**CLASSIFICATION AND RETRIEVAL OF INFORMATION MATERIALS AT**

**KINONI GIRLS’ SECONDARY SCHOOL LIBRARY,**

**RWAMPARA DISTRICT**

**BY**

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**2018/LSK/1179/F**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF COMPUTING LIBRARY AND INFORMATION SCIENCES IN PARTIAL FULFILLMENT**

**OF THE REQUIREMENTS FOR THE AWARD OF DIPLOMA IN**

**LIBRARY AND INFORMATION SCIENCE**

**OF KABALE UNIVERSITY**

**DECEMBER, 2020**

## 

# DECLARATION

I, **ATWONGYERE Pamellah**, declare that this is my original Research Report and it has never been submitted to any Institution for any academic award.

**Signature ………………………………………… Date………………………………**

**ATWONGYERE Pamellah**

**2018/LSK/1179/F**

## 

# APPROVAL

This is to certify that, this work titled ***“assessment of classification and retrieval of Library information materials at Kinoni Girls Secondary School library in Rwampara District”*** has been done under my supervision and is now ready for examination.

Signature …………………………………. Date…………………….…………………….

**MR. RWABISHARI Godfrey**

**(UNIVERSITY SUPERVISOR)**

## 

# DEDICATION

I dedicate this Research Report to my beloved parents, my daughter Mulungi Dahlia Florence, brothers and sister.

# ACKNOWLEDGEMENT

I thank the almighty God for His love and protection. In regard therefore, I acknowledge the assistance both material and other support received from the individuals who contributed towards the completion of this Report.

Sincere gratitude goes to my supervisor Mr. Rwabishari Godfrey for his guidance thought this research season. May the lord reward him abundantly.

The researcher wishes to extend great thanks to the lecturers and other staff members of Kabale University especially under the faculty of computing, library and information sciences for their academic support, encouragement, patience and great guidance during the course of this study.

Appreciation goes to all administrators, and the entire community of Kabale University for allowing and cooperating with me in giving me all the necessary information during my study. Thanks a lot for that social and academic support.

# TABLE OF CONTENTS

[DECLARATION i](#_Toc58329034)

[APPROVAL ii](#_Toc58329035)

[DEDICATION iii](#_Toc58329036)

[ACKNOWLEDGEMENT iv](#_Toc58329037)

[TABLE OF CONTENTS v](#_Toc58329039)

[LIST OF TABLES viii](#_Toc58329040)

[LIST OF FIGURES ix](#_Toc58329041)

[ABBREVIATIONS x](#_Toc58329042)

[ABSTRACT xi](#_Toc58329046)

[CHAPTER ONE: INTRODUCTION AND BACKGROUND 1](#_Toc58329047)

[1.0 Introduction 1](#_Toc58329048)

[1.1 Background to the Study 1](#_Toc58329049)

[1.2 Statement of the Problem 3](#_Toc58329050)

[1.3 Purpose of the Study 3](#_Toc58329052)

[1.3.1 Specific Objectives 3](#_Toc58329053)

[1.4 Research Questions 4](#_Toc58329054)

[1.5 Scope of the Study 4](#_Toc58329055)

[1.5.1 Geographical Scope. 4](#_Toc58329056)

[1.5.2 Content Scope 4](#_Toc58329057)

[1.5.3. Time Scope 4](#_Toc58329058)

[1.6 Significance of the Study 4](#_Toc58329059)

[1.7 Definition of Operational Terms 5](#_Toc58329060)

[CHAPTER TWO: LITERATURE REVIEW 6](#_Toc58329061)

[2.0 Introduction 6](#_Toc58329062)

[2.1 Rationale of Library Classification in Libraries 6](#_Toc58329063)

[2.2 Tools of Retrieving Information Materials in Libraries 9](#_Toc58329064)

[2.3 Challenges Encountered in Retrieving Information Materials 12](#_Toc58329065)

[2.3 Solutions to The Challenges Encountered in Retrieving Library Information Materials. 14](#_Toc58329066)

[CHAPTER THREE: RESEARCH METHODOLOGY 15](#_Toc58329067)

[3.0 Introduction 15](#_Toc58329068)

[3.1 Research Design 15](#_Toc58329069)

[3.2 Study Area 15](#_Toc58329070)

