

**EFFECTS OF INFORMATION LITERACY ON ADULT CONSUMERS OF
KENYA NATIONAL LIBRARY SERVICES IN EMBU COUNTY
A CASE STUDY OF THE KENYA NATIONAL LIBRARY SERVICES
EMBU BRANCH, EMBU COUNTY, KENYA**

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KENYATTA UNIVERSITY

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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are accredited and references cited using current APA system and in accordance anti-plagiarism regulations.

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DEDICATION

This project is dedicated to my uncle Prof Guthua. He has stood with me through thick and thin and I honour him. I also dedicate this project to my friends who gave me guidance and moral support throughout.

May the Almighty God bless you all.

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As i was working on this project, I would want to appreciate the few individuals who walked with me.

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ABSTRACT

The study aimed at assessing the effects of information literacy programs on adult users in public libraries in Kenya by conducting a case study at Embu County public library. Public libraries have been operating with little information on the effects of the literacy programs on the adult users of the public libraries. To achieve this goal, the study sought to pursue the following objectives: to investigate the policy on information literacy; assess the methods used to conduct Information Literacy training to users of information; examine the resources available for conducting information literacy training; determine the challenges faced while carrying out information literacy training and to assess the effectiveness of information literacy programs initiated by public libraries that affect adult users of library services in Embu County. On achieving these objectives, the study was able to provide information on the effects of literacy programs in the public libraries in Kenya thus bridging the existing information gap. This study is significant as it illuminates the importance of the Literacy Programs as well as providing key information on how librarians can organize themselves to make them more effective among the adult consumers of the public library facilities in Kenya. The study was based on the characteristics of adult user's model. It used case study research design characterized by purposive selection of the sample for the library management officers and a random selection of the adult users. A combination of both qualitative and quantitative data collection instruments such as questionnaires and oral interviews were used to collect the data of the study. A pilot test was done at KNLS Nyeri County public library to assess the appropriateness of the data collection instruments. Face and content validity of the questionnaires was assessed by lecturers/experts from the department of Library and Information Science Kenyatta University. The experts made useful corrections and criticized the instruments used in the study. Data was collected and later analyzed both quantitatively and qualitatively. The analyzed data was presented by use of tables, charts and graphs generated using the SPSS techniques to show comparison of the data in the interest of the study. It was observed that at least 50% of the library users were not aware of existence of adult literacy programme within Embu library. Moreover, library users could not tell the effectiveness of the adult literacy program provided in the library with majority saying it had not made their work easier. The findings of this study showed that use of written materials was the most common method used for training as identified by the library users and the staff as well. Other methods mentioned in the study included use of guided tours, demonstrations and one on one training. However, most of the library users felt the methods were not effective in contrary to library staff and the management who felt the methods were very effective. Though the staff mentioned having specific resources dedicated to adult library users, the researcher could not find such distinctions from other library users. Moreover, the library users themselves did not identify availability of resources meant for adult library users. Some of the challenges encountered in the provision of Information literacy skills includes: Lack of teaching equipment/facilities, inadequately trained staff, Inadequate funding, Lack of skills, Negative attitude and inadequate time for training. The study recommends that more emphasis should be given to training the adult users on information literacy. This will go a long way in helping the users to be more independent and helps in saving time in their knowledge search.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACRL:	Association of College and Research Libraries
ALIA:	Australian Library and Information Association
CILIP:	Chartered Institute of Library and Information Professionals
EFA:	Education for All
ICT:	Information and Communication Technology
KNALS:	Kenya National Literacy Surveys
KNEC:	Kenya National Examination Council
KNLS:	Kenya National Library Services.
MDGs:	Millennium Development Goals
MOEST:	Ministry of Education Science and Technology
SCONUL:	Society of College, National and University Libraries
SPSS:	Statistical Package for Social Sciences.
UK:	United Kingdom

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter presents the background information, statement of the problem, purpose and objectives of the study, the research questions, and significance of the study, scope, limitations and assumptions of the study, theoretical framework and definition of terms.

1.2. Background of the Study

Information overload in recent years may be partly associated with growing attention to information literacy and partly because of the new focus on student learning in a lifelong learning context. This has resulted in a new ailment known as 'information fatigue syndrome' (Wilson, 2008). It has also created a need for re-conceptualization of the roles and responsibilities of library and information professionals in a new learning environment. Although there has always been a need to find, evaluate, and effectively use information, the abilities needed to do so have just grown larger, more complex, and more important in the information and communication technology (ICT) environment. There is also a move towards broader contexts, to connect information literacy with an active, effective and responsible citizenship supporting personal empowerment and an enriched life through lifelong learning and as an important factor in the corporate sector (Mutch, 2000).

The idea of information literacy, emerging with the advent of information technologies in the early 1970s, has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty-first century. Sometimes interpreted as one of a number of literacies, information

literacy is also described as the overarching literacy essential for twenty-first century living (Hepworth, 2000). Today, it is inextricably associated with information practices and critical thinking in the information and communication technology environment' (Bruce, 2002). Indeed, since 1974, information literacy has been an area of increasing interest to librarians and information professionals and there is a huge amount of literature on the topic.

More than ever before, access to up-to-date information and knowledge, together with the motivation and skills to use these resources intelligently on behalf of oneself and the community as a whole, are becoming the key to strengthening the competitiveness and improving the employability and adaptability of a country's workforce. Broadly speaking, the definition of information skills in higher education reflects the twin dimensions of the 'competent information user' at the base level and the 'information-literate person'. For the latter level of information skills, the term 'information literacy' is used. Therefore, both information skills and information Technology (IT) skills are seen as essential parts of the wider concept of information literacy (Murison, 2005).

Information literacy can be described as knowledge rather than simply skill, achieved by education rather than training, created through partnership between professionals and is a lifelong endeavor that is contextual in field and service access (Town, 2002). The Chartered Institute of Library and Information Professionals (CILIP, 2013), describe information literacy as 'about providing all members of society with the information competencies necessary to function effectively within society - it might be termed functional information literacy. The Institute defines 'information literacy' as a set of basic competencies that should be used by everyone.'

In many instances, both terms (information literacy) are used to describe what is essentially the same concept: 'information literacy' and 'information skills' can be described as synonyms and are both used to convey the same meaning. Information literacy therefore involves being able to use information successfully, including finding information, searching using various tools (for example, internet, databases) and being able to critically evaluate the results (Brine, 2008).

Webber and Johnston (2001), define information literacy as efficient and ethical information behaviour: ...information literacy is the adoption of appropriate information behaviour to obtain, through whatever channel or medium, information well fitted to information needs, together with critical awareness of the importance of wise and ethical use of information in society.

'Information-related competencies' combine several blocks of competencies related to information handling and use; for example, identifying, locating, gathering, selecting, storing, recording, retrieving and processing information from a variety of sources and media; developing successful information seeking and retrieval strategies; mastering complex and multiple information systems; organizing, analyzing, interpreting, evaluating, synthesizing, and using information; and, presenting and communicating information clearly, logically, concisely and accurately. These competencies can be seen as made up of increasingly sophisticated knowledge, skills and attitudes (Moore, 2009).

Information literacy encompasses more than good information-seeking behavior. It incorporates the abilities to recognize when information is needed and then to phrase questions designed to gather the needed information. It includes evaluating and then using information appropriately and ethically. Mutch (2000) was concerned that the term 'information literacy' carries overtones of a

very tightly defined skill or competence rather than the broader and more complex set of attitudes, approaches and skills which is hinted at above and that there might be a danger that literacy is related very tightly to text and hence back to a view of information as a thing. Mutch suggests that information literacy needs a definition of information which recognizes that it is not structured data, nor restricted to the printed word and to formal sources, and needs to include insights from varied disciplines. He perceived the value of the concept of information literacy as a strategic concept.

Information literacy has been an area of increasing interest to librarians and information professionals, and there is a huge amount of literature on the topic. However, the majority of publications have come from the industrialized, English-speaking countries, especially from the United States and Australia. The information literacy movement in the United States and Australia is quite extensively analyzed and discussed and there has been significant initiatives in these countries. In the United States, the National Forum on Information Literacy was established in 1989, the Institute for Information Literacy in 1998, while two sets of information literacy standards were developed for the school sector and the higher education sector (Weiner, 2010).

From 1992, successful national conferences on information literacy have been conducted every two years by the University of South Australia and the Australian Library and Information Association (ALIA). In 2001 a joint Australian and New Zealand Institute for Information Literacy was established (CAUL, 2001) and the ALIA released a Statement on Information Literacy for all Australians endorsing the importance of information literacy from a personal, political, economic and global perspective (Bundy, 2002). It should also be noted that valuable research related to information literacy is being done in Australia.

In an effort to assess the level of information literacy skills in the California State University, Hepworth's report (2000) on assessment of information literacy skills identified six core competencies. These competencies are needed for an information literate person. They include formulating and stating a research question, problem, or issue not only within the conceptual framework of a discipline, but also in a manner in which others can readily understand. This calls for cooperatively engaging in the search, determining the information requirements for a research question, problem or issue in order to formulate a search strategy. This will use a variety of resources, locate and retrieve relevant information, in all its various formats, using, when appropriate, technological tools, organize information in a manner that permits analysis, evaluation, synthesis, and understanding. It will also create and communicate information effectively using various media, understand the ethical, legal and sociopolitical issues surrounding information, understand the techniques, points of view and practices employed in the presentation of information from all sources. Assessing what impact the information literacy techniques have on the users would make it easier to modify them for improvement and easier application by the users.

There are also references to information literacy developments in South Africa (Town, K.S 2002). Information literacy initiatives in higher education have taken a variety of forms such as: stand-alone courses or classes, web-based tutorials, course-related instruction, or course-integrated instruction. In some libraries, information literacy programmes cover orientation, tutorial, seminar, workshop, class lecture on use of library, one-on-one discussion, online courses, computer aided instruction, user education (library instruction), library tour and briefing by librarians.

Currently, the changes in learning and teaching have led to increased demands for broader and more varied sources of information at all levels of education in Kenya. Students are doing independent information searches in connection with their class assignments and the range of study aids has become more varied as well as the use of libraries for the purpose of teaching. The old system of handing out lists of required reading for each course is being replaced by a method where the students take responsibility for their own learning (Webber and Johnston, 2002).

Librarians present instruction in library research, which may also be referred to as bibliographic instruction, and information literacy. According to the Association of College and Research Libraries (2010), an information-literate person is able to: recognize and understand an information need or problem. Moreover, such a person can discern the appropriate sources to satisfy the information need, evaluate, synthesize, and apply the information as it applies to the need or problem. With this literacy one can discern when enough information has been gathered to solve the problem, and above all use information and related technology appropriately. Understanding the effects of these literacy programs helps the librarians to improve on the way the skills are communicated to the users thus making them better users.

