

Library and Information Service Provision to Part-Time Postgraduate Students: A Case Study of Jomo Kenyatta Memorial Library, University of Nairobi, Kenya

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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 objectives were to identify the usage patterns of library and information services offered to part-time postgraduate students; 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 Laws of Library Science and utilized models of information-seeking behaviour and information-seeking. This was a case study in which data was collected using questionnaires and interview guides. The total population was 7,053 registered part-time postgraduate students out of which a sample of 379 students was selected through stratified random sampling using Yamane's simplified formula, while 11 library staff was purposively chosen. 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 that part-time postgraduate students had a low usage of Jomo Kenyatta Memorial Library, which could be attributed to lack of time. It was established that the 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 that several factors including accessibility, personal experience, and relevance, and reliability, ease of use, familiarity, cost and format were important in determining the part-time postgraduate students' efforts to pursue information. 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 recommended that universities should integrate information literacy in their academic programmes, review library policies, carry out user surveys, and embed librarians in postgraduate students' environment.

Keywords: Jomo Kenyatta Memorial Library, Library and Information Services, Part-Time Postgraduate Students, University of Nairobi, Kenya

1. Introduction

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 honor 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 (JKML) 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)²⁴.

JKML has a seating for 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)²⁴. The library has 60 members of staff under the management of the Director, Library and Information Services (University of Nairobi, 2013)²⁴.

2. 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), later renamed Kenya Universities and Colleges Central Placement Services (KUCCPS). Due to the limited facilities in public universities, not all students who met the entry requirements could be admitted; this led to many, who could afford, join private universities. Students in regular programmes formed the bedrock of university education in Kenya. They pursued 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 increasing. The University of Nairobi established part-time programmes in 1998. Other universities have followed suit. 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)²⁴.

Part-time postgraduate students who did not have the time to be on campus to utilize the library and information services are the focus of this study. University libraries 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.

2.1 Statement of the Problem

Part-time programmes were introduced at the University of Nairobi to cater to educational needs of people in full-time employment and 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. The programmes were introduced with little regard to library facilities that would appropriately serve this group of users.

Adesoye & Amusa (2011)¹ 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 facilities to assist them access information. Ossai-Ugbah (2012)²¹ investigated library awareness among 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 & Munene (2012)²⁵ 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; 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 study intends to fill.

3. General Objective

The general objective was to investigate the provision of library and information services to part-time, postgraduate students in JKML of the University of Nairobi with a view to suggest possible solutions to challenges identified by the study.

3.1 Specific Objectives of the Study

The specific objectives of the study were to:

- Identify the usage patterns of library and information services offered to part-time postgraduate students in JKML.
- Determine the suitability of the regulatory framework governing the provision of library and information services to part-time postgraduate students in JKML.
- Identify the factors that influence the provision of library and information services to part-time postgraduate students in JKML.

4. Theoretical Framework

Dr. Shiyali Ramamrita Ranganathan (1892-1972), considered father of Library Science in India, formulated the five laws of library science, widely accepted as the definitive statement of ideal library service (Leiter, (2003)¹³; Noruzi (2004)¹⁹). This study was 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 equal access to information materials by all users. Ranganathan's five laws state that:

- Books are for use.
- Every reader his book.
- Every book its reader.
- Save the time of the reader.
- The library is a growing organism.

Nicholas (2009)¹⁸ opines that the word "book" is used in its generic sense as per the time Ranganathan conceptualized the principles. However, in the current information age, books refer to information, information resources in all formats.

4.1 Books are for Use

The law could be modernized to state: information is for use. It is essential that all resources acquired by the library are maximally utilized by users (Nicholas, 2009)¹⁸.

4.2 Every Reader his Book

Previously stated as every reader his book, this law could be modernized to state: Every user has his/her piece of information. The information should be appropriate, reliable, and adequate and that which meet the expectations of all its users (Nicholas, 2009)¹⁸.

4.3 Every Book its Reader

The law states that every book its reader but could be modernized to read: every resource its user. It advocates for easy access to information resources which result to putting people together with what they need. Traditionally, reference work has been identified within the third law, and this continues to be the case in the virtual library (Bhatt, 2011)³.

