

CHALLENGES EXPERIENCED BY GRADUATE STUDENTS IN THE
SEARCH FOR INFORMATION IN ACADEMIC LIBRARIES:
A CASE OF KENYATTA UNIVERSITY POST MODERN LIBRARY, KENYA

BY

MONICAH MUKAMI MUGO

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Declaration

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

Candidate signature_____Date_____

Monicah Mukami Mugo

E08/OL/14030/2011

Department of Library and Information Sciences Kenyatta University

This research project has been submitted for examination with my approval as a university supervisor.

University Supervisor, Signed_____

Dr Kamau Maina, PhD,

Department of Library and Information Sciences Kenyatta University

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Dedication

This project report is dedicated to my late father Peter Githire and my mother Mary Wanja.

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Abstract

Past studies done on library graduate user needs have revealed that although graduate students are assumed to know how to utilize library resources this is usually not the case as results have shown that, they are faced with enormous challenges in information seeking. It is through such studies that gaps are identified and filled in the libraries. This study was carried out in Kenyatta University Postmodern library. The purpose of this study was to find out what the information needs of the graduate users are and how these needs are met at the Postmodern Library. Descriptive survey research was used. Data was collected using questionnaires for the graduate and analyzed using SPSS version 20 for window. The study established that graduate library users were generally satisfied with the postmodern Library resources and services. Although library books were found to be outdated in some areas majority of the respondents indicated that they were satisfied with both the print and electronic information materials. However there were areas which were found to be quite wanting in one way or the other and which caused some level of dissatisfaction. These included insufficient electronic databases, inadequate information seeking behavior, outdated books, insufficient time, insufficient computer terminal, slow connectivity etc. The study recommended various practical steps to satisfy their clients' needs. These were Proper user training programmes, regular evaluation of library services to the graduate users and better library practices.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

Presented in this chapter are the background to the study, statement of the Problem, purpose, objectives, research questions, scope, delimitations as well as assumptions of the study

1.1 Background

Information is a resource that is naturally needed in all human endeavors and that is very crucial to the development of a nation, without which there would be no society. Thus, it is now commonly observed that the material prosperity of a nation is linked almost directly to its information wealth.

The library is the most widely used source of information available to literate societies.

Librarians must therefore be aware of the kind of information that their users seek and how it can be obtained. In the current information age, not only quality of service is important but also the ability to move forward and adapt to the changing needs and expectations of customers govern the survival of any library. The last two decades has seen the quality management approach gaining a foothold also in the service sector including academic libraries. In both the public and private sectors, libraries are service organizations and as such, they exist in dynamic environment where the demands of the users seem to become ever more difficult to meet.

University libraries functions should always be guided by the values and principles that have been the library's bedrock for decades. These are the Ranganathan's five laws of library science which assert that a library should be measured by the extent to which it:

- i. selects resources on the basis of user needs;
- ii. organizes resources so that they may be identified and accessed to meet efficiently user needs efficiently;
- iii. promotes and exposes resources to potential users, engages its users in an ongoing dialogue regarding evolving users needs; and
- iv. responds to social and technological trends affecting higher education

The Kenyatta University Post Modern Library is committed to accept challenges and deliver results that enhance quality of service to meet the user needs through selecting and acquiring up-to-date information resources in all formats that are relevant to the information needs of the university community. These Information resources are then organized using internationally accepted standards such as Library of Congress Classification Scheme to allow easy retrieval.

The library has establishing and maintained wide range of services that will support the academic programs of the university and encourage optimum exploitation of the library resources. This includes adopting information dissemination and promotion strategies like current awareness services and selective dissemination of information to ensure optimum utilization of available resources

The library has highly qualified, experienced and dedicated staff who are well versed in the area of library and information sciences. They provide high quality services to the users of the library by continuously building the information literacy skills of the users through conducting user education and instruction using a variety of methods. As Information literacy has become vital to effective functioning in today's world, academic libraries have the responsibility of ensuring that the specific information and reference needs of their clients are adequately addressed. Clients require skilled assistance to locate information relevant to both their perceived and real needs.

The library has also intensively adopted information communication technologies that enable provision of effective and timely information services to the diverse users through the use of online services such as current awareness, document delivery and use of online journals and online reference services. This has made information resources accessible to the university community in an efficient and effective manner

The Post Modern Library boasts of a wide range of up to date information resources in its collection both in print and in electronic format. It also has of a large reading space which is capable of holding a large number of readers at the same time. The library has a good number of high-tech computers and other electronics which enable clients to easily access on-line databases. The library personnel are also highly trained in all the areas of information management and a good number are professionals in their field.

The Postmodern Library serves various functions in Kenyatta University. To begin with, it acts as an enabling force for learning. The library supports learning in that it provides the right information resources to students and this enables them to complete term papers and research projects. It also provides lecturers with information materials from which they can base the lessons they give in class.

Secondly, the Library provides an environment in which creativity is fostered as it acts as a center for creation and recreation of academic activities. The library promotes the dissemination of information as well as enables networking between researchers and other information users

1.2 Statement of the problem

Kenyatta university Postmodern library is central to all the academic programmes of the university. It is in fact the heart of the university academic undertakings since it caters for the information needs of all the students, staff and researcher from all departments in Kenyatta University. This is common to most university libraries as suggested by Issa (2011)

That due to its nature, orientation and philosophy the university library is saddled with the onerous responsibility of catering for the diverse and ever-changing informational, educational, socio-cultural and recreational needs of the entire members of its community of operation. University libraries all over suffer the most neglect in terms of funding and support from parent organizations. This is despite the fact that they play a major role in supporting the learning, teaching and research activities of the parent institution.

Information needs of all library clientele can only be offered effectively if librarians are aware of all the programs being offered and the new ones to be added. However because of the financial neglect Libraries are not able to organize and provide resources relevant

to user needs more so to the graduate students who require more refined and personalized services (pg.4).

According to the library users registration statistics graduate students pursuing their master and doctoral programmes make quite a big percentage of the total users. Their areas of interest are as diverse as the diverse departments and programmes being offered at Kenyatta University. The sad reality is that this diversity has made it almost impossible for the library to effectively provide the required services as may be required. Furthermore the university library suffers the most neglect in term of funding and operational neglects. This is despite the fact that provision of needed information at the right time and format to its users is central to its existence. Graduate user are usually very busy people who have to balance their time between work, family and their studies , hence the library should be very sensitive to their needs by providing accurate and timely services and Librarians must be aware of the kind of information being sought and how it can be obtained. Users should be able to access information within the shortest time possible and at their own convenient time. The role of the library should therefore be to repackage information to the most desired format and ensure that graduate users are well equipped with the relevant literacy skills in order to be able to efficiently carry out research. Against this backdrop therefore, this study investigates the challenges that graduate users face in meeting their user needs. The study establishes what constitutes the information needs of the graduate users; the services and resources that are available in the library for meeting these needs; and how the users access these resources.

1.3 Purpose of the study

Librarians often think they have a good understanding of graduate students needs through interactions at the reference desk and through provision of information materials both print and online. This is not usually the case and there is need to recognize that in the recent past there has been great shift in the ways students and researchers in the universities seek and use information. The libraries therefore need to be more proactive in attempting to understand these changes and be practical in meeting their clientele's needs.

Information needs and information use at the university is likely to be affected by factors such as the mode of study and the time available , information explosion both in print and in digital

forms, and the level of study. The purpose of this study is to gather information about graduate student's information needs, their priorities and how well equipped they are in establishing effective information seeking strategies during information searching and the constraints that they encounter in trying to meet their needs.

