LIBRARY USER EDUCATION IN PUBLIC LIBRARIES IN KENYA WITH PARTICULAR REFERENCE TO THE KENYA NATIONAL LIBRARY SERVICE AND Mc Millan Memorial Library

BY

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Library user
education in public

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DECLARATION

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

______________________________
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This research report has been submitted for examination with my approval
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ABSTRACT

The importance of library user education is so crucial to libraries and their users that it cannot be over emphasized.

Effective library user education enables users to utilize library resources and facilities maximally and this utilization justifies the large amount of money spent on the acquisition and organization of the resources and the general upkeep of the library.

This study sought to establish whether library user education is carried out in public libraries in Kenya and how effective this education is in enabling library users acquire information retrieval skills so as to make maximum use of the library resources, services and facilities. It also looked at the objectives of library user education and the methods used in its provision in the public libraries under study.

The study covered two main public libraries in Kenya, namely: Kenya National Library Service and McMillan Memorial Library. Also covered are the library’s branches, namely KNLS – Thika and McMillan Memorial Library – Eastlands. The study utilized questionnaires in data collection whereby a total of 80 library users and 12 librarians were involved. The data was analyzed using descriptive statistics.

The findings of the study revealed that library user education in the public libraries is provided. However, it is not effective. The education has not succeeded in developing library users who
maximally utilize the library resources, services and facilities competently and independently. This is as a result of the librarians’ assumption that library users know how to use the library before joining their public library, poor timing in the provision of the library use education programme, inadequate and untrained staff to provide the education and above all, lack of clear policies on library user education and lack of evaluation. The findings of the study also threw some light on the various services provided by the public library.

The study recommends that the public library needs to have a policy on library user education that will provide guidelines on its provision. User studies should also be carried out to identify the information needs of library users to assist in designing appropriate and relevant user education programmes. The study also recommends that evaluation should be carried out on a regular basis to assess the effectiveness of the library user education provided.
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CHAPTER I

INTRODUCTION

1.1 Background to the Problem

Information is vital in the eradication of ignorance that can destroy mankind. One needs to be well informed so as to develop either socially in order to fit in the society, or professionally so as to be proficient in one's career. The importance of the use of information is emphasized by Mbae who says:

"Without the use of proper information, most of the technological developments that have taken place in the world today would be a myth." \(^1\)

On his part, Njuguna observes that:

"Successful development in all sectors of human endeavour depends on the possession and effective utilization of appropriate information." \(^2\)

Nowadays, information is produced in large quantities every day. In the field of medicine for instance, information on the possible cure of Acquired Immune Deficiency Syndrome (AIDS) is seriously needed and therefore a lot of it is being generated. Another point to note is that users of information are not able to afford all relevant information being produced. The library therefore comes in handy to select the voluminous information, acquire it, organize it according to the needs of its users for easy retrieval, store it for reference and also disseminate it to users.
The principle of librarianship that states “libraries are centers of power” emphasizes the importance of libraries, which provide knowledge needed for development. Thompson notes that:

*The library is the only human institution to which an individual can turn for a permanent and comprehensive store of information.*

The library, being a center of information brings up another aspect, which is retrieval of this information. Library users need to know how to retrieve the required information efficiently and effectively otherwise the library resources and services will be underutilized. The library may have a large collection of materials but if its users have no retrieval skills, then their needs are not satisfied since nothing is gained during their search. The library users may also fear consulting the librarians for assistance because they may not want to appear to disturb them. This is particularly so where librarians always appear to be busy.

Sometimes librarians directly give the users the information needed on a platter. While this may be appreciated by the library user, it nevertheless has a negative effect in that it hinders the users from learning how to be independent searchers of information. They therefore fail to learn how to explore the library resources and services and this may cause underutilization of the library.
Here lies the relevance of the Chinese saying that:

If you give a man a fish
He will have a single meal
If you teach him how to fish
He will eat all his life.

Library users therefore need library user education, which is essential in instructing the users on how to locate and utilize the library resources and services. When the users are equipped with adequate knowledge on how to utilize the library, they can confidently explore different areas of knowledge to be found in the library. They will learn how to obtain information from bibliographies, indexes, abstracts and other bibliographical tools. Library user education also enables the users to retrieve appropriate information and use it effectively.

Library user education is therefore essential in all types of libraries including public libraries. A public library has been defined as:

A library provided wholly or partly from public funds, and the use of which is not restricted to any class of persons in the community but is freely available to all.

The public library provides a wide range of services to its diverse users who include children in primary schools, secondary school students and even professionals in various fields. Resources in the public library are of a wide variety to meet the varied needs of the varied clientele. The library therefore should ensure that its users on entering, face no obstacles. The surest way to avoid obstacles of getting lost in the mass of information in the library is providing effective library user education. Library users may avoid coming
to the library if they repeatedly fail to find the required materials, which could be due to lack of retrieval skills.

Public library users in general, do not know how to effectively retrieve information and usually request the librarian to retrieve information for them. This was observed during the researcher's attachment to a public library. Others regard the library as a place for reading newspapers and magazines for leisure only, or reading their own books. This was revealed in a study by Mahinda. The catalogue that provides the location of a book, is hardly consulted by the users and instead they usually browse through the shelves, which results in wastage of valuable time and misshelving of resources. Needless to say, a misshelved book is an effectively lost book because users cannot locate it where it is expected to be on the shelves.

Commenting on the importance of library user education, Lubans notes that:

*Library user instruction has become a vital issue of concern to nearly all librarians except those associated with public libraries.*

The questions that arise are: *is effective library user education offered in the public library, and if so, does it help in the utilization of the library resources?* It can be assumed that public librarians view library users as having adequate knowledge in the utilization of the library because they have undergone a formal education where libraries exist and library user education is provided. This may well be so in the developed countries of the world. However, when it comes to school libraries in Kenya, these have largely not been established. And where a semblance of a school library exists, it
generally happens to be a collection of unorganized books and magazines. Therefore, primary and secondary school students may not have any knowledge on utilizing a library. A point to note is that, even though one may have been instructed on the use of one type of library, for example an academic library, one still needs to be instructed on the use of other types of libraries because they have different functions, resources and services. Indeed, one can go further to state that a library user requires library user education in every library he/she joins. Therefore, library user education in the public library should also be a vital concern to public librarians who ought to know the relevance of the user education provided so as to enable the library user to effectively utilize the library. Ng’ang’a correctly notes that:

*Any library would be wasted if its resources were not exploited fully and if the users were unable to locate these resources easily.*

The study sought to establish whether effective library user education is provided in public libraries in Kenya and the effects it has on library use.
1.2 Statement Of The Problem

Library user education familiarizes the library user with the library so that he/she knows how and where to locate the required information or whom to consult when need arises. It is also through library user education that the professional value of the librarian is realized, because as the librarians instruct on the use of the library, they also demonstrate their competence in retrieving information and show the different ways of obtaining information. Library user education, thus educates on how to utilize the library resources and services.

A lot of studies have been carried out on, or touching on library use education. Of particular note are those by Ng’ang’a, Musisi, Njuguna, Mikwa and Kavulya. However, most of these studies mainly concentrate on academic and school libraries, and public libraries are rarely associated with user education. This statement is underscored by Were in her research study in which she notes that few researches have been conducted in the area of public libraries.

The research problem in this study was: library user education in public libraries, and how the attitudes of the librarians and library users affect the acquisition of library - use skills.
1.3 Objectives Of The Study

The specific objectives of the study were to:

a) Establish whether library user education is offered in public libraries in Kenya.

b) Find out the objectives of library user education in public libraries.

c) Investigate how library user education is carried out in public libraries.

d) Investigate the attitudes of the librarians and the library users towards library user education.

e) Establish what obstacles, if any, are encountered in educating library users.

f) Recommend, in the light of findings in a) – f) above, appropriate steps to be taken to improve library user education in public libraries.

1.4 Significance Of The Study

As noted earlier, library user education is rarely seriously associated with the public library and when it is carried out, it is not appropriately emphasized. It is therefore important to establish the reasons for the status quo in the country and to point the way forward. The researcher hoped that the findings of this study would be beneficial in revealing how library user education provides for effective and efficient utilization of public library resources and services. It is through the interaction of the librarians, library users and the library resources, that this education enables the library users gain library use skills.
It was also hoped that by drawing the attention of public librarians to the necessity and significance of library user education, they would promote it and make it effective and efficient. This in turn would help library users to exploit the library resources and services more effectively than before and therefore justify the large sums of public funds spent on public library upkeep.

The study was also expected to fill an existing gap in the literature on library user education in public libraries.

1.5 Limitations Of The Study

Kenya has two main public library systems that offer to the public free access to their resources and services. These are The Kenya National Library Service (KNLS), and McMillan Memorial Library. These library services have their headquarters in Nairobi and have branches in Nairobi and outside Nairobi. This study was undertaken along with coursework and therefore there was limited time available for the research. This being a constraint, the study was limited to the main libraries in Nairobi and some of the branches. The branches studied were: Thika branch of KNLS and Eastlands branch of McMillan Memorial Library.

Although the public library serves a variety of users who can broadly be divided into adults and children, the study focused on the adult users. This was because the study was carried out during the period when schools were in session and though children are the
ones who provide the bulk of young readers, these readers were absent from the library, hence the need to limit the study to adults readers only.

The funds available to facilitate the research study were also limited thereby hindering a wider study of the libraries and population involved in the study.
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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this section, the researcher looked at the relevant literature on library user education in public libraries. The following aspects were dealt with:

a) Role of public libraries

b) Library resources and services

c) Justification of library user education

d) Forms of library user education

A point to note here is that many researchers on library user education have concentrated on academic and school libraries and there are few studies on public libraries. However, the same objectives of library user education in academic and school libraries and the form it takes, can, with appropriate variation, be applied to the public library situation.

