UNIVERSITY LIBRARY SERVICES TO RESEARCHERS IN KENYA WITH PARTICULAR REFERENCE TO THE PROBLEMS FACED BY THIS CATEGORY OF USERS: A CASE STUDY OF KENYATTA UNIVERSITY LIBRARY

BY

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OCTOBER 1994.
DECLARATION

This project is My original work and has never been presented for a degree in any other University.

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OCTOBER 1994.
DEDICATED

TO

My dear husband, JOHN

and

Our Loving children, Vicky, George and Anne, who was born during the study.
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ABSTRACT

A University library is an important central organ that disseminates information to all potential users in the institution. Its primary objective is to provide resources necessary for the teaching, learning and research activities in the institution. A university library, like Kenyatta University library, offers services to different hierarchical organization of users, such as, the maturing scholars: undergraduate students, faculty members and research fellows concerned with the extension or application of knowledge and providing the necessary intellectual support for research.

In its effort, the library should strive to design services that meet the needs of each of the hierarchical level, with new services offered to people as they change their level in hierarchy at the same time ensuring that all the services are relevant to the information needs of the day.

The study sought to find out the library services offered to researchers in Kenyatta University library. Central to the study was, the problems they face in making use of these services and satisfying their needs.

Aspects such as, the Library use, resources, services were considered.

The findings have shown that the library offers a variety of services which aim at bringing the users and information together at the right time. But, as was established, most of these service lack efficiency, due to several problems, such as, noisy environment, crowded reading areas, mishelved and unshelved books, delayed services, unpublicised services, and worse still, most of the library stock is deficient in that it lacks currency and relevance in books, journals, abstracts and indexes.

These findings indicate that, there is dire need for revision of all services offered to researchers and at the same time updating of the resources.
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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND INFORMATION

The University in a society is looked upon as a major producer of high level manpower and consequently contributor to advancement of knowledge. This knowledge is used in all development efforts for the benefit of the society.

One of the major functions of a University in society, as stated in Kenyatta University Act, is:

To provide directly or in collaboration with other institutions of higher learning, facilities for University education including technological, professional education and research.

To translate this function into reality, the University needs a library, which should be well equipped with relevant stock, adequate accommodation, well trained staff and other facilities aiming at meeting all educational and information needs of the University community.

A university library will therefore stand as an educational organisation which as Norman (1980, p. 51) says is:

A specialist library whose selection, organisation and dissemination procedures are directed towards highly specialist purpose. It aims at promoting educational and research aims of the University clientele through every path of its work, every area of its building and by every action of its staff.

The University library is therefore an integral part of academic pursuit of the researchers in the University. It is considered as an information centre that serves the University community in all its endeavours such that an adequate library is the basis of all teaching, learning and research.

The primary function of the University library is to meet as adequately as possible the literature and associated information needs of teaching, learning and research of the institution, for the present and for the future.
To meet this primary function, the library must therefore be fully involved in the selection, acquisition, organization and subsequently, retrieval of information for users. This information should be accessed in all formats or media so as to meet the needs of a diverse clientele. Provision of relevant information and efficient service to library users, is a positive support to the University in the interpretation of its objective of producing specialists who will guide the society towards attainment of its goals. For this reason, it is considered as the heart of the University and should be fully supported in every way by the University.

In Kenya, several University libraries have come up following the establishment of several public and private Universities. This study investigated the quality of services offered to researchers in Kenyatta University library.

In order to get a clear picture of this Library, a brief background of the development of the University it serves will be given as well as historical development of the library itself.

1.1.1 A BRIEF HISTORICAL DEVELOPMENT OF KENYATTA UNIVERSITY

The history of Kenyatta University goes back to 1965, when the British Government handed over the Templer Barracks to the Kenyan Government. The Kenyan Government decided to turn it into an educational institution.

The educational institution by the name Kenyatta College (KC) was started immediately with two divisions:

i. Higher Secondary Educational Division (H.S.E.D).

ii. Teacher Education Division (T.E.D).

The H.S.E.D. started with forms V to VI classes preparing students for the East African Advanced Certificate of Education (E.A.A.C.E.). The H.S.E.D. was phased out in 1973.

On the other hand, the T.E.D. offered SI and SA courses which went on up-to the end of 1975. This programme was aimed at training high school teachers.
Following an Act of Parliament of 1970, Kenyatta College became a Constituent College of the University of Nairobi. It changed to Kenyatta University College (KUC) and was charged with responsibility of producing teachers for Kenya Secondary Schools.

At its opening as a University college in July 1972, 200 undergraduates were enrolled to pursue courses leading to the award of the degree of Bachelor of Education of the University of Nairobi.

In 1975, Kenyatta University College started offering Diploma courses in Education.

In July 1978, the Faculty of Education which had been started in University of Nairobi in 1970, was transferred to K.U.C. As a result of this, the Institution became the only one in the Country offering graduate and post-graduate teacher education programmes.

To service the programmes adequately, the institution had three Faculties:-
   1. The faculty of Arts
   2. The faculty of Science
   3. The faculty of Education

On 23rd August, 1985, K.U.C was elevated to a full fledged University following the enactment of the Kenyatta University Act and its receiving Presidential assent. This elevation brought with it new degree programmes, and an increase in the number of students. The new degree programmes included:
   Bachelor of Commerce and Bachelor of Environmental Studies.

Today, the University has facilities for post-graduate work up to Doctoral Level in the fields of Education, Arts and Science.

In its development throughout this period, the institution needed an information centre which could support it in teaching, learning and research.
The history of Kenyatta University Library can be traced from 1972 when the parent Institution started to offer Bachelor of Education Courses.

The library was started in an old building originally designed and used as an army canteen. According to the 1973/74, Librarian's report, the library had a collection of about 15,000 books, many of which were duplicates. The total number of titles were estimated to be 5,000 and only 3,000 of these were suitable and serviceable as the rest were badly worn out. With such a weak collection, library services to the users were limited. Services like standard reference works and bibliographies were lacking.

The situation went on improving and in 1974/75 report, the librarian reported a notable increase in book stock, which had grown to over 20,000 titles, covering over 50,000 volumes. Periodical subscriptions stood at 1,000 titles. (1974/75 annual report, p. 1).

By 1977, the stock had reached 70,000 volumes with a periodical subscription of 1,200 titles.

With the transfer of the Faculty of Education from University of Nairobi and the relevant stock of its library in 1978 to K.U.C, the library stock increased to 120,000 volumes of which 5,000 were bound volumes of periodicals. (Ng'ang'a, 1980).

All this time, the library was housed in an inadequate building. However, in 1985, it moved into a spacious building where it is housed to date. The stock has increased to over 200,000 volumes and efforts to increase and improve it are being made.

In order to cater for the University's scholarship and research, the library has established a special collection, the Africana, which is stocked with government publications, books about Africa, bound newspapers and journals about Africa.
Other services such as lending of library materials to all its users, information on reference services are given to cater for a diverse user population.

1.2 STATEMENT OF THE PROBLEM

The major role of a university in society is to serve as a dynamic instrument for social reconstruction, participate in development of political system, aiming at elevation of standards of living, and for survival and advancement of the people it services, (Gelfand, 1971). The University is therefore an integral and functioning part of the society, which achieves its objective through teaching and advancement of knowledge through research activities.

In its efforts to achieve the above, the university offers education that continuously gains for man a comprehension of his own social and physical universe. University education acts as an eye opener by helping man to direct himself and solve problems surrounding him.

To achieve this objective, one major activity in the University is research. The library acts as the information centre where information is collected, organised, stored and disseminated to the researchers. In this case a university library acts as a knowledge communication centre which holds different types of materials including books, periodicals, non book materials and even computers. All aiming at meeting users' information needs so as to allow the user to retrieve any information stored in these library materials.

In research, one tries to review the existing knowledge and at the same time construct something new. As a result of this, research broadens the field of knowledge. For a researcher to be successful in his research work, there is need to have prompt access to relevant, comprehensive, current and even retrospective information which is not in any way restricted. A conducive environment for study is also required for the success of the researcher.

For the university to reach its academic maturity, which comes as a result of both intensive and extensive research activity, it needs to support its library totally.
Commenting on the issue of researchers and support they get from their institution, Havener (1994, p.32) states:

Though universities recognize the benefits of research and encourage all pursuing academic courses to do research, the institution structures to support research activities, are often not provided...

Scarcity of sources such as current journals and monographs, inaccessibility to current research carried outside the institution and other parts of the world, insufficient availability of the modern information technology like computers, inaccessibility to world’s databases of great works or research carried out by other scholars, lack of knowledge on how to exploit the existing library resources and the attitude of staff towards the so called 'mature' library users are some of the handicaps that surround the world of researchers.

All the same, research is an activity which cannot be ignored in the university library or even given inadequate services, due to the important role it plays in society. Adequate services, that is, those which allow a user to access to required current information, are a motivator to the user who comes in to bring new challenges to both services and research work.

This study examined the services given by the library to researchers - (Postgraduate students, Lecturers and Research Workers) at Kenyatta University. The study attempted to answer questions such as:

i. Which are the library services offered to researchers in K.U.L?
ii. How relevant are these services to the researchers (of the above mentioned category)?
iii. Does the library play a central role in the researchers' achievements?

The study gave special emphasis to the problems faced by this category of users in their effort to carry out their work in the university library, and how these problems affect their research work.
1.3 OBJECTIVES OF THE STUDY

Briefly the general objectives of the study were:-

1. To find out whether Kenyatta University library is interpreting the University objective of supporting research work.

2. To find out whether there is co-ordination and co-operation between the library and the faculties with the aim of building a comprehensive and representative collection capable of supporting research needs of the faculties.

3. To find out which library services are offered to researchers (Postgraduate Students, Lecturers and Research workers).

4. To examine whether these services are relevant to the information needs of researchers.

5. To identify any problems encountered by the researchers in their effort to exploit the existing library resources.

6. To make recommendations on how to solve any identified problems so as to improve services to this category of users.

1.4 SIGNIFICANCE OF THE STUDY

The general objectives and functions of a University are to teach and advance knowledge through research. The place of the University library should be seen in relation to the objectives and functions of the University itself.

The effectiveness of a library is essential if teaching and research are to take place at the highest level of scholarship. This calls for all the library's efforts to be directed towards meeting all the information needs of the researchers of the Institution. Such efforts will help the researchers to be what they are expected to be in the society.
The study helped to identify the existing library services and to establish their relevance to the researchers, their weaknesses and how they can be improved in order to meet the educational objectives of the university. This is important especially today when the society depends on research and information more than ever before. Information today is an important component in the intellectual field and social development.

The researchers in their activities for advancement of knowledge should be given all possible support by the university through the library. This study highlights the important role played by the researchers in the society. For this reason, as much as the University Library strives to improve its services to cater for the curriculum of the undergraduate students, it should also strive to improve its services and resources aimed at meeting the information needs of these users, the Postgraduate students, Lecturers and Research workers.

1.5 LIMITATIONS OF THE STUDY

Owing to time limit and financial constraints, the study had the following limitations:-

The study was restricted to Kenyatta University library and it only investigated on the quality of service given to researchers who were taken to be the postgraduate students, lecturers and research fellows, leaving out the undergraduates students and all other library users.

Central to the study were the problems they face in the use of the resources presently in the library.

The data was collected from a representative sample. For those who were given the questionnaires to fill, some failed to bring back the questionnaire.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A university library is an information centre where collection, organization and dissemination of information is carried out to meet the information needs of users. Presently, information explosion is being experienced in all disciplines, hence the need for an organising centre.

To retrieve stored information for use will call for:

i. Relevant, current and retrospective information sources which are retrievable.

ii. Willing and cooperative staff who know their collection well.

A variety of services will answer diverse user information needs. Researchers are users with such needs and hence need a variety of relevant services which will allow them to access to information promptly.

2.2 RESEARCH

Research as an exploration activity, is an essential means by which the development of any modern society is promoted. Nzimpora (1988, p.102) defines research as:

An activity of seeking through methodical process to add to ones’ own body of knowledge and hopefully, to that of others by discovery of non-trivial facts and insights.

In research, the main idea is to add or advance knowledge by discovering an answer to an existing problem. Ochiengh (1986 p. 18) points out that:

In research one is engaged in a careful search of inquiry endeavour to discover facts by scientific study of a subject.

Such investigations try to probe the centre of or remedies of a particular problem. For a researcher to probe the centre of any problem, Nzimpora (1988) summarises the procedure to be followed as:
a. Need to review existing knowledge. This will minimise the risk of carrying out an already researched topic. It will also minimise the risk of pursuing rejected topics or even waste of time.
b. Need to describe some situation.
c. The construction of something new.
d. To find an explanation and try to offer solutions.

