journals were received but only 4 were paid for. Expenditure on books exceeds that of journals, because they are easier to acquire in Kenya. This shows how expenditure on the library is now overwhelming for staff, with a minute proportion allocated to resources. Kenyatta University no longer gives priority to the acquisition of journals and books. Kenyatta University library staff seminar (1998) confirms this. According to the report,
the library stopped subscribing to journals in 1986. Since then, the library buys a few selected titles while other current journals are donated by individuals for example, faculty members or by other institutions. Inadequate textbook provision has led to over use of the few available ones hence wear and tear. Most of these have been withdrawn from circulation and awaiting rebinding. However due to lack of funds many such books have been out of circulation for many years, because the library has not been able to purchase enough binding materials.

Inadequate funding has also led to delays in the procurement of necessary working tools, for example, stationery, catalogue cards, tattle tapes, minigraphs, stencils etc. thus slowing library services. There is lack of up-to-date bibliographic tools due to delay in procurement procedures and inadequate library funds. This means that it is impossible to find out what has been published.

Kenyatta University library has tried to generate income from photocopying, but this has not been forthcoming. This is because the money has to be remitted to the University Administration and the money never finds its way back to the library. This means the money cannot be used for buying more paper or maintaining the equipment (Rosenberg, 1997: 189).

Lack of current books and journals is considered as the most serious problem facing the library by the academics and postgraduate students. The failure of the library to provide current information means that good research is no longer possible.
2.2.3 INFORMATION TECHNOLOGY

Salanje (1995:19) has defined information technology as:

"The acquisition, processing, storage and dissemination of vocal, pictorial textual and numerical information by microelectronics based combinations of computing and telecommunications."

He notes that IT has changed the world as it affects the cultural, social and economic aspects of human life. The impact of IT has been felt in the home, education and training institutions and all walks of life including the book industry.

The rapid growth of information technology, a major characteristic of information society and a component of change in the character and culture of research libraries and higher education raise broad range of issues for library administrators. As the system of scholarly communication moves into the growing environment of electronic optical text and bibliographic access, students, scholars, librarians and administrators must prepare to deal with a new information culture and technology (Habrock, 1992:1).

2.2.3.1 APPLICATION OF IT IN UNIVERSITY LIBRARIES

IT is applied to a variety of library activities as noted by Njuki (1997). These include:

- Housekeeping processes such as serials control, acquisitions processes, cataloguing and circulation control.
- Information storage and retrieval
- Office automation
Kenyatta University has recently acquired several personal computers where each unit has its own computer. The library has CD-ROM databases. However, the installation is slow and uncertain. Although some members of staff have gone for computer training, they are not adequately prepared. The library has also not acquired suitable library software. According to Rosenberg (1997:186), library staff rated application for IT as of equal importance to the need for current books and journals.

Despite the benefits accrued from the application of IT in University libraries, various problems have hindered its application. On this Ndegwa (1998:9) articulates that:

"The introduction of Information Technology in Kenya's Public University libraries lagged far too behind. The major reason is lack of financial backing."

Njuki (1997:39) has expressed the same view when she says:

"Huge funds are needed for initial implementation. Maintenance cost should be born in mind as well as cost of keeping up-to-date. The dilemma is that, there are budget cuts for libraries and charging users for the services to maintain them will mean chasing them away."

2.2.4 STAFFING

Human resources are vital to the success of the library at all times. It is the people who make a difference at service level. Staffing is one of the areas that can militate against library's performance. Njuguna (1981:53) argues that:
"It is at least valid that the most magnificent collection however magnificently housed, will only respond satisfactorily to the demands made on it to the extent that it is serviced by an adequate competent and enthusiastic staff".

This is particularly true considering the fact that a library can not operate without qualified staff who will acquire, organize and disseminate information where and when needed. Gone are the days when the professional librarian literally worked only with books. The shift is from books to information specialists, from low technology to high technology and from custodian to easy access and delivery. For this reason, University libraries should be foremost of other libraries in endeavoring to attract the highest calibre of staff.

2.2.4.1 STATUS

Necessity for high caliber of staff and a resultant high quality work goes hand in hand with the recognition of status as it is not logical to have one in the absence of the other.

Black (1994:229) states that:

"The unique role of librarians in the educational process is often recognized through a special academic or faculty status that promotes the concept that librarians like their counterparts in the teaching faculty are significant contributors to the academic enterprise."

Kenyatta University librarians enjoy equal status with the faculty. The University librarian has been recognized officially as a principal officer of the university together with the Vice-Chancellor, Deputy Vice-Chancellor and the Registrar. With this recognition comes professional status and salary in line with the faculty. The University
librarian has equal voice with his academic counterparts on matters of academic policy and practice as members of senate and its major committees. The academic status accorded to the University librarian is also extended to the senior library professional staff. Comparative status of library staff and teaching or research staff are as follows:

Table 1: Comparative status of library staff and senior teaching staff

<table>
<thead>
<tr>
<th>LIBRARY STAFF</th>
<th>FACULTY STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Librarian</td>
<td>Professor</td>
</tr>
<tr>
<td>Deputy University Librarian</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Senior Assistant Librarian</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Assistant Librarian</td>
<td>Lecturer</td>
</tr>
</tbody>
</table>

**SOURCE:** Kenyatta University Terms of service for Academic Senior Library and Administrative Staff.

The library staff also enjoys same status as faculty staff in terms of benefits such as housing, study leaves, sabbatical leave, sick leave, research grants and pensions.

Despite all these, Kenyatta University library faces the problem of shortage of staff as revealed by Rosenberg, (1997): Ng'ang'a, (1996): Rosenberg also found out that common to nearly all libraries in Africa including Kenyatta University library is grossly bloated staff numbers especially at the non-professional levels. Currently the staff shortage at Kenyatta University Library affects both senior professionals and junior staff.
Staff numbers at Kenyatta University have been decreasing and no serious appointments have been made since 1989. During the same period, over 30 staff have resigned and left the University. The library has an approved establishment of a reasonable number of staff who would provide an efficient service if the posts were filled.

The library has had good training programme but due to lack of promotion after completion of studies, many of them have left the University for greener pastures.

This represents significant cost in terms of replacement and training of new recruits. Productivity is also affected as the library awaits replacement not to mention loosing the skills of the leaver. Morale of those who endure could be affected thereby triggering future turnover (Gikandi 1996:6).

Currently, library is operating at below 50% of the required staff in professional areas (Ng'ang'a 1996; Rosenberg, 1997). This has led to a situation where professional staffs spend more time on non-professional duties like shelving and working at issue desk and less on cataloguing, indexing and reference services. Shortage of staff has greatly affected provision of services, and this has been felt in all reference service sections (Kenyatta University 1997).

Nevertheless, it appears that while shortage of qualified staff is recognized, lack of funds prevents the governments from giving the required assistance in this area.
Kenyatta University library services are arranged by broad subject area namely: Science, Education. Humanities and Social Sciences. Reference, enquiries, books, journals and loans are centered on separate information desks staffed by subject librarians. The only centralized service is the short loan. This system is expected to provide increased awareness and more satisfaction to users. However, it has been noted that during the past five years services have steadily deteriorated. Subject librarians are frustrated by lack of resources and the library staffs recognize that they are now failing to provide a basic information service (Rosenberg 1997:185).

2.2.5.1 CURRENT AWARENESS SERVICE

The library has been sending book jackets and notification bulletins to the relevant departments. It has also been creating user profiles to aid selective dissemination of information. The library has also involved itself in book displays and exhibitions.

