

**GUIDELINES FOR IMPROVING PROVISION OF LIBRARY SERVICES AT ST.
AUGUSTINE'S COLLEGE LIBRARY WAKISO**

BY

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULLFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF A BACHELOR OF LIBRARY
AND INFORMATION SCIENCE OF MAKERERE UNIVERSITY**

AUGUST, 2019

DECLARATION

I, Cissy Najjuma, do declare that this research report is my own work and has never been published or submitted for any award in Makerere University or any other institutions of higher learning. This research report has now been handed over to Makerere University board of examiners in partial fulfillment of the requirements for the award of a Degree of a Bachelor in Library and Information Science.

Signature 

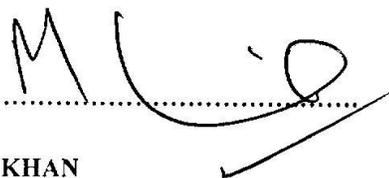
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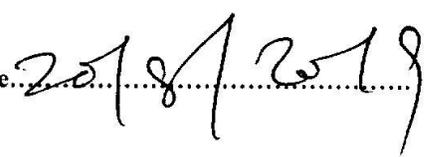
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APPROVAL

The research report by Cissy Najjuma, which has been carried out on the topic “Guidelines for ~~improving~~ provision of Library Services at St. Augustine’s College Library Wakiso”, has been ~~under~~ my supervision and is ready for submission.

Signature 

Date 

Mr. M.K. KHAN

Supervisor

DEDICATION

I dedicate this research project to my beloved parents Mr. Kanya James Kinene and Mrs. Bena Zamukunda, my aunt Mrs. Rose Namagala and Mrs. Carol Nabunya for the care, financial assistance and support they have given me during my education.

ACKNOWLEDGEMENT

First and foremost I thank the almighty Lord for enabling me accomplish this research project. My special appreciations goes to the staff of St. Augustine's College Wakiso especially the director and head library services for giving me an ample time while carrying out this project research more so during the period of data collection. I extend my special gratitude to my project supervisor Mr. M.K. Khan for all his endurance guidance and supervision during the writing of this project report.

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LIST OF ACRONYMS

DL	Digital literacy
E-mail	Electronic mail
ICT	Information Communication Technology
LLAMA	Library Leadership and Management Association
PC	Personal Computer
SAC	St. Augustine's College Wakiso
SACL	St. Augustine's College Library Wakiso
SL	School libraries

ABSTRACT

The study aimed at designing guidelines for improving provision of Library Services in St. Augustine's College Library Wakiso. The study was guided by objectives which included: to establish the current status of library services provided at St. Augustine's College Library Wakiso, to find out the available information services, to identify the challenges of providing library services and to come up with guidelines for improving provision of Library Services at St. Augustine's College Library Wakiso.

The study adopted simple random, purposive, case study, qualitative data analysis approach and three data collection methods which included questionnaire, interview and observation. The study targeted population was 142 from which a sample size of 70 was selected and included 2 librarians and 68 students.

The study findings show that the current status of library service provision at St. Augustine's College Library Wakiso is poor. The study identified the challenges facing the library service provision in St. Augustine's College Library Wakiso include; limited and irrelevant collection, Inadequate reading space, Inadequate furniture and inadequate funds. The challenges in providing library services were also elicited from the study and these included; poor technology infrastructure, less interest in library materials, unrecognized library values, inadequate library budget, time wasting and political system hindrances among others.

The study concluded that the challenges faced in providing library services are mainly attributed due to the absence of formulated guidelines for improving provision of Library Services in St. Augustine's College Library Wakiso.

Consequently, basing on the study findings, the researcher recommends that there should be adopting of the proposed guidelines suggested in chapter 5 in order to improve the provision of library services. The researcher also recommends the following training of library staff, digitization of library materials, acquisition of more computers, allocation of enough funds to the library department and conducting of library orientation.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background of the study, problem statement, objectives of the study, research questions, scope, and significance of the study plus the definition of operational terms.

1.1 Background of the Study

Utilization of library and information services has been a concern from the time libraries changed from being cultural monuments to knowledge acquisition and information communication centres (Yu & Young, 2014). In view of these developments librarians conceived the idea of educating the library user in finding and locating information they need on their day-to-day activities (Donald, 2015). The earliest evidence of library user education was reported at the Harvard College in 1820s (Tiefel, 2015). These early librarians were professors with part-time library appointments who taught students the use of libraries for academic purposes. The practice gained acceptance and in the late 1800s separate courses were reported at the university Michigan, Azarian Root at Oberlin College and others. In America, Lubans (2014) documented a number of cases where different methods were employed to train library users. Library instruction in school libraries is one of the methods used to promote information literacy. Graham (2011) adopted the Association of College and Research Libraries (ACRL) definition of information literacy since it provides general guidelines for library instructions for a variety of situations. (Whitmire, 2012) defines information literacy as a set of abilities required by individuals to enable them recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Information literacy is an empowerment that develops students to be self-directed, life-long learners. Integration of information communication technologies (ICT) in library services in the 1970s, initially viewed as a solution to utilization problems created by information explosion, the rapid democratization of education and increased complexity of libraries, made information-seeking more difficult for students in school libraries (Tiefel, 2015; Xu, 2010; Kadiri & Adetoro, 2012; Quinn, 2007). In realization of the problem, individual institutions in groups have been

exploring possible solutions (Biriwasha, 2011). For instance, in the United States of America Commission of Higher Education formed a committee known as Committee on Utilization of College Teaching Services, (Haneefa, 2007). This committee published numerous reports emphasizing training of school students to be independent learners.

The formal acceptance of education as a universal human right by any government or any nation presupposes that books are of crucial importance (Biriwasha, 2011). Gone are the days when access to education was the privilege of a few (Govender, 2016). Many developing countries, recognizes the fact that information is an integral part of learning and that opportunities to utilize information should be open to all. In fact, it is government's policy and wish that there should be libraries and information for all in the particular country. Governments have provided libraries all over their country as in their National Development Plans (Frey, 2007). The intention of the governments is to improve links between branch library systems, the national reference library's and other institutions to provide a better service, clearly shows a growing awareness of information as a crucial factor in the development of such nations.

Mutungi (2012) define a school library as the learning laboratory of the school equipped with books, magazines, newspaper, audio visual materials, aimed at enhancing effective teaching and learning on the part of teachers and students. In order to create an environment full of literature and cultivate the habit of using information materials for necessary teaching tools lead to the establishment of school libraries (Gardner, 2005). The then Eastern Nigeria Ministry of Education recognized school library "as an education institution".

Libraries are one of the most important education services. Every state ministry of education needs to provide funds for the establishment of libraries in all our educational institutions". A good library is a sine-qua-non-for qualitative education and an instrument for the enhancement and the utilization of the library and information services by students. It serves the purpose of inspiration, communication among students and the fulfillment of programme in the curriculum. The proper utilization has enabled students to seek knowledge in books in order that in the process, they may become efficient and enthusiastic readers and also the integration on the use of new media encourage them to become adaptive to the use of audio visuals, thus creating room for relaxation and enjoyment (Whitmire, 2012). As the school has a need for students, so far as their mind is concerned, to develop the abilities to think. Contemporary library media

programmes have approached this task through concerted and articulated efforts designed not only to provide students with an appreciation of literature, but also to teach them how to locate, retrieve and evaluate the work of information contained in the graphic recorded and printed records in the belief that such skills are essential for survival in a rapidly changing world (Xu, 2010).

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The library is not just a reservoir of knowledge, information and human experiences but also has made provision of accessing this treasure. Xu (2010) sees school libraries as a continuing change in the pattern of school teaching and learning away from instruction and towards exploration. In the opinion of Lubans (2014), the whole essence of libraries is twofold. Service and instruction service which involves provision of whatever materials, equipment, assistance and guidance that are required by the user. The teacher-librarian in other words known as the library media specialist promote access to a broad range of information and ideas, in order to assist students in acquiring the knowledge and skills that was to equip them to not only to locate but also evaluate and use information effectively and thereby becoming information literate. Their services and tasks contribute directly to the development of these skills. These include collection development, organizations for retrieval of materials and information, information guidance

services, material production, student instruction and instructional development services, library tours that support self-sufficiency, information communication technology services among others.

1.2 Background of St. Augustine's College Wakiso.

St. Augustines' Wakiso was begun on the foundation of passing on substantive relevant knowledge and skills to the young people in the East African Region at fairly affordable costs yet delivering high quality services. It is a private "O" and "A" level school registered by the Ministry of Education and Sports of the Republic of Uganda. The school is Co-educational with boarding facilities only and is interdenominational, thus is committed to educating students from all backgrounds from Uganda and outside the country (St. Augustine's College Wakiso, 2018).

In 2008 the parents of SASSS generously contributed towards the construction of the SASSS Library construction and it was completed in 2010. SASSS Library opens five days a week, Monday-Friday from 8:00am-4:00pm. The Library system used is the D.D.C System (Dual Decimal classification method). Using this system, all Books are accessioned on arrival to the Library, classified and catalogued before they are shelved to their respective sections for easy retrieval and accessibility. Hence providing timely access to relevant information responsive to research, and the teaching and learning process (St. Augustine's College School, 2018).

The Library has three sections and these are; Open Section: This section can be accessed by all our clients at will. Material in this section can be borrowed to the clients. Reference/ Reserve Section: This section is open to the Library staff and teachers of SASSS. Students can only access this section with special permission from the Librarian. Books in this section are reserved to be read from within the library. Book Bank: This section serves as a bank for the Library Material. it operates under Key and Lock. It is also accessed with due permission from the Librarian. Having identified the material to be borrowed, the client is directed to find it in the book bank, the client then presents it to the librarian for entry in the Library record book. (Mutungi, 2012)

The current state of utilization of the St. Augustine's college school library is still poor. It involves students failing to use the library for their entire secondary school time, failure of

teachers to acknowledge the presence of the library and referring students to use the current literature.

