

A USER EDUCATION PROGRAMME FOR KITANTE PRIMARY SCHOOL

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

We, Muheirwe Anita Phillia, Nakigudde Shirah and Ssenkungu Daniel declare that this project report entitled "A user Education Programme for Kitante Primary School" was carried out by us and it's our own work and is neither a duplication of another report nor has it been submitted for any academic award in any academic institution.

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ABSTRACT

This study aimed at setting User Education guidelines for Kitante Primary School Library. The objectives were: To examine library resources, services and facilities available in Kitante Primary School Library, To establish the goals and objectives guiding the user education programme to be developed, To examine existing strategies to make users aware of the resources, services and facilities of the library, to identify the challenges faced in retrieving information at Kitante Primary School Library and to propose the guidelines to be followed to design a user Education Programme for Kitante Primary School Library. The researcher adopted a descriptive design and in these case (2) librarians and (20) library users were sampled. Questionnaire, oral interview and observation were used for data collection. (30) Copies of questionnaires were distributed and collected; representing 100% in analyzing the data obtained, frequency counts and simple percentage was used as statistical methods.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is generally believed to be the life-line of any society as no society can grow beyond its education curriculum. Also, education is a tool used to develop the individual for his/her own benefit and the benefit of the society at large.

(Opeke, 2004), User education in a school as an instrument of education is determined by the success which the library is able to provide and satisfy users information needs. The library is central to the provision of the right type of information resources that empowers the educational institution to produce highly resourceful people to impact positively in national development. Libraries are established to support the educational curriculum of schools. This is usually achieved through various means as the provision of relevant /related resources, which are in line with the provision of various information services ranging from technical to readers service and lots more. However, use of the library need to be taught so that they would transfer what they learned to new situations, reference tools and environments new to them. That is to say, they would learn how to learn using the library resources.

User education is an essential mechanism for ensuring and enhancing effective library and information use. User education programmes are designed to make library users independent and efficient in their search for materials to satisfy their information needs. However, without effective user education, the library use process may not be properly harnessed by the users. Mwangi, (2006), stated that the problems facing the user education ranged from poor timing, inappropriate and poor subject content, poor teaching methods, theoretical rather than practical approach to teaching, over-crowding in the lecture theatres, some incompetent staff, failure to use new technology as well as poor communication among the learners, the library and faculty, appropriateness, timeliness and comprehensiveness, the learners are taken through.

According to Agyen Gyasi (2008), user education is designed to equip users with information skills that will enable them to make efficient use of library resources and services. The increase in student population and rapid advances in Information Communication Technology (ICT) have necessitated changes in user education programmes. These changes, according to Tiefel (2002) have created an urgency to teach users how to become more effective, efficient and independent in their information searching. In response to these, the roles of library user education have expanded from teaching tools to teaching concepts and from library instruction to information literacy and lifelong learning.

There are different forms of user education covering library orientation, bibliographic instruction, information skills teaching, online instruction and course-related instruction, and instructional methods and their appropriateness to different situations.

User education is one of the most important services of the library organized each year for fresh pupils and continuing pupils. It is an academic programme designed by academic libraries to educate their users especially new library users on how to effectively utilize library resources and services. User education quickens the efforts of the clientele in retrieving and effectively utilizing the library materials. The demand for the use of library resources calls for the need to ensure that users have effective and efficient access to these resources. User education is expected to offer to fresh pupils the knowledge, skills and training on how to source and use the library system and services by introducing them to the services offered by the physical library.

Educating a user is very essential for the successful functioning of any system which is new or complex. According to Aina, (2004), library processes could be so complex that an average user may not easily comprehend. Today a modern library is such a system which demands suitable user education programme for its users. User education programme is the process whereby potential users of information or those concerned with the creation of national information policies, are made aware

of the value of information in specialized fields of activity and in everyday life, are instilled to use with positive attitude towards the need to seek information, and are motivated to use or develop information resources. Reitz, (2004), averred that user education includes all the activities involved in teaching user how to make the best possible use of library resources, services and facilities, including formal and informal instruction delivered by a librarian or other staff member one-on-one or in a group. Also includes online tutorials, audio-visual materials, and printed guides and pathfinders.

1.2 Background of Kitante Primary School

The school was started in 1968 as a joint effort between the British and Ugandan governments for the purpose of educating children of diplomats and top civil servants who were working in Uganda's capital city. It was for the privileged children. Kitante Primary School is located in the valley between Kololo and Nakasero hills.

In 2015, Libraries of Love which is situated in Texas donated Kitante Primary School's library spear headed by Tuby Marshal. There are two libraries at Kitante Primary School, for the lower class which is primary one to primary three and the library for upper classes from primary four to primary seven. Today, Kitante School library is well equipped with a number of books and instructional materials that follows the national curriculum. . The books include Mathematics, English, Science, and Social Studies and for the other subjects like Physical Education, Music, Handwriting, Agriculture and Religious Education, Kiswahili and Literacy. For all the subjects taught at Kitante Primary School, the there are books available in the library which the pupils can refer to.

1.3 Kitante Primary School Library

Kitante Primary School has two libraries. The library for the lower-class levels is called Library of Live Africa that started as a donation based on a fundraising from Texas, an American state. It was started by Tuby Marshal in 2015 and it aimed at improving the reading skills of African children. The library for the upper-class primary holds over 1,500 copies of books covering the subjects offered at Kitante

Primary School like science, social studies, mathematics and religious education. This library was a gift from the alumni and has kept on growing due to the donations from the alumni of Kitante Primary School.

The library for the lower class has more than 1,000 copies of fiction, nonfiction and essay books for young ones in low primary, reference books, magazines and newspapers. The books at Kitante Primary School are ferried to the library. Acquisition is done by the board members in Texas as they deem fit for the Library of Love Africa.

For the maximum utilization of library resources, services and facilities by users, the school library must provide appropriate user education programme to library users including the effect of library user education on learners' use of library and influence of library user education on learners' use of library but not much has been done to determine the factors affecting the effectiveness of library user education. Hence this study attempts to investigate how user education is implemented, its impact on library users, the challenges faced in its implementation and the suggested remedies to the challenges.