1.4 Objectives of the study

1. To identify the information needs of the graduate users at the Postmodern Library
2. To identify how their various information needs are met
3. To evaluate how well the Postmodern Library is meeting the needs of its graduate users

1.5 Research Questions

1. What are the information needs of the graduate users at the library?
2. How are their various information needs met?
3. What challenges do the graduate library users encounter in carrying out their research work?

1.6 Basic assumptions of the study

The study assumes that there exist a number of challenges in meeting the informational needs of graduate students at the Post Modern University Library. This affects the quality of the research output as well effective use of the library resources

1.7 Significance of the study

Kenyatta University is increasingly developing new programmes and departments. This has increased the number of graduate users being enrolled for various graduate studies,hence, the need for the library to rethink the approaches used to effectively deliver services to the users . It is hoped that the findings of this research will be significant in helping the library management and the library staff to understand the changing library users' information needs and seeking

behaviour. This will help the library to design programs and services that will meet these needs. The information gathered will be very useful reference for re-examining and re-appraising the library services and resources

On the other hand the graduate students will benefit from getting proper training on information searching and will accelerate the rate at which they will complete their assignment and research work. It will also help the graduate student in producing quality intellectual output, which will also raise the university ranking among other universities in the world.

The study will form a basis for further research and the findings will add to the world knowledge in the area of user needs assessments.

1.8 Scope and limitation of the study

This study was limited to Kenyatta University Post Modern because Kenyatta University is one of the fastest growing Universities which attract graduate students from all over the world. In line with this the Post Modern library need to rethink its services to this category of special users. This means that the library has to evaluate their users' needs in order to come up with relevant graduate programs. This meant that there were many complexities involved in the study for the researcher to include other similar organizations in the study. The study was further limited to the graduate users who come for information literacy classes at Kenyatta university library only. This is because of the limitation of time and the fact that they were already many enough for the purpose of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on graduate students information needs and the challenges of meeting these needs at University libraries: a case of Kenyatta University Library, Kenya. This is in regards to identifying what specific graduates needs are and how this needs are met and identifying the various possible ways that exist in helping the users overcome the many challenges encountered in seeking for relevant information.

2.1 Role of the library

Universities are seeking to play a key role in the research and development process. An important element in the research process is the accessibility of information resources and services provided by libraries. Postgraduate students are key producers of research in universities, and an important element in their research process is the access to information and therefore quality of the library system is key in determining the quality of the research output of any university.

The library function is therefore to serve as a base of operations for access to information and resources. This is more so for the graduate students who are pursuing masters and doctoral programmes. The library is key to successful life of leaning and research. Graduate students who successfully utilize library resources effectively find their learning life less stressful and vice versa for those that are not able to utilize library resources successfully Therefore it is important that any institution of higher learning should have well organized libraries that will enable the library user carry out their research with ease. According to Kuh & Gonyea (2003)

It is hard to imagine a university without a library, as this is core to student lives. Most universities are gauged by the size of their library, meaning that libraries are very important to a successful learning life of a student (pg.1).

Academic departments and faculty always assume that graduate students undertaking various programmes in their departments already have the necessary skills from previous training

acquired during their undergraduate studies. This usually not the case and libraries have realized that regardless of their prior experience, these students have high level information needs for graduate study and research and often requires advanced instruction to build the sophisticated set of skills they need to be successful in their coursework and research. In ensuring that graduate students are adequately prepared for these demands is critically important that libraries intervene by ensuring that the time taken to achieving a degree, is short. This is achieved through ensuring that graduate students are well trained in the field of information literacy early enough as they start their academic work and introduction of high quality programs that ensure effective research and learning for the graduate students. According to Convert-Vail (2012)

Graduate education programs at research universities, through the curricula, degrees, supporting services, and program offerings, are responding to challenges faced by graduate students. Research universities are increasingly concerned with building comprehensive programs for their graduate students that focus on quality of life, professional development opportunities, and alternatives to traditional career routes, in addition to curriculum and academic development. They are building communities of support, providing spaces that meet the demands of today's curriculum and technologies, creating forums for students to present research, and developing opportunities that foster both independent and collaborative work. Universities are also working to help graduates compete in a global economy. Pressured to keep down costs, and facing competition from for-profit higher education, universities are developing new models for maintaining high-quality services and high productivity (pg.4).

Academic libraries must acknowledge that they now reside in an increasingly competitive Marketplace and should react accordingly. One form of response is the adoption of a more patron-centric, rather than collections-centric, orientation for a library. Traditional measure of libraries, such as size of collections and circulation statistics, fail to articulate or demonstrate the impact and value that an academic library offers its host institution. Rasul & Singh (2010) suggested that university libraries play a significant role in supporting research.

University libraries do not just store books and journals and offer space for student learning, but they also provide systematically digitized information. University libraries, as they become more and more digitized, will play an important role in offering a greater support service for young professors and PhD students which will help in the development of their academic careers. In the present times research is taking on increasing importance in universities and colleges. This is more now because universities are making larger allocations for research and the fact that ranking of university is based on their research outputs. In order to satisfy the stakeholders of academic libraries, the role of academic libraries in facilitating research have to be reexamined. In doing so, academic libraries could provide more effective services and supports to their users (pg.76).

Libraries and librarians play a crucial role in the academic life of a graduate student. They assist graduate students in determining how to begin and proceed through the literature research process, alleviating the associated anxiety many students experience along the way. Embedding librarians in the graduate programs serves to achieve their goals for teaching information literacy, lessened student anxiety, and improved relations with academic departments.

Librarians are also placed with the role of to teaching graduate students information literacy so as to increased their skill level and create confidence associated with using the library. They should assist graduate students in determining how to begin and proceed through the literature research process, alleviating the associated anxiety that many students experience along the way. In doing this, librarians establish meaningful relationships with those they serve and become a trusted partner, consequently fulfilling the students' affective needs that are commonly overlooked. As Stated by O'Clair (2013)

The benefits of a research librarian who supports subject-specific, graduate level information literacy and the plethora of services available and supported by a research library needs to be clearly articulated and actively established within the user community". This can be achieved in a variety of ways, including orientations, workshops, and a physical presence in the department. Librarians have the best chance of being successful in their efforts if they meet graduate students at their greatest points of

need , which usually occurs early, often during the first year of study Moreover, targeted and tailored services have the highest likelihood of being well-received and ultimately successful (pg. 338).

Information literacy programs efforts will come in handy to address issues and the many challenges faced by graduate students in that it will not only increase their information searching skills but also increase their confidence in research work, such programs should always target the unique needs of graduate students in order to increase proficiency and help students feel more effective and efficient in their information seeking

2.2 Information seeking behaviour of graduate students

In the context of this study, information behavior will be considered as it applies to graduate students as they seek, search for, and use information to support their scholarly endeavors, focusing primarily on those who visit Kenyatta university library in the course of their study during the period of the study.

Graduate students often begin their scholarly works by meeting with academic advisors. This is the people who provide them with the directions towards achieving their goals through general guidelines. The academic advisors also recommend to them that they should visit the library for more information. Graduate students also gather a lot of the needed information from other students. The library staff is the most resourceful sources of information when it comes to undertaking any research works. The Internet also play a major role in the life of the graduate student although students continue to use print resources for Convenience and for lack of sophisticated skills required in carrying out online searches

Factors that influence the way graduate user search for information includes convenience, speed and time restrictions; knowledge of services and sources; and course requirements

Wilson (1999) defined information behavior as “Those activities a person may engage in when identifying their own need for information, searching for information and using or transferring that information (pg.249).