4.4 Save the Time of the Reader

The fourth law was stated as save the time of the reader and could be paraphrased as: save the time of the information user. 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)³. In addition, Noruzi (2004)¹⁹ opines that considering the time of the user as a vital idea should be embraced by all information professionals.

4.5 The Library is a Growing Organism

The fifth law, that the library is a growing organism could be modernized to state: 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)³.

The advantage of Ranganathan's principles is that both information professionals and library users' perspectives are represented. In addition, the study utilized other models such as Wilson's 1996 model of Information-Seeking Behaviour (Wilson, 1999)²⁷, which provided a broad background for understanding what part-time postgraduate students experienced in their search for information in JKML. 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 as it has been used as a framework and diagnostic tool in a variety of libraries and information settings (Kuhlthau, 1991)¹².

5. Literature Review on Information Needs of Postgraduate Students

An information need arises when an individual recognizes an 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)⁵. According to Mwangi, (2003)¹⁷ 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 and is expressed it becomes an expressed information need or demand.

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 have to play an important role implying 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. 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.

Literature that examines challenges of providing library and information services to part-time postgraduate students is scarce. There are, however, a few studies that help place the relationship between university libraries and part-time students. Watson & Jagannathan (1996)²⁶ sought to identify challenges faced by librarians in delivering quality library and information services to distance learners in the Commonwealth. The 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 & Rubbert (2001)²² evaluated information needs and practices of part-time and distance-learning students in the United Kingdom. They found 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 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)⁶ 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 & Osunde (2005)² 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 education and that students should be provided with more access to 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-kiti Library Resources by part-time students of the institution (Busayo, 2006)⁴ 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 of 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)¹ 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 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)²¹ 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 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)²⁵. 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 libraries. University libraries have also not studied 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)²⁵. This has resulted in a mismatch between information resources and services and users' information needs.

6. Challenges of Providing Library and Information Services to Part-Time Students in Kenya

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)²³. Some of these challenges are 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 obsolete materials in libraries undermine the quality of education. 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.

A study identified factors that hinder information use in Kenya such as the dominance of inappropriate information systems, non-stimulating education system, high levels of illiteracy and language barrier (Odini, 1995)²⁰. He further recommends that for the stimulation of information use in the country, 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 & Morgan (1996)⁷ 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 so as some of them worked during day time and the short time on campus was used for intensive lecture sessions and tutorials leaving them with little or no time to spend in the library (Heery & Morgan, 1996)⁷.

University libraries in Kenya lack adequate number of trained personnel to run library operations. This impact is negatively on provision of library services. Non-traditional students experience difficulties in utilizing library resources for their information needs because they lack skills with the various information technologies, lack of contact with reference librarians due to failure to fit into the library working hours, reluctance on the part of library staff due to incompetence and poor public relations (Kakai, Ikoja-Odongo, & Kigongo, 2004)⁹.

In a related study, Wasike & Munene (2012)²⁵ 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 in librarians being caught unaware. Wasike & Munene (2012)²⁵ 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 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)¹⁴. 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.

7. Identified Research Gap

Postgraduate students are a crucial group requiring adequate access to information during their studies. The literature reveals that most studies on library services have concentrated on other user groups; but little is known on the provision of library and information services to part-time postgraduate students in Kenya. This study is 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.

8. Research Design

The study used a case study method to analyze the challenges of providing library and information services. In comparison with other methods of carrying out research, a case study method is usually based on the argument that a case can be cited that is typical of many other cases. Kombo & Tromp (2006)¹⁰ aver that case study design describes a unit in detail, in perspective and holistically.

8.1 Study Area

The study was conducted at Jomo Kenyatta Memorial Library, University of Nairobi, within Nairobi City, the capital of Kenya. 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 majority of part-time postgraduate students making it suitable for this study.

8.2 Target Population

The target population for this study was 11 JKML management staff and 7,053 duly registered part-time postgraduate students who use JKML (University of Nairobi, 2013)²⁴.

8.3 Sampling of Library Staff

The study sampled library staff to be interviewed through purposive sampling. 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 knowledge and skills to give judgmental ideas and adequately respond 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.