However, lack of stationery has hampered effective provision of Current Awareness Service. The display method is not very effective, and the available display racks can only hold a limited number of books and there is no way of ensuring that the books remain in these racks for the designated period. There is also lack of up-to-date materials for Current Awareness Service.
2.2.5.2 BOOK SELECTION AND ACQUISITION

The library has acquired materials on regular basis from regular normal purchase, donations, exchange gifts and the World Bank. Under the World Bank University Investment Project (U I P), the library was allocated about U S $ 2 million for purchase of books. However, due to the long delay in processing orders, the library has only been able to acquire about 40% of the total orders. This has hindered effective provision of library and information services, making the library clientele to loose confidence in the library. (K.U, 1997:7)

2.2.5.3 CATALOGUE SERVICE

The public catalogue has continued to remain an important part for location and quick retrieval of information resources. However, there are problems that have hindered effective use of the catalogue such problems include: The catalogue is in very bad state the trays are never held in their place thus causing mix up and confusion. This has spoilt the library's image to its clientele (K.U 1999: 9). The catalogue has also not been up to date due to its poor state and lack of the necessary stationery. This has greatly hindered effective provision of bibliographic services such as literature searches and Current Awareness.
2.2.5.4 JOURNALS AND PERIODICAL SERVICES

Some subject librarians have been receiving some few journal titles as gifts and donations from various sources, and they have successfully introduced indexing and abstracting services for those journals and periodicals. However, the major problem hindering effective provision of services in this area is that there are very few current and relevant journal titles. Secondly there is lack of proper serials management and thirdly, the library has lost some of the few available journals titles through mutilation and theft. This has denied serious library users an opportunity to enhance their knowledge in their specific areas of study.

2.2.5.5 INTER-LIBRARY LOAN SERVICE (ILL)

ILL has almost ceased completely, mainly because of reduced demand by users. Users requests have consistently been unsatisfied, hence the deadened enthusiasm. Lack of money to travel and poor telephone services have also contributed to this lapse (KU 1999). On the International scene, loans from International source have ceased because Kenyatta University can no longer afford to buy BLDSC Coupons (Rosenberg 1997 V.2: 186)
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3.0 METHODOLOGY

3.1 INTRODUCTION

This study was an investigation into the effects of inadequate library resources and services on Kenyatta University academic programmes namely; learning, teaching and research. The main strategy chosen for data collection was questionnaire, observation and interviews with the academic staff and both postgraduate and undergraduate students.

3.1.1 QUESTIONNAIRE

The fieldwork mainly relied on questionnaires. There were two different questionnaires and all had closed and open-ended questions and dummy table.

The open-ended questions were designed to prompt but not to direct response. They were used to achieve depth in areas of interest, clarify confusions and expand on an initial superficial response. The closed questions were used to obtain specific responses to specific questions.

The questionnaire for students contained questions relating to library resources and services, their use and relevance to the academic programmes namely; learning, and
research. The questionnaire for academic staff contained questions relating to staff perception on library resources and relevance to learning teaching and research in the university.

3.1.2 INTERVIEWS

Two different interview frameworks were used for the study. One for students, and the other one for the academic staff. The interview frameworks were important in that they clarified the ambiguous responses in the questionnaire.

3.1.3 DIRECT OBSERVATION

Direct observation was used to gather information that had been overlooked by the respondents, and also to some extent give the researcher knowledge of what she would get in the responses to the questionnaires, thus facilitating counter-checking of the accuracy of the answers given by respondents.

3.2 SAMPLE IDENTIFICATION AND CHOICE

The sample of the undergraduate students was obtained by stratified random sampling by faculties. A random sample of 121 students was picked from the whole summer student population consisting of 1940 students. A sampling fraction was obtained and
this was used to get samples in the whole stratum, which should add up to 121 as shown below.

Table 2: sampling technique

Total summer student population = 1940

Random sample = 121

Sampling fraction (f) = 121/1940 = 1/16.2

\[ F = \frac{1}{16} \]

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>NO. OF STUDENTS</th>
<th>SAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td>208 x 1/16 = 13</td>
<td>13</td>
</tr>
<tr>
<td>Faculty of Commerce</td>
<td>180 x 1/16 = 11.25</td>
<td>11</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>1273 x 1/16 = 79.56</td>
<td>80</td>
</tr>
<tr>
<td>Faculty of Home/economics</td>
<td>110 x 1/16 = 6.88</td>
<td>7</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>100 x 1/16 = 6.25</td>
<td>6</td>
</tr>
<tr>
<td>Faculty of Environmental Science</td>
<td>69 x 1/16 = 4.31</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>121</td>
</tr>
</tbody>
</table>

NB/ The summer students population were obtained from the office of the registrar (Academic) (See Appendix 3)

The samples of the postgraduates and the lecturers were obtained by purposive sampling. 4 postgraduate students and 3 lecturers were picked from every faculty. The whole study sample was 163.
The open-ended questions were coded to facilitate easy analysis. Analysis was done using Statistical Package for Social Sciences (SPSS). This is a computer package used for analyzing data for social scientists.

Frequencies and percentages were used. Data was presented using descriptive analysis. Figures were used where appropriate.
CHAPTER FOUR

4.0 DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter gives results of the analysed data that were obtained through questionnaire, interview schedules and observation. Data analysed in this section were obtained from postgraduate and undergraduate students, and lecturers.

4.1.1 INFORMATION FROM STUDENTS

The questionnaire for students was administered to a sample of 125 respondents and 78.0% responded, out of which 28.6% were postgraduates while 71.4% were undergraduates.

The respondents were required to indicate their faculty and course of study. This was to make sure that all faculties and the courses offered were represented. The Faculty of Arts had a total of 16 respondents out of which 3 were postgraduates while 13 were undergraduates. The Faculty of Education had a total of 51 respondents out of which 3 were postgraduates while 48 were undergraduates. The Faculty of Science had a total of 7 respondents out of which 3 were postgraduates and 4 were undergraduates. The Faculty of Home Economics had a
total of 6 respondents out of which 3 were postgraduates and 3 were undergraduates. The Faculty of Environmental Studies had a total of 4 respondents out of which 2 were postgraduates and 2 were undergraduates. Finally, the Faculty of Commerce had a total of 11 respondents out of which 1 was a postgraduate and 10 were undergraduates. (See Figure 1 below)

Fig. 1: Percentage number of respondents and course taken.

### Distribution of the respondents

<table>
<thead>
<tr>
<th>Course</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>13.7</td>
</tr>
<tr>
<td>B.Ed</td>
<td>50.5</td>
</tr>
<tr>
<td>B.A</td>
<td>3.2</td>
</tr>
<tr>
<td>M.A</td>
<td>3.2</td>
</tr>
<tr>
<td>M.Sc</td>
<td>2.1</td>
</tr>
<tr>
<td>M.BA</td>
<td>1.1</td>
</tr>
<tr>
<td>M.Ed</td>
<td>3.2</td>
</tr>
<tr>
<td>M.He</td>
<td>3.2</td>
</tr>
<tr>
<td>B.Com</td>
<td>10.5</td>
</tr>
<tr>
<td>B.Sc</td>
<td>4.2</td>
</tr>
<tr>
<td>B.H.E</td>
<td>3.2</td>
</tr>
<tr>
<td>B.Env</td>
<td>2.1</td>
</tr>
</tbody>
</table>

4.1.1.2 LIBRARY USE

The respondents were required to indicate how frequently they used the library. This was necessary to find out if they were users of the library. All the respondents indicated that they used the library. However, the rate of usage differed among respondents.
Fig. 2: frequency of library use.

From the figure above, 17.9% of the respondents indicated that they used the library very frequently, 55.8% frequently and 26.3% rarely.

There were many reasons given as to why some respondents used the library rarely. The respondents felt that the library was lacking current and relevant materials in respondent’s areas of study. The library also lacked enough space to accommodate the ever-increasing student population. Students booked sitting spaces but when they went to borrow books or to answer the call of nature, they would go back to read only to find their seats already taken by other aggressive students who came late and found the library already full. This in most cases resulted into bitter confrontation with the looser leaving the library very frustrated and unable to concentrate.
The respondents also expressed that the library had very few relevant books, which could not be accessed to by all students. This led to mutilation of the books by plucking off the relevant pages thus denying other students access to information.

The catalogue was also cited as a major hindrance. The catalogue was very disorganised such that trays were removed from their right places and put anywhere on the catalogue cabinet. The trays were mixed up and this proved very hard for students to carry out bibliographic search. This is in conformation with researcher’s observation. Poorly managed catalogue prompted students to go direct to the shelves to browse, aggravating the problem of shelving. To minimise the expenditure involved in accessing information, students preferred borrowing books from friends and relying on lecture notes.

The distance between the library and the hall of residence was also pointed out as a major hindrance in the use of the library. Respondents reported that some hostels such as Ngong, Nyayo, Kilimambogo and Ruwenzori were located very far away from the library. The respondents expressed that it was difficult to visit the library especially in the evening.