[3.3 Study Population and Sample Size Determination and Selection 15](#_Toc58329071)

[3.4 Sampling Methods 16](#_Toc58329072)

[3.5 Data Collection Methods 16](#_Toc58329073)

[3.5.1Questionnaire 16](#_Toc58329074)

[3.5.2 Interview 16](#_Toc58329075)

[3.5.3 Observation 17](#_Toc58329076)

[3.6 Data Collection Instruments 17](#_Toc58329077)

[3.6.1 Questionnaire Guide 17](#_Toc58329078)

[3.6.2 Interview Guide 17](#_Toc58329079)

[3.6.3 Observation Checklist 17](#_Toc58329080)

[3.6 Research Procedure 18](#_Toc58329081)

[3.7 Data Quality Control 18](#_Toc58329082)

[3.7.1 Validity 18](#_Toc58329083)

[3.7.2 Reliability of Instruments 18](#_Toc58329084)

[3.8 Ethical Considerations 19](#_Toc58329086)

[3.9 Data Analysis 19](#_Toc58329087)

[3.10 Limitations to the Study 19](#_Toc58329088)

[3.11 Ethical Issues 20](#_Toc58329089)

[CHAPTER FOUR: RESULT PRESENTATION AND DISCUSSION OF 21](#_Toc58329090)

[THE FINDINGS 21](#_Toc58329091)

[4.0 Introduction 21](#_Toc58329092)

[4.1 Demographic Characteristics of Respondents 21](#_Toc58329093)

[4.1.1 Sex of the Respondents 21](#_Toc58329094)

[4.1.2 Age of the Respondents 22](#_Toc58329095)

[4.1.4 Educational Levels of Respondents 22](#_Toc58329096)

[4.1.3 Marital Status of the Respondents 23](#_Toc58329097)

[4.2 Importance of Library Classification in Kinoni girl’s secondary school library 24](#_Toc58329098)

[4.3 Tools of retrieving information materials in Kinoni girls’ secondary school library 25](#_Toc58329099)

[4.4 The challenges encountered in retrieving Information materials in Kinoni girls’ secondary school library 27](#_Toc58329102)

[4.5 Solutions to the challenges encountered in retrieving Library Information materials 29](#_Toc58329104)

[CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 31](#_Toc58329105)

[5.0 Introduction 31](#_Toc58329106)

[5.2 Conclusion 33](#_Toc58329107)

[5.3 Recommendations 34](#_Toc58329108)

[5.4 Areas for further study 34](#_Toc58329110)

[REFERENCES 35](#_Toc58329111)

[APPENDICES 23](#_Toc58329112)

[Appendix 1: Questionnaire 23](#_Toc58329113)

[Appendix II: Interview Guide 26](#_Toc58329114)

[Appendix III: Observation Checklist 27](#_Toc58329115)

[Appendix IV: Reliability Statistics using Correlation Analysis. 28](#_Toc58329116)

[APPENDIX V: WORK PLAN 29](#_Toc58329117)

[APPENDIX VI: BUDGET 30](#_Toc58329118)

# LIST OF TABLES

[**Table 1: Study population and Sample size determination and Selection 15**](#_Toc38127103)

[**Table 4.1: The importance of Library Classification in Kinoni girls’ secondary school library 24**](#_Toc38127104)

[**Table 4.2: The tools of retrieving information materials in Kinoni girls’ secondary school library 25**](#_Toc38127105)

[**Table 4.3: The challenges encountered in retrieving Information materials in Kinoni girls’ secondary school library 27**](#_Toc38127106)

[**Table 4.4: The solutions to the challenges encountered in retrieving library information materials 29**](#_Toc38127107)

# LIST OF FIGURES

[**Figure 4.1: Bar graph showing the sex of the respondents 21**](#_Toc38127467)

[**Figure 4.2: Bar graph showing Age of Respondents 22**](#_Toc38127468)

[**Figure 4.3: Bar Graph Showing Educational Levels of Respondents 23**](#_Toc38127469)

[**Figure 4. 4: Bar graph showing the marital status of the respondents 23**](#_Toc38127470)