8.4 Sampling of Targeted Users

The targeted users were selected through stratified random sampling since the population studied was not homogenous. The population was divided into various

strata in relation to faculties to result in homogeneous groups, which enabled the researcher to get more precise estimates for each stratum and a better estimate of the whole (Kothari, 2004)¹¹. The sample size for targeted users was determined using Yamane's (1967)²⁸ simplified formula (Israel, 2012)⁸ which is:

$$n = N / (1 + N (e)^2)$$

$$e^2 = 0.05^2$$

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: $n = 7,053 / (1 + 7,053 (0.05)^2) = 378.58 \approx 379$ respondents. 379 respondents was the sample size for part-time postgraduate students at Masters and PhD levels who used JKML.

8.5 Data Collection Instruments

The researcher collected both primary and secondary data. Primary data was collected by use of questionnaires, and interview. Secondary data was collected by examining relevant documents such as university publications, library rules and regulations, library policy documents, procedure manuals and university website.

9. Questionnaire

Questionnaire was the primary technique for gathering data and was administered to part-time postgraduate student users of JKML. The questionnaire was based on the objectives of the study and had two broad parts; 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.

10. Interview Guide

The interview guide was used as a 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. 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 interviews took about 20 minutes per session and the information collected was recorded in the form of notes for accuracy in reporting.

11. Document Review

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

12. Results and Discussions

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.

12.1 Usage of JKML by Part-Time Postgraduate Students

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 because masters' students have more sessions on campus than PhD students.

12.2 Awareness of Information Sources in JKML

Respondents were asked to indicate their awareness of information sources in JKML; Very much aware, Aware, Fairly aware, Not aware and Very Unaware. Table 1 presents a summary of the respondents' awareness of information sources in JKML.

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/atlas (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 lack of awareness of the resources. This suggests that there is little publicity of the materials to part-time postgraduate students, which is the main cause of their non-use.

12.3 Usage of Information Sources

Respondents were asked to indicate the frequency of using information sources housed within JKML. Table 2 provides a summary of the responses.

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/atlas (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. 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.

Table 1. Awareness of information sources in JKML

Resources	Very Much Aware (5)	Aware (4)	Fairly Aware (3)	Not Aware (2)	Very Weighted Unaware Average (1)
Textbooks	335 (100%)	0 (0%)	0	0	0 5.00
Newspapers	300 (89.55%)	35 (10.45%)	(0%)	(0%)	(0%)
Internet	295 (88.06%)	40 (11.94%)	0 (0%)	0 (0%)	0 4.88 (0%)
Dictionaries	97 (28.96%)	179 (53.43%)	0 (0%)	0 (0%)	0 4.11 (0%)
Dissertations/ Theses	151 (45.07%)	20 (5.97%)	59 (17.61%)	0 (0%)	0 3.96 (0%)
Catalogues	42 (12.54%)	92 (27.46%)	102 (30.45%)	0 (0%)	0 3.82 (0%)
Bibliographies	66 (19.70%)	113 (33.73%)	153 (45.67%)	24 (7.16%)	0 3.60 (0%)
E-journals	58 (17.31%)	151 (45.07%)	129 (38.51%)	30 (8.96%)	5 3.56 (1.49%)
Africana Collection	21 (6.27%)	68 (20.30%)	111 (33.13%)	52 (15.52%)	0 3.42 (0%)
Maps/Atlases	42 (12.54%)	85 (25.37%)	122 (36.42%)	112 (33.43%)	1 3.20 (0.30%)
E-books	15 (4.48%)	60 (17.91%)	141 (42.09%)	94 (28.06%)	0 3.06 (0%)
CD-ROMs	16 (4.78%)	22 (6.57%)	146 (43.58%)	110 (32.84%)	3 2.93 (0.89%)
Encyclopedias	0 (0%)	81 (24.18%)	196 (58.51%)	36 2.27 (10.75%)	
Films/Satellite Images	0 (0%)	0 (0%)	0 (0%)	335 (100%)	0 2.00 (0%)
Microfilms	0 (0%)	0 (0%)	0 (0%)	335 (100%)	0 2.00 (0%)
Cassettes/Tapes	0 (0%)	0 (0%)	0 (0%)	335 (100%)	0 2.00 (0%)
Videos	0 (0%)	0 (0%)	0 (0%)	335 (100%)	0 2.00 (0%)
Pamphlets	0 (0%)	0 (0%)	19 (5.67%)	295 (88.06%)	21 1.99 (6.27%)
Printed Journals	0 (0%)	33 (9.85%)	9 (2.69%)	211 (62.99%)	82 1.98 (24.48%)
Abstracts	0 (0%)	0 (0%)	20 (5.97%)	285 (85.07%)	30 1.97 (8.96%)
Directories	0 (0%)	0 (0%)	0 (0%)	288 (85.97%)	47 1.86 (14.03%)
Indexes	0 (0%)	0 (0%)	15 (4.48%)	250 (74.63%)	70 1.84 (20.90%)
Accession Lists	5 (1.49%)	8 (2.39%)	12 (3.58%)	196 (58.51%)	114 1.79 (34.03%)
Yearbooks	0 (0%)	0 (0%)	12 (3.58%)	222 (66.27%)	101 1.73 (30.15%)
Publishers' Notices	0 (0%)	0 (0%)	5 (1.49%)	155 (46.27%)	175 1.49 (52.24%)