1.3 Statement of the problem

The school library is of great help in fulfillment of student's information needs (Gale, 2013). School Library Services are designed to operate on a self-service mode where students are expected to maximally utilize the school library as their main source of information to support their learning and knowledge acquisition activities.

However, students of St. Augustine Senior Secondary School do not use most of the library information services and again students do not make use of the provided library services and this is because of the fact that students are experiencing technical problems in accessing learning information services which are available in abundance and accessible using provided services such as the Internet, Wireless Fidelity and a computer Lab with full connectivity in their respective school's library and information centers and others do not know even what services are available in the library or how to utilize them. This leads to underutilization of the library services. Therefore the researcher based on this background to design guidelines for enhancing utilization of library services in St. Augustine Senior Secondary School Library.

1.4 Purpose of the Study

The purpose of the study was to develop guidelines for improving provision of Library Services at St. Augustine's College Library Wakiso.

1.5 Specific objectives of the Project

1. To examine the current status of library services provided in St. Augustine's College Library Wakiso.
2. To find out available information services in St. Augustine's College Library Wakiso.
3. To identify the challenges of library services in St. Augustine's College Library Wakiso.
4. To come up with guidelines for improving provision of Library Services in St. Augustine's College Library Wakiso.

1.6 Research Questions

1. What is the current status of library services provided at St. Augustine's College Library Wakiso?
2. What are the available information services at St. Augustine's College Library Wakiso?
3. What are the challenges of library services at St. Augustine's College Library Wakiso?
4. What are the best Guidelines for improving provision of Library Services at St. Augustine's College Library Wakiso?

1.7 Scope of the study

The study scope is categorized under concept, time and geographical

1.7.1 Conceptual Scope

This study was limited to guidelines for improving provision of Library Services at St. Augustine's College Library Wakiso. It was centered on the concept of library services which exists at St. Augustine's College Library Wakiso.

1.7.2 Time scope

The study took a period of four months that is from February 2019 to July 2019. .

1.7.3 Geographical scope

The study was carried out at St. Augustine's College Library Wakiso it is off Hoima approximately 5.5 kilometers, east of the central business district of the city. The geographical coordinates of the institute are: 0°19'56.0"N, 32°37'04.0"E (Latitude: 0.332222; Latitude: 32.617778).

1.8 Significance of the Study

This refers to the relevance of the project in terms of academic contributions and practical use that might be made of the findings. They include;

1.8.1 Policy makers

The study will help to give a general overview to the policy makers in the government in improving on the image of library services.

1.8.2 Students

The study will increase the student motivation and engagement in using the library services. The designed guidelines will be used by students to show them a direction of how to utilize library services.

1.8.3 Library management

It is expected that the result of the study will encourage the SACL management to provide the necessary and improved services that will enhance the service delivery to their users.

1.8.4 Library staff

The library staff will have an insight in the need to maximize service utilization for better service delivery of their library information services to adhere to the mission and objectives of the library. The study will improve the provision of library services at St. Augustine's College Library Wakiso through implementing the suggested best guidelines as per the research.

1.8.5 Other researchers: The study will provide opportunities for further study on the library service provision in the school libraries and the service delivery to management of human or financial resources in SACL. It contributed to the existing knowledge on the library service usage in school library. The study will be used as reference for other scholars and researchers in future.

1.9 Key operational terms

1.9.1 Library

A library is a collection of sources of information and similar resources, made accessible to a defined community with the purpose of knowledge acquisition (MacDonald, 2015).

1.9.2 Library Services

Library services are the resources, activities, programs, etc. which are provided by libraries to enable users meet their information needs (Donald, 2014).

1.9.3 Library Utilization

This is the art and science of making use of the library, its resources, and services by either the library staff or patrons (Donald, 2014).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of literature that was reviewed in relation to the current study. A literature review is a text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. It uses secondary sources, and does not report new or original experimental work (Baglione, 2012). To review literature is to find out what has been written on a specific topic, hence providing enough knowledge and skills on effective on the topic which makes the research successful. The literature is reviewed according to themes related to the study and objectives, and finally coming up with the research gap.

2.1 Library services rendered by school libraries

School libraries house a variety of information services aiming to improve students, learning, research and knowledge expansion and these include the following.

2.1.1 Acquisition

Due to the exponential increase in the number and cost of documents, it is becoming more common for groups of school libraries to work together to purchase library resources. According to Singh (2016) this multiplies their purchasing power at a divided cost for their mutual advantage. It also enables them to offer a wide range of resources which otherwise are not affordable to their clients. However, the relatively flat budgets, technological innovation, coupled with organizational restructuring are enabling libraries not only to provide more high-quality information services.

2.1.2 Cataloging and Processing

The SACL receives a vast a number of items for their user community. Before these items (magazines, reports) are made available to the users, they are processed following the accession

step. Cataloging and classification are the major activities in material processing before they are put on shelf. These help to ease accessibility in case there is need by the user.

2.1.3 Reference service

These include computer searches which are information contacts that involve the knowledge, use, interpretation, or instructions in the use of one or more information sources by a member of the library staff. Information sources may include printed and no printed materials and readable databases (Priddle & McCann, 2015; Alagappa, 2011). The transaction may include providing direction to services outside the library, number served in information services to groups is the number of individuals served in presentations that were sponsored by the library and planed in advance. The presentation may cover instruction in library use, or cultural, recreational or educational topics (Ridings, 2012).

2.1.4 Information Communication Technology services

The electronic services section included questions regarding a new item asking if the institution has distance education students as well as a new section on other library services (Singh, 2016). Providing access to electronic library services, it covers information about the availability of electronic services in the library both at school and outside school access by students, staff and other society users (Frey, 2007; Singh, 2016). Additional services include; internet access, reference services by email, full text of periodicals and academic course reserve materials available electronically, and electronic library indexes such as citation indexes (Holt, 2007).

2.1.5 Lending and Circulation services

This comprises the activities around the lending of library books and other material to users of a lending library. A circulation or lending department is one of the key departments of a library (Priddle & Mccann, 2015). The main public service point is the circulation desk or loans desk, usually found near the main entrance of a library. It provides lending services and facilities for return of loaned items. Renewal of materials and payment of fines are also handled at the circulation desk. Circulation staff may provide basic search and reference services, though more in-depth questions are usually referred to reference librarians at the library reference desk. The circulation desk is in most cases staffed by library support staff instead of professional librarians.

Through the circulation desk, there is lending materials to library users, checking in materials returned, monitoring materials for damage and routing them to the appropriate staff for repair or replacement, troubleshooting circulation technology (library circulation software, scanners, printers), collecting statistics on library use (patron transactions and material checkouts) (Haneefa, 2007).

2.1.6 Interlibrary loan

According to university of the state of Krolak (2005), this is a service which involves one library borrowing an information material from another library that the library user may ask for when it does not exist in that particular library. Items borrowed under the interlibrary loan principle may range from books, DVDs, music and/or receive photocopies of documents that are owned by another library (Donald, 2015; MacDonald, 2015). The user makes a request with their home library which acts as an intermediary (Lubans, 2014). It identifies libraries with the desired item, places the request, receives the item, and makes it available to the user as well as making arrangement for its return (Nzivo, 2012). The lending library usually sets a due date and overdue fees of the material borrowed. Although books and journal articles are the most frequently requested items, some libraries will lend audio recordings, video recordings, maps, sheet music, and microforms of all kinds (MacDonald, 2015). In some cases, nominal fees accompany the interlibrary loan services.

2.1.7 Orientation services

Orientation is necessary so as to inform new library users and make them aware of the existing library materials and services offered in the collection (Lubans, 2014; MacDonald, 2015). According to surroundings or circumstances, the term orientation means the adjustment or alignment of oneself or ones' ideas to surroundings or circumstances. In support of this, Donald (2015) noted that library orientation or user orientation towards the library has to do with adjusting the new library user to the library. According to Bernoff & Li (2010), the aim of providing awareness training through offering practical advice to the front-line staff so that they could offer the best possible services to the library users which helps the staff to know how to communicate with the users.

2.1.8 Conservation of documents

The conservation and restoration of books, manuscripts, documents and ephemera is an activity by the library dedicated to the preservation and protection of items of historical and personal value made primarily from paper, parchment, and leather. When applied to cultural heritage conservation activities are generally undertaken by a conservator-restorer. Paper-based items, such as books, scrapbooks, manuscripts, maps, deeds, newspapers, drawings, water colors, miniatures, and postcards present distinctive concerns when it comes to care and conservation. Unlike works of art on paper, these items are often handled directly and repeatedly to access information. Even paper ephemera like newspapers and letters may be significant historical records or family mementos, libraries provide this kind of service (Donald, 2015).

2.2 Challenges against provision of services in school libraries

The world has changed dramatically and has added more challenges to library and information profession. Academic librarians are confronted daily with the effects of globalization, technological developments, organizational transformation and performance, and economic growth factors (Frey, 2007). However, this section discusses some major challenges and opportunities as follows;

2.2.1 Succession planning

The retirement age for librarians and the situation in libraries is almost similar in almost all school libraries. Due to a lack of proper statistics, however, the percentage of academic librarians close to retirement cannot be quantified (Otando, 2011). Therefore, there is an increasing shortage of young people in the LIS profession. Attracting young people to the profession is difficult due to past librarian stereotypes (Galle, 2013). The trend is for businesses to appoint non-LIS professionals to manage their information. Academic librarians remain on the wayside as business environments are requiring more subject expertise (Grahams, 2011). Therefore, school libraries urgently need to develop junior staff for future leadership positions. As change is a constant in the profession, continued education and training are a necessity (Haneefa, 2007). Junior staff continuously need to be given opportunities for developing into positions of greater responsibility and should be provided with leadership and business management skills (Holt, 2007).