Security in the library was another hindrance. The respondents reported that they could not leave their bags containing books and other personal belongings in the baggage area because of the high rate of theft. The badly hit were the non-resident
and those whose halls of residence were far away from the library. Even when the
library management allowed them to go in with their bags, this did not make
things any better. The respondents reported that thieves were all over the library
and could steal anything from purses, reading materials, bags, and jackets. In fact
the researcher witnessed two cases in which two ladies were looking for their
bags, which had been stolen when one had gone to relax outside the library and
the other had gone to borrow a book in the Africana.

The respondents also pointed out poor lending service as another factor that
hindered use of the library. They reported that the service was slow, as library
staff seemed not to be in working mood. One respondent was quoted saying: “... library staff are adequate but idlers” This was claimed to be the factor that
contributed to wastage of time in the library as long queues developed even when
students had very little time before the next lectures.

4.1.2.3 PURPOSES FOR USE OF THE LIBRARY

The respondents were asked to indicate how regularly they used the library and
the results were as follows:

Leisure reading/entertainment

4.6% used the library very regularly, 18.4% regularly and 77.0% rarely (see figure
3 below)
Researching for term papers, theses etc.

41.6% used the library very regularly, 37.1% regularly, and 21.3% rarely (see fig. 4 below)

Revising for CATS/exams

34.4% used the library very regularly, 38.9% regularly, and 26.7% rarely (see figure 5 below)
Fig. 5: use of library for revision

```
<table>
<thead>
<tr>
<th></th>
<th>VERY REGULARLY</th>
<th>REGULARLY</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>34.4</td>
<td>38.9</td>
<td>26.7</td>
</tr>
</tbody>
</table>
```

Studying course materials

30.3% used the library very regularly, 46.1% regularly, and 23.6% rarely (see figure below)

Fig. 6: use of library for study

```
<table>
<thead>
<tr>
<th></th>
<th>VERY REGULARLY</th>
<th>REGULARLY</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>30.3</td>
<td>46.1</td>
<td>23.6</td>
</tr>
</tbody>
</table>
```

Reference

24.1% used the library very regularly for reference, 48.3% regularly, and 27.6% rarely.
4.1.1.4 USEFULNESS OF THE LIBRARY FOR STUDY RESEARCH, REVISION AND REFERENCE

The respondents were required to indicate how useful the library was for the purpose of study, research, revision, and reference. The responses differed as shown in figure 7 below.

Table 3: usefulness of the library.

<table>
<thead>
<tr>
<th></th>
<th>Reference</th>
<th>Study</th>
<th>Revision</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Useful</td>
<td>24.5</td>
<td>41.1</td>
<td>35.2</td>
<td>36.2</td>
</tr>
<tr>
<td>Useful</td>
<td>61.7</td>
<td>44.4</td>
<td>47.3</td>
<td>46.8</td>
</tr>
<tr>
<td>Not Useful</td>
<td>13.8</td>
<td>14.4</td>
<td>17.6</td>
<td>17</td>
</tr>
</tbody>
</table>
Fig. 8 usefulness of the library

Study

41.1% of those who responded said that the library was very useful for study, 44.4% useful while 14.4% said it was not useful.

Research

36.2% indicated that the library was very useful for research, 46.8% useful, while 17.0% indicated that it was not useful.

Reference

24.5% indicated that the library was very useful for reference, 61.7% useful, while 13.8% indicated that it was not useful.
35.2% indicated that the library was very useful for revision, 47.3% useful, while 17.6% indicated that it was not useful.

From the results above, it can be concluded that KU Library was useful for study, revision, reference and research. Those who felt the library was not useful gave the following reasons:

- Inadequacy of current and relevant information resources.
- Availability of other resource centers with current and relevant information resources than those found in KU library.
- Unnecessary noise in the library “…from backbiting mamas” and from the Culture Village situated a few meters from the library.
- Inadequate library space and overcrowding.
- Poorly maintained catalogue.
- Inaccessibility of the available resources especially in the short loan section where some loan was strictly 3 hours only. This little time was not enough to enable one to read and grasp anything substantial. Another factor that led to inaccessibility of information is that the students who were lucky to get the scarce reading materials circulated them among themselves and their friends and returned them at the end of the semester thus denying other students access.
• The respondents also reported that they mostly relied on lecture notes which they felt were easy to use and sufficient in their area of study.

4.1.1.5 INFORMATION RESOURCES AND SERVICES OFFERED IN KU LIBRARY

The students were required to indicate the information resources and services they used. (See figure 9 below).
Fig. 9 resources and services used by the respondents

- Textbooks
- Theses/dissertations
- Journals
- Newspapers
- Newspaper cuttings
- Abstracts
- Indexes
- Yearbooks
- Directories
- Maps/atlas
- Dictionaries
- Encyclopaedias
- Cassettes/tapes
- Bibliographies
- Pamphlets
- Accession lists
- Short-loan collection
- Catalogue
- Film slides
- Microfilms
- Photo-book album
- Africana collection
- Lending/borrowing
- Materials for visually handicapped
- Inter-lib. Loan
- Reference service
- Literature search
- Photocopying
- Indexing/abstracting
- User education
- Current awareness
- Cataloguing service
- Material reservation
- Individualized guiding
The figure above shows the resources and services used by the respondents. However, the rate of use of the resources and services differed. The figure above reveals that the heavily utilized resources and services by the respondents were; text books 93.7%, newspapers 74.7%, short loan collection 68.4%, cataloguing service 51.6%, lending/borrowing service 89.5%, Africana collection 61.1%, catalogues 65.3%, encyclopaedias 52.6%, dictionaries 62.1%, theses/dissertations 38.9%, newspapers cuttings 38.9%, and journals 43.2%. The rest were not heavily used as indicated by their low percentages. This however, was not to be blamed on the respondents. The interview schedule revealed that the respondents did not know most resources and services. Such resources and services include; CAS, microfilms, filmslides, etc. It was reported that the library had failed to market its resources and services, and if it did then the publicity mechanism was ineffective.

It was also revealed that all the above resources and services were inadequate. Textbooks and journals were inadequate and out-dated, dictionaries, yearbooks among others were very few. Services such as abstracting, individualized guiding, ILL, lending/borrowing and indexing among others were unsatisfactorily rendered.

4.1.1.5.1 EFFECTS OF INADEQUATE INFORMATION RESOURCES AND SERVICES ON RESEARCH AND LEARNING

100% of the respondents felt that learning and research had become too taxing and expensive in terms of time and money. Inadequacy of resources and services
made learning extremely difficult and this reduced their importance and exercise.
The respondents borrowed books from their friends and lecturers and if they could not get them, they were forced to use their pocket money to purchase the books some of, which were very expensive. They also used a lot of money travelling from one library to another looking for books and other services that were not available in KU Library. Some of the libraries they visited required them to pay membership fee before they could be allowed access to their services and resources. This had psychological effect in that some of the respondents cut down their food intake so as to save some money for transport and book purchase. To stress this point, one respondent argued that “...it is very difficult to learn on an empty stomach...” Another respondent reported that parents back at home knew that their sons and daughters did not have money but there was nothing they could do. They did not have the money either. This brought about frustrations among the respondents and therefore they could not concentrate fully in their work. Another cost cited was in terms of time incurred in the course of searching for materials in other libraries. Despite the expenditure, it was not automatic to access materials wanted in those libraries, meaning wastage of precious time. 25.5% of the respondents said they forewent lessons so as to go out to other libraries to look for books therefore affecting their academic performance.

Lack of relevant and current information resources also retarded learning and research, as the respondents could not finish their work fast enough considering the workload; the respondents postponed their assignments as they waited to see if
they could get the relevant materials when they were returned by those who had borrowed them. This resulted into pilling up of work and when the respondents got the materials, they did their work in a hurry so as to meet the deadline thus producing substandard work that was not comprehensively researched.

The respondents especially the postgraduates argued that the available theses/dissertations were very few such that one could not know which areas had been covered, and therefore led to duplication of research. This was said to have had multiple effect because it directly led to low achievement in their work and this consequently demoralized respondents’ efforts in their pursuit to achieve academic excellence.