A brief background history of the public libraries under study is also necessary.
2.2 General Role Of Public Libraries

Public libraries are libraries wholly or partially supported from public funds. They provide free access to library users irrespective of their age, race, social status or religion. Due to the free access to the public library, the library serves different kinds of users, including primary school pupils, secondary school students and researchers with diverse needs.

Information provides a record of man’s reaction to his environment and it is valuable in that, through it, man develops intellectually and eliminates ignorance. In the process, civilization creeps in and man learns how to interact with his community. The public library has therefore the vital role to provide information. The information is selected and acquired to meet the needs of the public library users. Were summarizes the functions of a public library as:

...to collect, store, organize, preserve, and communicate information, ideas, thoughts, knowledge or experience in whatever media is most appropriate for their presentation.

Public libraries therefore select, acquire, organize, store and disseminate information and provide a wide range of services to their diverse users. The information acquired and finally disseminated is in various forms including books, pamphlets, periodicals and seminar papers that discuss topical issues. Non-book media such as films, video recordings, etc are also held for the purpose of information dissemination.
Public libraries can also be said to be storehouses of knowledge that preserve records of civilization and man’s achievements and discoveries. These libraries also offer recreational facilities where one can read for leisure. The role of public libraries can also be reflected in the objectives of public libraries stated by Ng’ang’a as follows:

1. The encouragement of reading to develop the reading skills, which are essential in all aspects of development.
2. To act as the basic source of knowledge information and opinions of all kinds through the exploitation of library materials.
3. To reflect the public information books, diverse materials and facilities for the best services of their interest and intellectual requirements.
4. To stimulate freedom of expression and a constructive critical attitude towards the solution of social problems.
5. To educate man to participate in a creative manner in a community life and to promote a better understanding between individuals, groups and nations.
6. To extend the activities of the centers of learning, offering new educational possibilities to the people.

It can therefore be concluded that, public libraries have a role of disseminating information through the services they offer. The public library also organizes and preserves information acquired.

2.3 Library Resources And Services

2.3.1 Library Resources

One cannot talk of the library without having the library resources and services in mind. The library resources and services form the basis of the library, and the library users only come to the library to utilize them. It is therefore essential to look at the various
resources and services that are provided by public libraries so as to reflect on how information on them is disseminated to the library users.

Library resources and services will be determined by the role the library seeks to play in order to serve its users effectively. Public libraries serve the public and this means they strive to serve different library users as dictated by the diversity of their users.

Whittaker describes the different resources and services to be found in libraries. The resources to be found in libraries are books and pamphlets, which serve all levels of users. Public libraries play a major role in providing book collections since most of their users, especially if they are students, will rely on these collections, owing to the fact that lack of funds will make it difficult for them to purchase their own books.

In the case of Kenyan public libraries, Were in her research study notes that:

*The Kenyan public library is mainly used for "programmed learning".*

This implies that the public library is viewed as a provider of the course texts used for learning. Therefore, book collections are essential in public libraries. Indeed, books and pamphlets cover most fields of knowledge and they are therefore the mainstay of the public library collection.

Periodicals and newspapers provide current information and are also essential in public libraries. The large periodical and newspaper collections kept in a library enable library users to acquaint themselves with the latest developments in different areas of human endeavor long before these appear concretely in book form.
Specialized materials, which include theses, government publications, conference and seminar papers, rare books and local collections such as Africana, are also found in public libraries and are mainly utilized by researchers. Local collections are particularly important for the presentation of local literary heritage. Non-book media collections are also part of public libraries though this is a recent development. Non-book media collections include microforms like microfilms, microfiches and audio-visual materials like tape slides, videocassettes, sound discs, filmstrips, audiocassettes, photographs etc.

Another library resource to be found in public libraries is personal knowledge whereby librarians are involved in disseminating information intellectually. The library collections that form the foundation of a library will not always satisfy their users’ needs. For instance, a library user may go through the library collection during his/her search but not find appropriate material for his/her purpose. Thus the user opts to ask for the librarian’s assistance who may be an expert in that particular field. Human resources are therefore also important as sources of information in a library.

2.3.2 User Services and Facilities

Public libraries offer various services like building related services where there is provision of a conducive library environment where there is adequate sitting space, space for the library stock and even amenities like a car park. We can therefore agree with Njuguna that, for effective use of university libraries, adequate reading space,
comfortable seats and single tables should be provided. The same goes for all other
types of libraries including public. Document supply services are also offered, which
involve provision of library materials either for lending or reference. There are also
extension services, which Whittaker defines as:

...those cultural activities like library lectures and those recreational activities
like holiday clubs for children...they may well result in greater use of the
library's stock, and certainly result in greater use of the library buildings. They
are therefore, important services from a public point of view.

The mobile library services are also provided by public libraries as outreach services.
For instance, KNLS reports that:

For those unable to reach the library buildings, the Board provides vehicle, camel
and donkey mobile library services.

Other services offered by public libraries are document copying, binding, and more
recently Internet services with the development of information technology.

The library resources and services to be found in public libraries as discussed above,
form the basis of the library and without them, there would be no library except by name.
2.4 Background History Of Public Libraries In Kenya.

Development of libraries in Kenya, in the period before independence was dictated by the political situation then prevailing in the country. For instance, early public libraries were developed to cater for the needs of different communities, namely: Europeans, Asians and much later, Africans. These libraries set a base for the present library services. The early public libraries in Kenya were initiated by individual men and women of goodwill or individual communities. For example, lady McMillan initiated the establishment of McMillan Memorial Library in 1928.

The earliest public library in Kenya was established in 1903 in Mombasa, by a group of Asians who developed Mombasa Public Library and Free Reading Room (later the Seif Bin Salim Public Library and Free Reading Room). After 72 years, it was handed over to the Kenya National Library Service Board in 1975.

McMillan Memorial Library was established in 1928 in memory of Sir Northrup McMillan. The library was to be used by Europeans only and so it was until 1962, when it was taken over by Nairobi City Council.10

The Asian community established the Desai Memorial Library in Nairobi in 1942. People from all races could use the reading room but borrowing library materials was restricted to those who paid subscriptions. However, the bulk of the stock comprised Gujarati, Hindu, Arabic and a few Swahili publications. Africans could therefore not
make effective use of the library materials but instead used the reading room to read newspapers or their own books.  

2.4.1 McMillan Memorial Library

As already mentioned, McMillan Memorial Library was built by Lady McMillan in 1928 in memory of her husband, Sir Northrup McMillan who had come to Africa in 1901 as a traveler and later settled in Kenya in 1905. He was one of the pioneer farmers in Ol Donyo Sabuk area and a member of the Legislative Council for Ukambani. After his death, his wife decided to erect a library in his memory.

The erection of the library started with a request from Lady McMillan, in a letter to the then Nairobi Municipal Corporation expressing her wish to present a public library to members of the European community in Kenya on condition that the government approved the grant of a plot of land for the building. In response to her request, she received a free plot of land in the center of Nairobi from the government and also received 500 pounds annually for the maintenance of the library.

The actual construction of the library started in 1928 and the building was completed in 1931. It was officially opened by Sir Joseph Byrne, the then Governor of Kenya, on 15th June 1931.
Lady McMillan continued supporting the library financially until her death on 3rd September 1957. After her death, the Board of Trustees found it difficult to effectively provide library services due to lack of funds. Ng’ang’a observes that:

The revenue became significantly reduced after Lady McMillan’s death and such funds as the library obtained from all sources were inadequate and could not keep up with the rising costs of books and administration.\(^{14}\)

The library was therefore handed over to Nairobi City Council. The Council agreed to fund the library on condition that the library would serve people from all races. The library’s constitution was therefore amended to allow use of the library by people of all races. The handover to the Nairobi City Council was effected in 1962.\(^{15}\)

Currently, in addition to the main library in the city center, McMillan Memorial Library has two branches, one in the Eastlands area of the city and another in Kaloleni.
2.4.2 The Kenya National Library Service

The history of the Kenya National Library Service (KNLS) dates back to 22nd June 1959 when the Prime Minister of Lancaster announced a five-point plan that was going to promote the flow of British publications to outside countries. Kenya, Uganda and Tanganyika were to benefit from this proposal. On 27th September 1959, the Secretary of State for the Colonies sent a dispatch to East African governors to inform them about Colonial Library Development Programme, and his willingness to provide capital aid in the establishment of the public library services, through the British Council. This was on condition that they met the recurrent expenditure of the services. He requested the East African countries to submit proposed plans both for short and long term assistance, and funds would be released if the proposals were realistic and based on surveys conducted by professional librarians.16

In June 1960, the British Council appointed Sidney W. Hockey, a prominent British librarian, to carry out the survey and make appropriate recommendations. After an intensive survey, Hockey presented a report entitled “The development of library services in East Africa.” Ng’ang’a has summarized the basic recommendations as follows:

"The public library services could only be satisfactorily developed under a central or national service in each country financed by the Central Government and controlled by a Statutory Library Board. Each government was therefore asked to establish a free public service in the capital, which would integrate all existing libraries over the whole country."17

Hockey’s recommendations therefore led to the establishment of the public library services in the three East African countries. The Kenya National Library Service was
established through an Act of Parliament known as the KNLS Board Act, 1965, which received the presidential assent in August 1965. The Act was, however, not gazetted until 1st April 1967 when the first KNLS Board was appointed and started operations. The delay in gazetting the Act was caused by a change of ministerial responsibilities. The KNLS Board started development of libraries by taking over the library services then offered by the East African Literature Bureau in Kenya.