Library research instruction provides students with a general acquaintance with resources that are both interdisciplinary and discipline-specific, and provides guidance on how to use the resources. It may also provide basic instruction on the research process, equipping students with techniques about how to select a topic for investigation, formulate questions for exploration, narrow and focus topics for greater management of information. Using the instructions one can develop a research strategy, understand the differences between primary and secondary sources, and refine techniques

in searching for information (Moore, 2009). This includes information found in and through electronic resources of the library.

In 1960's, the focus of literacy in Kenya was on basic literacy. Getting the large number of illiterate people reading and writing was the goal of literacy campaigns (Republic of Kenya, 1965). Currently, policy pronouncements emphasize functional literacy. However operationalization of functional literacy has not been achieved and practice has continued to reflect a basic literacy approach (Macharia, 2001). In most schools in Kenya, the predominant approach to literacy is the functional skills type with its attendant emphasis on test and examinations. It is an approach where the learners are given the technical skills necessary to read and write through activities such as learning vocabulary, grammar and composition. They are tested on how well they understand or comprehend information on the printed word (Bunyi, 2006). A culture of measuring national literacy rate has taken root with International development and education goals such as: Education for all (EFA) and the Millennium Development Goals (MDGs) paying attention to literacy (Bundy, 2008). In Kenya, literacy surveys and National census are the two literacy-measuring strategies used. Literacy rates in Kenya have risen steadily from 46 percent in 1976 to 73.7 percent in 2000 (MOEST, 2003).

According to the Kenya National Literacy Surveys (KNALS) report (2007), the country has a national adult literacy rate of 61 percent and a numeracy rate of 64 percent. The critical finding of the study was that on average 38.5 percent (7.8 million) of the Kenyan adult population was illiterate, which was a major challenge, given the central role literacy plays in national development and the empowerment of an individual to have a fulfilling life. Another critical finding was that the age cohort of 15 to 19 years recorded a literacy rate of 69.1 percent. This

implies within this age group 29.9 percent were illiterate and could not read or write in English, Kiswahili or their Mother tongue. This was a worrying finding since the youth form bulk of the population.

Finally, information literacy instruction is a component which combines the aforementioned concepts. However, such instruction also needs to provide a foundation for the evaluation of information and sources for validity. Appropriate and ethical use of information and information technology as well as ability to access, understand, synthesize, and apply the information that has been collected is critical. Studies carried out on information literacy in Kenya have not focused on the effects of information literacy on adult users in public libraries, and hence the need for this study.

1.3 Statement of the Problem

Public libraries have been operating with little information on the effects of the literacy programs on the adult users of the public libraries. Much as literacy skill is essential for success in any academic environment the need to evaluate how a policy geared towards meeting this need is critical. Studies have been carried out on the issue of public libraries involvement in information creation, dissemination and preservation. Public libraries are thus responsible for ensuring human development as they carry out and document information and research findings touching on all sectors of the economy (Mwiria, 2007). However, UNESCO (1998), notes that the success of the twenty first century library largely depends on how much quality, timely and relevant information its community is able to utilize and contribute back into the global information and knowledge basket.

Many librarians have positioned themselves to provide students with the skills and support necessary to overcome the anxiety and frustration that is often experienced at the outset of a research requirement. In addition, information literacy instruction enhances the academic endeavors of the students and promotes the process of lifelong learning. The skills gained through the instruction sessions may be applied over a wide range of information needs and demands that are placed upon the students through the course of their studies as well as in their professional and personal pursuits.

Kenya National Libraries Service management employs various methods in offering user education. The purpose of library user education is to enlighten the users on how to use information available at their disposal. However, research conducted in rural libraries in Kenya has shown that most adult users of public libraries seem to have inadequate information literacy skills (Yannotta, 2005). The Kenya National Library Service has continued to enhance information and communications technologies (ICT) and e-literacy skills in public libraries, in order to make better use of ICT for new public library services. A lot of training has been conducted to support delivery of the Millennium Development Goals by enabling public librarians to use ICT in new services that meet community needs in development areas such as agriculture, education, health, culture, social inclusion and e-literacy (Mittal, 2007).

In addition to providing access to information, librarians in Kenya public and academic libraries assist students in developing research skills appropriate for their particular needs and levels of scholarship. They offer sessions with individual students, group sessions outside of class, in-class presentations, and extensive assistance for course-integrated instruction on learning from and contributing to the professional literature of a field (Bunyi, 2006). However, there exists limited information on the effects of information literacy on adult users in Kenya. As a result this study

seeks to bridge this information gap by assessing the effects of information literacy on adult users in a public library, Embu County.

1.3.1 Objectives of the Study

The main objective of this study is to assess the effects of information literacy on adult users of National Library Services in Embu County.

Specific objectives are to:

1. Examine the policy on Information Literacy programme in public library in Embu County, Kenya.
2. Assess the methods used to conduct Information Literacy training to users of information in public library in Embu County, Kenya.
3. Examine the resources available for conducting Information Literacy training in public libraries in Embu County, Kenya.
4. Assess the impacts of Information Literacy programmes initiated by public libraries that are useful for adult users of library services in Embu County
5. Determine the challenges faced while carrying out Information Literacy training in public library in Embu County, Kenya.

1.3.2 Research Questions

The following questions guided the study:

1. Is there an information policy in the public library in Embu County?
2. Are there particular methods used to conduct Information Literacy training to users of information in public library in Embu County?

3. Are there specific resources available for conducting Information Literacy training in public library in Embu County?
4. Do the librarians face challenges while carrying out Information Literacy training in public libraries in Embu County?
5. Do the Information Literacy programmes initiated by the public library have any effects on adult users in Embu County?

1.4 Significance of the Study

This study is useful in a number of ways. First, it will reveal the effect of various information literacy programs that are available for use by adult users of public libraries. It also helps unfold the need for the librarians to plan and organize such programs for all levels of library users. Secondly, the findings can be used by the government and other relevant agencies in addressing some of the challenges facing public libraries in terms of adequacy and/or inadequacy of the materials/resources and technology available for the library users. This includes organizing more training programs where the adult users may be able to access full information on how to access library information from various sites. The public and other users of library information may benefit from this study by getting to know the information literacy programs available within public libraries which through training, may help improve on their capacity to access and utilize library information with ease. The study will also add to the rich knowledge of the literature to enhance future research in the same field.

1.5 Scope of the Study

This study focused on effects of information literacy programs on adult users in KNLS Branch in Embu County. The study focused on other aspects such as borrowing and return of materials and resources and even the operations of the libraries. Kenya National Library Service has branches all over Kenya, offering a wide range of services to users of all backgrounds including age, gender, class among others. However, this research was conducted within National Library Services in Embu County and mainly targeted adult users of library information service.

1.6 Limitations of the Study

The study was limited by the fact that Embu County has only one National Library Service center and so the results may not be objective enough to reflect what goes on in all other public libraries across the Country.

1.7 Assumptions of the Study

The study was guided by the following assumptions:

1. That the respondents will be free to respond without fear, and shall answer all the questionnaires and send them back to the researcher for final analysis and interpretation.
2. That there is an information literacy program at Kenya National Library Service Embu.

1.8 Theoretical and Conceptual Framework

This section introduces the theoretical framework which guides this study. The study was based on the Characteristic of adult learners model developed by Cross (1981). The model highlights the traits of adult library users who are the centre of interest of this study. In addition, the section provides a conceptual framework which is an analytical tool which summarises the grounds on which this study is built.

1.8.1 Characteristics of Adult as Learners (CAL) Model

In her analysis of lifelong learning program context, Cross (1981), describes the features of adults as learners. Her model embodies two classes of variables; which are individual characteristics and situational characteristics.

The personal characteristics include: developmental stages, life phases and aging. The traits have an impact on adults as learners. While aging may be associated with intellectual advancement, improved decision making skills it may be associated with deterioration in memory levels, unwillingness to learn and physical problems such as eyesight and hearing issues.

Situational characteristics on the other hand relate to the time the adult learner is available to learn. The learner makes voluntary decision depending on the prevailing circumstances when the learning is voluntary. Where it is compulsory, the learner is forced to learn.

The CAL model propagates the following ideologies:

- i. Adult learning programs should capitalize on the experience of participants.
- ii. Adult learning programs should adapt to the aging limitations of the participants.
- iii. Adults should be challenged to move to increasingly advanced stages of personal development.
- iv. Adults should have as much choice as possible in the availability and organization of learning programs.

Adult library users are quite similar to adult learners especially in the sense that they have to acquire information literacy to benefit from the library resources. Apparently, the experience of adult users, aging limitations, their need to advance their information literacy levels and their characteristic availability issues has to be considered while implementing literacy training

packages. To assess the effect of information literacy programs in a public library, understanding the traits of the adult users is critical. This is because their experiences and the way they respond to these platforms determine what impact the package will have on them.

1.8.2 Conceptual Framework

The figure 1.1 represents conceptual framework on which this study is built. In the figure, the independent variables are methods of Information Literacy training, resources available and the expected challenges and their relationship with adult users in public libraries. Relevant policies implemented effectively using available resources and with proper dealing with the challenges will affect the adult users and their Information Literacy skills. The adult users will find it easier to access information, change their attitude towards Information Literacy and benefit more from the Information Literacy programmes.

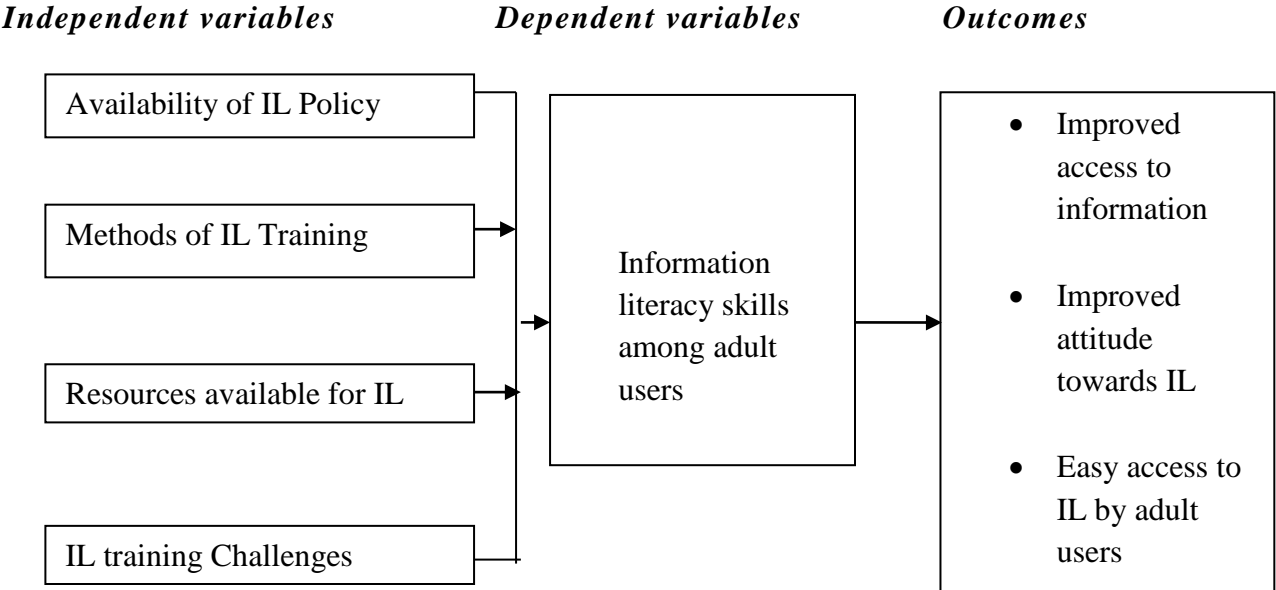


Figure 1.1 Conceptual Frameworks

Source: Field Data (2016)

1.9 Definition of terms

Information literacy: Information literacy is the ability of an individual to discern when information is needed, how to acquire it, evaluate, sort and use it appropriately (CILIP, 2013). A person with such skills is said to be information literate.