Source: Primary data

Table 2. Frequency of use of information sources in JKML

Resources	Very Frequently (5)	Frequently (4)	Sometimes (3)	Rarely (2)	Never Weighted (1) Average
Textbooks	200 (59.70%)	100 (29.85%)	35 (10.45%)	0 (0%)	0 4.49 (0%)
Dissertations/ Theses	157 (46.87%)	152 (45.37%)	26 (7.76%)	0 (0%)	0 4.39 (0%)
Internet	127 (37.91%)	192 (57.31%)	16 (4.78%)	0 (0%)	0 4.33 (0%)
Africana Collection	99 (29.55%)	151 (45.07%)	85 (25.37%)	0 (0%)	0 4.04 (0%)
Catalogues	32 (9.55%)	191 (57.04%)	102 (30.45%)	10 (2.99%)	0 3.73 (0%)
E-journals	25 (7.46%)	155 (46.27%)	130 (38.81%)	32 (9.55%)	0 3.58 (0%)
Bibliographies	99 (29.55%)	68 (20.30%)	102 (30.45%)	51 (15.22%)	15 3.55 (4.48%)
E-books	20 (5.97%)	60 (17.91%)	198 (59.10%)	17 (5.07%)	0 2.89 (0%)
CD-ROMs	5 (1.49%)	60 (17.91%)	130 (38.81%)	122 (36.42%)	18 2.74 (5.37%)
Maps/Atlases	10 (2.99%)	42 (12.54%)	85 (25.37%)	151 (45.07%)	47 2.45 (14.03%)
Abstracts	0 (0%)	0 (0%)	14 (4.18%)	295 (88.06%)	26 1.96 (7.76%)
Dictionaries	5 (1.49%)	10 (2.99%)	51 (15.22%)	155 (46.27%)	114 1.92 (34.03%)
Indexes	0 (0%)	0 (0%)	5 (1.49%)	286 (85.37%)	44 1.88 (13.13%)
Encyclopedias	0 (0%)	16 (4.78%)	12 (3.58%)	196 (58.51%)	111 1.80 (33.13%)
Accession Lists	5 (1.49%)	8 (2.39%)	12 (3.58%)	196 (58.51%)	104 1.76 (31.04%)
Printed Journals	5 (1.49%)	21 (6.27%)	10 (2.99%)	129 (38.51%)	170 1.69 (50.75%)
Yearbooks	0 (0%)	0 (0%)	15 (4.48%)	151 (45.07%)	169 1.54 (50.45%)
Directories	0 (0%)	0 (0%)	0 (0%)	179 (53.43%)	156 1.53 (46.57%)
Publishers' Notices	0 (0%)	0 (0%)	5 (1.49%)	155 (46.27%)	175 1.49 (52.24%)
Newspapers	0 (0%)	0 (0%)	25 (7.46%)	96 (28.66%)	214 1.44 (63.88%)
Pamphlets	0 (0%)	0 (0%)	16 (4.78%)	24 (7.16%)	295 1.17 (88.06%)
Films/Satellite Images	0 (0%)	0 (0%)	0 (0%)	0 (0%)	335 0.20 (100%)
Microfilms	0 (0%)	0 (0%)	0 (0%)	0 (0%)	335 0.20 (100%)
Cassettes/Tapes	0 (0%)	0 (0%)	0 (0%)	0 (0%)	335 0.20 (100%)
Videos	0 (0%)	0 (0%)	0 (0%)	0 (0%)	335 0.20 (100%)