Each of the steps that one uses while going through the information seeking behavior process is called search strategy. This may include asking a friend, visiting the or using one's personal library or other resources. Some information seeking behavior may require only one strategy while others may require many strategies depending on the complexity of the issue at hand. For a strategy to be successful it must end with the finding of all the needed information, resulting in satisfaction of the user's information need. Some information seeking behavior may require many strategies with the user calling upon a variety of information sources because the information need is not thoroughly satisfied.

Graduate students have information needs that are often very different from those of undergraduates. These needs can be more sophisticated and complex and are usually dependent on discipline of study and level. Lack of awareness of library resources and services available also determines the level of information access; and the ability to use information retrieval tools in the library can greatly determines the use of resources and services

Graduate students are usually faced with many challenges in seeking for the required information in library because they simply shy off from asking for what they need from librarians or simply the librarians assume that they are already familiar with library resource from their experience as undergraduate. Understanding the information seeking behaviors of graduate students may better equip librarians, faculty, doctoral supervisors and administration to help shape those behaviors by offering appropriate and needed services and instruction. They should know their disciplines and how to engage in the research process far more adeptly than undergraduate students.

2.3 Information needs of graduate students

Graduate users information-seeking behavior results from the recognition of some need, perceived by the user. Users fulfill their identified needs by adopting several forms of behaviour, i.e. the user may decide to use formal systems like libraries or alternatively, the user may seek information from other people, rather than from information systems. In any of the above cases of information-seeking behavior, failure may be experienced therefore user needs must be well

defined in order to facilitate effective interaction of the user with the exact resources that will help them satisfy the expressed needs. According to a survey conducted by Critz et al. (2012) on a series of focus groups among PhD students recounts that

Graduate students struggle with their identity as scholars: while they have progressed beyond their undergraduate studies, they have not yet reached the level of scholarship that is expected of faculty. The graduate students interviewed showed a lack of information literacy, as well as overestimating their information skills. They were also hesitant to ask librarians for help even if they felt they needed it. Hence the survey determined that librarians need to reach out to graduate students in order to develop a trusting relationship. Working through faculty advisors may be helpful, but it is not always fruitful, so direct contact is also recommended (pg. 531).

The survey further examined how the need for information literacy training has evolved with the emergence of electronic access. After 15 years, this point has become even more valid considering the facts that graduate user needs usually vary from Judging the quality of information, Learning the available resources, Understanding how to search effectively and Using information responsibly through proper citing and referencing and avoiding plagiarizing published works

Graduate users therefore require the sophisticated use of specialized information sources, and involve synthesis of information from various stages of the scholarly communication process, that is, from primary, secondary, and tertiary sources. Library instruction for graduate students must address this complexity. When developing library instruction programs for graduate students, it is important to keep in mind that students will have varying levels of expertise with library research, that they need to develop specialized skills and abilities, and that they may not be aware of what they need to learn.

The information needs of graduate students are often overlooked. Academic departments and faculty assume they already have the skills or they will acquire them on their own, librarians on

the other hand assume that they learn this skills in class or through the faculties but as stated by Rempel (2010)

Faculty may not have the expertise required to teach the advanced information research skills that most graduate students need. Libraries also may overlook the needs of graduate students, because their attention is often focused on teaching undergraduates basic research skills (pg. 534).

Graduates Students undertake a more complex nature of research and hence have a higher-level of information needs and must therefore possess an advanced set of skills, including the ability to comprehensively search the literature, and this requires more advanced instruction than what is provided and necessary at the undergraduate level. Consequently, it is unrealistic to assume that students entering graduate-level programs have the preparation and experience that is required to be successful.

2.4 Challenges of meeting graduate users needs

There are many problems faced by graduate students this includes problem in finding authentic information, slow speed of internet, subscription of latest journal is expensive on the internet, unavailability of Internet in the department and load shedding problem .They face problem due to lack of searching skills, lack of time, required information is not accessible to some extent. University libraries must play a key role in ensuring that these problems are overcome at whatever cost. Furthermore the number of graduate students has continued to increase and the mode of learning has changed a lot with introduction of open and distance learning. All these present challenges and opportunities for university libraries to think about graduate students in a new way and also present a very good opportunities for university libraries to reconsider their approach to graduate student services. Libraries must therefore think of introduction of specialized services, spaces, and instructional programming for graduate students with immediate effects for them to be able to remain relevant.

Graduate students are more interested with how fast they can be able to access the much needed information as opposed to where or from whom they can get it. Graduate students will attach more importance to locating and obtaining information, and less importance to where the information originated. Library services need to accommodate the actual abilities of scholars to locate and retrieve library material. Sometimes many graduate students take too long to complete their thesis. This is because they find it too difficult to formulate clear topics and to establish appropriate scope of their study. In fact graduate students lack of needed information literacy skills and lack of knowledge of available resources is a major barrier to the success of the graduate students. This would be very easy if only they could know how to utilize library resources effectively but unfortunately this is not the case because as stated by Clair & Clair (2013)

Many graduate students are unsure of how to conduct the extensive library research that is required, and consequently feel isolated in the process of working on their theses and in addition, they fail to recognize when they should seek input from librarians. Students who have an understanding of the literature review and who are aware of the literature research resources and tools will be better equipped to proceed through the literature review process efficiently and effectively. Librarians are optimally positioned to facilitate this understanding. They become reliable guides in this process by promoting the library's resources and providing assistance and direction to students along the way, (pg. 338)

In order for librarians to design new programs , to justify existing ones and meet expected demands, they ought to know what target groups require from the library, They need to know how the library can help them, and what obstacles prevent them from successful exploitation of library resources considering that: information needs depend on discipline of study and level; lack of awareness of library resources and services available could be a barrier to information access; and use of resources and services depends on ability to use information access tools.

Many graduate students find it very difficult to attend regular classes because of lack of time, this has led to the introduction of distance learning mode of study. However there seems to be little or no correlation between how innovatively an institution delivers distance sources and the way in which it provides library services to distance students and although many consider the library to be the heart of the university, the use of the library is often not incorporated into courses being prepared for distance learning

The situation on the grounds is that the introductions of distance learning for the graduate students in most institutions do not factor in how the information needs of the students will be addressed. This has been a great challenge to the students who are not able to access the library services as they desire.

In regard to this libraries should liaise with management and university department to ensure proper measure have been put in place to cater for the distance learning graduate users. This can be done through the development of programs that can be incorporated in the distance learning modules that ensures that graduate distance learners are well equipped with skills on use of e-resources, Alternative document delivery services and that communication networks are well placed to facilitate the above.

Libraries are now engaged more in subscribing for on line resources as opposed to the traditional book which the users were more familiar with, this does not completely solve the problem because up to today many users find it easier to read books than it is to read on computer screens and as suggested by Shaffer (2011)

Perhaps someday, electronic journals (e-journals) will be as easy to read as their paper antecedents. Advances in display technology could make monitors nearly as pleasing to the eyes as print and paper. Until that happens, however, many have already begun to realize and accept that, if there are indeed large differences in the ways in which paper-based information and computer displayed information are used, e-journals may never be directly comparable to their print counterparts. Each serves unique functions for multiple audiences. While reading e-journals is not the same as reading a print copy, many are beginning to acknowledge the possibility of these electronic documents (e-documents)

offering users advanced features and novel forms of functionality beyond what is possible in print, (pg.39).

