ANALYSIS OF INFORMATION LITERACY PROGRAMMES IN SELECTED NAIROBI - BASED UNIVERSITIES IN KENYA

BY

GEORGE MWANGI KINGORI

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (PhD) in Library and Information Studies

Department of Library, Records Management & Information Studies

School of Information Sciences

Moi University

Eldoret

KENYA

NOVEMBER, 2013

ABSTRACT

Information literacy (IL) programmes in institutions of higher learning play an important role in empowering students and academic researchers to effectively and efficiently exploit the diversity of information resources and services in academic libraries. However, the state of these programmes in both public and private universities in Kenya has not been adequately investigated to determine their degree of effectiveness. The aim of the study was to investigate the status of information literacy (IL) in selected Nairobi-based universities in Kenya, and develop a model on information literacy programmes for universities in Kenya. The specific objectives of this study were to: examine the existing information literacy programmes; establish the structure of information literacy programmes; examine the instructional methods used in offering the existing information literacy programmes; establish the ways in which university library management and faculty are involved in the implementation of information literacy programmes; establish the major challenges facing the provision of information literacy programmes and suggest ways in which the challenges can be addressed and develop a model of information literacy programmes for universities in Kenya. The universities which were sampled for the study were the three Nairobi-based public universities, namely the University of Nairobi, Kenyatta University (KU) and Jomo Kenyatta University of Agriculture and Technology (JKUAT) and five private universities: United States International University (USIU), Catholic University of East Africa (CUEA), Daystar University, Africa Nazarene University (ANU) and Strathmore University. This study was based on Jerome Seymour Bruner's Theory of Discovery Learning and Christine Bruce's Seven Ways or Faces Model. The study design was both exploratory and cross-sectional. The data collection methods included in-depth interviews to key informants, document analysis and observation. During the study university librarians were interviewed as key informants while lecturers and other library staff directly involved in information literacy initiatives were interviewed through in-depth face-face interviews. First year undergraduate students (first years or freshers) from the sampled universities were interviewed through a questionnaire. Data from the questionnaires was analyzed and is presented as descriptive statistics such as frequencies and percentages. The qualitative data was analyzed and presented on the basis of the Grounded Theory approach. The findings indicate that all the universities which were sampled had initiated information literacy programmes with varied goals and objectives. However, most respondents indicated that the information literacy programmes should be designed to ensure that all users are literate in the use of both printed and electronic resources in the library. It is envisaged that the findings will enable public and private universities use the information literacy model that was developed so as to benefit students to become effective users of information resources. The recommendations will inform the librarians, lecturers, university administrators, curriculum planners and education administrators the importance of information literacy in the learning process.