1.4 Problem Statement

Kitante Primary school library has the responsibility to provide better services to its users to make sure that information resources, services and facilities are fully utilized for users' benefits. The user education program enables the users to know their rights in the library and to understand how they can get the benefit of the library services, a formal introduction of the library to new pupils is essential. This can best be achieved through well-planned and implemented user education. It is expected that the Kitante School library should bring to the notice of its users all the resources, services and the facilities by conducting user education at regular interval. This will enable users become much familiar with various services, facilities and resource of the library. Educating users is essential for the effective functioning of any library. To a large extent the maximum utilization of library resources, service and facilities depend on the effective user education.

1.5 Objectives of the study

To set user education guidelines for Kitante Primary School.

Specific Objectives

- (i) To examine library resources, services and facilities available in Kitante Primary School.
- (ii) To establish the goals and objectives guiding the user education programme to be developed.
- (iii) To examine existing strategies to make users aware of the resources, services and facilities of the library.
- (iv) To identify the challenges faced in retrieving information at Kitante Primary School Library.
- (v) To propose the guidelines to be followed to design a user Education Programme for Kitante Primary School Library.

1.4 Research Questions.

The research is being guided by the following questions;

1. What library resource, services and facilities are available in the Kitante Primary School Library?
2. What goals and objectives should be developed to guide the user education programme in Kitante primary School?
3. What challenges are faced in retrieving information at Kitante Primary School Library?
4. What guidelines should be followed to design a user Education Programme for Kitante Primary School Library?

1.5 Significance of the Study.

Upon completion, the study is expected to contribute to various stakeholders as below;

To policy makers

The findings of this study are expected to contribute to the formulation of an appropriate policy towards the establishment and improvement of library user education.

To librarians and teachers

The research could help librarians of the school to prepare Library users to effectively access needed information. It also intends to provide a basis for planning user education programme for school libraries.

To learners

The findings of the study guide the pupils to understand the services and resources of the library use them effectively not only when they have assignments, tests or exams but also to learn how to locate the needed information in order to fulfill their needs.

1.6 Definitions of Key Terms.

Users

Any person who uses the resources and services of a library, not necessarily a registered borrower is known as user (Reitz, 2004).

User Education

Encyclopedia, (2008) defines User Education as all the activities involved in teaching users how to make the best possible use of library resources, services,

and facilities, including formal and informal instruction delivered by a librarian or other staff member one-on-one or in a group. It refers to instructions which equip library users with the skills to enable them to be independent and sophisticated users of libraries and their resources (Reitz, 2004).

User Education Programme

User education programme refers to the activities involved in making the users of the library conscious about tremendous value of information in day to day life to develop interest among the users to seek information as and when they require.

A school Library

A school library is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of library material for example text books, magazines, past papers, learning guideline among others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses earlier research documents in relation to the current status of library see education n academic libraries and management of user education, the challenges faced and how user education can be improved. The purpose of the literature review is to show where the research it's in line with existing knowledge y receiving relevant information through reviewing scholarly journals, dissertations, articles and other sources related to the topic.

2.2 Services offered by School Library

The school library offers information services and caters for the needs of users.

This means the provision of physical bibliographic access of information sources (Oyewumi, 2006). The services offered at Kitante Primary School Library are;

Circulation Services

The main service in the library is the circulation which provides lending services and facilities for return of loaned items. Renewal of materials and replacement of library materials are also handled at the circulation desk and in most cases staffed by library support staff instead of professional librarians. The functions of the circulation staff include lending materials to library users, checking in materials returned, monitoring materials for damage and routing them to the appropriate staff for repair or replacement.

Reference services

This is a public service counter where professional librarians provide library users with direction to library materials, advance on library collections and services, and expertise on multiple kinds of information from multiple sources (Miles, 2013) reference sources include; Almanacs, year books, encyclopedias and dictionaries.

Orientation & instruction services

The library orientation and instruction program at Paterson library extend the role of the library's reference desk in ensuring that users make the most effective use of library. The program is designed to educate students and staff in locating and using appropriate print and online resources for their researchers, assignments.

Library collection services

Collection services include acquiring, describing and preserving library materials to meet the research, teaching and learning needs of the library users. The department supports the collections of the library and since the library was a donation from the Libraries of Love which is situated in Texas and therefore the donators are in charge of the collection development. The services provided include; acquiring of materials

and developing the collection, cataloging provides description and access in order to improve the discovery of library resources, electronic resources management provides access to online resources, processing and preservation prepares newly acquired library materials, and repairs and conserves existing materials.

A school library is desirable as it provides a variety of reading the multimedia resources, which support teaching and learning, fostering reading culture and lifelong learning. Educators all over the world agree that once there is a school library, it will play an important and positive role in the school curriculum; thereby facilitating quality education in Edewor School, (Osuchukwu & 2016). School libraries have also been seen as parts of the m renewing cost effective ways of education because of their roles in transforming changes in children's reading abilities, hence, girls and boys everywhere are meant to learn how to read and write Adeniji, (2006) acknowledged that a school library is an important factor, (Tokwe, 2008). In the educational sector, enhancing academic excellence, as well as being the heart and soul of the educational system.

Students of effective school libraries view their library as the main provider of resources when working on assignments, projects, homework or study. They recognise the teacher librarian's knowledge and expertise as a resource specialist and value the school library's teaching support in helping them find and use quality information on the internet, as well as the right mix of resources to support their information needs (Hay 2006).

While school librarians may foster literacy and literature learning through a range of strategies, and for diverse purposes (e.g. Cremin & Swann, 2017; Merga, 2019a), perhaps their most expected contribution relates to the fostering of literacy and literature learning through wide reading and reading engagement in students. As contended by Pihl et al. (2017), teacher and librarian partnerships facilitate reading for pleasure and reading engagement in work with school subjects and curriculum goals. Westbrook (2007) explored how the role of 'reading guide' has shifted from teachers to school librarians, noting that "it was the librarians who ordered the

books, talked to pupils about their reading preferences and referred teachers to computer print-outs to monitor borrowing. While librarians in schools can play a valuable role in this regard, little is known about the specific barriers that these somewhat beleaguered professionals may encounter in the current school environment. In order to mitigate these barriers, they must first be identified so that they can be acknowledged and subsequently circumvented.