The KNLS has continued to grow and today it has a number of branches countrywide in areas like Mombasa, Nairobi, Kisumu, Nyeri, Thika, Meru, Eldoret, Ol Kalau, Nakuru, Laikipia, Garissa, Kakamega, Kabarnet, Kisii, Kericho, Wundanyi, among others. This growth has been aptly described by Siringi in the following statement:

*From a humble beginning in a wooden structure at Community area, KNLS now boasts of a network of 27 branches countrywide.*

The KNLS offers public library services such as adult lending, children library service, mobile library service, reference service, Internet and e-mail services among others. It also provides national library services like referral services, inter-library and international lending, issuance of the International Standard Book Numbers (ISBN), and also acts as a legal depository library, among others.

As mentioned earlier, KNLS provides outreach services, which include bookmobiles, book boxes, or postal-mail service. These services are meant to cater for persons in hospitals, prisons or home bound elderly persons. Trucks, bicycles, motorcycles, donkeys and even camels are used to reach library users who cannot reach the library buildings.
2.5 Library User Education

It is important to inform library users about the resources and services the library provides and also educate them on how to retrieve information and how to utilize the services. Library user education is thus the key to providing this knowledge otherwise the resources, facilities and services will be underutilized and money spent on their acquisition and organization will largely go to waste.

Damaris Ng’ang’a defines library user education as:

_The instruction given to the readers to help them make maximum use of the library and its resources._

On his part, Whittaker defines library user education in greater detail as:

_An area where the services are initiated by the library staff in order to tell users what they think they ought to know. User education, incidentally, is not normally limited to information about libraries and their stock and services, but includes telling readers about the information sources that exist in the subject fields relevant to them._

From the above definitions, a common aspect emerges and that is enlightening the library users on how to utilize the library resources. Thus library user education is essential in educating the library users on how to effectively retrieve information and more so, tell them of the facilities and services available so that they may utilize them fully.

The librarian can provide library resources directly to the users but the disadvantage of this is that the users do not get to explore other library resources, and it is also time
consuming on the part of the librarian. This approach too militates against making readers independent library users.

Musisi notes that direct provision of library resources will be unsatisfactory since most library users are not brave, honest and willing to divulge all that they need or their informational limitations. He goes on to say:

If steps are not taken to educate our users on how to make maximum use of this information in whatever media it is recorded therefore, many people will be in danger of becoming complacent about information sources.

However, library user education is not often associated with public libraries. Fjallbrant observes that:

One does not readily associate public libraries with user education possibly because the educational role of the public library service is generally seen as secondary to its role as the provider of leisure-time reading and other services. Yet public libraries offer a wide range of services to a diverse number of customers some of who have sophisticated information needs and problems.

As noted above, library user education in public libraries is not much emphasized and this is evident from a comparison of the many researches conducted on academic and school libraries with very little on public libraries. A study by Mikwa reveals that:

...the tools used in public libraries for retrieval of information are least understood by majority of the library users....some people do not use the public library due to the fact that they are not aware of the services offered.

There is a need to point out the importance of library user education in all types of library including public, and in so doing, promote the use of library resources and services. Library user education should be emphasized and this can be done partly through publicity of the library.
Breivik points out that:

*Publicity is more crucial to the success of a library user education programme in a public library than in a school or academic setting. Publicity efforts almost become instruction activities in and of themselves, because in order to alert people to the instruction programme, they must be aware of their own needs.*

Therefore, publicity of the library is a channel through which library user education can be provided and even bring non-users to the library because they will be aware of what to get from the library. Once they are in the library, they will get more user education on how to utilize the library resources and services.

### 2.6 Benefits Of Library User Education.

Library users who undergo library user education gain the benefit of becoming independent users who know what they want and can go about retrieving relevant information without difficulty. Being independent library users, they also gain awareness of the existing knowledge in specified areas and are aware of new developments of potential value. The library users are therefore likely to produce quality work in whatever they undertake.

Library user education also enables users to do bibliographic searches before they embark on any research. This way they can discover what previous researches have been carried out, their scope and findings. Library users also come to learn that no single
library, however large, is self-sufficient. They are therefore able to make use of other resources obtainable elsewhere by external means regardless of time and distance.  

However, not everybody believes that library user education is of benefit to library users. Katz, on user education argues that:

> Librarians are, by profession, experts in information and it is foolish to assume that a five minute, or for that matter fifteen week course will adequately train in the use of reference sources....most people want information not how to find that information.  

From the benefits gained from educating the library user on utilization of the library, we can disagree with Katz because it is important for a library user to gain a little knowledge on utilization of the library, so as to exploit the resources and gain confidence during his/her search. Musisi emphasizes that:

> If users are not trained in the way they should use libraries, a great many of them are likely to find libraries like thick forests where it is impossible to locate their way out.  

It is also through library user education that library users get to interact with the librarians and thus know whom to contact when in need of information. The users also get to realize that librarians are equipped with knowledge that may assist them. Through this, the library gets to retain its users, regain the lost ones and also recruit new users. We can thus agree with Stoakley that:

> Once the prospective user has reached the outside of the [library] building he needs to be encouraged to enter. This is the stage at which we reach a critical point in the presentation of public library services. There are still a surprisingly large number of people who are unfamiliar with the activities, which take place inside.
Therefore, it is through library user education in public libraries that non-users will be brought into the library, and regaining of the lost ones will be achieved. Effective utilization of library resources and services will also be attained through provision of library user education.

2.7 Types Of Library User Education.

Kavulya, in his study reveals three basic forms of library user education: user orientation, library instruction and bibliographic instruction.32

Fjallbrant and Malley define orientation and instruction as follows:

*Orientation is primarily concerned with ways of introducing the user to the general techniques of library usage and services available and to the organization, layout and facilities of a particular library. Instruction is concerned with learning to make use of the information resources available within specific subject disciplines.*33

Orientation enables the users to interact with the library when they visit the library for the first time. This interaction determines the user’s later use of the library. Library instruction gives in-depth explanation of the library’s resources, services and facilities.

Bibliographic instruction refers to the formal teaching on efficient and effective use of the available library resources and personnel in identification of library materials to meet an information need.
Kavulya observes that:

"It deals with issues such as information and its organization, subject headings, vocabulary control, in searches, and definition of research topics; type of resources to consult, outlining techniques and planning research papers, note taking, techniques in search reference and bibliography writing, etc."

Bibliographic instruction is no doubt suitable to users involved in research work.

### 2.8 Methods And Resources Of Teaching Library User Education.

The following are some of the commonly used methods for teaching library user education:

#### 2.8.1 Lectures

These are used for teaching large groups and make use of both auditory and visual sensory inputs, whereby blackboards or overhead projectors can be used. The lecture method gives a general introduction of the library resources and facilities. However, this method has a disadvantage in that:

*The receiver cannot control the speed of delivery of information, and repetition is not possible unless printed handouts are provided.*
2.8.2 Seminars, Tutorials and Demonstrations.

These are provided to smaller groups than those attending the lecture. By use of this method, the librarian can see whether the users are motivated, and through the demonstrations, the users get the practical approach in retrieving information.

Kavulya observes that the atmosphere in using this method tends to be less formal. The librarian and library users get to interact and in the process the users gain confidence in consulting the librarians since the librarians will use a friendly approach in conducting the user education.

2.8.3 Guided Tour

This is the procedure whereby library users are given a short tour of the library and the librarian points out at the library facilities, for instance pointing at the issue desk and explaining the activities that take place there. The guided tour has the disadvantage of taking a lot of staff time and it may not be conducted as often as it should.
2.8.4 **Self-Paced Printed Tour**

This method is recommended instead of the guided tour. It is observed that:

*This method brings library users into the actual building, where they carry out a series of practical tasks concerned with location of materials, photocopying, use of catalogues, borrowing routines and so on.*

The library users acquire confidence by following the self-paced guides and have the opportunity to meet friendly library staff in a pleasant environment.

2.8.5 **Audio-Visual Method**

In this method, videotapes, tape-slide presentations, films and audiotapes are used. The advantage of this method is that it does not have to involve the librarian. The library user can learn on his/her own and also keep rewinding the tape or film so as to get accurate information.

2.8.6 **Book and Printed Guides.**

Printed information has the advantage of being available for use when it is required. The library users can learn about the library at their own pace. As Fjallbrant and Malley observe:

*Printed material is suitable for both orientation and instruction and it has the advantage of ease of use for casual library users and those too shy to ask for help.*
Short printed leaflets, for example pathfinders or subject guides, can be placed near the tools to describe them. The point-of-use material gives a brief introduction on the tool and how to utilize it for instance - the catalogue.

### 2.8.7 Signs and Informational Graphics.

Library signs are divided into two major functional groups: signs associated with direction - finding, and informational signs that deal with use of the library resources and services. Directional signs direct users to particular destinations by use of arrows and when users reach their destination, they get informational signs that confirm they have reached. It is observed that:

> Sign systems and informational graphics are one of the most basic ways available for providing orientation about the use of the library.\(^{39}\)

Informational signs inform the users about the library resources available and any special conditions or restrictions relating to their use, or use of the library-building in general. This information can be on the opening hours, conditions relating to borrowing books or restrictions on smoking, eating in the library or use of cell phones in the library. The informational signs also give instruction as to the procedure of using the library facilities, for example, the catalogue. A point to note is that:

> If signs are to be effective for user orientation, they must be carefully planned with regard to position, content and presentation. The aim should be to use clear, attractive signs containing the minimum amount of information to enable the user to find his way or to be able to use a given tool or resource.\(^{40}\)
2.8.8 **Individual Instruction at the Reference Desk.**

An assumption is generally made that the best form of library instruction can be personalized service at the reference desk. The library users get to interact with the librarian and in the process of enquiring about a part of the library, the librarian gets a chance to educate the user about the library resources and services.\(^{41}\)

However, shy library users would avoid the reference desk especially if they find the librarian busy. The librarian should have good public relations with library users if this method is to be effective.

