

**GUIDELINES FOR IMPROVING LIBRARY AND INFORMATION SERVICES AT ST
MARY'S COLLEGE, LUGAZI SCHOOL LIBRARY**

BY

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

I Mugambe Matthew, declare that the work presented in this project is entirely my original work and it has never been submitted for any academic award at any University or other institution of learning.

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APPROVAL

This Project report has been submitted for examination with my approval as the supervisor.

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DEDICATION

I dedicate this piece of work to my beloved Grandmother Nakasi Fedderesi and Mummy Nakato Nabbuto Hamidah for their financial and spiritual support towards my education, my academic supervisor Dr. Bukirwa Joyce , EASLIS & COCIS staff for the great work done, all my friends and St Mary's College Lugazi.

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LIST OF ACRONYMNS

COCIS	-	College of Computing and Information Science
DOS	-	Director of Studies
EASLIS	-	East African School of Library and Information Science
SMACOL	-	St. Mary's College Lugazi

ABSTRACT

The study aimed at providing guidelines for improving library services at SMACOL Library. The objectives of the project were; to examine the library services offered at St Mary's college Lugazi school library, to establish how library services are offered at St Mary's college Lugazi library, to identify the challenges encountered while providing library services St Mary's College Lugazi school library, and to propose guidelines to improve on library and information services at St Mary's College Lugazi school library.

The study used a mixed research design that is; both qualitative and quantitative research methods in the study. The respondents were teachers, librarians and the students who provided the information by use of questionnaires and interviews conducted by the researcher.

The study findings established that SMACOL Library offer a wide range of library services which included; library orientation, circulation service, photocopying, assistance in locating library materials, exhibition and display, reference services, reading space.

The study findings also established that the library users can receive information materials in one day and are accessible from the library. The librarians also use the face to face interactions with the library users to update them about the news and updates in the library, notice boards and the library's face book page.

The challenges faced in delivering the library services at SMACOL Library were; poor library orientation, inadequate information materials, strict rules and regulations, un friendly librarian, small reading room, lack of a library catalogue, inadequate funds, inadequate reading room, inadequate storage space, inadequate computers in the library, and low turn up for students during orientation. The strategies suggested to improve on the library services offered at SMACOL Library were; employing qualified staff, providing more space for reading, allocating funds to the library and provision of computers and internet in the library. The study also suggests the guidelines for effective delivery of library services at SMACOL Library. The recommendations for the study were; displaying new books, need for a written code of ethics in the library, user education programs, need for more effective methods to offer services, and promoting a library as a learning center.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

The project focus on provision of library services in St Mary's College Lugazi School library and the major concern of the research was to identify the library services provided and provide a guideline to improve them. This chapter consists of back ground of the study, problem statement, purpose of the study, objectives of the study, significance of the study, scope of the study and definition of key terms.

1.2 Background to the study

The school library has been described as the whole stock of books and other resource materials in a school. It is a collection of a wide variety of learning and teaching materials which were housed in a place and centrally organized by staff and indexed to serve readers (Waite, 2009). It comprises not only books or periodicals but also non-print materials, films and slides and tapes. These resources could be seen in two ways namely material resources such as books, journals, and electronic materials such as CD Rom, microfilm, microfiche (Adeyemi, 2010). Abduljalil (2005) reported that book availability provides a good measure for evaluating library service.

Self (2010) too, argued that providing students with access to an expanded collection would increase their use of the library. Thus, the school library is the resource centre of any school. (Vanguard, 2014) noted that it is a service point and a self-development centre. It is also the hub of individual studies in schools (Jones, 2009). As such, the old days of relying on textbooks were past. A good student should be able to locate and extract information from primary and secondary sources in the library (Gibbs, 2010). IFLA (2015) notes that a school library is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth.

School libraries play a very big role to support the students in searching for information to meet their information needs. Magara & Bukirwa (2004) opined that libraries and other related information services are crucial in educational development because the information they hold is

an essential tool with which to foster the learning process. Fakomogbon, *et al.*, (2012) argued that school library help to support the school curriculum by providing up-date information to keep teachers and students abreast of new development. The library also promotes the development of reading skills and encouraged long term planning habits through reading, listening to and viewing a range of learning materials. Also, Merrill (2013), related library information resources to students' learning outcomes and found that the use of school library resources were associated significantly with better learning outcome. Effective school libraries provide additional reading opportunities for students, which in turn improve reading skills, knowledge, and writing and clarity of expression, which in turn support student performance in all other curriculum subjects (World Bank, 2008).

IFLA (2016) noted that the roles of a school library as it operates within a school as a teaching and learning centre that provides an active instructional program integrated into curriculum content are as described below;

- Resource-based capabilities; abilities and dispositions related to seeking, accessing, and evaluating resources in a variety of formats, including people and cultural arte facts as sources.
- Thinking-based capabilities; abilities and dispositions that focus on substantive engagement with data and information through research and inquiry processes, the processes of higher order thinking, and critical analysis that lead to the creation of representations/products that demonstrate deep knowledge and deep understanding.
- Knowledge-based capabilities; research and inquiry abilities and dispositions that focus on the creation, construction, and shared use of the products of knowledge that demonstrate deep knowledge and understanding.
- Reading and literacy capabilities; abilities and dispositions related to the enjoyment of reading, reading for pleasure, reading for learning across multiple platforms, and the transformation, communication, and dissemination of text in its multiple forms and modes to enable the development of meaning and understanding.

- Personal and interpersonal capabilities; the abilities and dispositions related to social and cultural participation in resource based inquiry and learning about oneself and others as researchers, information users, knowledge creators, and responsible citizens.
- Learning management capabilities; abilities and dispositions that enable students to prepare for, plan, and successfully undertake a curriculum-based inquiry unit.

School libraries will continue to be dynamic in the coming years, because as the needs and expectations of the academia evolve, so too does the expertise and services of the LIS community and the profession. Kinengyere & Tumuhairwe (2009) noted that today is a time of rapid change and great technological opportunities which libraries and LIS professionals should engulf. Librarians are feeling growing pressure to be more timely and to predict content that our library users want before they know that it actually exists or that they need it in the first place. The Texas Library Association and Texas Library and Archives Commission, (2008) observed that school libraries are instruments for innovation and are molded by the ideal that in a true democracy, society must maintain an open and public structure (systems) to inform and empower a free thinking populace for the betterment of service.

Julita (2011) argued that East African societies become more knowledge based, the role of libraries has been mainly concerned with building fields of knowledge that deepen scholarly and public understanding of the human condition in relation to effective management for the betterment of humankind in all spheres of life. Significant changes in African libraries have occurred in the workplace, as indicated by Musoke (2007). Traditional manual services such as current awareness and selective dissemination of information are now provided electronically. Library users are guided by the librarians, forexample, on how to register with publishers to get tables of contents pop up on their e-mails whenever a new journal issue is out (Musoke, 2007).

School libraries and information centers are facing a time of unprecedented change and challenge. Gupta (2013) argued that the recent technological developments are creating new forms of information, new sources of information and new ways of providing information by passing traditional institutional like libraries. There has been an increasing pressure on libraries to mobilize resources and become self-reliant. Library users are transforming into customers with rising expectations, diverse needs and wants, and choices. Gupta (2013) further noted that the real challenge for library and information professionals is not to manage the collection, staff

and technology but to turn these resources into services. The notion of services has also changed from basic to value added, from staff assisted to self -service, from in-house to outreach, from free to priced, from reactive to pro-active, and from mass customization to individualized service.

1.3 Background of the St Mary's College Lugazi School

St Mary's College, Lugazi is a privately owned school located on a 20 acre piece of land outside Lugazi town. The school enjoys a sprawling green environment overlooking Mabira forest which started in 2008 seven years ago indeed, the school is gradually becoming one the best in the country posting good results over the years. For instance in 2011 UACE results, two of the students scored 25 points. And because of such good results, the population has transformed from 300 in 2008 to over 1600 today.

The college head teacher and staff were carefully selected to meet the high standards of the college. It was found in Lugazi Diocese and much as it has a catholic foundation, it embraces all religions. The college is mixed day and boarding offering arts and sciences at both "O" and "A" level but more emphasis on science and training. The school currently has a teaching staff of over 80 fulltime graduate teachers who teach and assess students in all academic disciplines respectively. The vision of the school is to have St Mary's College Lugazi, the overall best school in the country.

St. Mary's College, Lugazi School Library

The school has two librarians who are responsible for availing information to students and teachers who mostly use the library collection for their educational, informational and recreation needs. The library services provided by the librarians include; circulation of information materials, display of materials and information, interlibrary loan, assistance in the use of reference books however some of these services are not appropriately provided that requires to be improved.

Library staff needed some guidelines to improve library services. Therefore, the research undertook the project with an aim of providing guidelines for improving library. Librarians regularly face challenges that fall within the scope of serving library users. In order for librarians

to deal effectively with these challenges, they need to have good working knowledge of dealing with library users.