Library: This term refers to a collection of reference material in a place. These materials range from books, journals, magazines, newspapers, manuscripts etc. With technological advancement, today we have electronic material available in various formats in the libraries (Libraries Association of College Research, 2010).

Librarian: According to Libraries Association of College Research (2010) a librarian is an individual who assists library users to access and use library materials.

Adult library users: These are mature people who use the library to access information and whose age is 18 years and above.

Echezonam (2011) categorizes library users in the 21st Century into the following classes:

- a) Unskilled users: These are the users who are computer illiterate
- b) Semi-skilled users: Users who have some knowledge in computer literacy.
- c) Skilled users: Users with computer skills.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A review of the relevant literature with respect to effects of Information Literacy on adult users will be carried out in this chapter in line with the following research objectives:

- Policy on Information Literacy program within public library in Embu County, Kenya.
- Methods used to conduct Information Literacy training to users of information in public library in Embu County, Kenya.
- Resources available for conducting Information Literacy training in public library in Embu County, Kenya.
- Challenges faced while carrying out Information Literacy training in public library in Embu County, Kenya.
- Effectiveness of Information Literacy programs initiated by public libraries that are useful for adult users of library services in Embu County.

2.2 Information Literacy Policy

Growth in information technology has led to a shift in the world-wide ways in which information is accessed and utilized (Tilvawala, Myers and Andrade, 2009). To enable users to access information and utilize it effectively, policies that are in line with the growing technology have to be employed. Failure to embrace such policies will derail development projects which highly depend on information (Tilvawala, Myers and Andrade, 2009). Maina (2014) maintains that a slow pace in implementation of information literacy policies creates a divide among information users.

Tilvawala, et al., (2009) asserts that adult library users are mostly left behind as they are at times slow to catch up with technological changes.

Several authors: Tilvawala, Myers, Andrade and Mainaagree that the spread of ICT tools has made it easy to access information. Arunachalam (2002) however, suggests that in order to make the best use of the information, people need to be information literate. ICT tools aid the storage, reception and transmission of information thus extending its reach. Nevertheless, the users need information literacy skills to effectively utilize the information. Processing information is a cognitive course that only human beings can perform (Walsham, 2001). People therefore need to be equipped with the necessary skills to be able to utilize information. For instance, electronic databases are nothing more than another source of information – no more and no less than an encyclopedia; it is the user's abilities that make the difference when accessing them. That is why developing ICT skills without enhancing information literacy is of little help; they both should be developed in conjunction with each other (Catts and Lau, 2008). Ultimately, it is information literacy that informs people's practices when accessing technological tools (McMahon and Bruce, 2002).

There are deliberate efforts to instill information literacy among library users all over the world. For example, the Sultanate of Oman has implemented a policy whereby the provision of ICT tools is accompanied by a curriculum aiming at developing information skills (Tilvawala, et al., 2009). Similarly, Estonia has implemented information literacy programs through enhanced information and library professional education (Pejova, 2002). The Chinese government has also designed a program that emphasizes the development of information literacy skills in public schools. In a different approach, the Egyptian government introduced ICT along with the aim of promoting information literacy (Warschauer, 2004).

In Kenya, besides efforts to equip public libraries with ICT gadgets, information literacy has been emphasized in the institutions of higher learning with a major emphasis on ICT development to facilitate it (Maina, 2014). Maina, further observes that Knowledge on how to access information from the libraries is incorporated in the curriculum of the universities in Kenya under a commonly taught course called Communication Skills. The scholar further maintains that a move to ensure that internet services are accessible in the public libraries has been embraced.

Ayoo and Otiike (2002), take a critical view of the formulation of information literacy policies in Kenya citing that this process is hampered by lack of information among the top policy makers. They argue that the policies formulated so far have left out adult users and sidelined people who did not get a chance to join higher institutions of learning. Kamar (2006), suggests that an effective information literacy policy should be supported by providing education, running literacy programmes and training with the participation of all information stakeholders: the government as information generating agents, the information professionals as information processors and disseminators and citizens as the information consumers. The existence of an information literacy policy at public library in Embu is not clear hence the need for further investigation.

2.3 Methods Used to Conduct Information Literacy Training in Public Libraries

For library users to utilize the material available in the libraries, they need a guideline that will facilitate their ease to access, sort and effectively use the information. There are various methods used to provide the aid to the users.

2.3.1 Instructional Methods used in Information Literacy Training

Grassian and Kaplowitz (2009) hold that bibliographic instruction is one of the concepts that librarians have held on for several years. The term bibliographic instruction is in this context used to refer to various types of library instructions. These instructions are tools and skills necessary to effectively find and make use of information in the library (Bundy, 2008). The instructions were born of consistent requirement of the librarians to provide instructions following the increase of information from myriads of sources in the 20th century (Grassian and Kaplowitz, 2009). The scholars however observe that these instructions catered for issues related to access and retrieval of information but it lacked the larger consideration of critical thinking and broader tasks needed to do research.

The need for more in-depth instructions on information among library users led to the birth of information literacy instructions (Maina, 2014). Librarians in this case provides instructions that guide users not only on how to search, access and retrieve information but also on evaluating information, search results and evaluate quality, relevance, validity and determining how to use the information (Moje, 2012).

2.3.2 ICT Application in Information Literacy Training Programmes

Today's society has been referred to as an information society owing to the impacts of ICTs which cuts across all facets of human life (King'ori, 2013). This has rendered the traditional libraries characterized by card catalogue out of fashion. This shift from the traditional standalone libraries to libraries equipped with ICT systems has been made possible by the availability of internet. Technological progress has made it easier to access, gather, organize and disseminate information. Library users can now access information by typing in the key words of their searches on the

search engines. This provides several sources of related information from which they can choose what they need to use.

To sort out credible, valid and objective information and use it appropriately, effectively and ethically, the user need knowledge on how to manage ICT generated information. Diehm (2012) indicates that while access to information was faster and greater, the seeking behavior was neither enhanced nor improved. The creation, implementation, and widespread adoption of the Internet as a research tool provided many users with a false sense that the Internet was equitable to a library, only flashier and more up-to-date. Consequently, adult users have been compelled to develop skills that arm them with the ability to utilize digital information effectively. Librarians assist users on how to use digital sources of information. There are no identifiable methods used to conduct information literacy training for adult users in Embu County public library thus the need to investigate the matter.

2.4 Resource Used In Information Literacy Training

(i) Library Staff

Campbell (2010), Maintains that public libraries are not the only sources of information hence librarians will shift from providing one-on-one services to users. Users will by themselves define the information literacy they require as well as the thorough assessment required. Users can only do so if they have information literacy skills. Librarians equip users with knowledge on how to access information that exists, is known, available and easy to reach. Librarians in this case play the key role of ensuring that the users can access even the old information in new formats. Barnard (2009), asserts that users need the help of librarians to locate information stored in e-journals and databases. Adult users, especially those who do not have much knowledge on the how to use

computers and the internet particularly need the help of the librarians to train them on how to access such information.

It is also important for the users to understand that digital technology is not the only way to store information. Users with such kind of a mentality may end up missing crucial information that is stored in a different ways. The librarians play the role of informing the users the various methods in which information is stored and how it can be retrieved and utilized for their benefit (Taylor, 2011). The scholar further observes that the tendency to equate computer literacy to information literacy is a mistake that many users are making. Those who have computer literacy think they have information literacy thus thinking they do not need librarian's help even when they are in dire need. Those without computer literacy on the other hand shy away from seeking information instead of approaching the librarians for help.

Levy (2009), notes that librarians entitled to assist library users in the digital era ought to develop new understanding of their duties and obligation. Probert (2009), also maintains that the librarians have to be multi-skilled in the new age for them to be in a position to help the library users in the new age. He asserts that the position requires someone who can put the concept of libraries and computers in context. Levy (2009),views library staff as an educator whose duty involves educating, facilitating and developing library users. In the scholar's view, library staffs are facilitators of lively, critically thoughtful learning irrespective of whether the focus is directly on developing users' information literacy or more broadly designing and supporting information interactions.

(ii)ICT

ICT is a critical resource for instilling Information Literacy among library users in the 21st century (Levy, 2009). Internet which is ICT supported, offers tutorials in multimedia formats thus making it easy to acquire Information literacy skills. Maina (2014), views ICT as a tool that one can use to gather information and learn how to utilize the information as well. The scholar however maintains that this tool benefit users who have knowledge on how to manipulate a computer. Users who can use the technology as a tool appear to benefit more in the libraries in this moment in time (Maina, 2014).

(iii)Time

Time is an important resource among library users (Levy, 2009). With respect to acquiring Literacy Information skills, the scholar maintains that the users have to secure time to learn and practice the skills acquired. Maina (2014), observes that in public libraries, a lot of time is lost due to lack of adequate skills to locate appropriate sources of information. For efficient learning, both the library managements and the users must create time for Information literacy programs (Maina, 2014). It is not clear what role these resources play in facilitating Information literacy programs in public library Embu County hence the need to for further investigation.

2.5 Challenges Encountered

In the digital era, the challenge of digital divide has attracted remarkable attention among scholars both in developed and developing countries like Kenya. The term, digital divide broadly refers to uneven access to information and communication technology and the lift between people who have information and those who do not (Tien and Fu, 2008). Insufficient computer knowledge and skills is also a contributing factor to digital divide.

Public libraries as well as private libraries have made efforts to bridge the disparities caused by digital divide among users in Kenya. Provision of advanced infrastructure and information literacy programs in academic and public libraries is a milestone in bridging this gap. Resnick (2012), articulates that having information literacy has become one of the qualifications that employers are looking for in appropriate candidates for almost all job positions. Public libraries are providing an ideal environment for adult users to mitigate the impacts of digital divide. Here, the users can access information throughout their lives and there are people mandated to provide them with the training they need to utilize the information appropriately.