Inadequacy of relevant and current information resources forced the respondents to depend on their friends’ work to give better comparison. Coupled with this was overreliance on lecture notes, a habit that had contributed to poor performance in examinations, continuous assessment tests and term papers.

The irony of it all is that while the university was expected to contribute to the country’s development by producing quality manpower, it produced ‘half baked’ graduates whose productivity was low. This had made the respondents to develop low esteem. They felt their standard of education was inferior.
4.1.1.6 COPING WITH INADEQUATE INFORMATION RESOURCES AND SERVICES

The respondents were required to indicate how they acquired information resources and services not available in KU Library. 2.1% used inter-library loan service, 62.1% visited other libraries, 71.6% purchased resources and services that were not offered in KU Library and 22.1% borrowed from their friends.

4.1.1.7 DESCRIPTION OF KU LIBRARY IN TERMS OF PROVISION OF CURRENT AND RELEVANT INFORMATION

The respondents were required to describe the library in terms of provision of current and relevant information. Figure 10 below represents their responses.

Fig. 10: provision of current and relevant information

---

**Description of K.U Library**

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY GOOD</td>
<td>1.1</td>
</tr>
<tr>
<td>GOOD</td>
<td>20</td>
</tr>
<tr>
<td>FAIRLY GOOD</td>
<td>41.1</td>
</tr>
<tr>
<td>POOR</td>
<td>37.9</td>
</tr>
</tbody>
</table>

---

47
The figure above reveals that a very small percentage of the respondents described the library as very good. This comprised 1.1%. 20.0% described it as good, 41.1% fairly good and 37.9% poor.

4.1.1.7.1 EFFECTS OF LACK OF CURRENT AND RELEVANT INFORMATION

It was revealed that lack of current and relevant information had adversely affected education and had the following implications (see figure 11 below)

Fig. 11: Effects on academic work

<table>
<thead>
<tr>
<th>EFFECTS ON ACADEMIC WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENT</td>
</tr>
<tr>
<td>VERY HIGH</td>
</tr>
<tr>
<td>FAIRLY HIGH</td>
</tr>
<tr>
<td>LOW</td>
</tr>
</tbody>
</table>

• INCREASED EXPENDITURE
• PRESENTATION OF SUB-STANDARD WORK
• DELAY IN COMPLETION
• OVER RELIANCE ON LECTURE NOTES
• DISCO/FAILING
• DUPLICATION OF RESEARCH
Presentation of substandard work

33.0% of the respondents indicated that presentation of substandard work was very high, 48.9% fairly high, and 18.1% low.

Increased expenditure in looking for information

68.1% indicated that increased expenditure in looking for information was very high, 25.5% fairly high, and 6.4% low.

Duplication of research

38.3% indicated that duplication of research was very high, 51.1% fairly high, and 9.6% low.

Delay in completion of the course

20.2% indicated that delay in completion of the course was very high, 60.6% fairly high, and 19.1% low.

Failing exams and retaking or discontinuation

7.5% indicated that failing exams and retaking or discontinuation was very high, 61.3% fairly high, and 31.2% low.

Over-reliance on lecture notes

50.0% indicated that over-reliance on lecture notes was very high, 39.4% fairly high, and 10.6% low.
From the results above, it can be deduced that increased expenditure in looking for information was very high. This then led to over-reliance on lecture notes which was very high as the respondents tried to minimize their efforts in looking for information. Duplication of research, delay in completion of the course and failing exams and retaking or discontinuation was moderately felt.

4.1.1.8 FACTORS HINDERING ACCESSIBILITY OF INFORMATION RESOURCES

The respondents were required to rate disorganized catalogue, inadequate staff, poor shelving, poor searching skills and demoralized staff as factors hindering accessibility of information in KU Library. Figure 12 below represents their responses.
Disorganized catalogue

32.6% rated disorganized catalogue as very serious 22.1% serious, 15.8% fairly serious and 29.5% least serious.

Inadequate staff

10.5% described inadequate staff as a very serious factor hindering access to information, 23.2% serious, 46.3% least serious.

Poor shelving

42.1% described poor shelving as a very serious factor hindering access to information, 26.3% serious, 14.7% fairly serious and 16.8% least serious.
Poor searching skills by the users

30.5% described poor searching skills as very serious, 23.2% serious, 24.2% fairly serious and 22.1% least serious.

Demoralized staff

27.4% described demoralized staff as very serious, 15.8% serious, 24.2% fairly serious and 32.6% least serious.

Other reasons

Another reason that was given as to why information resources were not accessible was inadequate space. 11.5% said it was very serious, 83.9% serious, 1.1% fairly serious and 3.4% least serious.

From the results above, poor searching skills poor shelving and disorganized catalogues were the most serious factors hindering access to information resources. Inadequate and demoralized staff were moderately felt.
4.2. INFORMATION FROM THE ACADEMIC STAFF

4.2.1 INTRODUCTION

The questionnaire for the academic staff was administered to a total of 18 lecturers drawn from all the six faculties. Each faculty had 3 lecturers and all responded as shown in the figure below.

Table 4: respondents’ faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Percent interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>arts</td>
<td>16.7</td>
</tr>
<tr>
<td>education</td>
<td>16.7</td>
</tr>
<tr>
<td>science</td>
<td>16.7</td>
</tr>
<tr>
<td>home economics</td>
<td>16.7</td>
</tr>
<tr>
<td>envt.(s)</td>
<td>16.7</td>
</tr>
<tr>
<td>commerce</td>
<td>16.7</td>
</tr>
</tbody>
</table>
4.2.1 NUMBER OF YEARS WORKED IN KU

The respondents were asked to indicate the number of years they had served in KU.

![Period of Service Chart]

Fig. 13: respondent's period of service

The figure above shows that 50% had worked in KU for 1-2 years, 11.1% 5-6 years, and 38.9% over 6 years. From this figure the researcher inferred that the respondents were in a better position to comment about the library resources and services and their relevance to learning, teaching and research. This is because 50% had worked for over two years while the other 50% had worked for 1-2 years.

4.2.1.2 LIBRARY USE

The respondents were asked to indicate whether they were registered members of KU Library hence users of the library, and 100% indicated that they were
registered members of the library. They were further asked to indicate the number
of hours they spent in the library in a week. 5.6% spent over 6 hours, 22.2% spent
2-3 hours and 44.4% spent 0-1 hours (see the figure below)

Fig. 14: hours spent the library in a week

The results above show that the respondents spent very little time in the library.
The reasons given as to why the respondents used the library rarely were as
follows;

- Absence of relevant and current literature in KU Library.
- Overcrowding in the library by students forcing the respondents to
  read in their offices.
- Poor shelving something that made it very difficult to locate the
  needed materials. This also contributed to wastage of time.
- Disorganised catalogue whereby trays and cards were mixed up thus contributing to wastage of time in locating the items needed.
- Some respondents had their personal reading materials that were more current and relevant than those in KU Library.

4.2.1.3 PURPOSES FOR THE USE OF THE LIBRARY

The respondents were required to indicate how frequently they used the library for leisure, research, preparation of lecture notes and reference. However their responses differed as shown in the figure below.

Fig. 15: purpose of use of library
Leisure

66.7% of the respondents responded and all rarely used the library for leisure (see figure 15 above)

Research

38.5% used the library very frequently, 46.5% frequently and 15.4% rarely (see figure 15 above)

Preparation of lecture notes

Figure 15 above, shows that 18.8% used the library very frequently, 68% frequently and 12.5% rarely for preparation of lecture notes.

Reference

13.3% used the library very frequently, 53.3% used it frequently and 33.3% rarely (see figure 15 above)

From the results above, it can be deduced that the respondents used the library frequently for research, reference and preparation of lecture notes. As for leisure reading, the respondents rarely used the library.
The respondents were asked to rate the usefulness of the library for study, teaching, research and reference.