2.3 User education defined

User education may be defined as a process or programme through, which the potential users (may be scientists, engineers, technologists, academics and students) of information' are made aware of the value of information and are motivated to use information resources. In her book on reader instruction, Mews defines this as instruction given to readers to help them make the best use of library. Gordon Wright opined that a student cannot be taught the use of library in splendid isolation, but must be made to see it as continuous process of education in which the various facets of communication are inextricably mixed. User education is a process of activities involved in making the users of the library conscious about tremendous value of information in day to day life to develop interest among the users to seek information as and when they require. User Education is the program that equips library users with skills to access, evaluate and use the information to satisfy their needs.

2.3.1 Goals and Objectives of user education

User education programmes should aim to make all users aware of the information resources available, both directly in the library and from external sources and enable users to enjoy the search for information. It is interesting to note that many of the objectives listed by libraries in this study stressed the self sufficiency of users through a successful user education programme. User education aims at achieving the following;

- To contribute to the realization of the aims of the university with regard to teaching learning and research by acquisition of printed and non-print material necessary to cover present day and future information needs.
- To register and store the material acquired in such a way that it not only permits but even actively stimulates the use of this material;
- To adopt these information resources to the changing needs of the university and society;
- To contribute to the integration of both national and international information resources.

2.3.2 Some specific components of user education are:

- Librarians introducing new students, some of who come from school systems where there are generally no school librarians or well established libraries, to the complexities of university library facilities.
- Librarians familiarizing users who have little or no information seeking skills at all with a broad range of library resources in order to develop library skills.
- Librarians educating users on how to find materials manually or electronically using on-line public access catalogues.

2.3.2 Need of library user education

If study programmes are to be based on the pupils' active search for knowledge, then pupils must acquire sounder knowledge of searching for, evaluating and utilizing scientific and scholarly information.

Aina (2004) observes that User education programmes are expected to have various positive effects on pupils' learning outcomes, research practices, and self-motivation for pupils. In a broad sense, it is teaching users to make effective use of library systems. Furthermore, user education is developed to inform and influence users' opinions and attitudes about library usage issues and, more important, to

inspire their quest for knowledge, which is essential for the advancement of individuals and societies. User education programs normally encompass a number of aspects of library services, such as library tours and information literacy instructions via using inquiry-based instruction methods. With research skills gained from an inquiry-based learning environment, pupils are better able to use library materials in their research and assignments, as well as other academic endeavors. Thus, there is an increase in the recognition of the importance of clarifying users' perceptions and attitudes toward library services in the context of education.

2.3.3 Methods of user education programme

Lecture Method; the most preferred kind of instruction is a lecture. They are employed for teaching large groups of learners. The lecture as a mode of communication in education has been harshly criticized. The lecture technique of teaching uses both aural and visual sensory inputs. It is only appropriate for serving as a general introduction to an information retrieval course. A more experienced audience could benefit more from the lecture style than a novice one.

Using Audio-visual Materials; in recent years, there has been an increasing interest in the use of audio-visual media in teaching and learning process in general and for library user education in particularly. As a result, the information can be conveyed in a series of units such as slides or overhead transparencies or printed illustrations. This would suggest that tap/slide medium or the use of audio-visual tape in conjunction with printed materials would be suitable for library user education.

Using Computer Assisted learning; during the last two decades computers are increasingly being used for information activities. This has resulted in rapid growth of computer-based online information retrieval system. The use of this method depends on the education of users and the availability and functioning of this method of information retrieval.

On-Site Visit to the Library; librarians have become more particular regarding the evaluation of programs of library instruction. It might be emphasized that evaluation

and the feedback received in the process will lead to the improvement of the education users.

2.3.4 Levels of user education

Murugan, S (2013). The user education program can be divided into three levels as following;

Library Orientation; it is an introduction to library building, card catalogue and some basic reference materials. The orientation is aimed at the following;

- Motivation for searching and using the information
- Creating awareness about available information resources
- Exposing them to various organizational tools of the library

Library Instruction; it teaches the users, how to use the indexes, bibliographic tools, abstracts, and other references materials. This level often gives instructions to the researchers in their field to get specific information resources. The aims are as follows

Provide specific instructions to how to use and understand specific information system, information sources and tools.

Bibliographic Instruction; normally, it is difficult to use the bibliographic tools because of their organizational pattern. Thus, these instructions aim at exposing to the users the bibliographical tools and providing guidance to understand the features of these tools and their nature of subject coverage.

2.3.5 Significance of user education programme

Properly designed and meticulously executed user education programme are intended to ensure the effective utilization of the library resources, services and facilities by the users. Through the user education programme, the user is able to get any information he/she desires as well as developing the skills to use the resources, services and facilities of the library independently (Aina, 2004).

The integration of ICT in almost all the activities of many libraries, it is important to explain the workings of a library to a new user in detail (Onifade, 2011). User education is very necessary to promote a full exploitation of the library resources, services, facilities including the human resources. Some of the benefits of user education programme are as identified below;

It enables the library to raise the capacities of users to make use of literature and information resources or to improve the information consciousness of the library user

It exposes the user to the organizational structure of the library, thus enhancing effective use of the library.

Better understanding of the library rule and regulations governing the conduct of activities in the library. Users become familiarized with techniques and method of use of the library and retrieval of information.

The user education programme will inculcate in the users the life-long habit of self-discovery and learning through effective library use.

It helps to save the librarians and the users' time. It is the library's responsibility to ensure that the use of its resources, services, and facilities are maximized to benefit of users, hence, the necessity for robust user education programmes.

2.3.6 Need for User Education

Ravi Kumar, (2009), tremendous increase in the volume of publication and the methods by which literature is organized and disseminated necessitate user education. Rapid changes in the acquisition of information and the methods of teaching have increased the importance of user education by leaps and bounds. The following are the factors which necessities the increase education Programmes of which the following are much important;

- Tremendous increase in the amount of literature in a variety of forms resulting in knowledge explosion.