2.2.2 Lack of need analysis of the targeted user communities

This is due to unprofessionalism in running various libraries. Krolak (2005) notes that many librarians recruited lack research skills hence unable to carryout user needs analysis.

Web-based systems need good internet access to provide optimum benefits. Many parts of school libraries are very isolated, and internet response times vary enormously. OPAC times in Koha seem to be largely acceptable, but cataloguing and circulation modules are often difficult to use if the health service network is running slowly. The recent development of a PC version of the circulation module (which is regularly downloaded to the main database) may greatly assist in this challenge.

2.2.3 Skills development and continuous education

Due to a lack of proper benchmarks, academic librarians rely heavily on standards set by international associations such as the School libraries Association (SLA) (Mutungi, 2012). This association did ground breaking work in compiling a document identifying a series of competencies like managing information organizations; managing information resources; managing information services; and applying information tools and technologies (Schachter, 2016; Grahams, 2011). These are needed by school libraries to adapt successfully to the ever-changing business environment and making them a valuable commodity. Haneefa (2007) noted that these competencies re-late directly to the skills academic librarians need to develop. However, studies like Kadiri & Adetoro (2012) and pointed out that Personal competencies relate to the academic librarians' attitudes, skills and values that enable them to contribute effectively and positively to their organization, clients and profession.

2.2.4 Slow speed and narrow bandwidth

Slow speed and narrow bandwidth remain problems for school library's users; however, this problem is insignificant compared to the former problem of studying in a remote location without direct desktop access to library services.

2.2.5 Tertiary education

These offer little or no short courses aimed specifically at the development of skills for qualified LIS professionals, although the education of future leaders of the LIS profession rests firmly on their shoulders (Ridings & Gefen, 2010). There exists a perception among LIS professionals that there is a move away from Library Science towards Information and Knowledge Management (Biriwasha, 2011; Mutungi, 2012). Following global trends, by comparing the local curriculum in various nations with those of international schools, some schools make short sighted decisions that have a detrimental impact on the library profession mostly on succession planning.

Professional development for school library staff is necessary to implement change and to keep up-to-date with rapidly developing web technology, conference attendance and meetings are often difficult and costly to arrange. Teleconferencing and videoconferencing are used, but are a poor substitute.

2.2.6 Value

Adding value and the value of the school library to the organization has become a constant challenge in school libraries worldwide (Biriwasha, 2011). In developing countries like Libraries, Uganda, Kenya and South Africa, several corporate libraries have been closed, downsized or outsourced due to lack of financial or managerial support. Management justifies their actions based on contributing factors such as the ever-increasing cost of school libraries, their professional staff and information resources, compared with the free information on the Internet. Academic librarians need to take responsibility for their situation by demonstrating the value of their competencies (Schachter, 2016).

2.2.7 Change

Holt (2007) referred to this as living in interesting times. For academic librarians it means constantly staying relevant and developing new knowledge and tools to ensure they and their organizations have the competitive advantage. Academic librarians need to embrace this and become catalysts for new thinking (Latham, 2007). Change leads to a direct impact on service delivery in school libraries and challenge the skills development of academic librarians (Bryman & Bell 2007; Frey, 2007; Mutungi, 2012). The biggest threat is the online and free availability of

information and users' ability to search for information themselves through the continuous evolution of information technology.

2.2.8 Information technology

Academic librarians have always been able to make their mark in their organizations by using information technology effectively and making it work for them. Currently, however, access to affordable broadband of sufficient capacity is a huge problem (Nzivo, 2012). A single telkom operator owns the fixed line communication and service providers are forced to use these lines in providing Internet access services to home and business users (Govender, 2016). This leads to monopoly and consumers are at a problem with the high pricing structures (Govender, 2016).

Services delivered by school libraries are instilled in technology electronic information, data and documents. To date, the Copyright Laws have not made any amendments to include the use of electronic information (Tiefel, 2015). Therefore, majority of school libraries are using and distributing electronic information under the fair use clause of the Copyright Law.

2.2.9 Lack of professionalism

Due to lack of professional or employment of unprofessional library staff in some libraries a practice prevalent in school libraries (Ojiambo & kasalu, 2015). It is assumed that any volunteer or teacher can manage a library. The quality of a library service depends on the professional quality of its staff, and this in turn depends on the quality and relevance of the training that they have received (Krolak, 2005).

2.2.10 Information users have a huge gap in terms of information literacy

The assumption is usually made that users with a tertiary degree should be information literate, but it is becoming increasingly evident that this is not necessarily the case (Ridings & Gefen, 2010; Otando, 2011). As part of their service delivery, academic librarians need to take it upon themselves to make their clients information literate (Quinn, 2007). This will emphasize their own skills and competencies, and enforce the value they add to their organizations by empowering staff (Mutungi, 2012).

2.2.11 Lack of adequate and relevant information materials

Many libraries depend on donations of information materials from foreign countries which in many of them are outdated and content not relevant (Ojiambo & Kasalu, 2015).

2.2.12 Inadequate funding by parent institutions

Ojiambo & Kasalu (2015) notes that libraries and information services have a low priority and whenever financial problems occur, these institutions are always the first to suffer.

2.2.13 Colonial background of libraries

Colonial background of libraries and information centres has hampered growth and use of libraries (Ojiambo & Kasalu, 2015). Kenya like many African nations is an oral society. Books and libraries are seen as redundant in societies based on oral tradition (Krolak, 2005). Many people stop reading once formal education is completed. Ojiambo & Kasalu (2015) observes that such societies derive more pleasure from the oral and performing arts talking, singing, dancing, and socializing than from the rather private and individual reading of a book. As a result, the reading culture in developing countries has remained low.

Under-developed and struggling local publishing industry to support acquisition of information materials with local content and in local context. Most libraries (especially academic) import of their information materials from Britain and India (Quinn, 2007)

2.3 Steps taken to improve service provision in school libraries

According to Xu (2010), it is the responsibility of tertiary institutions to strengthen expectations for professional development in a profession that is rapidly changing and in which lifelong learning is integral; develop innovative curricula that enhance the value of the librarians' professional contributions. This includes Library Science which forms the basis for information and knowledge management and for competitive intelligence. Todaro (2005) also says that emphasize advancing innovation through the effective application of information technologies to determine the future outlook; develop competencies to equip graduates for leadership roles in organizations and demonstrate the value of library and information science education to corporate decision makers (Chindlund et al., 2005).

Schachter (2016) suggested that academic librarians can promote their service and use self-promotion effectively. However, for this to be achieved, academic librarians need to be overt as to what they are doing as staff members providing a service and how they are having a positive impact on the organization (Muller, n.d). They must also create awareness of the library as a valuable organizational resource self-promotion is one important means of getting the word out and attracting more customers (Schachter, 2016). Whereas for personal career development, improve the calibre of school library service to ensure that patrons are aware of the special efforts they make as well as making the most of their unique skills, to everyone's benefit (Todaro, 2005

There are various approaches that can be adopted in order to improve the provision of library services in school libraries and for this study the researcher intends to develop guidelines that can be followed to improve provision of library services.

2.4 The Research Gap

Different researches have been carried out in order to improve library services in universities, institutions and organizations and there has been no research to improve library services in St. Augustine's College Wakiso. With the increasing technologies in the libraries, there is need to improve the offer of services in academic institutions. Therefore this study is carried out in order to fill the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology that was used to achieve the study objectives provided in chapter one. It presents the area of study, study populations and sampling, research design, area and scope of study, collection methods and instruments, data processing, data presentation, analysis and discussion.

3.1 Research Design

Bryman & Bell (2007) stressed that a research design is used to provide the overall structure and orientation of an investigation as well as a framework within which data can be collected and analyzed.

For this particular study therefore, a case study design was used. According to Yin (2014), a case study design refers to a plan that involves an up-close, in-depth and detailed examination of the phenomenon. It helped to provide the researcher with a clear snapshot of case under study (library services) since it involved the direct observation, implementation and testing. The design therefore, described guidelines for service utilization in SACL in context and holistically.

The study also used qualitative research approach. This refers to an approach that mostly involves non-numeric data but is coded using techniques like content analysis (Bhattacharjee, 2012). According to Creswell (2009) qualitative approaches applies to situations where data collection, analysis, interpretation, and report writing differ from the traditional quantitative approaches. The data collected under this approach was then generalized to a larger group. The approach was used to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them. This approach therefore, provided data to the study that was recorded, analyzed so as to attempt a deeper meaning and significance of the study (guidelines to improve library services).

3.2 Area of study

The study was carried out at St. Augustine's College Library Wakiso located on Hoima road approximately 5.5 kilometres, east of the central business district of the city. The geographical coordinates of the institute are: 0°19'56.0"N, 32°37'04.0"E (Latitude:0.332222; Longitude:32.617778) (St. Augustine's College Library Wakiso, 2018).

3.4 Population of the Study

Population is the number or body of inhabitants in a place belonging to a specific social, cultural, socioeconomic, ethics or racial subgroups (Creswell, 2009). The population of St. Augustine's College Library Wakiso includes students who regularly use the library and library staff (St. Augustine's College Library Wakiso, 2018). The study population was 142 including 2 librarians and 139 students who use the library regularly.

3.5 Sampling Method

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected from (Katebire, 2007). The researcher based on the simple random sampling method to obtain the participants in the study. The researcher also used purposive method on the library users and the librarian selected from the population whom she thought they could provide her with information she needed.

3.5.1 Simple random sampling

A simple random sampling was used on library users and was used to give an equal chance for all elements of the study population to appear into the sample. According to Katebire (2007) a simple random sample is obtained from the population in such a way that samples of the same size have equal chances of being selected and it's free from sampling bias.