1.4 Problem statement

The absence of guidelines and procedures for providing information services to users at St Mary's college Lugazi school library has affected the library users in accessing library services. Users are unable to access these services when needed, spending a lot of time without service, and limited staff to attend to a number of users. Therefore, there is a need to undertake this study to propose guidelines that would be followed in order to improve library services to users at SMACOL.

1.5 Aim of the study

The aim of the study is to propose guidelines for improving library and information services offered at St. Mary's College Lugazi school library.

1.6 Objectives of the study

1. To examine the library services offered at St Mary's college Lugazi school library
2. To establish how library services are offered at St Mary's college Lugazi school library
3. To identify the challenges encountered while providing library services St Mary's College Lugazi school library
4. To propose guidelines to improve on library and information services at St Mary's College Lugazi school library

1.7 Research Questions

The project report will be based on the research questions which include;

1. What are the library services offered at St Mary's college Lugazi school library?
2. How are library services offered at St Mary's college Lugazi school library?
3. What are the challenges in providing library services St Mary's College Lugazi school library?
4. How can the provision of library and information services be improved at St Mary's College Lugazi school library?

1.8 Significance of the study

The project is intended to improve on the provision of library and information services to users by librarians and other information professionals. It is of great value to St Mary's college Lugazi school library since it will develop out the guidelines to enhance the provision library services. It also provides librarians with information on the library collection and promotes wide access and effective utilization of library services.

1.9 Scope of the study

1.9.1 Conceptual Scope

This project was limited to provision of library services St. Mary's College Lugazi School Library. It was centered on the concept of library and information services provision which exists in the school library so as to exploit that information. The project further focused on identifying the types of library services offered at SMACOL library, challenges faced by librarians when providing library services and finally develop the guidelines for enhancing library services.

1.9.2 Time Scope

The project was scheduled to run for a period of two months as required by the East African School of Library and Information Science (EASLIS).

1.9.3 Geographical Scope

The study was carried out in at St Mary's College Lugazi located in Buikwe district in Lugazi Municipality at Bulyanteete village in Kawolo division.

1.10 Definition of Key Terms

1.10.1 Library

A library is an organized collection of books, other printed materials such as manuscripts, films and other sources of information (Murray, 2009). Its collection can be of print, audio, or visual materials, including maps, prints, documents, microforms, CDs, cassettes, videotapes, DVDs, video games, e-books, audio books and many other types of electronic resource.

1.10.2 Library Services

Shrestha (2008) refers library services to the facilities which are provided by a library for the use of the books and the dissemination of information. Library services are services offered by the library to its user's by trained librarians to meet the information needs of the users.

1.10.3 Information Services

Information service is any service intended to provide information to a client or user, or assist a client in finding or searching for information. Shrestha (2008) noted that a library information center process information bearing documents and organizes them for use to those who seek it.

1.10.4 School Library

A school library is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources (Morris, 2014). Arua & Chinaka (2011) stated that school library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals.

1.10.5 Guidelines

Dictionary.com (2015) defines guidelines as a rule or set of rules giving guidance on how to behave in a situation. A guideline aims to streamline particular processes according to a set of routine. The guidelines in the study will give directions on the various ways services in the library can be effectively offered to the users who need information.

1.11 Chapter Summary

This chapter consisted of the background to the study, problem statement, purpose of the study, objectives of the study, the research questions, scope of the project, and definition of the key terms. These provided an introduction to the guidelines for effective provision of library services at SMACOL Library.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Skene (2006) defined literature review as literature review is a survey of everything that has been written about a particular topic, theory, or research question. It may provide the background for larger work, or it may stand on its own. Literature review is an account of what has been published on a topic by attributed scholars and researchers. The purpose of literature review is to put more light the subject under the study and the future under perspectives. The chapter will discuss the literature related to the study according to the objectives that were stated in one as outlined below:

2.2 Services Offered by School Libraries

The literature reviewed indicates that most libraries have improved their services through the newest technological applications such as instant messaging which help them make a difference in delivering services to their users. It is an exciting concept which can create a platform that creates the next generation of library websites, databases, OPACs, intranets and portals in a way that allows the end user to survive and thrive, and libraries along with them (Abram, 2007). Kinengyere & Tumuhairwe (2009) emphasized that school libraries in developing countries have engulfed the new technologies by ensuring that the library workforce is tailored to adapt to the new environment. These changes have come as a result of the changing methods of teaching, learning and research; new paradigms, new/revised programmes, new curriculum developments, groups versus individual study (Musoke, 2007).

Igbokwe, Ezeji, and Obidike (2014) identified several factors like information explosion, technological and revolution, declining support and funds, budget cuts and escalating library costs that have been responsible for encouraging the library profession to develop some marketing approaches as a way of generating funds for the up keep and day to day running of libraries. They suggested that these include fee based services, photocopying and internet services, email services, websites, online information services, current awareness services,

selection dissemination of information (SDI) indexing and abstracting services, displays, conferences and seminars, binding, compilation of bibliographies, retrospective bibliography services. The changes in technologies have changed the way how information services are offered by librarians. Igbokwe, Ezeji, & Obidike (2014) emphasized that school library websites can be created and could help to harness the resources of the library.

Madhushan (2008) argued that products and services which provide benefits for users and which answer users' most important needs are the core business of the library and information service. Bamigbola (2013) stated that the library personnel interact with the information users/clientele on daily basis and their presentation and general disposition speaks volume about the image of the library. Madhushan (2008) further emphasizes that the services that the library offers must be made known to as many users as possible, so that they think of the library when they need information.

Jotwani (2008) argued that in order to be able to provide world class services to the users, the library adopts processes and practices that are not only considered to be the best but are comparable with the best in the market. He further noted that an attempt is being made here to discuss and disseminate these processes and practices for the benefit of other libraries under following categories;

- Resource development and management
- User services
- ICT-enabled Services
- Users empowerment and information literacy
- Other activities

Jotwani (2008) noted that the library of Bombay offers a variety of user services such as free membership services, circulation of information materials, reference services, document delivery services, resources sharing (inter library loan), book bank and ICT enabled services among others. IFLA (2015) noted that school library services include; professional development for the teaching faculty (e.g., reading and literacy, technology, inquiry and research processes), vibrant literature/reading program for academic achievement and personal enjoyment and enrichment,

inquiry-based learning and information literacy development and collaboration with other libraries (public, government, community resources).

Partap (2007) conducted a survey of the libraries of 18 colleges of education in 3 districts of Punjab. He found that collection size of the libraries varied considerably and comparatively older colleges had large collections. Majority of the libraries were being kept open for 6 to 7 hours a day. He suggested for the introduction of user education programme and stressed on the need to increase the range and depth of collection and services. Partap (2007) revealed that in school libraries, the collection size varied considerably and comparatively older schools had large collections. He suggested the introduction of user education programme and need to increase the range and depth of collection and services.

School libraries hold a number of information materials which are important to the users of different levels of specialization. The information materials in a school library include text books, magazines, novels, news papers, dictionaries, drawings and pictures among others. Iwhiwhu (2012) identifies some of the information materials which can be found in a school library and these are fiction books, non-fiction books, journals, magazines and newspapers, reference books, pictures and reference materials, records and tapes materials, audio visual materials, CD-ROMs, braille materials. Iwhiwhu (2012) goes on and recommends that the school library information resources are better utilized when relevant facilities such as reading tables, chairs, book shelves, ICTs among others are available in order to render necessary services to users and to enhance user's overall satisfaction.

The school library may also be able to avail these information materials but also the value of these materials to the users also differs which may affect the usability of these information materials. Madhusudhan (2008) opined that the quality and quantity of the information resources of the country are two of the parameters for development. School librarians must keep track of the resources acquired by the library in order to market well the information services. Jubair (2015) stressed that school libraries help local people to develop sound reading habits and that they provide reading materials to all age groups and people from different interest groups. Misra (2012) emphasizes that poor planning and control of materials, lack of materials when needed, poor identification of materials, re-handling and inadequate storage cause losses in labor productivity and overall delays that can indirectly increase total project costs.

Jotwani (2008) reported that the school library also subscribes to over 1400 print journals, several thousand e-journals, e-books, databases and multimedia products. All the requests for addition and/or deletion of such sources are reviewed by the library committee every year before renewal of the subscription. He adds that serial publications are received against standing orders. The titles on order are reviewed periodically in consultation with departments and appropriate additions/deletions are affected before renewing the standing orders.

2.3 How Library Services are provided in School Libraries

The school library is responsible with processing of the information materials, shelving and finally disseminating the information to meet the customer needs. Jubair (2015) emphasized that school libraries are very essential for the growth and development of the society and through years it is playing a great role. Madhusudhan (2008) emphasizes that library and information products and services are now being recognized as commodities that can be sold.

In order for school libraries to attain good height and achieve their goals, they must offer qualitative services and set objective such as to achieve high level of customer satisfaction, and ensure the survival of their institutions. Bamigbola (2013) emphasized that the ever changing technological innovation has changed library functions and services and technology has influenced library activities ranging from information capture, acquisition, organization, storage and dissemination of information to its clientele. Igbokwe, Ezeji, & Obidike(2014) observes that effective provision of library services would help to educate some library users who do not know the work of librarians and expose them to the services of the library orientation, user education, reference/ reader services, bindery and reprographic services.