For any researcher, before making generalization or formulating a law concerning a certain phenomenon, there is need to follow those steps and finally come out with an original contribution to knowledge.

2.2.1 BRIEF HISTORICAL BACKGROUND OF RESEARCH IN KENYA.

Research is essential for sound planning and management of any nation. In Kenya, it was given prominence after such a realization. The colonial government introduced the idea of research in the country way back in 1920, when research stations such as Fisheries and Agriculture were established to collect and store information on natural resources. With such a beginning several other research stations came up including the University of Nairobi. In 1977, the Council for Science and Technology was established by an Act of Parliament which was empowered, in 1980 by Chapter 250 of the laws of Kenya, to consider and advise on matters concerning scientific research in the Country.

Today, many research institutions exist in the country including public and private universities. Other research stations such as Kenya Medical Research Institute (KEMRI), Kenya Agricultural Research Institute (KARI), Kenya Industrial Research and Development Institute (KIRDI) and Kenya Trypanosomiasis Research Institute (KETRI) are putting more efforts in their specialized field.

The existence of all these shows the importance of research activities in national development and the emphasis given to research by the Kenya government.

2.2.2 RESEARCH REQUIREMENT AND ITS CONTRIBUTION TO HUMAN KNOWLEDGE.

In all research institutions, information supply is vital to all engaged in research. The researchers will only need to:
a. Have extensive collection of material available in their field.
b. Be provided with easy access to the collection.
c. Have a well maintained up-to-date collection.
d. Be provided with access to regional and international information. (Ulla Khan. 1987).

Research at University level needs such an exposure so as to make an original, comprehensive and a meaningful contribution to the growth of knowledge.

The contribution of researchers is felt in the institution, Library and the nation at large.

Ochiengh (1986), Illa Khan (1994) and Havener (1994), in looking at this point, stressed that researchers are both consumers and providers or generators of knowledge which can improve the institution services, the library services, by encouraging innovation and increase its responsiveness to the researchers and the nation as a whole. This idea leaves a researcher as a useful and essential person in the society rather than a burden.

At university level research is much emphasised although there are some failures by the institution to support the researcher with the required relevant information.

This makes the research work quite difficult. Muchungu (1988, p. 17) complained in his column that:

Many times researchers face hard times in this Country (Kenya) in their effort to do their work. Some of the difficulties stem out of the reluctance of the people charged with information. It's sad to note that it is not only the government officials who choose to keep mum and refer you to their permanent secretaries even where such reference is unnecessary, but even in institutions charged with research themselves such as universities. Students of the School of journalism of University of Nairobi have said they faced difficulties during their research in getting information from their institution University library.

If a University, an Institution charged with teaching and carrying out research is to shy from supporting the research FULLY with information, then one wonders who else will be ready to play this role of supporting researchers.

Research, as discussed above, plays a vital role in the institution and irrespective of any shortcoming arising, the institution must meet all the information needs of their researchers by acquiring and providing access to a rapidly expanding amount of none traditional formats and sources of information. This will give time for the
researchers in the country to finish the work in time, hence speed up national development and advancement of knowledge. Otherwise, if the trend continues as Muchungu pointed out, then research progress will be hindered, researchers will be discouraged for not being in a position of keeping up to date with developments in their fields of study and accessing to the needed information. This will affect various national development sectors and the academic maturity of the Institution which is gained through research as stated by Daniel (1991, p. 1), that:

Research plays too prominent a part in academic promotion.

Stressing the same idea but on a wider perspective, the report on second University of 1981 p. 62 pointed out that:

For a society to accelerate its development in all sectors, it must intensify its input into research.

This shows that the society has a duty to support researchers wholly and at the same time expect researchers to support it wholly with information necessary for its consumption.

2.3 ACADEMIC LIBRARIES.

Ritchie (1982 p. 125) takes academic libraries as a term which is often applied to:

Tertiary education, leaving out less exact activities of the primary and secondary school which cater for pupils below age 18 years.

Harrison (1977, p. 147) gives a more complete definition of academic libraries where he says that these are:

Libraries belonging to universities, university colleges, university extra mural departments, institutes of universities, colleges of education, polytechnics, adult education colleges and centres.

The academic libraries reflect the development of the colleges and universities of which they are part. They are an integral part of the Institutions which they serve.
Their collection and services are designed to meet the information needs of the students, faculty or department and staff of the institution. The library services will depend largely on the institution’s objectives. For this reason, the academic library should be able to meet and support the curriculum of the institution with appropriate material in order to encourage all in the institution to undertake research especially at university level.

Academic Libraries, as indicated in the definition include those libraries of the university. These libraries serve institutions which are at the apex of the formal system of education and training of high level manpower for national development. This shows the important role played by this category of academic library in the nation.

2.4 UNIVERSITY AND UNIVERSITY LIBRARIES.

A university is described by Karl Jaspers as quoted by Higham (1980 p. 9), as:

A community of scholars and students engaged in the task of seeking truth.

The University exists in a society so as to promote, through reflection and research, the life of the mind at the same time transmit culture from generation to generation through conserved knowledge, ideas and services.

In order to play this role effectively, university, being the highest institution assigned the responsibility of teaching and advancing knowledge, enrichment of minds and training, must be in a position to provide all the required facilities.

All these activities, as pointed out by the Presidential Working Party of (1988, p. 65), are expected to respond to the demands of national development and the emerging social-economic needs with a view to finding solutions to the problems facing the society.

This working party drew up one of university’s objectives as:

To provide, through research and consultancy, knowledge, skills and services to the community by helping to solve problems facing the society.
This makes our universities emphasize more on research in order to come up with sound solutions to problems facing the community. This role makes the university a part of the society it serves and it cannot operate in isolation.

Gelfand (1971, p.17) commenting on the issue of university and society stated that:

University today cannot be an isolated institution - not an island inaccessible from man. If it is to be of maximum service, it must be an integral and functioning part of the society which maintains it. It must acquire knowledge for the use and benefit of the people.

The society looks upon its university for social, economic, political and academic development in all generations. This reflects the critical and central role expected to be played by the University by its society. It represents a major Investment in the development of human resources.

In order to meet the expectations of the society, university organises, develops and administers its activities in accordance with its objectives. In this endeavour, it comes up with faculties and departments, all of which have different responsibilities which can only be accomplished with the presence of information. The information services are generally centralised in one department called library.

2.4.1 UNIVERSITY LIBRARIES: DEFINITION AND THEIR PLACE IN UNIVERSITY

Kenyatta University Library has developed from a small collection of materials to its present position where it can serve a large user population. It is charged with the responsibilities of supporting teaching, learning and research activities in the interaction of the book (any Information Source) and the reader.

University library as pointed out by Orr (1977, p.11) is:

A knowledge communication system which reflects man's own knowledge system. It is therefore a complementary feedback system which exists to encourage the action of book, meeting reader with possible changes being effected. Because of the nature of its feedback, it is exponential in growth.
The library is therefore expected to collect, organise, store and disseminate relevant and representative collection which aims at meeting the information needs of its user community. The university library collection is therefore highly dynamic due to the diversity of user demands and research interest.

Gelfard (1971, p.25) highlights this idea stating that a university library:

"Should be taken as a dynamic instrument of education. It should feed the intellect of the student, encourage the researchers of the faculties and invite all who enter its house to partake fully of its intellectual and cultural fare."

The library in the University occupies a central and primary position because it serves all the functions of the University and in its everyday services to the users, strives to interpret the objectives of the university.

As the heart of the University, the library stands as an information resource centre where information is acquired, analysed, organized, stored and finally disseminated for use by all those who seek to learn, discover and create new knowledge.

The library is therefore expected to satisfy informational needs in the institution. In meeting this function, Oldman (1977, p.155) maintains that:

"The purpose of a library is to stimulate and assist the critical thought process not just to provide a backup material."

The library is not only expected to support the curriculum of the day in the institution, but also research requirement should be well catered for. This is a clear indication that a university library is part of the education apparatus of an academic organisation. In the University, research constitutes the basic function and this should be fully reflected in the library which should hold a collection that is geared towards meeting information needs of researchers of the institution. It should be a well functioning information system where relevant informations is more easily accessible to allow progress in the institution (Ulla Khan, 1987).

The library in an institution, offers services to different hierarchical organisation of users. In its efforts, the library should therefore strive to design services that
meet the needs of each of the hierarchical levels, by offering new services to these users as they change their levels in hierarchy (Allen, 1993).

The success and efficiency of all the libraries depends on how they are treated by the parent institutions which are responsible for their establishment, maintenance and administration. A positive attitude towards a university library will help it to serve effectively its varied clientele which comprises students, members of academic staff, and extended services to users such as professionals, civil servants, university graduates, bonafide researchers, school students and members of university support staff and their families, among others.

To meet the needs of such a diverse user community the library needs total financial and material support from the University itself. The dependence of the library on its parent institution is so strong that its inefficiency can, to a greater extent, be attributed to negligence of the University.

Higham (1980, p.11) quoted a statement from the University Grants Committee (UGC) of Britain which had met in 1921, where it stated that:

The character and efficiency of a university may be gauged by its treatment of its central organ - the library. We regard the fullest provision for library maintenance a primary and most vital need in the equipment of a university.

The U.G.C. specified that for a library to play its role effectively, it relies wholly on the institution and at the same time emphasised that a university library is expected by all means to be well established, with an all round and up-to-date collection suitable for all users.

Having realised the central role played by university libraries towards meaningful teaching, learning and research, the Presidential Working Party of 1988 recommended that:

University libraries be provided with adequate funds and be equipped with up to date books, journals, periodicals and technical services to effectively support teaching, learning and research in the Institution.

This recommendation was received positively as reflected in the country's development plan 1989-93 where the role of university was re-emphasised and the
library taken as the centre for conservation of knowledge in books, journal, periodicals and non-book material for dissemination of knowledge. With this in mind, the society looks upon the University libraries to play their roles effectively.

2.5 FUNCTIONS OF A UNIVERSITY LIBRARY

The functions of the library shall be congruent with those of the University in order to support the teaching, learning and research activities of the University and at the same time promote the intellectual, emotional, social-economic and cultural development of the University community and the nation as a whole. For this reason, the library should not just exist to support the instructional efforts but perform a variety of functions, by way of helping students with text books, reference books, periodicals and by providing a large number of bibliographical tools and up-to-date literature on every subject and research activities carried out in the institution.

The Kenyatta University College Library Acquisition Policy of 1985, came up with 11 functions which were drawn in accordance with the University functions as stipulated in the laws of Kenya, chapter 210, section 5.

These functions are:

1. To select, acquire, organise books, serials and other relevant Instructional material that may be required by the students, staff in all recognised subjects of study which they pursue and conduct to the necessary levels.

2. Provide support to the teaching, learning and research activities for the members of the University.

3. Provide a wide range of background material (Retrospective) both in subjects close to the curriculum and in more general cultural fields.

4. Meet those specialized needs of the University by building up appropriate collections of resources which do arise naturally from specialization and research interest.

5. Satisfy intensive demands on library stock made by users in their studies.

6. Establish information network for co-operation in use of resources.
7. Help in day to day needs of users by offering their quick reference information and other essential services such as borrowing, lending reservations, photocopying, binding, interlending and reference.

8. Prepare and conduct user education programmes which teach users how to make maximum exploitation of library resources.

9. Provide current awareness services by providing guides such as lists of indexes and abstracts.

10. Co-operate with educational institutions involved or act as a link with outside world of information, libraries and draw upon the special resources of other institutions through establishing inter-library loan system and exchange facilities.

11. Provide an environment conducive to study.

The library seeks to face the sum of human knowledge which is increasing at a much faster pace such that today we are talking of information explosion. With information and user explosion, the library is expected to organise both and bring them together at the right time.

2.6 EDUCATIONAL ROLE OF THE UNIVERSITY LIBRARY

As noted earlier, the fundamental role of the library is educational and it should not be operated as a mere store house of books but as a dynamic instrument of education (Gelfard, 1971).

A library holds an enormous amount of information resources for the institution's user community to support the teaching, learning and research activities.

The library comes up with such a diverse collection due to the knowledge that, 'an educated man is the enlightened and informed'. The University library educational role is experienced when it goes out of the boundaries of the institution's curriculum and holds the argument that, no one is going to be truly educated and informed by reading a prescribed set of books and listening to a scheduled chain of lectures in the lecture halls. Instead, the library prepares a collection that will also cater for those users who see the relationship of their subject areas to the University in general, and this gives them new dimensions in living.
The library plays the role of promoting reading habits as well as controlling the circulation of the documents. This makes the role of the library quite vital for it steps in to instruct the user on how to make maximum use of the library resources through a programme of library user education.