As discussed earlier regardless of their prior experience, graduate students have high level information needs for helping them undertake graduate study and research. This often requires advanced instruction to build the sophisticated set of skills they need to be successful in their coursework and research. Ensuring that graduate students are adequately prepared for these demands is critically important, influencing both retention and the time to achieving a degree, Graduate students often are poorly prepared for the rigors of graduate-level research and study

Underprepared graduate students who lack effective information research skills are quite disadvantage, because they may not be able to complete the requirements for their degrees, including the thesis. According to Clair (2012)

Universities often invest enormous amounts of money, time and energy in their graduate students. Providing graduate students with adequate resources and support, including the library, is required for protecting and increasing return on these investments and involving a librarian can help to reduce graduate student attrition and improve degree completion rates (pg.342).

This then means that the first year of graduate study is the best time to establish contact with graduate students to help them become proficient in their information seeking activities. Therefore libraries and academic departments should work hand in hands to develop these essential skills in their graduate students as early as possible

Many studies done on graduate students have revealed that they lacked the information literacy skills required for graduate-level study, They seek and acquire information in a somewhat random fashion, they recognize that their advisors and instructors feel it is important to search the literature comprehensively and cite all relevant articles, yet some of these same students do not find it important themselves and despite the fact that students feel comfortable with the

library's physical space, most are apprehensive about seeking assistance from library professionals and prefer to ask for help from other sources e.g. the more experienced peers In addition, graduate students are often unaware of the library's resources and services from which they would benefit. Other challenges faced by graduate students are they lack a clearly defined topic of research, they do not know how to Establish an appropriate scope for their topic . Graduate students often do not fully understand the nature and purpose of the literature review, a major component of the thesis. Many graduate students are unsure of how to conduct the extensive library research that is required, and consequently feel isolated in the process of working on their theses, according to Rempel (2010)

Librarians are optimally positioned to facilitate this understanding and with time they become reliable guides in this process by promoting the library's resources and providing assistance and direction to students along the way as they conduct their researches during literature review, (pg.534).

2.5 Solutions to challenges of meeting user needs

Libraries should embark on aggressive user education programmes which will ensure that graduate users are well equipped with relevant skill on how to effectively and responsibly utilise library resources. At the postgraduate level, detailed instruction in methods of searching and formulation of clear requests is necessary. At this level user education should be organized at different information levels to ensure that the needs of all users are met. This implies that training should be organized around levels of difficulty and/or user's educational background.

(Join & Council, 2003) has defined information literate persons as: able to recognize when information is needed and having the ability to locate, evaluate and use effectively the needed information. Ultimately literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to get information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning because they can always find the information needed for any task or decision at hand

Research libraries should put emphasis on planning user-oriented programmes which provide a more responsive, accountable service. This calls for thorough knowledge and understanding of the user group to be served. In order for librarians to design new programmes, justify existing ones and meet expected demands, they ought to know what target groups require from the library, how the library can help them, and what challenges prevent them from successfully exploiting library resources. This is based on the facts that information needs depend on discipline of study and level lack of awareness of library resources and services available could be a barrier to information access; and use of resources and services depends on ability to use information access tools

Graduate students are important members of the university, and can be attracted to an institution by the quality of subject collections. This can easily be seen with Kenyatta University Library that attracts students from all over the world.

As mentioned by Clair (2012) in *Academic Collections in a Changing Environment*, graduate students are heavy users of library resources that cover the important core areas of their field, the influential works, and the theory of the discipline. The currency and level of specialty of materials will depend upon the subject and nature of the graduate degree. Graduate students are better equipped to find their way around the technological maze of today's libraries, but still require assistance from librarians

It is important then that librarians must find out the information needs of graduate students, investigate the main sources of literature they consult, and establish whether students have had any instruction in library use. Most graduate students lack basic skills on how to use Kenyatta University library services and resources due to lack of adequate training in the use of the library and that some of the students are not aware of the services the library can offer them. Marketing library services could make more students aware of available services and how they could be of benefit to them.

Several methods can be adopted to provide graduate user oriented services and many research libraries have assigned or hired an individual librarian to create and guide programs designed for graduate students. These are people whose core business is dealing with their issues and seeks to create broad-based services. In many circumstances these people may work in partnership with subject specialists, as a way of ensuring that services provided are in line with specific subjects needs for a given user group.

Covert-Vail (2012) has highlighted the following approaches for achieving graduate user oriented services

2.5.1 Research Library Services for Graduate Students

Graduate user program managers usually seek to create a broad based user services for the customers. As they do this they should work in partnership with subject specialists so as to provide a set of services and insights that will help aids better service delivery to the users. In organizations with a dedicated graduate student librarian role, the position is usually located in public services or instructional services, rather than the subject specialist unit. In some instances, graduate librarians exist as a department of one. Regardless of where the position is situated in the organization, one benefit of identifying a specific role is that of coordination—the position provides a point person who can work directly with academic departments and other centralized university services that support graduate students, and they can serve as a bridge between the graduate student population and subject librarians. These individuals initially take on much of the lead role themselves and can be responsible for outreach as well as the creation of elective courses or library modules for other campus partners. The position is “as much about developing services as developing colleagues’ awareness and skills.” In other cases, they extend themselves to librarian colleagues and provide training and development on skills that are then useful to the graduate population. Some graduate student librarians come with an experienced instructional background and parlay that into creating instructional modules that subject librarians can insert into their own teaching and outreach.

2.5.2 Graduate Student Services Committee

Some organizations have created graduate student working groups empowered to further assess graduate student needs and develop programming and even spaces in response. Some libraries have intentionally chosen not to create a specific position, based on the philosophy that graduate student services need to be woven throughout the organizational structure, especially within the subject selector/liaison construct. This model usually results in the creation of a graduate student working group (or committee) with broad membership, consisting of both subject and domain specialists. It often oversees graduate student assessment, develops new graduate-based instructional and informational programming, standardizes communication and outreach tools and messages, and integrates graduate student services within the subject specialist environment.

Subject Librarian Redefined and Support Infrastructure

Another approach is to broaden the role of the subject librarian or create a new layer of support infrastructure. Meeting the full spectrum of graduate student needs requires both subject specialists and programmatic or domain specialists, including instructional services, scholarly communication, IT, data specialists, and even basic information literacy. At one institution, for example, the scholarly communication librarian and the subject specialist work together to develop authors' rights and publishing workshops for graduate students. Other organizations are building new skills directly into the subject librarian role, with expectations of technology and information management skills, scholarly communications expertise, and a stronger focus on outreach to users.

2.5.3 Develop instruction programs to meet these needs

Graduate students have unique needs with respect to library research, and it can be challenging for librarians to develop instruction programs to meet these needs. Graduate students typically take fewer courses than undergraduates, which mean fewer opportunities to integrate instruction into graduate-level courses. One solution is for librarians to develop non-course-based, non-mandatory instruction programs, in an attempt to meet the information literacy needs of as many graduate students as possible

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter gives an overview of the research approach adopted in the study. It discusses the research design, location of study, target population, sampling techniques and sample size, research instruments, pilot study, data collection procedures, data analysis and finally the ethical and logistical considerations.

3.1 Research design

A research design is the scheme, outline or plan that is used to generate answers to research problems. The choice for a research design is made for a variety of reasons, some of which are functional and realistic Orodho, (2012)

Descriptive survey research design method was used in describing the current status regarding graduate students information needs at Kenyatta University, the challenges they face and the role of the library in helping the graduate users overcome these challenges.

3.2 Location of the study

The study will be conducted in the Kenyatta University Post Modern Library .This is because the library is one of the biggest academic libraries and serves quite a large number of graduate students in the various programmes and degrees offered by the university.

3.3 Target population

Target population is defined as that population to which a researcher wants to generalize the results of study Mugenda (2003). The target population in this study was 135 graduate students of Kenyatta University drawn from the school of education department of library studies and the department of educational foundations. These comprise one of the largest groups of graduate information users of the Kenyatta University Post Modern Library.

