PROVISION OF LIBRARY AND INFORMATION SERVICES TO PART-
TIME, POSTGRADUATE STUDENTS: A CASE OF JOMO KENYATTA
MEMORIAL LIBRARY, UNIVERSITY OF NAIROBI, KENYA

BY

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DECLARATION

Declaration by the Candidate

This is my original work and has not been presented for an award of a degree in any university known to me.

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Declaration by the Supervisors

This thesis has been submitted with our approval as the university supervisors for examination

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DEDICATION

This thesis is dedicated to my late parents Mr. Johnson Gekara and mama Yunuke Moraa for the strong foundation they laid for my education. My wife Everlyne; sons Brion, Job and Levy for their patience, encouragement and moral support. For without them this would not have been a success.
I wish to acknowledge the contributions of individuals and institutions without which this work would not have been a success.

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While thanking the above, I wish to also state that any errors still in the thesis remain my own.
ABSTRACT

The quest for higher education in Kenya has compelled universities to redesign their academic programmes and develop different modes of study such as work-based, vocational and part-time. As universities introduce these modes of study, libraries are also obliged to redesign their information resources and services to effectively serve users enrolled in these programmes. However, little is known of how university libraries are prepared to provide services to these groups of learners. The study investigated the provision of library and information services to part-time, postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi. The study objectives were to identify the usage patterns for library and information services offered to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi; determine the suitability of the regulatory framework governing the provision of library and information services; and identify the factors that influence the provision of library and information services to part-time postgraduate students. The study involved part-time postgraduate students and library staff. The study was guided by Ranganathan’s principles of library science and utilized models of information-seeking behaviour and information-seeking process. This is a case study where data was collected using questionnaires and interview schedules. The total population was 7,053 registered part-time postgraduate students out of which a sample size of 379 were sampled through stratified random sampling using Yamane’s simplified formula, while 11 library staff were purposively sampled. Quantitative data was analyzed using descriptive statistics such as weighted averages, frequencies and percentages while qualitative data was analyzed through content analysis. The study found out that part-time postgraduate students had a low usage of Jomo Kenyatta Memorial Library which would be attributed to lack of time. It was established that Jomo Kenyatta Memorial Library had a regulatory framework governing the provision of library and information services to all readers and not specific to part-time postgraduate students. The study also found out that several factors including accessibility, personal experience, and relevance, ease of use, familiarity, cost and format were important in determining the part-time postgraduate students’ efforts to pursue information. Equally the study further revealed that challenges including inadequate funds to design specific services that would sufficiently meet the needs of part-time postgraduate students, inadequate literacy skills among the students, lack of expertise, inadequate staff and lack of understanding of the part-time postgraduate students’ information needs were encountered in the provision of library and information services to part-time postgraduate students. The study recommends that universities should integrate information literacy in their academic programmes, review library policies, carry out user surveys, and embed librarians in postgraduate students’ environment. The findings of this study are significant as they contribute to knowledge pertaining to planning and designing of library and information services in universities.
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LIST OF ACRONYMS

CAS – Current Awareness Services

CUE - Commission for University Education

CURL - Consortium of University Research Libraries

ICT – Information Communication and Technology

IDIS – Institute of Diplomacy and International Studies

ISP – Information Seeking Process

JAB – Joint Admissions Board

JKML - Jomo Kenyatta Memorial Library

KUCCPS - Kenya Universities and Colleges Central Placement Services

LIA - Letters of Interim Authority

OPAC - Online Public Access Catalogue

SDI – Selective Dissemination of Information

SPSS – Statistical Packages for Social Sciences

UNESCO – United Nations Educational, Scientific and Cultural Organization

UoN – University of Nairobi
CHAPTER ONE

INTRODUCTION

1.0 Introduction to the Study

This chapter introduces the work presented in this study. Contained therein is the background of the study, statement of the problem, purpose of the study, research questions, assumptions, significance of the study, scope and limitation of the study, the theoretical framework and the definition of terms.

1.1 Background of the Study

Kenya has recorded a significant growth in university education. Starting with one public university, the University of Nairobi in the 1970s, by 2014 there were 39 chartered universities, 22 public, 17 private and 11 operating with letters of interim authority (LIA) (Commission for University Education, 2014). This has given rise to the expansion of degree programmes, both at undergraduate and postgraduate levels in these institutions. In addition, people have exhibited a high quest for higher education catalyzed by the increased demand for better skilled personnel in the job market and changing job requirements as well as career changes (Dewald, 2000). In response to this demand for higher education, universities have designed favourable modes of study such as work based, vocational, and part-time (evening and weekend), to cater for people who are in full time employment, who cannot find time to study on a full time basis. These modes of study have gained prominence in recent years and this is especially so for part-time postgraduate studies.

Students in universities are expected to undertake their academic activities including project work and assignments using a wide range of information sources and services to enable them achieve high academic standards. Therefore, universities ought to provide information resources and services that would assist students to attain their academic expectations. However, this is not the case in the African environment as observed by Lwehabura (1999).
University libraries in Kenya particularly face many challenges in meeting these students’ information needs including lack of funds, inconsistent information needs, and inadequate skilled personnel.

1.1.1 The University of Nairobi

The inception of the University of Nairobi is traced back to 1956 with the establishment of the Royal Technical College. The Royal Technical College was transformed into the second University College of East Africa in 1961 under the name Royal College Nairobi. In 1964 Royal College Nairobi was renamed the University College Nairobi as a constituent College of Inter-territorial, Federal University of East Africa. In 1970, the University College Nairobi transformed into the first national University in Kenya and was renamed University of Nairobi. Thus the University of Nairobi was established by an Act of Parliament CAP 210 of the Laws of Kenya the same year (University of Nairobi, 2013). However, the Act has been repealed and the University is being managed under the Universities Act No. 42 of 2012 (Kenya Gazette, 2012). The University of Nairobi was the pioneer institution of university education which served as the only institution of higher learning in Kenya for some time until other universities were established. It has eight campuses, all located within the capital city and its environs. They include: the Main Campus, Chiromo, Upper and Lower Kabete, Kikuyu, Parklands, Kenyatta National Hospital and Kenya Science Campuses. It has also extra mural centres located at the country’s former provincial headquarters which offer some of its academic programmes (University of Nairobi, 2013).

1.1.2 Jomo Kenyatta Memorial Library

In 1981, the University of Nairobi received a grant of over KSh 80 million from the Government of Kenya and started building a library in honour of the first President of the Republic of Kenya, the late Mzee Jomo Kenyatta. Upon its completion in 1988, library materials were transferred from the smaller Gandhi Memorial Library as a starting collection.
Jomo Kenyatta Memorial Library (referred to as JKML in subsequent discussions), currently has a collection of about four hundred thousand volumes inclusive of books, periodicals, and other non-print materials. The collection is comprised of lending materials and specialized research collections (University of Nairobi, 2013).

JKML has a seating capacity of about 1500 users, inclusive of a number of carrels provided for use by academic staff doing research. It is located within the main University Campus and serves as the main library of the University Library System comprising six college libraries namely: Upper Kabete, Chiromo, Medical, Kikuyu, and Architecture Design Development. JKML serves bona-fide students of the University of Nairobi, academic, non-academic staff and non-university members at the discretion of the Director, Library and Information Services. The library’s vision is to be a leading academic centre of excellence in the provision, dissemination and preservation of knowledge in Africa. Its mission is to provide contemporary information services that will empower the University to carry out its core activities of teaching, learning, research and community services. (University of Nairobi, 2013). The library has 60 members of staff under the management of the Director, Library and Information Services (University of Nairobi, 2013).

1.1.3 Part-Time Postgraduate Programmes

Initially, university education in Kenya was centered on regular modes of study where students were admitted through the Joint Admissions Board (JAB) renamed Kenya Universities and Colleges Central Placement Services (KUCCPS). Due to the limited facilities in public universities, not all students who met the university entry requirements were admitted leading to those who had finances join the private universities. Students in regular programmes formed the bedrock of university education in Kenya. They pursued the full-time learning built around lectures, discussions, tutorials based on conventional teaching methods.

Universities offered full-time programmes until the early 1990s when parallel and part-time degree programmes were introduced. Since then, the number of part-time programmes is on an increasing trend. The University of Nairobi established part-time programmes in 1998.
Other universities have followed suit in introducing part-time modes of learning. This has opened opportunities for people who desire higher education but do not have the opportunity to be full time students. The University of Nairobi is one of the public universities with the highest number of students pursuing higher education through such programmes. By the year 2013 the University had about 13,000 postgraduate students pursuing studies in different fields (University of Nairobi, 2013).

University libraries have traditionally based their library and information services on the support of full-time students. However, part-time postgraduate students who were the focus of the study did not have the full length of time to be on campus to utilize the library and information services like their counterparts on full time basis. This required that libraries design information services that would serve these users effectively because libraries play a core role in any learning institution and particularly in a university. The provision of relevant library and information services is essential for the attainment of superior academic standards in education. University libraries therefore need to design information services which would adequately respond to the information needs of all users regardless of their mode of learning. This study therefore sought to investigate the role of JKML of the University of Nairobi, in providing library and information services to part-time postgraduate students.

1.2 Statement of the Problem

Part-time programmes were introduced at the University of Nairobi to cater for educational needs of people who wished to further their studies but lacked the time for full-time study; coupled with the constraints of university facilities to cater for all students who wished to pursue studies in regular programmes. Nevertheless, the programmes were introduced with little regard to library facilities that would appropriately serve this group of users. The increasing number of people advancing their studies at postgraduate level is in full-time employment and lack adequate time to use the library requiring specialized services that suit their schedules.
Some studies have been conducted including Adesoye and Amusa (2011) examined the needs of part-time students in two public universities in Nigeria and found out that students were aware of the library and its resources but libraries fell short of their expectations in terms of inadequate facilities to assist them access information. Ossai-Ugbah (2012) investigated library awareness and use by part-time students in the University of Benin in Nigeria and found out that there were disparities in awareness and that some students did not participate in library orientation. Wasike and Munene (2012) observed that university libraries had not achieved much in studying non-traditional student’s characteristics, information-seeking behaviour, information sources used and challenges of information search. The studies point to dissatisfaction of non-traditional students with library services besides the studies focused on the awareness and use of the library; characteristics of non-traditional students which revealed a gap with respect to challenges in the provision of library and information services to part-time postgraduate students, a gap the present research intends to fill. Therefore, the research problem is to investigate the provision of library and information services to part-time, postgraduate students in Jomo Kenyatta Memorial Library, University of Nairobi, Kenya with specific reference to part-time, postgraduate students.

1.3 Purpose of the Study

The aim of the study was to investigate the provision of library and information services to part-time, postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi with a view to suggest possible solutions to challenges identified by the study.

1.3.1 Specific Objectives of the Study

The specific objectives of the study were to:

i. Identify the usage patterns for library and information services offered to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi.
ii. Determine the suitability of the regulatory framework governing the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi.

iii. Identify the factors that influence the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi.

1.4 Research Questions of the Study

Three main questions guided the study:

i. What are the usage patterns for library and information services offered to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi?

ii. How suitable is the regulatory framework governing the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi?

iii. What factors influence the provision of effective library and information services to part-time, postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi?

1.5 Assumptions of the Study

The study was based on the following assumptions:

i. JKML of the University of Nairobi was not offering relevant services to part-time postgraduate students and as a result does not meet their information needs.

ii. The identification of the challenges and suggested solutions if adopted would help the library management to improve and develop library and information services that would appropriately respond to part-time postgraduate students’ information needs.
1.6 Significance of the Study

The outcomes of this study are relevant at theoretical and practical levels.

1.6.1 Theoretical Relevance

Reviewed literature on the provision of library and information services (Adesoye, 2011, Ossai-Ugbah, 2012 and Wasike & Munene, 2012), revealed that there was a gap in research regarding the provision of library and information services in university libraries and in particular to part-time postgraduate students. It is therefore anticipated this study would contribute towards a better understanding of the provision of library and information services to part-time, postgraduate students in universities. This study pays specific attention to the usage patterns for library and information services; suitability of the regulatory framework; factors influencing the provision of library and information services; and the challenges faced in the provision of library and information services to part-time postgraduate students in JKML. The results would serve as a guideline for designing customized information services for part-time postgraduate students in university libraries.

1.6.2 Practical Relevance

It is envisioned that, the study outcomes would inform the working operations of academic libraries in Kenya in providing library and information services to part-time postgraduate students. This would be useful to other local universities since they operate in more or less same environment and circumstances. The study would help university libraries management in planning library and information services for part-time postgraduate students. In addition, the study would help in decision making of funding organizations for part-time postgraduate students; and development partners who contribute resources towards higher education programmes.
1.7 Scope of the Study

The focus of this study primarily dealt with the provision of library and information services to part-time, postgraduate students in JKML of the University of Nairobi. The study investigated the usage patterns, regulatory framework, factors influencing the provision of library and information services to part-time, postgraduate students and ways of mitigating challenges that affect the provision of library and information services to part-time, postgraduate students. There are a number of themes that need to be examined on this subject, for example information needs, seeking behaviour and information use by part-time postgraduate students. However, the focus of this study is limited to the aspects indicated in order to provide an evaluation of the prevailing circumstances and develop a basis for further studies in this area.

The study is geographically limited to JKML of the University of Nairobi which is the main library of the University Library System. The site provides a suitable setting in which to gather views of library staff and part-time postgraduate students undertaking studies in the University of Nairobi.

The study is also limited to part-time postgraduate students registered users of JKML. For the purpose of this study the researcher pays attention to doctorate and masters part-time postgraduate students who use JKML.

1.8 Limitation of the Study

The study did not attain the targeted 100% response rate because some respondents did not return the questionnaires and efforts to get them were not fruitful.

1.9 Theoretical Framework

Theories are principles upon which a subject is based and are helpful as far as they provide and direct the advancement of more understanding of activities (Ngechu, 2006). Theories are developed through research and are based on scientific principles.
1.9.1 Ranganathan’s Five Laws of Library Science

Most of the library science theories are derived from the Ranganathan’s five laws of library science, developed by Dr Ranganathan in 1931 (Leiter, 2003). They are unanimously accepted and are relevant up to date. Shiyali Ramamrita Ranganathan (1892-1972) is considered the father of Library Science in India (Leiter, 2003). According to Noruzi (2004) Ranganathan’s five laws of library science are widely accepted as the definitive statement of an ideal library service. This study would be guided by Ranganathan’s five laws of library science as they promote the tenets of library and information services. The tenets are acquisition, organization and dissemination of information which advocates for equal access to information materials by all users. Ranganathan’s five laws state that:

i. Books are for use

ii. Every reader his or her book

iii. Every book its reader

iv. Save the time of the reader

v. The library is a growing organism

Nicholas (2009) avers that the word “book” is used in its generic form as per the time Ranganathan conceptualized the principles. However, in the current information age books refer to resources, information and services in all formats.