A library user education programme which is well planned will motivate the users, challenge them, arouse their curiosity and critical faculties and even encourage their fundamental desire in learning.

This move will make the library user community appreciate the library services in all their academic ventures.

It is in the library that all in the institution converges to exploit the knowledge of other men recorded in all formats of information sources. On the other hand, the librarian serves as the teacher in guiding the users in ways of carrying out their research. In all these efforts, the library stands as a practical service department which is accountable for every aspect of its performance.

2.7 LIBRARY STAFF

A university is a service department. The quality of its service depends on the quality of its staff, but not necessarily its provision of a good collection of books, journals and all other information sources required by users of all categories. The staff in a library enables it to translate the objectives of the university by its way of rendering services to the users.

In emphasising the important part played by the staff in the success of a library and institution as a whole, Oboler (1977, p.66) asserts that:

No matter how elaborately printed and flossily decorated book lists and hand books are, the news releases, displays and signs, and many more visible examples of dealing with the library’s public, they cannot compare in importance to the way the staff behaves towards the patrons...... It is ridiculous for an academic institution to spend 1 million dollars on its library building, continuous sums of money on staff and reading materials only to have all these made useless by a staff who behaves contemptuously or carelessly to the patron in the library.
Apart from cordial relationship between the staff and clientele for the utilization of library material, professionalism in librarianship of the staff is paramount. The skills gained will assist the staff to give satisfactory services while failure to have the professional skill in librarianship leads, in most cases, to failure to achieve satisfactory standards of services in libraries (Paton, 1958 p.243-248).

Emphasising on the issue of staff training for better services in a library, Maungu (1983, p.92) held the opinion that:

It is necessary that all staff acquire the necessary skills to enable them to satisfactorily perform such duties as may be required of them. It is vital that a period of time and training is allowed to understand the environment and system operated in the particular content.

A well trained staff, ready to face the challenges of the day is what is needed in our libraries and especially a university library which is faced with a heterogeneous user community which requires the library services to be flexible enough to meet the needs of a rapidly changing user community (Allen, 1993).

Professionals in librarianship are to hold different positions in the library so that the system can function effectively.

A well directed service is an eye opener to the user who might not know the treasure hidden in the university library. The hearty interaction between the staff and user, will help the user to discover the fertile ground for his interest in the library and at the same time the librarian will discover the weaker areas of the library's collection and also understand information needs of the users which are not sufficiently met by the collection. For such an interaction, Srivastasa, (1980, p.116-117), lists some of the qualities which a staff in a university library should have. These are:

Adaptability, awareness, imagination, initiative, judgement, leadership, maturity, originality, responsibility, vitality and zeal. A feeling of communication, experimentation, innovation and a truly professional point of view.

Ranganathan (1931) pointed out that for a library to maximise use, then it needs qualified and efficient staff. This is one of the ways of meeting the demands of his first law which says that: "Books are for use".

The staff in this case acts as an important agent in bringing the two together.
2.8 COLLECTION DEVELOPMENT

Building a library collection which is able to meet the needs of teachers, students and researchers adequately, is a major task of a university library.

A modern university library aims to function as a dynamic instrument of education which has a significant role to play in higher education. In order to achieve this, there is a serious need to look into the type of its user community and its information needs. This understanding will help a library to come up with a relevant collection for all. Kumar (1989), is of the opinion that the quality of service provided and the satisfaction of the users depends a great deal upon the kind of collection made available. Thus the materials need to be selected carefully with the user in mind, aiming at:

a. Conforming to high academic standards of a university.
b. Being relevant to the teaching and research needs of university.
c. Being up-to-date especially with respect to journals while at the same time preserving the historical development in various disciplines. (Kamau et al., 1988, p.1).

To come up with such a collection which will satisfy all categories of users in a particular university library, calls for co-operation between the user and librarians. Higham (1980, p.86), in emphasising on the idea of co-operation in collection building stresses that:

A healthy library service owes much of the active involvement of academics and only by being personally close to the activities of the library will they feel involved.

The involvement pointed here by Higham is that of collection building. The academics can adequately represent information needs of their students in their research activities. In agreeing with the idea of Higham on co-operation, Allen (1993, p.500) maintains that:

A university needs a more flexible integrated approach to collection building. This would be needed so as to meet the interdisciplinary user community, - complex user community information needs.
Such co-operation would allow all categories of users to be represented in selection such that the collection that results from such an organisation might best meet their information needs.

With such an involvement, the library users will eventually acquire a feeling of pride that "this library is our library" not "the librarians' library". This will motivate them the more to exploit the existing resources with the idea of improving the collection and hence services.

To achieve this, the faculty should be involved even in defining the library's collection development policy, which should be followed by their active participation in selection of material to stock the library. Due to the important role played by a university library, the integrated group involved in collection building should aim at coming up with the highest standard of collection which is comparable with the best libraries in the world. (Kenyatta University Library Collection Development Policy, 1985 and Kumar, 1989).

Such a collection will be as a result of full time liaison with all departments and all subject specialists in the library and in the leading departments.

2.9 LIBRARY SERVICES

Library resources are rendered valuable only through efficient and relevant services to the users. The success behind all the services in a library is to make the resources readily available to all the users at the right time. In order to achieve this, the library needs to offer varied services aiming at meeting the needs of a diverse user community. A library receives its resources in various forms. It then becomes the work of the library staff to organise, store and disseminate information.

In order to have a systematic order in the library, cataloguing and classification need to be efficiently carried out. The cataloguers and classifiers process a book or any other information resource, ensuring that it is accurately and appropriately described and located.
Classification ensures the helpful arrangement of books and other library materials on the shelves of the library while cataloguing is designed to achieve the following:

A. To enable a user to find a book of which either;
   a. the author
   b. the title is known
   c. the subject

B. To show what the library has;
   d. by a given author
   e. on a given subject
   f. in a given literature

C. To assist in the choice of a book,
   g. as to its edition
   h. as to its character (literary or topical)

Cataloguing and classification bring out a sequence of arrangement of materials in any library such that a user who comes with an idea of what is needed, will be at a position of getting the required material.

A library provides a variety of services in increasing the use of its resources. In this section, the services to be discussed are:

1. Those that allow documents to reach the user and be made use of (Lending and interlending).

2. Those that help the user come into contact with relevant material at the right time (Information and Reference services).

3. Those that help the user make maximum use of the library collection independently (Library user education).

4. Those that help the user to reproduce desired materials for use outside the library (Reprographic services such as Photocopying)
2.9.1 LENDING SERVICE

The lending service is the most intensively used by all categories of library users. This service allows library users to make use of library materials outside the library. It is useful to those:

a. with long research projects,
b. who do not have time to sit and work in the library,
c. who need a certain reading environment, for example readers:
   i. who will always need reading with some background music.
   ii. who prefer to read as they lie down either on the bed or floor.

Apart from catering for diverse user's interests, the lending service assists the librarian in locating the whereabouts of a document. At the same time, he can tell when a borrowed item will be returned. In this service, a library ensures adequate turn-over of books to satisfy the needs of those requiring them as well as giving each reader enough time to use the books effectively Higham (1980).

To satisfy this, Kenyatta University Library has come up with different lending periods for its three categories of users:

a. Undergraduate students 2 weeks.
b. Postgraduate students 1 month.
c. Staff (Including Academic) 3 months.

All these users have access to short loan material which is loaned out for three hours, reference books which are strictly used within the library and Africana collection which is used within the library. All these openings into the library stock and the lending service allow the user to make use of the library resources effectively.

2.9.2 INTERLIBRARY LENDING SERVICE (I.L.L)

In an age of information explosion, increasing competition for the meagre financial resources and shrinking budgets, as purchasing power declines due to
escalating prices and growing inflation, no one single library or documentation centre can have all the needed documents under one roof (Ilomo 1989).

This is not an excuse for any library not to give adequate and quality services to its users. Libraries have established interlibrary lending services in an effort to solve the problem of having their users access to all the needed relevant information. Ng'ang’a (1985) and Ilomo (1987) describe interloan as the act of availing documents to those libraries or documentation centres which do not have them in their collection. It is the most sure way in which resources in libraries can be shared.

Interlending should not in any way be taken as an indication of a library’s inadequacy, nor should it, on the other hand, be used to perpetuate inadequacy where it is existing by relieving the library of the obligation to purchase its stock regularly. Libraries should not wholly rely on interlending services, instead it is just a service to lean on as steps are being taken to improve on the existing stock. Interlending is encouraged especially at university library levels, where the library is faced with a diverse user community and research issues are different at all times.

Interlending, like lending in an individual library, allows material to circulate in several libraries within a region or even at international levels.

In Kenya, there is no formal agreement on library co-operation or interlending. In libraries it is undertaken on what Ochiengh (1986) refers to as a ‘gentleman’s understanding’, where participants have trust and confidence in one another. This service allows university libraries to borrow materials from other university libraries, special libraries and even public libraries in an effort to meet the information needs of their users who mostly deal with research work. A major problem experienced in this service is that materials such as Africana, short loan collection and periodicals are not allowed out, but then the borrowing library can request for a photocopy of the needed material for a charge. In this case, there is no question of not getting the needed material.
2.9.3 INFORMATION AND REFERENCE SERVICES

These are services through which a librarian guides a user through the mass of the library's collection.

These services try to answer all the questions that are asked by users everyday. One of the basic functions of a librarian, especially in a university, should be that of reference work.

The kinds and nature of reference services to be provided will depend upon curriculum, research programme, methods of teaching and objectives of the university. The aim of this service is to assist the user in the most effective use of the resources and services by providing specific, exhaustive and prompt information on demand.

Ochiengh (1986) and Kumar (1989) stress that in order to handle most queries that come with the researchers, the librarian needs to compile a number of subject bibliographies. In addition to this, commercially produced bibliographies are needed to help the researcher locate materials relating to his field. Abstracts and indexes are also needed to help the librarian and the researcher or any user category to locate journals and articles. Below are some of the services considered under information and reference services.

2.9.3.1 CURRENT AWARENESS SERVICE (C.A.S)

Included in the reference service are the current awareness (CA) and selective dissemination of information (SDI). Both services aim at effective utilization of library resources and make the university library change from passive to active role in order to meet the needs of researchers. These services keep the user informed of what the library has lately received which is relevant to his needs.

Current Awareness Services (CAS) is defined by Kempt (1979, p.12) as:

System for reviewing newly available documents, selected items relevant to the needs of an individual or group, and recording them so that
notifications may be sent those individuals or groups to whose needs they are related.

In order to come up with such a communication, it will involve reviewing or scanning of documents, selection of items and finally notification of the items to people interested in them. This is an important and appropriate service in libraries especially in this age of information explosion. The service covers a range of documents and this makes easier the information retrieval activity of the users. This is in line with Ranganathan's 4th Law which is 'save the time of the reader'.

The SDI on the other hand is a service in which the librarian contacts individual readers through their profiles. The service aims at individual service hence more workable in a small user community than in large libraries. In a university, the service can be given on departmental basis. The service provides reference tools that are tailored to a specific information need of a component of its user community.

2.9.3.2 LITERATURE SEARCH SERVICE

Literature search is another service included in information and reference service in a library. This is an important service to researchers. It is a systematic and exhaustive search for published information on a specific subject.

It is usually the first step for all researchers in a search project. Literature search helps the researcher to know of what has been done in his particular field of interest. It opens a researcher to variable information on similar or even identical work which has been done by others. The service strives to bring together the right information and its user.

For a literature search to be carried out effectively, there is need for bibliographical tools such as abstracts, periodicals, encyclopedias, handbooks, indexes, computers and relevant databases.

With such a variety of bibliographical tools which are up to date, researchers are in a position of handling the four information needs central to their work as pointed out by Gilbert (1981, p. 13), as:
The need for information on previous work within a given subject area - retrospective literature.

The need to keep up to date with progress in a specific area - Current awareness.

The need for isolated factual information - Fact search.

An unspecified need to obtain random information - Browsing, selecting and reading at random.

2.9.3.3 RESERVATION SERVICE

Reservation service, being a service which allows a library user to request for a specific book or item to be reserved as soon as it is returned, is also included in information and reference services in this study.

Provision of such a service is to ensure that every user in need of a certain book gets it at a specific time. This will involve the librarian recalling the book if the present user has kept it for more than a week. The service also ensures that the book is not renewed.

Reservation is not only done for books on loan but also for books in the processing section. A library might have acquired a certain book and if it happens that the book is being processed, a researcher can reserve it so as to have it as soon as it becomes available for use.