The target population consisted of both full time and part time graduate students who came to the library for various services and also for literacy training programmes. The programmes of study included all the programmes taken in Kenyatta University.

3.4 Sampling techniques and sample size

In performing research, it is often impossible, impractical, or even too expensive to collect data from the whole population. Hence a smaller number of units, called a 'sample', is often chosen to represent the relevant attributes of the whole population'. Sampling is simply preferred economic advantages such as reduction of time of a study and cutting research costs. Sampling also allows better supervision and record-keeping and above all it produces more accurate results. In other words, a sample is a portion of the whole population that forms the respondents to a study. Out of the total population, an eighth sampling approach was used. The purpose for this was to produce a sample that would reflect the total graduate students population in the school of education. Out of a target population of 135 students in the department of library studies and educational foundations a sample of 45 students was drawn (**see table I**). The sample was selected through random and purposive sampling from the target population. The principle of simple random sampling is that every subject has the same probability of being chosen. I have chosen this sampling technique because it allows for an unbiased random selection of individuals. This is especially crucial in the case of a large number of samples being drawn; the average sample would accurately represent the population.

The population of Kenyatta university graduate students and faculty is too large and therefore prohibitive in terms of the cost of the study as well as the time taken to conclude the exercise. It would be cumbersome to carry out research on each of these individuals to obtain an accurate result.

Table 1: Target Population

Category of users	Total Registered	Sample Target
Masters students	90	30
PhD. Students	45	15
Total Students	135	45

3.5 Research instrument

The study used questionnaires to collect data. This is because questionnaires allow accessibility to the target population and enable the researcher to get responses from a relatively large population within a specified time limit. The questionnaires were used to collect data on how graduate students access information resources in the library, the challenges they face and the effort put in place by the library to ensure that resources are a limitation by reducing the biases incorporated in the researchers suggested responses included in the close ended questions.

The researcher considered self-completion questionnaire as the most appropriate approach for data collection as compared to a guided interview. The justification for using self-administered questionnaires was that the respondents consisted of highly literate students who easily understood their problems and how the library system works.

3.6 Pilot study

A pilot study is a small study conducted in advance of a planned project. It helps in identifying potential problems that may occur in the actual research. The main purpose of conducting the pilot study is to test the research instruments reliability and validity. It also helps to revise the methods and logistics of data collection before starting the actual research. I conducted a pilot study at during one of the literary class for graduate students from the school of pure and applied sciences where by a population of fifteen (15) students was used to test my instruments which in this case was the questionnaires.

3.7 Data quality control

3.7.1 Validity

This is the accuracy and meaningfulness of inferences, which are based on the research results. It is a measure of the degree to which the result obtained from an analysis of the data actually represents the phenomenon under study. The validity of the questionnaire was determined based on the results of the pilot study which mainly focused on the objectives of the study which were the variables under investigated.

3.7.2 Reliability

According to Mugenda (2003) the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Therefore it is the degree of accuracy or precision in the measurement made by the research instrument. Before the questionnaires were administered to the respondents, they were tested and re-tested using similar samples from a faculty not included in the study. The researcher pre-tested the questionnaires with other not targeted for this study. The pretest was instrumental in assessing the strengths and weaknesses of the questionnaires and it ensured that all pertinent variables were included. At this stage, several modifications were made to the instruments to remove ambiguities and to improve the flow of the questions. The final version was administered to the selected sample of graduate students

3.8 Administration of the Questionnaires

A covering letter explaining the purpose of the study was attached to the questionnaire (**see Appendix A**). This introduced the study to the respondents, whereby an introduction statement at the top of the questionnaire guided the respondents on how to answer the questionnaire and gave them the necessary assurance of confidentiality of the matter. This created a good rapport between the researcher and respondents and consequently enabled the researcher to gather get sincere and honest responses.

Copies of the printed questionnaire for students were delivered personally to the respondents as they entered the library as well as in training rooms during literacy classes. Consequently

respondents were requested to return the completed questionnaires to a box centrally located at the circulation desk of the library. Respondents were encouraged to complete the questionnaires within a week so as to allow the researcher to pick them from the boxes all at the same time. The completed questionnaires were picked after they are appropriately and fully responded to.

3.9 Ethical Issues

Respondents were well informed that their responses were going to be treated with utmost confidentiality and information gathered would be used to help develop and improve service delivery to library users only (See Appendix A). Respondents' anonymity will be ensured and there will be no identifying marks to match respondents to answers.

3.10 Data Presentation, Analysis and Discussion

Data collected was edited, coded and analyzed. This was achieved by relating data collected to the study objectives. After coding the questionnaires, both qualitative and quantitative data were drawn out. Computations and tabulations were done to enable easy summarization of the data collected. This involved the use of descriptive statistics like calculating percentages to assist in data interpretation. Other techniques that were adopted in organizing data included use of tables, graphs and pie charts. Data was analyzed using SPSS version 20 for window by the researcher.

CHAPTER FOUR RESEARCH FINDINGS

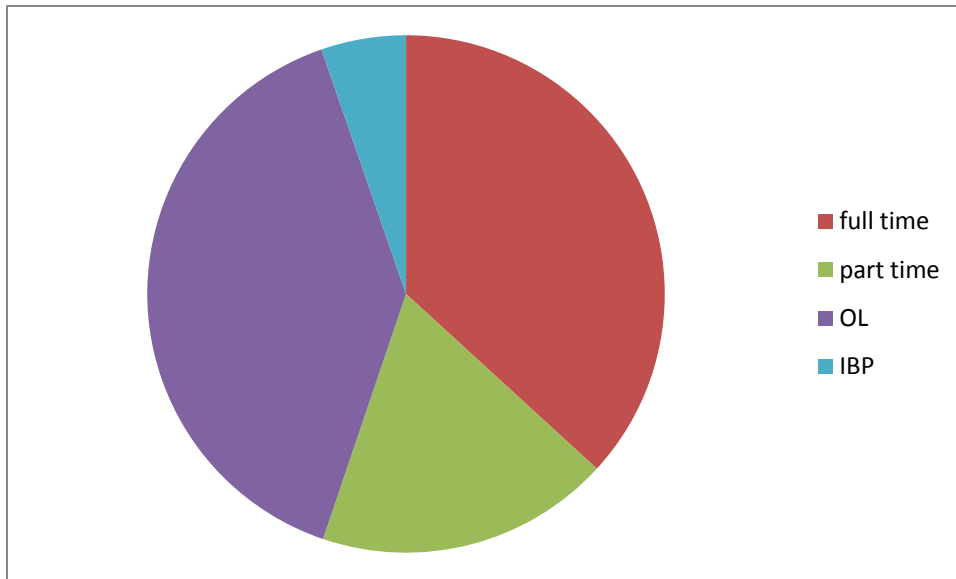
4.0 Introduction

This chapter represents analyses of the results of the research data collected from graduate students in an attempt to establish what are the information needs of the graduate users, how these needs are met at the Postmodern Library and what challenges are faced by this user in meeting their information needs. A total of 45 questionnaires were distributed out of which 38 of them were received back and were used for data analysis for this study. This was an 84% return rate. Descriptive statistics such as frequencies and percentages were used to analyze various responses from the questionnaires.

The study showed that majority of the graduate students who visited the library were master students at various levels of their studies. Out of the total number of the respondents this group comprised of 68.4% and was drawn from all the various modes of studies.