- Large increase in the number of researchers.
- Emphasis on interdisciplinary approach.
- Gradual application of Electronics in libraries for the storage of information, its retrieval and dissemination.

2.3.7 User Education – Planning

User education programmes are very important, particularly in academic research libraries. It demands a careful planning. Some important aspects of this programme are:

- Display of signs and boards
- Introduction to the information services
- Introduction to the techniques

The following are things put into consideration when programming and planning of the user education.

- Reference sources
- Indexing
- Abstracting periodicals
- Library catalogue
- Search strategy
- Subject analysis

2.4 Challenges faced in retrieving information at School Library

A report by All-Party Parliamentary Group for Education (2011) in the United Kingdom shows that libraries both in schools and in the community have a positive effect on reading, yet many are disappearing because of financial constraints.

Breen & Fallon (2005) one of the challenges of user education in academic libraries is the low attendance of students. This is due to fact that sessions of library orientation in academic institutions are often non-compulsory and not linked in terms of assessment with students courses. The tendency of bringing students to the library for a one-to-two-hour session at the beginning of the academic year is inappropriate, ineffective because at this point students are not even aware of their

information needs which leads to the poor turn up of students.

Alemna (2000), the absence of school library legislations has enabled individuals and organizations to register schools without making the necessary provision for school libraries. He observed that, a number of schools in developing countries, principals and headmasters do not appreciate the essential role the school library plays in the teaching/learning process. Perhaps due to the educational background of some of these administrators who went through primary and senior high schools without libraries, the important role of the library in education may have escaped them. He again stated that the only few of the schools in developing countries have trained teacher and librarians because of this problem many of the school libraries are managed by untrained staffs who are in most cases uninterested in the library. He went on to state that poor services stem from the poor staffing situation and the consequent lack of supervision in school libraries as some of the problems.

According to Wickramanayake (2014) revealed some of the critical issues which academic librarians currently face. As he confirms, although most academic libraries have qualified academic librarians with good teaching experiences, only a few academic librarians have been appointed as instruction coordinator/ instruction librarian/ head of instruction to manage instruction activities. This means that most instruction activities in the majority of academic libraries are coordinated by (chief) librarians. Moreover, the academic librarians in universities have covered certain important library instruction methods for students from time to time. Though the academic libraries have used assessment instrument to measure students' satisfaction with library instruction from time to time, they had hardly ever used such measures to evaluate faculty's satisfaction with library instruction. In addition, academic libraries have not taken considerable effort to test students' library skills and application of such skills for day-to-day learning activities. Furthermore, the academic librarians are much interested library orientation programs rather than conducting library instruction/ bibliographic instruction programs and also they cover certain important library instruction concepts less frequently. They pay much more attention to some concepts, which are merely on finding information.

Aina, L. O. (2004), it is also observed that there is lack of sufficient training, compounded by insufficient time, the tutor-librarian is unable to achieve much towards the organization and administration of the school library, and the end result is the poor services provided in school libraries.

Alemna (2005) argues that, the state of the book industry in Ghana is also a major barrier to library development. The chronic balance of payments problems and the resulting scarcity of foreign exchange have not only substantially curtailed the flow of new books from local presses, but have also meant that the number of books imported into the country has dropped sharply. This has led to sharp increases in the prices of books in the country. The shortage of books means that neither the library nor the educational institutions are able to adequately provide for the needs of the reading public. A generation of students is now being taught by lecturers who are unable to gain access to current research and scholarship or to keep up with developments in their respective fields.

Other challenges as Rathnayake (2004) identified, lack of physical resources, poor faculty library collaboration, inadequate time for preparation, poor planning and students' poor attendance comprise the major constraints for conducting instruction programs. Hindagolla (2012) discloses that although the library provides a number of services and facilities for its users, the majority of students are not aware about most library services owing to the limited coverage of the instructional methods. In addition, the students are not satisfied with the existing user education programs due to different factors such as unsuitable time slots, insufficient awareness on e-resources, insufficient coverage of study areas, too much students for one group, insufficient information of the program and limited duration of the program.

Hart & Sandy Zinn (2007), high pupils' population is continuously growing cannot accommodate the school. Also, pupils go to the library during class time or a time that is not designated for their class stream which causes disturbance to the class meant to occupy the library because the number exceeds those meant to be in the

library. The pupils therefore enter the library with guidance of a class teacher who is able to identify his or her pupils. There is theft of books by pupils since there are no cameras in the library. Pupils also tear books in the library, spill drinks and disorganize books in the library.

2.5 Guidelines to be followed to design a user Education Programme School Library

According to Joseph, M. B. (2005), he stated that a school should hire teacher librarian and experienced practitioner with personal interest, not in books in general, but also in the sort of books children enjoys. This was also supported by the Panel of Federal Inspectorate of Education in Nigeria as follows:

- teaching each student, the necessary skills in the use of books and libraries so that they will be able to use reference and research materials;
- complementing classroom instructions by exposing the students to a wider selection of books and other resources;
- inculcating in students the habit of reading for pleasure;
- providing students with vocational information which will help them in their selection of suitable careers;
- helping students to discover and develop their own special gifts and talents;
- developing personal attitudes of responsibility through the sharing of public property, the recognition of rights of others and the observance of democratic principles;
- providing users of the library with information on current issues through the use of display materials;
- making available to teachers' materials needed for the professional growth.

The teacher should encourage and motivate the students in the habit of reading and use of library. Teachers may use creativity, humor and imagination to develop, encourage, monitor and record the progress of individual pupils, and tailor resources accordingly toward the children needs. The teacher should endeavor to constantly relate with the school librarian as to researching out in new topic areas, maintaining up-to-date subject knowledge and then devising and writing new curriculum materials for the library users.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter gives a description of the methods and approached used in conducting the study. The chapter presents research design, study population, sampling techniques and sample size, data collection methods and instruments, and methods of data analysis. Other components include reliability and validity of instruments, and ethical issues.

3.1. Research Design

A research design is a detailed plan of how the research study was executed (Amin, 2005).