Today efforts are enforced by school libraries to integrate in order to provide services efficiently to library users. Gupta (2010) stresses that library associations, both at national and international level have played a vital role in popularizing, promoting role of libraries, their present and potential services, resources, and facilities for the benefit of the community at large. He added on that these associations organize various programs and activities, they issue publications, and they recognize the best practices through awards, among others.

Gupta (2010) stressed that it is true those technologies are important and librarians, archivists, and other information professionals need to make effective use of technology in order to improve

the services to users. School libraries today are making a great use of these web 2.0 technologies in providing library services such as face book, twitter, blogs, flick and many more due to a bigger number of people attracted to them. Jain (2013) emphasized that social media provides more opportunities to reach the user community, target specific audiences and give users a chance to interact with library. He added on that statistics of social media usage in libraries shows that there are nearly 700 million active Face book users among other platforms.

Ogunsola, (2004) mentioned the goal of information service is to provide an end-product and the information sought by the user and these are;

- Information service shall not only meet but also anticipate user needs.
- The library staff shall encourage user awareness of the potential of information resources to fulfil individual information needs.
- The library shall seek to provide users with complete, accurate answers to their information queries regardless of the complexity of those queries.
- The library shall make available user aids, in print and other media, to help users identify items in the collection relevant to their interests and needs.
- The library shall provide instruction in the effective use of its resources.

2.4 Challenges affecting Library Services in Schools

In today's phenomenon of widely used in computers and networks, digital resources have been the main target of use in man's acquisition and utilization of information resources. Dai et al (2012) reported that students apart from those who came from the remote and pastoral areas, most of them have already mastered the basic operation of computers and networking. He adds that; some of them are even better than the teachers. Dai et al (2012) argued that searching in the school library websites of above schools was found that the current library information services are mostly functioned to satisfied the need of knowledge points that is a particular book or article. They further noted that students have two main difficulties when using these facilities to retrieve information that is the problem of low academic achievement resulted in poor understanding of the information retrieved and getting irrelevant information as targeted. Dai et

al (2012) mentioned that insufficient time to process the information retrieved to fit into the special subject they focus on, students have to face heavy duty studies.

Funding of school libraries today is becoming a big problem whereby libraries are having small budgets allocated to the provision of library services. (Ubogu & Okiy, 2011) emphasized that funding for school libraries in Africa is financed from the budgets of their parent institutions which invariably comes directly from government subvention. Okojie (2010) concurs that 90 per cent of the funds for school libraries in Africa is derived mostly from government allocation. Furthermore, Baro & Asaba (2010) critique the sole dependence of school libraries on government funding and state that without adequate funding, it would be absolutely impossible for the library to live up to its mandate which is to support teaching and research. It is for this reason that libraries need to explore funding models beyond internal funds or external grant funds (Eden 2011).

Many school libraries have struggled to maintain consistent quality of service for their user populations or to serve and to respond to piles of questions on time (Wasik, 2009). A challenge from the librarians' side is that they do not have a chance to conduct reference interviews, which are crucial to determining the library users' needs, as library users sometimes ask incomplete questions (Kasowitz, 2011). Answers to a simple question sent over e-mail or the web may take up to twenty-four hours to be seen by the library user. If the request is complicated or unclear, it could take even longer (Smith, 2011). Another challenge explained by Smith (2011) is that librarians can easily misinterpret reference requests sent over e-mail or the web because they will not have the benefit of clues such as the requestor's gestures, facial expressions and tone of voice.

Nimsomboon & Nagata (2013) found out that most problems users encountered are library material inadequacy and outdated resources (books, journal, newspaper, computer terminals), reshelving is also another problem as the users cannot find the books on shelves, most problems are related to library resources, place for study, and modern equipment, library staff attributes cannot satisfy the users because the users still comment about service mind, impoliteness and courtesy, the locker service as they don't understand why they have to leave their baggage in the lockers while the library has censor machine at the entrance gate that can examine the non-circulated material.

Ojo & Akande, (2005) the challenges are lack of guides and teaching tools, difficult in identifying user's needs ignorance of the users on how to access the up-to-date information resources and low degree of interactivity and flexibility to the users. The use of electronic methods of offering services offers a big chance of meeting the user's information needs. Geronimo (2009) stated that electronic service is great idea helping customers from a far, making it easier than ever to get information.

The librarian is always committed to the provision of library services to meet their information needs though they are faced by various challenges. Han & Goulding (2003) summarized the various challenges that can prevent access to library resources and these are;

- Information overload makes it difficult to locate appropriate databases or resources rapidly.
- Many unique interfaces and access points mean a user needs to master different searching methods
- It is difficult to remember a lot of different passwords for particular resources.

School libraries are facing a lot of challenges that affect them to deliver library and information services to their clientele. Enache & Simona (2007) noted that if rich school libraries are not interested in effective provision of services in order to enhance finances, poor ones do not have enough means to offer their customers good quality finances, poor ones do not have enough means to offer their customers good quality services, and they find it difficult or even impossible to guarantee the requirements.

The different school libraries today are approaching the use of electronic means in delivery of quality services but this has posed a range of challenges. Gerinimo (2009) summarized the challenges of the electronic reference services and these are; increased expenditure on e-resources without increase in library's budget, licensing terms, staff competences and willingness to participate, documentation of e-reference transactions, confidentiality, liability and publicity, evaluating electronic reference services, training and long term maintenance.

Udoh (2006) observed that school libraries exhibit inadequacies in personnel, and funding. These facts were supported by Adesola (2011) who claimed that the under-funding resulted from the

scarcity of foreign exchange. The underfunding was claimed other researchers to have adverse effects on the quality of libraries in the country (Fakoya, 2012). Ayorinde (2005) argued that space matters a lot in school libraries. He referred to UNESCO prescription of 10,000 books and journals annually in a standard school library while a typical library must provide sitting facilities for at least a quarter of the population of the community in which the library is located. This standard has perhaps not been met in school libraries. As such, libraries in Nigeria have relied heavily on foreign book donations, which in many cases are irrelevant to the needs of students (Omolayole, 2011).

2.5 Guidelines for Providing Library Services in Schools

IFLA (2015) argued that School Library Guidelines are intended to guide governments, library associations, schools, school leaders and local communities in the process of aligning school libraries to local educational outcomes, to the informational needs of the school community, to the social, ethnic, cultural, linguistic, indigenous and other unique population dimensions of the community within and beyond the school.

Nimsomboon & Nagata (2013) noted that the top five expectations from the library of all user groups are the same attributes and these are; to find information that match their needs with convenient accessibility via modern equipment as well as expect to find the quiet place for study, they expect library staff with service mind and knowledge to help them when they encounter service problems , the users also expect to find information by their own as the attribute Instruction in user and/or training sessions when needed is ranked very low in all user groups, document delivery of Remote access service.

Sandu (2012) emphasized that the essence of any library is to maximize access to resources; in order to achieve this goal, proper implementation of stock taking procedures is crucial. The school libraries are in need of guidelines to provide the courses of action on how to improve library services effectively. Beilharze (2006) opined that while not as essential as it used to be used in days of a card catalogue, most libraries still put their books in perfect order as part of their stock taking procedure.

Beilharze (2006) gave some of the hints for a successful and stress-free provision of library services and these are; read the manual, check the equipment, run a trial on delivery of services

of a small collection, clarify the physical processes, decide which collections to be inventoried, decide when post-provision tasks are to be done, ensure all processes are understood by staff and clearly documented, shelf read before starting, create a checklist indicating the order in which tasks are to be completed, and enjoy the task, it can be very rewarding.

Provision of services in school libraries should be accompanied with new technologies to support it and simplify the work of librarians. Sandu (2012) stressed that new technologies have always been of interest to the library professionals both for the potential of increasing the quality of service and for improving the efficiency of operations.

Libraries should take relevant steps in understanding the various needs of their users in order to understand the needs of their users. Han & Goulding (2013) emphasized that information professionals are committed to understanding and defining library clientele's needs and trying to meet them effectively. IFLA (2011) stated that these guidelines have been widely used to assist in the training, development, and/or evaluation of librarians and staff who provide information services directly to library users.

The Improvement of the reference services offered by the libraries provides a stand for every librarian to provide the services to the users. RUSA (2009) noted that the previous revision of the Guidelines reflects the understanding that while in-person and remote reference interviews share some points in common, each also has its own unique characteristics that need to be addressed separately in the formation of standard guidelines.

2.6 The Research Gap

Studies reviewed on library services focused on the need to improve library services but the studies were based in other schools. By looking at various studies, it is observed that there is no any study that has been done specifically for improving library services in St Mary's College Lugazi. Therefore, there is a gap of coming up with a study for improving library services at St. Mary's College Lugazi.

2.7 Chapter Summary

The chapter summarized the literature available by different scholars concerning the provision of library services in school libraries. It summarized the literature on services offered by school

libraries, how library services are provided in school libraries, challenges affecting library services in schools, guidelines for providing library services in schools, and finally the research gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methods, techniques, and procedures that were used to acquire information for the study. It identified the area of study, research design, population of the study, sampling strategies, methods of data collection, instruments and procedures.