The studies also revealed that there were no post doctorate users who visited the library. Most of the graduate students indicated that they do visit the postmodern library with majority i.e. 71% of those interviewed indicating that they visit the library on a weekly basis. This could have been mainly due to the fact that most of the graduate users are out of campus due to the fact that they are either long distance learners or part time as indicated in the following diagram.

Diagram 1: Mode of study of graduate students



From the chart above, it is clear that mode of study for most graduate students (63%) is on part-time basis while only (37%) are on fulltime basis. This means that most graduate students have less time to visit the library hence they are faced with the challenge of how utilize the library resources fully given the limitation of the time they are on campus.

Majority of the graduate students who used library resources were females as indicated in the table below.

Table 2: Gender ratio of graduate users

GENDER	Frequency	Percent
female	20	52.6
male	18	47.4
Total	38	100.0

4.1 Graduate user Needs

The reasons why most of the graduate visited the postmodern library were as varied as the stage they were undertaking currently. However most of them indicated that they came for several reasons. Some visit the library on monthly basis others on weekly basis. However there were those who indicated that they used the library services on very rare occasions i.e. once a semester, the research established that the library has such a wide variety of resources and services put aside for the graduate students, Out of these services it emerged that majority of library users are masters students. Both doctorate and masters students gave reference and research as the main reason why the use the library. This is in line with the kind of assignments, projects and thesis given which require references and researching.

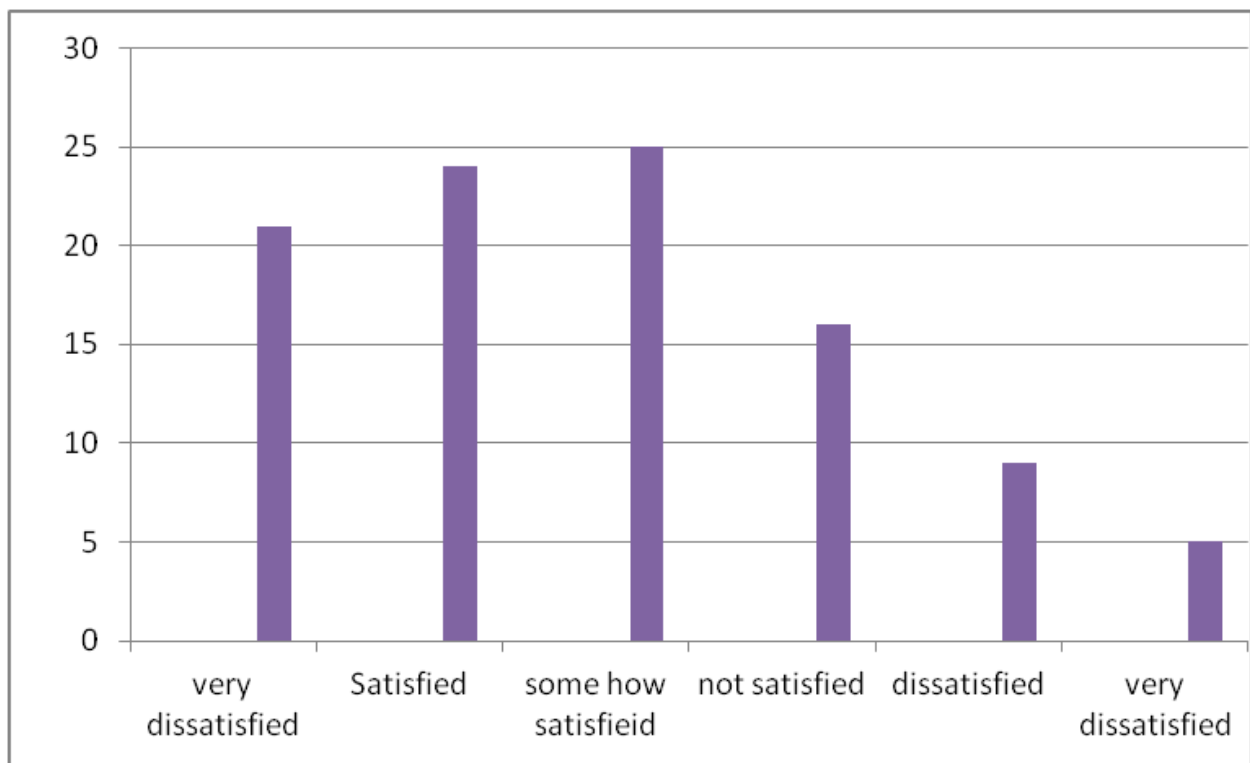
71% of the respondents indicated that they used books in the library with 55 % of these indicating that they used the online journal as a resource on weekly basis. The library catalogue was also heavily use with 66% of those who responded indicating that they regularly consulted the OPAC in search for information. However there were those library resources that were rarely or not used at all. Only 2.6% of the respondents indicated having ever used the “ask a librarian” platform as resource. The institutional repository recorded very low usage. Those who indicated as having never used some of the resources claimed to have not been aware about the resource. The table below shows some of the most sourced for library resources and services. Others were found to have negligible usage and were grouped together in one category of others.

Table 3: Usage of library resources

	Library catalogue	Subject librarians	Online journals	Books	Other
doc	8	2	7	12	6
MA	17	6	14	15	2
Total	25	8	21	27	8

Postmodern library offers a wide range of products and services. According to the study this was very satisfying to the graduate users with 73% of them indicating that they were satisfied. On probing the level of satisfaction of individual services and products majority of the graduate users indicated that most of the library services and resources were quite satisfying. This is as clearly shown by the following diagram

Diagram 2: Satisfaction of library services and Services



57% of the respondents find the library products and services relevant while 68% of the respondents find the library services up to date. In both instances majority are master students.

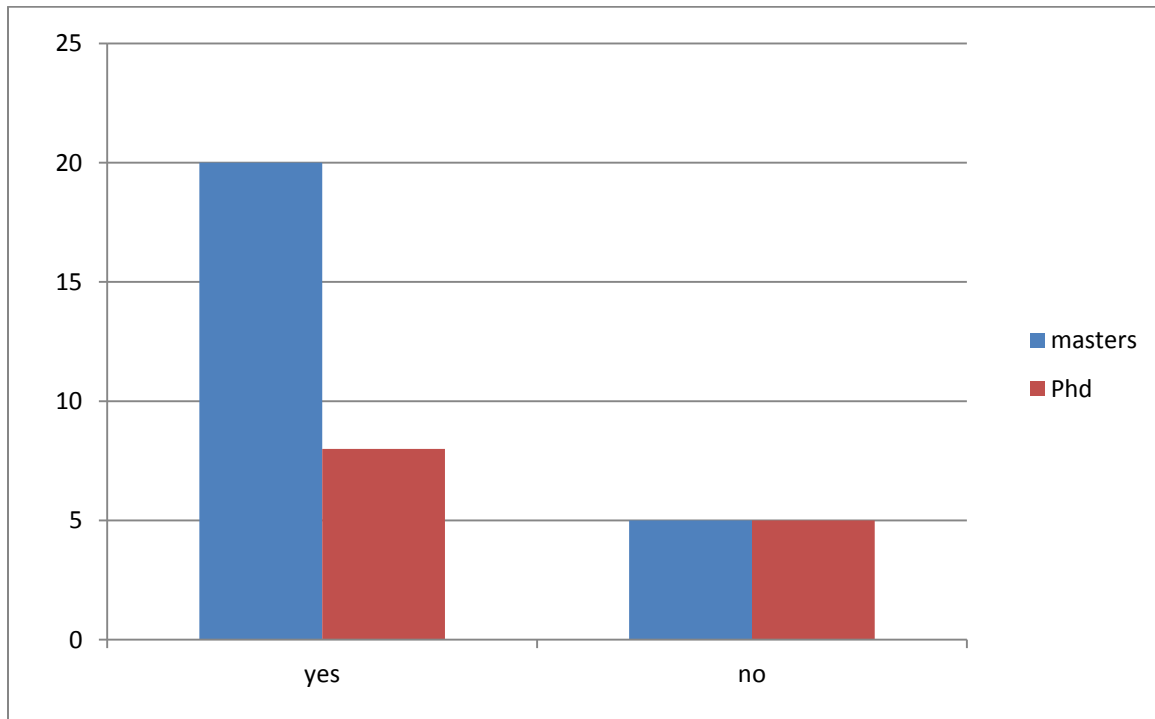
Out of the 38 respondents who use the library 66% of them find it easy to locate books and other library services. This can be greatly attributed to the fact that majority of the graduate students indicated that they had received a library orientation when they first become library users, of

which 87% found the orientation quite useful regardless of the fact majority felt that use the catalogue was more covered than the other areas which were equally important .Areas like how to conduct online searches was shallowly covered with majority indication that they were not trained on how to conduct successful search strategies.