Governments all over the world have realized the role played by the public libraries in equipping the citizens with the information they require as well as bridging the digital divide. As a result, a lot of money is being channeled to improve the public libraries by providing better ICT infrastructure and internet connections (Gross, 2011). Maina (2014), asserts that although the role of public libraries is recognized, there lacks relevant studies addressing the issue of information literacy training in public libraries especially with respect to adult users. Consequently, Snavelly (2008), suggests that since IL capabilities have been acknowledged as a central constituent to foster lasting learning and keep up with the speedy changing world, integrating IL learning into education at all levels should be a priority concern. He highlighted that even though people argue that they possess high degree of assurance in using computers, their IL skills might be appalling. Public library users can easily access and retrieve information from the internet but they end up spending a lot of time due to lack of adequate skills to acquire suitable resources, assess information and apply the information to solve problems.

A big challenge in public libraries is that the users' needs are diverse. Learning ability and experience especially among the adult users is rarely homogeneous as is their attitude towards learning (Maina, 2014). For a good number of adult users, learning may be seen as a bad thing which should be avoided. Snayely (2008), observes that this makes it hard for the librarians to provide the training needed to get these users even with other users. There are no parameters to identify the challenges faced by adult users in public library Embu County hence the need probing investigation on this issue.

2.6 Chapter Summary and Research Gap

This chapter has examined the relevant literature that informs this study. It is clear that there are deliberate efforts to formulate and implement policies aimed at assisting and training adult library users in the public libraries despite the myriads of challenges. This study therefore seeks to bridge the gap of information with respect to availability of policies for information literacy, methods used to offer information literacy, resources used and challenges faced in the process of rendering information literacy training to adult users in public libraries Embu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the methodology and techniques that the researcher used in carrying out the research study. It discusses the research design, location of study, the study population, sampling techniques and sampling size, research instruments, data collection procedure. The chapter further discusses the mode of data analysis and presentation, data validity and reliability and ethical considerations.

3.2 Research Design

This study used a case study design to establish the effects of information literacy on adult users in public libraries in Kenya. This involved collecting information by interviewing or administering questionnaires to a sample of individuals in KNLS Branch. A case study is the most frequently used method for collecting information about people's attitudes, opinions, habits or any of the variety of educational or social issues in a particular setting (Orodho, 2005). The choice of the case study research design is based on the fact that the problem under study is clear and it is in real-life context. Mugenda and Mugenda (2003), asserted that a case study research design is used when the researcher can engage in a case study by going to the population of interest for the information to explain certain features about the problem under study. This design helps to explore the state of affairs as it exists.

3.3 Location of the Study

A researcher needs to understand the location of the study and sort it out before he or she embarks on the study (Kothari, 2004). The forethought and attention to detail, Kothari observes, will make it easy for the researcher to achieve the objective of the research. This study was based at Kenya National Library Service Embu County branch. The library is in Embu town which is the Headquarter of Embu County and the Eastern region of Kenya. The library building is located along Nairobi-Meru road. The library, like other KNLS libraries is open to all users including adult users which make it appropriate for this study. The locale was chosen by the researcher in matters of distance being stationed at Kirinyaga County.

3.4 Target Population

Mugenda and Mugenda (2003), observed that population is the entire group of individuals, measures or substances having a universal observable characteristic. The scholars asserted that a researcher should find as much information as possible about the population. The study population comprised of 15 members of staff. Among them is, a senior librarian and 14 assistant librarians. According to KNLS Embu branch records (2015), there are 1200 adult users who use the library at different intervals. The target population comprised of 1200 library users and 15 staff members.

3.5 Sampling Design and Sample Size

Kerlinger (2003) defined a sample as a subset of a population where the actual study is conducted. Sampling involves selecting a given number of subjects from a defined population so as to represent the entire population. Any statements made about the sample should also be true of the population. In this study, systematic random sampling technique was used to select a sample of 100 respondents among the library users. The sample size for the library users was $100/1200 \times$

100 = 12 percent of the target population of users. The interval used was issuing a questionnaire after every ten users. The study used purposive sampling technique to get a sample for management and the members of staff. The sample size that was selected for the library management and the library staff was 100 percent since it was a small number.

Table 3.1: Sample Size

Category of Respondents	Population	Sample Size
Management of KNLS Embu	1	1
Staff at the KNLS Embu	14	14
Adult users of the library services	1200	100

Source:

KNLS Embu County (2016)

The sample size table above illustrates the population, sample size and the percentage responses.

The total population of respondents was 1215, whereas the sample size was 115.

3.6 Data Collection Instruments

3.6.1 Questionnaire

The main tool for data collection in this study were the questionnaires developed by the researcher based on the study objectives.

Two different questionnaires were used. One for library users and another for library staff as follows:

(a) Questionnaire for library users (Appendix III)

A total number of 100 library users were issued with the questionnaires to respond. This study used structured questionnaires, which contained both open-ended and closed questions. The open-

ended questions were used because the respondents who were all literate were expected to supply their own answers without being constrained by a fixed set of responses.

(b) Questionnaire for library staff (Appendix IV)

A different questionnaire was used for the library staff members in enquiring the running of the library services. A total number of 14 library staff members responded. This study used structured questionnaires, which contained both open-ended and closed questions. The open-ended questions were used because the respondents were expected to supply their own answers without being constrained by a fixed set of responses.

The researcher used questioners because they are cheap to administer since it does not require any training to distribute and collect the questionnaires.

Secondly the questionnaire eliminates interactions between the interviewer and the respondents which reduce bias. Moreover, the person filling the questionnaire was anonymous and therefore was willing to give information especially over sensitive issues. It is a useful method particularly when the questions are straightforward enough to be comprehended without verbal explanations (Kothari, 2004). However it denies the researcher the opportunity to see the physical expressions.

3.6.2 Interview schedule for library management (Appendix V)

An interview schedule was also used to gather information from the management. One on one interview helped the researcher to create a rapport with the respondent (Drostee, 2014). By using structured interview questions for the chief librarian, the researcher gathered detailed information with respect to policies formulated for information literacy training, methods used for training as well as the resources used to deliver the literacy training to adult users in KNLS Embu County.

Unstructured interview questions were used to gather the management opinion on the impact that the program put in place had on the library adult users.

3.7 Pilot Test

Mugenda and Mugenda (2003), holds that the principle of pilot testing of the instruments is to ensure there is clear statement of items and that the same meaning is attached to the items for all participants. The pilot test for this study was carried out at KNLS Nyeri branch where 10 questionnaires were pre-tested. One member of the management staff was interviewed. The pretesting was done to ensure that the questionnaire and the interview schedule yielded the expected results. Ambiguities in the instruments were corrected to make it easier for the respondents during the actual study.

3.7.1 Validity of Instruments

Research instruments are meant to measure exactly and precisely what they are out to measure. Mugenda and Mugenda (2003) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The researcher relied on external validity. The face and content validity of the questionnaires was determined by presenting the instruments to lecturers/experts from the department of Library and Information Science Kenyatta University who are knowledgeable in the area to vet on the items, make useful corrections and criticisms on the instruments.

3.7.2 Reliability of Instruments Employed in the Study

Kothari (2004), terms reliability as the extent to which an evaluation tool produces stable and consistent results. To ensure reliability of the data collected, the study employed various data quality control measures. These involved conducting a piloting test of the instruments to avoid spillover effect of the instruments to the proposed study area. During the pilot test parallel forms of reliability was used. Data collected using interviews and questionnaires was correlated to establish more reliability of the data. The researcher delivered the questionnaires personally to the respondents and while there, she had an opportunity to orally interview one of the management staff. The data control measures are important to validate information given in the questionnaire. To get accurate and reliable data, the study maintained rigorousness and objectivity in the entire study period.

3.8 Data Collection Procedure

The questionnaires were distributed by the researcher through the “drop and pick’ method. For the users and present members of staffs, the researcher issued the questionnaire and picked them after two hours. Questionnaires for staff and users that were absent were left and picked later.

Appointment for interview was sought from the KNLS Embu County management. This enabled the researcher to prepare appropriately for the interview. The researcher noted down the responses from the informants during the interview for easy analysis of the qualitative data collected.

3.9 Data Analysis and Presentation

Data analysis refers to examining what has been collected in the survey and making deductions and inferences Mugenda and Mugenda (2003) Data analysis was done by use of qualitative and

quantitative methods. The raw data collected using the open-ended questions of the questionnaires was first checked for legibility and later arranged in such a way that it could be edited, classified and tabulated. While editing, the raw data collected was checked for exactness, completeness and expediency. The researcher used Microsoft Excel to generate descriptive statistics. The analytical comparison of the data using MS Excel formed the basis of the analysis. The data was presented using tables, pie charts and graphs which was generated by use of SPSS to show trends of various variables and to compare two or more variables of the research interest.

The qualitative raw data recorded during interviews was checked for accuracy and then sorted and content analysis was done for coding. Coded data was fed into an excel program for counting and analysis. Upon analyzing the data, it was categorized and then presented in line with the objectives of the study. The data was discussed thematically and categorically classified into themes.

3.10 Ethical Considerations

The researcher ensured there were high ethical standards by maintaining the integrity and dignity of the respondents. Maintenance of a healthy relationship with the respondents entailed observing all the aspects that kept the participants safe and secure during the entire period of the research and later. Among these aspects was obtaining the consent of the participants, debriefing them of what they were expected to do during the research as well as what the research was all about. In addition, the researcher assured the participants of their confidentiality and anonymity where there was a need to do so. The respondents' decision to participate was made out of their free will upon having the full details of what the research entailed. Above all, the participants were given freedom to withdraw their participation at any stage of the research and their respect highly observed. There was all briefing by the researcher before the questionnaires were given out.

The researcher also got permission from the management of Kenya National Libraries Services (KNLS) Embu and the National Commission for Science Technology and Innovation (NACOST).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the data findings, analysis, presentation and discussion based on the data collected from the field. It presents the general overview of the study, its response rate, demographic information and thematic discussion as per the study's objectives.

4.2 Response rate

This study's sample target was 115 respondents from the National library in Embu. However, only 95 out of the 114 questionnaires issued out to be filled by the participants were successfully completed and returned for data analysis. This represents a return rate of 82.6% and Mugenda and Mugenda (2003), a response rate of 75% and above is adequate for a response rate. The distribution of respondents was as shown in Table 4.1

Table 4.1 Response Rate Table

Category of Respondents	Expected respondents	Actual respondents	Response rate
Management of KNLS Embu	1	1	100%
Staff at the KNLS Embu	14	10	71.43%
Adult users of the library services	100	84	84%
Total	115	95	255.43%

Source: Field Data (2016)

4.3 Demographic information

The demographic characteristics of the respondents that were deemed as important to be investigated in the study included: gender, age and the highest academic or professional qualification. These demographic characteristics were seen as important as they influence how respondents answer the questions in their respective questionnaires.