The researcher adopted a descriptive design and in these case (2) librarians and (20) library users were sampled. Questionnaire, oral interview and observation were used for data collection. (30) Copies of questionnaires were distributed and collected; representing 100% in analyzing the data obtained, frequency counts and simple percentage was used as statistical methods.

3.2. Population and sample selection

The population of Kitante Primary School constitutes of pupils, teachers, librarians and administrative staff. According to (Shorten & Morley, 2014), a sample size should be based on a general representation of a sample population. It is vital to select a sample size that provides accurate results and identify possible differences. A selected sample size should give adequate power to the results of the study. The Yamane sample size method was used for this study. Yamane sample size technique uses assumptions on confidence level and margin of error in relation to determining the sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where; n = Sample size, N = Population size and e = standard margin of error (5% or 0.05)

The study used non-probability sampling to select respondents. Not every population member had a chance to be selected as a respondent (Creswell, 2012). The researchers used convenient sampling to select the respondents from the particular schools. This is because non-probability sampling does not require a complete survey frame; it was a fast, easy and inexpensive way of obtaining data. However, in order to draw conclusions about the population from the sample, it was assumed that the sample is representative of the population. The sample size for this study was 30 sample units from pupils, teachers and librarians.

3.3 Research Instruments

The research study utilized a structured questionnaire, key informant interview guide and a documentary checklist to collect information.

3.3.0. The questionnaire

The questionnaire comprised of close-ended items that provide choice alternatives from which study participants were requested to tick the best choice that matches their opinion about the problem of investigation and situation. Mugenda and Mugenda, (2010). The questionnaire was standardized and rigid, allowing no flexibility and answers to items set in the questionnaire. This facilitated validity and control of the extraneous variables. Crossan, (2016). The questionnaire was divided into sections to cater to all the objectives of the study. It was for pupils, teacher and librarians who were the target in this subject. It used a five-point ranking scale scored with choices as follows: (5) strongly agree, (4) Agree, (3) Not sure, (2) Disagree, (1) Strongly Disagree. The five-point choice rank gave participants a variety/undecided of choices from which to express their opinion. Muhwezi (2014) confirmed this advantage while he was conducting a study on tourism revenue sharing and community conservation effort in Queen Elizabeth National park and Murchison Falls National Park in Uganda.

3.3.1. Interview Guide

The interview topical guide was formulated to elicit data from study participants. This guide upholds steadiness and reliability. The interviews were preferred to give the pupils, teachers and librarians who were informed category by virtue of their role to talk about the subject at length without limit. The interview guide was constructed along with the objectives of the study. This was to capture adequate information on the variables of the study. This was administered to pupils, teachers/librarians of Kitante Primary School.

3.3.2. Documentary Review Checklist

A documentary review checklist was designed to extract the necessary information from the documents. These included school academic reports and policies regarding user education in Kitante Primary School.

3.4 Data Collection

According to Kabir, (2016) data collection is the process of obtaining raw data for analysis and interpretation. Collected data can influence the research results significantly; hence the data collection methods of the research are specific. A reasonable questionnaire is one that includes all research variables in a manner that makes it easy for the respondent to understand. An appropriate questionnaire should be unambiguous, easy to understand and have no ambiguities. Singh, Hillmer, & Wang, (2011). This researchers gathered data through structured questionnaires distributed to teachers, librarians and pupils of Kitante Primary School which were the target population for this research. The responses were standardized with a scale that shows the level to which a respondent agrees with a statement from 5(strong agreement), 4(agreement), 3(neutral), 2(disagreement), and 1(total disagreement).

3.5 Data Analysis

Data analysis is the process of inspecting information for decision making in order to draw a conclusion on the research questions. Xia & Gong, (2014). This study followed quantitative data analysis method. The collected data was stored in a statistical format that allows computer aided analysis. The variables which were included in the questionnaires were derived from the research questions of this study, and they were structured in a manner that is appropriate to generate valid responses. The IBM SPSS version 20.0 software was used to key in the data for analysis, error clearing and to help draw conclusions on the study.

The quantitative data analysis that was used focused on descriptive statistics. This analysis includes frequency, percentages, mean and standard deviation which analyzed the participants' characteristics and dominant patterns that were generated from the data.

3.6 Ethical Considerations

Ethical values check against the self-manufactured and faking of data and, therefore, promote the pursuit of actual knowledge and truth which is the primary

goal of research Bowen, (2009). Ethical issues greatly assure the integrity of the research results. Voluntary participation and informed consent was catered for. The purpose of the survey was fully explained, and the respondents were politely requested to participate in the study. According to Creswell, J.W. (2014), the participants should have the option to refuse to participate in the study. This was provided in the introduction part of the questionnaire and consent form. Anonymity is another concern. To this end, promise and principle of anonymity together confidentiality was assured, after all, the names of the respondents were not requested, and emphasis was made that data be handled in aggregate and purely for academic award purposes. Appreciation was ensured to the respondents after participation for ethical considerations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the results of data collected, analyzed and interpreted and the discussion of the findings are presented by use of tables, graphs and pie charts.

4.2 Response rate of teachers

Out of 30 questionnaires given to teachers, librarians and pupils, 30 were filled and

returned giving a high response rate of 100%.

4.3 The role of respondents in the school

The researchers identified the respondents according to their role in the school. This was done so as to appreciate the reliability and the accuracy of the research finding.

Table 4. 1 Showing response according to role

The researchers collected data on the title of respondents and obtained results shown in the table below;

Role	Frequency	Percentage
Teacher	7	23.3
Librarian	2	6.7
Pupil	21	70.0
Total	30	100.0

Source: Researchers, (2022)

The results from table 4.1 above indicate that 23.3% of the respondents are teachers, 6.7% were librarians and 70.0% were pupils. This shows that data was majorly focused on learners. However, the researchers were sensitive to collect data from the library participants.

4.4 The number of libraries at Kitante P/S

The researcher also collected data about number of libraries at Kitante P/S and obtained results represented in the table below;

Table 4. 2 Showing response on the number of libraries at Kitante P/S

Number of Libraries	Frequency	Percentage
Two	30	100.0

Source: Researchers, (2022)

From the table 4.2 above, results show that 100.0% of the respondents responded the schools two libraries.