4.2 Library orientation

When asked whether they had received any form of training on registering as library users (76%) of the graduate students indicated that they had indeed received some form of library orientation when they first came to the library. They however did indicate that this first orientation was not sufficient enough and that there was need for further training in the course of their studies. This indicates that majority of the graduates students actually go through some library orientation when they first registers as library users (see **diagram 3 below**).

Diagram 3: Graduate students library orientation



Asked whether they found the library services effective (71%) of the respondents found them useful. The main services that were found to be most effective were the library catalogue, online journals, books; however this research indicated very clearly that some resources were not effective at all. This included ask a librarian, institutional repository, printed journals, interlibrary loan services and the use of electronic journals. The table below indicates the effectiveness of the library resources as given by graduate students.

Tables 4: Effectiveness of library resources and services

Status	Effectiveness					Total
	Very effective	effective	Somehow effective	Not effective	Very ineffective	
PhD	4	3	4	0	1	13
MA	4	6	6	9	1	25
Total	8	9	10	9	2	38

4.3 Challenges faced by graduate users

In response to what challenges they faced during information seeking , 73% of the respondents stated cited outdated books in the library as the biggest barrier while seeking information in the library. While some of them also indicated that they lacked relevant books form the shelves while other suggested that books should always be properly shelved for ease of retrieval.

Majority of the graduate students indicated that they were not equipped to undertake an effective online search; they lacked the necessary skill to undertake a successful search amidst the overwhelming number of information resources available from the internet.

Most of the Graduate students indicated that they lacked adequate time to visit that library considering that majority of them are either part time or distance learning students (57.9 %)

The biggest challenge was slow internet connection especially while the graduate students were using the library WIFI. Sometimes the signal is completely lost and hence failure to access online resources. In most instances the most relevant documents were password controlled and hence majority of the users could not access them. This notwithstanding the fact that most of the graduate users are out of campus due to the fact that they are either long distance learner or part time .

The other challenge sited was the fact that majority of the online journals were only accessible to the users from within the university networks hence, making it impossible to access the same from remote places. This is a big challenge considering that about 60% of the graduate students are distance learners.

The least barrier (23%) is unhelpful library staff. This could imply that the library staffs are quite helpful in the library. 81% of the respondents suggested improvement on book collection as a solution to ensure that books are always available for use at all times.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter summarizes and makes recommendations based on the findings of the study as analyzed in the preceding chapter. The views of the researcher will also be included. The following sub topics will be used in discussing this chapter.

5.1 Graduate user needs

From the study findings it can be conclusively highlighted that graduate students constitute a considerable percentage of library users. Their main reason for visiting the library is research and hence they need to do a lot of information searching. However they are daily faced with enormous challenges in search of the much needed information. Unfortunately what comes out very clearly is that fact that despite the fact they usually undergo a library orientation program when they first arrive in the library, the orientation is not sufficient to enable them carry out their studies and research effectively. There are also no follow up training beyond the orientation and thus students are not well equipped with requisite skills to help them in information searching and use.

5.2 Information Needs and Choices

The respondents' most popular sources of information for their course work and research projects were reported to be library catalogue library books, online journals, the Internet. For them to access journal and library books, they must go beyond scanning and browsing the shelves, which proved to be a very common information-seeking behaviour for most respondents. They must learn how to use information retrieval tools such as the Online Public Access Catalogue (OPAC) and online journals effectively and efficiently. There was evidence of low usage of other services and resources. This shows that students have not been properly educated on the use of library resources and services despite the majority of them having attended library introduction session at the beginning of their courses. This is done only once in a graduate student's university life, which might not be adequate for a student expected to conduct research as part of their study.

5.3 Challenges faced

Majority of them face the challenge of conducting successful searches amidst the overwhelming number of information resources in the internet. The information seeking behavior of majority the graduate students is wanting.

Majority of graduate students seemed ignorant of some of the useful library resource available at the postmodern library and hence they have not made use of them.

5.4 Library resources

Although the postmodern library prides itself of many kinds of services and products, these are greatly underutilized as majority of the graduate students are either not aware of their existence or have no capacity to use them since most of them like the online journals can only be accessed only on campus, this is despite the fact that majority of the graduate students as indicated in the findings have very limited time on campus. This products and services range from E-resources, books, electronic resources, human resources among others.

5.4.1 Resources relevance and Currency

Information on the relevancy and currency of information materials in the Postmodern Library was also solicited. Although the collection was relevant with 76% of the respondents saying so, they were however not up to date.

5.5 User training

Majority of the graduate students have not received any further librarian lend orientation apart from the one they receive on visiting the library for the first times. This means that they are not well equipped to carry out successful library searches as this first visit orientations are not sufficient enough to learn all that the students need to learn. This has led to majority of the graduate students not being satisfied with some of the services and products being offered by postmodern library.

5.6 Recommendations

5.6.1 Instruction programs

The library should develop instruction programs to meet graduate users needs because unlike the undergraduate users graduate students have unique needs with respect to library research. Hence librarians need to develop instruction programs to meet these needs. Graduate students typically take fewer courses than undergraduates, which mean fewer opportunities to integrate instruction into graduate-level courses. Such programs should aim at attempting to meet the information literacy needs of as many graduate students as possible.

5.6.2 Library awareness

The library should create more awareness about the resources and services available to the graduate community. This can be done through outreach programs in collaboration with the teaching departments of the university. This could be achieved if the library could come up with a library graduate user committee to foresee all issues related to this special group. The committee should comprise of subject specialist who must be well qualified.

5.6.3 Off- Campus Access

This research established that majority of graduate students are usually off campus most of the time and hence cannot benefit from the many e resources that the postmodern library has subscribed but have IP control. The library therefore should come up with methods through which these resources can be accessed off campus by all authorized graduate users. This could for example be proper authentication of the users through usernames and passwords.

5.6.4 User education and staff training

From the survey, the issue of user education on effective use of library resources had not been dealt with satisfactorily in the library. The survey revealed that the users were not satisfied with the way user education was been handled. Respondents felt that the topics covered were not inclusive

The study recommends more classes after the first orientation and that sessions should be more detailed and more specific to information needs of graduate students. It is also proposed that library skills be included as a unit to be covered by all graduate students of the university as these would equip them with skills on how conduct successful research in the course of their study.