4.3.1 Gender

Respondents who were: the management, library staff and adult users were asked to indicate their gender categories. This is displayed in Figure 4.1

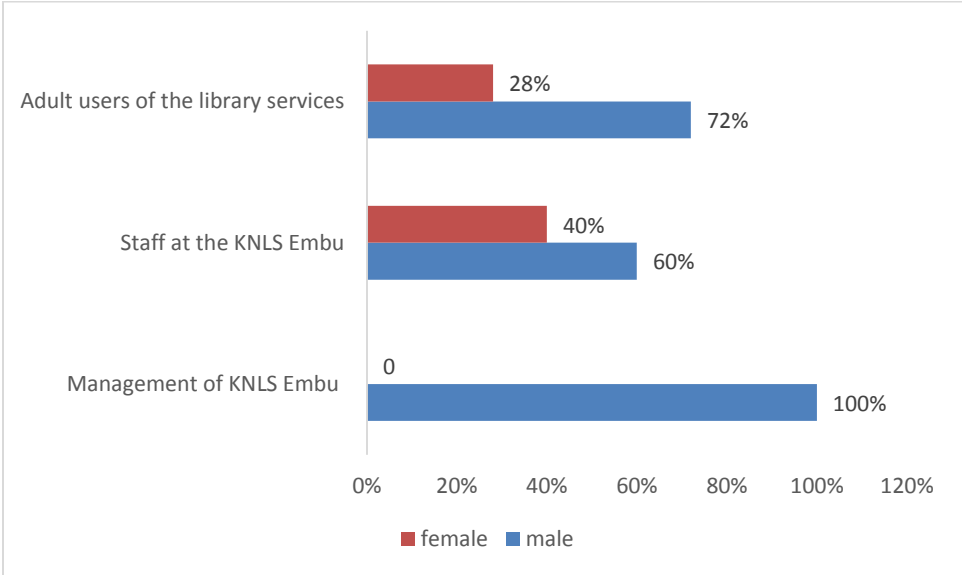


Figure 4.1 Respondents’ Gender

Source: Field Data (2016)

The manager in the library was a male while majority of the staff and adult users were also male at 60% and 72% respectively. This implies that majority of people found at the Embu County National library are dominated by male from management to library staff and users.

4.3.2 Age category

The library staff and adult users were asked to indicate their age categories. This is displayed in

Figure 4.2

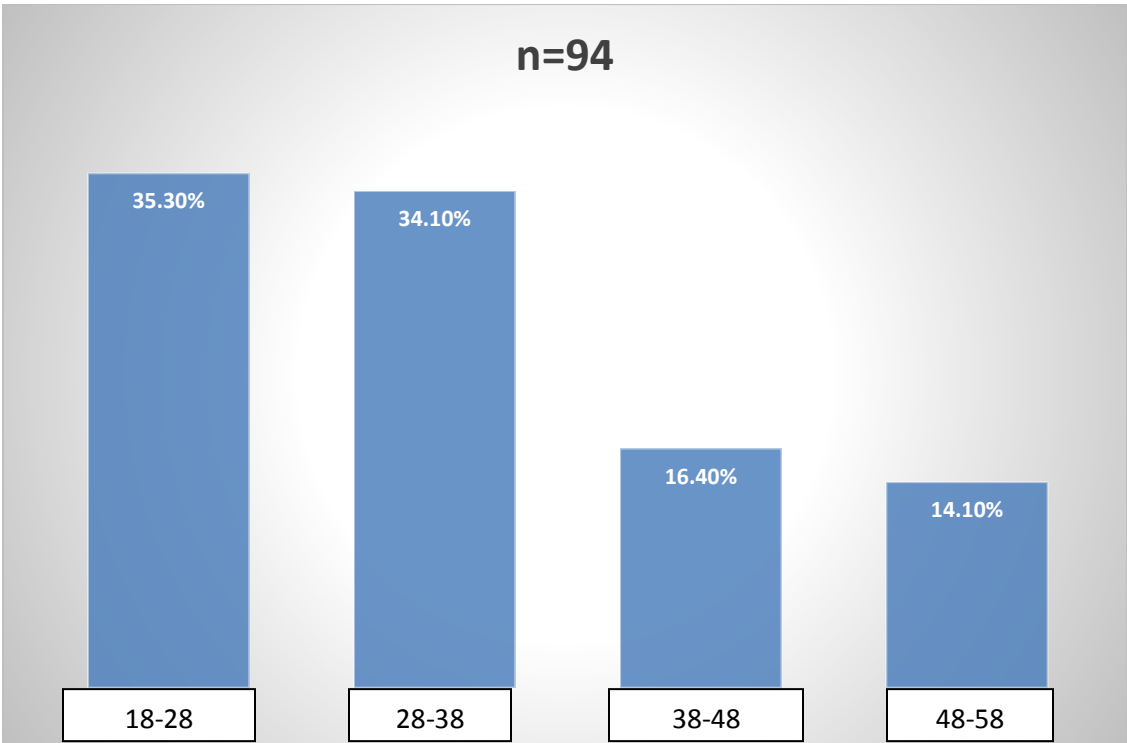


Figure 4.2 Respondents Age

Source: Field data (2016)

The findings of the study showed that majority of the respondents 35.3% and 34.1% were between 18-28 and 28-38 respectively. Those aged between 38-48 made up 16.4% while the remaining 14.1% were aged 48 and above. The results implied that most of the library users and staff in Embu National Library were below 40 years.

4.3.3 Highest Academic Qualification

The study further sought to establish the highest level of education attained by the library staff and the library users as displayed Figure 4.3

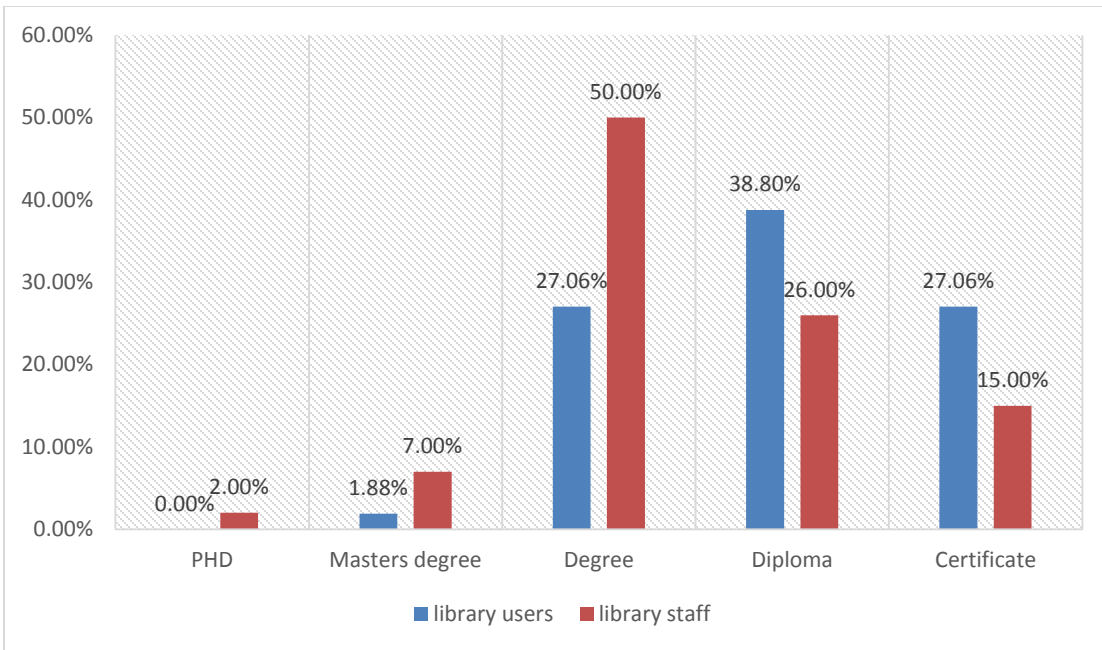


Figure 4.3 Professional Qualifications of the Library Staff and Library Users
Source: Field Data (2016)

Figure 4.3 above shows that 38.8% of the library users had diplomas while 27% had a bachelor’s degree and certificate respectively. Those with a master’s degree made up 1.88% of the library users while none of them had PHD. It can further be observed that library staff had the highest level of professional qualification with 50% of them being degree holders, 26% were diploma holders while 15% were certificate holders. The findings imply that most library staff were highly qualified staff and were expected to execute their mandates with a lot of professionalism.

4.4 Information Literacy Policy

Objective one of the study sought to establish the information literacy policy in the national library in Embu County. This information was necessary in that the management of the library needs to work towards a certain direction since their primary role is to promote knowledge in the community where they operate.

First the library staff and library users were asked whether there was a policy put in place to enhance information literacy among library users. The responses were as displayed in the Figure 4.4

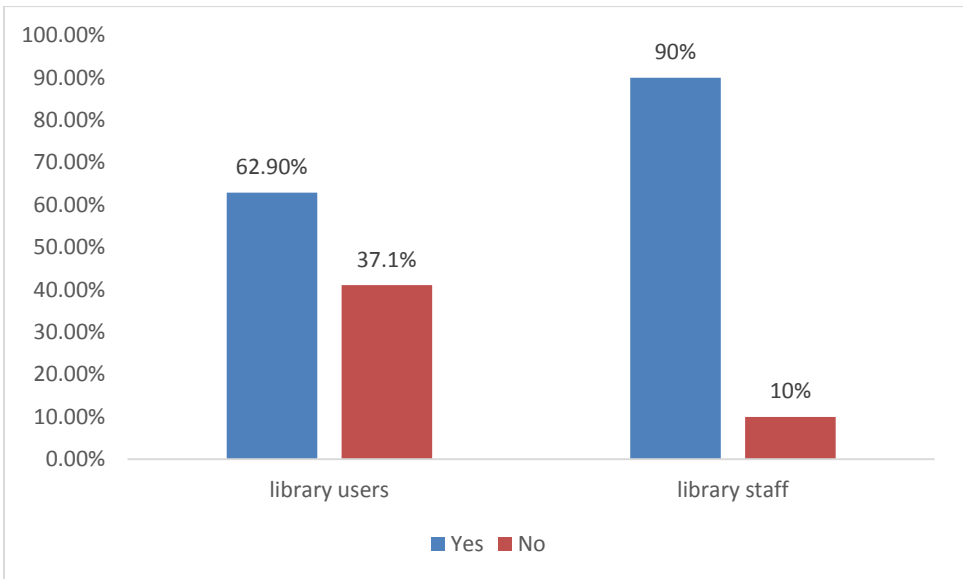


Figure 4.4 Literacy Policy
Source: Field Data (2016)

As displayed in the Figure 4.4, 62.9% of the library users believed that there was a literacy policy put in place while 37.1% thought that there was no such policy in the library. However, 90% of the library staff said that such a policy existed. Similarly, the librarian strongly explained that literacy policy has always been in place since the time Embu library started its operations. The results showed that a large proportion of library users did not know of literacy policy, an indication that the management had not done enough to educate library users and promote the culture of reading in the society.