1.9.1.1 Books are for use

The law has been modernized as information is for use. It is essential that all resources acquired by the library are maximally utilized by users. Libraries should not act as store houses for resources but are about users’ access and use. Library resources should not be limited to time, place or through the various types and levels of censorship including closed stacks, fees or passwords (Nicholas, 2009). Ranganathan emphasized on preservation of information and knowledge to be of importance as access to information and knowledge.
The law puts emphasis on the library’s convenient location, effective signage, and longer opening hours, helping hands for using resources and services to enable maximum utilization of library resources (Bhatt, 2011). Libraries are established to meet the human need to share information resources, knowledge, and experience.

This law implies that information resources should be relevant and availed to respond to users’ information needs. Information serves no purpose if it is not utilized and available for users to attempt to learn. JKML should acquire information resources and make them accessible for use. Middleton (1999) posits that information is for use and should not be hidden or altered from users. In addition, libraries are about service. For libraries to deliver and get the benefit of services, the library must identify the benefits that users can expect and devise ways of delivering those benefits.

1.9.1.2 Every reader his or her book

Previously stated as every reader his or her book has been modernized as every piece of information has its user. Library users have diverse information needs requiring the library to carefully select, acquire, organize, store and avail to every user books that satisfy their varied needs. The law emphasizes on the right of users to information irrespective of age, race, or religion. The information should be appropriate, reliable, and adequate and that which meet the expectations of all its users (Nicholas, 2009). Librarians should be impartial in dealing with users, help them locate the required information and allow access to it. The library should formulate access policies that ensure that its collection is appropriate and adequate in fulfilling the users’ expectations.

JKML should formulate access policies which do not discriminate non-traditional students with particular reference in this study, part-time postgraduate students. JKML should develop its collection keeping in mind the present and future requirements of its users. Bhatt (2011) suggests that the collection should be a mix of old, rare and latest materials in reflection of the developments in various disciplines. JKML librarians have to take into account that every user of the facility has a right to information.
1.9.1.3 Every book its reader

The law states that every book its reader but has been modernized as every resource its user. It advocates for easy access to information resources which result to putting people together with what they need. The law further states that books should be put into the hands of users who may not know about their existence as long as these books offer them the opportunities for enrichment that other titles do not. Traditionally, reference work has been identified within the third law, and this continues to be the case in the virtual library (Bhatt, 2011). Libraries are launching virtual enquiry services through websites. This development has enabled libraries to expand services to where and when users need them. JKML should be involved in activities that take the library products and services to its users. Bhatt (2011) opines that libraries should use promotional tools to publicize their resources, facilities and services and also direct their efforts to attracting new users and reaching out to their existing users by providing library services at their doorsteps. This would result to personal touch, hence making users develop a feeling of belonging to these libraries.

1.9.1.4 Save the time of the reader

The fourth law previously stated as “save the time of the reader” has been restated as save the time of the information user. Time is important to every person and is a major concern for librarians to save time of the reader. Librarians should always bear in mind that the time of users is essential and precious. Libraries should devise, design, and develop methods, systems of organization and dissemination of information that provide the best service to their readers in the most efficient, accurate and effective manner that save the time of the reader (Bhatt, 2011).

The law ensures that a readers’ valuable time is not wasted in searching, accessing and retrieving of information. Libraries save the time of users through information organization, acceptance and adoption of ICT, creation of catalogues, bibliographies, indexes, and abstracts. Noruzi (2004) avers that considering the time of the user as a vital idea should be embraced by all information professionals.
Libraries should consider the users’ benefits and preferences through consolidating and repackaging information into appropriate forms, availing it when needed, and ensure quality services.

1.9.1.5 The library is a growing organism

The fifth law, that the library is a growing organism has been modernized as the information world is an exponentially growing organism. The 21st century library will continue to grow, not only from the point of physical space but also in relation to its impact on staffing, skills and users (Bhatt, 2011). Plans for this expected growth need to be taken into consideration. Both libraries and information science profession are dynamic, changes are taking place and it is crucial to manage the change. There should be continuous training and re-tooling for the library staff. Libraries should therefore adapt themselves to the future user needs including mobilizing resources, dealing with uncertainty about future user needs, new services, new customer groups and new environment. There is need for libraries to transmute their services in line with the changes taking place worldwide and they must not lag behind in adapting to new technologies.

The Ranganathan’s five laws of library Science continue to be the blueprint that information science profession anchors its professional values on and remains relevant to date (McMenemy, 2007). The advantage of Ranganathan’s principles is that both information professionals and library users’ perspectives are represented. The principles are relevant for the study because they take into consideration the users and the library staff interests. In addition, the study utilized other models such as Wilson’s 1996 model of Information-Seeking Behaviour which provided a broad background for understanding what part-time postgraduate students experienced in their search for information in JKML of the University of Nairobi. The study also drew from Kuhlthau’s 1991 model of information seeking process. The model was useful to the study in understanding the information search experience of part-time postgraduate students in JKML of the University of Nairobi as it has been used as a framework and diagnostic tool in a variety of libraries and information settings (Kuhlthau, 1991).
1.9.2 Wilson’s 1981 Model of Information-Seeking Behaviour

Before the 1996 model of information-seeking behaviour, Wilson had previous models, 1981a and 1981b which were based upon two main propositions (Wilson, 1999). Firstly, that users start with an information need; secondly, that in the effort to discover information to satisfy this need, the enquirer is likely to face various barriers (Wilson, 1999). Wilson’s models of information-seeking behaviour were prompted by the individual’s physiological, cognitive and affective needs (Wilson, 1981). Wilson 1981 models propose that information-seeking behaviour arises as a concern of a need perceived by an information seeker. The seeker then makes demands upon information sources which may lead to success or failure for relevant information. The outcome will inform the seeker’s action to either adopt a different search strategy in case of dissatisfaction or satisfaction if successful. Wilson 1981a model shows that part of information-seeking behaviour may include other people through information exchange as useful information may be passed on to other people (Wilson, 2008). Wilson 1981b model advises that an information need is not a primary need but a secondary that is as a result of an elementary need. The model suggests that the inquirer may come across barriers while seeking for information in his or her effort to discover information that satisfy a need (Wilson, 1999). The model submits how information needs arise and the factors that may prevent the actual search for information. The model was relevant in explaining the factors that influenced the provision of effective library and information services to part-time postgraduate students at JKML.

1.9.3 Wilson’s 1996 Model of Information-Seeking Behaviour

The study was also guided by Wilson’s 1996 model of information-seeking behaviour which pictures the cycle of information activities from the context of information need to information processing and use (Wilson, 1999). Figure 2.1 is a representation of Wilson’s 1996 model.
The model describes a process which starts with the person in context, followed by the context of information need. An activating mechanism prompts the need for information, and the intervening variables such as psychological, demographic, role related/interpersonal, environmental and source characteristics influences the user’s information-seeking behaviour. Other activating mechanisms including risk/reward theory, social learning theory and self-efficacy also direct the need to seek information thus dictating the information-seeking behaviour. The model offers four categories of information-seeking behaviour: passive attention, passive search, active search, and ongoing search. Information found is processed and used, or if considered inappropriate to the information need, the information-seeking process starts again.
The model befitted the study as it provided a general setting of understanding challenges of providing library and information services to part-time postgraduate students at JKML, University of Nairobi.

1.9.4 Kuhlthau’s Information-Seeking Process (ISP)

Kuhlthau’s Information-Seeking Process presents a holistic outlook of information seeking from the users’ viewpoint in six stages: task initiation, selection, exploration, focus formulation, collection and presentation (Kuhlthau, 2004). Kuhlthau model of Information Search Process (ISP) incorporates three realms of experience: the affective (feelings), the cognitive (thoughts), and the physical (actions) common to each stage. The model describes users’ experience in the process of information seeking as a series of thoughts, feelings, and actions. The model reveals a search process in which a person is seeking meaning in the course of information search. The primary objective of information seeking is to accomplish the task that initiated the search but not simply the collection of information as an end to itself (Kuhlthau, 2004). Kuhlthau model addresses intellectual access to information and ideas, and the process of seeking meaning, rather than the physical location of sources.

The model proposes that initiation is when a person first becomes aware of the lack of knowledge or feelings of uncertainty. This refers to a situation where a part-time postgraduate student prepares for the decision of selecting a topic. Selection is when a general topic or problem is identified and initial stage of uncertainty gives way for readiness to begin the search referring to a situation where the part-time postgraduate student decides on topic for research. In exploration, inconsistent, incompatible information is encountered and uncertainty, confusion and doubt increases and people find themselves in a state of confusion refers to a situation where part-time postgraduate students investigates information with an intent of finding a focus. The formulation stage is when a focused perspective is found and uncertainty diminishes as confidence increases referring to a situation where part-time postgraduate students formulate a focus from the information encountered.
The collection stage is when information pertinent to the focused perspective is gathered and uncertainty subsides as interest and involvement deepens a situation in which part-time postgraduate students gather information that defines, extends and supports the focus. Finally, the presentation stage is when the search is completed with a new understanding enabling the person to explain his learning or put the learning into use referring to a situation where part-time postgraduate students conclude the search for information. Table 1.1 summarizes Kuhlthau’s Model of Information Search Process

### Table 1.1 Model of Information Search Process

<table>
<thead>
<tr>
<th>Source: Kulthau (2004)</th>
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<tr>
<td>The fundamental proposition of Kuhlthau model is that the feelings of uncertainty linked with the need to search for information gives rise to feelings of doubt, confusion and frustration and that as the search process proceeds and is increasingly successful, those feelings change: as relevant material is collected confidence increases and is associated with feelings of relief, satisfaction and sense of direction. Kuhlthau model confirms that as the process of gradual refinement of the problem area, with information searching of one kind or another going on while that refinement takes place. This model was useful in understanding the process part-time postgraduate students go through in the search for required information.</td>
</tr>
</tbody>
</table>
1.10 Definition of Terms

Major terms used in the study are defined in this section. The definition is based on how the terms are used in the study.

**Information** the facts, conclusions, ideas, and creative works of the human intellect and imagination which are being communicated formally or informally in any form (Parmar & Khan, 2003) for this study refers to facts, conclusions, ideas, and creative works of the human intellect and imagination which are being communicated formally or informally in any form to part-time postgraduate students in JKML.

**Information behaviour** encompasses information seeking as well the totality of other unintentional or passive behaviours as well as purposive behaviours that do not involve seeking (Case, 2012) here discussed as all activities which part-time postgraduate students are involved in to be able to get information that they need to use in given situations or circumstances.

**Information need** is recognition that your knowledge is inadequate to satisfy a goal that you have (Case, 2012) for this study refers to a gap of knowledge experienced by part-time post-graduate students which yields to a question giving rise to a search for an answer.

**Information services** refers to those activities that provide access to recorded information resources and provides its delivery usually in the form of documents to part-time postgraduate students users of Jomo Kenyatta Memorial Library.

**Library services** discussed as the various means through which Jomo Kenyatta Memorial Library avails information to part-time postgraduate students.

**Part-time students** are registered students who undertake their academic programmes at the University and these programmes are offered in the evenings and weekends.
Part-time, postgraduate students discussed in the study are legally registered students at the university undertaking postgraduate studies at Masters and PhD level in the evenings and weekends in the College of Humanities and Social Sciences.

Postgraduate students appropriately registered university students undertaking Masters or PhD programmes at the University of Nairobi.

1.11 Chapter Summary

This chapter gave background information on the study. A statement of the problem; purpose of the study and the specific objectives that were used in order to achieve its main purpose were discussed. Additionally, significance of the study; scope and limitations of the study; as well the theoretical frameworks were incorporated. Lastly, brief definitions of key terms in the study have been presented.
CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

This study focuses on the provision of library and information services to part-time postgraduate students. The chapter reviews literature on information needs of part-time students; information services in the knowledge-based age; information services in Kenyan university libraries; the role of information professionals; the category of part-time postgraduate students who seek for information services; library policies on information provision; challenges of providing library and information services to part-time students in Kenya; and identifies the knowledge gap of the study.

2.1 Previous Studies on Information Needs of Part-Time Students

An information need arises when an individual senses a problematic situation or information gap, in which his or her internal knowledge and beliefs, and model of environment fail to suggest a path towards the satisfaction of his or her goals (Case, 2012). According to Mwangi, (2003) an information need is the value judgment that some group has a problem that can be solved. He further noted that a problem is a psychological state associated with uncertainty and the desire to fill a gap in knowledge. When a need has been identified, it translates into a “want” which can be expressed or not. When a “want” is expressed it becomes a “demand”. A “want” is therefore what an individual would like to have and a “demand” is that which an individual requests for.

Postgraduate students require more intense research in order to gain in-depth knowledge, thus access to information is of great importance in their studies. Libraries therefore, play an important role of providing students with access to information that will help them in defining their research topics and to fully carry out research activities. This implies that librarians should understand part-time postgraduate students’ information needs and the circumstances under which they operate in order to design services and products that will effectively meet their expectations. University libraries serve the information needs of the users.
The scope of information services offered have of late widened due the development of technology. Although many user studies of various user groups have been conducted, in Kenya very few, if any have centered on the information needs of postgraduate students. The information needs of postgraduate students in Kenya’s public universities have not been studied in the context of the new user centered information paradigm. This means therefore that the provision of information services to this group of users is still largely based on conjecture and supposition.

Literature that examines challenges of providing library and information services to part-time postgraduate students is scarce. There are, however, a few documented studies that help place the relationship between university libraries and part-time students. Watson (1996) sought to identify challenges faced by librarians in delivering quality library and information services to distance learners in the Commonwealth. His findings showed that libraries needed to collaborate with agencies that are external to the library to help provide quality library and information services to distance learners. Rowland and Rubbert (2001) evaluated information needs and practices of part-time and distance-learning students in the United Kingdom. They found out that university libraries were not being used due to lack of adequate time and accessibility constraints due to distance. The findings further showed that information needs of part-time, distance-learning and mature students had been tremendously transformed by the use of ICT. They suggested that existing library services needed some operational changes in order to meet the needs of part-time and distance-learning students.