5.6.5 Information literacy programmes approach

Orientation on first arrival to the library alone cannot fully equip the graduate students with enough skills to enable them carry out their research successfully, this call for the library to develop a different approach in educating graduate students in the use of library resources. Librarians should design information literacy programmes organized at different study levels to ensure that the needs of all students are met. The lessons on library use must be planned such that skills taught could be immediately applied to satisfy information needs for both course work and project. For graduates to fully acquire the ability to use library collections and services effectively, instructions should be offered as part of coursework in an academic subject just like in the case of undergraduates. A separate course on research skills and information seeking techniques may also be adopted. Other methods may include holding regular workshops for graduates at different levels and point-of-use aids in the library. Most graduates indicated that they heavily relied on library books for their research projects. This means that they must be fully enlightened on how to use all the library resources by the time they start doing their projects to enable them exploit the library resources efficiently. Although some of them indicated that that there existed some librarian lend library training at some point during study they however expressed a lot of dissatisfaction with topics covered claiming that the training was not comprehensive.

5.6.6 Resources relevancy and Currency

Due to the fact that most of the graduate student responded that they did not find relevant material in the library collection, this study recommended that, the library management should therefore put in place appropriate provisions of reviewing the collection and updating it. Proper methods of indentifying graduate user needs should be employed during acquisitions of materials as the current methods are not adequate and most of the students' respondents (73%) indicated that they did not get relevant books from the shelves.

5.7 Suggestions for further research

The study looked at the challenges experienced by graduate students in the search for information in academic libraries in order to make appropriate measures for their services. Some gaps were identified and nothing much could be done about them in this study because they were beyond the study. It is therefore apparent that taking up research in the following areas of study would be useful.

1. Evaluation of library users education practices at Kenyatta University PML
2. Development of integrated off campus library services for long distance learners
3. Evaluation of library resources and services in relation to their relevancy and currency

5.8 Conclusion

This study had set out to understand library graduate a user needs of graduate students, investigate how much the Postmodern library was able to cater for these graduate user need by establishing the main sources of information they consult, what problems they encounter when seeking information and whether they have had any instruction in library use. This was done in order to assist the library management have a better understanding of this user needs so that they could adapt new approaches in making these students have a successful study in the university. All these objectives have been met. The study has gathered concrete evidence of users' views of the PML system's collection, resources and related management issues. The study has also provided valuable information on the areas that need attention. The results show that most graduate students have basic skills on how to use library services. There are some services that are hardly exploited like Institutional repository, reference librarians, Ask a librarian to mention only some.

The library has to a large extent accomplished its objectives of acquiring, organizing and disseminating information to graduate library users. The shortcomings highlighted by student graduate respondents will help the library management to improve library collections and services to them.

Library management has a big job to do if it wants to be in the bandwagon of a modern library. For example, the library collection was found to be irrelevant and outdated to some extent does not conduct stock evaluation. This means there are many titles that have outlived their usefulness lying on the shelves. These shelves could be used in more useful way of stocking relevant books. These titles also hinder effective arrangement of books because they congest the shelves and hence it was found out that books are not orderly shelved most of the times

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Appendix A

Introductory letter

Monicah Mukami Mugo

Kenyatta University Digital school

P.O Box 43844

Nairobi.

Tel. No. 810901 Ext. 3279

Dear Sir/Madam,

I am an undergraduate student at Kenyatta University currently carrying out a study on the challenges experienced by graduate students in the search for information in academic libraries using Kenyatta University Post Modern Library as a case study. As a good student at KU you have been selected to participate in this study. Your responses will help the researcher to come up with logical conclusion and recommendations which can help improve the quality of services delivery at the KU library.

I am therefore kindly requesting you to complete the enclosed questionnaire as fully as possible. Participation in this study is voluntary and the information you provide will be treated in confidence and will be used for research purpose only.

Kindly drop the filled up questionnaire at the library information desk from where I will be very glad to pick them.

Thanking you most sincerely for your cooperation.

Yours Faithfully,

Monicah M. Mugo

Appendix B

Questionnaire for graduate Students

Instructions

a) Tick where appropriate

b) Express your opinion without fear

NB: The information you provide will be treated with total confidentiality.

Section one

Background information

1. Please select your gender

Male

Female

2. What is your enrolment status at the University?

Post-Doctoral student Doctoral student Master student

4. What mode of study are you enrolled in?

Full time Part time Distance learning Institutional Based

3. Which school and department are you enrolled in?

School _____

Department _____

4. At what stage are you in your study

1st year

2nd year

Writing proposal

Conducting research

Others (specify) _____

5. Do you use Kenyatta University postmodern library often?

Yes

No

6. How often do you use the library?

Daily Weekly Monthly Never

7. For what reasons do you use the library

Study Borrow library items Use the Internet Reference and research

Others (specify) _____

Section Two

User needs

1.

a) The following questions ask you about how often you use the various services and resources offered at the library. Please choose the most accurate for each items listed below

Resources/services	More than weekly	weekly	monthly	Once a semester	More than once a semester	Do not use
University Librarian						
Subject librarians						
Ask a librarian						
Library catalogue						
Article database						
Online journals						
Interlibrary services						
Books						
Printed journals						
E books						
Repository (IR)						
Electronic journals						

b) If you do not use any of the library resources and services, what are the reasons for non-use?

2 a) Are you satisfied with the range of products offered by the library () Yes () No

b) On a scale of 1 to 5 indicate how satisfied you are with the following services and products of the library where 1=Very satisfied 2=satisfied 3=Somehow satisfied 4=Not satisfied 5=Very dissatisfied

Resources/services	Very satisfied	Satisfied	Somehow satisfied	Not Satisfied	Very dissatisfied
Univ. Librarian					
Subject librarians					
Ask a librarian					
Library catalogue					
Article database					
Online journals					
Interlibrary serv.					
Books					
Printed journals					
E books					
Repository (IR)					
Electronic journals					

c) How relevant are the library products and services?

Very relevant () Relevant () Irrelevant ()

d) How up-to-date are the library services?

Very up-to date () Up-to-date () Out-of-date ()

e) How do you access the library resources and services, through

() OPAC () Browsing the shelves () Ask the librarian

Others (specify) _____

Section Three

Library instruction and library use

1. Do you find it easy to locate books and other library resources

Yes () No ()

If not, what difficulties and challenges do you experience?

2.

a) Have you received any orientation on how to use the library?

Yes () No ()

b) If yes to question 2 what was covered during the orientation? Tick appropriately

How to use the catalogue ()

How to access online services ()

How to develop successful search strategies ()

Where to find relevant subject areas ()

How to do research ()

How to cite resources ()

Others please explain-

3. On a scale of 1-5 where 1=Very useful 2= Useful 3=Somehow useful 4=Not useful 5=Very unuseful indicate how useful the orientation topics were:

topics	Very useful	useful	Somehow useful	Not useful
Use of catalogue				
Use of online resources				
Create Search strategies				
Subject areas				
How to do research				
How to cite				

4.

a) Have there been any further librarian lend instruction sessions?

Yes () No ()

b) If yes list the areas that these sessions covered

1

2

3

Section Four

Challenges and suggestions

1. What barriers do you encounter while seeking information for your study purposes?

Outdated books in the library

Insufficient copies of items

Outdated journal

Insufficient journals in my area

Too few journal titles

Computers to access e-resources not enough

Lack information searching skills

Insufficient research skills

Unhelpful library staff

Slow internet connection

Lack of time

Others (specify)

1. What would you suggest as possible solutions to the challenges outlined above

(Please tick where applicable)

Improve on book collection

Subscribe to more e-journals

More information literacy lessons

Change opening and closing hours

Advocate for improved library public relation

Improved reading conditions

Improve shelving of books and journals

Increase computer terminals for accessing e-resources

Others (specify)

Thank you.