Maina (2014) maintains that a slow pace in implementation of information literacy policies creates a divide among information users and Tilvawala, et al., (2009) asserts that adult library users are mostly left behind as they are at times slow to catch up with technological changes.

The responses on whether there is an adult literacy policy in the library received equally mixed responses. All the staff and management 100% argued that there is a specific programme for adult library users. However, at least 50% of the library users denied being aware of such a programme. The respondents were also asked to state how long the program had been in place, but none of them could provide a clear cut period.

The respondents were then asked to state whether the adult literacy program had been effective in their convenience of using the library. Table 4.2 indicates their responses.

Table 4.2 Responses on the Effectiveness of Literacy Program

Response	Library users		Library staff	
		%		%
Yes	25	29.41	8	80
No	60	70.59	2	20
Total	85	100	10	100

Source: Field Data (2016)

As displayed in the Table 4.2 , 70.59% of the library users do not believe that the literacy program has made their use of the library more convenient as compared to only 29.41% of the library users who thought that it had increased effectiveness in their convenience when using the library. On the contrary, 80% of the library staff said the literacy programme had made their work easier and better. The management further affirmed the literacy programme had been a good strategy to promote literacy among the residents of Embu County. The library manager was also of the same opinion.

4.5 Rules and Regulations

Furthermore, the researcher also asked the respondents to indicate whether there were rules and regulations in place to guide library users at Embu Library.

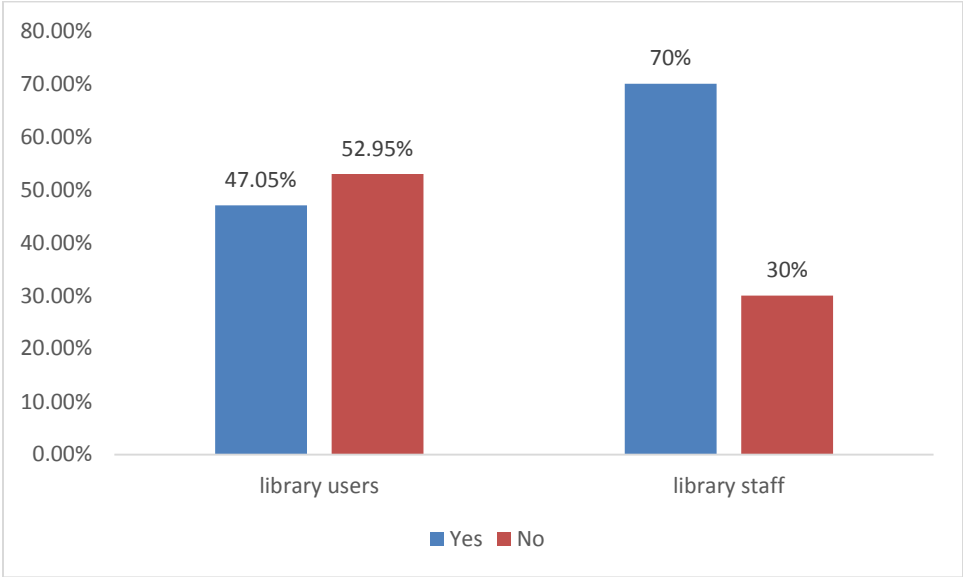


Figure. 4.5 Rules and Regulations

Source: Field Data (2016)

As the Figure 4.5 displays, 52.95% of the library users stated that there were no rules and regulations to guide users in the library while only 47.05% of the library users said there were rules and regulations. On the contrary, 70% of the library staff insisted that there were stipulated rules that guided library users. These findings portray a situation where library users are not provided with adequate information with regard to rules and regulations of using the library.

The respondents were further asked to rate the effectiveness of the rules and regulations.

Table 4.3 Rating the Effectiveness of Library Rules and Regulations

Effectiveness	Library users		Library staff	
		%	%	
	Freq		Freq	
Excellent	2	4.5	3	43
Very Good	7	16	2	29
Good	10	23	2	29
Average	13	30	0	0
Poor	8	18	0	0
Total	44	100	7	100

Source: Field Data (2016)

The responses were highly varied with only 4.5% of library users rating the rules and regulations as excellent, 16% rated them as very good, 23% as good, 30% rated them as average while 18% rated them as being poor. On the other hand, majority of staff rated the effectiveness of the rules and regulation as excellent while none of them rated it as average or poor. The management also rated the rules and regulations as excellently effective. This implied that majority of the library users did not think the rules and regulations put in place by the management are effective.

Library users, library staff and the management were further asked to mention whether they were comfortable with the closing and the opening hours. Figure 4.6 displays the results.

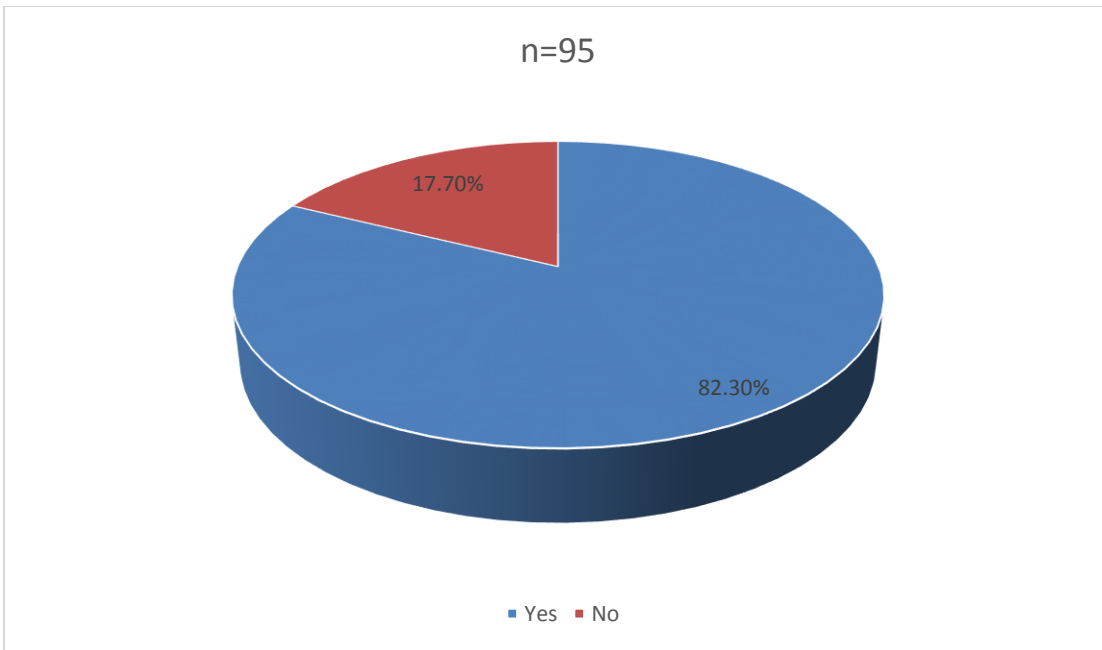


Fig.4.6 Opening and Closing Hours

Source: Field Data (2016)

Figure 4.6 shows that 82.30% of the respondents were comfortable with the closing and opening hours while 17.70% were not comfortable with the hours. Those who were not comfortable with the closing hours thought that the library should be opened earlier at 7:00 am or 7:30 a.m. According to all the respondents, the library was always opened six days a week from 8.00am and closed at 6.30pm.

This was important for the study in the relation to the library operations.

4.5 Methods Used to Conduct Information Literacy Training

Objective two of the study sought to assess the methods used to conduct information literacy training to users of information in public library in Embu County. The respondents were presented with open and close ended questions to help collect their respective responses. Firstly, the study respondents were asked whether the library has particular methods used to offer information literacy training at the library; 63.7% of the library users stated that here were training methods to offer information literacy while 36.3% stated that there were no such training programs. However, all the library staff interviewed in this study said that these methods were present in their library. The respondents were then asked to indicate the methods used to deliver information literacy training and the table 4.4 shows their responses.

Method	Library users		Library staff	
	F	%	F	%
Regular one on one training	7	7.36	2	20
Guided tours	24	28.42	2	20
Issuance of written materials	38	42.1	4	40
Demonstrations	16	21.05	2	20

Table 4.4 Information Literacy Training Methods

Source: Field Data (2016)

Issuance of written materials on information literacy was the most common method mentioned by 42.1% of the respondents, while the use of guided tours followed at 28.42%. The use of demonstrations as a method of information literacy training was cited by 21.05% of the

respondents while only 7.36% other respondents stated that regular one on one training was used in the library. This implied that the staff issued out materials without personally overseeing the training of library users in Embu National Library.

Respondents were further asked to state the effectiveness of these training methods. Figure 4.8 shows their responses.

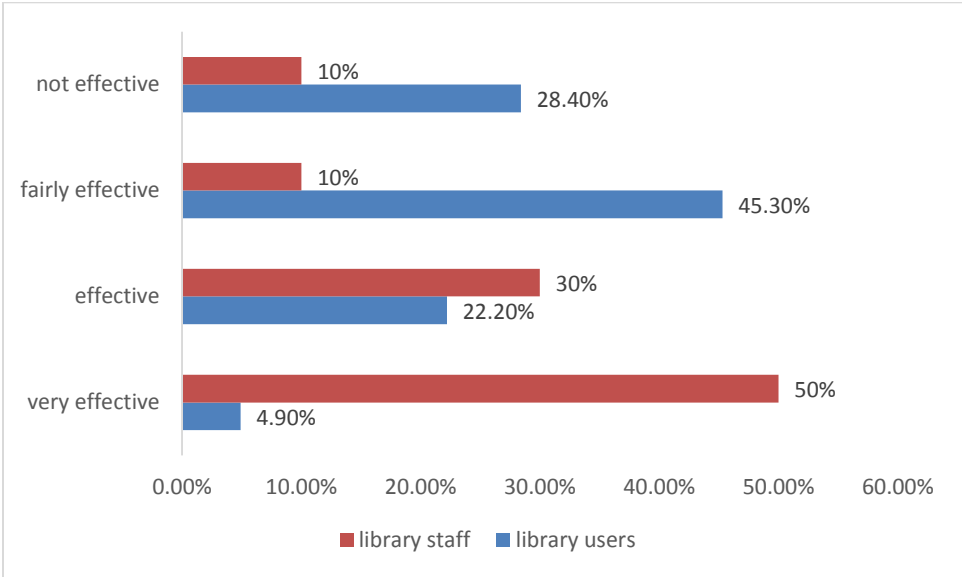


Fig. 4.7 Parameters of Effectiveness of Training Methods

Source: Field Data (2016)

As Figure 4.7 displays, majority of the library users, (45.3%) thought that the training methods were fairly effective while 28.4% and 22.2% thought that they were not effective and effective respectively. On the other hand, 50% of the staff felt that library training methods were very effective while 30% felt they were effective. Since library staff were the implementers of the training, there was a high likelihood that they would support their course. However, only a minor 4.9% of the respondents thought that the methods were very effective. Grassia nand Kaplowitz (2009), points out that for library users to utilize the material available in the libraries, they need a

guideline that will facilitate their ease to access, sort and effectively use the information. There are various methods used to provide the aid to the users. These instructions are tools and skills necessary to effectively find and make use of information in the library

4.6 Resources Available for Conducting Information Literacy Training

Objective three of the study sought to determine the availability of resources used for conducting information literacy training in public library in Embu County, Kenya. Library staff and the manager were asked to state whether such resources were available. Figure 4.9 displays the responses.