A study on the role of librarians in web-based distance education (Cookie, 2004) observed that provision of library services to non-regular and remote users could only be successful if the librarians understood users. It further noted that policies and procedures should be created to address distance learning and recommended for the coordination of library programmes such as document delivery and reference services by librarians as a way of assisting this group of users. In addition, Adeyemi and Osunde (2005) analyzed the academic performance of students undertaking studies through part-time programmes in Nigeria.
The study evaluated the academic achievements of two groups of students: on-campus and those offered via outreach programmes and found out that the quality of learning in outreach centres was inferior to that of on-campus. As a result, students enrolled in the on-campus part-time programmes performed better than their counterparts in the outreach centres. The findings further revealed that the disparity in performance resulted from poor knowledge dissemination and information distribution. They suggested that due to the growing demand for university education through flexible programmes, alternatives need to be designed to increase access to higher educational opportunities and that students should be provided with more access to the information resources. Libraries should therefore play their vital role in the educational endeavours of all students undertaking studies through any programme whether full time, on-campus, outreach or any other. Investigation on accessibility and use of the Federal Polytechnic Ado- kitsi Library Resources by part-time students of the institution (Busayo, 2006) found out that the library was far away from the satellite campus, making it difficult to be accessed by majority of part-time students. He recommended that libraries should be within easy reach by all students for maximum utilization of its resources.

Examination of the needs of part-time students in two public universities in Nigeria (Adesoye & Amusa, 2011) revealed that students were aware of the library and its resources and made use of them for their information needs, but libraries fell short of their expectations in terms of inadequate facilities to assist them access information. He also noted that students lacked skills in using electronic information resources. In the University of Benin in Nigeria (Ossai-Ugbah, 2012) investigated library awareness and use by part-time students and found out that: some of the part-time students were more aware of the library sources than others while some did not participate in library orientation programme. The study recommended that library orientation be made mandatory by the university management and library user education be integrated in the curriculum of part-time programmes.

University libraries in Kenya have designed information services with little or no attention to part-time postgraduate students in mind (Wasike & Munene, 2012).
Considering the time they are on campus and the library’s operating hours between 8.00 am and 10.00 pm, they are not provided for by these important institutions (libraries). Neither has university libraries achieved much in studying non-traditional students’ characteristics, information-seeking behaviour, the information sources they use and preferred formats and the challenges they face in their search for information (Wasike & Munene, 2012). This has occasioned a mismatch of information resources and services with these users’ information demands.

The reviewed literature focused on the delivery of services to distance learners; academic performance of part-time university students; and information needs of part-time students in general. However, this study sought to identify the usage patterns of part-time postgraduate students in JKML of the University of Nairobi to determine whether the library and information services in JKML responded to their information needs.

### 2.2 Library Policies on Information Provision

Madden (2008) opines that laws relating to information need to be taken seriously by all the concerned parties, such as information providers and users. Information laws should endeavour to provide access to all users and access to information should not be discriminative to any user. For example, policies should enable physically challenged users and part-time students to access the library with ease. Developing services for part-time postgraduate students requires strategic approach. Planning and deciding on priorities are some of the important steps that ensure that there is a match between long-term objectives and day-to-day operations of libraries. For libraries to ensure successful information provision services, information provision policy should be formulated. A policy is a set of guiding principles or rules intended to influence decisions and actions that reflect on agreed practice (Wamundila, 2008).

Information policy is a framework that provides information work with operational guidelines for the development of resources like data, manpower, and information technology and also in dealing with users (Ocholla & Ojiambo, 1993).
They further observe that an information policy should embrace the following elements of information infrastructure:

a. Government involvement in all areas of information such as funding, legislation and policies, resource planning, mobilization, preservation and development;
b. People: both information users and providers;
c. Professional associations;
d. Publishing industry;
e. Physical information resources such as libraries and information centres;
f. Linkages of libraries and information centres.

Therefore an information policy should embrace people, government support, methods of data generation and transfer, ICT development and utilization, appropriate information services such as co-ordination, co-operation, networking and resource sharing, the development of appropriate publishing firms and information service points such as libraries and professional associations.

Universities draw their strategic plans which articulate a planning process where the commitments, goals, and strategies are set forth in the plan to indicate the direction the university will take in order to maintain and enhance excellence in all its endeavours. Gibson, Newton and Dixon (1999) argue that for a library to offer resources and services appropriate to the academic level and scope of an institution’s programme policies and procedures must be planned and followed. They further suggest that there is need for written policies in governing standards of services. Library mission statements should therefore include a policy on how library staff will serve all users of the facility. When such guidelines are documented they assist library staff on how to provide service to all users. Libraries also need to have an information service provision policy and strategies to emphasize the need for the library to manage its services so as to achieve its objectives. The policy document should not only list the resources and services offered, but should also include a mission statement and an account of the goals and objectives of the service.
Lebowitz (1997) suggests that following an extensive needs assessment, where aims and objectives are identified, libraries should plan out the six fundamental elements of a service policy: staffing, programme format, services, document delivery, the use of technology and publicity. He further opines that if the planning stage is correctly completed, then implementation can be relatively easy. It is crucial to note that planning for the provision of library and information services to part-time postgraduate students should be seen as an activity that goes out with the development of internal policies and procedures. Therefore, university libraries should develop policies and adhere to them in support of their mission to provide information resources and services of the highest quality to sustain and enhance the university’s teaching, research, informational, professional, and performance programmes in an atmosphere that is welcoming, respectful, and organized.

The reviewed literature proposes that for any library/information centre to offer appropriate resources and services to the academic level of an institution, it should have a regulatory framework. Therefore, this study sought to find out whether JKML had suitable policies governing the provision of library and information services with particular reference to part-time postgraduate students.

2.3 Information Services in the Knowledge-Based Age

The 21st Century falls within the epoch called the knowledge age. The concept of information services epitomizes the changes brought about by technological advances and globalization toward the end of the 20th Century (Gwang, 2011). The author further notes that the epoch is characterized by speed and precision in the production, transfer, access, and use of knowledge. The information services, as a concept, sums up the new world order where the position of nations, their power, wealth and influence, increasingly depends on their access to and ability to use information (Gwang, 2011). In fact, for any individual or group to navigate well in this increasingly complex age, information is essential. The provision of library and information services to part-time postgraduate students is necessary. Access to, and ability to use information among students is the single most important factor by which they can remain relevant and achieve their dreams to emerge among the best at the end of their studies.
Individuals require information about the nature and extent of their needs and about the resources they can harness in meeting these needs at all levels (Tiamiyu, 2002). The university's policymaking requires timely and unhindered access to information to ensure adequate, positive decision-making and implementation. The basic requirement for good governance is unhindered access to quality information by students. The university library is charged with the responsibility of selecting, acquiring, processing, storing and disseminating needed information, to meet the mandates of the university (Onye, 1998). Aiyepeku (1997) equates information with capital, labour, and material. He also likens information to money and power, which make the difference among people and nations. Information is a basic human need, after air, water, food, and shelter (Mwangi, 2003). The author concludes that people need information to manipulate other factors of production. Aboyade (1990) asserts that information is a necessary resource for the development of all other resources and that reliable information is the cornerstone for building the awareness, expertise, and practical strategies necessary to improve the world. He adds that information reduces the degree of uncertainty in the operating environment of an organization.

2.4 Information Services in Kenyan University Libraries

The primary objective of collecting, storing, and organizing information in a university library is to aid the academic community in their academic and research pursuits. Provision of effective library and information services assists in the delivery of right information to users at the right time and manner. Mwangi (2003) avers that libraries risk becoming irrelevant to the teaching process if they do not improve their services as essential teaching tools. Libraries play their traditional roles as they act as intermediaries in the process of information transmission between the information sources and the end users. This is realized through the services they offer to the user population. Library services and operations have been influenced by the rapid technological innovations over the years. Information dissemination, capture, collection storage and transfer have provided a new impetus in library functions and operations (Siddiqui, 2003).
The Commission for University Education (2013) recommends that a university should provide adequate resources to support the non-traditional students, in this case part-time postgraduate students. In most university libraries, collections and services are designed for full-time students therefore not well-matched with the needs of part-time students.

Libraries need to provide quality information products and services based on the needs and demands of users (Makori, 2010). The concept of quality services can be described as a contract between a library and its users. The information users are the ultimate judges of the quality of information products and services offered. Libraries have designed a number of services presumed to match with the current information requirements. The Commission for University Education (2013) a body charged with the responsibility of setting standards for university libraries in Kenya outlines library services to include: Reference and Information Services; Circulation Services; Current Awareness Services; Inter Library Services; Information Literacy Services; Reprographic Services; Multimedia Services; Knowledge Management Services; Preservation Services; and Archiving Services.

2.4.1 Reference and Information Services

Reference services are those services provided by libraries through the use of in-house information sources whereas information services are systems designed and organized to provide information to users (Parmar & Khan, 2003). Such systems can be organized within a library or any other information centre. Libraries should endeavour to develop information services that are capable of handling reference through in-house information sources. Reference services help users to advance their knowledge, solve academic, research or professional problem or achieve self-education.

2.4.2 Circulation Services

Circulation service enables users to use information at their convenience both in time and place. Ocholla and Oijambo (1993) avers that circulation service gives users an opportunity to peruse documents in a detailed manner without any harassment and at their convenient time and length.
It also helps them to avoid noise and the hustles in a library and information centre which might affect their concentration.

2.4.3 Current Awareness Services

Current Awareness Service (CAS) is defined as a service or publication designed to alert scholars, researchers, readers, customers, or employees to recently published literature in their field(s) of specialization (Parmar & Khan, 2003). These services are designed to keep users informed of any current and relevant information sources they need in performing their tasks whenever such sources are received in the library or information centre. There are various methods that can be used in providing these services among them are: circulation of the original documents, display or exhibition, circulation of current awareness bulletins, Selective Dissemination Information (SDI) of materials and documents or casual telephone calls. Therefore, libraries and information centres should strive to provide these services in this era of information explosion since it is an important component for research, teaching and learning, and decision and policy making.

2.4.4 Inter Library Services

Also referred to as inter-lending, or information exchange a service whereby libraries share resources (Parmar & Khan, 2003). It is achieved through organizational arrangement whereby users are availed information materials that are not available in a given library or information centre. It is not possible for any library or information centre regardless of its size to have resources that satisfy the needs of all users at all time thus it is necessary that libraries form consortiums for Inter Library Services.

2.4.5 Information Literacy Services

Information Literacy Services, also referred to as user education are defined as all activities involved in teaching users how to make the best use of library resources, services and facilities, including formal and informal instruction delivered by a librarian or any other staff member one-on-one or in a group. It also includes online tutorials, audiovisual materials, and printed guides and pathfinders (Parmar & Khan, 2003).
Most of the users are not aware of the potentials of libraries and information centres they use or intend to use, thus through information literacy services users are made fully aware of information service units of the library, the information retrieval methods and tools, how to use them, the roles and usefulness of information centre staff, types of services available and where they are offered and policy and regulations of the centre. Therefore, this service enables users to make maximum use of the library information resources.

2.4.6 Reprographic Services

This is a service that enables users to access documents or parts of documents by reproducing them from the original sources (Parmar & Khan, 2003). Therefore, reprographic facilities enable users to reproduce copies of the documents they want for use at their convenience both in time and place. Reprographic facilities also help libraries in curbing down theft, mutilation and tearing of information documents, thus it assists in extending the life span of information materials. It also enhances efficiency, save time, and increase effectiveness and convenience of library information service.

2.4.7 Multimedia Services

These are services provided in different types of media such as text, numeric data, graphics, image, voice and video (Chowdhury, 2010). Expansion of the knowledge base of users, increase of publications in various languages, and the need for information in various forms, purposes and various levels of knowledge development have increased the demand for multimedia services.

2.4.8 Knowledge Management Services

The library is the purest form of knowledge manager (Stueart & Moran, 2004). It provides these services through identification, selection, collection, organization, storing, archiving and distribution of knowledge.

2.4.9 Preservation Services

Information sources are secured and preserved in libraries that they continue to be available and information seekers will be in a position to find those sources
Information sources must be protected from natural elements such as dust, fungi, insects, animals, moisture, earthquakes, ultra-violet radiation and some unscrupulous human beings.

### 2.4.10 Archiving Services

Libraries are the custodians of information materials which are in different forms including journal articles, books and monographs, reports such as research reports and official publications, conference proceedings, industrial documents such as patents and standards, legal documents such as statutes and also reference and referral documents such as bibliographies, dictionaries and encyclopaedias (Parmar & Khan, 2003). Users whenever they wish to consult information materials in their original form, they visit libraries and information centres for that service. Provision of information materials is a core function for any library and information centre.

### 2.4.11 Databases

The development of ICT has brought about the rise of electronic databases and e-book technology; this has changed the entire state of affairs of information. The emergence of electronic resources has had an impact on university libraries and information centres. Chowdhury (2010) defines a database as an organized collection of related sets of data that can be accessed by more than one user by simple means and can be searched to reveal those that touch upon a particular need. He further classifies databases into two divisions, reference and source databases. Reference databases direct users to the source of the information. They can be divided into three categories: bibliographic, catalogue and referral databases. Whereas source databases provide answers thus reduce the hustles for users to refer elsewhere. Source databases can be grouped according to content as follows: numeric, full-text, text-numeric, multimedia databases (Chowdhury, 2010). Technological development which has resulted to electronic textbooks, journals, reviews, and bulletins being availed in university libraries has positively impacted on information provision. Swain and Panda (2009) observe that users’ attitudes towards information are changing from the printed documents to electronic resources.
Thus users are now interested in knowing the availability and organization of e-resources such as online journals and databases, electronic theses and dissertations, government publications, and online newspapers among others.

In addition Mwangi (2003) avers that information seekers are mostly interested with the content of the database which may be characterized by its topicality, aim, data type, quantity and quality. Due to the technological development and the users’ changing information needs, university libraries need to adequately overhaul and organize library and information services in respect of the increasing user needs, which include access of information in the desired locations at will. A university library’s major focus should be to satisfactorily respond to users’ needs through structuring the delivery of information services and the application of resources. The value of an academic library information system is seen in terms of the uses made of the information and the consequent impact of the information on the users’ actions.