### 2.9 Conclusion

In providing library user education in public libraries, librarians should aim at ensuring that library users have been motivated to utilize the library’s resources and services and that their information retrieval skills are effective and efficient. This will therefore ensure that these resources and services are not underutilized and therefore wasted. Whatever methods public libraries adopt in providing library user education should therefore be effective and efficient.
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8. Whittaker, K. op. cit., 54-55.


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16. Ng’ang’a, J.M. Development of libraries and librarianship... op. cit., 97.
17. Ibid., 102.


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34. Kavulya, J.M. *op.cit.*, 18.


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40. Ibid.

41. Fjallbrant, N. and Malley, I. *op.cit.*, 64.
CHAPTER III

RESEARCH METHODOLOGY

3.1 Area Of Study And The Sample

This study covered the following public libraries:

a) Kenya National Library Service (Nairobi Area)
b) Kenya National Library Service (Thika Branch)
c) McMillan Memorial Library (Nairobi Area)
d) McMillan Memorial Library (Eastlands Branch)

The following subjects were involved in the research:

a) Twenty adult library users from each library.
b) A librarian in-charge from each library.
c) Two user services librarians from each library.

Therefore, the total sample unit was made up of 92 subjects.
3.2 Sampling Procedures

The libraries under study were selected through convenience sampling and were within the researcher's easy reach. They were also representative of the population under study. The library users were selected through random sampling. The librarians were selected through purposive sampling and were expected to be in constant contact with the users. They were therefore, expected to provide useful information relating to the library users. They were also expected to provide information on the objectives of the library user education, if any, in their libraries.

3.3 Data Collection Procedures

The main data collection instrument were questionnaires. One set was used to get information from readers and the other two from librarians. The questionnaires were composed of both open ended and close-ended questions. Open-ended questions required the respondents to provide their own opinion about a particular question. Closed-ended questions required the respondents to select the appropriate answer from the choices provided.
The questionnaires administered to library users aimed at gathering information on:

a) How the library users utilize the library resources.

b) Services the library users are aware of and utilize.

c) Hindrances if any, in the utilization of library resources and services by library users.

d) The kind of library user education, if any, the users have received.

e) The library users' attitudes towards library user education.

The questionnaires for librarians in - charge of the library aimed at gathering information on:

a) Whether library user education is offered in the libraries.

b) The objectives and relevance of the library user education provided by the public libraries.

c) How library user education is carried out in public libraries.

d) The problems, if any, encountered in educating the library user.

The questionnaire administered to the user services librarians aimed at gathering information on:

a) What information library users seek from the librarians.

b) Librarians' attitude towards library user education

c) The obstacles, if any, librarians face relating to the users.
3.4 Pre-Testing Of The Questionnaires

Before administering the questionnaires, they were first pre-tested in a library similar to those under study so as to ensure their suitability. Corrections and adjustments were effected appropriately.

3.5 Administration Of The Questionnaires

The questionnaires were hand-delivered by the researcher. The researcher also requested for assistance from the librarians in collecting the library users’ completed questionnaires on her behalf. Completed questionnaires, both from the librarians and the library users, were then personally collected from the respective libraries by the researcher.

3.6 Data Presentation And Analysis

Only the questionnaires that were completed and returned were taken into account during data analysis. After data was collected, it was organized and analyzed using the descriptive methods. Descriptive statistics such as percentages were used where necessary. Texts and tables were also used in the presentation of the data.

After the presentation and analysis of data, conclusions and achievable recommendations were drawn.
CHAPTER IV

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter is on presentation and analysis of the collected data from librarians in-charge, user services librarians and library users of public libraries in Kenya. The public libraries under study were:

- Kenya National Library Service – Nairobi Area
- Kenya National Library Service – Thika Branch
- McMillan Memorial Library – Nairobi
- McMillan Memorial Library – Eastlands Branch

Different questionnaires were administered to the librarian in-charge of the libraries, two user services librarians and twenty library users in each of the libraries under study. All the questionnaires were returned except from KNLS – Thika Branch where only 14 library users’ questionnaires were received. Therefore the total number of questionnaires returned was 78 out of the 92 administered, making a total of nearly 85%. However, not all the questions were answered by the library users but the majority in each case were answered.
Tables and percentages have been used to present and discuss data where appropriate.

4.2 QUESTIONNAIRE FOR LIBRARIANS IN – CHARGE.

4.2.1 Services and facilities provided by public libraries in Kenya.

The librarians in-charge of the libraries were asked to indicate the services and facilities provided by their respective library and the findings are presented in table 1 below:

<table>
<thead>
<tr>
<th>Table 1: Services and Facilities Provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Lending Services</td>
</tr>
<tr>
<td>Reading facilities</td>
</tr>
<tr>
<td>Reference services</td>
</tr>
<tr>
<td>Reservation services</td>
</tr>
<tr>
<td>Photocopying services</td>
</tr>
<tr>
<td>Outreach services</td>
</tr>
</tbody>
</table>

**KEY**

<table>
<thead>
<tr>
<th>KNLS</th>
<th>Kenya National Library Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Indicates that this kind of service or facility is offered</td>
</tr>
<tr>
<td>×</td>
<td>Indicates that this kind of service or facility is not offered</td>
</tr>
</tbody>
</table>
Table 1 shows that various traditional services and facilities are provided by public libraries in Kenya. In addition to those specified in the questionnaire, other services offered are e-mail (electronic mail) at KNLS – Nairobi and McMillan Memorial Library – Nairobi.

KNLS – Nairobi Area also provides information on Acquired Immune Deficiency syndrome “AIDS”, whereby it provides pamphlets and also organizes with the Association of People with AIDS in Kenya (TAPWAK) for free voluntary HIV – testing. The same service is also provided at KNLS – Thika branch. This indicates that the library aims to disseminate information widely both in the urban and rural regions, through the Branches it has established.

There is lack of photocopying services at KNLS (Thika), Mcmillan Memorial Library – Nairobi, and McMillan Memorial Library – Eastlands Branch. Photocopying is a means of disseminating information; therefore its absence in the library indicates that library users are denied some information that may be important to them. For instance, they may be unable to photocopy reference resources that cannot be utilized outside the library building.

Public libraries in Kenya therefore provide a wide range of services and facilities. To justify the heavy financial expenditure by the library, library users need to maximally utilize these services and facilities. This can be effectively achieved through provision of effective library user education.
4.2.1 Obstacles Encountered in the Provision of the Services

The study sought to find out, what obstacles, if any, were encountered in the provision of the services. A common problem indicated by the respondents was lack of adequate funds to update the library collection. This obstacle could be said to greatly contribute to the problem of stocking the libraries with outdated and irrelevant library materials. A natural consequence of this is that it brings about the problem of lack of use of services by the library users.

Other obstacles indicated were:

- Lack of adequate reading space for library users.
- Acute shortage of professional librarians to provide library services efficiently and effectively.
- Library users did not observe library rules and regulations.
- Inadequate mobile vehicles that provide outreach services to library users who cannot reach the library building.
- Failure to use information technology therefore the library users are not interested in using library services.
- The location of the KNLS – Thika is not suitable because it far from the town center therefore has few library users.

Lack of adequate reading space for library users can be said to be attributed to inadequate funds to expand the library. Therefore, when library users lack space to carry out the
work, they avoid coming to the library so the library resources, services and facilities are underutilized. The public library is mainly funded by the government, this means that the major sponsors of the library have to be committed to the services provided by the library. This will ensure that public libraries are given priority when funds are allocated hence expanding the library.

Professional librarians are also needed in the library so as to provide library services efficiently and effectively. Unskilled librarians tend to have poor public relations therefore the library users avoid them. The library users’ information needs are therefore not satisfied.

It could be said that library users did not observe library rules and regulations as a result of lack of knowledge on how to use the library services and facilities. Inadequate mobile vehicles to provide outreach services present the obstacle of not reaching out to library users who cannot come to the library building because they are disabled or the library has not yet been established in that area. These people are therefore left out in the process of disseminating information.

Information technology in the library ensures that the library services are provided efficiently, effectively and fast. The library users also get to retrieve information fast, for instance they can quickly locate a book by use of the online public catalogue (OPAC). The Internet also provides vast amount of information, making it a necessity. Networking is also enhanced through use of information technology. Lack of
information technology in public libraries creates the obstacle of library users not being interested in using library services.

The location of a library is also important because it will determine the number of people who will utilize the library. The library has to be within reach of the majority of the library users. KNLS – Thika has an unsuitable location thereby encountering obstacles in delivering library services to many users.

4.2.2.1 Methods Used in Publicizing the Services Provided.

Before library users come to the library, they have to be aware of what is available in the library for their use. Publicity is an important feature that brings the library users to the library and thereafter library user education can be administered. The study found out that the following methods were used in publicizing the services provided in order to promote the library:

- Accession lists are provided to library users
- Through newspaper supplements
- Through posters and also handouts
- Book fairs and exhibitions
- Visits to secondary schools and giving lectures on the services and facilities provided.
- Through the rules and regulations whereby services provided are indicated.
- Through public barazas.
From the above findings, it is reflected that public libraries in Kenya use various methods to publicize their services. This ensures that potential library users are aware of what is available in the library. Unfamiliar grounds tend to scare away people because they do not know what to expect, therefore the public libraries under study are effective in familiarizing library users with what is available.