**Study**

29.4% of the respondents rated the library very useful for study, 52.9% useful and 17.6% not useful (see figure 16 below)

**Teaching**

27.8% rated the library very useful for teaching and 72.2% useful (see figure 16 below)

**Reference**

27.8% rated the library very useful for research, 50.0% useful and 22.2% not useful (see figure 16 below)

**Research**

17.6% rated the library very useful for research, 70.6% useful and 11.8% not useful (see figure 16 below)
From the results above, it can be inferred that KU Library was useful for study, teaching, research and reference. However the percentage that indicated that the library was not useful gave the following reasons:

- Disorganised catalogue
- Poor shelving
- Lack of current journals and inaccessibility of the few available ones
- The respondents felt that the negative impression the library management had portrayed had created an apathy with K.U Library. In view of this, the library was seen as a mere gigantic building in K.U that ought to be turned to an archive. New books were not even on shelves but remained in cartons for over one year.
The respondents were required to indicate information resources and services they had in K.U Library. This was necessary to establish which resources and services that were heavily utilized and those that were not, and to find out how the respondents perceived them. The figure below represents resources and services used by the respondents.
Fig. 17: information resources and services used
Table 5: comparison between students and lecturers use of resources and services

<table>
<thead>
<tr>
<th>service/resource</th>
<th>students</th>
<th>Lecturers</th>
<th>service/resource</th>
<th>students</th>
<th>Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>textbooks</td>
<td>93.68%</td>
<td>100.00%</td>
<td>catalogue</td>
<td>65.26%</td>
<td>0.00%</td>
</tr>
<tr>
<td>theses/dissertations</td>
<td>38.95%</td>
<td>72.22%</td>
<td>film slides</td>
<td>1.05%</td>
<td>0.00%</td>
</tr>
<tr>
<td>journals</td>
<td>43.16%</td>
<td>77.78%</td>
<td>microfilms</td>
<td>1.05%</td>
<td>11.11%</td>
</tr>
<tr>
<td>newspapers</td>
<td>74.74%</td>
<td>61.11%</td>
<td>photo-book album</td>
<td>4.21%</td>
<td>0.00%</td>
</tr>
<tr>
<td>newspaper cuttings</td>
<td>38.95%</td>
<td>22.22%</td>
<td>africana collection</td>
<td>61.05%</td>
<td>5.56%</td>
</tr>
<tr>
<td>abstracts</td>
<td>11.58%</td>
<td>33.33%</td>
<td>lending/borrowing</td>
<td>89.47%</td>
<td>100.00%</td>
</tr>
<tr>
<td>indexes</td>
<td>11.58%</td>
<td>5.56%</td>
<td>materials for visually handicapped</td>
<td>0%</td>
<td>11.11%</td>
</tr>
<tr>
<td>yearbooks</td>
<td>20.00%</td>
<td>0.00%</td>
<td>Inter-lib. Loan</td>
<td>3.16%</td>
<td>11.11%</td>
</tr>
<tr>
<td>directories</td>
<td>10.53%</td>
<td>0.00%</td>
<td>reference service</td>
<td>65.26%</td>
<td>50.00%</td>
</tr>
<tr>
<td>maps/atlasess</td>
<td>25.26%</td>
<td>27.78%</td>
<td>literature search</td>
<td>24.21%</td>
<td>38.89%</td>
</tr>
<tr>
<td>dictionaries</td>
<td>62.11%</td>
<td>55.56%</td>
<td>photocopying</td>
<td>9.47%</td>
<td>22.22%</td>
</tr>
<tr>
<td>encyclopaedias</td>
<td>52.63%</td>
<td>100.00%</td>
<td>indexing/abstracting</td>
<td>7.37%</td>
<td>0.00%</td>
</tr>
<tr>
<td>cassettes/tapes</td>
<td>7.37%</td>
<td>16.67%</td>
<td>user education</td>
<td>9.47%</td>
<td>5.56%</td>
</tr>
<tr>
<td>bibliographies</td>
<td>15.79%</td>
<td>27.78%</td>
<td>current awareness</td>
<td>16.84%</td>
<td>5.56%</td>
</tr>
<tr>
<td>pamphlets</td>
<td>13.68%</td>
<td>5.56%</td>
<td>cataloguing service</td>
<td>51.58%</td>
<td>38.89%</td>
</tr>
<tr>
<td>accession lists</td>
<td>4.21%</td>
<td>0.00%</td>
<td>material reservation</td>
<td>11.58%</td>
<td>16.67%</td>
</tr>
<tr>
<td>short-loan collection</td>
<td>68.42%</td>
<td>61.11%</td>
<td>individualized guiding</td>
<td>18.95%</td>
<td>5.56%</td>
</tr>
</tbody>
</table>
Fig. 18 comparison between use of library by students and lecturers
4.2.1.5 COPING WITH INADEQUATE INFORMATION RESOURCES AND SERVICES

The respondents were asked to indicate how they acquired the services and resources not available in K.U. Library. Figure 19 below represents their responses.

Figure 18 shows that 5.6% used inter-library loan service. However the service was said to be ineffective in KU Library forcing the respondents to seek other alternatives. Personal visit to other libraries seemed to be the most commonly used alternative with a percentage of 83.3%. This was followed by purchasing of resources and services that were not available in KU Library with a percentage of 61.1% of the respondents, and borrowing from friends comprising of 33.3% of the respondents.
4.2.1.6 PERCEPTION OF THE RESOURCES AND SERVICES AND THEIR GUIDING OF STUDENTS USE

4.2.1.6.1 Course Requirement

The respondents were asked to indicate what kind of use of the library the courses they taught required. 17.6% indicated that the course they taught required very intensive use of the library, 64.7% intensive and 17.6% very light.

4.2.1.6. Availability of References

The respondents were required to comment on the availability of materials they referred their students to. 64.7% said that the materials were sometimes available and 35.3% said they were rarely available.

4.2.1.7 Rating of K.U library in terms of provision of current and relevant information

The respondents were required to rate K.U. Library in terms of provision of current and relevant information. The figure 20 below represent their responses.
4.2.1.7 Rating of K.U library in terms of provision of current and relevant information

29.4% of the respondents described the library as good, 47.1% fairly good and 23.5% described it as poor.

4.2.1.7.1 Effects of unavailability of current and relevant information

It was revealed that unavailability of current and relevant information had adverse effects on students’ performance (See table 6 and figure 21 below)
Table 6: Effects of unavailability of current and relevant information

<table>
<thead>
<tr>
<th></th>
<th>Delay in Completion of the Course</th>
<th>Duplication of Research of the Course</th>
<th>Increased Expenditure</th>
<th>Presentation of Substandard Work</th>
<th>Failing, Retaking, Discontinuation</th>
<th>Over-reliance on Lecture Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>38.5</td>
<td>84.6</td>
<td>61.5</td>
<td>8.3</td>
<td>15.4</td>
<td>92.3</td>
</tr>
<tr>
<td>Fairly High</td>
<td>38.5</td>
<td>15.4</td>
<td>23.1</td>
<td>83.3</td>
<td>38.5</td>
<td>7.7</td>
</tr>
<tr>
<td>Low</td>
<td>23.1</td>
<td>15.4</td>
<td>8.3</td>
<td>46.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 21: Effects of unavailability of current and relevant information

Presentation of substandard work

From the figure above, 8.3% of the respondents indicated that presentation of substandard work was very high, 83.3% said it was fairly high, 8.3% said it was low.
Delay in completion of course

38.5% indicated that delay in completion of courses was very high, 38.5% fairly high and 23.5% low (see the figure above)

Increased expenditure in looking for information

From the figure above, 61.5% said that increased expenditure in looking for information was very high, 23.1% said it was high and 15.4% low.