2.5 The Role of Information Professionals

Librarianship's main purpose is to promote effective academic action by making knowledge available through effective and efficient bibliographic control and rapid dissemination of information (Onye, 1998). He further posits that information itself is of little value until it is disseminated and used to create new knowledge. The role of academic libraries is therefore central in the business of knowledge creation through research. Regardless of the academic debates, one thing that is reasonably clear is that both information and knowledge, in the widest sense, are fundamental components of socioeconomic development. Globally, investment in intangible goods and services is growing much more rapidly than investments in physical goods and services. Also nations endowed with greater knowledge and information resources are becoming more competitive. Information service providers play an indispensable role in achieving these goals. This assumes a higher dimension if one considers information use by a university's pool of students as researchers who influence policymaking bodies. The relationship between them and the information managing institution—the library—is closely linked.
2.6 The Category of Part-Time Postgraduate Students Who Seek for Information Services

Information is a prerequisite for the success of any academic undertaking for students, lecturers and librarians. The information user for this study is part-time postgraduate student, classified according to the following categories (Greer, Grover & Fowler, 2007).

a. According to professional or vocational characteristics such as engineers, accountants, teachers, managers and administrators;
b. According to institutional affiliation such as information user’s place of work such as Universities, Colleges of Education, Secondary Schools, and Primary Schools;
c. According to geographical location such as information users who reside in urban areas, rural areas, and arid regions.
d. According to some restrictions in terms of access like people who are physically challenged; the mentally challenged; level of education and exposure.

It is necessary therefore to identify the information users because this is part of the process of diagnosing/analyzing their information needs without which the library and information services provided for them cannot be utilized adequately. This fundamental consideration can enhance the effectiveness of the library and information services provided. It eliminates waste of resources associated with library provisions, which are not customized. Library and information services provided to be relevant must be founded upon a diagnosis of the needs of the target user community and evaluation of the existing library and information services, for individuals (Greer, Grover & Fowler, 2007; Ochogwu, 2009). The increasing use of electronic resources has resulted to changing pattern of usage. The connection of internet to the library and access to information services from other sources has reduced the ability of characterizing and categorizing users (Debowski, 2000).
2.7 Challenges of Providing Library and Information Services to Part-Time Students in Kenya

University education in Kenya is highly competitive due to many learning opportunities enabled through the introduction of flexible modes. University libraries are facing challenges on how to provide appropriate library and information services to the growing numbers of divergent users among them part-time postgraduate students (Snoj & Petermance, 2001). Some of these challenges are as a result of inadequate support in meeting the information needs of all groups of users from the mother institutions. The authors further observe that poor facilities and obsolesce of materials in libraries undermines the quality of education at university. In addition they observe that libraries experience challenges such as: rising user expectations, the boom of information technology, rising user sensitivity to the soft services components to the value of services offered and their quality, the innovation explosion and the acceleration of new knowledge.

The study on stimulating the use of information in Kenya identified factors that hinder information use in the country such as the dominance of inappropriate information systems, an unstimulating education system, high levels of illiteracy and language barrier (Odini, 1995). He further recommends that for the stimulation of information use in the country to improve, some of the following issues need be considered: paying attention to the needs of the various groups of users and communication process among each group of user community. In addition he suggests that information experts should conduct research that will lead to the designing of improved information systems. Heery and Morgan (1996) examined library services to non-traditional students (a category in which part-time postgraduate students belong) and found out that most of them experience a difficult time during their studies. This was a result of some of them working during day time and the short time in Campus was used for intensive lecture sessions and tutorials leaving them with little or no time to spend in the library. Consequently, the pressure of time has often led part-time students to identify the library as a significant obstacle to their studies (Heery & Morgan, 1996).
Gwang (2011) in his study on the provision of information services to Nigerians in meeting challenges of the 21st century observed that provision of library and information services was facing challenges especially in the developing countries. The challenges include the nature of professional practice where he identifies three types of library and information practitioners, the passive, reactive and assertive. Passive professionals concentrate on the acquisition and processing of information resources without any regard to the usage of the same; reactive professionals only respond to the queries, they are not bothered with potential users who do not ask questions nor visit the library or information centre and proactive professionals which is the minority are those who care to analyze the needs of users and realign the services to the users’ needs.

In spite of the information glut experienced in developed countries there is prevalent lack of availability and accessibility of library and information resources in the developing countries (Ochogwu, 2009). This obviously has an effect to the part-time postgraduate students as they pursue their studies without the requisite resources. In addition, part-time postgraduate students lack information literacy skills and they need training to enable them utilize the available information sources maximally. Branch (2003) surveyed on the use of information sources and impact of information literacy instruction on the usage of information sources among non-traditional undergraduate students at New York State University. The author found out that most information sources for home, work and study were the internet, friends, colleagues, family and professionals. His findings further showed that non-traditional students who could not meet their information needs through the mentioned channels turned to sources such as newspapers, magazines, television, reports, databases, and libraries. Due to lack of proper library user education, the non-traditional students miss out the opportunity to know their library’s physical facilities, materials and services (UNESCO, 2005). These points to the fact that non-traditional students need information literacy skills to assist them become efficient and effective in using the information resources.
University libraries in Kenya lack adequate trained personnel to run the daily operations of the library. This impacts negatively on the service provision since the lean staff is overwhelmed by the growing numbers of library users who need service. Non-traditional students experience difficulties in utilizing library resources for their information needs because they lack skills with the various information technologies, shortage of time due to full time employment, lack of contact with reference librarians due to failure to fit into the library working schedules, reluctance on the part of library staff due to incompetence and poor public relations (Kakai, Ikoja-Odongo, & Kigongo, 2004).

In a related study, Wasike and Munene (2012) seem to agree that non-traditional students experience many challenges which include inadequate time to study, communication breakdowns, and inadequate information resources, and family commitments, shortage of trained library personnel and lack of support from employers. The students therefore expect the library to play the essential social role of meeting their information needs. However, lack of involvement of libraries in the planning of new programmes results to librarians being caught unaware by the demands of part-time postgraduate students hence not able to serve them effectively. Wasike and Munene (2012) observe that non-traditional postgraduate students were frustrated by lack of proper communication and planning and suggested that the key to providing effective information services to non-traditional learners is to forward plan with all stakeholders. This is because often part-time courses are developed and launched with imagined expectations that students will be able to find their own library support. In the digital age and knowledge-based economy of the 21st century, Information Communication Technology (ICT) is one of the emerging factors with great and growing influence in society, organizations and institutions. All fields of knowledge including library have been affected by developments in ICT (Makori, 2011). Juntuen, Ovaska, Saarti and Salmi (2005) avers that in this era of ICT development where libraries have been moved from their physical premises to users’ desks and workrooms has posed a challenge to them. Libraries have no option but to embrace ICT in their service delivery even as universities are grappling with tight budgets.
University libraries are also experiencing a challenge as a result of changes in scholarly communication since scholars are now able to get more online materials at no or low cost. The library is no longer the only primary provider of information as the case used to be there before (CURL, 2006). Law (2009) argues that even though libraries are trying to provide latest research materials, researchers are still using Google for their informational needs. The reviewed literature focused on access and sources of information by library users while this study sought to establish the factors that influence the provision of library and information services to part-time postgraduate students in JKML of the University of Nairobi.

2.8 The Identified Knowledge Gap

Postgraduate students are a crucial group that requires adequate information during their studies since they join the country’s policy maker’s cadre after completion of their studies. The reviewed literature reveal that most studies on library services have concentrated on other user groups but little is known on the effective provision of library and information services to part-time postgraduate students in Kenya. It is on the premise of lack of literature on the subject that this study sought to investigate the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi. The study intended to generate new knowledge, skills and techniques for information professionals on the provision of library and information services to part-time postgraduate students in the information age environment under which they operate. In addition, the study would contribute towards the growing body of knowledge on user studies and significantly inform the working operations of academic libraries.

2.9 Chapter Summary

This chapter reviewed empirical literature with regard to information needs of part-time students. The reviewed literature revealed that some studies had been conducted on information needs of part-time students, but little is known about the provision of library and information services to part-time postgraduate students warranting the current study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research procedures which include: research design, the study area, population of the study, sample and sampling techniques, instruments of data collection, research instruments, ethical considerations, data collection procedures and data analysis.

3.1 Research Design

Research design is the structure through which research is carried out thus it is a plan for the collection, measurement and scrutiny of data (Kothari, 2004). The study used a case study method to analyze the challenges of providing library and information services to part-time postgraduate students at Jomo Kenyatta Memorial Library in the University of Nairobi. In comparison with other methods of carrying out research, a case study method is usually based on the argument that a case can be sited that is typical of many other cases. Kombo and Tromp (2006) aver that case study design describes a unit in detail, in perspective and holistically.

3.2 Study Area

The study was conducted at Jomo Kenyatta Memorial Library, University of Nairobi, within Nairobi City. The University of Nairobi has the highest number of part-time postgraduate students due to its proximity to the City and JKML is used by the highest number of part-time postgraduate students making it suitable for this study.

3.3 Population of the Study

Population refers to the entire group of individuals, events or objects having a common observable characteristic (Kombo & Tromp, 2006). The target population for this study was 11 JKML management staff and 7,053 duly registered part-time postgraduate students who use JKML.
3.4 Sample and Sampling Techniques

Sampling is the process of obtaining information about an entire population by investigating only a part of it (Kothari, 2004). Mugenda and Mugenda (2003) defines sampling as the process of selecting a number of individuals for a study whereby the individuals selected are a representation of the large group from which they were selected. In order to undertake the validity of the research, the study had interview participants and questionnaire respondents.

3.4.1 Sampling of Library Staff

The study sampled library staff to be interviewed through purposive sampling a non-probability sampling technique. Mugenda and Mugenda (2003) observe that non-probability sampling is used when a researcher is not interested in selecting a sample that is representative of the population and also that purposive sampling suits a case study research as it allows the researcher to attain the objectives of the study. The researcher interviewed the Deputy Director Library and Information Services (Planning), and 10 section heads of JKML as key informants since it was believed that they were in possession of unique knowledge and skills to give judgmental ideas and adequately responded to the research questions. The sections included Circulation, E-resources/periodicals, Africana Collection, Acquisitions, Cataloguing, Computer Unit, MBA Collection, Graduate Research Library, Bindery Unit and Archive/Rare Collection.

3.4.2 Sampling of Targeted Users

The targeted users were selected through stratified random sampling since the population studied was not homogenous. The universe which was part-time postgraduate student users of JKML were divided into various strata in relation to faculties. The division into strata resulted to homogeneity, which enabled the researcher to get more precise estimates for each stratum and by estimating more accurately each of the component parts presented a better estimate of the whole (Kothari, 2004). The sample size for targeted users was determined using Yamane’s simplified formula (Israel, 2012) which is:
where \( n \) is the sample size, \( N \) is the population size, and \( e \) is the level of precision.

In the study, the total population was 7,053 registered part-time postgraduate student users of JKML. When applying Yamane’s simplified formula to the 7,053 potential respondents, the sample size for the respondents was:

\[
n = \frac{7,053}{(1+7,053 (0.05)^2)} = 378.58 \approx 379 \text{ respondents}
\]

379 respondents was the sample size for part-time postgraduate students at masters and PhD levels who used JKML.

### 3.5 Instruments of Data Collection

The researcher collected both primary and secondary data with an aim of finding answers to the research questions. Primary data was collected by use of questionnaires, and interview schedules which yielded to primary data. Secondary data was collected through reviewing of university documents such as university publications, library rules and regulations, library policy documents, procedure manuals and university website. The researcher formulated questionnaire and interview schedule as research instruments that were utilized in data collection.

#### 3.5.1. Questionnaire

Questionnaire was considered as the primary technique for gathering data and was self administered to part-time postgraduate student users of JKML. The questionnaire was based on the objectives of the study and had two broad parts whereby in the first part, the researcher introduced himself, the research topic, its objectives and instructions to respondents on how to answer questions. The second part provided space for the respondents’ personal details, and the research questions according to the study objectives. Open and closed ended questions were used, whereby some of the closed ended questions had multiple choices and Likert scale, where respondents were required to tick the appropriate choices.
3.5.2 Interview Schedule

The interview schedule was considered as the secondary technique for gathering data. The researcher conducted face to face interviews with the deputy director library and information services and 10 section heads of JKML from their offices between September and October 2013. The interview schedule had two sections: section one contained acknowledgment and introduction of the topic and objectives of the study. Section two addressed the following aspects: information services offered and frequency of use, regulatory framework governing the provision of information services to part-time postgraduate students, and factors influencing the provision of appropriate information services and the suggested way forward. The interview schedule had predetermined questions that the researcher used in probing for information from the respondents. The researcher booked appointments with the respondents in advance in order to allow them prepare adequately for the interviews. The interviews took about 20 minutes per session and the information collected was recorded in form of notes for accuracy in reporting.

3.5.3 Document Review

This was considered as the tertiary technique in gathering data. It involved reviewing of university documents such as university publications, library bulletins and university website. These were sources of evidence of the challenges in providing library and information services to part-time postgraduate students.

3.6 Research Instruments

3.6.1 Pilot Study

Welman and Kruger (2001) observe that studying of a limited number of subjects from the same population for which the researcher will be carrying out his/her final study is of importance. They further note that piloting the study assists in detecting flaws in measurement procedures, identify unclear questions and also help the researcher in noticing non-verbal behaviour which might have some effect on the project. Johnson and Christensen (2004) suggest that two to ten people can be used in pre-testing and that the pre-tested individuals can reflect the actual respondents that would be involved in the study.
Pre-testing of data collection instruments was done at Mount Kenya University Library Main Campus, Thika between May 2013 and June 2013. Five users were used to pretest the questionnaire while the interview schedule was pre-tested on the university librarian. Responses from the pilot study were vital to the focus of the study since the experiences helped to make arrangements for the final study.

3.6.2 Validity

Validity is a measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2006). A pre-test was carried out on a sample population same as the target population with an aim of assessing the validity of the instruments. This enabled the researcher to identify those items that were not appropriate in measuring the variables hence were modified or discarded. This resulted to the improvement of the quality of research instrument thus increasing its validity.

3.6.3 Reliability

Reliability of a study considers the extent to which the designed instrument can be employed repeatedly under constant conditions and produce the same results (Kombo & Tromp, 2006). Data collected from the pilot study was used in computing the reliability of the instruments.

3.7 Ethical Considerations

In terms of ethical consideration, the study ensured that participants rights to privacy, protection from emotional harm was maintained. This was achieved by providing the respondents with clear and sufficient background information about the study so that they make their own decision to participate or not participate in the research. Confidentiality of the information provided was assured and respondents were not required to mention their personal names except to indicate their level of study.