4.2.3 Views of Librarians In-charge About Library User Education

To find out the librarians’ views about library user education in public libraries, the respondents were asked to indicate if it is true that the public library is rarely associated with library user education. Their responses are indicated below in Table 2.

<table>
<thead>
<tr>
<th>Q4. The public library is rarely associated with library user education. Do you agree?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNLS (Nairobi)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>KNLS (Thika)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>McMillan (Nairobi)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>McMillan (Eastlands)</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
According to Table 2, 75% of the respondents agree that the public library is rarely associated with library user education while 25% disagree. The reasons given as to why library user education is rarely associated with public libraries were:

- Most of the library users are not regular and so there is no need to educate them.
- Library users are not interested in the provision of library user education
- Library user education programmes in public libraries are ineffective therefore the library users are unaware of them.
- Librarians assume that library users have the knowledge on use of the library, acquired from other institutions like secondary schools.

Table 2 reflects that the majority of the librarians have not realized the need for library user education. With this kind of attitude, it becomes difficult to have an effective library user education programme particularly when the negative views come from the very librarians who should be in the forefront in educating library users.

The librarians indicated that there is no need to provide library user education because these users are not regular in the library. This should not be the case, because the education can be carried out monthly when a number of library users have registered. The librarians also need to carry out user studies to find out why library users are not interested in the provision of library user education. This would also reveal if it is true that the library users have the knowledge on the use of the library.
However, a small percentage of librarians, 25%, in the public libraries under study, do realize the need for library user education to its users. They indicated that they deal with library users on a daily basis and therefore provide library user education through guiding them on how to utilize the library. This can be said to be a method of providing library user education. The librarians seek to guide the library users in making maximum use of the library resources, services and facilities so that they do not go to waste.

4.2.3.1 Provision of Library User Education In Public Libraries.

The study sought to find out if libraries in Kenya provide library user education. It was established that library user education is offered in public libraries whereby 100% of the respondents indicated that they do not provide this education.

From this response of the respondents, a contradiction emerges because Table 2 indicated that the majority of the librarians do not associate library user education with the public library. It can be said that the librarians agree that library user education is globally not associated with public libraries. Nevertheless, they still provide the education. Though library user education is provided, its effectiveness needs to be assessed and this will be reflected in the feedback from the library users who ought to be able to utilize the library comfortably.
4.2.3.2 Objectives of Library User Education

The effectiveness of library user education programmes is based on the objectives the library sets out to achieve. To this end, the study sought to find out the objectives of library user education in public libraries and the following objectives were established:

i. To enable library users to be competent in the utilization of the library by familiarizing them with the library.

ii. To make the public aware of the resources, services and facilities provided by the library.

iii. To enable the library users locate library materials.

iv. To instill a reading habit in the library users.

Library user education in public libraries therefore aims at publicizing its resources, services and facilities so as to enlighten the library users on what is available and guide them on how to competently and maximally utilize these.
4.2.3.3 Methods Used in the Provision of Library User Education

The methods used in the provision of library user education by the public libraries under study are indicated in Table 3 below:

**Table 3: Methods Used in Library User Education**

<table>
<thead>
<tr>
<th></th>
<th>KNLS (Nairobi)</th>
<th>KNLS (Thika)</th>
<th>McMillan (Nairobi)</th>
<th>McMillan (Eastlands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide Tours</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Lectures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Handouts</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>Library sign postings</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**KEY**

✓ Indicates that this method is used in providing library user education

x Indicates that this method is not used in providing library user education

Table 3 shows that various methods are used in the provision of library user education, the most common one being library sign posting. Handouts are also common except in McMillan Memorial Library – Nairobi. Guided tours and lectures are also used in the provision of library user education except in McMillan Memorial Library – Eastland Branch.
McMillan Memorial Library – Eastlands Branch represents 25% of public libraries that do not provide guided tours as a method of providing library user education. The guided tour is an aspect that is important in familiarizing library users with the library and making them aware of the resources, services and facilities available. It should be given the very first time the library user is being introduced to the library and its services. This method of educating library users should not therefore be omitted.

4.2.3.4 Frequency in provision of Library User Education

The librarians in-charge were asked to indicate how often they provide library user education. The findings are presented in the Table 4 below.

**Table 4: Frequency in Provision of Library User Education**

<table>
<thead>
<tr>
<th></th>
<th>KNLS (Nairobi)</th>
<th>KNLS (Thika)</th>
<th>McMillan (Nairobi)</th>
<th>McMillan (Eastlands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Weekly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half Yearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

51
Table 4 shows that library user education is provided daily to library users in all public libraries under study. KNLS – Nairobi Area and Thika Branch also visit secondary schools yearly to provide library user education. In the process the librarians publicize and promote the resources, services and facilities frequently.

From the findings, it can be deduced that library user education becomes time consuming because a considerable number of library users need the librarian’s attention. The librarians will also be too busy that they may not attend to some library users who need this education. Visiting secondary schools yearly to provide library user education is also inadequate because the libraries under study do not adequately cover the whole country. They are yet to expand their establishments widely. The librarians ought to organize to provide library user education after having a number of newly registered members and this could be on a monthly basis.
4.2.3.5 Obstacles Encountered in the Provision of Library User Education

Responses to the question on obstacles faced in provision of library user education revealed that various problems are encountered. The following obstacles were cited:

- Lack of interest by library users who say that they lack time for the education. This is interpreted by librarians as lack of cooperation.
- It is difficult to know a new library user. This is because library users mainly come to the library to read their own books and then they leave.
- Library users have gained skills on how to utilize the library in other institutions and therefore are not interested in the education provided in the library.
- Lack of staff and also adequate time to provide library user education

From the findings above it is deduced that public libraries mainly face the problem of lack of interest from the library users during provision of library user education. The librarians ought to find out why there is lack of interest from the library users, by carrying out user studies. Lack of staff and time to provide library user education also propagates the problem. Adequate staff is needed to provide the education and time has to be set aside for the provision of this education.
4.2.3.6 Suggestions for Making Library User Education More Effective in Public Libraries

The librarians in-charge made the following recommendations on how library user education in public libraries can be made more effective:

i. Library user education should be made compulsory for all newly registered members before they start using the library.

ii. Selected library staff should provide library user education so that the education provided is consistent.

iii. The library systems should be computerized so that through networking, a wide audience is reached in the provision of library user education.

iv. The library should organize for seminars or workshops that will dwell on library services, resources and facilities provided.

From the suggestions made above, it is noted that librarians in public libraries in Kenya, are interested in making library user education more effective. However, library user education should not be made compulsory otherwise library users will avoid utilizing the library.
4.3 QUESTIONNAIRE FOR USER SERVICES LIBRARIANS

4.3.1 Utilization of Library Information Searching Tools by Library users

Responses to the question on utilization of information searching tools indicated that 62.5% of the user services librarians asserted that users utilize the tools provided by the library for information searching. 37.5% of the librarians indicated that the tools are not utilized by the library users.

The above findings indicate that the library searching tools such as the catalogue, are not maximally utilized by the library users.

4.3.1.1 Obstacles Encountered in the Utilization of Library Resources by Library Users

The following obstacles were cited by the respondents as factors that hinder effective utilization of library resources by library users:

- Library users lack the knowledge on how to locate information materials.
- Library users fear asking for assistance.
- Book mutilation and theft hinder the users from getting information they need.
- Out-of-date catalogues.
- Inadequate library resources and poor library collections which are irrelevant to the library users.
• Inadequate number of professional staff.

• Inadequate reading space.

• Location of KNLS – Thika Branch is not suitable for the library users therefore the resources and services available are not sufficiently utilized.

What is deduced from these findings is that library users in public libraries do not effectively utilize the library resources because of lack of skills to use them. This is evidenced by the fact that all libraries lack adequate trained staff who can provide guidance on how to utilize the library resources. Lack of professional training on the part of some of the staff may also cause the library users to fear asking for assistance from them because of the poor public relations displayed.

The library users also do not sufficiently utilize the library resources because some are either stolen or torn. This means that the library users do not value information and therefore there is need to sensitize them to the value of information through library user education. The catalogue also needs to be updated if library users are to have easy information retrieval.

Inadequate library resources and poor library collections which are irrelevant to library users is attributed to lack of funds to update the collections. However, the libraries should strive to satisfy the library users’ needs as much as possible otherwise there is a risk of loosing library users. As a result of this, the resources, services and facilities provided are under utilized or wasted. Adequate reading space is also needed if the
library users are to work comfortably in the library thereby appreciating the resources, services and facilities provided.

4.3.3 Information sought from User Services Librarians by Library Users.

The respondents indicated that the following information is sought from them.

<table>
<thead>
<tr>
<th>INFORMATION SOUGHT</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To show where to locate books on the shelves</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>To show how to use the catalogue</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>To answer some reference questions</td>
<td>6</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 5 indicates that most library users require to be shown where to locate books on the shelves. This is reflected in the response by 100% of the librarians who are consulted on where to locate the books. 75% of the librarians are consulted on how to use the catalogue and a similar percentage is consulted on some reference questions.

The above responses indicate that the majority of the library users are not competent in locating information independently. They prefer direct guidance form the librarians. The librarians should encourage the library users to use the information searching tools, for instance the catalogue. The librarians may demonstrate how to use the searching tools and this will be a way of library user education.
4.3.4 Views About Library Use Education

The study sought to find out the views of the user services librarians about library user education. The respondents were asked to indicate if it is true that library user education in public libraries has not been realized as a need to their users.