2.9.4 PHOTOCOPYING SERVICE

Duplicating, scanning and photocopying are some of the reprographic services which can be offered in a library. All deal with reproducing material quickly and conveniently. This study considered only photocopying. This service aims at making information available to all users without any delay. This in itself improves library resources and services accordingly, by allowing one original copy to be used by many users in a library and it prevents that original copy from wear and tear because it remains in the library most of the times. (Thompson, 1979).
The service is highly desirable especially in a university library with limited resources and serving many researchers.

The service is also useful in interlibrary lending where, instead of lending a whole document, the borrower can specify the required article which can be photocopied and posted. This is more applicable in journals which happen to be quite popular among researchers.

2.9.5 LIBRARY USER EDUCATION

A university library holds an enormous amount of information resources to be able to make use of these resources, a user will need guidance. This guidance is referred to in this work as Library User Education. It aims at equipping the users with the requisite skills to be able to maximize their exploitation of resources in a library. Library user education involves guiding the users so as to be familiar with structure and organisation of the resources in the library as a whole with the specific reference to their particular areas of specialization.

This education should be given to all library users irrespective of their category in the library. The librarian is the only one who is in a good position of exposing his resources to the users, such that any under-use of the collection can be blamed on the librarian and not the users.

For the researchers and the important role they play in advancement of knowledge, they need to develop certain skills on how to locate information. They will need to be educated on how to use bibliographical sources like reference books, bibliographies, abstracts and indexes.

This guidance is very important especially in relation to a university library collection which aims at catering for a diverse user community. Users of any library should:

a. Know how information has been recorded.

b. Understand how it is stored for future use.

c. Have skill in retrieving it from the store. (Ochiengh, 1986).
A librarian who manages to pass such skills to the users saves their time and at the same time motivates them in the use of the library. In this case, user education acts as a means to an end in the researchers’ activity of looking for relative information. It helps them to select the most relevant information from a massive collection (Muya, 1985). This will make the users’ search in the library quite interesting rather than a ‘frightening experience’.

User education is an important activity in all libraries. In Kenya, it is an activity which has not been taken up seriously by libraries especially at university level. As stressed above, a user with no direction into a collection can be frustrated. To such a user, a library remains a store of books rather than an information centre. The library fails (to such a user) to mirror the objectives of the institution and to contribute positively towards the achievement of those objectives (Fjallbrant, 1934).

In our university libraries, especially Kenyatta University Library, the user education that exists is referred to as library orientation tour which is given to all students during their first week in the campus. This is in realisation that university education is about helping the student to direct himself and so a library as the core or ‘heart’ of the university should play an essential part in that process of directing the students.
CHAPTER 3

3.0 METHODOLOGY

3.1 INTRODUCTION

The study sought to establish the quality of services offered to researchers by the Kenyatta University Library. Central to the study was to establish the problems faced by the researchers in their effort to make use of the resources presently available in the library in order to satisfy their information needs. To clarify information given by the researchers concerning the library, librarians in charge of reader services units were used as sources of useful information.

The study also attempted to offer some appropriate suggestions that would help to improve on the services, hence motivate researchers to make use of the library.

The study was a case study of Kenyatta University Library. This chapter focuses on the methodology used in the study covering the sample, instruments used for data collection and administration of the questionnaire.

3.2 THE SAMPLE

Due to financial constraints and time factor, it was not possible to reach every researcher in the institution. Instead, a representative sample of the population was selected from each academic department. A sample of four researchers per department was selected with two postgraduate students and two lecturers from each department. The selection of the sample was randomly done in each department.

The other sources of information in the study were three librarians in charge of reader services units, circulation and special collection.

3.3 INSTRUMENTATION

To achieve the objectives of the study, the following techniques for data collection were used:
3.3.1 QUESTIONNAIRE

This was the main data collecting instrument used. Two different questionnaires were used for the following groups:

i. Researchers (Postgraduate students, Lecturers and Research fellows)

ii. Librarians in charge of circulation, special collection and reader service units.

This second group comprises librarians who come into contact with researchers on a daily basis. It was assumed that they would know what researchers' demands are in the library.

3.3.1.1 QUESTIONNAIRE FOR RESEARCHERS

This questionnaire attempted to obtain the following:

i. Information with reference to their library use.

ii. Their induction into library use and research technique, especially when they register as new users.

iii. Establish whether services and resources given to them are satisfactory according to their research needs.

iv. Establish whether they play any role in library collection building.

v. Find out whether they face any problems in their effort to exploit the existing library resources and in satisfying their information needs.

To gather this information, the main areas covered in the questionnaire were:

PART A Library use
PART B Resources
PART C Collection Development
PART D Services
3.3.1.2 QUESTIONNAIRE FOR THE LIBRARIANS

This questionnaire attempted to establish:

The services designed by the library to help the researchers in their work. The main objective of this questionnaire was to confirm what the researchers said about the library services and at the same time get an alternative view from the service providers.

3.3.1.3 ADMINISTRATION OF THE QUESTIONNAIRE

Before distribution of the questionnaire to various researchers and librarians in the institution, pretesting of the questionnaire was carried out in the library and academic departments. Six respondents were randomly sampled, with two researchers from the library and two from the departments. The remaining two respondents were the librarians. This was done in one day. The idea behind this pretesting of the instruments was to make sure that all questions were clearly understood by respondents, without traces of ambiguity. This would allow all the intended information to be collected.

After pretesting, 120 questionnaires were hand-delivered to the respective researchers and librarians. The respondents were left with the questionnaires for a week after which they were collected.

3.3.2 INTERVIEW

The interview was another instrument used for data collection and it helped in gathering a lot of useful information. It was not possible to interview all the respondents, but a few researchers and three librarians were interviewed for clarification of some issues.

3.4 DATA ANALYSIS

Information gathered through the questionnaires and personal interviews was grouped in accordance with the different factors considered in the study. The
data was then presented systematically in a descriptive form and tables used where necessary. From this data, rational conclusions are drawn.
4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents analysis of the data collected from researchers in 30 academic departments in Kenyatta University. A total of 120 questionnaires were sent out, four to each department. 68 questionnaires were received back, which is 56.7%.

In this chapter, descriptive analysis and statistical tables are used. The data will be analysed according to the major aspects of the study as outlined below:

1. Library use
   i. Getting to know of library services in K.U.
   ii. Place of library in researcher’s work
   iii. Use of catalogue
   iv. Use of library during the weekends and holidays

2. Resources

3. Collection development

4. Services:
   i. Lending service
   ii. Reservation service
   iii. Interlibrary lending service
   iv. Literature search service
   v. Special collection service
   vi. Photocopying service
   vii. Library user education service

5. General problems faced by researchers in the library

6. Suggestions by researchers on the improvement of library services.
4.2 LIBRARY USE

The researchers in university are mature and specialist users of the Library. To meet their information needs, they require greater depth and sufficient material to encourage and make possible serious scholarship in their areas. The library should therefore be designed to meet the needs of these users, by offering adequate material to allow choice in reading, encouragement in following references and continuing study which require both past and current research results. This kind of information finds its way in the library through various formats such as books, journals, abstracts, indexes, bibliographies, encyclopedia and non-book materials (NBM). A comprehensive coverage of the above, and many other sources of information, will attract the researchers in the library and hence make use of the resources. In considering this factor of library use, several issues were raised as discussed below.

4.2.1 GETTING TO KNOW OF THE EXISTENCE OF LIBRARY SERVICES IN KENYATTA UNIVERSITY

A basic test of a quality university library can be shown by its ability to reach all the university library users, by creating an awareness of its existence and its ability to get into the hands of these users the book or information they want at the right time. This study sought to establish how the researchers came to learn of the existence of the library. Their responses were as shown in the table below.

Table 1. Ways in Which Researchers Get to Know of Library Services in Kenyatta University

<table>
<thead>
<tr>
<th>Responses</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication by letter from library</td>
<td>16</td>
<td>23.5</td>
</tr>
<tr>
<td>By enquiring from colleagues</td>
<td>12</td>
<td>17.6</td>
</tr>
<tr>
<td>Individual efforts</td>
<td>25</td>
<td>36.8</td>
</tr>
<tr>
<td>Any other</td>
<td>15</td>
<td>22.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data shows that a high percentage, (36.8%), learnt of the existence of library services through individual efforts and another 17.6% by enquiring from
colleagues. However, 23.5% received communication from the library. This shows that the library makes some efforts to reach new library users although there is a higher percentage of unreached potential users.

It was also established that 22.1% of researchers came to know of the existence of library services during orientation week when they joined Kenyatta University as undergraduate students.

4.2.2 PLACE OF THE LIBRARY IN RESEARCHERS, WORK

The library is an important place for all researchers where one visits for various reasons. In seeking to know the place of the library in their work, researchers were asked to indicate how often they visited the library and 100% of researchers indicated that they visited the library though at different rates as shown in the table below.

Table 2. Frequency of Visit to the Library

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>27</td>
<td>39.7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>41</td>
<td>60.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above revealed that 100% of researchers who responded to this question, visit the library with 39.7% visiting always when they have a chance and 60.3% visiting sometimes when there is a need.

4.2.3 USE OF CATALOGUE

The researchers are users who know their way into the collection. This is shown by the high percentage which indicated that their first step in the library before they can retrieve an item is to consult the catalogue. Other steps taken by researchers in the library are as shown in the table below.
Table 3. First Step by Researchers in Retrieving Material from the Library

<table>
<thead>
<tr>
<th>Response</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult the catalogue</td>
<td>55</td>
<td>80.9</td>
</tr>
<tr>
<td>Ask for help from librarian</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Go straight to the shelves</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>Any other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No responses</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

Although it has been noted that researches make good use of the catalogue, they still face problems in their effort to retrieve needed documents. As a means of establishing this, the researchers were asked whether they encountered any problem in retrieving any material, and 88.2% indicated that they encountered various problems as shown in the table below.

Table 4. Reasons Why it is Difficult to Retrieve Books from the Shelves

<table>
<thead>
<tr>
<th>Responses</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No idea on how to use a catalogue</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Mishelved/Unshelved books</td>
<td>58</td>
<td>85.3</td>
</tr>
<tr>
<td>Library Staff not helpful</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Any other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above revealed that 85.3% of researchers face the problem of retrieving material in the library due to mishelved or unshelved books. The findings indicate that most researchers have no problem in the use of the catalogue since it is only 1.5% of researchers who face problems in the use of the catalogue.
4.2.4 LIBRARY USE DURING WEEKENDS AND HOLIDAYS

The other aspect the study sought to establish is the use of the library during weekends and holidays when undergraduate students are not in session. Out of 62 researchers who responded to this question, 61.8% expressed the need for the library to be in operation always from 8.00 am to 10.00 pm. This should include such service points as Africana, which of late has reduced its hours of service to researchers instead of increasing. To the researchers, there is no justification for the librarian to close a certain service point. Researchers raised the issue of the library closing at 5.00 pm when under-graduate students are away on holidays. They pointed out that, for the two weeks which follow the end of semester for the undergraduates, researchers such as postgraduate students need the library most to be able to prepare for their examination or even carry out their private work since chances of getting what one needs are high. It was the feeling of researchers that the library should open daily, Monday to Saturday from 8.00 am to 10.00 pm irrespective of the number or category of users present in the institution.

4.2.5 CONDUCIVE STUDY ENVIRONMENT

A quality collection, relevant and efficient services and a ready to work staff, count for the success of the library and users as well. The environment surrounding the reader in the library matters a lot in success of his work. In trying to obtain information on the type of environment the Kenyatta University Library (K.U.L) offers to its users, it was noted that, to a high percentage (62.2%) of researchers, the library does not offer a conducive study environment, while 33.8% of researchers have no problem with the study environment. These researchers pointed out that they usually do their studies on the first floor of the library, away from the noisy environment experienced by those studying on the ground floor.

The researchers who do not find the library a conducive place for study were asked to give reasons and responses were as shown in the table below.
Table 5. Why an Environment Conducive to Study Lacks.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library is too near a busy road</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>The environment surrounding is noisy</td>
<td>23</td>
<td>33.8</td>
</tr>
<tr>
<td>Crowded reading areas</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Any other (Please specify)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No responses</td>
<td>25</td>
<td>36.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The above data revealed that to 33.8% of researchers, the environment surrounding the library is noisy while 29.4% complained of overcrowding in the reading areas.

The researchers raised concern that all around the library, there are several paths which are heavily used by people who are ignorant of how the environment surrounding a library should be. The Librarians and support staff were also mentioned as other noise makers who tend to ignore the fact that the environment surrounding the library should be quiet.