Failing and retaking or discontinuation

15.4% said failing and retaking or discontinuation was very high, 38.5% fairly high and 46.2% low (see the figure above)

Over-reliance on lecture notes

92.3% indicated that over-reliance on lecture notes was very high and 7.7% said it was low (see the figure above)

4.2.1.8 Rating of students as good readers and hence users of the library

5.9% indicated that students were very good readers, 23.3% good, 41.2% average and 29.4% below average (see figure 22 below)
The reasons given as by the respondents for describing the students as poor, average and below average were as follows; poorly organized and stored resources comprising 55.6% of the respondents, poorly maintained catalogue comprising 56.6% of the respondents, poor library services comprising 38.9% of the respondents, user education offered in KU that failed to link with the respective library services and resources offered in the library comprising 33.3% of the respondents, lack of the relevant resources to enable the students use the library comprising 61.1% of the respondents and lack of the necessary searching skills to enable them use the library comprising of 50% of the respondents (see the figure below)
Fig. 23: factors hindering use of library by students

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorly organized resources</td>
<td>55.6</td>
</tr>
<tr>
<td>Poorly maintained catalogue</td>
<td>56.6</td>
</tr>
<tr>
<td>Poor library services</td>
<td>38.9</td>
</tr>
<tr>
<td>User-education</td>
<td>33.8</td>
</tr>
<tr>
<td>Lack of relevant resources</td>
<td>61.1</td>
</tr>
<tr>
<td>Lack of the necessary searching skills</td>
<td>50</td>
</tr>
</tbody>
</table>
5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The role of a university library is to support research, learning and teaching activities of its parent organisation through the provision of adequate, current and relevant information resources and services. This study attempted to investigate into the effects of inadequate information resources and services on Kenyatta University Academic Programmes namely: learning, research and teaching.

The study was guided by the following objectives:

1. To establish the purposes for which K.U. students and academic staff use the library
2. To identify the information resources and services they use
3. To find out how inadequacy of information resources and services impact on learning, teaching and research activities of K.U.
4. To find out how K.U. Library users cope with inadequate information resources and services
5. To propose definite recommendations that will help to improve the library’s resources and services
This chapter attempts to summarize, make conclusions and recommendations based on the findings of the study as analysed in the previous chapter. The summary is guided by the objectives stated above.

5.2 PURPOSES FOR USE OF THE LIBRARY

The study revealed that the academic staff and the students rarely used K.U. Library for leisure. However, a few students said they used it for leisure. This can be attributed to the reading of newspapers and magazines. The researcher found out that the main purpose for the use of the library by students and academic staff was research, reference, revision and study. The academic staff also used it for preparation of lecture notes. To serve these purposes, it is necessary that the library be equipped with quality information resources and services. In this study, it was revealed that K.U. Library was useful for research, teaching, learning and reference. However, there are some students and academic staff who felt that the library was not useful. The reasons given as to why the library was not useful were as follows:

- Poorly maintained catalogue. The purpose of a catalogue in any library is to act as a guide to the location of information resources on the shelves and in their respective sections. This study revealed that K.U. Library public catalogue was in a pathetic state and confused. Trays were removed from their holders and placed anywhere on the catalogue cabinet. This is in conformation
with K.U. (1999:9). The author states that the catalogue was in a very bad state, the trays were never held in their place thus causing mix up and confusion. This has spoilt the library’s image to its clientele. According to the respondents, a lot of time and energy is wasted in trying to locate the bibliographic details of books that they needed. Due to this, the respondents preferred to go direct to the shelves where they browsed through the books hoping to get relevant information in their areas of study. This in turn aggravated the problem of shelving.

- Poor shelving. As noted earlier, one factor that contributed to poor shelving was the pathetic state of the catalogue, which prompted the library users to go direct to the shelves to browse. The study revealed that the users experienced difficulties trying to locate books on the shelves because books were poorly arranged and even misplaced. In many cases, one could not get what he/she wanted.

If the members of staff manning the library were keen enough to arrange books every time they are returned or left on the tables after use, this would make things better. Secondly, if the tray holders were repaired in good time and the trays returned in their actual places, this would solve the problem of shelving. The researcher’s observation here is that the library has sort of relaxed and if this situation goes on, the library users will run away because of the failure of the library to offer satisfactory services. The library therefore
needs to do something to improve shelving and catalogue services so as to win back the run-away users and this would improve its image.

- Lack of current journals and inaccessibility of the few available ones. It was revealed that the library was not useful for research, teaching, learning and reference because it had failed to provide current and relevant journals. Current journals are very vital tools for research, and teaching. This is a problem that needs to be addressed if the library was to fully support the academic programmes of the university.

- Unnecessary noise in the library. It was revealed that the library did not offer a conducive reading environment. There was so much noise coming from the discussing students, the library staff ("backbiting mamas...") and the culture village situated a few meters from the library. Any library is expected to be in a conducive environment and within it, there should be minimal noise for it to serve its users fully. However up-to-date the Library materials and services were, noise would hamper their effective utilization. It is a high time K.U. Library created a conducive environment to enable its clientele to make use of the available information resources and services.

- Overcrowding in the library. The study revealed that the library space was inadequate and it could not hold the ever-increasing user population. Overcrowding left some library users with no place to sit and read. In many cases, the students preferred to read from their rooms, while the lecturers read from their offices. Carrels were inadequate and the available ones were used
by the library staff thus, leaving the postgraduate and lecturers without a place
to sit and use the information resources.

The researcher's observation is that if this problem was not solved, the
students having nowhere to sit and make use of information resources, will be
tempted to pluck off the relevant pages from books and other items and
smuggle them out of the library to use them elsewhere. This kind of mutilation
will deny other users an opportunity to use the same information. To avoid
this problem, the library should try as much as possible to finish constructing
the stalled part of the library. The management should solicit for funds from
the parent organisation and the well wishers to help complete the construction.

First priority to use the carrels should be given to the postgraduates and the
academic staff. This would go along way in changing the users' attitude
towards the library.

- Availability of other resource centers with more current and relevant
  information than those found in K.U. Library. It was revealed that some
  respondents preferred to use other resource centers within and out of K.U.
because they had good materials thus, they did not see the necessity of using
K.U. Library.

To compete with these resource centers for clientele (customers), the library
should try as much as possible to purchase current and relevant information
resources and services. This would bring back its run away clientele.
• Another reason as to why the K.U. Library users felt that the library was not useful for research, teaching, learning and reference is to do with loaning of items especially in the short loan section where loan period was strictly 3 hours. This short time was not adequate to allow one to read and grasp anything.

• Some students did not see the need of using the library because they could rely on lecture notes, which they felt were easy to use and sufficient in their areas of study.

• It was revealed that the library was not offering effective user education. Students made use of the skills, which they had acquired in communication skills class. This was mostly taught by non-library staffs who were not conversant with the way the library works. If the library staff were allowed to teach user education, students would be in a better position to grasp more about the use of the library, as library staff is more knowledgeable in this area.

5.3 INFORMATION RESOURCES AND SERVICES USED BY STUDENTS AND ACADEMIC STAFF

The study revealed that among the information resources and services available in K.U. Library, those that were heavily utilized by students and academic staff were: textbooks, newspapers, theses/dissertations, journals, encyclopaedias, newspaper cuttings, dictionaries, africana collections, short-loan collections, reference service, lending/borrowing, and cataloguing service.
On the other hand, those that were poorly utilised were: indexes, yearbooks, maps/atlases, cassettes/tapes, bibliographies, pamphlets, accession lists, short-loan collection, filmslides, materials for visually handicapped, I.L.L., photocopying, indexing/abstracting, CAS, material reservation, and individualized guiding. It was found out that these services were poorly utilized for various reasons: First, the resources were inadequate and out of date. The lecturers revealed that the materials they referred their students to were sometimes available in the library. They reported that the courses they taught required intensive use of the library but inadequacy of current literature was the major hindrance. The library was described as fairly good in terms of provision of current and relevant information. This can be attributed to the fact that the library was not able to purchase adequate and current materials. Most of the books, journals, periodicals and reference works were very old and inadequate considering the ever-increasing user population. This made it very difficult to update research work hence, the prevailing situation where students produced sub-standard work. Secondly, services like I.L.L., CAS, user education, individualized guiding, and photocopying among others were ineffective. Thirdly, the students and the academic staff did not know most of the resources and services. This can be attributed to the failure of the library to market itself using the most effective mechanism.

In the previous chapter, the researcher attempted to draw a comparison between the use of the resources and services by the students and lecturers (See pp. 62-63) The results showed some remarkable difference in use between these two groups
of users. For instance the lecturers used textbooks, theses/dissertations, journals, abstracts, maps/atlas, encyclopaedias, cassettes/tapes, bibliographies, ILL, microfilms, and lending/borrowing more than the students. On the other hand, the students used newspapers, newspaper cuttings, indexes, yearbooks, directories, dictionaries, pamphlets, accession lists, short-loan, catalogue, film slides, photo-book album, africana collections, reference service, indexing/abstracting services user education, CAS Cataloguing service and individualized guiding more than lecturers.