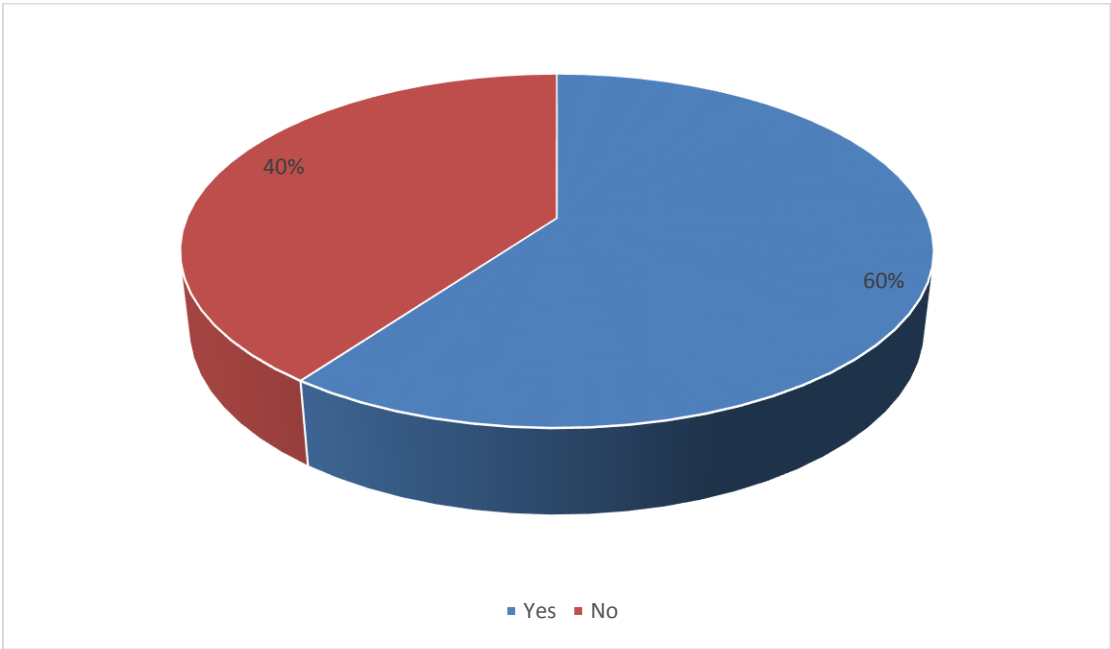


Figure 4.8 Availability of Resources

Source: Field Data (2016)

Responses on the availability of resources set aside for literacy information training were highly varied with 60% of the respondents agreeing that there were resources set aside while the remaining 40 % stated that there were no such resources.

The library users, library staff and the manager were further asked to indicate the resources that had been set aside and the Table 4.5 shows the results.

Table 4.5 Resources Available for Literacy Training

Effectiveness	Library users		Library staff	
		%		%
	Freq		freq	
Library assistants	27	28.23	4	40
Information material	23	27.05	2	20
ICT	25	19.23	3	30
Time	23	27.05	1	10

Source: Field Data (2016)

The library users and staff were provided with a range of resources and asked to tick those that were set aside for use in information literacy training. 28.23% of the respondents stated that library assistants were set aside to offer training while those who stated that materials are available were 27.05%. ICT materials made up 19.23% while time and other materials made up 27.05% and 18.82% respectively.

This implied that ICT resources were not readily set aside for use in information literacy training as compared to information materials and time. Barnard (2009), asserts that users need the help of librarians to locate information stored in e-journals and databases. Librarians in this case play the key role of ensuring that the users can access even the old information in new formats.

The researcher also wanted to determine whether some of these resources were set aside for adult users and the Figure 4.10 displays their individual responses.

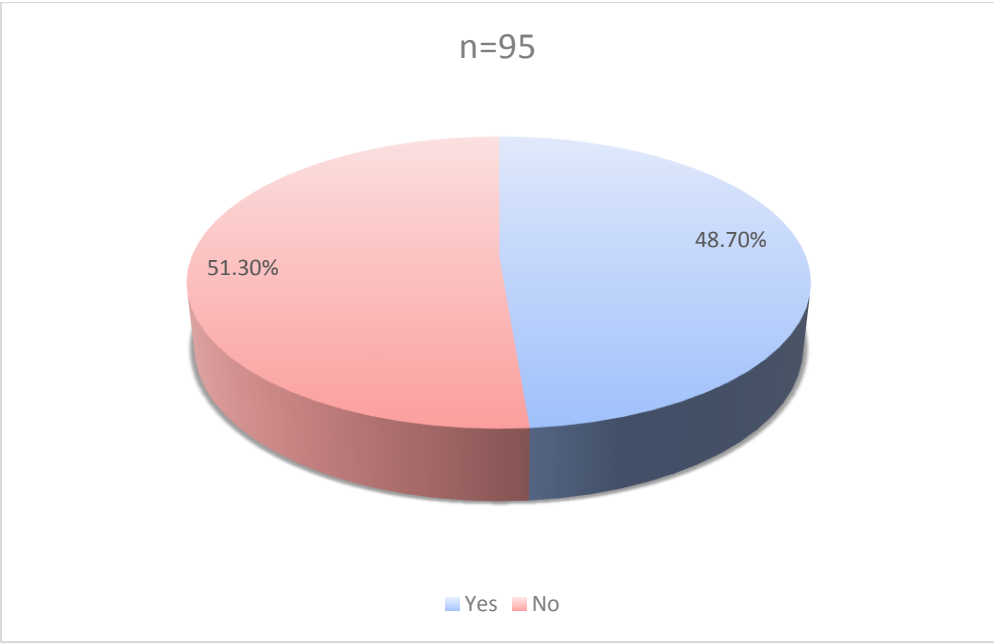


Fig. 4.9 Resources Set Aside for Adults Users

Source: Field Data (2016)

Figure 4.10 shows that, most of the library staff, 51.3% thought that there are no resources set aside for adults while 48.7% believed that there were resources that adults in the library can use. This implied that most of the resources in the Embu National Library were used by the younger library users. Taylor (2011) states that adult users, especially those who do not have much knowledge on the how to use computers and the internet particularly need the help of the librarians to train them on how to access such information.

The respondents were also asked to state the effectiveness of resources available for information literacy training. Table 4.5 displays the results.

Table 4.6 Effectiveness of the Resources

Method	Library users		Library staff	
	Frequency	%	Frequency	%
Very effective	7	8.23	5	50
Effective	24	28.23	3	30
Fairly effective	36	44.70	1	10
Not effective	18	21.17	1	10

Source: Field Data (2016)

Out of the 95 library users participating in the study, 44.7% who were the majority stated that the resources were fairly effective while 28.23 believed that the resources were effective. The remaining 21.17% strongly believed that the resources were not effective for use in information literacy training. Those who believed that the resources were very effective were only 8.23% . This implied that the resources set aside for information literacy in Embu County were not effective and improvement should be made. On the contrary, the library staff and the manager felt that the resources were very effective or rather effective. Probert (2009), also maintains that the librarians have to be multi-skilled in the new age for them to be in a position to help the library users in the new age. Based on the academic qualifications observed earlier, it's evident that the librarians at Embu Library are multi skilled.

4.7 Challenges Encountered in the Provision of Information Literacy Skills

Objective four of the study sought to know some of the challenges encountered in the provision of information literacy skills program in the library. The respondents were given five challenges to select the ones they had encountered in the library.

Table 4.7 Challenges Encountered in Provision of Literacy Skills

Challenge	F (n=95) Freq	%
Lack of teaching equipment/facilities	72	72.94
Inadequately trained staff	40	47.06
Inadequate funding	50	58.82
Lack of policy	47	55.29
Lack of skills	33	38.82
Negative attitude (both library staff and users)	48	56.47
Lack of time for training	45	52.94

Source: Field Data (2016)

Majority of the respondents (users and staff) (72.94%) stated that the main challenge facing training on information literacy was lack of teaching equipment and facilities while those who believed that inadequately trained staff made up 47.06%. Inadequate funding made up 58.82%

while lack of policy was cited by 55.47% of the respondents while lack of skills made up 38.82% of the responses. Negative attitude and lack of training made up 56.47% and 52.94% of the responses respectively. Resnick (2012), articulates that having information literacy has become one of the qualifications that employers are looking for in appropriate candidates for almost all job positions. He further points out that public library users can easily access and retrieve information from the internet but they end up spending a lot of time due to lack of adequate skills to acquire suitable resources, assess information and apply the information to solve problems.

4.8 Effects of Information Literacy Programs

Objective five of the study also sought to establish the effects of information literacy programs on the staff and library users in the National Library in Embu County. Table 4.8 shows the responses.

Table 4.8 Effect of Information Literacy Program

Effect	F	%
I can now access informational faster in the library	50	58.82
I can easily evaluate internet information	24	28.23
It has no impact on me	36	44.70
Others	18	21.17

Source: Field Data (2016)

One of the main ways with which the library users benefited from the use of information literacy program was cited by 58.82%. The other benefit cited by library staff regards to the effect of information literacy program was easy access to internet information evident in 28.23% responses.

Some of the respondents, 44.7% stated that the use of information literacy program didn't affect them in any way while 21.17% of the respondents stated that the programs affected them in other ways. Learning ability and experience especially among the adult users is rarely homogeneous as is their attitude towards learning (Maina, 2014). For a good number of adult users, learning may be seen as a bad thing which should be avoided. Snayely (2008), observes that this makes it hard for the librarians to provide the training needed to get these users even with other users.

Librarians must come out strongly and encourage library users in information literacy to help them enjoy using the library. They play a key role in interpreting the procedures involved for easy retrieval of documents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary, conclusion and the recommendations made based on the findings of the study. The chapter provides answers to research questions that were raised in chapter one of this study.

5.2 Summary

One of the major aspect explored in this study is information literacy policy. While more than half of the respondents admitted, there were policies on information literacy, a large proportion of library users could not point or identify aspects related to such policies. However, all library staff and management said there were such policies. It was also observed that at least 50% of the library users were not aware of existence of adult literacy programme within KNLS Embu library. Moreover, library users could not feel the effectiveness of the adult literacy program provided in the library with majority saying it had not made their work easier. This is in contrast with responses from library staff and the management who argued that the literacy programme had made their work easier in the library. The skepticism among library users in regard to adult literacy policy continued when they were asked to state whether there were rules and regulations put in library to ensure smooth running of the library. Majority denied, contrary to the opinions of the library staff and the manager. In fact, most of the library users rated available rules and regulations as average and poor as opposed to library staff who rated them as excellent.