During tea and lunch breaks, at 10.00 am, 1.00 pm and 3.00 pm, when the library staff relax outside the library, they tend to ignore the fact that the users inside need a quite environment and hence make noise which disturbs the researchers inside, especially those on the ground floor. It is interesting to note that no researcher complained of the busy road next to the library.

4.3 RESOURCES

For any library to offer efficient and relevant services, it must have resources which meet the information needs of the users. This study, in seeking to establish whether the resources in K.U.L satisfy the researchers' needs, asked users to state the frequency at which the resource satisfy their needs and the results were as follows:
Table 6. Frequency at Which Researchers’ Information Needs are Met.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>7</td>
<td>10.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>57</td>
<td>83.8</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above revealed that the majority of researchers’ information needs are not met by the resources.

Researchers pointed out that some of the problems they face in the library are that the resources in the library are usually composed of old editions and there is a serious lack of current, relevant literature in form of both books and journals. 83.8% of researchers said that, the resources rarely meet their needs and 10.3% noted that, although the resources always satisfy their needs, it is only because they visit the library mostly when they want to refer to theses written by Kenyatta University postgraduate students, otherwise for other resources they do not bother unlike the 83.8% who have the K.U.L. as their first point of reference before they can move outside for help in other libraries.

On the question of the quality of resources in researchers’ subject areas, responses are as shown below.

Table 7. Quality of the Library Resources.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Average</td>
<td>35</td>
<td>51.5</td>
</tr>
<tr>
<td>Poor</td>
<td>30</td>
<td>44.8</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>
The data above shows that, for most researchers (51.5%) the collection in their area of specialization is average, which means their information needs are not met by the collection adequately.

To 44.1% of researchers, the collection is quite poor such that 2.9% of the researchers pointed out that they do not even bother to visit the library. They have already established links with the outside world, such that they subscribe for their journals as well as books from abroad. This move has been forced on them by frustrations they get from the institution’s library.

The library stock has a variety of information sources all meant to allow users to have a wider choice. The frequency at which they are consulted by researchers is as shown in the table below.

Table 8. Sources Consulted Frequently by Researchers in the Library.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>Books</td>
<td>51</td>
<td>75.0</td>
</tr>
<tr>
<td>Abstract and Indexes</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Magazines</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Any other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No responses</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data reveals that the majority of researchers (75%) visit the library to consult the books which are in stock. Though journals are a source of current information which is highly valued by researchers, the study revealed that only 14.7% of researchers visit the library to consult journals. The journals referred to here, as pointed out by the 10 researchers are the old bound volumes. For current journals, the researchers go to other libraries which could be having them.

Although abstracts and indexes are important sources of information to researchers, the findings shows that only 4.4% of researchers who visit the library consult them. The major problem in this area is lack of current sources, therefore
a small percentage will consult the old abstracts and indexes to have a base for their work and then go to other libraries for current ones.

Magazines are other useful sources of current information to every researcher. But from the data it was found out that only 3.3% of researchers visit the library to consult them. Researchers’ effort to read magazines are frustrated by the fact that they are usually supplied in few copies for all of the library users.

Magazines such as Newsweek, Times and Weekly review are usually supplied in single copies. Therefore most of the times the magazines are out on loan. This small percentage shows that the library has failed to supply the researchers with current information through sufficient copies of various magazines in the market.

The researchers were asked whether the sources they go for in the library satisfy their needs and out of 68 researchers who responded, 79.4% stated that the sources do not satisfy their needs. When asked to give reasons for that, two reasons were given by 64.7% of researchers as:

1. Most books in the library are old editions. This reason was given by 29.4% of researchers.
2. Lack of current journals. This was given by 35.8% of researchers.

This shows that although we have researchers visiting the library to consult books and journals, they are suffering seriously due to lack of currency in the collections.

4.4 COLLECTION DEVELOPMENT

Researchers are both consumers and generators of knowledge in the library. Being specialists in their fields, they can play an important role in building the library's collection. In seeking to know the extent to which this category of library users is involved by the librarian in collection development, the researchers were asked to state the frequency at which they are consulted and responses are as shown in the table below.
Table 9. Researchers’ Contribution to Collection Development

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>19</td>
<td>27.9</td>
</tr>
<tr>
<td>Rarely</td>
<td>13</td>
<td>19.1</td>
</tr>
<tr>
<td>Never</td>
<td>35</td>
<td>51.4</td>
</tr>
<tr>
<td>No responses</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data revealed that the majority of researchers are never consulted by the library concerning the material to be purchased. It was noted that this high percentage (51.4%) comprises post-graduate students who expressed the wish to be involved even if it is through their lecturers. The remaining 19.1% and 27.4%, the majority being lecturers, were not consulted as often as should be the case in a growing academic library. The majority also pointed out that, although they are sometimes consulted, their choices are never honoured by the library. Indeed there is generally no communication on their recommendations, until after sometime when they are asked to repeat a similar exercise. In other words, the contribution of this group of researchers, who are consulted sometimes and rarely is minimal. This should not be the case because the researchers are expected to make a contribution to the advancement of knowledge and their library is an ideal place to begin from.

Researchers’ contribution to collection development in a library is not only in selection but also in submitting to the library some copies of their academic works. To obtain this information, the researchers were asked whether they ever submitted any of their academic works to the library.

The findings revealed that a high percentage (60.3%) of researchers have never submitted, while it is only 39.75% who have submitted some of their academic works to the library. In order to obtain information on the specific works submitted, the researchers were asked to point these out and responses are as shown in the table below.
Table 10. Academic Work Submitted to the Library by Researchers.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis/Dissertation</td>
<td>23</td>
<td>33.8</td>
</tr>
<tr>
<td>Seminar/Conference papers</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Books</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Any other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>41</td>
<td>60.3</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data revealed that from the 39.7% who have submitted their academic works to the library, 33.8% have just given the mandatory thesis to the institution which ends up in the library. 4.4% of researchers have submitted to the library seminar papers and only one has submitted a book.

The above findings clearly indicate that the researchers have not seriously been involved in collection development of the library through selection and submitting of their academic works which can be used by other users in the library. This was also confirmed by the subject librarians who said that they do not involve researchers in collection development. In order to establish where the problem is, the researchers who have never submitted any of their academic works to the library were asked to give reasons. They stated clearly that, they were not aware of the fact that they can play such an important role in the library. To many, such a contribution should be encouraged because it will help the library to have a rich collection. It was the feeling of researchers that the library should visit academic departments and publicise this fact. At the same time, the library should send representatives to all academic departments or seminars, so that they can collect seminar papers and have them in the library for all users.

4.5 SERVICES

No matter how well a library is stocked, and how well the stock is maintained, these qualities will countless unless they are matched with a high quality service, an aspect which all libraries should strive to achieve.
4.5.1 LENDING SERVICE

The greater part of the Kenyatta University Library collections is freely available to users on loan at different borrowing periods depending on the category of users.

A small proportion of stock is restricted to use within the library. Such materials include reference books, such as bibliographies, dictionaries, abstracts and journals.

Other materials restricted to use in the library include the short loan and special collection materials. The researchers in the institution enjoy different loan privileges as it was noted in the study. The post-graduate students are allowed to borrow materials from the open shelves for one month while lecturers and research fellows borrow for three months. A high percentage, (88.2%) of researchers registered satisfaction with the loan period, while 8.8% of researchers suggested that the loan period for post-graduate students should be increased to three months. This can be of great help especially when they are writing their proposals and preparing theses.

4.5.2 RESERVATION SERVICE

With a high percentage of the stock being open for lending to users who can be more than a particular title, there are cases of users who would like to borrow an item but unfortunately the material could be out on loan. The study sought to establish whether the library offers reservation service to researchers and out of 62 researchers, 70.6% said yes and 20.6% said no.

This shows that the majority of researchers are aware of the existence of this service, though, as pointed out by some, it lacks efficiency. One may reserve a book which is borrowed or which is being processed and fail to get a reply. So it ends up being such a frustrating service on the part of researchers who keep on checking with the librarian or library's notice-board.

For the 20.6% who said no, it shows that the library has not yet reached them, and told them of this particular service which, for sure, all researchers should be aware of.
This is a service which allows users of one library access to materials in another library, which are not available in their library.

The study sought to establish whether the K.U.L. offers this service to researchers. The researchers were asked if they have ever requested the library to obtain materials for them from other libraries, and out of 95.6% of researchers who responded to this question, 73.5% had never made use of this service and only 22.1% had made use of it.

In seeking to know the efficiency of the service, the researchers were asked about the average waiting time for the material they requested. Different researchers gave different waiting periods as shown in the table below.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A week</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Between a week and two weeks</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>A month</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>No reply</td>
<td>7</td>
<td>10.3</td>
</tr>
<tr>
<td>Any other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>53</td>
<td>77.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The above data revealed that there were those who waited for a week, two weeks and even a month. To 10.3% the waiting was quite frustrating because they did not receive any reply while it is only one researcher who waited for only a week. For a researcher who is in a hurry and who is out to maintain consistency in his work, the service is quite slow and hence frustrating. This makes the researchers' projects quite expensive in terms of money and time. An efficient service will always encourage its users while inefficiency discourages the users. Inefficiency in this service has discouraged the users such that the study could only identify such a small percentage (22.1%) of researchers who have used it.
The delay in document delivery has a negative effect on the researchers' work. To establish the effects of delay on their work, the researchers were asked to state the side effects of delayed services and responses are as in the table below.

Table 12. Effects of Delay In ILL on Researchers' Work.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delay in researcher's work</td>
<td>12</td>
<td>17.6</td>
</tr>
<tr>
<td>Late presentation of assignment</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Cancellation of research work</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>No response</td>
<td>53</td>
<td>77.9</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data revealed that the 22.1% of researchers who have attempted to make use of interlibrary lending service, have been subjected to all manner of frustration. 17.6% of researchers suffered because their research work got delayed, 1.5% had the presentation of assignment late while 2.9% had to change their mind on work they had set out to pursue. For any research work to take off, it must have firm background information. The 2.9% of researchers who cancelled their work, they had relied on the library to get foundation materials from other libraries via interlibrary lending service. It is unfortunate that the library could not meet the information needs of these researchers at the right time.

This shows that if a researcher holds the library as the only hope, then he might end up a frustrated researcher.

As noted from the findings, a large number of researchers do not make use of this service although it is such a useful one. When they were asked to give reasons as to why they do not make use of the service, 25% of researchers pointed out that, they find it easier to visit those libraries and make use of their rich resources. The International Laboratory for Researcher on Animal Diseases (ILRAD), the United Nations Environment Programme (UNEP) and the University of Nairobi (UON) were given as examples of centres which they visit. It is interesting to note that all are within Nairobi area, a few kilometers from Kenyatta University.
which means it is easier and cheaper in terms of money and time for the K.U.L to borrow from them as compared to borrowing from outside the country.

Some researchers (30.9%) complained of the fact that they were not aware of the existence of such a service, which they think would be quite useful in their research work. This is an indication that the library has not yet reached all the potential users in the institution as far as this service is concerned.

4.5.4 LITERATURE SEARCH SERVICE

In this service, the library assists the researchers to obtain relevant information sources. It can be manual or computerised search. The two alternatives give every library a chance to offer an effective literature search service.

The service aims at saving time for the researcher and also stands as a challenge to the librarian who is expected to know his collection well.

In this study, the researchers were asked whether they know of the existence of literature search service in K.U.L. The responses indicated that, 50% of researchers were aware, 39.7% were not aware, while 10.3% had no response.

The high percentage of researchers who are aware of the service is an indication that this is a well publicized service, hence its popularity among the researchers. This was confirmed by the subject librarians, in two user services units, who pointed out that, the service is popular to both post-graduate students and lecturers.

The only major problem in this service as pointed out by researchers is that, it lacks efficiency which is caused by such problems as, delay, lack of relevant current materials and at times uncooperative staff.

In trying to establish the usefulness of the service to the researchers' work, researchers were asked to rate the service and the findings revealed that, to (26.5%), the service is useful. The service only needs to be improved to win support of more researchers who are visiting other libraries as alternatives. With
its improvement, even the one researcher who holds that the service is not very useful (as shown in the table below) might change that attitude.

Table 13. Usefulness of Literature Search Service as Rated by Researchers.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Useful</td>
<td>18</td>
<td>26.5</td>
</tr>
<tr>
<td>Not very useful</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Useless</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>43</td>
<td>63.2</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

4.5.5 CURRENT AWARENESS SERVICE (CAS)

This service helps to keep users, both individuals and groups informed all the time of the new and current developments in their respective fields. It is a service which most users would go for, if they want to keep up to date with new services introduced in the library or even new library acquisitions.