4.5 Services and resources of the library

The researchers went ahead and collected data on the services offered by Kitante school library and the results obtained are represented in the table below;

Table 4. 3 Response on the services and resources of Kitante school library

Services of the library	SA		A		N		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Discussion and reading space during free time	12	40.0	6	20.0	3	10.0	1	3.3	8	26.7	30	100
Lending books to pupils and staff	10	33.3	15	50.0	0	0	1	3.3	4	13.3	30	100
Research reference services	5	16.7	19	63.3	3	10.0	2	6.7	1	3.3	30	100

Source: Researchers, (2022)

Results from table 4.3 above, 26.7% strongly disagreed, 3.3% disagreed, 10.0% were neutral, 20.0% agreed and 40.0% strongly agreed that the library is for discussion and reading space during free time. These results imply that majority of the respondents agreed that a library is a place for discussion and reading during free time.

Also, 13.3% strongly disagreed, 3.3% disagreed, 0.0% were neutral, 50.0% agreed and 10.0% strongly agreed that the library lends books to pupils and staff. The number of those who agreed is higher than those who disagreed; this implies the respondents agreed that the school library is also for lending books to pupils and staff.

Lastly, 3.3% strongly disagreed, 6.7% disagreed, 10.0% were neutral, 63.3% agreed and 16.7% strongly agreed the library is for research reference services. Majority of the respondents agreed that the library for research reference services.

4.6 The Challenges faced by library users in retrieving information at Kitante P/S

library

The researchers also collected data on the challenges faced by library users in retrieving information at Kitante P/S library and obtained results represented in the table below;

Table 4. 4 Showing response on challenges facing users in retrieving information from at Kitante P/S

Challenge	SA		A		N		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Lack of skills on how to access and retrieve information	6	20.0	18	60.0	1	3.3	2	6.7	3	10.0	30	100
Poor retrieval tools	7	23.3	15	50.0	2	6.7	2	6.7	4	13.3	30	100
Poor library and stock signage and guidance	18	60.0	9	30.0	1	3.3	1	3.3	1	3.3	30	100
Lack of publicity of resources	9	30.0	14	46.7	3	10.0	2	6.7	2	6.7	30	100

Source: Researchers, (2022)

Results from table 4.3 above, 10.0% strongly disagreed, 6.7% disagreed, 3.3% were neutral, 60.0% agreed and 20.0% strongly agreed. This shows that user face a challenge of lack of skills on how to access and retrieve information. Also, 13.3% strongly disagreed, 6.7% disagreed, 6.7% were neutral, 50.0% agreed and 23.3% strongly agreed. This implies that users also face a challenge of poor retrieval tools at Kitante P/S. Also, 3.3% strongly disagreed, 3.3% disagreed, 3.3% were neutral, 30.0% agreed and 60.0% strongly agreed, implying that users face a challenge of poor library and stock signage and guidance to retrieve at the school. Lastly, 6.7% strongly disagreed, 6.7% disagreed, 10.0% were neutral, 46.7% agreed and 30.0% strongly agreed, implying that respondents agreed that they face a challenge of lack of publicity of the library resources in the school which hinders their information access and retrieval.

4.7 User education programme at Kitante P/S

The researchers also collected data on whether there is a user education programme at Kitante P/S and the results obtained are represented in the table

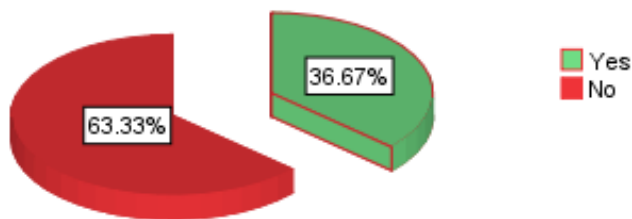
below;

Table 4. 5 Showing response on the existence of a user education programme at Kitante P/S

Response	Frequency	Percentage
Valid Yes	11	36.7
No	19	63.3
Total	30	100.0

Source: Researchers, (2022)

Figure 4. 1 Showing response on the existence of a user education programme at Kitante P/S



Source: Researchers, (2022)

From the table 4.5 and figure 4.1 above show that 36.7% of the respondents responded that there is a user education programme and 63.3% responded that there is no user education programme at Kitante P/S. This shows that there's no effective user education at Kitante P/S.

4.7 Benefits of having a user education programme at Kitante P/S

The researchers also collected data on the benefits of having a user education programme and the results obtained are represented below;

Table 4. 6 Showing response on the benefits of having a user education

programme at Kitante P/S

Benefits of having a user education programme	SA		A		N		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Make learners access library resources and services easily	19	63.3	9	30.0	0	0	1	3.3	1	3.3	30	100
Enable learners to become independent in information search	2	6.7	9	30.0	3	10.0	7	23.3	9	30.0	30	100
Enhance the effective use of the library resources and services	15	50.0	14	46.7	0	0.0	0	0.0	1	3.3	30	100

Source: Researchers, (2022)

Results from table 4.6 above, 3.3% strongly disagreed, 3.3% disagreed, 0.0% were neutral, 30.0% agreed and 63.3% strongly agreed. This shows that user education benefit learners to access library resources and services easily. Also 30.0% strongly disagreed, 23.3% disagreed, 10.0% were neutral, 30.0% agreed and 6.7% strongly agreed. This indicates that the user education may not enable learners to become independent information search. And lastly, 3.3% strongly disagreed, 0.0% disagreed, 0.0% were neutral, 46.7% agreed and 50.0% strongly agreed. This implies that user education will enhance the effective use of the library resources and services.

Also, 13.3% strongly disagreed, 3.3% disagreed, 0.0% were neutral, 50.0% agreed and 10.0% strongly agreed that the library lends books to pupils and staff. The number of those who agreed is higher than those who disagreed; this implies the respondents agreed that the school library is also for lending books to pupils and staff.