Source: Primary data

12.4 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 3 shows the respondents’ assessment of information sources in JKML.

Table 3. Assessment of information sources in JKML

Level of Assessment	Frequency	Percentages
Sufficient	0	0.00
Insufficient	228	68.06
Outdated	107	31.94
Total	335	100.00

Source: Primary data

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.

12.5 Satisfaction Level of the Targeted JKML Users

The study sought to find out the respondents’ opinions regarding their level of satisfaction with the services provided in JKML. Table 4 is a summary of the satisfaction level of services 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

Table 4. Level of Satisfaction of Services Provided in JKML

Library Service	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Weighted Dissatisfied Average (1)
Lending/ Borrowing	32 (9.55%)	85 (25.37%)	122 (36.42%)	85 (25.37%)	11 3.13 (3.28%)
E-Resources	0 (0%)	85 (25.37%)	102 (30.45%)	140 (41.79%)	8 2.79 (2.39%)
Discussion with librarians	0 (0%)	5 (1.49%)	195 (58.21%)	120 (35.82%)	15 2.57 (4.48%)
User education	0 (0%)	3 (0.90%)	102 (30.45%)	195 (58.21%)	35 2.21 (10.45%)
Abstracting	0 (0%)	1 (0.30%)	85 (25.37%)	215 (64.18%)	34 2.16 (10.15%)
The catalogue(s)	0 (0%)	5 (1.49%)	85 (25.37%)	195 (58.21%)	50 2.13 (14.93%)
Photocopying/ printing	0 (0%)	0 (0%)	50 (14.93%)	222 (66.27%)	63 1.96 (18.81%)
Reference/ literature search	0 (0%)	11 (3.28%)	52 (15.52%)	170 (50.75%)	102 1.92 (30.45%)
Indexing	0 (0%)	2 (0.60%)	82 (24.48%)	82 (24.48%)	169 1.74 (50.45%)
Using CD-ROMs to search Current Awareness	0 (0%)	0 (0%)	63 (18.81%)	102 (30.45%)	170 1.68 (50.75%)
Inter-library loan	0 (0%)	0 (0%)	0 (0%)	20 (5.97%)	315 1.12 (94.03%)
Selective Dissemination of Information	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 0.00 (0%)
Audio-visual	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 0.00 (0%)
Document delivery	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 0.00 (0%)

Source: Primary data

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 awareness about their existence, as shown in Table 1. The overall findings indicated that there was low satisfaction with most of the services offered in JKML.

12.6 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 JKML and its suitability.

12.7 Policies Governing Library and Information Services

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.

All the respondents who were interviewed 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 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.

Nine participants who were interviewed 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.

13. 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 address 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.

13.1 Factors Influencing the Provision of Library and Information Services

The study sought to determine and rate the factors that inhibit the provision of library and information services to part-time postgraduate students in JKML. Table 5 summarizes the ratings as reported by the respondents.

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 determines the use of information sources. Information users always search for information that is relevant to their problems.