The researcher attributes this to the level of awareness of resources and services by these two groups. Secondly, these groups have different information needs, which demand less use of some resources and services and vice versa. It is therefore necessary for the library to understand user needs within the various categories of users it serves so as to serve them satisfactorily. The library should identify the various categories of users it serves, what their information needs are, how best can those needs be satisfied, and finally what mechanism can the library use to market itself to every category of users.
The study revealed that learning and research had become too taxing and expensive in terms of time and money that was used in the course of acquiring resources and services that were not available in KU library. Given the economic status of the student and the time that was available to complete the assignments unavailability of resources and services made learning extremely difficult and this reduced their importance and exercise. The students used a lot of money travelling to other libraries to look for resources and there they were required to pay membership fee for them to be allowed to use the libraries. This had psychological effects in that some student cut down their meal intake so that they could afford fare. The same thing happened when it came to purchasing of those resources. It was revealed that the student were working under frustration especially when they could not manage to get the relevant materials for their learning and research. This confirms Nwafor’s (1990) observation that students in African universities skip breakfast or lunch or both to be able to pursue their studies. (See p.14).

The same thing happened to the academic staff. The staff used a lot of money visiting other libraries and purchasing the resources and services that could not be availed by K.U.Library. Complete lack of these resources meant that they could not up-date lecture notes and hence used very old materials to teach. This also
retarded. This confirms Nwarfor's (1990) observation that universities are teaching the students using very old materials, because they do not have money to purchase current literature (see p. 14).

Presentation of substandard work was fairly high, as students could not get the current and relevant information to enable them up-date their work. This aggravated by over-reliance on lecture notes, something that was very high among the students.

Failing and retaking or discontinuation was also said to be another effect of inadequate information resources and services. Although this was not much felt, the students said it was fairly high. However, the lecturers who said that it was low contradicted this information.

Although delay in completion of the course and duplication of research were said to be the results of inadequate information resources and services, they were however moderately felt.

From the views given by the students and the academic staff, it can be concluded that K.U Library had failed to fully support learning, teaching and research activities of the University and that the university may be producing 'half-baked' graduates.
5.5 COPING WITH INADEQUATE INFORMATION RESOURCES AND SERVICES

In an attempt to cope with the inadequate information resources and services, the students and the academic staff consulted other alternatives. Some used ILL although it was not effective. The most commonly used methods though expensive were personal visits to other libraries and purchasing of required material. Another alternative was to borrow from friends.

5.6 RECOMMENDATIONS

The following recommendations were give by the respondents;

- The library need to improve the existing library services such; shelving, CAS, ILL, reprographic, cataloguing, indexing and abstracting among others
- The library need to create more space to prevent overcrowding
- The culture village situated behind the library should be relocated far from the library to eradicate unnecessary noise
- The library need to involve the teaching department in book selection
- The library need to establish a safe and manned luggage area to avoid theft and and also to improve security in the library general
- The library need to provide more comfortable seats
• The library need to create more reading carrels for lecturers and postgraduate students as the existing ones are used by the library staff.

• User education should be handled by the library staff or the lecturers in the department of library studies since they are more conversant with the skills that the students need to enable them to utilize the library effectively and with much efficiency. The current user education taught in communication skills is not very effective.

• To improve literature search, ILL, and lending and borrowing, the library should consider automating its services, since computer technology makes work easier and faster than when tasks are done manually. Internet services need to be introduced in the library so that the library users can access remote data bases.

• The audiovisual section should be improved and publicized so that all library users are encouraged to use it.

• The library users also reported that the books were so dusty, and therefore dusting should be done thoroughly.

• The library should consider motivating its staff so that they can in turn offer better services.

• The library should renovate the library as it is in a bad shape. The roof is falling and it leaks during the rainy season making the library an unfavorable place to read in.

• The services for the physically handicapped should be improved including information services and resources, space and furniture.
• Sanitation should be improved. The library toilets are ever dirty and stinking making it difficult for the library users to effectively utilize the library.

• The library should set aside a room where the library users can sit and discuss, to avoid disturbing other users in the reading areas.

• Students on work-study programme should not be allowed to serve in the sensitive areas of the library. It has been reported that they desensitize books and give them to their friends, who smuggle them out of the library.

5.7 SUGGESTION FOR FURTHER RESEARCH

This study has investigated into the effects of inadequate library resources and services on research, learning and teaching activities of Kenyatta University. It then means that we do not know what goes on in other universities and this is an area that needs to be researched on.
Anderson, A. J. "Management and/or administration" *Journal of Library Administration* Vol. 5 (2), 1984, p.5-11,


Katjavivi, P. H. “Educational Responsibilities of the University of Namibia and Information Services within the Broader Namibians context” (in) Totemeyer, J. Educational Responsibilities of Libraries and Information Services in Namibia Bonn & Windhoek: DSE, 1995, p. 12-17


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Ng’ang’a, J. M. Kenyatta University Library services. Problems experienced by the University Library: A report to the Library Committee May 1996 (Unpublished).


Njuki, R.W. *Application of Information Technology in libraries* M.ED (Lib Sc.) Kenyatta University, 1997.


APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

A PERSONAL DETAILS

1. Respondent's faculty ..........................................

2. Respondent's course of study (B.A. Arts), B.Ed. (Sc.), M.Ed. (Lib. Sc.), M.A.
   etc .............................................................

B LIBRARY USE

1. Do you use Kenyatta University Library?
   □ Yes
   □ No

2. If Yes, how frequent?
   □ Very frequently
   □ Frequently
   □ Rarely

3. If rarely, why?

   ........................................................................
   ........................................................................
   ........................................................................
   ........................................................................
How regularly do you use the Library for the following. Tick where appropriate.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Very regularly</th>
<th>Regularly</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leisure entertainment reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Studying course materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Revising for CATS, Exam,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Researching for Term papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theses, projects etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. For reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To what extent do you find the library useful to you for the following purposes?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Very useful</th>
<th>Useful</th>
<th>Not useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If your answer to 5 above is not useful. Explain your answer.
Below are resources and services available in Kenyatta University Library. Tick against those that you have used.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textbooks</td>
<td>1. Lending, borrowing</td>
</tr>
<tr>
<td>2. Theses/Dissertations</td>
<td>2. Service for the visually handicapped</td>
</tr>
<tr>
<td>3. Journals</td>
<td>3. Interlibrary loan (ILL)</td>
</tr>
<tr>
<td>4. Newspapers</td>
<td>4. Reference</td>
</tr>
<tr>
<td>5. Newspaper cuttings</td>
<td>5. Literature searches</td>
</tr>
<tr>
<td>6. Abstract</td>
<td>6. Photocopying</td>
</tr>
<tr>
<td>7. Indexes</td>
<td>7. Indexing and abstracting</td>
</tr>
<tr>
<td>8. Yearbooks</td>
<td>8. User education</td>
</tr>
<tr>
<td>10. Maps/Atlases</td>
<td>10. Catalogues</td>
</tr>
<tr>
<td>11. Dictionaries</td>
<td>11. Material reservation</td>
</tr>
<tr>
<td>12. Encyclopaedias</td>
<td>12. Individualized guidance</td>
</tr>
<tr>
<td>13. Cassettes/Tapes</td>
<td></td>
</tr>
<tr>
<td>14. Bibliographies</td>
<td></td>
</tr>
<tr>
<td>15. Pamphlets</td>
<td></td>
</tr>
<tr>
<td>16. Accession lists</td>
<td></td>
</tr>
<tr>
<td>17. Short loan collection</td>
<td></td>
</tr>
<tr>
<td>18. Catalogues</td>
<td></td>
</tr>
<tr>
<td>19. Film slides</td>
<td></td>
</tr>
<tr>
<td>20. Microfilms</td>
<td></td>
</tr>
<tr>
<td>21. Photobook album</td>
<td></td>
</tr>
<tr>
<td>22. Africana collection</td>
<td></td>
</tr>
</tbody>
</table>
8 Of the resources and services you ticked in 7 above, which ones do you feel are inadequate?

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

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

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

9 How has this inadequacy affected your research and learning.

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

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

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

10 How do you get information resources and services not available at Kenyatta University Library? Tick where appropriate.