3.2 Research Design

The researcher used a mixed research design that is; both qualitative and quantitative research methods in the study. Kombo & Tromp (2006) stated that qualitative research is a form of research that involves the description and seeks to describe and analyze the culture of humans and their groups from the point of view of those being studied where as quantitative research relies on the principle of verifiability which means confirmation, proof, corroboration or substantiation. The researcher used this method because of the nature of the research since it investigated on the provision of library services at SMACOL.

3.3 Area of Study

The study was carried out in St Mary's College Lugazi located in Buikwe district in Lugazi Municipality at Bulyanteete village in Kawolo division.

3.4 Population of the Study

Tripathi (2005) defined population as any set of persons or objects that possess at least one common characteristic and from which the researcher can obtain information. The population of the study was comprised of the library staff, students, and the teachers of St. Mary's College Lugazi. The school has about 1600 students, 80 teachers and 2 librarians is the total population of the study.

3.5 Sampling

Kombo & Tromp (2006) defined sampling as the procedure a researcher uses to gather people, places or things to study. The researcher used a purposive sampling method to choose the library staff and teachers in the study. Tongco (2008) states that the purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. Purposive sampling method was used by the researcher to select the library staff and teachers to participate in the study in order to get information relevant to the study.

The researcher also used stratified sampling to select the students who participated in the study. Kombo & Tromp (2006) defined stratified sampling as the one which involves dividing the population into homogeneous subgroups and taking a simple random sample in each subgroup. Students was grouped according to their classes from each class that is S.1-S.6 which formed a stratum and after a simple random sampling was used to select these students in different groups.

3.5.1 Sample Size

Shapiro (2008) stated that the sample size of a survey most typically refers to the number of units that are chosen from which data were gathered. This was the proportion of the total population from which data was obtained.

The researcher used Yamane's formular for calculating sample size in Israel (2013) to obtain the number of students to participate in the study,

$$n = \frac{N}{1+N(e)^2}, \text{ where } N - \text{total population, } e - \text{level of precision, \& } n - \text{sample size}$$

$$n = \frac{1660}{1+1660(0.16)^2}$$

$$\text{consider, } N = 1660, e = 0.16$$

$$n = 66 \text{ students}$$

The students were grouped into six (6) stratum where by each class formed a stratum from S.1 to S.6. Each stratum consisted of eleven (11) students to participate in the study.

The researcher used a purposive sampling method to select ten (10) teachers and two (2) librarians who participated in the study. (*Source: Field data, 2016*).

3.6 Data Collection Methods

Observation, interview, and questionnaire methods of data collection were used because of the nature of study. The researcher personally observed the activities in the library especially the provision information materials and library services. Face to face interviews were initiated so as to get information from the students, teachers and librarians which was done with the help of the interview schedule. The researcher also studied the number of documents like text books and journals in the library to obtain the details on them through observation. Questionnaires were issued to the students to obtain relevant information for the study.

3.6.1 Questionnaire Method

Corporate Research & Consultation Team (2006) defined a questionnaire as simply a tool for collecting and recording information about a particular issue of interest which is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. This is a research method consisting of a series of questions and other prompts for gathering information from the respondents. The researcher used this method of data collection from the students due to the fact that they are able to write and it saves time.

3.6.2 Interview Method

Harrell & Bradley (2009) defined interviews as discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Using this method, the researcher used a face to face interaction with the teachers and the library staff guided by the interview guide and responses regarding provision of library services were written down by the researcher.

3.6.3 Observation Method

Harrell & Bradley (2009) defined observation as data collection in which the researcher does not participate in the interactions. The researcher used this method by seeing and monitoring the different activities taking place in the library, library materials in the library and how the services

are offered. Furthermore, the researcher also investigated on how the materials are shelved, the various lending methods, whether the students are using the information materials or not and the way how information materials are provided and offered in St. Mary's College Lugazi school Library.

3.7 Data Collection Instruments

The different data collection methods were supported by various data collection instruments to ensure that data collected is appropriate. These included; questionnaires, interview guide, and observation guide.

3.7.1 Questionnaire

Abawi (2013) defined a questionnaire as a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. One set of self administered questions were used and questionnaires were personally issued to the students by the researcher. Students were allowed time to complete them and at a later time to collect them. Questionnaires were pre-tested by the supervisor before they are considered worthwhile to yield meaningful results in the study (See Appendix 1).

3.7.2 Interview Guide

Abawi (2013) stated that interviews consist of collecting data by asking questions where data can be collected by listening to individuals, recording, filming their responses, or a combination of methods. The researcher used the interview guide to collect data from teachers and the library staff of St. Mary's College Lugazi. The teachers and the library staff were interviewed about what services are provided and how are they provided together with challenges encountered in providing library services (See Appendix 2&3).

3.7.3 Observation Guide

Cohen & Crabtree (2006) defined observation as a systematic data collection approach where researchers use all their senses to examine people in natural settings or naturally occurring situations. The guide was used in the analysis of the library physical appearance, ICT facilities in the library, the nature of the information materials, their status, and information services

provision in the library, rules and regulations on using the library and circulation of library materials (See Appendix 4).

3.8 Data Quality Control

Data cleaning was performed on the data to ensure that information presented is accurate complete and consistent. All study instruments will be subjected to the recommendation of the supervisor and pre-tested before they are employed in the study.

3.9 Data Analysis

Data obtained from research based on the objectives of the study will be analyzed quantitatively and qualitatively.

3.11 Ethical Considerations

The researcher ensured that ethical issues are applied to protect the privacy and secret information of the respondents. Before data collection, permission to go to the field was obtained from the supervisor with a written approval.

Written informed consent was obtained from all individuals who participated in the study after explaining to each of them individually about the objectives and benefits of the study and the fact that their participation is voluntary.

The intensions of this study were explained to the respondents and confidentiality was considered so important to make the respondents motivated to answer the questionnaires and respond to questions during the interview.

An assurance to protecting the respondents' dignity was upheld for every respondent and lastly the objectivity principle was observed and considered during the study to avoid the problem of biasness in the results.

The data collected was strictly used for learning purposes.

3.10 Limitations to the Study

There are several limitations which were faced by the researcher during the process of data collection for the respondents and these limited the success of the project and these include the following;

Limited finances by the researcher for accomplishing of the project; the researcher ensured that he uses the cheapest means of data collection possible whereby instead of using expensive transport means by use of taxis to collect the data.

Limited time and resources by the researcher; the researcher was limited by time since he had to approach the respondents from both in their offices and the library.

During data collection the researcher expect to encounter a problem of some respondents who were not willing to give out their information regarding the use of the library for instance the librarian withhold some information calling it confidential. The researcher solved this by being friendly to them through explaining the merits of carrying out the study.

Many students were reluctant of filling questionnaires hence wasting the researcher's time and money.

3.12 Chapter Summary

This chapter discussed the research methodology that was used in data collection in the study. It consisted of research design, population of the study, sampling, data collection methods, data collection instruments, data quality control, data analysis, ethical considerations and the limitations to the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the collected data and also analyses it. The data was presented both qualitatively and quantitatively. The researcher used interviews and questionnaires to get data which has been combined to analyse its validity. The results have been compared with the literature whenever appropriate for a better analysis of data. The findings are presented using frequency tables, figures, and images descriptively based on the objectives of the study. Data was presented basing on the themes; library services offered at SMACOL library, types of library services used by users, how library services are offered at SMACOL library, challenges encountered by library staff regarding the provision of library services, and suggestions to improve on library services at SMACOL.

4.2 Description of Respondents

4.2.1 Response Rate

Table 1: Response Rate

Category	Expected Respondents	Actual Respondents	Response Rate (%)
Students	66	66	100
Teachers	10	6	60
Librarians	2	1	50
Total	78	73	93.6

Source: Field Data, 2016

Table 1: above show the response rate for the respondents in the study. The researcher distributed sixty six (66) questionnaires to the students which were all returned making a total response rate of 100%, ten (10) teachers were expected to participate in the study but only six (6) were interviewed by the researcher making a response rate of 60% and only one (1) librarian was

interviewed by the researcher with a response rate of 50%. The total response rate for all the respondents was 93.6%.

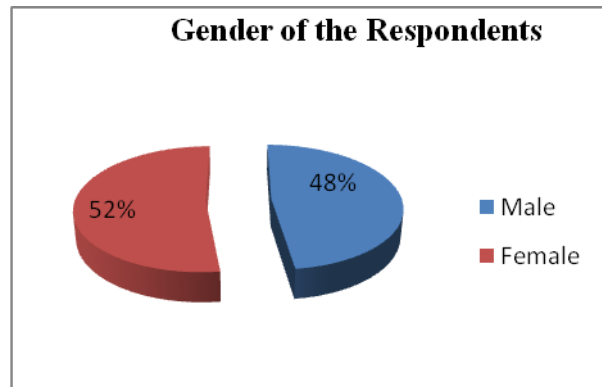
The response rate for the students was 100% because the researcher was strict on the questionnaires distributed to the students and ensured that all of them were returned. On six (6) teachers were interviewed due to their busy schedule as most of them were claiming that they are rushing to teach and only one (1) librarian was interviewed because the librarian had gone for further studies. The response rate was fair representations whose responses can be based on to make the conclusions for the study.