3.8 Data Collection Procedures

Data analysis refers to the examination of data that has been collected in a survey or experiment and making deductions and inferences (Kombo & Tromp, 2006).
This study used a mixed approach in data collection, questionnaire and interview schedule which yielded to both quantitative and qualitative data (Creswell & Clark, 2011).

Questionnaire collected quantitative data which was prearranged and coded with an aim of identifying similarities and differences for easy matching. Data cleaning was done by checking on any errors on the collected data in order to identify any unanswered questions. Open ended questions involved qualitative data analysis as they provided answers which formed themes and the themes were assigned numerical codes. Quantitative data collected was analyzed using descriptive statistics which included averages, percentages and frequencies. This was done with the help of Statistical Package for Social Sciences (SPSS) version 14. Interview schedule data resulted to qualitative data which was analyzed through content analysis. Welman and Kruger (2001) note that content analysis involves the following steps; clear definition of the phenomenon to be analyzed, definition of the interviewees and the sampling methods, description of the way in which the units of analysis will be coded and properly training the coders. The researcher took notes during the interview sessions and through that, major themes were identified. Qualitative data analysis software was used after similar themes had been grouped together for ease analysis of the data.

3.9 Data Analysis

The collected quantitative data was analyzed using Statistical Package Social Sciences version 14 and the information represented in form of tables, pie charts, percentages, frequencies and weighted averages. This information was highlighted based on the themes of the study. Consequently, qualitative data was tabulated into themes and sub-themes and reported appropriately.

3.10 Chapter Summary

This chapter focused on the study area, the study population, sample and sampling techniques giving details on how the study sample was obtained. The research instruments have been discussed in detail, outlining the procedures for their administration.
Data collection process, piloting of instruments, validity and reliability of the instruments and data analysis have been discussed. Lastly, ethical issues were also addressed.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents data gathered from respondents involved in the study. The study had a threefold purpose to fulfill. These were, first to identify the usage patterns for library and information services offered to part-time postgraduate students in JKML. Secondly, to determine the suitability of the regulatory framework governing the provision of library and information services. Thirdly, to establish the factors influencing the provision of library and information services.

4.1 Background Information of the Questionnaire Respondents

The researcher administered 379 questionnaires to part-time postgraduate student users of JKML, University of Nairobi. 335 questionnaires were filled and returned representing 88.39% return rate. It was not possible to achieve a 100% response rate due to the tight schedules of the targeted group. The questionnaires consisted of two parts: Part A constituted of demographic information of the respondents while part B constituted the research questions.

4.1.1 Demographic Characteristics of the Respondents

The study sought to determine background information of the respondents including gender, level of study and faculty.

a. Respondents’ Gender

The study established that out of a sample of 335 questionnaire respondents, 56.00% were female while 44.00% were male. Figure 4.1 summarizes the gender of the respondents.
b. Respondents’ Level of Study

The findings revealed that majority of part-time postgraduate students users of JKML were masters’ students 98.81% while 1.19% were PhD students. Table 4.1 is a summary of the respondents’ level of study.

Table 4.1 Distribution of Respondents’ Level of Postgraduate Study

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>4</td>
<td>1.19</td>
</tr>
<tr>
<td>Masters</td>
<td>331</td>
<td>98.81</td>
</tr>
<tr>
<td>Total</td>
<td>335</td>
<td>100.00</td>
</tr>
</tbody>
</table>

c. Respondents’ Faculty

Most of the respondents were from the Faculty of Arts 63.88%, Business and Economics 19.40%, Institute of Diplomacy and International Studies 11.94% while other Faculties had 5.07% representation.
The findings show the distribution of faculties that used JKML. Other faculties of the university not represented use branch libraries. Table 4.2 is a representation of faculties where the respondents study.

**Table 4.2: Respondents’ Faculty**

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>214</td>
<td>64.88</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>64</td>
<td>19.40</td>
</tr>
<tr>
<td>IDIS</td>
<td>40</td>
<td>11.94</td>
</tr>
<tr>
<td>Others</td>
<td>17</td>
<td>5.07</td>
</tr>
</tbody>
</table>

### 4.2 Usage Frequencies for Library and Information Services at JKML

The study sought to determine part-time postgraduate students’ usage frequencies of JKML, awareness of information sources and the frequency of use of information sources, assessment of the information sources and level of satisfaction of the services offered at JKML.

#### 4.2.1 Usage Frequencies of JKML

Most of the respondents 80% reported that they used the library thrice a week while 20% used the library twice a month. They used the library for assignments, in preparation for examinations and research. The study further observed that master’s students 99.63% used the library on a weekly basis compared to 0.37% PhD students. This could be as a result of masters’ students having more sessions on Campus than PhD students.

#### 4.2.2 Awareness of Information Sources in JKML

Respondents were asked to indicate their awareness of information sources in JKML under five main provisions; Very much aware, Aware, Fairly aware, Not aware and Very Unaware. Table 4.3 presents a summary of the respondents’ awareness of information sources in JKML.
Table 4.3: Awareness of Information Sources in JKML

<table>
<thead>
<tr>
<th>Resources</th>
<th>Very Much Aware (5)</th>
<th>Aware (4)</th>
<th>Fairly Aware (3)</th>
<th>Not Aware (2)</th>
<th>Very Unaware (1)</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>335 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>5.00</td>
</tr>
<tr>
<td>Newspapers</td>
<td>300 (10.45%)</td>
<td>40 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>40 (0%)</td>
<td>4.90</td>
</tr>
<tr>
<td>Internet</td>
<td>295 (11.94%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>4.88</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>97 (53.43%)</td>
<td>179 (10.46%)</td>
<td>20 (0%)</td>
<td>97 (0%)</td>
<td>179 (0%)</td>
<td>3.96</td>
</tr>
<tr>
<td>Theses</td>
<td>151 (5.97%)</td>
<td>102 (0%)</td>
<td>102 (0%)</td>
<td>0 (0%)</td>
<td>102 (0%)</td>
<td>3.82</td>
</tr>
<tr>
<td>Bibliographies</td>
<td>42 (12.54%)</td>
<td>153 (0%)</td>
<td>153 (0%)</td>
<td>0 (0%)</td>
<td>153 (0%)</td>
<td>3.60</td>
</tr>
<tr>
<td>E-journals</td>
<td>58 (17.31%)</td>
<td>111 (0%)</td>
<td>111 (0%)</td>
<td>58 (0%)</td>
<td>111 (0%)</td>
<td>3.56</td>
</tr>
<tr>
<td>Africana</td>
<td>21 (45.07%)</td>
<td>122 (0%)</td>
<td>122 (0%)</td>
<td>21 (0%)</td>
<td>122 (0%)</td>
<td>3.42</td>
</tr>
<tr>
<td>Collection</td>
<td>66 (27.46%)</td>
<td>129 (0%)</td>
<td>129 (0%)</td>
<td>66 (0%)</td>
<td>129 (0%)</td>
<td>3.20</td>
</tr>
<tr>
<td>Maps/Atlases</td>
<td>42 (20.30%)</td>
<td>94 (0%)</td>
<td>94 (0%)</td>
<td>42 (0%)</td>
<td>94 (0%)</td>
<td>3.06</td>
</tr>
<tr>
<td>E-books</td>
<td>15 (12.54%)</td>
<td>146 (0%)</td>
<td>146 (0%)</td>
<td>15 (0%)</td>
<td>146 (0%)</td>
<td>2.93</td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>16 (6.57%)</td>
<td>196 (0%)</td>
<td>196 (0%)</td>
<td>16 (0%)</td>
<td>196 (0%)</td>
<td>2.27</td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>0 (0%)</td>
<td>36 (0%)</td>
<td>36 (0%)</td>
<td>0 (0%)</td>
<td>36 (0%)</td>
<td>10.75%</td>
</tr>
<tr>
<td>Source Type</td>
<td>Observations</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films/Satellite</td>
<td>0</td>
<td>0 (0%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images</td>
<td>0</td>
<td>0 (0%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfilms</td>
<td>0</td>
<td>0 (0%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassettes/Tapes</td>
<td>0</td>
<td>19 (5.67%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>0</td>
<td>9 (2.69%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamphlets</td>
<td>0</td>
<td>20 (5.97%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed Journals</td>
<td>0</td>
<td>211 (62.99%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstracts</td>
<td>0</td>
<td>285 (85.07%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directories</td>
<td>0</td>
<td>288 (85.97%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indexes</td>
<td>0 (0%)</td>
<td>15 (4.48%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accession Lists</td>
<td>12</td>
<td>196 (58.51%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearbooks</td>
<td>12</td>
<td>222 (66.27%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishers’ Notices</td>
<td>0 (0%)</td>
<td>5 (1.49%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>155 (46.27%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data indicate that the well-known sources under ‘very much aware and aware’ were textbooks, internet newspapers and dictionaries reflecting a weighted average of (5.00), (4.90), (4.88) and (4.11) respectively. Dissertations/theses were ranked ‘fairly aware’ reflecting a weighted average of (3.96), catalogues (3.82), bibliographies (3.60), e-journals (3.56), Africana collections (3.42), maps/atlases (3.20) and e-books (3.06). Information sources ranked ‘not aware’ were CD-ROMs reflecting a weighted average of (2.93), encyclopedia (2.27),
pamphlets (1.99), printed journals (1.98), abstracts (1.97), directories (1.86), indexes (1.84), accession lists (1.79) and yearbooks (1.73) while publishers’ notices were ranked very unaware at a weighted average of (1.49). However, films/satellite images, microfilms, cassettes/tapes and videos were ranked ‘not aware’ at a weighted average of (2.00) indicating a complete unawareness of the resources. The total unawareness of the information sources suggests that there is little publicity of the materials to part-time postgraduate students which definitely result to non-use of the same.

4.2.3 Frequency of Use of Information Sources

Respondents were asked to indicate their frequency of use of information sources in JKML under five main specifications: very frequently, frequently, sometimes, rarely and never. Table 4.4 provides a summary of the responses.

**Table 4.4: Frequency of Use of Information Sources in JKML**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td>200</td>
<td>100</td>
<td>35</td>
<td>0</td>
<td>0</td>
<td>4.49</td>
</tr>
<tr>
<td></td>
<td>(59.70%)</td>
<td>(29.85%)</td>
<td>(10.45%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>Dissertations/Theses</td>
<td>157</td>
<td>152</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>4.33</td>
</tr>
<tr>
<td></td>
<td>(46.87%)</td>
<td>(45.37%)</td>
<td>(7.76%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td>127</td>
<td>192</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>4.33</td>
</tr>
<tr>
<td></td>
<td>(37.91%)</td>
<td>(57.31%)</td>
<td>(4.78%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>Africana</td>
<td>99</td>
<td>151</td>
<td>85</td>
<td>0</td>
<td>0</td>
<td>4.04</td>
</tr>
<tr>
<td></td>
<td>(29.55%)</td>
<td>(45.07%)</td>
<td>(25.37%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>Collection</td>
<td>32</td>
<td>191</td>
<td>102</td>
<td>32</td>
<td>0</td>
<td>3.73</td>
</tr>
<tr>
<td></td>
<td>(9.55%)</td>
<td>(57.04%)</td>
<td>(30.45%)</td>
<td>(2.99%)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>E-journals</td>
<td>25</td>
<td>155</td>
<td>130</td>
<td>51</td>
<td>0</td>
<td>3.58</td>
</tr>
<tr>
<td></td>
<td>(7.46%)</td>
<td>(46.27%)</td>
<td>(38.81%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>Bibliographies</td>
<td>99</td>
<td>68</td>
<td>102</td>
<td>15</td>
<td>10</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>(29.55%)</td>
<td>(20.30%)</td>
<td>(30.45%)</td>
<td>(15.22%)</td>
<td>(2.99%)</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Total</td>
<td>5%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>E-books</td>
<td>20</td>
<td>60</td>
<td>198</td>
<td>17</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>(5.97%)</td>
<td>(17.91%)</td>
<td>(59.10%)</td>
<td>(5.07%)</td>
<td>(0%)</td>
<td></td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>5</td>
<td>60</td>
<td>130</td>
<td>122</td>
<td>18</td>
<td>2.74</td>
</tr>
<tr>
<td></td>
<td>(1.49%)</td>
<td>(17.91%)</td>
<td>(38.81%)</td>
<td>(36.42%)</td>
<td>(5.37%)</td>
<td></td>
</tr>
<tr>
<td>Maps/Atlases</td>
<td>10</td>
<td>42</td>
<td>85</td>
<td>151</td>
<td>47</td>
<td>2.45</td>
</tr>
<tr>
<td></td>
<td>(2.99%)</td>
<td>(12.54%)</td>
<td>(25.37%)</td>
<td>(45.07%)</td>
<td>(14.03%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstracts</td>
<td>0</td>
<td>14</td>
<td>295</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(4.18%)</td>
<td>(88.06%)</td>
<td>(7.76%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td>5</td>
<td>10</td>
<td>51</td>
<td>155</td>
<td>114</td>
<td>1.92</td>
</tr>
<tr>
<td></td>
<td>(1.49%)</td>
<td>(2.99%)</td>
<td>(15.22%)</td>
<td>(46.27%)</td>
<td>(34.03%)</td>
<td></td>
</tr>
<tr>
<td>Indexes</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>286</td>
<td>44</td>
<td>1.88</td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(1.49%)</td>
<td>(85.37%)</td>
<td>(13.13%)</td>
<td></td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>5</td>
<td>12</td>
<td>196</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4.78%)</td>
<td></td>
<td>(1.49%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accession Lists</td>
<td>5</td>
<td>21</td>
<td>196</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1.49%)</td>
<td>(3.58%)</td>
<td>(58.51%)</td>
<td>(31.04%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed Journals</td>
<td>10</td>
<td></td>
<td>129</td>
<td>170</td>
<td>1.69</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6.27%)</td>
<td></td>
<td>(2.99%)</td>
<td>(38.51%)</td>
<td>(50.75%)</td>
<td></td>
</tr>
<tr>
<td>Yearbooks</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>151</td>
<td>169</td>
<td>1.54</td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(4.48%)</td>
<td>(45.07%)</td>
<td>(50.45%)</td>
<td></td>
</tr>
<tr>
<td>Directories</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>179</td>
<td>156</td>
<td>1.53</td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(1.49%)</td>
<td>(53.43%)</td>
<td>(46.57%)</td>
<td></td>
</tr>
<tr>
<td>Publishers’</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>25</td>
<td>175</td>
<td>1.49</td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(1.49%)</td>
<td>(46.27%)</td>
<td>(52.24%)</td>
<td></td>
</tr>
<tr>
<td>Notices</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(4.78%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>0</td>
<td>0</td>
<td>96</td>
<td>214</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(7.46%)</td>
<td>(28.66%)</td>
<td>(63.88%)</td>
<td></td>
</tr>
<tr>
<td>Pamphlets</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>295</td>
<td>1.17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0%)</td>
<td>(0%)</td>
<td>(7.16%)</td>
<td>(88.06%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Information sources ranked between ‘very frequently and frequently’ used were textbooks reflecting a weighted average of (4.49), dissertations (4.39), internet (4.33), and Africana collections (4.04). The sources that ranked between ‘sometimes and rarely’ used were catalogues at weighted averages of (3.73), e-journals (3.58), bibliographies (3.55), e-books (2.89), CD-ROMs (2.74), maps/atlases (2.45). In addition abstracts reflected a weighted average of (1.96), dictionaries (1.92), indexes (1.88), encyclopedias (1.80), accession lists (1.76), printed journals (1.69), yearbooks (1.54), directories (1.53), publishers’ notices (1.49), newspapers (1.44), and pamphlets (1.17). However, the respondents indicated complete non-use of microfilms, cassettes/tapes, videos, films/satellite images at a weighted average of (0.20). Information sources ranked ‘sometimes’ used could be because they are not the core study materials for part-time postgraduate students but only used for reference while materials that were completely ‘never’ used could be associated with the students’ lack of awareness of their existence and skills on how to use the materials as discussed in chapter two of the study and illustrated in table 4.2. The non-use of newspapers could be attributed to part-time postgraduate students’ lack of time, some may have read them in their offices, and others purchased their own copies.