To obtain information from researchers as to whether the library offers this service, they were asked how they came to know of new acquisitions, in the library. The findings are as in the table below.

Table 14. Ways of Knowing of New Library Acquisitions.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through current Awareness Service</td>
<td>23</td>
<td>33.8</td>
</tr>
<tr>
<td>From colleagues in the department</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>By coincidence</td>
<td>31</td>
<td>45.6</td>
</tr>
<tr>
<td>Any other</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>
The above data indicates that current awareness service is offered in the library though the researchers specified that it is mainly through posting of book jackets to the academic departments.

This is a limited kind of current awareness service, where an item coming into the library, other than books with jackets, is not brought to the attention of users unless they know from colleagues as is observed from the data. From the above table, 11.8% of researchers came to know of new acquisitions through colleagues, 48.4%, which is quite high got to know by coincidence. This is a clear indication that the library does not reach most of its users.

The library cannot work in isolation for this reason, there should exist communication between it and the teaching departments. Current awareness service is one way of keeping such kind of communication. It keeps the department aware of the existence of the library as an active service unit, which ensures that information in the institution flows to the right direction.

The library should therefore keep track of the incoming information sources and pass a word to the relevant departments. This is a kind of Selective Dissemination of Information (SDI).

In seeking to know about this service, three subject librarians were asked whether they offer it and they stated that, the only service which they offer to the departments in sending book jackets, otherwise for other resources, the researcher should take time to visit the library.

The responses of the three librarians were corroborated by researchers as they answered the question as to whether the library communicates to their respective departments on newly acquired materials which are specifically related to their subjects. Responses are as shown in the table below.
Table 15. Communication Between the Library and Academic Departments.

<table>
<thead>
<tr>
<th>Responses</th>
<th>№</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>30.9</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>63.2</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The above data revealed that the library has failed to keep in touch with the majority of academic departments in the institution. This is a serious shortcoming since it might hinder the researchers from accessing to relevant information. Today, due to lack of an effective C.A.S., K.U.L. could be holding sources of importance in the institution and yet the researchers do not know. They could be visiting other libraries to get what is already in stock in their library. This service therefore needs to be improved for the benefit of both the library and the users.

4.5.6 SPECIAL COLLECTION SERVICE

Special collection services in a university library aim at promoting the university's scholarship and research. It is therefore a service which target researchers in all disciplines. To find out whether researchers in K.U.L. know of its existence, they were asked to indicate by ticking 'yes or no'. Out of 67 researchers who responded to this question, 52.9% were aware and the remaining 45.5% were not aware.

The 45.5% could be those researchers who visit the library rarely since they are so much inclined to other libraries. At the same time it could be that they joined Kenyatta University as lecturers having pursued their first and second degree elsewhere, or could be some researchers are ignorant of what goes on in the library, otherwise, this is a central service to most of the researchers in the University, hence 52.9% are aware of it existence.
The researchers who indicated that they were aware of the existence of special collection service, were asked to show the frequency of their use of the service. Their responses are as follows.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
<td>33.8</td>
</tr>
<tr>
<td>Rarely</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>Never</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No response</td>
<td>32</td>
<td>47.1</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above revealed that the researchers utilize the special collection service, though at different rates. The service is not expected to offer all that a researcher needs, though it should aim at offering most, hence the variation of some researchers using the service always, sometimes and even rarely depending on the need.

In another development, the researchers were asked to evaluate the collection in this service and 30.8% of researchers stated that it is average. As pointed out by some researchers, presently, relevant sources in the special collections are theses submitted by former K.U. post-graduate students. Theses from other local universities are not available. This is a major deficiency in this section and it makes the researchers, especially post-graduate students, face difficulties in identifying a research topic. They end up wasting a lot of time visiting other libraries before they can settle on a certain research topic.
The researchers were asked if the library offers a photocopying service. Responses indicated that the majority of researchers are aware of the service although, as they pointed out, it is marked by a number of hindrances such as:

i Lack of paper

ii Lack of ink

iii Long procedures involved before one can have an item photocopied.

The photocopying service helps a user to extract an article from a journal or a portion of a book which he can use outside the library. So it is such a useful service to researchers who are in a library with limited copies of books and journals.

As a means of establishing how useful the photocopying service is to researchers, they were asked to rate the usefulness of the service in their work.

The findings revealed that, to the majority of researchers, the service is very useful while to the rest, the service is just useful. This shows that the service is valued by researchers. It is a service, as pointed out by some researchers, which they can maintain since the money they spend in photocopying outside the institution is much.

Library user education helps a user through the forest of information sources in the library. The researchers were asked whether they have ever attended any library user education session.

Their responses show that a high percentage of researchers (60.3%) have had a chance to attend, although most of them pointed out that they attended when they were under-graduate students during the orientation tour in the library.
To 35.3% of the researchers, such sessions do not exist. This percentage comprises researchers who did not pursue their first degree courses in K.U. and when they joined the institution, they found that there was no library user education for researchers. This was confirmed by three subject librarians who stated that the library offers user education but only to under-graduate students during the library orientation tour. Otherwise, researchers can only use their own initiative to discover their way into the sources.

In seeking to know whether researchers value Library user education, all 68 researchers stated that library user education is necessary for successful research to be carried out. To some researchers, user education trains one to be independent in the use of the library and this is what most researchers would like to be.

To every researcher, library user education is like an eye opener which makes their research work much easier. This is because a well planned library user education programme should include instructions and assistance in use of bibliographic sources.

Such assistance motivates a user in his search work and at the same time save his search time. Researchers in K.U.L. value library user education only that it is not given to them. Lack of such a programme may lead to unutilization of several bibliographic sources which could be in stock.

In an interview with one researcher who happened to be a post-graduate student, he expressed a dire need for user education to the researchers. He pointed out that, most of them do not know of several existing services in the library such as literature search and interlibrary lending. They do not know of what the library can do and what it cannot do for them. Others do not know how to use some bibliographic tools such as abstracts and indexes, while others who do not know that such tools exist in the library though some are old editions.

This is an evidence that even the researchers need library user education so that they can make rewarding advances in their searches.

When researchers were asked to point out some of the general problems they faced in the library, several answers were given as shown below.
Table 17. General Problems Faced by Researchers in Kenyatta University Library.

<table>
<thead>
<tr>
<th>Problems</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of reading carrels.</td>
<td>12</td>
<td>17.6</td>
</tr>
<tr>
<td>Lack of fulltime photocopying services to researchers.</td>
<td>15</td>
<td>22.1</td>
</tr>
<tr>
<td>Lack of enough staff to assist in the retrieval of material and to answer various enquiries. The researchers complained of some staff who do not know their collection, so it becomes quite difficult to be directed to the area one wants.</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Crowded reading areas.</td>
<td>27</td>
<td>39.7</td>
</tr>
<tr>
<td>Noisy environment (outside/inside).</td>
<td>27</td>
<td>39.7</td>
</tr>
<tr>
<td>Lack of current literature in form of journals, books, abstracts and indexes.</td>
<td>30</td>
<td>44.1</td>
</tr>
<tr>
<td>Mishelving of/unshelved books.</td>
<td>27</td>
<td>39.7</td>
</tr>
<tr>
<td>Uncooperative staff.</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Lack of sound interlending service, internationally and local.</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Lack of security of users' bags.</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>Africana limiting hours of service. For example closing at 1.00 pm and 5.00 pm.</td>
<td>2</td>
<td>2.9</td>
</tr>
</tbody>
</table>

The findings revealed that the life of a researcher in K.U.L. is marked with several problems which hinder progress in research work. These problems vary from those of lack of security at the baggage bay to lack of current materials in both books and journals.

As pointed out in the section on literature review, the quality of a library, be it research or university, is measured not by its collection, but instead on the basis of current user satisfaction. These problems raised by researchers, are an indication that the library has not been in a position to satisfy most of current user demands. That is supplying the desired information resources, whether periodicals or monographs on demand.

There is dire need to look into these problems so that the researchers can make use of the collection presently held in the library with ease.
Table 18. Suggestions on the Improvement of the Library Services.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stock the library with latest editions of books and titles.</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Subscribe to current journals.</td>
<td>22</td>
<td>32.4</td>
</tr>
<tr>
<td>Give an effective current awareness service which should extend to all departments in the institution.</td>
<td>20</td>
<td>29.4</td>
</tr>
<tr>
<td>Computerise library service for easier retrieval of information.</td>
<td>18</td>
<td>26.5</td>
</tr>
<tr>
<td>Install a full time photocopying machine at a point accessible to all users.</td>
<td>22</td>
<td>32.4</td>
</tr>
<tr>
<td>Create a section for researchers only with a reference desk for such services as referral, literature search etc.</td>
<td>9</td>
<td>13.2</td>
</tr>
<tr>
<td>Introduce literature searches which are effective and efficient in supplying the researchers with information.</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Increase library staff to allow efficient services and shelving of books for easier retrieval.</td>
<td>5</td>
<td>7.4</td>
</tr>
<tr>
<td>Give an effective Interlending services both local and International.</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Librarian should involve the department in collection development.</td>
<td>4</td>
<td>5.9</td>
</tr>
<tr>
<td>Library user education should be enhanced.</td>
<td>8</td>
<td>11.8</td>
</tr>
<tr>
<td>Library operation should not change when the undergraduate students close.</td>
<td>6</td>
<td>8.8</td>
</tr>
<tr>
<td>Researchers should be assured of security of their bags which contain important documents.</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Indexing and abstracting services should be introduced.</td>
<td>3</td>
<td>4.4</td>
</tr>
<tr>
<td>Africana should be open throughout the day 8.00 am to 10.00 pm.</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Create conducive study environment in and outside the Library.</td>
<td>27</td>
<td>39.7</td>
</tr>
</tbody>
</table>

The above suggestions present an ideal library that researchers in K.U.L. would like to belong. Such a library which covers adequately current materials, give relevant services and interlending which, not only opens doors of local libraries but also international libraries. This is a library which is ready to satisfy the current user demand at the right time. User demands, in this case, start from the entrance where the user should be assured of the security of his 'expensive' bag, reference
desk where he gets directions, shelves where he retrieves needed information sources, and reading area where he can sit and do constructive work. Such a researcher will come out of the library an encouraged and motivated person ready to come back and carry on with his research work.
CHAPTER 5

5.0 SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 INTRODUCTION

The major focus of this study was to investigate the library services offered to researchers in Kenyatta University, with particular reference to the problems they face in the library. This chapter summarises the findings of the study already analysed in chapter four. Following the different aspects into which the study has been divided, conclusions and appropriate recommendations, based on the findings, will be given. The chapter is set out as follows:

1. Library use
   i. Getting to know of library services in Kenyatta University
   ii. Use of catalogue
   iii. Use of library during weekend and holidays

2. Resources

3. Collection development

4. Services:
   i. Lending service
   ii. Reservation service
   iii. Interlibrary lending service
   iv. Literature searches service
   v. Current awareness service
   vi. Special collection service
   vii. Photocopying service
   viii. Library User education service.
5.2 LIBRARY USE

5.2.1 GETTING TO KNOW OF THE EXISTENCE OF LIBRARY SERVICES IN KENYATTA UNIVERSITY

The study has established that, the library in its effort to reach University's library user community manages to reach only a small percentage of researchers. As revealed in an interview with some researchers and confirmed by the circulation librarian, the library communicates with researchers by giving them Library Regulations and Guides to the Catalogue and Library of Congress (LC) Classification Scheme handouts, during students registration. Most researchers who register after the scheduled time and lecturers who join the institution as employees at different times of the year, fail to get these handouts. The study revealed that, this group of researchers come to know of the existence of the library services through:

a. Individual efforts
b. Enquiring from colleagues
c. Orientation-tour when they first joined the University as undergraduate students for those researchers who pursued their first degree course in this institution.

As a result of this, the library fail to create a positive image of a responsive information source to many researchers. The first contact from the library to researchers is quite important, for it tells the researchers that, the library is ready to work with them during their search period.

In view of these observation, and for the library to reach a wider university user community, it is recommended that:

i. The library, being a unit responsible for information dissemination to all researchers in the university, should intensify its campaign of reaching all researchers irrespective of whether they had previous connections with Kenyatta University or not.

ii. The present Library Regulations handout given to users during registration, should be improved to include such
information as the location of library in the institution, library collections, methods of accessing information, summary of services offered by the library. All these should be contained in a booklet and be referred to as: ‘The Kenyatta University Library User’s Guide’.