4.2.2 Gender of the Respondents

The researcher asked the respondents about their gender and the table below shows the gender representation in the study;

Table 2: Gender of the Respondents

Gender	No. of Respondents	Percentage (%)
Male	35	48
Female	38	52
Total	73	100



Source: Field Data, 2016

Table 2: above shows the gender representation of the study. The table shows that 35(48%) of the respondents participated in the study were male, 38(52%) respondents who participated in the study were female. This shows that the ideas of different gender were represented which reduces bias in the results of the study regarding the gender of the respondents.

4.3 Library Services offered at St Mary's College Lugazi School Library

Basing on the questionnaires, interviews and observations, the following information was revealed as the library services offered at SMACOL library.

In the interview with the library staff, the following were there responses on the various library service offered to the users at SMACOL library;

i. Library Orientation

The school librarian reported that; library orientation is the activity of introducing students on how to use the library. In SMACOL library orientation was offered during the first week of only the new students. She stated that;

“We offer a full copy of the library rules and regulations to the new students and are also displayed on the library Notice board.”

ii. Circulation Service

The school librarian also mentioned that; circulation is the issue and returning back of the library materials in the library. The staff also said that they circulated books through use library cards. Library staff said that:

“Students are entitled to borrow books and return them back for a period of one day and those who use books beyond the loan period are penalized for example by sweeping the library room.”

iii. Photocopying

The researcher observed a photocopier in one of the corners of the school library. The photocopier was used to copy some pages of the textbooks. However, the librarian said that students were authorized to use photocopied information only for fair use. The library staff said that;

“We use that photocopier mostly in exams time when we are producing the exams for students at school.”

iv. Assistance in locating library materials

The school librarian said that it is her duty of the library staff to check for materials and issue them to students. The researcher observed a displayed list of library materials on the counter table. This list was based on to locate materials.

v. Exhibition and display

The library displayed the announcements when students should come for library orientation. Library rules and regulations were also displayed on the library notice board; however it was observed that some rules were faint and unclear. The school librarian also said that;

“On the school open days, we display our collections to the students to see what we offer to their students and encourage them to buy personal copies to their children.”

vi. Reference services

The librarian reported that reference service is a personal contact made to a library user. In reference services guides were observed by the researcher to show direction of existing materials. The researcher also observed the different reference materials available in the library which included; dictionaries, maps, atlases, and library manuals.

vii. Reading Space

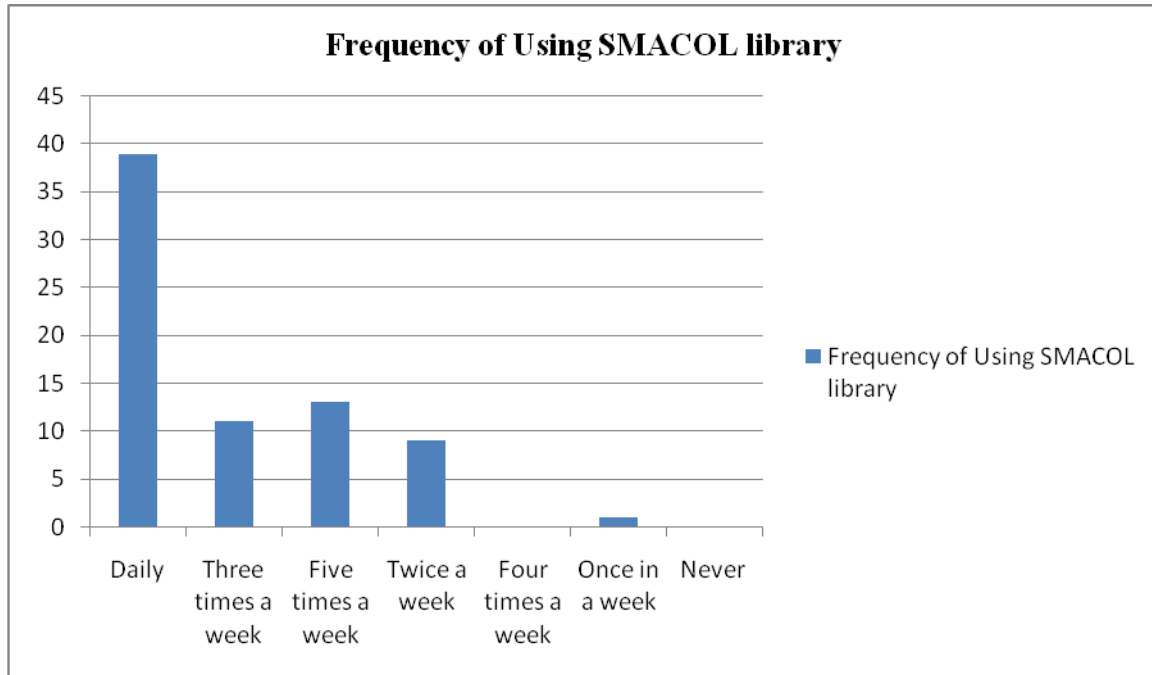
It was established that the library provides reading space for both the teachers and students of SMACOL. The researcher observed the students sitting in the library revising their books to pass the exams. The school librarian said that;

“Many students come to the library with their reading materials only to access the reading space and free environment from noise.”

4.3.1 Frequency of Using SMACOL library

The library users asked about how often they visit the library to access the information materials available and in the figure below were there responses;

Figure 1: Frequency of Using SMACOL library



Source: Field Data, 2016

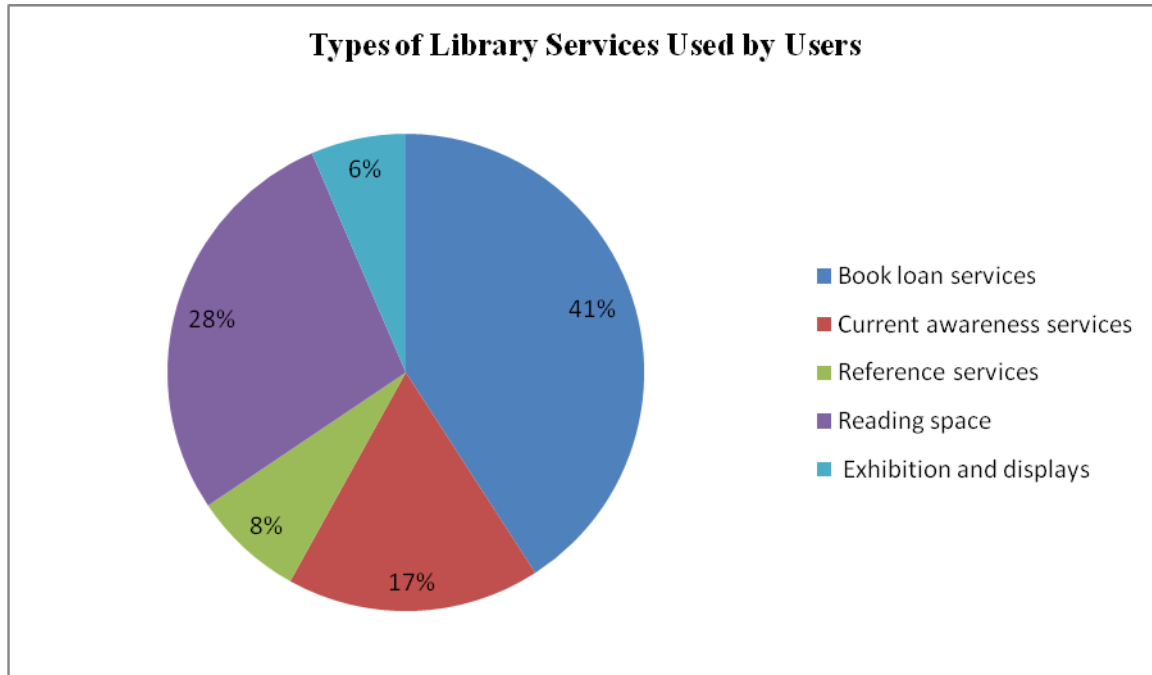
Figure 1: shows the frequency of using SMACOL library as stated by the respondents in the study. It shows that majority of the respondents that is; 39 (53%) use the library on a daily basis, 11(15%) respondents use the library three times a week, 13(18%) use the library five times a week, 9(12%) of the respondents use the library twice a week, 1(1%) of the respondents use the library once in a week and none of the respondents responded to have never used the library or four times a week.

The results imply that the users of the library highly need the library to meet their information needs on a daily basis. This shows a need for improved library services for users who need information on a daily basis for their academic purposes.