87.5% of the respondents indicated that library user education in public libraries has not been realized as a need to their users and the following reasons were given:

i. The library users are not aware that library user education is provided in the library.

ii. Library users do not enroll at the same time, and therefore it becomes difficult to provide library user education.

iii. Library user education will take the library user's time

iv. The public library has different categories of users and therefore it is difficult to provide library user education.

v. The librarians are not motivated to undertake library user education because of poor remuneration.

The above responses indicate that the majority of the librarians, who are in constant contact with the library users, have not realized the need for the education to guide library users. Indeed this goes further to strengthen their views that library user education is not generally associated with public libraries.
The library users may not be aware that library user education is provided in the library because of lack of publicity. Librarians should notify the users about the provision of library user education. The librarians also ought to realize the fact that public libraries have different categories of library users therefore, uniformity of library user education should not be expected.

Even though library users do not enroll at the same time, library user education can be provided on a monthly basis to cater for those registered during the month. When a considerable number of library users have registered within a short sparse of time, for instance when a group of secondary school students have registered, arrangements should be made to give library user education.

The library users' time may be taken during the provision of library user education. However, by the end of the programme, the users will be efficient in locating information and utilizing it effectively. Moreover, the library users will save a lot of time when they learn how to effectively utilize the library.

The obstacles that hinder librarians from realizing the need for library user education can be eliminated by cultivating a positive attitude towards library user education by realizing the benefits accruing from it. Poor remuneration for the librarian may be said to be the main reason why they do not realize the importance of library user education. However, if the library users information needs are satisfied effectively, the librarians will be appreciated and better remuneration may be advocated for them.
However, a small percentage of the librarians, 12.5% realize the need for library user education in the public libraries. The reasons given for the need of library user education were:

i. Library users get to know where to locate information.

ii. Library users need to retrieve information on their own.

iii. Library users make better use of library facilities and appreciate them.

No doubt the above are good reasons and indeed some of the benefits that accrue from library user education.

4.3.5 Rating of Library User education in Public Libraries

The user services librarians were asked to rate the effectiveness of the library user education they provided. Their responses are indicated in Table 6 below:

Table 6: effectiveness of Library User Education

<table>
<thead>
<tr>
<th>LIBRARIES</th>
<th>EFFECTIVE</th>
<th>FAIRLY EFFECTIVE</th>
<th>RATHER EFFECTIVE</th>
<th>VERY EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNLS (Nairobi)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNLS (Thika)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McMillan (Nairobi)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McMillan (Eastlands)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6 reflects that 75% of the user services librarians find the library user education they provide effective, while 25% of them rate it as fairly effective.

Though library user education is rated as effective, the librarians seem not to be committed to its provision as reflected by the views they hold about it. As mentioned earlier, the attitude of the librarians towards library user education affects its provision and its effectiveness. There is need to highlight the benefits of library user education to its users. Besides there is a contradiction here in that if library user education was effective, some of the obstacles faced by library users would not be there.

### 4.3.6 Suggestions For Making Library User Education in Public Libraries More Effective.

The user services librarians made the following recommendations to make library user education in public libraries more effective:

i. A policy should be established on how library user education should be carried out

ii. Information needs assessment of library users should be carried out occasionally

iii. Time should be allocated for library user education and library users be informed about it.

iv. Librarians should have good public relations with library users so that they are approachable.
v. Staff training should be enhanced and refresher courses in library user education should also be given.

vi. Computerize the library system for easy and efficient provision of library user education.

While some of the above recommendations are achievable with little cost, others may have to take quite some time to achieve, for instance computerization.
4.4 QUESTIONNAIRE FOR LIBRARY USERS

4.4.1 Awareness of Services Offered by Public Libraries

The study sought to find out if library users were aware of the services offered by their public library. The findings are indicated in Table 7 below:

Table 7: Awareness of Services Offered by Public Libraries

<table>
<thead>
<tr>
<th>LIBRARIES</th>
<th>RESPONSES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>KNLS (Nairobi)</td>
<td>18</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>KNLS (Thika)</td>
<td>14</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>McMillan (Nairobi)</td>
<td>17</td>
<td>85</td>
<td>3</td>
</tr>
<tr>
<td>McMillan (Eastlands)</td>
<td>15</td>
<td>75</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 7 above shows that most of the library users are aware of the services provided by their public libraries with the best being KNLS – Thika Branch which indicated that 100% of library users are aware of the services provided. This may be because respondents were also fewest – recording 70% while all others recorded 100%.

From the above findings, it can be said that public libraries have been publicizing their resources and services, which is an important aspect that brings library users to the library.
4.4.1 Library Services and Facilities used

The Library users were asked to indicate the services and facilities they use in the library.

Table 8 below reflects their responses:

**Table 8: Library Services and facilities Used.**

<table>
<thead>
<tr>
<th>Services and facilities</th>
<th>KNLS (Nairobi)</th>
<th>KNLS (Thika)</th>
<th>McMillan (Nairobi)</th>
<th>McMillan (Eastlands)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Reading Library materials</td>
<td>18</td>
<td>90</td>
<td>12</td>
<td>85.7</td>
</tr>
<tr>
<td>Borrowing library materials</td>
<td>5</td>
<td>25</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Reference services</td>
<td>5</td>
<td>25</td>
<td>4</td>
<td>28.5</td>
</tr>
<tr>
<td>Internet services</td>
<td>5</td>
<td>25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Photocopying services</td>
<td>4</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 8 shows that all the services offered, reading of library materials has the highest number of users whereby there is 90%, 85.7%, 85% and 60% usage in KNLS (Nairobi), KNLS (Thika), McMillan (Nairobi) and McMillan (Eastlands) respectively.

Borrowing of library materials is however not common in all libraries. Only 25%, 7.1%, 10% and 15% of library users, in the order of the libraries above, use the service.
The Internet services are not used in KNLS (Thika) and McMillan (Eastlands) because they are absent, and the same applies to photocopying services at KNLS (Thika).

4.4.1.2 Obstacles Encountered in Using the Library Services and Facilities

The library users indicated that they encountered the following obstacles when using the library services and facilities:

i. 85% of the library users indicated that the library collection is irrelevant to their needs.

ii. 65% indicated that the books are outdated.

iii. 70% of the library users have difficulty in locating books.

iv. 60% indicated that there is inadequate reading space.

v. 80% of the library users indicated that the manual catalogue is time consuming and tiring to use.

vi. 40% of the library users indicated that there is poor ventilation in the library which makes them uncomfortable using the library.

When library users repeatedly face obstacles while using the library resources, services and facilities, they avoid using the library or only utilize the library space.

From the above findings, it can be said that public library users are not adequately equipped with the skills to use the library. This is evidenced by 70% of library users who have difficulty in retrieving information and 80% who find using the catalogue as time
consuming. The library users also need to work in a conducive environment, therefore adequate space and proper ventilation of the library are needed.

4.4.2 Reasons For Visiting the Library

Table 9 below indicated the responses as to why library users visit their public library.

Table 9: Reasons for Visiting the Public Library

<table>
<thead>
<tr>
<th>REASONS</th>
<th>KNLS (Nairobi)</th>
<th>KNLS (Thika)</th>
<th>McMillan (Nairobi)</th>
<th>McMillan (Eastlands)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>To look for a book I need</td>
<td>6</td>
<td>30</td>
<td>6</td>
<td>42.8</td>
</tr>
<tr>
<td>To read my own books</td>
<td>10</td>
<td>50</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>To check on what the library stocks</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>7.1</td>
</tr>
</tbody>
</table>

From the responses shown in Table 9, it is evident that library users mainly use their public library to read their own books. McMillan Memorial Library – Eastlands reflects that 100% of its users use the library to read their own books. However, 3 respondents from KNLS (Nairobi) and one respondent from McMillan (Nairobi) did not answer the question.

It can be said that the majority of the library users utilize the library mainly to read their own books. This means that the public library is viewed as providing a quiet and conducive reading atmosphere. Lack of maximum utilization of the library resources,
services and facilities can be attributed to the obstacles they encounter, as discussed earlier.

4.4.3 Ability of users to Locate Information

The library users were asked to indicate if they were generally able to locate the information they needed in the library. Table 10 below reflects their responses.

**Table 10: Ability to Locate information in the Library.**

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>RESPONSES</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>KNLS (Nairobi)</td>
<td>15</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>KNLS (Thika)</td>
<td>14</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>McMillan (Nairobi)</td>
<td>16</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>McMillan (Eastlands)</td>
<td>15</td>
<td>15</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 10 shows that most library users are able to locate information in the library.

KNLS – Thika indicated that 100% of the users are generally able to locate information in the library. This perhaps may be due to the fact that there were few respondents.

However, the librarians had indicated that library users lack knowledge on how to locate information. This means that the library users may be browsing the shelves to locate the information they need and rarely utilize the information searching tools such as catalogues or abstracts.
4.4.3.1 How Library users locate Information

The library users indicated that they use the following methods when locating the information they need.

Table 11: How Library Users Locate Information In the Library.

<table>
<thead>
<tr>
<th>METHOD</th>
<th>KNLS (Nairobi)</th>
<th>KNLS (Thika)</th>
<th>McMillan (Nairobi)</th>
<th>McMillan (Eastlands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Checking in the catalogue</td>
<td>3</td>
<td>15</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Checking on the shelves</td>
<td>9</td>
<td>45</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Asking for librarian’s assistance</td>
<td>8</td>
<td>40</td>
<td>6</td>
<td>42.8</td>
</tr>
<tr>
<td>Asking for a friends assistance</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 11 reveals that library users rarely consult the catalogue when trying to locate information. This is shown by 15%, 35.7%, 30% and 20% of library users who use the catalogue in KNLS (Nairobi), KNLS (Thika), McMillan (Nairobi) and McMillan (Eastlands) respectively. Some library users – notably from KNLS (Thika) – indicated that they locate information through many ways.