Table 5. Factors determining frequency of use of information sources

Factors	Very Important (5)	Important (4)	Neutral (3)	Not Important (2)	Not Weighted Important Average at all(1)
Relevance	335 (100%)	0 (0%)	0 (0%)	0 (0%)	0 5.00 (0%)
Accessibility	295 (88.06%)	40 (11.94%)	0 (0%)	0 (0%)	11 4.91 (3.28%)
Reliability	295 (88.06%)	40 (11.94%)	0 (0%)	0 (0%)	0 4.88 (0%)
Ease of Use	215 (64.18%)	95 (28.36%)	25 (7.46%)	0 (0%)	0 4.57 (0%)
Familiarity	188 (56.12%)	111 (33.13%)	36 (10.75%)	0 (0%)	0 4.45 (0%)
Cost	105 (31.34%)	122 (36.42%)	108 (32.24%)	0 (0%)	0 3.99 (0%)
Format	110 (32.84%)	87 (25.97%)	130 (38.81%)	8 (2.39%)	0 3.89 (0%)
Personal Experience	0 (0%)	152 (45.37%)	183 (54.63%)	0 (0%)	0 3.45 (0%)

Source: Primary data

Reliability and accessibility are also high determinants of 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 analysis part-time postgraduate students frequently used textbooks. Cost was not ranked as a very important by most respondents because JKML does not directly charge for its services. 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. The format in which information materials are presented and usefulness are other factors affecting frequency of their use.

13.2 Orientation of Novice JKML Users

Most (85.07%) of the respondents reported that they were introduced 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.

13.3 Information Literacy Levels of JKML Users

Respondents were asked to rate their information literacy levels. 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.

All the respondents who were interviewed 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 to make use of 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 among part-time postgraduate students, and lack of support from faculty. 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.

13.4 Problems Encountered While Seeking Information

The respondents reported that they experienced challenges while searching for relevant information. These include: inadequate skills to search, 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 in 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.

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. 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.

13.5 Information on JKML Services from the Interviewees

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 were interviewed.

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.

13.6 Assistance Provided to Part-Time Postgraduate Students

Seven of the respondents showed that part-time postgraduate 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.

14. 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.

14.1 Part-Time Postgraduate Students Use of JKML

Five of the interviewed 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 used by part-time postgraduate students only to a limited extent resulting in underutilization of information resources by part-time postgraduate students.

14.2 Information Resources, Services and their Relevance to Part-Time Postgraduate Students

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 out.

Further, all participants indicated that there were no specific services for part-time postgraduate students in JKML. 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.

14.3 Problems Encountered in Providing Library and Information Services to Part-Time Postgraduate Students in JKML

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 limited number of information resources, inadequate literacy skills of 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 fall short of the expectations of part-time postgraduate students.

14.4 Findings on Usage Patterns of Library and Information Services at JKML

The first objective of this study was to identify the usage patterns for library and information services offered to part-time postgraduate students in JKML.

An examination of the use patterns revealed that 80% of part-time postgraduate students used the library thrice a week while 20% used the library twice a month. They mainly used the library for research, assignments and preparation for examinations. The low use by part-time postgraduate students is because of lack of time. The study findings further revealed that students had adequate knowledge about JKML stock and services. The sources and services were 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 while some services closed early hindering access. 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 provide 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 made known to users and utilized. This is in-line with Ranganathan's laws of library science.

14.5 Findings on 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 that governed library and information services that were rendered to all shades of readers. The library did not have specific policies for part-time postgraduate students to avoid user segregation. 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.

14.6 Findings on 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 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.

15. Conclusion

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 use of JKML by part-time postgraduate students which could be attributed to their being on campus outside the library operating hours. The study found 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.

16. Recommendations

This study is an attempt to understanding the challenges encountered in the provision of library and information services to part-time postgraduate students in university libraries using JKML as a case. 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. The staff working at JKML made certain pertinent and well thought out recommendations that ought to be given due consideration. The suggestions, ostensibly based on their practical experience of serving users at the Library are as follows:

- 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.
- JKML management should conduct regular surveys of needs of part-time postgraduate students. This will enable JKML to understand their unique information needs and develop services that respond to their needs satisfactorily.
- JKML management should recruit and hire more qualified staff to help in the running of the library especially where policy formulation is concerned.
- JKML management should train the existing staff to enhance their skills in library service provision.
- JKML management should expand reading space especially in the Africana section where space is not adequate.

On its part however, the study came up with a number of recommendations in line with the thematic areas of the study. 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 into programmes 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.

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 time to visit the library and make use of it in meeting their information needs.

JKML management should conduct regular user needs surveys 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 to access the services.

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