4.2.3 Types of Library Services Used by Users

The students and teachers were asked about the different library services that they access from SMACOL library and the figure below shows their responses;

Figure 2: Types of Library Services Used by Users



Source: Field Data, 2016

Figure 2: above shows the different types of library services accessed by the users from SMACOL library. The study findings shows that 38(41%) receive book loan services from the library. 16(17%) access the current awareness services from the library, 7(8%) of the respondents receive reference services, 26 (28%) access the reading space, and only 6(6%) of the respondents access exhibition and display services.

The study findings revealed that majority of the library users access book loan services from the library. This implies that the librarians should make available all the sorts of information materials needed by the users to meet their information needs.

4.4 How Library Services are offered at St Mary’s College Lugazi School Library

The researcher also asked the librarian how the library services are offered to the users of SMACOL library. Below were the responses;

The school librarian reported that all the students and the teaching are registered users of the library who can access information materials at any time from the library.

In the interview with the librarian, she said that for the user to borrow books from the library should present a valid Identity Card to the librarian who checks in the books to see whether the user does not poses other information materials. She said that;

“We deliver materials to the users who do not poses our information materials not returned and the can only be permitted to stay with the book for a period of one day (students) and one week (teachers).”

The librarian also said that they use the word of mouth and the library notice board to inform the users about what is in the library and the providing the updates to the students.

The librarian also mentioned that the library users SMACOL library face book page to deliver services to the teachers by informing them on the acquisitions in the library. The librarian said that;

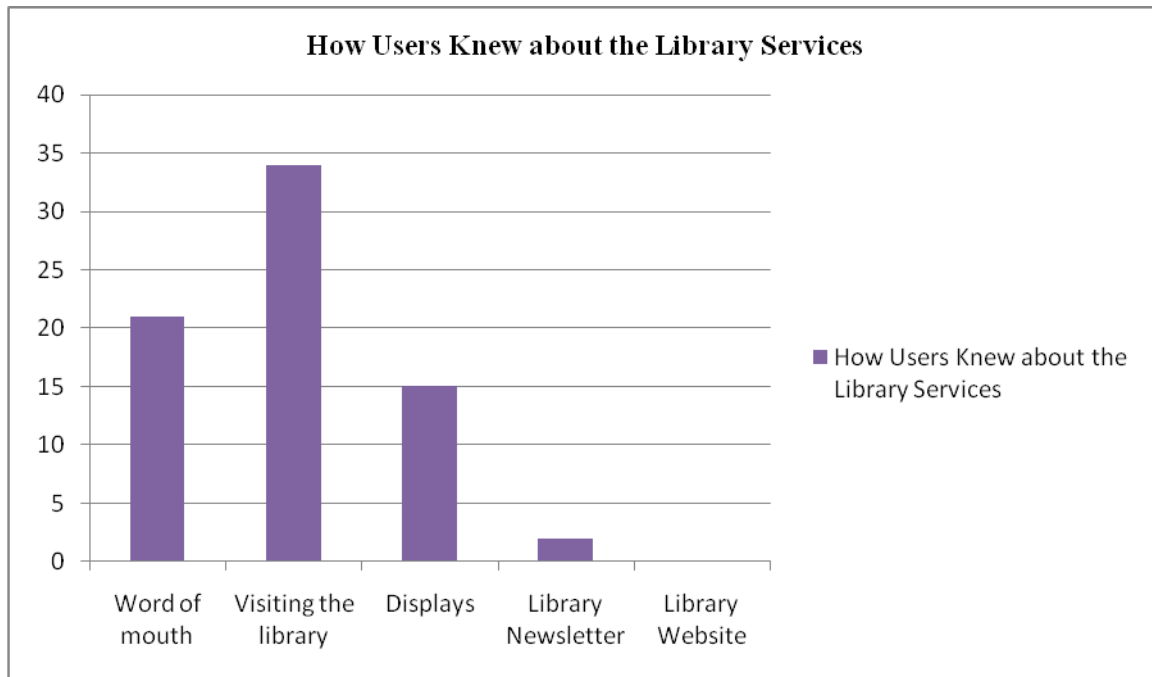
“I post the news and updates on our face book page which is visited by the teachers and the school administrators.”

The researcher visited this face book page available in the library to inform the users on the new updates in the library and the figure below shows the SMAKOL library face book page.

4.4.1 Knowledge on Services in the Library

The research also formulated four ways how the library clientele knew about the library services in order to clarify on how the users are informed about the library services as a strategy that can be based on improving the library services offered. Their responses are as summarized in the table below.

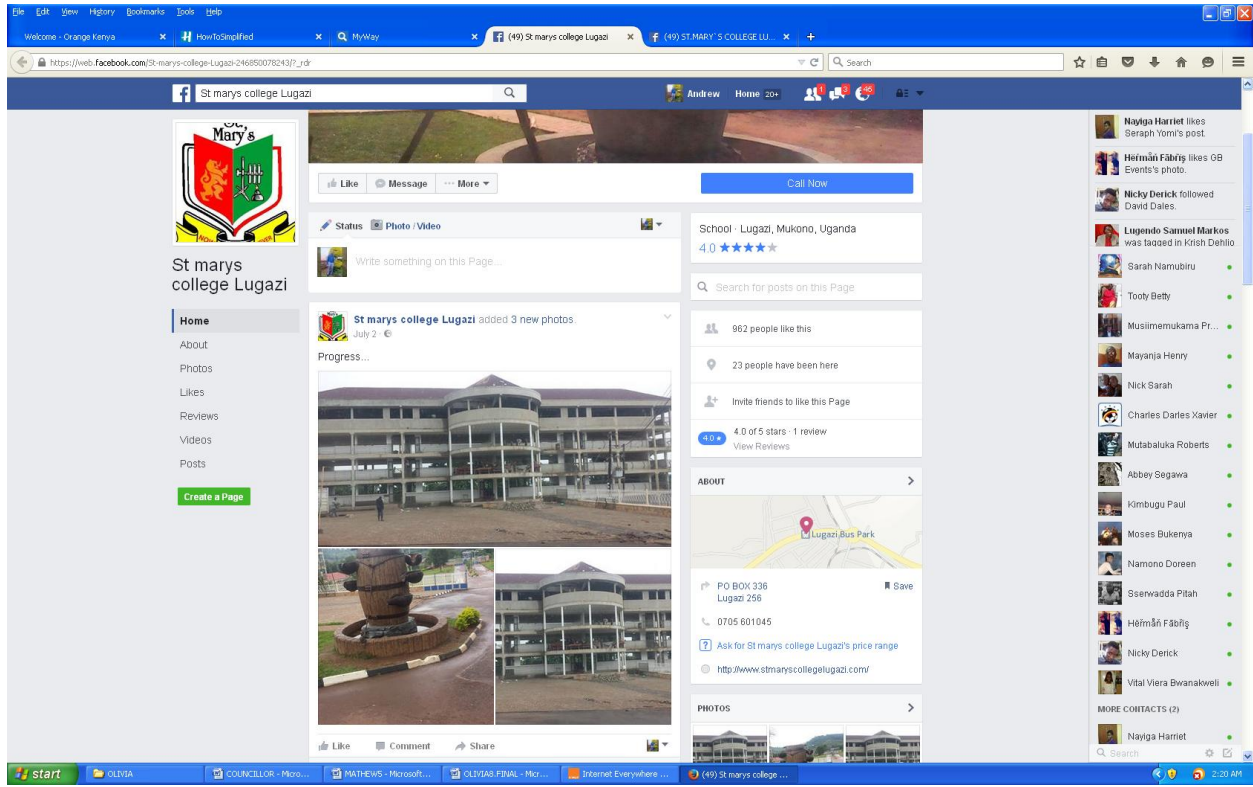
Figure 3: How Users Knew about the Library Services



Source: Field Data, 2016

It is revealed from the figure 2 above that majority of the respondents that is, 34(47%) of the library users knew about the services offered by the library after visiting the library, 21(29%) knew about the library by word of mouth, 15 (21%) through displays, 2(3%) knew about the library services through Library newsletters and no one used the library website to get information about the library services offered. The school librarian reported that the library does not possess a website and this justifies there was no respondent who knew about the library services by use of a website.

Figure 4: Face Book Page for SMACOL Library



Source: Field Data, 2016

4.5 Challenges in Providing Library Services St Mary's College Lugazi School Library

The researcher asked the students and the teachers on the challenges faced in accessing the library services from SMACOL library and below were their responses;

i. Poor Library Orientation

Students complained that library orientation was provided for one time to both O and A levels. Students said that they could not sufficiently learn about library use.

ii. Inadequate Information Materials

Students also revealed that some books were on high demand yet every student wanted them. Students complained that it was difficult for students to get such books from the library. One of the students reported that;

“There are few books hence they do not meet my revision needs sufficiently especially for subjects like Geography for O-level.”

iii. Strict Rules and Regulations

Most students complained that library rules and regulations were too many and strict. Therefore students wished to print copies of the library rules and regulations and to reduce on strictness. One of the students mentioned that;

“Staying with a text book for only one day is very inconveniencing because in most of the times we fail to complete reading these books like the novels.”

iv. Un friendly Librarian

Some students complained that library staff was not friendly to them during library services. This could not motivate them to use the library.

v. Small Reading Room

Students complained that there was no reading room and so they lack reading space which discouraged them from accessing the library and concentrate to read from there. One of the students said that;

“Space in the library is very small leading to a poor sitting arrangement.”