The findings also indicate that though the library users are generally able to locate the information they need, as shown in Table 10, most of them do so by browsing the
shelves. This is not an appropriate method because misshelving of books occurs and results in the disarrangement of information. Also, a lot of time is likely to be wasted through this method of obtaining information.

The Library users who cannot locate information in the library, indicated the following hindrances:

- The librarians are unhelpful and rude.
- The manual catalogue is time consuming to use.
- The books are misshelved.

From the above findings, it is reflected that library users in public libraries are not adequately informed on how to locate information in the library. This could be the reason why they have difficulties in using the catalogue.

Impolite and unhelpful librarians also hinder the library users from locating the information they need. This may be attributed to the fact the there are few professional librarians, as indicated by the librarians in the libraries under study.

Regular shelving of books should also be carried out so that the library users do not miss the information they are looking for.
4.4.4 Skills on Using the Library

The study sought to establish is the library users have ever been taught how to use a library. The findings are presented in Table 12 below:

Table 12: Skills on Using the Library

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>RESPONSES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>KNLS (Nairobi)</td>
<td>7</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>KNLS (Thika)</td>
<td>9</td>
<td>64.2</td>
<td>5</td>
</tr>
<tr>
<td>McMillan (Nairobi)</td>
<td>9</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>McMillan (Eastlands)</td>
<td>11</td>
<td>55</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 12 indicates that the majority of library users in the public libraries have not had any previous library user education. The worst hit was in KNLS (Nairobi) and McMillan (Nairobi) which indicated 65% and 55% of users respectively, have received no library education in any institution prior to joining the public library. This is possible since many public library users are primary and secondary school pupils and school leavers and there are no established libraries to speak of in these institutions.
4.4.4.1 Library User Education in the Public Library

The study sought to find out if the library users have received any library user education, especially in their public library. Table 13 reflects their responses:

### Table 13: Library Users Education in the Public Library

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>RESPONSES</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>KNLS (Nairobi)</td>
<td>3</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>KNLS (Thika)</td>
<td>6</td>
<td>42.8</td>
<td>8</td>
</tr>
<tr>
<td>McMillan (Nairobi)</td>
<td>-</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>McMillan (Eastlands)</td>
<td>1</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

Table 13 shows that library users in public libraries rarely receive library user education and the worst hit is McMillan Memorial Library (Nairobi) where 100% of the library users have not been provided with library user education in the library.

It would be inappropriate to assume that the library users already have library skills because Table 12 clearly indicated that most library users do not have any previous library skills. And yet, this is one reason cited by public librarians for not being very keen to offer library user education.
The librarians indicated that they do not provide library user education and rate it as effective. However, the findings from the library users indicate otherwise. It may be argued that the library users are not aware that they are being taught how to use the library because there are library sign postings around. However, this would mean that this is the only effective method of providing library user education available. It can therefore be said that, though library user education is provided in public libraries it is ineffective. Library user education in public libraries has not been effective in creating an efficient and independent library user who maximally utilizes the library resources, services and facilities.

The library users encounter various obstacles while using the library. These obstacles can be eliminated through provision of effective library user education.

4.4.5 Views About Library User Education

The library users were asked whether provision of library user education would improve their effusiveness in the use of the library. Table 14 presents their responses.
Table 14: Views About Library User Education

<table>
<thead>
<tr>
<th>LIBRARY</th>
<th>RESPONSES</th>
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<td></td>
<td>YES</td>
<td>No.</td>
<td>%</td>
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<tr>
<td>KNLS (Nairobi)</td>
<td>17</td>
<td>3</td>
<td>85</td>
<td>15</td>
<td>3</td>
<td>15</td>
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<tr>
<td>KNLS (Thika)</td>
<td>14</td>
<td>100</td>
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<tr>
<td>McMillan (Nairobi)</td>
<td>17</td>
<td>15</td>
<td>85</td>
<td>3</td>
<td>15</td>
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<td></td>
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<tr>
<td>McMillan (Eastlands)</td>
<td>18</td>
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<td>90</td>
<td>2</td>
<td>10</td>
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Table 14 shows a total of 90% of all library users responding to the question, would be effective in utilization of the public library resources, services and facilities, if library user education is provided. The library users would therefore appreciate if provision of library user education would be made more effective. Public libraries in Kenya should therefore not assume that the library users’ needs are already met but rather carry out user studies to find out what obstacles they encounter and how effectively they can be eliminated.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The services of the public library are designed to facilitate and invite use of resources and facilities. They are also meant to satisfy the needs of the library users of all ages and groups. These services include organizing materials for ease of access; lending procedures that provide an equal opportunity for all library users and stimulation of use of material through publicity, for instance by use of newspaper supplement or book fairs and exhibitions. For effective provision of these services, the library users have to be aware of their provision, and more so, be capable of utilizing them competently and independently. The library users therefore need guidance in finding and using library resources. This guidance is commonly referred to as library user education.

5.2 Provision of Library User Education in Public Libraries in Kenya.

The main objective of this study was to investigate whether library user education is carried out in the public libraries in Kenya and how effective it is in enabling library users to maximally utilize the library resources, services and facilities, competently and adequately.
The findings of this study indicate that the public libraries in Kenya provide library user education and several methods are used in its provision. These include guided tours, lectures, handouts and library sign postings. The public libraries have also been effective in publicizing their resources, services and facilities, to make the library users aware of what is available for their utilization.

However, though the librarians in the libraries under study indicated that they provide library user education, their library users indicate otherwise. A total of 84.2% of library users involved in the study have not been provided with library user education in public libraries in Kenya. It can therefore be said that though library user education is provided in public libraries in Kenya, its effectiveness in developing a competent and independent library user is lacking.

The study established that the majority of the library users visit the public libraries to read their own books. This could be as a result of the obstacles they face such as:

- Difficulty in locating library materials.
- Difficulty in the use of access tools such as the catalogue.

The above obstacles presented, give evidence that the library user education provided in public libraries in Kenya is ineffective. Several factors militate against the effectiveness of library use education in public libraries in Kenya and these are summarized below.
5.3 Methods of Library User Education

The methods used in the provision of library user education could be said not to stimulate the library users’ interest in learning how to utilize the library. There is need to find stimulating methods to provide library user education such as use of demonstrations or holding seminars that will discuss how to effectively utilize the library. The study established that library sign postings is the only effective method of library user education provided in public libraries in Kenya.

From the findings of the study, it can be said that the library users are not aware of the provision of library user education. This is because they mainly utilize the library to read their own books. Though they are aware of the services and facilities provided, they locate information by browsing the shelves and rarely consult the catalogue or consult the librarian for assistance.

The study also established that library user education in public libraries in Kenya, is conducted on a daily basis and also yearly to secondary schools.

Public libraries in Kenya ought to realize that not all library users have passed through secondary schools with well-developed libraries. Also, not all library users may have attended schools that are within the public libraries’ reach. Therefore, a large number of users do not get to learn how to utilize the resources and facilities in the libraries. It is therefore not suitable to provide library user education once in a year but rather it should
be done more frequently so that by the end of the year, a large number of schools will have been reached.

Library clubs too can be formed so as to enlighten on the library user services available and therefore encourage the utilization of library resources.

The study also established that library user education is not effectively provided because of the following reasons:

- Lack of interest by library users in the provision of library user education
- Inadequate resources to carry out library user education.
- Inadequate time to educate the library users.

The above findings reflected that public libraries in Kenya have to realize the need for library user education to their users. The librarians can use various forms of library user education and note which ones are suitable to their users.

The librarians also claim to lack sufficient time to provide library use education. However, they should realize that library user education is an important part of their work and that through it, a lot of time can be saved for the users. The library users will learn how to locate the information they need and therefore will not have to always rely on the librarians for information retrieval. This in turn will also save the librarians time.
5.4 Policy on Library User Education

The librarians, in giving their recommendations on how to have an effective library user education programme, suggested that a policy should be established on how to carry out library user education.

The above implied that there is lack of policy on library user education, in public libraries in Kenya. This further reflects the lack of commitment to the provision of library user education.

5.5 Attitude of Librarians Towards Library User Education

The attitude of the librarians towards library user education affects its provision. The librarians have to realize the importance and relevance of library user education to the library users. This way, they would effectively make them aware of their information needs and guide them on how to satisfactorily access the information required and utilize it maximally.

According to the findings of the study, only 12.5% of the librarians realize the relevance of library user education to its library users and give the following reasons for this:

- Library users get to know where to locate information.
• Library users become independent users of the library and make maximum utilization of the library resources, services and facilities

Indeed lack of library user education can only facilitate minimum utilization of library resources, services and facilities.

In providing their services, librarians encounter obstacles and these include:

• Fear of library users in asking for information
• Book mutilation and theft.
• Misshelving of library resources
• Use of the library for reading space only.

The above obstacles can be attributed to the fact that ineffective library user education has made library users unaware of how to locate information. The library users therefore prefer browsing the shelves and this leads to disorganization of information.