3.5.2 Purposeful sampling

The researcher adopted a purposeful sampling method. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Katebire, 2007). This involved identifying and selecting individuals or groups of individuals that are especially knowledgeable about or

experienced with a phenomenon of interest (guidelines for utilization of library services) purposeful sampling technique involved some students and all library staff.

3.6 Sample Size

A sample is a subset of the population under study (Bryman & Bell, 2007). Out of the targeted population of 142, the researcher selected a sample of 70 respondents and these involved 2 librarians and 68 students of SACL.

3.7 Method of Data Collection

These are the different ways through which data can be collected in research (Yin, 2014). The researcher used the following data collection methods during this study.

3.7.1 Questionnaire Method

This is a set of related questions designed to collect information from a respondent (Mbaaga, 2009). The questionnaire had both open and close ended questions so as to enable the researcher collect large amounts of data and also provide opportunity for respondents to give genuine answers. Questionnaires were handed out or sent by mail and later collected or returned by stamped addressed envelope. This method can be adopted for the entire population or sampled sectors (Connelly, 2014). Questionnaires were used to collect regular or infrequent routine data. A questionnaire required respondents to fill out the form themselves.

3.7.2 Interview

An interview is a conversation whose purpose is to gather description of the interviewee in connection with the research questions set (Berg, 2007). An interview was conducted with a sole aim of obtaining information. With this technique, the problems that occurred were easily solved. In interviews information was obtained through inquiry and recorded by enumerators. Structured interviews were performed by using survey forms, whereas for open interviews, notes were taken while talking with respondents. The notes subsequently were interpreted for further analysis. Interviews were carried out on-library users.

3.7.3 Observation

Observation is a method of collecting data that involves watching or seeing what is happening in the field (Robinson, 2010). Using this method, the researcher observed how library service provision was running and how resources and services are currently utilized in St. Augustine's College Wakiso. The researcher critically observed the procedures involved in the provision of library services. For all this to be effectively carried out, a participative observation was adopted.

3.8 Data Collection Instruments

These are data collection tools that aid in data collection (Berg, 2007). The researcher employed several research instruments in the study and these included the following;

3.8.1 Questionnaire

Katebire (2007) defines a questionnaire as a structured set of questions usually sent by e-mail, lost or delivered by hand. In order to maximize return rates, questionnaires were designed as simple and clear as possible, with targeted sections and questions. Most importantly, questionnaires were also short as possible. Since the questionnaires were used for a complete enumeration, then special care was needed to be taken to avoid overburdening the respondent. The researcher gave out the designed questionnaire to her respondents to fill it during data collection (See Appendix A).

3.8.2 Interview Guide

An interview guide is a set of topics and/ or questions about which the interview is conducted (Katebire, 2007). An interview guide was used to facilitate the interview method of data collection. This contained the structure of the questions that gave direction to the study when the researcher was conducting interviews (Appendix B).

3.8.3 Observation Guide

The observation guide included all the instructions that the researcher followed while taking note of the library physical appearance, what services were provided and how they were provided to users. (See, Appendix C).

3.9 Data Quality Control

This refers to whether data is properly collected, accurate and fit for its intended purpose. The purpose is to make sure that the collected data can be reliably used as the basis to make decision (Robinson, 2010). The researcher reviewed the data collected from the questionnaire, Interviews and Observations in order to come up with quality information required in the research.

3.10 Presentation and Data Analysis

According to Connelly (2014) data analysis is a process of transforming data into meaning full format. Data was qualitatively analyzed. Qualitative analysis involved the researcher organizing statements and responses to generate useful conclusion on the research objectives of the study. Qualitative data analysis involved quoting, identifying categories and that emerge in response to research questions about library services in the library, and it was sorted, assembled, edited processed and analyzed to attain meaning full data for presentation.

3.11 Research procedure

Odiya (2009) asserts that for any research to assure comprehension, the researcher should present discussions on research procedures by working with specific examples. Research is an orderly and systematic procedure, and this procedure may be presented sequentially from the first step of problem definition through the final step of the writing-up of the final report.

An introductory letter was obtained from Makerere University East Africa school of Library and Information Science which was presented to the authorities of SACL and later to the other respondents for identification purposes, in order to secure permission to collect data. The researcher first obtained informed consent from all the respondents, observed extreme confidentiality while handling the respondents. Respect for respondents was held in high esteem by observing all courtesy, objectivity and truthfulness. Assurance was given that the information gathered during the research process remained confidential and was used for the designated research and academic purpose only. Issues relating to objectivity and full disclosure of proper identity like names were based on consent, where the researcher assured anonymity and confidentiality of such disclosure to avoid bias. Thereafter, the researcher proceed to collect data.

3.12 Ethical considerations

Given that research was carried out in a social setting, it was crucial that ethical considerations were honored. Odiya (2009) suggested that when conducting research in an academic setting, it is important to be aware of the ethics behind one's research activities. According to Connelly (2014) research ethical considerations may include participant consent, open and honest reporting and confidentiality of information provided and engagement of qualified research assistants. The researcher ensured that the following ethical issues were followed during data collection.

3.12.1 Provision of informed consent

The researcher ensured agreement was reached with respondents. This implied that personal information (information about an identifiable, natural person) was collected and processed with the specific informed consent of the individual(s) involved. Only information that is relevant and necessary (not excessive) was collected. The participation of individuals were based on their freely given, specific and informed consent. The researcher respected their right to refuse to participate in research and to change their decision or withdraw their informed consent given earlier, at any stage of the research without giving any reason and without any penalty.

3.12.2 Privacy, anonymity and confidentiality

The researcher treated any information contained or obtained from the respondents as exclusive to the study and did not disclose the respondents' identity by not indicating their names and positions regarding their individual contribution. The researcher tried to be unbiased and expressed opinions in the findings as they are given since the information collected was strictly for academic purposes. Privacy included autonomy over personal information, anonymity and confidentiality, especially in cases dealt with stigmatizing, sensitive or potentially damaging issues or information. When deciding on what information was to be regarded as private and confidential, the perspective of the participant(s) on the matter was respected. All personal information and records provided by participants should remain confidential. When conducting interviews, it was made clear that confidentiality and anonymity will be safeguarded. Whenever it is methodologically feasible, participants were allowed to respond anonymously or under a pseudonym to protect their privacy. All personal information obtained directly or indirectly on or

about the participants like names obtained by researchers from institution as well as information obtained in the course of research that revealed the identity of participants remained confidential and anonymous.

3.13 Limitations

- a) Time constraints limited the number of research student interviews that could take place, and indirectly, the type of analysis which could then be performed. Ideally, many more students would have been interviewed. A larger representative sample would have enabled further qualitative analysis (including valid tests for significance) and a more useful comparison of the SACL departments. At the detailed level, the interview schedule worked well and appeared to be enjoyed by many of the respondents. This was fortunate, because it frequently exceeded the planned interview time. If the study were repeated, it might be more useful to reduce the interview like change these into closed questions.
- b) Evaluation of conflicting ideas from different respondents. The researcher therefore compared the ideas from various respondents to find data that best suited the study.
- c) Deliberate denial to respond to some questions during data collection by respondents. The researcher generalized from the data provided by respondents who managed to deliver the required responses.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the findings and their discussion based on the objectives stated in chapter 1 and the related literature that was gathered and interpreted to extract meaning for purposes of achieving the above objectives in chapter one. Data was qualitatively analyzed and presented.

4.1 Response Rate

All the 70 questionnaires administered to the respondents were got back and fully filled and contained data that was usable to the research. Also the planned interviews with the librarians was successful since the researcher interviewed them and their responses were positive. The high response rate was attributed to the fact that the respondents were duly followed up. The response rate of the students is shown in Table 1.

Table 1: Distribution of the response rate of the students

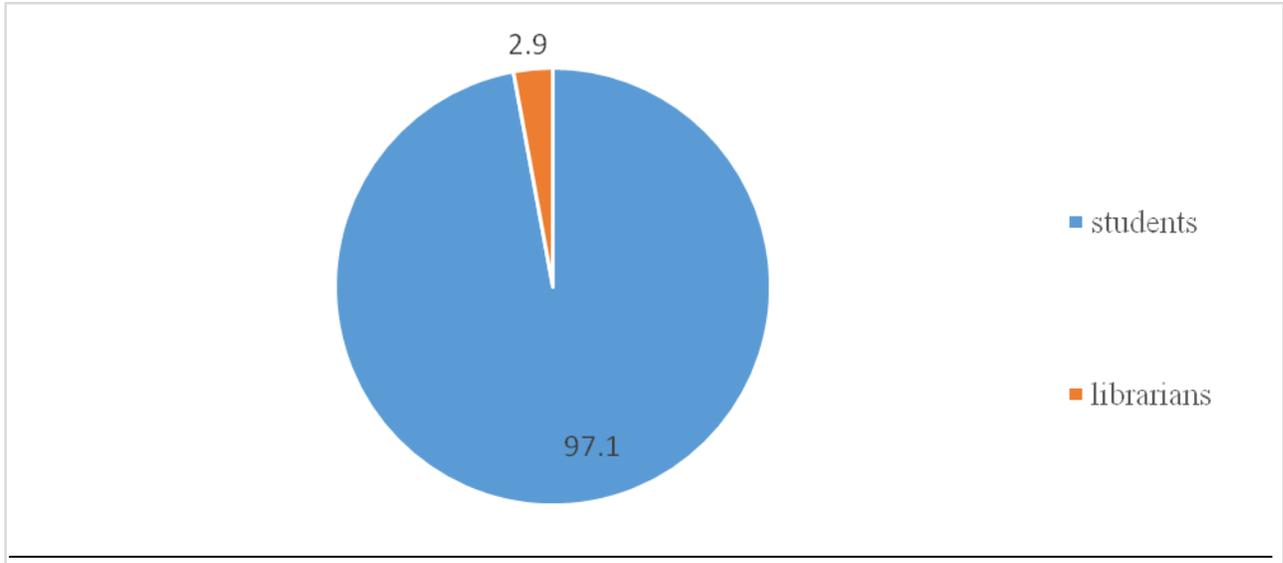
Category of Respondents	Number of Questionnaire Administered	The Number of Valid Questionnaire Retrieved	Percentage (%)
Students	68	68	97.1
Librarians	2	2	2.9
Total	70	70	100.0

Source: Field Data, 2019

All the 68 questionnaires distributed to students were got back well filled and the 2 questionnaires given to the librarians were all got back well filled. The high response rate was

attributed to the fact that the respondents were duly followed up. Figure1 shows the response rate of respondents in relation to filling the study questionnaires.