# ABBREVIATIONS

**AACR:** Anglo American Cataloguing Rule

**DDC:**  Dewey decimal classification

**IASL**: International Association of School Librarianship

**ICT:**  Information Communication Technology

**IFLA:**  International Federation of Library Association

**ISBN:**  International Standard Book Number

**KGS:** Kinoni Girls’ Secondary School

# KOHA: Kalamazoo Optimized Hockey Association

**LCC:** Library of Congress Classification Scheme

**LIS:**  Library and Information Science

**OPAC:** Online Public Access Catalogue

**UDC:** Universal Decimal Classification

# ABSTRACT

There is a challenge with storage, search, and retrieval of the library resources due to large number of students and teachers and the library materials as well which makes the library crowded and disorganized because of the traditional method of keeping library materials in shelves and recording the items in paper based. The purpose of this study was therefore examining the classification and retrieval of Library information at Kinoni Girls Secondary School library. The study was guided by the specific objectives which include finding out the rationale of classifying Information materials, establishing the the tools of retrieving information materials at Kinoni Girls Secondary School library, identifying the challenges encountered in retrieving Information materials at Kinoni Girls Secondary School library and suggesting possible solutions to challenges encountered by library users when retrieving Information at Kinoni Girls Secondary School library. The study used descriptive cross-sectional research design utilizing both qualitative and quantitative data collection and analyses methods. Using simple random and purposive sampling techniques, a total of 92 respondents were selected to participate in the study. Questionnaires, key informant interviews, observation methods of data collection were used in this study. it allows librarians to arrange the documents in good sequences and organization of Knowledge, it saves time were the major importance of Library Classification in Kinoni girls’ secondary school library as reported by 33%, 22% and 14%), respectively. The least was organization of documents with 3% of the total respondents. Based on the findings of the study, 23% of the respondents noted that classification schemes were the major the major tool of retrieving information materials in Kinoni girls’ secondary school library and 14% of the respondents mentioned that there was an importance of abstract in an area. The study findings presented revealed that 33% of the respondents noted that lack of awareness of library users to information materials was the major challenge that is hindering the classification and retrieval of library information materials. The major solutions to the challenges encountered in retrieving Library Information materials were provision of Information Technology in the area presenting 33% and more training sessions with 25%. Based on the findings of this study, it was recommended that there should be an improvement in Library classification scheme as they offer a basis for organizing information materials and other reading material to be used by the readers in Kinoni girl’s secondary school; and there should be provision of Information Technology in the area to ease retrieval of information materials. The study recommends the areas for further study among which were cataloguing and Classification Skills and Information Dissemination in Libraries.

# CHAPTER ONE: INTRODUCTION AND BACKGROUND

# 1.0 Introduction

This chapter covered the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, Scope of the study, significance of the study, and definition of operational terms and concepts.

# 1.1 Background to the Study

Worldwide, Information resources as a variable play a role in the way libraries are utilized. According to Abiola (2016) the traditional stock in trade of libraries all over the world is information resources. In order to provide effective and efficient services to the users of the library, information resources in print and non-print formats are acquired to enhance the knowledge the users need to excel in their various endeavors.

Information resources are not only acquired but organized in such a way they can be easily accessed and retrieved by users. Information retrieval is concerned with the exploitation and extraction of information and other contents of documents from different information sources Ajiboye (2013). Retrieval tools are crucial for retrieving information for educational outcomes. Information retrieval tools according to Abiola (2016) are the simple mechanisms or apparatuses that aid the library user to locate, retrieve and use the needed documents from the library or information from a book or document. He further outlined the tools to include; bibliographies, indexes and abstracts, catalogues, computer filing or websites, subject index, title index, directories, OPAC, CD-ROMS, online databases and internet search engines. Presently, there are various tools at students’ disposal to aid them in access the information they need (Ademondi, 2012).

Africa, effective utilization of the library by Secondary students to a great extent depends on the conduciveness and adequacy of the facilities of the entire library environment hence proper classification and retrieval of information materials. A good library is that whose environment is conducive and attractive, clean, free from noise with durable and comfortable furniture, and good lightening/illumination for meaningful study to ease proper reading of students in secondary schools. Any academic library where these facilities are inadequately provided could result in low level of use of information materials by the students. Learning conditions such as light, temperature and sound if not properly incorporated into the library design may negatively affect human beings and deter learning. The undergraduate students, for instance, who use the library resources in carrying out academic related work or for other reasons, will only do so if the library environment is conducive. The absence of variables such as adequate retrieval tools and conducive, serene and adequate facilities within the library environment must be checked to enhance full utilization of the library and its resources (Adebibu, 2008).