The findings in this study showed that library users and library staff do not sail in the same boat as far as information literacy policy is concerned. While library users felt the policy had dismally assisted them, library staff and the manager felt the policy had worked out optimally.

On the second objective, the study intended to establish the methods used for information literacy training. The findings of this study showed that use of written materials was the most common method as identified by the library users and the staff as well. Other methods mentioned in the study included use of guided tours, demonstrations and one on one training. However, most of the library users felt the methods were not effective contrary to library staff and the management who felt the methods were very effective. A clear observation was the way library users contrasted with library staff and the management in responding to the issues of information literacy.

The study further intended to establish whether there were adequate resources to ensure literacy training was carried out effectively. The resources explored included: library assistants, information material, ICT and time. From the findings, time was the most available resource as mentioned by the library users while library staff gave varied responses with almost all the resources being termed as adequate. The explanation given by the library users was that library staffs were available though they offered little assistance to guide adult library users. Though the staff mentioned having specific resources dedicated to adult library users, the researcher could not find such distinctions from other library users. Moreover, the library users themselves did not identify availability of resources meant for adult library users. The same pattern of response was obtained when respondents were asked whether resources were effective.

Most of library users rated them as not effective while most of the respondents in the library staff category felt the resources had been very effective in promoting literacy among adult users in Embu County.

Some of the challenges preventing effective provision of Information literacy skills included: lack of teaching equipment/facilities, inadequately trained staff, inadequate funding, lack of skills, negative attitude and lack of time for training. Those that came out very clearly as primary hindrances to provision of information literacy were those associated with access to materials, inadequate trained staff and inadequate funding.

5.3 Conclusion

On the first research question, the study concludes that information literacy policy had not been effective to adult library users. Though the policy was termed as good by the library staff and the management, most library users did not find it assisting them adequately.

On the second research question, the study concluded that use of written methods that is majorly practiced in Embu library to train adult library users had not been very effective to them especially due to the fact that some users didn't have time to keep on reading the guidelines.

On the third research question, the study concluded that KNLS Embu library lacks adequate resources to support and promote literacy among adult population in Embu County. For instance, the study established that though time was available to interact with the library staff, resources meant to support adult users were conspicuously missing even from the observation of the researcher.

On the fourth research question, the researcher concluded that availability of resources, inadequate trained staff and negative attitude from the residents in the county happens to be the major challenges affecting training and promotion of literacy among adult library users in Embu County.

On the fifth research question, the researcher concluded that though there was an information literacy programme initiated by the public library, it has not fully achieved its purpose since some library users are yet to be made aware of its existence.

5.4 Recommendations

Having successfully carried the study, the researcher would recommend the following for KNLS Embu Library.

1. More emphasis should be given to training the adult users on information literacy. This will go a long way in helping the users to be more independent and helps in saving time in their knowledge search.
2. The library management should also ensure that all the resources required are availed. This includes computers, internet access, adequate time to train the users, more trained staff and relevant information materials.
3. The Library staff would also appreciate motivation in form of better pay and better resources. Motivated staff would in return be willing to train the users effectively and this will give a good flow to the information literacy.

5.5 Recommendation for Further Research

The researcher suggests further study on information dissemination which will be aided greatly by information literacy.

Educating library users on information literacy will bring a major breakthrough in the way activities are carried out in the national libraries.

Research can be carried out to see the extent to which the government is involved in creating awareness to the library users and be requested to provide more resources to facilitate information literacy.

Young library users may also be educated and trained on information literacy at an early age so that by the time they grow up, they are well equipped with necessary library skills.

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APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

I am a student at Kenyatta University, pursuing a Master's Degree in Library and Information Science. I am conducting a research titled: — **Effects of information literacy on adult consumers of Kenya national library services in Embu County**

The aim of the study is to assess the effectiveness of Information Literacy training programs and then suggest possible solutions.

The attached questionnaire is meant to help in collecting data for the research and information gathered will only be used for the said study. Kindly fill as appropriate against each question. Your response will be treated with utmost confidentiality.

Thank you.

For further information get in touch with me at:

Phyllis Njeri Karimi

P.O. Box 27,

Kerugoya.

Phone No.0723671699

Email: pnkarimi@yahoo.com

19th August , 2016

APPENDIX II: LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/40853/13689

31st October, 2016

Phyllis Njeri Karimi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Effects of information literacy on adult users in public libraries in Kenya. A case of Kenya National Library Services in Embu County.*” I am pleased to inform you that you have been authorized to undertake research in **Embu County** for the period ending **28th October, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Embu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Embu County.

The County Director of Education
Embu County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX III: QUESTIONNAIRE FOR LIBRARY USERS

SECTION A: Background Information

Please tick as appropriate

1. Gender?

- i. Male []
- ii. Female []

2. Age bracket

- i. 19-24 []
- ii. 25 -30 []
- iii. 31-40 []
- iv. 41-50 []
- v. 50 and above []

3. What is your highest academic or professional qualification?

- i. PHD []
- ii. Masters Degree []
- iii. Degree []
- iv. Diploma []
- v. Certificate []
- vi. Any other.....

SECTION B: Information Literacy Policy

4. a) What is your understanding of Information Literacy Policy ?

.....

.....

b) Is there a program put in place to enhance information literacy among library users?

(i) Yes [] (ii) No []

c) If your answer is yes in b above, is there any of the program that is meant for adult users?

(i) Yes [] (ii) No []

d) For how long has the program been in place?

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

e) Has this program been effective in your convenience in using the library?

(i) Yes [] (ii) No []

5. a) Are there rules and regulations guiding users at Embu library?

i) Yes [] (ii) No []

6 If Yes in the (5) above how do you rate their effectiveness? Please tick the appropriate

i. Excellent []

ii. Very Good []

iii. Good []

iv. Average []

v. Poor []

7. (a). How many days is the Embu library opened in a week?

.....

(b) What time does the library open?

.....

(c) What time does the library close?

.....

(d) Are you comfortable with the opening and closing hours?

(i) Yes [] (ii) No []

(e) Explain your answer in (d) above

.....

SECTION C: Methods

8. (a) Are there particular methods used to offer Information Literacy Training at Embu public library?

(i) Yes [] (ii) No []

(b). If Yes in (a) above, what methods are used to deliver information Literacy Training?

i. Regular one on one training []

ii. Guided tours []

iii. Issuance of written materials on Information Literacy []

iv. Demonstrations []

v. Others

Explain.....
.....

(b) How effective are the training methods?

- i. Very effective []
- ii. Effective []
- iii. Fairly effective []
- iv. Not effective []

SECTION D: Resources

9. (a) Are there resources set aside for Information Literacy Training?

- i) Yes [] (ii) No []

10. If Yes in (a) above, what are these resources?

- i. Library assistants []
- ii. Materials []
- iii. ICT []
- iv. Time []
- v. Others specify []

11 Among these resources, are there particular ones set for adult users?

- (i) Yes [] (ii) No []

12 If Yes in (d) above, how effective are the resources used?

- i. Very effective []
- ii. Effective []

- iii. Fairly effective []
- iv. Not effective []

SECTION E: Challenges encountered in provision of information literacy training Programs

13. What challenges have you encountered in provision of information literacy skills programs in the library?

- i. Lack of teaching equipment/ facilities []
- ii. Inadequate trained staff []
- iii. Inadequate funding []
- iv. Lack of policy []
- v. Others: (specify).....

14. Generally suggest how information literacy training programs in Kenya National Library Services can be improved?

.....

.....

.....

SECTION F: Effectsof Information Literacy programs

12. What effects has the information Literacy Policy at Embu had on you?

- i. I can now access information faster in the library []
- ii. I can easily evaluate internet information []
- iii. It has had no impact on me []
- iv. Others specify.....

APPENDIX IV: QUESTIONNAIRE FOR LIBRARY STAFF

(Please tick and fill the blank spaces provided as appropriate)

SECTION A: Background Information

1. Gender?

i. Male []

ii. Female []

2. Age bracket

i. 19-24 []

ii. 25 -30 []

iii. 31-40 []

iv. 41-50 []

v. 50 and above []

3. How long have you worked in the library (specify)

.....

4. What is your highest academic or professional qualification?

i. PHD []

ii. Masters Degree []

iii. Degree []

iv. Diploma []

v. Certificate []

Other, Specify.....

SECTION B: Policy on Information Literacy training programs

5. (a) Does your library have Policies on Information Literacy programs?

- (i) Yes []
- (ii) No []

(b) If Yes in (a) above what are these policies.....

(c) Among these policies are there specific ones that target adult users?

- (i) Yes []
- (ii) No []

(d) If yes in (c), explain.....

(e) What role do you play in the implementation of these policies.....

(f) Are the policies evaluated for their effectiveness among the adult users?.....

(g) How often are the policies reviewed?.....

SECTION C: Methods

6. What methods are used to provide information literacy training to adult users in your library?

Tick the appropriate.

- i. Regular one on one training []
- ii. Guided tours []
- iii. Issuance of written materials on Information Literacy []
- iv. Demonstrations []

7 Are these methods specifically tailored to benefit adult users?

.....
.....

8 How do the adult users react to these programs?

.....
.....

Are the adult users available for the programs?

.....
.....

How effective are these methods to adult users?

- i. Very effective []
- ii. Effective []
- iii. Fairly effective []
- iv. Not effective []

SECTION D: Resources

11. What resources do you use when offering information literacy training? Please explain

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

12. How would you rate the effectiveness of the resources used among adult users in your library?

- i. Very effective []
- ii. Effective []
- iii. Fairly effective []
- iv. Not effective []

Section E: Challenges

13. What challenges do you encounter in the provision of information literacy training program to adult users? Please explain.

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

14. What are the possible solutions to the challenges you have mentioned in the question above?

.....
.....

Section F: Effectiveness of Information literacy

v. a) In your opinion, what effects has IL had on adult users? Please explain.

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

b) What criteria do you use to measure the effectiveness of the IL programs on adult users?

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

13. What suggestions would you offer for improvement of IL to adult users?

.....
.....

Thank you for your co-operation

APPENDIX V: INTERVIEW SCHEDULE FOR LIBRARY MANAGEMENT

1. What are your qualifications?
 - a) Do you have information literacy policies in your Library?
 - b) What are these policies?
 - c) Are there particular IL programs for adult users?
3. What methods do you use to offer information literacy training to adult users in your library?
4. What resources do you use when offering information literacy training programs?
5. Do you carry out an assessment of the impacts these training have on the adult users?
6. How effective are the information literacy training programs?
7. What challenges do you encounter in the provision of information literacy training programs?
8. What are the future plans to improve on information literacy to adult users?