Figure 1: Student's response rate



Source (field data, 2019)

Basing on table 1 and figure 1, it is fully illustrated that students take the highest percentage of the respondents who participated in the study as compared to the librarians. This is because students in St. Augustine's College Wakiso take the highest percentage in the general school population as compared to the librarians and other school staff.

4.1.1 Distribution of Respondents by their status.

By status, respondents included the librarians and students though students had the biggest percentage as compared to librarians.

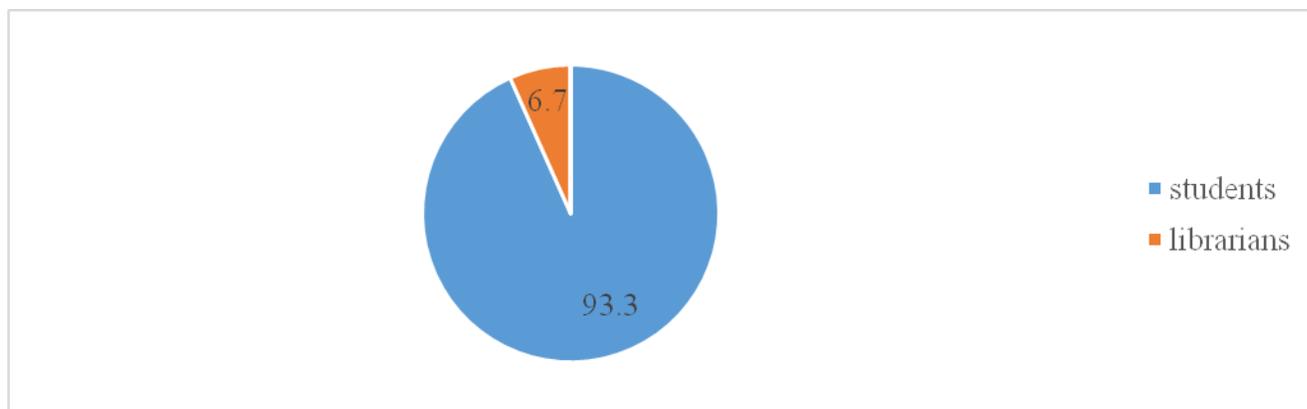
Table 2: Distribution of respondent by their status

Status of respondents	Total Number of respondents	Percentage (%)
Librarians	2	6.7
Students	68	93.3
Total	70	100.0

Source: Field Data, 2019.

Out of the 70 respondents, 2(6.7%) were librarians and the rest 68 (93.3%) were students. From table 2 it can be seen that most of the respondents were Students. This is as a result of the fact that Augustine’s College Wakiso is dominated by Students compared to others like teachers and working staff (St. Augustine’s College Wakiso 2018).

Figure 2: The status of respondents



Source (field data, 2019)

4.2 The current status of library services in St. Augustine’s College Library (SACL)

It was identified that service provision in St. Augustine’s College Wakiso is still poor. Although SACL policy has service provision clause to all users of the library, little has been done to put the policy into practice. Services are still given to a few who also receive them ineffectively. The library has two librarians who work differently at different specified periods of time of which

one of the librarian is just a S.6 leaver who lacks the best skills and competences of providing the best library services to users. SACL provides some information services like interlibrary loan, consultation, information search (selective dissemination of information), document, current awareness services, lending, provision of reading space, book and record (report) processing, internet services, indexing and abstracting, newspaper clippings, reference services, leading and circulation services, orientation services and conservation of documents services. Though all these services are not fully provided to the users whenever the users request for them. This is as a result of absence of clearly stipulated guidelines. These results are also in line with the same results from the study of (MacDonald, 2015) who stressed that many school libraries are not meeting their roles of existing because of lack of clearly established guidelines for utilization of library services hence making the librarians to see library utilization by users as their own choice to deliver or not to deliver. Such a bad attitude leads to poor service delivery and with the formulation of clear guidelines will improve on performance regarding the delivery of services in the SACL.

4.2.1 Access and retrieval of information resources

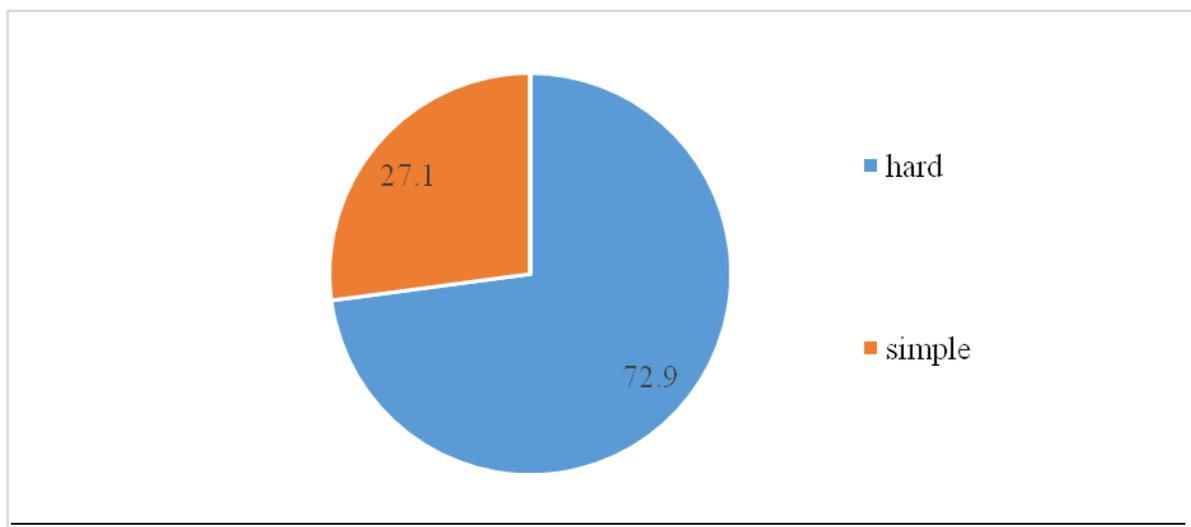
The respondents were asked to tell how they find searching and retrieving of information materials and majority of them they said they find it hard though a few said that they find it easy as shown in table 3.

Table 3: Access and retrieval of information resources

Searching for information resources	Number of respondents	Percentage (%)
Hard	51	72.9
Simple	09	27.1
Total	70	100.0

Source: Field Data, 2019

Figure 3: Access and retrieval of information resources



A total number of 51 (72.9%) respondents said that they find it hard to search and retrieve information materials to satisfy their information needs. While few respondents making a total of 09(3.2%) said that they find it easy to get information materials from the library shelves. These results imply that almost all library users they do not know how to go with searching for information materials to satisfy their information needs. When a librarian was asked to tell the cause of this problem, He said that;

“Users lack the required skills for searching and retrieving of information resources from the library shelves and others do not even know what is contained in the library”.

This results to underutilization of resources in the library yet the library’s major aim is to serve its users optimally. To solve this, users should be educated on how to use the library, informed about the availability information materials and services in the library and taught how to search for these information materials through orientation programs. This can be achieved using the designed guidelines for improving the utilization of information services in St. Augustines College Library Wakiso.

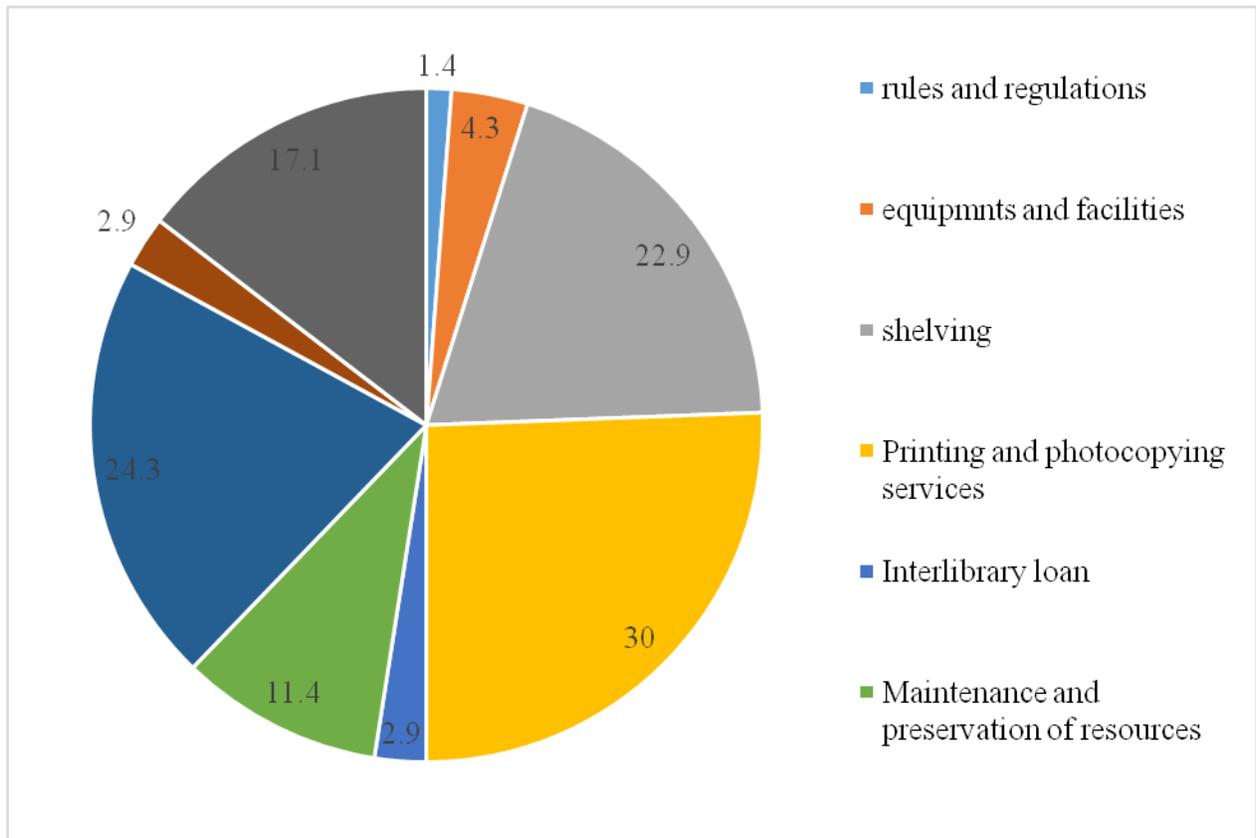
4.3 Library service provided in the SACL