Lastly, 3.3% strongly disagreed, 6.7% disagreed, 10.0% were neutral, 63.3% agreed and 16.7% strongly agreed the library is for research reference services. Majority of the respondents agreed that the library for research reference services.

4.8 Existing strategies to make users aware of the resources, services and facilities of the library at Kitante P/S

The researcher collected data on the existing strategies to make users aware of the resources, services and facilities of the library and obtained results represented in the below;

Table 4. 7 Showing response on the existing strategies to make users aware of the resources, services and facilities of the library at Kitante P/S

Existing strategy	SA		A		N		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Library orientation to introduce user to library building, card catalogue and some basic reference materials	4	13.3	5	16.7	1	3.3	7	23.3	13	43.3	30	100
Library instructions provided by teachers and librarians on how to use and understand information sources and tools	4	13.3	9	30.0	2	6.7	9	30.0	6	20.0	30	100
Biblical instructions to guide learners to locate, evaluate and use library services and resources effectively	4	13.3	6	20.0	2	6.7	7	23.3	11	36.7	30	100

Source: Researchers, (2022)

Results from table 4.7 above, 43.3% strongly disagreed, 23.3% disagreed, 3.3% were neutral, 16.7% agreed and 13.3% strongly agreed. There limited library orientation programme at Kitante P/S which negatively affect user education. It also shows that 20.0% strongly disagreed, 30.0% disagreed, 6.7% were neutral, 30.0% agreed and 13.3% strongly agreed. This shows that there are library instruction provided by teachers and librarians on how to use and understand library resources and tools. However, they need to be improved. And lastly, 36.7% strongly disagreed, 23.3% disagreed, 6.7% were neutral, 20.0% agreed and 13.3% strongly agreed. This indicates that the school has got inadequate biblical instructions to guide learners

to locate, evaluate and use library resources and services.

4.9 Guidelines to be followed to design a robust user education programme at Kitante P/S

The researchers went ahead and collected data on the guidelines to be followed to design a robust user education programme at Kitante P/S and obtained results represented below;

Table 4. 8 Showing response on the guidelines to be followed to design a robust user education programme at Kitante P/S

Guideline	SA		A		N		D		SD		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Involve library users to design user education programme	14	46.7	14	46.7	11	36.7	3	10.0	2	6.7	30	100
Test learners occasionally about library resources and services	19	63.3	8	26.7	1	3.3	2	6.7	0	0.0	30	100
Use all the senses during the trainings and orientation	24	80.0	4	13.3	0	0.0	0	0.0	2	6.7	30	100
Publicizing library facilities and their resources and services	19	63.3	11	36.7	0	0.0	0	0.0	0	0.0	30	100
Use multimedia means to train users	15	50.0	12	40.0	1	3.3	0	0.0	2	6.7	30	100

Source: Researchers, (2022)

Results from table 4.8 above, 6.7% strongly disagreed, 10.0% disagreed, 36.7% were neutral, 46.7% agreed and 46.7% strongly agreed. This shows that to design an effective user education programme, the design should involve users of the library. Also, 0.0% strongly disagreed, 6.7% disagreed, 3.3% were neutral, 26.7% agreed and 63.3% strongly agreed. This shows that the respondents agreed that learners should be tested occasionally about library resources and services to have an effective user education. It has also showed that 6.7% strongly disagreed, 0.0%

disagreed, 0.0% were neutral, 13.3% agreed and 80.0% strongly agreed. This indicates that providers of user education should use all the senses during the trainings and orientation. The table has also indicated all respondents agreed that the library resources and services should be publicized. And lastly, 6.7% strongly disagreed, 0.0% disagreed, 3.3% were neutral, 40.0% agreed and 50.0% strongly agreed. This implies that the use of multimedia means to train users is an effective way to design a robust user education.

CHAPTER FIVE

THE PROPOSED LIBRARY USER EDUCATION PROGRAMME FOR KITANTE PRIMARY SCHOOL

5.1. Introduction

This chapter covers a thorough description of the proposed User Education Programme. It covers its purpose, how to conduct it and how it will be implemented.

5.2. Proposed user education programme

In order for Kitante P/S library to meet the user information needs and services, the school should organize library orientation to all new pupils from primary one to primary seven. Library orientation is mainly concerned with introducing library services and instructions available. These include organization of the library and the general principles governing the use of the library.

5.2. Need for user education programme for Kitante P/S

The proposed user education programme will consider the library holdings and services.

1. The essence of library orientation at Kitante P/S would equip the users of the library with knowledge and skills on the use of library facilities, resources and services efficiently and effectively.
2. The resources and services are so complex that pupils cannot comprehend them. Therefore, library user education is vital on how to access and utilize the library resources and services efficiently and effectively.
3. Kitante P/S librarians need to familiarize the library users with the library materials.
4. The library orientation would help the users how knowledge is organized. User education should help new pupils that lack skills and knowledge for information retrieval purposes.
5. Library orientation would develop the users in understanding ethical

principles such as copyrights in relation to authorship.

5.3. Guidelines on how to design a robust user education programme

The training would be conducted by the librarian, teachers and school administrators. They would know the user training needs, goals and to schedule library orientations. It may be done according to classes to avoid overcrowding. The following are the guidelines and areas to be emphasised while conducting user education programme.

1. Tell the pupils what you are going to cover. Introduce your session with overview of the training subject main points.
2. In the main session, explain the key points, policies, demonstrate the procedures and relate any other information pupils need to know about library services and resources.
3. Always explain what pupils are going to see before you show a multimedia session. This practice creates a better learning environment by guiding pupils to know what to look for and what to remember. Explain the purpose of the multimedia and ensure an effective perception for this information.
4. Use as much hands on training as possible. The most effective training uses all the senses to affect learning. Demonstrate and apply teaching points to create greater understanding and knowledge of what pupils are expected to do in the library.
5. Test the pupils frequently about the library resources and services. Tests are more effective when pupils know they will be quizzed, they will pay close attention to the training. Testing is an objective way to determine whether training achieved its goals.
6. Involve pupils; for example ask them to share their experiences with the topic. Hearing different voices also keeps the session varied and interesting.
7. Conclude with a summary of your opening overview. Use repetition to help pupils grasp and retain information.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.1. Introduction

In the previous chapter, the analysis of data generated findings of the study in respect to the study objectives. This chapter therefore discusses the outcomes of the study and proceeds to generate conclusions and recommendations to the study. Accordingly, the chapter highlights the limitations experienced by the researcher and possible remedies that were used to overcome some of them.