4.2.4 Assessment of the Information Sources in JKML

The respondents were asked to assess information sources in JKML on the following premises: sufficient, insufficient and outdated. Table 4.5 shows the respondents’ assessment of information sources in JKML.
Table 4.5: Assessment of Information Sources in JKML

<table>
<thead>
<tr>
<th>Level of Assessment</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Insufficient</td>
<td>228</td>
<td>68.06</td>
</tr>
<tr>
<td>Outdated</td>
<td>107</td>
<td>31.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>335</strong></td>
<td></td>
</tr>
</tbody>
</table>

Overall, the respondents reported that information sources in JKML fell short of their expectations. Majority of the respondents 68.06% reported that information sources in JKML were insufficient while 31.94% reported that the resources were outdated. This confirms the earlier sentiments expressed by the respondents about the inadequacy of information materials in JKML.

4.2.5 Satisfaction Level

The researcher sought to find out the respondents’ level of satisfaction with the services provided in JKML. Table 4.6 is a summary of the satisfaction level of services in JKML.
<table>
<thead>
<tr>
<th>Library Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lending/ Borrowing</td>
<td>(5) 32</td>
<td>(4) 85</td>
<td>(3) 122</td>
<td>(2) 85</td>
<td>(1) 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(9.55%)</td>
<td>(25.37%)</td>
<td>(36.42%)</td>
<td>(25.37%)</td>
<td>(3.28%)</td>
<td>3.13</td>
</tr>
<tr>
<td>E-Resources</td>
<td>0 (0%)</td>
<td>85 (25.37%)</td>
<td>102 (30.45%)</td>
<td>140 (41.79%)</td>
<td>8 (2.39%)</td>
<td></td>
</tr>
<tr>
<td>Discussion with librarians</td>
<td>0 (0%)</td>
<td>5 (1.49%)</td>
<td>195 (58.21%)</td>
<td>120 (35.82%)</td>
<td>15 (4.48%)</td>
<td></td>
</tr>
<tr>
<td>User education</td>
<td>0 (0%)</td>
<td>3 (0.90%)</td>
<td>102 (30.45%)</td>
<td>195 (58.21%)</td>
<td>35 (10.45%)</td>
<td></td>
</tr>
<tr>
<td>Abstracting</td>
<td>0 (0%)</td>
<td>1 (0.30%)</td>
<td>85 (25.37%)</td>
<td>215 (64.18%)</td>
<td>34 (10.15%)</td>
<td></td>
</tr>
<tr>
<td>The catalogue(s)</td>
<td>0 (0%)</td>
<td>5 (1.49%)</td>
<td>85 (25.37%)</td>
<td>195 (58.21%)</td>
<td>50 (14.93%)</td>
<td></td>
</tr>
<tr>
<td>Photocopying/ printing</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>50 (24.48%)</td>
<td>222 (48.48%)</td>
<td>63 (16.82%)</td>
<td></td>
</tr>
<tr>
<td>Reference/ literature search</td>
<td>0 (0%)</td>
<td>2 (15.52%)</td>
<td>102 (50.75%)</td>
<td>82 (30.45%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indexing</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-library loan</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Selective</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Dissemination of Information</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Audio-visual</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Document delivery</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6 Level of Satisfaction of Services Provided in JKML
The study found out that part-time postgraduate students rated the satisfaction level of JKML services between neutral and dissatisfied. Lending/borrowing was ranked at a weighted average of (3.13), e-resources (2.79), and discussions with librarians (2.57), user education (2.21), abstracting (2.16), and the catalogue (2.13). Under ‘very dissatisfied’, photocopying/printing reflected a weighted average of (1.96), reference/literature searches (1.92), indexing (1.74), using CD-ROMs to search (1.68), and Current Awareness (1.12). Services such as interlibrary loan, Selective Dissemination of Information, Audio-visual and document delivery were not rated by the respondents and had a weighted average of (0.00). This may be attributed to lack of knowledge about their existence as illustrated in table 4.3. The overall findings indicated that there was low satisfaction with most of the services offered in JKML.

4.2.6 Overview of the Findings

The findings showed that there was low usage of JKML by part-time postgraduate students as presented in 4.2.1 of chapter four which may be attributed to their being on Campus outside library operating hours. The findings further showed that most part-time post graduate students had knowledge about JKML collection, a basis on which they evaluated the information sources as summarized in Table 4.3 in chapter four. However, the findings also revealed an unawareness of some information sources which points to the need for library staff to conduct a comprehensive library induction exercise for part-time postgraduate students. It is the library’s responsibility to ensure that users become aware of its holdings so as to achieve maximum utilization of the resources. JKML’s core objective is to acquire organize and avail information resources to its users to support learning, teaching and research activities of the University. These can only be achieved if the information resources available are known to users and utilized. This is in-line with Ranganathan’s first law (information is for use); second law (every piece of information has its user); and third law (every resource its user) as discussed in 1.9.1.1, 1.9.1.2 and 1.9.1.3 in chapter one of the study.
It is acknowledged that no library is sufficient in itself in meeting its users’ needs. Therefore, JKML should engage in resource sharing with other University libraries and library cooperation to assist in meeting users’ information needs. Kuhlthau’s model as discussed in chapter one of the study illustrates the information search process where tasks for part-time postgraduate students such as assignments, preparations for exams and research motivate the initiation for information search. During the search part-time postgraduate students encounter irrelevant information which cause feelings of confusion and sometimes anxiety leading them to consult other informal sources of information as discussed in the selection stage of the information search process. When they encounter relevant information they have a feeling of confidence in ability to complete the task as discussed in the formulation stage of the model as presented in Table 1.1. The existence of outdated information materials may be due to inadequate funds to update the information sources. JKML should use the available funds to purchase current information materials that respond to part-time postgraduate students’ information needs and weed out the outdated information materials from the collection. This will attract more usage of the library resources since overwhelming users with irrelevant materials turns them away. The findings also showed a low satisfaction with most of the services offered in JKML as presented in Table 4.6 of the study.

4.3 Regulatory Framework on the Provision of Library and Information Services

The study sought to establish whether there was any regulatory framework on the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library, University of Nairobi, and its suitability.

4.3.1 Policies

The findings indicated that there were no specific written policies that govern the provision of library and information services to part-time postgraduate students in JKML. However, the library rules and regulations were used as a guideline in providing services to all users.
It is important to note that written policies are key to an institution such as a University library because they spell out the rights, privileges of users and guide in decision making. This ensures the smooth running of the library operations.

4.3.2 Library Rules and Regulations

Overall, respondents reported that they were aware of the library rules and regulations governing library and information services. They observed that the library rules and regulations were general to all JKML users and did not address the specific information needs of part-time postgraduate students. All the respondents reported that they were not satisfied with the library rules and regulations because they did not accommodate the unique information needs of part-time postgraduate students who lack the luxury of time to be on Campus like the traditional students to access and use library services. Library rules and regulations should attempt to provide access to all users and not to discriminate against any user as discussed in chapter two of the study.

4.3.3 Overview of the Findings

The findings showed that the respondents were aware of the library rules and regulations governing the provision of library and information services and that the rules and regulations were general to all JKML users and did not address the specific information needs of part-time postgraduate students.

4.4 Factors Influencing the Provision of Library and Information Services

The study sought to determine factors that inhibit the provision of library and information services to part-time postgraduate students in JKML.

4.4.1 Factors Determining the Frequency of Use of Information Sources

Respondents were required to rate the importance of factors that determine their frequency of use of information sources in JKML under five main stipulations: very important, important, neutral, not important and not important at all. Table 4.7 summarizes the ratings as reported by the respondents.
Table 4.7: Factors Determining Frequency of Use of Information Sources

<table>
<thead>
<tr>
<th>Factors</th>
<th>Very Important (5)</th>
<th>Important (4)</th>
<th>Neutral (3)</th>
<th>Not Important (2)</th>
<th>Not Weighted Important Average at all(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>335 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>5.00</td>
</tr>
<tr>
<td>Accessibility</td>
<td>295 (88.06%)</td>
<td>40 (11.94%)</td>
<td>0 (0%)</td>
<td>25 (0%)</td>
<td>4.91</td>
</tr>
<tr>
<td>Reliability</td>
<td>295 (88.06%)</td>
<td>40 (11.94%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>4.88</td>
</tr>
<tr>
<td>Ease of Use</td>
<td>215 (64.18%)</td>
<td>95 (28.36%)</td>
<td>36 (10.75%)</td>
<td>0 (0%)</td>
<td>4.57</td>
</tr>
<tr>
<td>Familiarity</td>
<td>188 (56.12%)</td>
<td>111 (33.13%)</td>
<td>108 (2.39%)</td>
<td>0 (0%)</td>
<td>4.45</td>
</tr>
<tr>
<td>Cost</td>
<td>105 (31.34%)</td>
<td>122 (36.42%)</td>
<td>130 (38.81%)</td>
<td>0 (0%)</td>
<td>3.99</td>
</tr>
<tr>
<td>Format</td>
<td>110 (32.84%)</td>
<td>87 (25.97%)</td>
<td>183 (54.63%)</td>
<td>0 (0%)</td>
<td>3.45</td>
</tr>
<tr>
<td>Personal Experience</td>
<td>0 (0%)</td>
<td>152 (45.37%)</td>
<td>183 (54.63%)</td>
<td>0 (0%)</td>
<td>3.45</td>
</tr>
</tbody>
</table>

Majority of the factors determining frequency of use of information were ranked between ‘very important and important’ including relevance reflecting a weighted average of (5.00), accessibility (4.91), reliability (4.88), ease of use (4.57), familiarity (4.45). Factors such as cost were ranked neutral reflecting a weighted average of (3.99), format (3.89) and personal experience (3.45). The broad interpretation of the data is that over 95% of the rated factors were highly important in determining the frequency of use of sources in JKML. The responses indicated that relevance is overall in determining their use of information sources. Information users always search for information that is relevant to answer or solve their problems. Part-time postgraduate students’ program is research intensive and relevance is crucial in their choice and use of sources.
Reliability and accessibility are also high determinants in the frequency of use because unreliable sources may contain misleading or inaccurate information which can be disputed or challenged. Library users are also attracted to using information sources that are easily accessible to save on time. Part-time postgraduate students would frequent sources of information that are easily accessible since their schedules are busy. In the earlier analyses, it was reported that some sections of the library which close earlier like computer unit and the Africana collection denied part-time postgraduate students access to important information resources resulting to user dissatisfaction in JKML.

Familiarity and ease of use also determined the frequency of use of information sources in JKML because most users trust or rely on sources which they were familiar with and were easy to use. For example, in the earlier analyses textbooks were highly and frequently used by part-time postgraduate students. This could be credited to the familiarity and ease of use of the source which has been in use for decades. Cost was not ranked as very important by most respondents because JKML does not directly charge for its services except for binding where one is free to make a choice of where to bind their work. Besides, library charges are included in the fee paid by students hence not seriously felt as a determining factor in this context. Personal experience could be a less influencing factor because of the different capabilities and experiences individuals have and may not be seen as major factor. Some users may have past experience with library use and source of information while others may not and with the changing trends in library services and technological development, this may not be very important. The format in which information materials are presented would only fairly determine the frequency of their use. With the inadequacy of information materials in University libraries, the usefulness of a source would be of key importance other than format.

4.4.2 Induction to Library Use

Most of the respondents 85.07% reported that they were inducted to the library and information services in JKML while a minority 14.93% reported that they were not.
However, the respondents who were inducted observed that the exercise was not effective because it was done in a hurry and the participants did not understand the library operations. The respondents who did not attend the induction reported that they did not find it necessary since they did not have the time to use the library while others indicated that they were away during induction.

4.4.3 Information Literacy Levels

Respondents were asked to rate their information literacy levels under five main specifications, very good, good, average, poor and very poor. Under ‘very good’, 14.93% reported that they had very good skills. Majority reported varying levels, ‘good’ 24.78%, ‘average’ 58.51% and ‘poor’ 2.09%. All the respondents reported that they sought assistance from library staff when they needed information which they could not find on their own and that the staff was fairly helpful. This could be as a result of the poor library induction exercise which also results to the low library usage reported earlier in the analyses.