4.5.1 Challenges encountered by library staff regarding the provision of library services

In the interviews with the library staff, she gave out the following challenges faced in provision of library services;

i. Lack of a Library catalogue

The Librarian lacks a library catalogue and this was because the school administration took little concern to support the creation of the library catalogue. One of the teachers said that;

“We don’t have an online catalogue where we can visit and search for the text books available in the library.”

ii. Inadequate Funds

Library staff said that the library had no funds for provision of online collections. Online collections are important for students' success but the library had not subscribed to them. The school librarian said that;

“The library budget is very small which cannot allow us to arrange for some services in the library for instance making phone calls, offering services on internet and many others.”

iii. Inadequate Reading Room

Librarian staff complained there was inadequate reading room for students and the space for keeping student's bag was not there. The space would only be created by extending the library building. The librarian said that;

“Our library is very small which cannot accommodate the rapidly growing population at the school.”

iv. Inadequate Storage Space

Library staff also complained that there was no enough space for keeping periodicals. Such periodicals include Newspapers, Magazines, and Journals among others. The increase in number of periodicals was required because teachers would consult them and also important for students' excellence. The school librarian said that;

“The library shelves are all used up so we no longer have enough space for the newly purchased text books.”

v. Inadequate Computers in the Library

The library did not hold enough ICTs yet some library users needed them. Such ICTs like scanner, printer and security cameras were lacking. This limited the effective provision of library services. The school librarian said that;

“We have only two computers in our library which cannot serve hundreds of students who visit the library on a daily basis.”

vi. Low turn up for Students during Orientation

When orientation had started, most students didn't turn up. This made many students to miss out on this exercise.

The researcher observed that some of available materials were outdated as the respondents reported above. Electronic resources can substitute for print collections but electronic resources were not available in the library.

The majority of the students and staff said there was no enough reading space in the library. This was true because the library building had no reading room. The room where reading material are kept is where a few space is left for reading. Therefore there is need to make the building extensions so that space is created.

4.6 Suggestions to Improve on Library Services at SMACOL

The Respondents gave various suggestions which can be used to improve on the library services offered at SMACOL as described below;

i. Employing Qualified Staff

Majority of the teacher said that there is need to employ qualified librarians in the library to ensure that services are availed to the users effectively. One of the teachers said that;

“Employing qualified personnel coupled with training the library staff available can help to solve most of the challenges faced in the library”

IFLA (2008) noted that even in developing countries, every attempt should be made to hire professional librarians.

ii. Providing more Space for Reading

The respondents reported that there is need to expand the library as a way of providing space both for storage of library materials and space for reading. The librarian revealed that;

“Some materials have no shelves to be stored in and this makes the library to keep them in boxes.”

iii. Allocating Funds to the Library

The study findings also established that there is need to increase the funds given to the SMACOL Library. This means that the funds given to the library will be used for acquisition and buying storage equipments in the library. The school librarian said that;

“The resources given to the library are not enough and we are not involved in planning for the library.”

iv. Provision of Computers and Internet in the library

The study findings established that there is need for computers and internet in the library in order to improve on the library services provided in the library. One of the teachers said that;

“Computer and internet services should be provided in the library such that students can search for information from the internet.”

4.7 Chapter Summary

In summary, this chapter consisted of data presented and discussion of the findings. The findings were discussed based on the objectives and directly connected to the research questions that guided the study. Different data collection methods were used and these were questionnaire, interview and the observation methods to collect data.

CHAPTER FIVE

GUIDELINES FOR IMPROVING LIBRARY SERVICES AT SMACOL

5.1 Introduction

The Guidelines on Library and Information Services for SMACOL Library will help to improve the services offered to the library users. During this session, it became evident that libraries needed guidelines by which to measure services they were currently providing. As well, guidelines explaining how to establish new services were required. The guidelines were proposed by the researcher to assist the library staff in the provision of library services.

5.2 Library Mandate

- The library Mission Statement must reflect the mandate that all library have a right to equitable library and information services.
- Library goals shall ensure that staff treat all the users with the consideration, dignity and respect to which all patrons are entitled.
- Library goals state that all facilities and services shall be accessible to everyone. Where physical or other barriers exist, planning strategies identify the steps required to remove them.
- As changes occur in society, funding availability, and technologies, the library must carry out continuous evaluations of its programs, services, and collections, to ensure their effectiveness and relevance to the needs of all the library users.

5.3 Mission Statement

The mission of the Library is to achieve a sustainable socio-economic development through the provision of services to the people which are conformity with national and local priorities.

5.4 Goal of the Guidelines

The goal of the guidelines is to provide the information sought by the user. Library services should anticipate as well as meet user needs. It should encourage user awareness of the potential of information resources to fulfil individual information needs.

5.5 Library Services

i. Library Orientation

There is a need to provide orientation to users in an effective method. Library staff should use social media tools like Facebook to offer library orientation. Students of today's era are in the .com world and can use computer.

Teachers should give reading assignments that require students to use the library and its books. In the process students will come to know how to use the library.

Library orientation should be transformed into user education. User education is the regular updating of library users with the knowledge of using the library. User education can be done every after a year and a user education policy should be drafted after wards.

Library staff should find an efficient way of providing orientation for example motion pictures about the inside of the library should be displayed on the library notice board.

Library orientation should be made compulsory to enable students to turn out in large number. Before allowing the students to use the library, attendance of library orientation should be a prerequisite.

ii. Circulation Services

There was a problem that library staff were not very friendly to students. Staff should create jokes with students and make the library a place of learning.

During circulation, it is suggested that a system be devised such that most books are not issued out and therefore left on reserve. If books are issued out then it should not exceed 8 hours.

A lending policy should be drafted and students should be made aware of it. The policy can address issues like the loan period and careful handling of the materials.

Library users who read from the library should be watched cautiously.

During circulation service, library cards should be scanned to show borrowing evidence.

The library should circulate materials from 8:00am to 6:00pm. This should be done to students enough reading time. This schedule can also be followed during weekends.

iii. Photocopying

There is only one photocopying machine. Since this is basically a problem affecting the provision of library services, emphasis should be given to buying more photocopiers.

It should be noted that: the library lacks a printer. The solution is to buy at least two printers and put them in the library.

iv. Reference Services

Reference service is the contact of a user and book by personal service. Reference services should be made online and students should be able to ask library questions online.

Reference services can as well be provided by use social media tools like Facebook, Twitter, and Yahoo among others.

v. Exhibition and display

There was complain of displaying too many rule and regulations on use of the library. Library staff are called upon to condense the rules as few in number as possible to enable students understand them and follow them accordingly.

The library has a notice board. Notice boards can be used to display book jackets and book covers. These can be used to announce the availability of new books.

The library should organize a “library week” each term of study. During this week the library can showcase of various resources available in the library.

Library staff are reminded to create attractive learn environment in the library. This can be achieved by spraying sculptures and attractive images of academics. These possibly attract students to use the library.

vi. Indexing services

Book indexes should be made available to students. The importance of indexes should be explained to students.

All other information materials like newspapers should be indexed and all indexes should be more extensive.

vii. Assisting in locating library materials

It was the role of the library staff to check for materials from a list of materials on the librarian's counter. This kind of situation should be foregone and replaced by card catalogues. Library users should be able to check card catalogues to identify available materials. If SMACOL cannot afford this, library staff should introduce the book catalogue.

A card catalogue is a systematic list of available materials in the library. This list should be used by users of the library and not library staff alone.

5.6 Library Resources

The library should collect or provide access to information resources germane to its mission and reflecting the full spectrum of the population it serves.

The library should develop an information resources collection and development policy consistent with the goals of its institution or community. These information resources should satisfy through content, currency, format, organization, and quantity a diversity of user needs.

The library should provide access to the most current reference sources available in order to assure the accuracy of information.

The library should make curriculum studies with teachers to know the up-to date books to be acquired. Computer terminals and internet services should be provided in the library to enable students to access some up to-date information from the internet.

5.7 Access to the Library Services

The library should arrange information services according to a coherent plan, taking into account ready accessibility to users. The information services workspace should be large enough to accommodate staff, the collection of information resources, equipment necessary for accessing all communications and other equipment, and users seeking their services.

The library should make service areas for information services highly visible and accommodate the needs of users, including users with disabilities. Signage should unambiguously direct users to areas where they can obtain assistance in finding the information they seek.

The library should provide appropriate equipment in adequate quantities and in good working order for the convenient, efficient consultation of local and remote information resources by staff and the library users. This includes communications hardware and software to receive and answer queries for information from users.

5.8 Library Personnel

The library should make available sufficient qualified personnel during the hours that best meet the information needs and expectations of the teachers and students.

Library staff should endeavour to communicate effectively with the full range of the library's clientele regardless of a user's age, gender, sexual preference, ethnicity, disability, or language proficiency.