6.2. Summary of the findings

From the study findings as indicated in chapter four, Kitante P/S has two library and their services include discussion and reading space during free time, lending of books to pupils and staff and for research references. User education programme is important in a school, Kitante has inadequate user education programme of library orientation and biblical instructions. The benefits of an efficient and effective user education would include making learners access library services and resources easily and enhancing the effective use of the library resources and services. The lack or having inadequate user education programme leads to lack of skills on how to access and retrieve information, poor retrieval tools, poor library and stock signage and guidance and lack of publicized library resources. To overcome the challenges raised a user education is very important and the respondents responded that the guidelines including involving library users to design user education programme, testing learners occasionally about library resources and services, use all the senses during the trainings and orientation, publicizing library facilities and their resources and services and using multimedia means to train users

6.2. Conclusion.

In conclusion, Kitante Primary school has library resources that offer a variety of services to the school; however, the library users face a number of challenges to access and retrieve information from these libraries. The challenges are attributed to lack of a robust user education programme that has tremendous benefits to the library users. The orientation training should be focus on making sure that learners grasp the concepts and understand how best they can use the library resources. The existing strategies of orientation and biblical instructions are still lacking to overcome the challenges. Therefore, it is important for Kitante Primary School to equip the school with a robust library user programme. This will help library user to benefit in information search, research and learn and improve their academic performance.

6.3. Recommendations

The researchers recommend that the library resources be publicized for easy access to the libraries and their services. The school should improve on signage and displays of library information in the school.

The researchers also recommend the school to understand the goals and objectives of user education in order to conduct a good orientation and biblical instruction trainings.

The orientation and biblical instruction trainings should be conducted school opening days and learners should be tested on library services and resources.

The researchers also recommend that the school should also adopt the use ICT when conducting user education programme. This can be through social media and use of different media to make learners easily grasp the concepts.

The School should also involve user/pupils in the design of a robust user education programme. Here out their experiences. This will guide in the development of an effective and efficient user education.

6.4 Areas for future research

The study focused on pupils in relation to user education programme for Kitante primary school, these learners are less informed about the library services and user education. Therefore, the researchers suggest that further research to focus on the contribution of librarians, teachers and the administrative staff to user education.

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MAKERERE



UNIVERSITY

**COLLEGE OF COMPUTING AND INFORMATION SCIENCE
EAST AFRICAN SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

**A RESEARCH PROJECT PROPOSAL IN FULFILLMENT OF THE AWARD OF
BACHELORS DEGREE IN LIBRARY AND INFORMATION SCIENCE AT
MAKERERE UNIVERSITY.**

A USER EDUCATION PROGRAM FOR KITANTE PRIMARY SCHOOL

By

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**COLLEGE OF COMPUTING & INFORMATION SCIENCES
EAST AFRICAN SCHOOL OF LIBRARY AND INFORMATION SCIENCE(EASLIS)**

27th September, 2022

The Librarian
Kitante Primary School
P. O. Box 3959
Kampala, Uganda

Dear Sir/Madam,

RE: INTRODUCTION LETTER

This is to introduce to you the following students who are pursuing a Bachelor of Library and Information Science (BLIS) in Year III at the East African School of Library & Information Science under the College of Computing of Information Sciences, Makerere University.

1. Ssenkungu Daniel
2. Nakigudde Shillah
3. Muheirwe Anita

As part of their degree programme, they are entitled to carry out a project under the course: BLS 3224: Project. The title of their project is *"A User Education Program for Kitante Primary School"*. Your library has been identified as a case study for this project.

The purpose of this communication is to request you to offer them the necessary assistance required.

Please note that all information provided to them will be used for academic purposes only.

Thank you.

Sincerely,

Dr. Clement Lutaaya
AG. HEAD OF DEPARTMENT
LIBRARY AND INFORMATION SCIENCES

KCCCA KITANTE PRIMARY SCHOOL	
Call Number	
Accession Number	



USE EDUCATION PROGRAM FOR KITANTE PRIMARY SCHOOL

TEACHER, LIBRARIAN AND PUPILS

INTERVIEW GUIDE

1. What is your role at Kitante Primary School?
2. How many Libraries are at Kitante Primary School?
3. What services and resources are provided by Kitante P/S library?
4. Do pupils have challenges in accessing library resources and services?
5. Does the school have a library user education program?
6. What challenges faced by pupils in retrieving information at Kitante Primary School Library?
7. What would be the benefits of having a user education program at Kitante P/S?
8. What strategies are in existence at Kitante P/S to make users aware of the resources, services and facilities of the library?
9. What guideline should be followed to design a robust user education program at Kitante P/S

Thank you for your response

**USE EDUCATION PROGRAM FOR KITANTE PRIMARY SCHOOL
QUESTIONNAIRE TEACHER, LIBRARIAN AND PUPILS**

Dear respondent,

We, **Muheirwe Anita Phillia, Nakigudde Shirah and Ssenkungu Daniel** students at of **Makerere University, College of Computing and Information Science** pursuing a Degree of Bachelor of Library and Information Science. As a partial fulfilment for this award, we are required to carry out research. Accordingly, we are carrying out a research on the topic: **User Education Program. A case study of Kitante P/S.**

You have been selected to take part in this study. Please feel free to provide the necessary information as sincerely as possible. The information that shall be given is only for academic purposes. Your name or identification will not appear anywhere on this form unless with informed consent. This is to make sure that the answers given are not associated with you.

Thank you very much for accepting to be part of this study.

Yours sincerely,

MUHEIRWE ANITA PHILLIA	19/U/23956/PS	1900723956.....
NAKIGUDDE SHIRAH	19/U/19176/PS	1900719176.....
SSENKUNGU DANIEL	19/U/0750	1900700750.....