4.4.4 Problems Encountered While Seeking Information

The respondents reported that they experienced challenges while seeking for relevant information that meets their information needs. They include: inadequate skills to search for information, lack of time, inadequate information resources, and inability to access some sections of the library such as e-resources section which close at 4.00 p.m. before part-time postgraduate students report on Campus, restrictions on some information sources particularly the Africana section which houses most research materials. The study revealed that problems encountered while searching for information affected the way in which part-time postgraduate students conducted their studies. They include inability to access current; and relevant information materials which affects the quality of research resulting to poor performance. The inadequacies of information services in JKML compel part- time postgraduate students to look for alternative sources of information which is costly, causes delay in submitting assignments and course completion.
4.4.5 Overview of the Findings

The findings revealed that several factors influenced the provision of library and information services in JKML. The factors include relevance, accessibility, and reliability, ease of use, familiarity, cost, format and personal experience. These factors may support or hinder access to information and are referred to as intervening variables in Wilson’s model of information-seeking behavior discussed in chapter one of the study. Results also showed that not all respondents participated in the library induction programme due to lack of time and that even those who attended were of the opinion that it was inadequate. These findings revealed reasons as to why most part-time postgraduate students did not have adequate skills to identify, seek, retrieve and use information independently.

4.5 Background Information of the Interviewees

This section presents findings from the interviewed staff of Jomo Kenyatta Memorial Library of the University of Nairobi. Part A of the interview schedule consisted of demographic information of the participants including interviewees’ designation, gender, section of work in the library and duration worked in JKML. Part B consisted, the usage patterns, policies governing library and information services and factors inhibiting the provision of library and information services to part-time postgraduate students at JKML of the University of Nairobi.

4.5.1 Demographic Characteristics of the Participants

a. Respondents’ Designation

The researcher interviewed the Deputy Director Information and Library Services and 10 library staff who were in-charge of different sections of the library including Africana Section, Bindery Section, Circulation, Acquisitions, Cataloguing, Computer Unit, Archives and Rare Collection, Graduate Research Library, MBA Collection and E-resources/Periodicals Section.
b. Respondents’ Gender Distribution

Eleven respondents were interviewed, five (5) female and six (6) male. Table 4.8 summarizes the respondents’ gender distribution.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
<td>45.45</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>54.55</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The findings revealed that there was gender balance in JKML as 54.55% were male while 45.45% were female.

c. Respondents’ Working Duration in JKML

The study revealed that out of the eleven respondents, 81.82% had worked in JKML for more than three years while 18.18% had worked for less than 3 years. This implied that majority had long working experience at JKML and therefore had reliable information to the study. Table 4.9 is a tabulation of staff work experience in JKML.

<table>
<thead>
<tr>
<th>Work Duration</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less 3 years</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td>3 – 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100.00</td>
</tr>
</tbody>
</table>
4.6 Usage Patterns for Library and Information Services

The research question on the usage patterns of library and information services aimed at establishing the kinds of services provided, assistance sought for and the feedback mechanism for part-time post graduate students in JKML.

4.6.1 Kinds of Library and Information Services

All the interviewees indicated that JKML offered library and information services including e-resources, circulation services, reference services, current awareness services, reprographic services, binding services and information literacy services to all users regardless of the mode of study. However, they observed that these services were designed with traditional students in mind and agreed that the services had not been modified or reviewed to suit the non-traditional students like the part-time postgraduate students. Eight interviewees indicated that library and information services offered adequately met the part-time postgraduate students’ academic information needs. Three of the respondents were of the opinion that some sections of the library closed at the time when part-time postgraduate students were yet to arrive on Campus thus hindering them from accessing some services.

4.6.2 Assistance Sought by Part-Time Postgraduate Students

Seven of the respondents showed that part-time post graduate students sought assistance from library staff. These included literature searches, circulation services, binding services, information literacy services, reference services, and on policy issues concerning library services. Two of the respondents indicated that no assistance was sought from them as their work did not involve direct interaction with users, while one stated that part-time postgraduate students sought help when they needed to know the prices of information materials they wished to purchase.
4.6.3 Feedback Mechanism

All the respondents indicated that there were feedback mechanisms in place including customers’ feedback forms, library help desk, user surveys, suggestion boxes, through social media such as face book and twitter, visits to the directors’ office and face to face consultations. The respondents observed that the feedback mechanism had resulted to improvement of library and information services to JKML users.

4.7 Regulatory Framework Governing Library and Information Services in JKML

The section sought to determine whether there was a regulatory framework governing the provision of library and information services to part-time postgraduate students; whether they encountered any challenges in developing such policies and how they mitigated the challenges.

4.7.1 Policies

All the respondents indicated that there were no specific policies governing library and information services for part-time postgraduate students. The library rules and regulations in place govern services for the general readership of JKML. However, they observed that the existing policies needed to be reviewed to make them more suitable to part-time, postgraduate students. For instance, they suggested for the extension of library operational hours. Respondent 4 expressed the following sentiments: “….part-time postgraduate students are normally on campus hours after some sections of the library are closed thus denying them services from such sections…..” This sentiment showed that part-time postgraduate students did not have access to some of the library sections from which they required services.

4.7.2 Challenges in Developing Policies

Nine participants indicated that they experienced challenges in developing policies to govern the provision of library and information services for part-time postgraduate students.
They observed that such policies that would adequately provide for part-time postgraduate students would mean a library without walls. One respondent said: “…..the library operates on stringent budgets and therefore lacked funds to purchase enough bandwidth which would enable the library to enhance remote access that is suitable for part-time postgraduate students…..” A large number of respondents observed that there was inadequate expertise and personnel to facilitate the formulation and implementation of policies for library and information services to part-time postgraduate students in JKML. All the respondents indicated that they used the established library rules and regulations to govern the provision of library and information services.

4.8 Factors Influencing the Provision of Library and Information Services

This section sought to establish the factors inhibiting the provision of library and information services to part-time postgraduate students in JKML of the University of Nairobi. Particular attention was paid to part-time postgraduate students’ usage of JKML facilities, user education provision, relevance of information resources, problems encountered in the provision of services and mitigation of the problems.

4.8.1 Rating of Part-Time Postgraduate Students Use of JKML

Five respondents indicated that 45.45% of part-time postgraduate students frequently used JKML; four indicated that 36.36% moderately used the library, while two indicated that 18.18% rarely used JKML. This showed that JKML is averagely used by part-time postgraduate students resulting to underutilization of information resources in JKML by part-time postgraduate students. Table 4.10 summarizes the frequency of JKML usage by part-time postgraduate students.
Table 4.10: Rating of Part-Time Postgraduate Students’ Usage of JKML

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently used</td>
<td>5</td>
<td>45.45</td>
</tr>
<tr>
<td>Moderately used</td>
<td>4</td>
<td>36.36</td>
</tr>
<tr>
<td>Rarely used</td>
<td>2</td>
<td>18.18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

4.8.2 Provision of User Education

This part sought to establish whether user education was offered to part-time postgraduate students, and its effectiveness. All the respondents agreed that user education was offered to part-time postgraduate students through library tours, library orientation, library brochures, and handouts. The responses indicated that user education was compulsory for all part-time postgraduate students at the commencement of their studies in order to equip them with the necessary skills that would enable them make use of the library facilities. 70% of the respondents indicated that user education was offered in conjunction with faculties and departments. However, 40% of the respondents noted that user education programme was ineffective due to lack of resources, time, lack of interest by part-time postgraduate students, and lack of support from faculties. 90% of the respondents suggested that user education be integrated into the part-time postgraduate students’ academic programmes while ten percent observed that it should be made a core unit for all part-time postgraduate students.

4.8.3 Rating of Information Resources, Services and their Relevance to Part-Time Postgraduate Students

This section sought to establish the rating of information resources and services offered to part-time postgraduate students and the relevance to their information needs. All the interviewees indicated that the resources were relevant and adequate and could meet about 80% of the part-time postgraduate students’ information needs if accessed and well utilized.
Sentiments expressed by participants included:

“……Information resources in JKML could meet about 80% information needs of part-time postgraduate students if they had time and skills……” (Respondent 2). “……JKML has subscribed to an enormous database of e-resources which if well utilized by part-time postgraduate students, could effectively meet their academic needs. The e-resources especially journals are current and specific to each user needs…..” (Respondent 5). These sentiments imply that JKML had information resources that could meet part-time postgraduate students’ information needs but they lacked time and skills to access and use the resources resulting to user dissatisfaction. However, 20% of the respondents indicated that there were some information resources within the stock which were outdated and needed to be weeded.

4.8.4 Special Services for Part-Time Postgraduate Students in JKML

This section sought to establish whether there were any specially designed services for part-time postgraduate students in JKML. All participants indicated that there were no specific services for part-time postgraduate students in JKML. They observed that developing specific services could result to segregation of library users based on their mode of study. 70% of the participants indicated that part-time postgraduate students benefited from library facilities which were designed for postgraduate students users of JKML. The facilities include: Graduate research library, MBA Collection, Africana Collection and Binding services.

4.8.5 Problems Encountered in Providing Library and Information Services to Part-Time Postgraduate Students in JKML and Possible Solutions

This section sought to establish problems JKML staff encountered in providing library and information services to part-time postgraduate students and the possible solutions. The respondents indicated that they experienced challenges including high numbers of part-time postgraduate students against a small number of information resources, inadequate literacy skills by part-time postgraduate students, inadequate qualified personnel, inadequate computers to access e-resources, low internet connectivity, limited internet access area, lack of space especially in Africana section, demand for special attention.
Part-time postgraduate students are on Campus outside library operating hours for some service areas. The respondents reported that they mitigated the challenges by allowing the use of personal laptops in the library, offering continuous user education, extension of library hours by opening on Sundays for six (6) hours, and allowing users to use Africana collection materials from other sections of the library. However, the library and information services offered in JKML still falls short of the expectations of part-time postgraduate students.

The respondents further suggested proposals to improve the provision of library and information services to part-time postgraduate students in JKML.

4.8.6 Proposed Recommendations

i. In adequate funds. Funds are a crucial factor in making any improvements on a service; the University management should increase funding for the library to enable the acquisition of more current and relevant information resources that will respond to the part-time postgraduate students’ information requirements.

ii. JKML management should conduct regular user needs surveys for part-time postgraduate students. This will enable JKML to understand the unique information needs of part-time postgraduate students and develop services that respond to their needs satisfactorily.

iii. JKML management should recruit and hire more qualified staff to help in the running of the library especially where policy formulation is concerned.

iv. JKML management should train the existing staff to enhance their skills in library service provision

v. JKML management should expand reading space especially in the Africana section where space is not adequate.
4.9 Chapter Summary

This chapter presented data collected from the field including demographic characteristics of the respondents, usage frequencies for library and information services, regulatory framework on the provision of library and information services, factors influencing the provision of library and information services, problems encountered while seeking for information in JKML and the respondents’ proposed recommendations.
5.0 Introduction

This chapter presents a summary of the major findings, conclusion, and recommendations and suggests possible areas for further research. The purpose of this study was to investigate the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi with a view to suggest possible solutions to challenges identified by the study.

The objectives of the study were to:

i. Identify the usage patterns for library and information services offered to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi.

ii. Determine the suitability of the regulatory framework governing the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi.

iii. Identify the factors that influence the provision of library and information services to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi.

5.1 Summary of the Findings

The study’s findings are summarized as follows:

5.1.1 Usage Patterns for Library and Information Services

The first objective of this study was to identify the usage patterns for library and information services offered to part-time postgraduate students in Jomo Kenyatta Memorial Library of the University of Nairobi.
An examination on the usage patterns revealed that 80% of part-time postgraduate students used the library thrice a week while 20% used the library twice a month as shown in section 4.2.1 page 45. They mainly used the library for research, assignments and preparation for examinations. The low usage by part-time postgraduate students is because they lacked adequate time to use the library as they were engaged in lectures whenever on Campus. The study findings further revealed that students had adequate knowledge about JKML stock and services as indicated in Tables 4.3, 4.4, and 4.6 pages 46, 48 and 52 respectively. The knowledge they used in evaluating the sources and services and found to be insufficient and fell short of the standards of information provision.

The study findings also revealed that information sources were insufficient and outdated as indicated in Table 4.5 page 51 while some services closed early hindering access as explained in section 4.6.1 page 61. This clearly indicates that it is the library’s responsibility to ensure that users are made aware of its collection and services so as to achieve maximum utilization of the resources. JKML’s core objective is to acquire organize and avail information resources to its users to support learning, teaching and research activities of the University. These can only be achieved if the information resources available are known to users and utilized. This is in-line with Ranganathan’s first law (information is for use); second law (every piece of information has its user); and third law (every resource its user) as discussed in 1.9.1.1, 1.9.1.2 and 1.9.1.3 in chapter one of the study.

5.1.2 Suitability of the Regulatory Framework Governing the Provision of Library and Information Services

The second objective of this study was to determine the suitability of the regulatory framework governing the provision of library and information services to part-time postgraduate students in JKML of the University of Nairobi. The study findings revealed that JKML had a regulatory framework governing library and information services to all readers.
The library did not have specific policies for part-time postgraduate students to avoid user segregation as explained in section 4.3 and 4.7 pages 54 and 62 respectively. The established library rules and regulations are used in guiding the provision of library and information services in JKML. However, the students felt that the library rules and regulations did not address their information needs adequately.

5.1.3 Factors Influencing the Provision of Library and Information Services

The third objective of this study was to identify the factors that influence the provision of library and information services to part-time postgraduate students in JKML of the University of Nairobi. The study findings are indicated in Table 4.7 page 56. The findings show that several factors are important in determining the part-time postgraduate students’ efforts to pursue information. An analysis of the findings revealed that accessibility, personal experience, relevance, and reliability, ease of use, familiarity, cost and format influences the effective of library and information services provision to part-time postgraduate students in JKML. The study findings further revealed that challenges were encountered in the provision of library and information services to part-time postgraduate students including inadequate funds to design specific services that would sufficiently meet the needs of part-time postgraduate students, inadequate literacy skills among the students, lack of expertise, inadequate staff and lack of understanding of the part-time postgraduate students’ information needs as demonstrated in section 4.4.4 and 4.8.5 page 58 and 65 respectively.

5.2 Conclusion

University libraries play a crucial role in providing information to facilitate teaching and research to the university community. It is widely agreed that well managed library and information services would enable universities to achieve their goals of academic excellence. However, the provision of library and information services in many university libraries still remains insufficient.
The study investigated the provision of library and information services to part-time postgraduate students in JKML of the University of Nairobi in order to identify the usage patterns of part-time postgraduate students. The findings established that there was low usage of JKML by part-time postgraduate students which would be attributed to their being on Campus outside the library operating hours. The study found out that JKML had no specific regulatory framework governing the provision of library and information services for part-time postgraduate students. Nevertheless, the operations were guided by the general library rules and regulations applied to all JKML users.