☐ Through inter-library loan service (ILL)

☐ Personal visit to other libraries

☐ Purchasing of the resources and services not available at Kenyatta university library

☐ Others specify.

11 What implications do your answers to 10 above, have on your academic pursuance.

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

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

........................................................................................................................................
12. How would you describe Kenyatta University Library in terms of provision of current and relevant information. Tick where appropriate

☐ Very good
☐ Good
☐ Fairly good
☐ Poor

13. If fairly good or poor, what effect does unavailability of current and relevant information have on your studies and/or project, theses etc. Rank your responses using number 1-3 where 1 = very high, 2 = fairly high and 3 = low.

☐ Presentation of substandard work
☐ Increase expenditure in looking for resources
☐ Duplication of research
☐ Delay in completion of the entire course
☐ Failing in exam and retaking and/or discontinuation
☐ Over-reliance on lecture notes hence no new ideas generated
☐ Others (specify)
14. Below are factors that probably lead to inaccessibility of library resources and services. Look at each carefully and tick where appropriate.

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>VERY SERIOUS</th>
<th>SERIOUS</th>
<th>FAIRLY SERIOUS</th>
<th>LEAST SERIOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disorganized catalogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor shelving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor searching Skills by users</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demoralized staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. How does your answers to 14 above, affect you in terms of learning and research activities.


16. What do you consider as priority areas for improvement of availability of resources and services to suit Kenyatta University Library users?


APPENDIX II

QUESTIONNAIRE FOR ACADEMIC STAFF

A. PERSONAL DETAILS

1. Respondent's faculty .................................................................

2. For how long have you worked in Kenyatta University. Tick the applicable.
   (i) 1-2 years
   (ii) 3-4 years
   (iii) 5-6 years
   (iv) Over 6 years

B. LIBRARY USE

1. Are you a registered member of Kenyatta University Library.
   □ Yes
   □ No

2. If no, give reasons. ...........................................................................
   ..............................................................................................
   ..............................................................................................
   ..............................................................................................

3. If Yes, how many hours on average do you spend in Kenyatta University Library in a week?
   ..............................................................
(i.) Over 6 hours
(ii.) 4-5 hours
(iii.) 2-3 hours
(iv.) 0-1 hours

4 If your answer to 3 above is 0-1 hours, explain why you do not use the Library more frequently.

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

5 For what purposes do you use the library. Using 1 = Very frequently, 2 = Frequently and 3 = Rarely. Rank your answers in order of importance.

☐ Leisure reading
☐ Research
☐ Preparing lecture notes (teaching)
☐ Reference
☐ Others (specify)

6 To what extent do you find the Library useful to you for the following purposes.

<table>
<thead>
<tr>
<th></th>
<th>VERY USEFUL</th>
<th>USEFUL</th>
<th>NOT USEFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. If your answer to 6 above is not useful, explain your answer.


8. Below are resources and services available in Kenyatta University Library. Tick against those that you have used.

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textbooks</td>
<td>1. Lending, borrowing</td>
</tr>
<tr>
<td>2. Theses dissertations</td>
<td>2. Service for the visually handicapped</td>
</tr>
<tr>
<td>3. Journals</td>
<td>3. Inter-library loan (ILL)</td>
</tr>
<tr>
<td>4. Newspapers</td>
<td>4. Reference</td>
</tr>
<tr>
<td>5. Newspapers cuttings</td>
<td>5. Literature searches</td>
</tr>
<tr>
<td>6. Abstracts</td>
<td>6. Photocopying</td>
</tr>
<tr>
<td>7. Indexes</td>
<td>7. Indexing and abstracting</td>
</tr>
<tr>
<td>8. Year books</td>
<td>8. User education</td>
</tr>
<tr>
<td>10. Maps/Atlases</td>
<td>10. Catalogues</td>
</tr>
<tr>
<td>11. Dictionaries</td>
<td>11. Material reservation</td>
</tr>
<tr>
<td>12. Encyclopaedias</td>
<td>12. Individualized guidance</td>
</tr>
<tr>
<td>13. Cassettes/tapes</td>
<td></td>
</tr>
<tr>
<td>14. Bibliographies</td>
<td></td>
</tr>
<tr>
<td>15. Pamphlets</td>
<td></td>
</tr>
<tr>
<td>16. Accession lists</td>
<td></td>
</tr>
<tr>
<td>17. Short loan collection</td>
<td></td>
</tr>
<tr>
<td>18. Catalogues</td>
<td></td>
</tr>
</tbody>
</table>
9. Of the resources and services you ticked in 8 above. Which ones do you feel are inadequate?

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

10. How has this inadequacy affected teaching, learning and research?

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

11. How do you get information resources and services not available at Kenyatta University Library. Tick where appropriate.

☐ Through inter-library loan service

☐ Personal visit to other libraries

☐ Purchasing of the resources and services not available at Kenyatta University

☐ Others specify.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Films slides</td>
</tr>
<tr>
<td>20.</td>
<td>Microfilms</td>
</tr>
<tr>
<td>21.</td>
<td>Photo album</td>
</tr>
<tr>
<td>22.</td>
<td>Others specify</td>
</tr>
</tbody>
</table>

101
12. What implications do your answers to 11 above have on research and teaching

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

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

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

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

C PERCEPTION OF RESOURCES, SERVICES AND THEIR GUIDING OF STUDENTS USE

1. What kind of use of the library do the course you teach require. Tick appropriately.

□ Very intensive
□ Intensive
□ Very light
□ None

2. Are the materials you refer your students to available in Kenyatta University Library. Tick appropriately.

□ Always
□ Sometimes
□ Rarely
□ Very rarely
□ Never

3. How would you rate Kenyatta University Library in terms of provision of current and relevant information. Tick appropriately.

□ Very good
4. If poor or fairly good what effect does unavailability of current and relevant information have on your students in terms of studies and/or project theses etc. rank your responses using 1-3 where 1 = very high, 2 = fairly high and 3 = low

☐ presentation of substandard work
☐ increase expenditure in looking for resources
☐ duplication of research
☐ delay in completion of the entire course
☐ failing in exams and retaking and/or discontinuation
☐ over-reliance on lecture notes hence no new ideas are generated
☐ others (specify)

5. How would you generally rate your students as readers and therefore most likely users of the Library?

☐ Very good
☐ Good
☐ Average
☐ Below average
☐ Poor
☐ Others (specify)
6. If your answer to No.5 is average, below average or poor, indicate your reasons by ticking the appropriate answers.

- [ ] The library resource resources are poorly organized and stored.
- [ ] The catalogue is poorly maintained.
- [ ] The library services are poor.
- [ ] The library user-education offered in Kenyatta University fails to link with the respective Library services and resources offered by the University.
- [ ] The library lacks the relevant resources to enable the students use the library.
- [ ] The students do not have the necessary searching skills to enable them to use the library.
- [ ] Others (specify).

7. In your view, what recommendations would you make for the improvement of the Library resources and services to suit teaching, learning and research in the University.
<table>
<thead>
<tr>
<th>COURSES</th>
<th>1999 ADMISSION NO. REPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>202</td>
</tr>
<tr>
<td>Bachelor of Arts (Fine Art)</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>180</td>
</tr>
<tr>
<td>Bachelor of Education (Home Economics)</td>
<td>68</td>
</tr>
<tr>
<td>Bachelor of Education (Arts)</td>
<td>680</td>
</tr>
<tr>
<td>Bachelor of Education (Science)</td>
<td>252</td>
</tr>
<tr>
<td>Bachelor of Education (ECE)</td>
<td>89</td>
</tr>
<tr>
<td>Bachelor of Education (Special Education)</td>
<td>184</td>
</tr>
<tr>
<td>Bachelor of Home/Economics (F.N.$D)</td>
<td>61</td>
</tr>
<tr>
<td>Bachelor of Home/Economics (F.C.$S)</td>
<td>36</td>
</tr>
<tr>
<td>Bachelor of Home/Economics (T.C.$D)</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>100</td>
</tr>
<tr>
<td>Bachelor of Environmental studies (Art)</td>
<td>39</td>
</tr>
<tr>
<td>Bachelor of Environmental Science (Science)</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1940</td>
</tr>
</tbody>
</table>