The basic services involve reference services, information communication technology services, leading and circulation services, orientation services and conservation of documents services among other as discussed below.

Table 4: Library service provided in the SACL

Available library services	Frequency	Percentages (%)
Information and communication technology services	12	17.1
Material selection and acquisition	2	2.9
Processing of materials	17	24.3
Maintenance and preservation of resources	8	11.4
Interlibrary loan	2	2.9
Printing and photocopying services	21	30.0
Shelving	16	22.9
Equipment and facilities	3	4.3
Rules and regulations	1	1.4
Total	70	100.0

Figure 4: Library service provided in the SACL



From table 4 and figure 4 above, it is seen that 12(17.1%) of the respondents stated that St. Augustine's College provide them with Information and Communication Technology services, 2(2.9%) they get material selection and acquisition services, 17(24.3%) for Processing of materials, 8(11.4%) they get maintenance and preservation of resources services, 2(2.9%) these get interlibrary loan services, 21(30.0%) Printing and photocopying services, 16(22.9%) these get shelving services, 3(4.3%) get services about equipment and facilities while the smallest number of respondents and this was only one respondent 1(1.4%) stated that enjoys rules and regulations services from St. Augustines College Wakiso. These results clearly shows that in St. Augustines College Wakiso there is a variety of information services provided to users though there is a need to design guidelines for utilization of these services since almost this service is not provided to its users.

4.3.1 Information and communication technology services

The SACL provides free internet services to their users in the library to enhance on the level of accessibility to information provided online. Computers are provided users of the library with fully internet connectivity. In agreement with this, scholars like Schachter (2016), Singh (2016) and Tiefel (2015) wrote and said that ICTS provide additional services include; internet access, reference services by email and full text of periodicals electronically. Whereas Biriwasha (2011) in support of ICT provision in the library pinned that school libraries have made their mark in various organizations by using information technology effectively and making it work for them as well as their clients.

4.3.2 Material selection and acquisition

SACL identifies, selects and acquire items required by their user community. This is possibly done especially when funds to obtain new materials for the library are allocated for the attainment of up to date information items into the collection. Singh (2016) agrees with this in a study which indicated that school libraries merge so as to obtain information requirements for their users at a reduced price. However, the SACL also corporates with the different government bodies so as to acquire items for its collection and user community.

4.3.3 Processing of materials

Before items are shelved and then circulated from the library, they need to be physically prepared. Library services go through a series of processing before they can be located, used and returned to the library from which they originated from as stated by Whitmire (2012). However, in the SACL materials are accessioned immediately they reach the library as the first stage processing. They are classified and cataloged before they are shelved to have them accessible to their users. Priddle & McCann (2015) in agreement with the idea of material processing wrote and said

4.3.4 Maintenance and preservation of resources

SACL preserves library materials such as books and reports in such a way that they are both sufficiently accessible. Such materials are safeguarded against environmental damage. For example, active documents are stored on ordinary paper in a file cabinet in an office. And

information materials are kept on shelves other than on the floor where they would have prone to damage. However, for permanent storage, items may require specialized environmental controls (temperature and humidity). In line with this, Nzivo (2012) pointed out that vital records needed for disaster recovery may need to be stored in a disaster-resistant safe or vault to protect against fire, flood, earthquakes, etc.

4.3.5 Interlibrary loan

The SACL acquires information materials from other partner libraries their users in case the information they are looking for does not exist in the collection but anticipate one of their partner libraries have. This is in an obligation that the library must meet the needs of its users.

4.3.6 Printing and photocopying services

The SACL provides printers and photocopiers with in the library facility to enable users receive personal copies of materials that are not restricted by the copyright law. Infringement of the copyrights of materials that are not allowed to be reproduced are highly valued in the SACL so as to avoid litigation cost for the organization as a whole. Other materials are reproduced under the principle of fair use which allows reproduction provided the items reproduced are not for commercial purposes.

4.3.7 Shelving

Librarians in the SACL shelve materials that were and that have been used by their library participants on the daily basis. Shelving is one of the most common routines in any library. It involves identifying, sorting of library documents following their call number order by collection and put every material where it is meant to be. In support of the use of loose call number (Krolak, 2005) said that order of information materials is only sorted by primary letters of the call numbers. Basing on the field data, the SACL used the shelving method to organize its documents and books for easy access.

4.3.8 Equipment and facilities

The SACL provides space for their users and library materials to foster their personal reading. These are in form of all library materials that the library user utilizes for their good own benefit

in the library. When it comes to library equipment and facilities then we are involving the library building its self, the space available for library users, safety and reading future for example chairs and tables (Latham, 2007). In SACL, there was space for library users to read from with tables and chairs, in case a library user picks a book shelves, then he/she (library user) get a seat on a table then reads his desired document, magazine or book.

4.3.9 Rules and regulations

The SACL lacks clear stated policies to whoever visits the facility. There are set guidelines that must be obeyed by all library users provided they are within the library. For instance, no one is allowed to pick phone calls in the library neither do they enter with them when in loud. Secondly, nobody is allowed to smoke, sleep or shout in the reading room provided in the library. Follow when a library user is in the library. In agreement with this, scholars like Nzivo (2012) wrote and emphasized that such library rules not apply to library patrons but library staffs as well. Neither eats nor drinks should be carried into the library whatsoever.

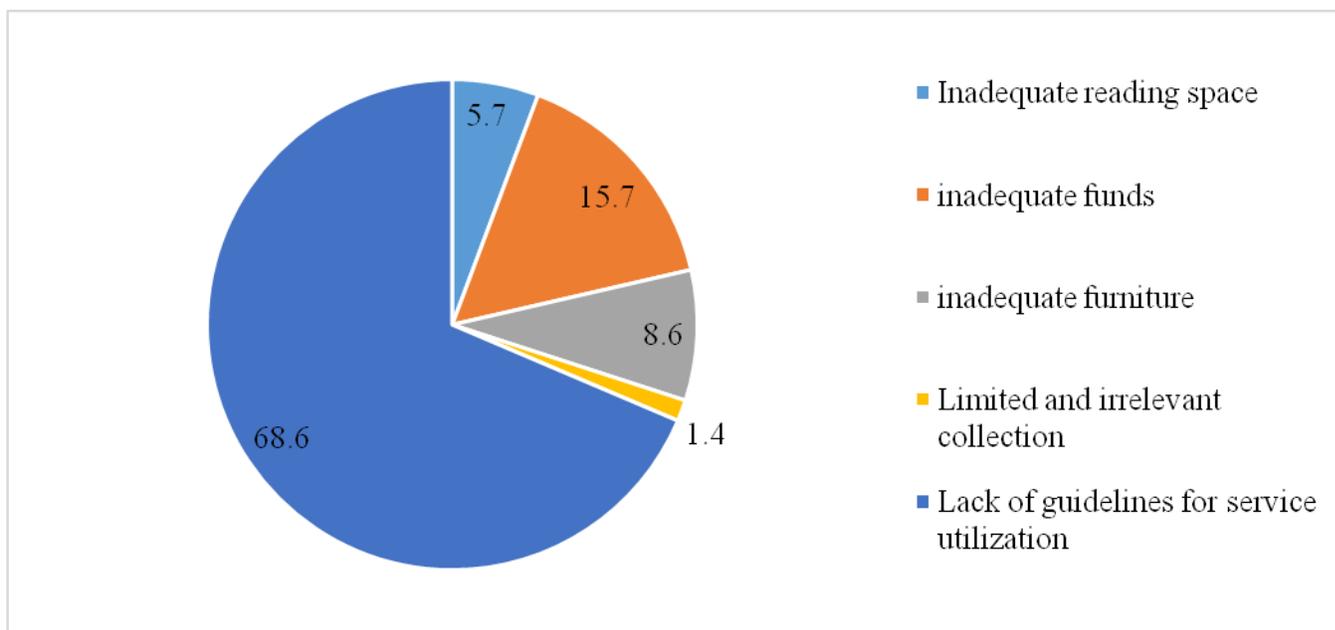
4.4 Challenges facing St. Augustine’s College Wakiso Library in relation to services provision

SACL faces a number of problems that hinder its effective provision of information services to its clientele community. From an exclusive interview with the librarians they attributed the following major obstacles towards their service delivery to their users and their relevant dimensions.