The study also found that there were several factors that influenced the provision of library and information services to part-time postgraduate students in JKML. The factors include relevance, accessibility, and reliability, ease of use, familiarity, cost, format and personal experience. Additionally the study established that there were challenges experienced in the provision of library and information services in JKML. The challenges included inadequate literacy skills, inadequate information resources, and inability to access some library sections, lack of expertise, inadequate staff and lack of understanding of the part-time postgraduate students’ information needs.

The study has attempted to lay the basis of understanding the challenges encountered in the provision of library and information services to part-time postgraduate students in university libraries using JKML as a study site. It is hoped that the study would help library management in planning and designing of library and information services that adequately respond to users’ needs.

5.3 Recommendations

The study made the following recommendations as per the themes of the study.

5.3.1 Usage Patterns for Library and Information Services

The University academic division should integrate information literacy in the university academic programmes.
The Library management should work with the academic division of the University in developing a curriculum for information literacy. Part-time postgraduate students need the skills to identify select, access, retrieve and use information. The user education offered in the form of orientation is inadequate to impart the skills required for an independent user whom part-time postgraduate students are expected to be. The library and information services should be embedded for part-time postgraduate students. This would enable close integration of librarians in the part-time postgraduates’ environments. This is a practice of moving the librarians to the users and entails teaching the users and incorporating library services in the users’ academic lives.

ICT department of JKML should consider putting library contents online and issue users with accounts/passwords for access. This will allow a 24/7 access and also enable part-time postgraduate students to access the library without location restriction. In addition the bandwidth should be increased to alleviate the problem of low internet connectivity which affects users’ access to e-resources. ICT personnel should also design user friendly interfaces for library users for ease of use, and install more internet stations to allow access by more users.

5.3.2 Regulatory Framework Governing the Provision of Library and Information Services

JKML management should review policies governing the library and information services to take care of the part-time postgraduate students’ specific information needs. Part-time postgraduate students do not have the luxury of time to visit the library and make use of it in meeting their unique information needs.

5.3.3 Factors Influencing the Provision of Library and Information Services

JKML management should conduct regular user needs surveys for part-time postgraduate students. This will enable JKML staff to understand the unique information needs of part-time postgraduate students and design services that respond to their needs satisfactorily.
Some library sections which close early like the Computer Unit and Africana Collection section should extend operating hours to enable part-time postgraduate students’ access the services.

5.4 Suggestions for Further Study

The study made the following suggestions for further research:

i. An investigation of other libraries and information centres used by part-time postgraduate students to determine their effectiveness in providing relevant information services.

ii. A longitudinal study of information needs and seeking behaviour of part-time postgraduate students to inform the planning and designing of information services.

iii. Similar studies are conducted in other public universities to establish the extent to which library and information services are provided to part-time postgraduate students.
REFERENCES


APPENDICES

APPENDIX I

PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: GEKARA MOSES MONG’ARE - REG. NO. MIN11/2009/11

This is to confirm that the above named person is a student of Kisii University registered in the Faculty of Information Science & Technology (FIST), pursuing a Masters Degree in Information Science.

He has completed his course work and is now ready to collect data for his thesis. In this regard therefore, I am writing to request you to assist him by offering any relevant information he may request from you. His research topic is “Challenges of Providing Library and Information Services to Part-time, Postgraduate Students: A Case of Jomo Kenyatta Memorial Library, University of Nairobi, Kenya”.

Please note that the information collected will be treated as confidential and used exclusively for academic purposes.

Thank you.

Yours sincerely,

Dr. Raymond W. Ongus, PhD
DEAN, FIST
APPENDIX II

CONSENT LETTER FOR DATA COLLECTION

[Image of a letter from the University of Nairobi, Office of the Deputy Vice-Chancellor, granting consent for research at the Jomo Kenyatta Memorial Library, University of Nairobi. The letter is dated February 14, 2014.]

Reference is made to your letter dated February 12, 2014 on the above mentioned subject.

I write to inform you that your request to conduct a research study at the Jomo Kenyatta Memorial Library - University of Nairobi, Kenya entitled: “Challenges of providing Library and Information Services to Part-time, Postgraduate Students: A case of Jomo Kenyatta Memorial Library, University of Nairobi, Kenya”, is hereby approved.

Upon completion of your research study, you are required to share the findings of your study by depositing a copy of your research findings with the University of Nairobi Library.

Yours sincerely,

[Signature]

LUCY W. IRUNGU
DEPUTY VICE-CHANCELLOR
(RESEARCH, PRODUCTION AND EXTENSION)

AND

PROFESSOR OF ENTOMOLOGY

cc. Vice-Chancellor
Deputy Vice-Chancellor (AA)
Deputy Vice-Chancellor (A&E)
Deputy Vice-Chancellor (SA)
Director, Library and Information Services

ISO 9001:2008 CERTIFIED
The Frontier of Knowledge: Providing leadership in academic excellence.
APPENDIX III

QUESTIONNAIRE FOR PART-TIME POSTGRADUATE STUDENTS

INTRODUCTION

Dear Respondent,

My name is Moses Mong’are Gekara, a postgraduate student at Kisii University. I am carrying out a research for my masters theses titled “challenges of providing library and information services to part-time postgraduate students: a case of Jomo Kenyatta Memorial Library, University of Nairobi, Kenya”. I am hereby requesting you to assist in completing this questionnaire in order to achieve the research objective. The information provided will be used purely for academic purpose and will be treated with confidentiality. This questionnaire consists of two sections.

PART A: BACKGROUND INFORMATION OF THE RESPONDENT

Please select the correct answer by ticking (√) appropriately in the provided brackets.

1. Gender: Male ( ) Female ( )

2. Level of study: (tick one only) PhD ( ) Masters ( )

3. Faculty.................................................................

4. Department ...................................................

5. Year of study (tick (√) one only) 1st yr ( ) 2nd yr ( ) 3rd yr ( )

PART B: PROVISION OF LIBRARY AND INFORMATION SERVICES

Usage Patterns for Library and Information Services

1. a) Do you use Jomo Kenyatta Memorial Library? Please tick (√) one appropriate option. Yes ( ) No ( )

b) If your answer in question 1a is yes, how often do you use the library and why? ........................................................................................................................................
c). If your answer in question 1a above is “No”, give reasons why you do not use the library…………………………………………………………………

2. a) Listed below are resources available at Jomo Kenyatta Memorial Library. Please indicate your awareness about their existence using a scale of 5 as follows: 5 very much aware, 4 aware, 3 fairly aware, 2 not aware and 1 undecided. Please tick (✓) once in each row.

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<thead>
<tr>
<th>Resources</th>
<th>Very much aware (5)</th>
<th>Aware (4)</th>
<th>Fairly aware (3)</th>
<th>Not aware (2)</th>
<th>Very Unaware (1)</th>
</tr>
</thead>
<tbody>
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<td>Textbooks</td>
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</tr>
<tr>
<td>Dissertations/Theses</td>
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<td></td>
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<tr>
<td>Newspapers Abstracts</td>
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<td>E-journals Printed</td>
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<td>journals Internet</td>
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</table>
b). How often do you use the JKML sources listed hereunder? Using a scale of 5 indicate the frequency of use as follows: 5 very frequently, 4 frequently, 3 sometimes, 2 rarely, and 1 never. Please tick (✓) once in each row.

<table>
<thead>
<tr>
<th>Resources</th>
<th>V e r y frequently (5)</th>
<th>Frequently (4)</th>
<th>Sometimes (3)</th>
<th>Rarely (2)</th>
<th>Never (1)</th>
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<tr>
<td>Textbooks</td>
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<td>Yearbooks</td>
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<td>Directories</td>
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<td>Maps/Atlases</td>
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<td>Dictionaries</td>
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<td>Encyclopaedias</td>
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<td>Films/Satellite Images</td>
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<td>Microfilms</td>
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<td>Bibliographies</td>
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<td>E-journals</td>
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<td>Printed journals</td>
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<tr>
<td>Internet</td>
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</tbody>
</table>
3. What is your assessment of the information sources at Jomo Kenyatta Memorial Library? Tick (√) against the most appropriate response.

i. The library has sufficient relevant information sources for part-time post graduate studies

( )

ii. The library has insufficient information sources for part-time post graduate studies

( )

iii. The library has outdated information sources for part-time post graduate studies

( )

iv. Any other (specify)………………………………………………………………………

b) If your answer in 3a above is ii and iii, give your reason(s)

…………………………………………………………………………………………

4. Hereunder listed are services provided at Jomo Kenyatta Memorial Library. Please indicate by ticking (√) once in each row, your satisfaction level on a scale of 5 as follows: 5 Very Satisfied, 4 Satisfied, 3 Neutral, 2 Dissatisfied, 1 Very dissatisfied.

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
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</thead>
<tbody>
<tr>
<td>Lending/borrowing</td>
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<td>Inter-library loan</td>
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<td>Reference/ literature searches</td>
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<td>Indexing Abstracting</td>
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<td>User Education</td>
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<tr>
<td>Current Awareness</td>
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<td>Selective Dissemination of information (SDI)</td>
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<td>Audio- visual</td>
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<td>Photocopying/printing</td>
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<td>The Catalogue(s)</td>
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<td>Using CD-ROMs to search</td>
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<td>Discussion(s) with Librarians</td>
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<td>Document delivery</td>
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<td>E-Resources</td>
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<td>Any other, (specify)………………………………………………………………………</td>
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</tbody>
</table>
Regulatory framework on the provision of library and information services

5. a) Are there any rules and regulations that govern your access and use of JKML services? Please tick (√) one appropriate option. Yes ( ) No ( )

b) If yes, do the rules and regulations address your information needs? Please tick (√) one appropriate option. Yes ( ) No ( )

c) If No, please explain…………………………………………………………….

Factors inhibiting the provision of library and information services

6. How important are the following factors in determining your frequency of use of information source(s)? Rank by ticking (√) once in each row on a scale of 5 as follows: 5 Very important, 4 Important, 3 Neutral, 2 Not important, 1 Not important at all

<table>
<thead>
<tr>
<th>Factors</th>
<th>Very important (5)</th>
<th>Important (4)</th>
<th>Neutral (3)</th>
<th>Not important (2)</th>
<th>Not important at all (1)</th>
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</thead>
<tbody>
<tr>
<td>Accessibility Personal</td>
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<tr>
<td>experience Relevance</td>
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<td>Ease of use</td>
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<td>Familiarity Reliability</td>
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<td>Format</td>
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</table>
| Any other (specify)........................................................................................................

7. a) Were you inducted to the library and information services usage? Please tick (√) one appropriate option. Yes ( ) No ( )

b) If yes, was the induction effective? ……………………………………………

c) If no, please explain. ……………………………………………………………….

d) How do you rate your ability to identify, seek, retrieve and use information that you need? Please tick (√) one appropriate option.

Very Good ( ) Good ( ) Average ( ) Poor ( ) Very Poor ( )
8. a) Do you ask for assistance in seeking for needed information from JKML librarians? Please tick (✓) one appropriate option. Yes ( ) No ( )

b) If yes, please tick (✓) in the bracket how helpful the library personnel are?

Very helpful ( ) Helpful ( ) Fairly helpful ( ) Not helpful ( ) Not helpful at all

c) If your answer in question 8a above is No, please give reasons for your answer.
………………………………………………………………………………..

9. a) Do you encounter any problems in your attempt to acquire information relevant to your information needs in JKML? Please tick (✓) one appropriate option.

Yes ( ) No ( )

b) If yes, which problems? ………………………………………………………..

c) Do these problems affect the way you conduct your academic studies? Please explain. ……………………………………………………………………….

10. Give any suggestion(s) on how you think provision of library and information services to part-time postgraduate students can be improved?

……………………………………………………………………………………

11. Please feel free to make any comment(s) relevant to this study.

……………………………………………………………………………………

Thank you for participating.
APPENDIX IV

INTERVIEW SCHEDULE FOR JKML STAFF

INTRODUCTION

Good morning/afternoon/evening

My name is Moses Mong’are Gekara a postgraduate student at Kisii University. I am carrying out a research for my masters theses titled “challenges of providing library and information services to part-time postgraduate students: a case of Jomo Kenyatta Memorial Library, University of Nairobi, Kenya”.

You have been selected to participate in this interview through purposive sampling. The information provided will be used purely for academic purpose and will be treated with confidentiality.

This interview session will be based on three sections. Section one has questions on, information services offered and frequency of use, section two policies governing the provision of library and information services and section three factors influencing the provision of library and information services respectively. Please feel free to ask any question(s) where it may not be clear. I look forward to your support and cooperation.

Thank you

Date of interview……………………………..

Place of interview……………………………..

PART A: PERSONAL INFORMATION

1. Interviewee designation……………………………………………
2. Gender …………………………………………………………………...
3. In which section of the library do you work? ......................
4. For how long have you worked in JKML?…………………………..
PART B

Section 1: Usage patterns for library and information service

1. a) What kind(s) of library and information services are provided to part-time postgraduate students at JKML?

b) In your opinion, do you think the library and information services offered to the part-time postgraduate students adequately meet their academic information needs?

2. Do part-time postgraduate students come to you for any kind of assistance in relation to information in their academic pursuits? Give an explanation.

3. Does JKML have a mechanism in place of getting feedback from part-time postgraduate students about the library and information services provided?

Section 2: Regulatory framework governing library and information services in JKML

1. Does JKML have a written library policy that caters for the provision of library and information services to part-time postgraduate students? Give an explanation.

2. Does JKML face any challenges in developing policies governing the provision of library and information services to part-time postgraduate students? If so what are the challenges and what is the library doing to mitigate those challenges?

Section 3: Factors inhibiting the provision of library and information services

1. How would you rate part-time postgraduate students use of JKML? Give an explanation for the rating.

2. a) Do you offer library user education to part-time postgraduate students? If so, how would you rate its effectiveness?

b) In your own view, how should user education be provided to part-time postgraduate students?
3. How would you rate resources and services at JKML and their relevance to part-time postgraduate students and what reasons do you have for the answers?

4. Does JKML have any special services specifically to part-time postgraduate students? Give an explanation.

5. Do you encounter any problem(s) in providing library and information services to part-time postgraduate students? If so, what problems do you encounter and how do you deal with these problems?

6. What recommendations/suggestions would you give towards the improvement of the provision of library and information services to part-time postgraduate students?

Thank you for your response