This booklet should be issued during registration and in order to have effective and efficient communication with all researchers the library should:

a. Liaise with the office of postgraduate students, so as to ensure that all postgraduate students joining the university receive a copy of the library users guide.
b. For the lecturers, the library should liaise with the office of Deputy Vice Chancellor Administration to ensure researchers joining the University as employees, receive a copy of ‘The Kenyatta University library User’s Guide’ as they receive other documents such as terms of service.

5.2.2 USE OF CATALOGUE

The catalogue is another important aspect in library use which the study considered. Indeed it is the gateway to the library collections. The study revealed that 80.9% of researchers make good use of the catalogue and this makes retrieval of information sources quite easy. Such efficient use of the catalogue should be rewarded with well arranged material for easy and fast retrieval. The study revealed that, researchers generally face problems in retrieving needed material due to mishelving and unshelved library materials. This is quite discouraging on the part of the researchers, who feel that a lot of valuable time is wasted and their need not met. It is the duty of the library staff to ensure that all the materials presently in the library should be retrievable at all times. This will be possible if only shelving is done always. Any mishelved book is a lost book because its present location is not the one reflected by the catalogue. Equally, unshelved
book is a lost book and cannot be made use of by the users. It is therefore recommended that:

1. All library materials, not out on loan or being referred by users in the library, should remain in their relative position on the shelves as reflected in the catalogue. To ensure this, the library should:
   
   a. Have staff whose work is only to shelf. This should exclude professional staff who should be handling other activities, such as indexing, abstracting, preparing current awareness contacts and carrying out literature searches.

   b. During the semester, when the library material is heavily used, library science students should be engaged in the library to help in shelving for a better pay than the presently proposed Ksh 10 per hour. Such students should work under library staff so as to avoid mishelving. Indeed, a side benefit to the students is that they would gain a working experience during the course of their studies.

5.2.3 USE OF LIBRARY DURING WEEKENDS AND HOLIDAYS

The study revealed that, during the times when undergraduates are not in session, the library closing hours change from 10.00 pm to 5.00 pm, from Monday to Friday and it is closed on Saturdays. It is unfortunate on the side of researchers who need the library services even at such times. This is a time when there is enough reading space and fewer competitions for some limited sources. For this reason a researcher stands better chances of carrying out fruitful searches in the library. It is therefore recommended that;
The library should be in operation from Monday to Saturday, 8.00 am to 10.00 pm, throughout the semester when researchers such as postgraduate students are in session, except for public holidays. In case of any closure due to major activities such as weeding and stock taking, the researchers should be informed well in advance.

5.2.4 CONDUCTIVE STUDY ENVIRONMENT

A conducive study environment in a library is necessary for researchers to do constructive work. The study, however, established that, the researcher's desire to sit and work in the library is hindered by such problems as:

a. Crowded reading areas
b. Lack of enough reading carrels
c. Noisy surrounding environment both inside and outside the library.

This means that, most of the times, researchers will only visit the library to borrow and return books and yet some publications are not for lending for use outside the library. This makes it difficult for them to make use of such collections as special, short loan, and reference books. As such, it is hereby recommended that:

i. The library should ensure that, there are enough and comfortable reading areas and carrels for researchers.

ii. The library staff should observe silence as they go on with their operations in the library and also outside the library during their tea and lunch breaks.

iii. The university library user community should be educated on the importance of the library and desirable reading environment surrounding and within the library. This can be done through:
a. Placing sign posts at strategic places outside the library reminding the passers-by or even those visiting the library to observe silence.

b. Keeping the passers-by as far as possible from the library building. This can be done by fencing the area around the library. This will avoid a network of foot paths seen around the library.

5.3 RESOURCES

The study revealed that, although researchers visit the library to seek information, the resources fail them. They complained of a serious lack of:

a. Current journals in all areas
b. Latest editions of most monographs

This shows that, most information needs of these researchers are not satisfied. Due to this, their work is made quite difficult in that, they are forced to operate between the institution’s library and other libraries in Nairobi. This is quite expensive in terms of time and money and especially in situations where both are limited. A successful researcher will always need prompt availability of relevant literature and the library with the support of the university should strive to meet promptly its users’ needs. In view of this, it is recommended that:

i. The library should improve on the resources by ensuring that all monographs acquired by this library, either through purchase or donation, should be latest editions and relevant to users’ information needs.

ii. The university should support the library, financially so as to ensure that it subscribes to at least two major journals in all subject areas pursued in the institution.
5.4 COLLECTION DEVELOPMENT

A university library should provide books and other library materials that are relevant to the teaching and research needs of the institution. To ensure this, the selector (librarian) should:

a. Understand the intellectual structure of the university.

b. Involve the academic staff in the selection activity.

As a result of this, the library can come out as a well stocked information center with both retrospective and current material which is comprehensive and representative by nature.

The study established that, not all researchers are involved in collection development, and even the few that are involved are only consulted rarely. This is a clear indication that, most of the material in the library is selected by librarians who may not be specialists in some subject areas. In this case, there is a danger of going for some sources which may not be relevant to the researchers. It was further revealed that, most researchers were not aware of the fact that they can submit some of their academic works to the library for use by other users of the library. The only academic work which ends up in the library from the university administration, is the theses written by the Kenyatta University postgraduate students. Some researchers complained that, they were not aware of the fact that they can make such a contribution to the development of the library's stock. As a result of this, the library fails to have most academic work, such as seminar papers prepared by researchers in the institution.

To establish a comprehensive and representative collection and improve on the already existing cooperation between the library, it is hereby recommended:

i. The library should publicise to every researcher joining the institution, the fact that, the academic staff (researchers) should contribute in collection development as it is stipulated in the library's acquisition policy. This can be done by sending to all researchers a communicating note to this effect, informing them of their role in the library, which is not just to use the material but
to be able to contribute in its development. The note should also point out that, researchers can submit some of their academic work to the library for use by others users.

ii. For researchers who happen to participate in any selection, the library should communicate informing them of the fate of their selection or even an appreciation note.

5.5 SERVICES

Availing relevant information to users promptly, is a vital and integral part of a university library. Identified, specified and efficient relevant services are required in order to satisfy a diverse user community. The study revealed that, most of the services offered to researchers in K.U.L. lack efficiency and hence fail to satisfy most of the researchers' information needs.

5.5.1 LENDING SERVICE

The study established that researchers in the institution enjoy different loan privileges. The postgraduate students borrow for 1 month and lecturers and research fellows for 3 months. They all registered satisfaction with these loan period.

This shows that the designed borrowing periods meet the aims and objectives of making available library materials sufficiently to all users.

5.5.2 RESERVATION SERVICE

The services allows library users to request for a specified book or other library items to be reserved as soon as they are returned to the Library or traced in their respective position in the shelves. For a borrowed book, it can be returned during its due date or the librarian can recall it from whoever has borrowed it.

But, even though this is an important service to library users, it was established that, the service is neither efficient nor reliable. Researchers referred to it as a
service which exists theoretically but has failed to be practical and to address itself to the urgent need which makes a researchers wish to reserve a book.

A researcher who wishes to make use of the service completes a reservation form, but the experience there after is quite frustrating when the library fails to meet the request even after taking too long. These are the researchers who as it was established in the study, refer to the library as being theoretical in some of its services rather than practical.

To improve on the reservation service and avoid frustrations on the side of researchers, it is hereby recommended that:

i. All the staff working at circulation desk should be educated about the reservation service and the need of working promptly on the requests.

ii. The circulation staff responsible for tracing the reserved books and tracking them, should have this as the only duty of the day, so that, he/she will be at a position of looking seriously into the requests and acting upon every request as it comes. This will solve the problem of delayed and unmet requests. It should be the duty of this staff to use the already existing techniques of tracing a reserved book. He should also communicate promptly to the researchers through telephone call or a note, informing him/her of the condition of the request. This should be done for met and unmet requests.

iii. In case a book is reserved by two or three researchers, the staff in charge, can ask the users to indicate which sections of the book they want to make use of and if they are just a few chapters, he/she can ask them if they are willing to pay for a photocopy and if so then the library staff can photocopy the chapters and send them to the respective researchers.
Failure to have an efficient service of availing required information to the researchers means that most researchers spend most of their time and money going out of the institution to look for information. In view of this, the following recommendations are made aiming at improving the service already in existence.

i. The library should publicise this service so that all its potential users can know of its existence and how it works and how the users can make use of it. One way of doing this is including in the already suggested, 'The Library User's Guide, a section on summary of library services which should be given to all researchers as they join the University.

ii. For efficiency in document delivery, the institution's administration should assign a vehicle for the library, to be used in such transaction. Efficiency of the service will create demand, so there will be enough work for the vehicle. At the same time the librarian should set aside specific days of the week when the activity can be undertaken and researchers should as well be informed about such arrangements.

iii. To maintain the existing cordial relationship between the Kenyatta University Library and other libraries involved in interlibrary lending, researchers should be educated on the importance of returning materials borrowed through interlibrary lending services on time, so that the library can return this material to their respective libraries on time.

iv. In case a request is not met, the library should communicate immediately, by telephone, to the researcher so that he/she can look for alternatives.

5.5.4 LITERATURE SEARCH SERVICE

The study has established that, the library offers this service to researchers and to most of them, the service is quite useful to their work. Although, as mentioned
by researchers and confirmed by a reader services librarian, the service lacks exhaustivity. This is because:

a. It is manually done by the librarian.

b. Most of the bibliographic sources in the library, such as abstracts, handbooks, periodicals, encyclopedias etc are outdated.

c. New methods of information storage and retrieval such as computers, bibliographic databases on diskette are lacking.

With such shortcomings, the results of a search fail to meet adequately the information needs of the requests who ends up going else where for help. This makes the researcher lose confidence in their library. To minimise this and to avoid delays in the service, the following recommendations are given:

i. The bibliographic tools in the library should be updated as a matter of urgency

ii. In the three reader services units, humanities, education and other social sciences, and science and technology, literature searching should feature among the prioritised activities of the week performed by the professional librarians. This will solve the problem of delayed search results.

iii. In case the librarian is stuck and cannot make further positive advances in the searches he/she should communicate with the researcher immediately by telephone, without having to wait for the specific date when the researcher should collect the search results.

In the same way, if the literature search request is met before the expected time, then the researcher should be contacted. This will reflect efficiency on the side of the library and hence motivate more researchers to make use of the service.
iv. With the availability of funds, the library should move towards modern information retrieval services which allow the use of computers and databases such as MEDLINE, AGRIS and others stored in CD-ROM diskettes. This technology allows exhaustive retrospective and current literature searches. With the installation of a computer and relevant database in the library, researchers can be trained on how to carry out their literature searches independently. This is the time researchers can talk of exhaustiveness and promptness of the service.

5.5.5 CURRENT AWARENESS SERVICE (CAS)

In the presence of a current awareness service (CAS), the library stands out as a responsive information source to its users. The study revealed that, although a CAS is stipulated as one of the services offered by the library to researchers the library fails to communicate to them on the recent knowledge development recorded in either books or journals or even magazines. It also fail to inform users in time of the materials newly acquired and those out of circulation - which could be lost or in bindery unit for repair.

It was noted that the service that exists as CAS is, sending book jackets to the teaching departments occasionally, and displaying newly acquired journals and monographs in the library.

In this case, any library user who needs to know of the newly acquired materials by the library, will need to visit the library.

The CAS acts as a public relation 'Officer' of the library and in its absence, the library and the teaching departments in the institution, where most researchers are, may operate like two different entities, which should not be the case. It was the feeling of the researchers that the library fails to disseminate information the way it should, if one will have to visit it only to enquire of the newly acquired material relevant to one's field of specialization. This kind of information should be posted to the researchers in their departments.
The one time accession list is not forthcoming these days and even then it could not serve as a current awareness service since it used to be a list of documents which are already in the library for quite sometime as they undergo the process of classification and cataloguing. An accession list which can meet the purpose of CAS, should reflect those materials being acquired in the library even before they undergo processing. This means the list should be prepared by the acquisition librarian as he receives the books before passing them to cataloguers. Such a list, posted to the departments, will create an awareness of the books already in the library as they undergo the process of cataloguing.

The list should also give a definite date when the books are expected to be ready for use. This will help in a way, the researchers to plan their work including the use of the new acquisitions.

In view of the above, the following recommendation are made:

i. The library should publish a newsletter which highlight important new acquisition, including current journal articles if any. The list should also include materials out of circulation. Such a list should be sent to chairmen of departments who should in turn communicate to all researchers in their departments. The list should also be pinned on the library notice-board where all users can read as they enter. This should be a lockable notice-board where library users are not able to tamper with librarian’s communications to the users.

ii. The selective Dissemination of information (SDI), services aimed at alerting individual departments of the new literature in their area should be introduced. In this services telephone calls or personal contact with news or a copy of an item known to be wanted urgently is desirable.
Although the aim of a special collection service in a university library is to promote scholarship in the university, the study revealed that, like other sources in the library, it suffers from lack of current sources. Except for theses written by former K.U. postgraduate students and bound volumes of newspapers, most sources fail to answer most of researchers’ information needs.