Table 5: Challenges facing St. Augustine’s College Wakiso Library in relation to services provision

Challenges to service utilization	Frequency	Percentage (%)
Inadequate reading space	4	5.7
Inadequate funds	11	15.7
Inadequate furniture	6	8.6
Limited and irrelevant collection	1	1.4
Lack of guidelines for service utilization	48	68.6
Total	70	100.0

Figure 5: Challenges to service utilization



In response to objective three of the study which sought to identify the challenge affecting information service utilization in St. Augustine’s College Library Wkiso, it was identified that the following are the major challenges rated with their percentages inadequate reading space 4(5.7%), inadequate funds 11(15.7%), inadequate furniture 6(8.6%), Limited and irrelevant collection 1(1.4), Lack of guidelines for service utilization 48(68.6). Basing on these results, it is clear that lack of formulated guidelines to guide the utilization of the library and its services is the major challenge to St. Augustine’s College Wakiso Library. Therefore, the researcher asserts that the proposed guidelines should be designed and implemented to ensure effective utilization of St. Augustine’s College Wakiso Library.

4.4.1 Lack of guidelines for service utilization

The study findings show that this was the main challenge which hinders te effective utilization of St. Augustines College Wakiso because in an interview with one of the librarians she stated that, *“these guidelines are lacking in our library yet they can facilitate to give procedures of how to use the library and its services by showing the services and resources provided by the library and how to utilize them”*

4.4.2 Limited and irrelevant collection

SACL being a school library serves a specific group of users. This implies that their collection is also limited to a specified group of library users like the students and lecturers. Items in this collection are considered not important and frequently not referred to by users.

4.4.3 Inadequate reading space

St. Augustine's College Library Wakiso has a small facility making it congested and inappropriate for personal reading. The problem of little space is attributed to the lack of space to expand the library. As per the 5th law of library science which views the library as a growing organism, the number of library users who visit the SACL increases tremendously every now and then. This however, remains a great problem to the librarians who are tasked to find means of accommodating the big number of patrons.

4.4.4 Inadequate funds

The SACL finds another problem with the amount of money allocated to the library which cannot meet the library budget. Library fund allocation are too small to run the increasingly huge number of operations of the library. This makes it hard for the librarians to deliver their work as expected. This is worsened by the problem associated with too much red tape in which endorsement of funds to the library goes through a number of offices for approval. This delays library works as well as service delivery to library users. In line with the problem of limited funds, one librarian said that;

“Funding is very poor, they need to know how valuable the library is to the organization at large, but it's surprising that less funds are dropped to this section”.

4.4.5 Inadequate furniture

SACL receives a number of 40 library users per day on average but the library has limited facilities like tables and chairs to accommodate a big number of library users. According to information from one library users during interviews;

“Some time I come early but I stand when am reading some documents because the seats are not enough”

All this is attributed to the limited space available in the library which cannot accommodate the many and ever-growing number of library users who visit SACL.

4.5 Suggested solutions for improving Library services in the SACL

4.5.1 Basic training for library for librarians.

The SACL should take its library staff in modern library service courses to equip them with basic skills needed to provide quality services to the library patrons of SACL.

4.5.2 Build in monitoring and evaluation from the start

Basing on the findings the respondents were suggesting that monitoring can help to establish a framework through which it's asked: What is the program trying to achieve, and what are the small steps to be taken along the way to ensure constant operation of the new guidelines for a better library service. The respondents were insisting on monitoring a lot which in their ideology would be the best guideline to follow.

4.5.3 Allocating funds to the library

Sometimes money can solve many things, if the government increases on the funding to the library of the SAC then the maintenance will not be of any problem to the librarians.

4.5.4 Library user inquiry before stocking

When the library management first inquiries from the library user before stocking new books or document, then this prevents stocking of irrelevant library materials which leads to wastage of the government funds on useless library materials.

4.5.5 More library furniture

Since the number of library users continues to increase with no ceasing, it's much better in the library furniture that is to say chairs and tables are increased to accommodate them (library users), this will encourage other library users to come back to the library.

4.5.6 Provision of an Automated System

The main purpose of library automation is to free the librarians and library staff and to allow them to contribute more meaningfully to spread of knowledge and Information. This type of system circulation is used in more developed countries like America, Sweden, German, Poland to mention but a few, the schools which use it include, Trinity college in the USA, Penbar High School in India etc. (Grahams, 2011).

4.5.7 Control and regulation of materials

In any size of library (public), the circulation department provides the library user with the means of utilizing materials housed in the library. The basic purpose of circulation is the control and regulation of library materials. We have come to assume that the use of library materials outside the library as standard operating procedure for most types of libraries. However, the concept of freely circulating materials is an idea that only developed in the late 1800s as public libraries became recognized as places that could stimulate improvements in society by helping users to learn on their own (Kavulya, 2016).

4.5.8 Service and public relations

The change from excessive conservation and protection to increased concern for public service mirrors the changing societal concept of libraries as places providing free and fair access to information for citizens. As emphasis on the use of books increased, public libraries established “open stacks” (book stacks that were freely available to patrons), allowed materials to be borrowed and used outside the library, lowered the minimum age of borrowers, and established children’s rooms. School libraries eventually followed this trend and established less restrictive circulation policies for students. With a greater emphasis on the needs of children, school libraries became much more common place (Krolak, 2005).

4.5.9 Conduct a usability study

Gather some of patrons, ask them to find something in the library, and analyze their behavior. Usability studies have been in wide use in libraries for years, particularly since the advent of the Internet, and a great deal of research has been published on how to conduct them. There are 485 articles with a subject of "use studies/Internet" in the Wilson Library Literature and Information

Science database (MacDonald, 2015). Many of these articles present examples of how libraries have conducted usability studies to answer particular questions. What libraries may not realize, particularly those that fret about the details, is just how simple a process it is. It requires at least these steps: Get at least five users (though obviously, the more the better) in a room together, ask them to do a task, record or watch what happens and ask a question or two (though this is optional).

4.5.10 Make use of user friendly guidelines

The model design must be after things that the user is likely to be familiar with already. It demonstrates how a relatively straightforward, moderate level of effort involving users. But for an understanding of how they did their work, resulted in a significant improvement in the design of a component of any rule and it reports, some of the principles that came out of our investigations and how they were applied to this particular guideline.

4.5.11 Digitalize the library services

Since the world especially Uganda is growing through technology advancement because people are using smart phones and laptops with internet connection to do research, then it would be wise to adapt to them through developing computer like staffs like websites or system through which they can access their information. Hence, increasing the library services at St. Augustine's College Wakiso. This is in line with a research of Krolak (2005) who stated that digitization of library and its services is a key to development.

CHAPTER FIVE

GUIDELINES FOR IMPROVING PROVISION OF LIBRARY SERVICES AT ST. AUGUSTINE'S COLLEGE LIBRARY WAKISO

5.0 Introduction

This chapter explains more of the Guidelines for improving provision of Library Services at St. Augustine's College Library Wakiso.

5.1 Guidelines for improving provision of Library Services

The proposed guidelines will aim at improving library services and getting rid of the challenges hindering effective provision of library services in the library of St. Augustine's College Wakiso. The guidelines will apply to all stakeholders including the top management that are responsible for financing the library, the library staff who are the managers of the library collection and the library service providers, and the staff at St. Augustine's College Wakiso (library users).

The following are therefore the Guidelines for improving provision of Library Services in the Library of the SAC.

5.1.1 Training and capacity building

The library staff members need to obtain skills and knowledge on the provision of library services such as; reference services, orientation programmes, current awareness services, translation services and even ICT services as well as circulation services. The librarians should have standard communication skills and ways of conduct. Training and capacity building should therefore be encouraged through emphasizing and encouraging the librarians to attend workshops, conferences and even enroll for additional courses that can help to update their skills. This could therefore help to improve the provision of library services given the skills possessed by the librarians are standard and hence quality services are provided.

5.1.2 Adequate funding to the Library

The government should increase on the funding to the library of the SAC. This could help the maintenance and management of the library services. The librarians could use the funds to

purchase and maintain the machines and equipment used to provide the library services such as computers, internet connection cables and telephones among as others. The library should also adopt income generation ventures such as selling T-shirts, providing stationary services such as binding, photocopying, printing and laminating. This could as well help the library in obtaining vast amount of funds to provide excellent library services.

5.1.3 Orientation / User Education

To improve awareness among the users of the library, the library staff should conduct an orientation programme whereby the users are to be told about the library services provided and how to access the services. This therefore will help to improve the library services since there will be harmony and awareness about how things are done in the library.

5.1.4 Avail efficient and reliable equipment

The library equipment for providing services like telephones, monitors, Ethernet cables, laptops, micro-phones and giant screen should be made available. This equipment should be efficient and reliable but not faulty and flopping. Faulty and flopping equipment in most cases result into inefficient and poor library service delivery. The library of St. Augustine's College Wakiso should therefore avail new equipment that are not faulty and flopping.

5.1.5 Abide to library guidelines/Policies

The library policies should be followed closely and for anyone who breaches any of the rules, charges and fines should be imposed on them and this will make the library users be careful in whatever they do in order to avoid charges. This could therefore mean the end of theft, over dues, collection damages and vandalism of library possessions among others hence improving library services such as circulation services.

5.1.6 Security of Online Resources

Security shall be provided to ensure efficiency, effectiveness and consistency in data/information access. Users shall not be allowed to move or exchange computer hardware. The Library ICT facilities shall be installed, by the Directorate of ICT, with reliable antivirus software which shall be updated regularly to protect the computers. The library users shall have to first create an

account in order to be assigned user names and passwords that will be used logging in for security purposes. Both power and data backups need to be installed for the purpose of safeguarding data/information. For power backups, a standby generator and UPS shall be put in place. Data backups shall have reliable servers and external hard discs.