Majority of the library users use the reading space only, and this may be because they don not know how to locate or utilize the information needed. In addition, it can be that the library users have not been sensitized on the value of books or information and therefore book mutilation and theft occurs.
The librarians may also be presenting an obstacle in the provision of their services because they may have poor public relations with the library users. The study established that there is a shortage of professional librarians. This means that untrained librarians are the ones dealing with library users. The library users will fear asking for assistance if they find impolite librarians. They may even not ask for assistance from the librarians, if their information needs are never satisfied.

5.6 Adequacy of Library Resources, Services and Facilities

According to the findings of this study, some of the library users from the different libraries investigated indicated that the library stocks irrelevant resources and outdated books.

Public libraries in Kenya need to be well equipped with relevant resources, services and facilities, so as to adequately satisfy the information needs of its users. The library users cannot utilize what is irrelevant to them, and worse still, what is absent from the library. If the library users’ information needs are not satisfied, the library risks losing its users or only being used by readers to read their own books.

Some of the libraries are also poorly ventilated making it uncomfortable to utilize them. This may put off library users and they will not come to the library, therefore the library resources, services and facilities will go to waste or are underutilized because few library users come to use them.
Having analyzed the data, it is concluded that public libraries in Kenya do provide some form of library user education. However, library user education provided is largely ineffective whereby a total of 84.2% of library users in the libraries under study have not been provided with this education.

Public libraries investigated operate on a minimum level of user satisfaction and do not promote themselves adequately so as to encourage maximum utilization of their resources, services and facilities. The libraries assume that library users already have acquired skills on utilizing a library elsewhere, therefore are not interested in provision of library user education in the public library. They also acknowledge not being capable of satisfying library user needs. This is as a result of inadequate funds to avail the required resources for library user education.

The ineffectiveness of library user education in public libraries in Kenya has resulted to relying on browsing the shelves trying to locate information, on the part of the library users.
5.8 Recommendations

In the light of the findings of this study, there is need to point out some recommendations. The recommendations are listed below:

5.8.1 Need for a Library User Education Policy

A policy should be established for the purpose of consistent excellence in the provision of library user education in all public libraries in Kenya. The policy should define the full scope of library user education and therefore provide guidance on its provision.

A policy on library user education would ensure clarity on the relevance of library use education to its users. Achievable objectives should be set and ensure that the librarians are committed to the library user education programmes.

5.8.2 User Studies

The librarians should not assume that the library users already know how to utilize the library. It is essential to understand the information needs of the library users so as to design an effective library user education programme for them. For instance, questionnaires could be used to find out what obstacles library users face in using the access tools of the library.
5.8.3 Timing of Library User Education

Library user education could be carried out after a month when they have a considerable number of registered library users to educate. Having to provide library user education on a daily basis means that a librarian may guide only one new member and a lot of staff time is also consumed. There is also need to make the library users aware of library user education so that they know when they can attend the programme.

5.8.4 Methods of Library User Education

Public libraries in Kenya should ensure that they use a suitable format in the provision of library user education. Library users may lack interest in this education if it does not motivate or interest them. Library sign postings should be legible, accurate and also attractive.

The librarians ought to practice good public relations so as to make themselves approachable.

Handouts should be adequately provided.
5.8.5 The Need for Evaluation of Library User Education

It is important to evaluate the library user education programme so that its effectiveness is assessed. Areas of weakness could be identified and improvements made. Evaluation would also enable the librarians to ensure that objectives set out are achieved since the performance of the library user education programme is assessed and the necessary adjustments made.

5.8.6 Staffing

Adequate and trained personnel are needed in the provision of library user education. They would competently and effectively implement the library user education programme. The library users in turn would be confident when consulting the librarians because they will be handled in a professional manner whereby they will feel appreciated and their information needs satisfied.
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APPENDICES

QUESTIONNAIRES

QUESTIONNAIRE FOR LIBRARIANS IN - CHARGE

NAME OF LIBRARY: ____________________________

NUMBER OF REGISTERED USERS: ______

COLLECTION SIZE: __________________________

Instruction

Please tick appropriately where ticking is required.

1. Which of the following services and facilities does your library provide? Please tick the ones provided by your library.

a) Lending services  

b) Reading facilities  

c) Reference services  

d) Reservation Services  

e) Photocopying services  

f) Outreach services  

g) Other services (specify) __________________________

2. What obstacles, if any, do you encounter in the provision of the services indicated above?

i. __________________________

ii. __________________________

iii. __________________________

iv. __________________________
3. What methods are used in publicizing the services provided?
   i. 
   ii. 
   iii. 
   iv. 

4. a) The public library is rarely associated with library user education. Do you agree?

   YES ☐ NO ☐

   b) Please give reasons for your answer in question 4a) above.
   i. 
   ii. 
   iii. 
   iv. 

5. Do you offer library user education in your library?

   YES ☐ NO ☐

6. If answer to 5 above is YES, what are the objectives of your library user education?
   i. 
   ii. 
   iii. 
   iv. 
7. Which of the following methods do you use in the provision of library user education?

- Guided Tours
- Lectures
- Handouts
- Library sign postings
- Other (specify) ________________________________

8. How often do you provide library user education?

- a) Daily
- b) Weekly
- c) Monthly
- d) Quarterly
- e) Half yearly
- f) Yearly
- g) Other (specify) ________________________________

9. What obstacles, if any, are encountered in the provision of library user education?

i. ____________________________________________

ii. ____________________________________________

iii. ____________________________________________

iv. ____________________________________________

10. What recommendations would you suggest in making the user education in public libraries more effective?

i. ____________________________________________

ii. ____________________________________________

iii. ____________________________________________

iv. ____________________________________________
QUESTIONNAIRE FOR USER SERVICES LIBRARIANS

NAME OF LIBRARY: ____________________________________________

Instructions

Please tick appropriately where ticking is required.

1. Do the library users use the tools provided by the library for information searching e.g. the catalogue?

   YES ☐ NO ☐

2. What obstacles, if any, hinder effective utilization of the library resources by its users?
   i. __________________________________________________________
   ii. _________________________________________________________
   iii. _________________________________________________________
   iv. _________________________________________________________
   vi. _________________________________________________________

3. a) Do the library users consult you when trying to retrieve information?

   YES ☐ NO ☐

b) If the answer question 3 (a) above is YES, what kind of help do they seek from you?

   i. To show them where to locate books on the shelves ☐
   ii. To show them how to use the catalogue ☐
   iii. To answer some reference questions ☐
   iv. Other (specify) _________________________________________
4. Does your library adequately publicize its resources and services?

   YES ☐   NO ☐

5. What methods would you recommend for effective awareness of the public library services and facilities?

   i. ____________________________________________
   ii. ____________________________________________
   iii. ____________________________________________
   iv. ____________________________________________

6. It is observed that library user education in public library has not been realized as a need to its users. Do you agree?

   YES ☐   NO ☐

7. Please give your reasons for your answer in question 6 above.

   i. ____________________________________________
   ii. ____________________________________________
   iii. ____________________________________________
   iv. ____________________________________________

8. Do you offer library user education in your library?

   YES ☐   NO ☐
9. How would you rate the library user education provided by your library?

i. Effective

ii. Fairly effective

iii. Rather ineffective

iv. Very ineffective

10. What recommendations do you suggest for more effective library user education in public libraries?

i. ____________________________________________________________

ii. ____________________________________________________________

iii. ____________________________________________________________

iv. ____________________________________________________________

11. Which library services and facilities do you use?

a) Interlibrary loan services

b) Other (specify) ____________________________________________

12. What obstacles, if any, do you face in using the library facilities?

a) I do not know what services or facilities are offered by the library

b) I do not know how to use the services or facilities offered

13. Did you visit the library today?

a) To look for a book I need

b) To read my own books

c) To check on what the library stocks

d) Other (specify) ____________________________________________
LIBRARY USERS’ QUESTIONNAIRE

Instruction

Please tick appropriately where ticking is required

1. Are you aware of the services and facilities offered in this library?

YES □  NO □

2. Which library services and facilities do you use?

a) Reading library materials □
b) Borrowing library materials □
c) Reference Services □
d) Internet Services □
e) Photocopying services □
f) Other (specify) __________________________

3. What obstacles, if any, do you face in using the library facilities?

a) I do not know what services or facilities are offered by the library □
b) I do not know how to use the services or facilities offered □
c) Other (specify) __________________________

4. Why did you visit the library today?

a) To look for a book I need □
b) To read my own books □
c) To check on what the library stocks □
d) Other (specify) __________________________
5. What library resources do you use?
   a) Books and pamphlets
   b) Special collection (e.g. Africana, Kenyanna, Government publications etc)
   c) Newspapers and periodicals
   d) Other (specify) ______________________

6. Are you generally able to locate the information you need in the library?
   YES ☐   NO ☐

7.a) If the answer to question 6 is YES, how do you locate the information you need?
   a) I check in the catalogue ☐
   b) I check on the shelves ☐
   c) I ask for the librarian's assistance ☐
   d) I ask for a friend's assistance ☐
   e) Other (specify) ______________________

7.b) If the answer to question 6 above is No, what hinders you from locating the required information?
   a) I do not know where to get the materials I need ☐
   b) I am afraid of asking for assistance ☐
   c) Other (specify) ______________________

8.a) Have you ever been taught how to use the library?
   YES ☐   NO ☐
b) If the answer to question 8 a) above is YES, where were you taught?

a) Primary school
b) Secondary school
c) College/University
d) Other (specify)

9. Were you instructed on how to use the library resources and facilities when you joined the public library?

YES ☐ NO ☐

10. a) Do you think library user education would improve your effectiveness in the use of the library?

YES ☐ NO ☐

b) If the answer to question 10 a) above is YES, what aspects/area of the library would you want user education given?

________________________________________

________________________________________

________________________________________

________________________________________