Information services staff must have knowledge and preparation appropriate to meet the information needs of the clientele the library serves. Personnel responsible for information technology services should be familiar and competent in using information technology and should also possess effective interpersonal communications skills.

5.9 Evaluation of Library Services

The library should regularly evaluate its information services to ensure that the service furthers the institution's goals and that the goals reflect the needs and interests of the community served. Formal and informal evaluations should be used to determine the optimum allocation of resources to provide quality service.

In its evaluation of information services, the library should emphasize those factors most important to the community using those services. Among these are response time; accessibility of services (in terms of physical access, convenience of location, convenience of service hours); the value and effectiveness of services for various groups among the population served; and effectiveness in anticipating its community's needs.

The library staff should evaluate individual resources within the collection based upon professional standards and users' needs. It should also evaluate its information resources as a unified information system, including in-house print and non-print as well as accessible external resources.

5.3 Chapter Summary

This chapter consisted of guidelines for improving library services at SMACOL Library. These guidelines will ensure that the library services are effectively provided to users of the library to promote the utilisation of information at SMACOL Library.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary, conclusion and recommendations. This chapter also highlights the areas for further research.

6.2 Summary of the Study

This project was entitled guidelines for improving library services in SMACOL school library. Towards the end of the project strategic guidelines for improving library services were laid. The objectives of the project were; to examine the library services offered at St Mary's college Lugazi school library, to establish how library services are offered at St Mary's college Lugazi library, to identify the challenges encountered while providing library services St Mary's College Lugazi school library, and to propose guidelines to improve on library and information services at St Mary's College Lugazi school library

The study findings established that SMACOL Library offer a wide range of library services which included; library orientation, circulation service, photocopying, assistance in locating library materials, exhibition and display, reference services, reading space.

The study findings also established that the library users can receive information materials in one day and are accessible from the library. The librarians also use the face to face interactions with the library users to update them about the news and updates in the library, notice boards and the library's face book page.

The challenges faced in delivering the library services at SMACOL Library were; poor library orientation, inadequate information materials, strict rules and regulations, un friendly librarian, small reading room, lack of a library catalogue, inadequate funds, inadequate reading room, inadequate storage space, inadequate computers in the library, and low turn up for students during orientation.

The strategies suggested to improve on the library services offered at SMACOL Library were; employing qualified staff, providing more space for reading, allocating funds to the library and provision of computers and internet in the library. The study also suggests the guidelines for effective delivery of library services at SMACOL Library.

6.3 Conclusion

School libraries are one of the neglected areas in Uganda. It is because school administrators take little concern to develop school libraries. Therefore, this research can enlighten SMACOL to improve its library services. To compound it all, library staff is urged to implement the laid guidelines as a strategy to improve library services. Libraries grow in response to problems. All library staff should assess library services as a way of identifying the weak areas.

6.4 Recommendations

i. Promoting a Library as a Learning Center

The library should be promoted as a learning center and not as a mere repository of books. This can be achieved by acquiring ICTs and exhibition of newspaper clippings.

ii. Need for more Effective Methods to offer Services

Furthermore, there is need for new, more and effective methods of offering reference service. All student are gaining interest in computers. Therefore, library staff should adopt ICT-related services.

iii. User Education Programs

During library user education, students should be informed that user education programs are essential for their studies. This will motivate students to attend user education.

iv. Need for a Written Code of Ethics in the Library

Written code of ethics should be formulated. The code of ethics is a list of guiding principles for ethical behavior. The code of ethics tend to contain statements like; “you shall protect intellectual property rights” but you shall not censor library materials, “you shall serve a student first before serving an outside library users”.

v. Displaying New Books

As a priority for maximizing students' use of the library, it is recommended that all new books be displayed on the library notice board. Besides that the library should organize book exhibitions to encourage students to use the library.

6.5 Areas for further study

The research also suggests the further areas of study by other scholars and these are;

1. Evaluating Library Services by School Libraries in Uganda
2. Assessment of School Libraries in Satisfying the User's Needs.

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APPENDICES

Appendix 1

Questionnaire for the Students

Dear respondent,

I am **Mugambe Matthew**, a Bachelors' Degree student in Library and Information Sciences at East African School of Library and Information Science, Makerere University. As part of my course, I am undertaking a research project on *Guidelines for Improving Library and Information Services at St Mary's College, Lugazi School Library*. As a requirement for the award of the above mentioned degree. This is to request you to kindly answer the questions in this questionnaire. The findings of the study will be used to establish guidelines for Improving Library and Information Services at St Mary's College, Lugazi School Library.

All responses will be treated as confidential and no answer is wrong so feel free to bring out your views by either ticking or filling in the spaces provided appropriately.

A) Biography data

a) Name (optional).....

b) Gender : Male Female

c) Status : Teacher Student

B) Library Services

1. How often do you use the library?

a) Daily b) Twice a week

c) Three times a week d) Four times a week

e) Five times a week f) Once a week

g) Never

For answered give reason
why?.....

.....
.....

2. What type of information services do you normally access from the library?

(Please tick (√) appropriate answer)

- a. Book loan services
- b. Current awareness services
- c. Reference services
- d. Spanning services
- e. Reading space
- f. Exhibition and displays
- g. Others (please specify)

.....
.....

3. How would you rate the quality of services provided by the library? (please tick appropriate answer)

- a. Excellent
- b. Very good
- c. Good
- d. Satisfactory
- e. Poor
- f. Other (please specify)

.....
.....

C) How Library Services are Offered in the Library

4. How did you know about the services offered by the library? (please tick appropriate answer)

- a. Word of mouth
- b. Visiting the library
- c. Displays s
- d. Library newsletter
- e. Library Website

5. For what reasons do you visit the library?

a. To gain current awareness and to keep up-to-date

b. To find specific information in your field

c. To read Newspapers

d. To revise books

e. For group discussions

Other purpose/s (please specify)

.....
.....

D) Challenges Encountered While Providing Library Services

8. Do you think library services provided by the library staff meet you information needs?

a. YES

b. NO

Give the reasons for your answer

.....
.....

9. What challenges do you face in using library services?

.....
.....

10. Give suggestions for solving the challenges mentioned above

.....
.....

11. Give suggestions of what kind of library services you would like to find in the library

.....
.....

12. What measures can be employed to improve the library services to the users at the school library

.....
.....

Thank you very much for your cooperation and time

Appendix 2

Interview Guide for the Teachers

Dear respondent,

I am **Mugambe Matthew**, a Bachelors' Degree student in Library and Information Sciences at East African School of Library and Information Science, Makerere University. As part of my course, I am undertaking a research project on *Guidelines for Improving Library and Information Services at St Mary's College, Lugazi School Library*. As a requirement for the award of the above mentioned degree. This is to request you to kindly answer the questions in this questionnaire. The findings of the study will be used to establish guidelines for Improving Library and Information Services at St Mary's College, Lugazi School Library.

All responses will be treated as confidential and no answer is wrong so feel free to bring out your views by either ticking or filling in the spaces provided appropriately.

A) Biography data

1. Name (optional).....
2. Gender : Male Female

3. Library Services

4. How often do you use the library?
For answered give reason why?
5. What type of information services do you normally access from the library?
6. How would you rate the quality of services provided by the library?

B) How Library Services are Offered in the Library

7. How did you know about the services offered by the library?
8. For what reasons do you visit the library?

C) Challenges Encountered While Providing Library Services

8. Do you think library services provided by the library staff meet you information needs?

9. What challenges do you face in using library services?
10. Give suggestions for solving the challenges mentioned above
11. Give suggestions of what kind of library services you would like to find in the library
12. What measures can be employed to improve the library services to the users at the school library?

Thank you very much for your cooperation and time

Appendix 3

Interview Guide for the Librarian

Dear respondent,

I am **Mugambe Matthew**, a Bachelors' Degree student in Library and Information Sciences at East African School of Library and Information Science, Makerere University. As part of my course, I am undertaking a research project on *Guidelines for Improving Library and Information Services at St Mary's College, Lugazi School Library*. As a requirement for the award of the above mentioned degree. This is to request you to kindly answer the questions in this questionnaire. The findings of the study will be used to establish guidelines for Improving Library and Information Services at St Mary's College, Lugazi School Library.

All responses will be treated as confidential and no answer is wrong so feel free to bring out your views by either ticking or filling in the spaces provided appropriately.

1. What information services are offered directly and indirectly in the school library?
2. What methods do you use to give information resources to the users of the library?
3. What kind of information resources do you keep in the library?
4. What are challenges you face in offering the library services to users?
5. Suggest the solutions to the challenges mentioned above.
6. Suggest strategies that can be employed in the library to improve on the level of library services in the library.
7. How often do the library users seek advice from the library staff?

Thank you very much for your cooperation and time

Appendix 4

Observation Guide

The researcher used all his senses to observe the following in SMACOL library to ensure that the results supported the guidelines for effective dissemination of information.

1. Physical environment where the business stands
2. Size of the library
3. Library collections
4. Shelf arrangement
5. Sitting arrangement
6. Communication facilities such as notice boards, telephone, display racks
7. Library rules and regulations
8. Users who consult the library at a given time.