5.1.7 Use of an Automated System

Basing on the high level of technology prevailing in the country, St. Augustine's College Wakiso must implement an online or automated library system, with automation; it involves the process of using the machinery for easy working and saving the human power and time. The main purpose of library automation is to free the librarians and library staff and to allow them to contribute more meaningfully to spread of knowledge and Information (Rooney, 2012). This automated system is the right answer for most challenges of the library.

5.1.8 Control and regulation of materials

In St. Augustine's College Library Wakiso, the circulation department should provide the library user with the means of utilizing materials housed in the library. The basic purpose of circulation is the control and regulation of library materials (Singh, 2016). We have come up with the rules governing the of library materials outside the library as standard operating procedure.

5.1.9 Library user inquiry before stocking

When the library management first inquiries from the library user before stocking new books or document, then this prevents stocking of irrelevant library materials which leads to wastage of the government funds on useless library materials.

5.1.10 Adequate library furniture

Since the number of library users continues to increase with no ceasing, it's much better in the library furniture that is to say chairs and tables are increased to accommodate them (library users), this will encourage other library users to come back to the library.

5.1.11 Change in Library Organization

The way the library of St. Augustine's College Wakiso is organized should be re-organized in order to create space and more room for more users who would want to use the library without any inconvenience. The library space should be sparingly used so that more space for the library users is provided. This could therefore create more reading space and circulation space for the library users.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary of the study, the findings, conclusions and recommendations of the study.

6.1 Summary of the study

The study was about Guidelines for improving provision of Library Services in library of St. Augustine's College Wakiso. The aim of the study was to develop Guidelines for improving provision of Library Services in the library of St. Augustine's College Wakiso. The study was guided by objectives such as: to establish the current status of library services provided at St. Augustine's College Library Wakiso, to find out how library services are managed, to identify the challenges of providing library services and to come up with Guidelines for improving provision of Library Services at St. Augustine's College Library Wakiso.

A case study research design was adopted for the study so as to provide in-depth insight about the study. A sample size of 70 respondents was taken for the study. The researcher used questionnaire, interview and observation methods for collecting data.

The study resulted in findings such as the library Services provided at St. Augustine's College Library Wakiso which included reference services, photocopying services, user education services and ICT services. The study also found out the available library collection such as learning reports, accounting books, magazines and so many others. Other findings of the study include the ways library services are managed and the challenges faced when providing library services such as limited and irrelevant collection, inadequate furniture, inadequate reading space and inadequate funds.

The study then concluded that the challenges faced in providing library services are mainly attributed to the absence of Guidelines for improving provision of Library Services. Consequently, the study recommended that St. Augustine's College Library Wakiso should adopt the guidelines suggested in chapter 5 in order to improve the services of the library.

6.2 Summary of the study findings

The major findings of the study include:

The current status of the library service provision in St. Augustine's College Library Wakiso is still at a tender stage. The services are still given to a few who also receive them ineffectively. The library has two librarians who work differently at specified times which makes it hard to serve the library clientele as appropriate.

The problems facing the library service provision in St. Augustine's College Library Wakiso which include; limited and irrelevant collection, Inadequate reading space, Inadequate furniture and inadequate funds.

The study also elicited the ways of management of library service provision such as material selection and acquisition, processing of materials, maintenance and preservation of resources and circulating physical records.

The challenges in providing library services were also elicited from the study and these included; poor technology infrastructure, less interest in library materials, unrecognized library values, inadequate library budget, time wasting and political system hindrances among others.

Suggested solutions to the challenges were also elicited from the study as some of the respondents provided solutions such as building in monitoring and evaluation from the start, allocating funds to the library, promoting library user inquiry before stocking, more library furniture and provision of an automated System.

6.3 Conclusion

In conclusion, the findings of this study at St. Augustine's College Library Wakiso

The findings proved that, library services at St. Augustine's College Library Wakiso were very poor as per the respondents' views and this was as a result of lack of formulated guidelines for utilization of library services.

More so, findings prove that library services at St. Augustine's College Library Wakiso greatly influences the determination towards library users from using the library as per the desired interest.

6.4 Recommendations

This section presents the guidelines which have been recommended by the researcher that can be laid to improve the library services at St. Augustine's College Library Wakiso.

The researcher also recommended that the library users should study and incase of any problem or challenge in the services, then they should be imposition to inform those who are responsible so that an appropriate ensure before it gets worse. The study recommended that;

6.4.1 Training of library staff

Skills development to the library staff is essential so as to improve the quality of library services at the SACL. There is need for training in areas like using ICTs and others so as to simplify the work of librarians as well as library patrons.

6.4.2 Digitization of library materials

This enhances the use and access of library resources easily and at any time even without the help of the librarian.

6.4.3 Acquisition of more computers

Through providing more computers in the library, it would help cater for the growing population of the users of the SACL.

6.4.4 Allocation of enough funds to the library department

The management ought to allocate enough funds to improve the quality of library services. Furthermore, the management ought to follow up the funds so that they are utilized well and on the appropriate activities.

6.4.5 Conduct library orientation

The SACL ought to encourage user education and orientation to the staff and library users so as to motivate them to use the library and to use it properly. Furthermore, it would help the library users to understand all guidelines for improving the Library services at St. Augustine's College Library Wakiso, this is because they are intended to help the library users so maximum attention should be put to them. They should be studied, analyzed and understood in depth because their impact is positively great for the Ugandans at large.

The researcher also recommends the library users to understand all guidelines for improving the Library services at St. Augustine's College Library Wakiso, this is because they are intended to help the library users so maximum attention should be put to them. They should be studied, analyzed and understood in depth because their impact is positively great for the Ugandans at large.

6.5 Areas for further research

Further research can therefore be intuited to cover a comprehensive study since this study was carried out at St. Augustines College Wakiso Library only and therefore a study covering the whole of Uganda should be carried out due to increased need to improve service utilization in libraries.

This study can also be replicated in other schools, Universities, Colleges and institutions in Uganda to find out if the same results hold.

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APPENDICES

Appendix A: Questionnaire

Dear Respondent,

I am a student at Makerere University pursuing a bachelor's degree in library and information science at the East Africa school of library and information science. I am undertaking a project entitled 'Guidelines for improving provision of Library Services at St. Augustine's College Library Wakiso' for which I seek information. It is my sincere assurance that information got from the field is purely for academic purposes and therefore will be treated as confidential and accorded the respect it deserves. Your positive response is highly appreciated.

Instructions

Please answer as appropriate.

Please write or tick where necessary.

1. Name:.....

2. Gender: Male Female

3. How often do you access St. Augustine's College Library Wakiso? (Tick)

Regularly Weekly Once a week Rarely

5. For what purpose do you MOST often use the library? (please tick)

- School Assignment
- Research (i.e. Genealogy, etc.)
- Enjoyment or Recreational activity
- Job or Career
- Practical Information (Self Improvement, Hobbies, Consumer Information, etc.)

5. What kind of services do you get from St. Augustine's College Wakiso library?

.....
.....

6. How important are the services provided by St. Augustine's College Wakiso library to its user community?

.....
.....

7. How long does it take one to be provided a service that he or she needs in St. Augustine's College Wakiso library?

Too long Less than 5 minutes Immediate Next day

8. How do you rate delivery of services in St. Augustine's College Library Wakiso?

Excellent Good Fair Poor Don't Know

9. What challenges do you experience in the provision of library services in St. Augustine's College Library Wakiso?

.....
.....

10. What should be done to curb the problems to improve the provision of library services in St. Augustine's College Library Wakiso?

.....
.....

Appendix B: Interview guide for librarians

The interview guide has been prepared for data collection regarding or concerning the creation of ‘Guidelines for improving provision of Library Services at St. Augustine’s College Library Wakiso’. I therefore kindly request to please join efforts with me in conducting my study by responding to this interview. Hope that the findings drawn from here will be great value to the organization. Information provided is purely for academic purposes and therefore will be treated as confidential and accorded the respect it deserves. Your positive response is highly appreciated.

1. What kind of users does the library serve?
2. How often do users use the library?
3. What services does St. Augustine’s College Library Wakiso offer to its users?
4. How do you rate the library service performance?
5. What type of services does the library render to its users?
6. How is service provision important to as a library user?
7. Do you think students get satisfied with the services provided in St. Augustine’s College Library Wakiso?
8. How much time does it take one to receive a service that a user may be in need?
9. What challenges do you find in the provision of services in St. Augustine’s College Wakiso users?
10. Is there a need for guidelines to be followed so as to improve on such constraints?
11. If “yes”, suggest what should be done to improve the provision of library services in St. Augustine’s College Library Wakiso.

Appendix C: Observation guide

- i. How frequent is the library is used?
- ii. The time spent to get what you need in St. Augustine's College Library Wakiso.
- iii. Users interest with the prevailing library service.
- iv. How library services are maintained at St. Augustine's College Library Wakiso.

Appendix D: Field Introductory letter

MAKERERE

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

June 10, 2019

The Head Teacher
St. Augustine's College, Wakiso
P. O. Box 5399
Kampala - Uganda

Dear Sir/Madam,

RE: INTRODUCTION LETTER – CISSY NAJJUMA REG. NO. 16/U/796

This is to introduce to you the above named student of East African School of Library and Information Science under the College of Computing & Information Sciences, Makerere University. He is offering a Bachelor's Degree in Library and Information Science (BLIS) Year III.

As part of the study program, she is carrying out a research study entitled, ***“Guidelines for Improving Provision of Library Services at St. Augustine's College School Library, Wakiso”***.

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

Please note that all the information obtained shall be used for academic purposes only.

Sincerely,

Dr. Joyce Bukirwa
HEAD OF DEPARTMENT
LIBRARY AND INFORMATION SCIENCE