Materials such as current government publications and theses of research carried out in other institutions like the University of Nairobi, are lacking in this collection.

The present special collection, as expressed by researchers, is only average. As a result of this, most of their information needs are not met and the researchers are forced to go out to seek for the needed information. This results to waste of time and in some cases frustrations, especially where one need to go seeking information in government offices and lands in hands of people who do not know the value of the needed information. This becomes a major hinderance to researchers’ progress. In order to improve resources in special collection section it is hereby recommended that:

i. In the on going World Bank Investment project, special collection materials should be given equal consideration as the other materials and those involved in selection should also look for those materials that can be used in special collection service.

ii. In cooperation with the other university libraries in the country, the library should come up with a special public catalogue reflecting research carried on in other Universities in the country. This will work hand in hand with the other publications, such as, Index to Thesis with Abstracts accepted for higher degree by Universities of Great Britain and Ireland and the Council for National Academic Award.
5.5.7. **PHOTOCOPYING SERVICE**

A photocopying service which is one of the reprographic service offered in the library allows use of a document by many users. It is a service which is convenient and beneficial to both researchers and librarians.

The study established that the service is offered by the library, but it lacks efficiency due to such problems as:

i. Frequent break down of machines

ii. Frequent lack of paper and ink.

The researchers pointed out that photocopying room is located at a place not accessible to users and to have a publication photocopied, one needs to undergo tedious processes.

As a result of these problems, the researchers end up looking for alternative places for photocopying their work and in most cases this happen to be in town (Nairobi). This makes the service quite expensive in terms of money and time. As such in order to improve on this service, it is hereby recommended that:

i. Photocopying facilities to be located in easily accessible area, preferably near the main entrance, where work can be photocopied at a fee without wasting time.

ii. The University administration should ensure that photocopying machines in the library are well maintained and a sufficient supply of relevant stationary so as to allow the library to offer this service to its users on request.

5.6 **LIBRARY USER EDUCATION**

The importance of library user education cannot be over-emphasised. The presence of an orientation programme is a demonstration that library user education is a valuable tool in the hand of a librarian who aims at teaching valuable basic skills to users.
However, it is evident that the library has failed to reach researchers with this programme. As pointed out by researchers and confirmed by the reader services librarians, the library does not offer library user education to researchers. This is out of the assumption that, they are mature users who already know how to use a library.

As a result of such an assumption most researchers, especially at postgraduate level, face difficulties in using such bibliographic tools as abstracts and indexes. Most of library materials and services, such as literature searches remain unknown to these users, since, one aim of user education is to publicise library services to users, so that they come to know of what role the library plays in their research work and what it cannot do. In view of this, and realizing the important role played by library user education in researchers' work, it is recommended that:

i. A library user education programme should be offered to researchers. It should aim at making their retrieval work easier and faster. In this case, it should include aspects such as, services offered by the library, use of the catalogue, how to use bibliographic tools when carrying out a search. The idea is to have a researcher who can carry out independent searches. These factors should be covered at a greater depth than how it is done during the one hour orientation tour for undergraduate students.

ii. Library user education to researchers should be an on going process, and the librarian should therefore have:

a. A booklet with all these details prepared and issued to all researchers as they register in the library. The booklet should include such information as, available bibliographical tools in various subject field

b. The staff should give personalised services such that if it is a literature search query, the librarian should show the researcher how to go about looking for relevant sources. This way the
researcher will benefit, because if he knows how to make use of the available sources he will be in a position of carrying out his own searches independently, knowing where to start a search and when to end it.

SUGGESTIONS FOR FURTHER RESEARCH

This study analysed services given to researchers in university libraries, being a case of Kenyatta University Library only. There are other library users such as Undergraduate students, staff and their families. This can be a basis for further research.

Similar case studies of other university libraries in the country can also be conducted for all library users so as to ensure that all are well catered for in our university libraries.


Bhebe, N. [1993]. Highlights of research programmes at University of Zimbambwe. Issue 2.


Gelfand, M. A. 1971. University libraries for developing countries. UNESCO.


IFLA. 1985. Standards for university libraries: draft prepared by the selection working group. Chicago: IFLA.


November 15, 1994

Dear Sir / Madam,

Ref: Questionnaire on Kenyatta University Library Services

I am a postgraduate student in the Department of Library and Information Studies in Kenyatta University.

I am conducting a research project on;
"University Library Services to researchers in Kenya, with particular reference to the problems faced by this category of users: a case of Kenyatta University Library",
as a part of my course requirements.

In order to achieve the intended goal, I kindly request you to fill in the attached questionnaire.

It is my hope that the findings of this research and subsequent recommendations will help in the improvement of university library services to the researchers in Kenya, in order to meet their information needs.

The information you give will be used for the purpose of this research only and will be treated in strict confidence.

Thank you in advance for your co-operation.

Yours Faithfully

T.N. WAITHAKA.
APPENDIX 2

QUESTIONNAIRE FOR RESEARCHERS

PART A: **General Information**

Please tick appropriately

**STATUS:**
- a. Teaching Staff
- b. Research Fellow
- c. Postgraduate Student

**FACULTY:**
_____________________________

**DEPARTMENT:**
_____________________________

PART B: **LIBRARY USE**

1. How did you come to know of the existing library services?
   - a. Communication by letter from library
   - b. By enquiring from colleagues
   - c. Individual efforts
   - d. Any other (Please specify) _______________________.

2. How often do you use the library?
   - a. Always
   - b. Sometimes
   - c. Rarely
   - d. Not at all

3. What do you **OFTEN** visit the Library to do?
   - a. To obtain a known item
   - b. To seek information
   - c. To return material
   - d. Any other (Please specify) _______________________.

4. What do you do as a first step whenever you want to retrieve any materials from the Library?
   - a. Consult the catalogue
   - b. Ask for help from the Librarian
   - c. Go straight to the shelves
   - d. Any other (Please specify) _______________________.

5. Do you ever encounter problems in trying to retrieve any material from the Library?
   - a. Yes
   - b. No

6. If your answer to the above question is Yes, please specify the problems you encounter by ticking any of the following reasons.
   - a. No Idea on how to use a catalogue
   - b. Mishelving of books on the shelves
   - c. Library staff not helpful
   - d. Any other (Please specify) _______________________.

7. Do you make use of the Library during weekends and holidays?
   - a. Yes
   - b. No
8. Are the opening and closing hours during weekends and holidays favourable?
   a. Yes
   b. No

9. If your answer to the above question is No, what changes would you recommend for,
   a. Weekends
   b. Holidays

10. Does your Library provide a conducive study environment, where one can concentrate and get some work done?
    a. Yes
    b. No

11. If your answer to the above question is No, Please tick any of the following reasons.
    a. The library is too near a busy road
    b. The environment surrounding is noisy
    c. Crowded reading areas
    d. Any other (Please specify)

PART C: RESOURCES

12. Does the Library satisfy your needs as far as the resources are concerned?
    a. Always
    b. Rarely
    c. Never

13. How does the collection in your Library rate comparatively especially in your area of specialization?
    a. Very good
    b. Average
    c. Poor

14. Which of the following Information sources do you consult frequently when you visit your Library?
    a. Journals
    b. Books (Monographs)
    c. Abstracts and Indexes
    d. Magazines
    e. Any other (Please specify)

15. Do the sources you go for satisfy your needs?.
    a. Yes
    b. No

16. If your answer to the above question is No, give reasons why?

   ______________________________________________________
   ______________________________________________________
PART D: COLLECTION DEVELOPMENT.

17. Are you consulted when Library Materials are being acquired?
   a. Always
   b. Sometimes
   c. Rarely
   d. Never

18. Have you ever submitted any of your academic work to the Library for use?
   a. Yes
   b. No

19. If the answer to the above question is Yes, which of the following works have you submitted?
   a. Thesis / Dissertation
   b. Seminar / Conference papers
   c. Book
   d. Any other (Please Specify _____________________.

20. If you have never submitted any of your academic work to the library, please give reasons. ________________________________

PART E: SERVICES:

21. How long are you allowed to keep borrowed library material?
   a. Two weeks
   b. One month
   c. Three months
   d. Any other (Please Specify) ________________________________

22. How would you rate the lending period open to you in your Library?
   a. Very good
   b. Satisfactory
   c. Not enough

23. If your answer to the above question is (c), suggest the most appropriate period you would like to retain Library book. ________________________________

24. Does your Library offer reservation service?
   a. Yes
   b. No

25. Have you ever requested your Library to obtain material for you from another library which it did not have?
   a. Yes
   b. No

26. If your answer to the above question is Yes, what is the average time you had to wait for the material?
   a. A week
   b. Between a week and Two Weeks
   c. A month
   d. No reply
27. What effect does the above average waiting time have on your work?
   a. Delay in research work
   b. Late presentation of assignment
   c. Cancellation of research work

28. If you have never used this service, Please give a reason ____________________________

29. Does your Library offer literature search services?
   a. Yes
   b. No

30. If your answer to the above question is Yes, do you make use of this service?
   a. Yes
   b. No

31. How useful has this service been to you in your research work?
   a. Very useful
   b. Useful
   c. Not very useful
   d. Useless

32. How do you come to know of new Journal or book acquired by your Library?
   a. Through current awareness service
   b. From colleagues in the department
   c. Coincidence
   d. Any other (Please Specify) ____________________________

33. Does the Library communicate with your department when new materials that are specifically related to your subject have been acquired?
   a. Yes
   b. No

34. Are you aware of the presence of any special collection in your library?
   a. Yes
   b. No

35. If the answer to the above question is Yes, how often do you use the special collections of your library?
   a. Always
   b. Sometimes
   c. Rarely
   d. Never

36. How does the collection in this section rate comparatively?
   a. Very good
   b. Good
   c. Average
   d. Poor

37. Does your Library offer a photocopying service?
   a. Yes
   b. No
38. If the answer of the above question is Yes, how useful is this service to the researchers?
   a. Very useful   □
   b. Useful       □
   c. Not useful   □
   d. Any other (Please specify) ________________________.

39. Have you at any time attended a session on the use of the Library in your Library?
   a. Yes        □
   b. No         □

40. Do you consider instruction on Library use necessary for a successful research?
   a. Yes        □
   b. No         □

41. Which are some of the problems you face in the use of the library in general?
   a. _______________
   b. _______________
   c. _______________
   d. _______________
   e. _______________ etc.

42. Give suggestions on how to improve Library services towards researchers in your Library, Pointing out other relevant services which need to be introduced in your Library.
   i. ________________________
   ii. ________________________
   iii. ________________________
   iv. ________________________ etc.
APPENDIX 3

QUESTIONNAIRE FOR CIRCULATION LIBRARIAN AND REFERENCE LIBRARIAN

PART A:

STATUS
- Circulation Librarian
- Reference Librarian

PART B:

1. What are the services do you offer to researchers in your section?. Please list them below,
   a. ___________, b. ___________,
   c. ___________, d. ___________,
   e. ___________, f. ___________,
   g. ___________, h. ___________,
   i. ___________, j. ___________,
   k. ___________, l. ___________,
   m. ___________, n. ___________ etc.

2. From the above list, kindly indicate the services which are most popular with,
   a. Lecturers  a. ___________, b. ___________, c. ___________, d. ___________,
      e. ___________, f. ___________.
   b. Postgraduates ___________.
   c. Research workers ___________.

3. Are there services which you would like to offer to your users (Researchers) and you are not offering them now?
   a. Yes
   b. No

4. Please list those services,
   a. ___________, b. ___________, c. ___________,
   d. ___________, e. ___________, f. ___________,etc.

5. How often do you evaluate your service?
   a. Regularly
   b. Never

6. If your answer is 'A', do you consult the researchers in this activity?
   a. Yes
   b. No
7. Do you consult the researchers in collection development?
   a. Yes
   b. No

8. Does the Library have a sound Interlending system?
   a. Yes
   b. No

9. Is it solely local or you have international Links

10. Do you have a user education programme for your users?
    a. Yes
    b. No

11. If your answer to the above question is Yes, do you have a special session for the researchers?
    a. Yes
    b. No

12. If the answer to question 11 is No, please give reasons,
    ____________________________________________________________

13. Do you carry out user study programmes?
    a. Yes
    b. No