In East Africa, Classification and retrieval of information materials are also sometimes called finding aids in producing the sole purpose of leading library users to particular type of information sources. Some of the traditional retrieval tools in libraries include catalogues, Indexes, abstracts and bibliographies. A good number of academic libraries in Nigerian universities have automated their house keeping operations and most of these libraries are providing Online Public Access Catalogue (OPAC) as public interface to users to search and retrieve documents from their library holdings. A couple of studies and reviews have been carried out by scholars and researchers to determine the strength, weaknesses and usability of OPAC as information access tools and to determine the efficiency of the search capabilities of the tool (Okafor, 2006).

As to the skills of librarians, (Hyatt 2003) said that people not involved with classification have never really understood or sympathized with the difficulties involved in creating and maintaining a Library catalog. The perception that only catalogers need to know about cataloging is also not true hence need for design, implementation and customization of Information Systems, as well as for the input of data into them.

In Uganda, it is concluded that the need for expert classifiers will not be diminished in the coming years. They need to be key players in addressing the many challenges facing the libraries and the overall management and organization of Information. The future of classification and retrieval of library information materials in today's libraries, improved indexing, retrieval tools, utilization and mass digitization projects in school libraries (Marcum 2005).

Kinoni girl’s secondary School is a single girl’s school (S1–S4) and high (S5–S6) school in Rwampara District. It is predominantly a boarding-school. It’s located in Kinoni town-council, Rwampara District and it’s a public secondary school, with a motto “United we stand”. Kinoni girl’s secondary School has a population of 446 students and the school is headed by Mrs. Natukunda Mary Mutebi (Kinoni girl’s secondary School annual report, 2018).

Kinoni girl’s secondary School Library uses accession register for capturing and recording all the information about a text book, novel and magazines and other library materials such as Map, newspapers by capturing some information such as Date, Accession Numbers, Author, Title and ISBN, Publisher, Year, Sources and remarks before shelving the materials in order to allow easy retrieval and accessioning of books from shelves hence retrieval of the library materials is done manually ( School Librarian report, 2019).

# 1.2 Statement of the Problem

## Kinoni girl’s secondary School has a well-stocked library serving both students and staff members. However, there is a challenge with storage, search, and retrieval of the library resources due to large number of students and teachers and the library materials as well which makes the library crowded and disorganized because of the traditional method of keeping library materials in shelves and recording the items in paper based (accession book). The materials thus take long to be processed, shelved, and they are not orderly arranged and it holds various problems because it takes long time, there is delay in retrieval and access of information materials therefore the time of the user is not saved which contradicts to the Law of Library Science that states “Save the time of the user”. Therefore, classification was very much helpful to solve such problems in retrieval of the user needed information and disorganization at the information desk thus ensuring quick and fast service delivery to the library users at Kinoni Girls School Library, Rwampara District (Abiola, 2016). It is against this background that the researcher prompted to carry out research on classification and retrieval of information materials at Kinoni Girl’s Secondary School, Rwampara District.

# **1.3 Purpose of the Study**

The purpose of the study was to assess the classification and retrieval of Library information at Kinoni Girls Secondary School library.

# 1.3.1 Specific Objectives

1. To find out the rationale of classifying Information materials at Kinoni Girls Secondary School library.
2. To establish the tools of retrieving information materials at Kinoni Girls Secondary School library.
3. To identify the challenges encountered in retrieving Information materials at Kinoni Girls Secondary School library.
4. To suggest possible solutions to challenges encountered by library users when retrieving Information at Kinoni Girls Secondary School library.

# 1.4 Research Questions

1. What are the rationales of classifying Information materials at Kinoni Girls Secondary School library?
2. What are the tools of retrieving information materials at Kinoni Girls Secondary School library?
3. What are the challenges encountered in retrieving Information materials at Kinoni Girls Secondary School library?
4. What are the possible solutions to challenges encountered by library users in retrieving Information at Kinoni Girls Secondary School library?

# 1.5 Scope of the Study

# **1.5.1 Geographical Scope.**

The study was carried out at Kinoni Girls Secondary School in Rwampara District, South Western Uganda. The District has its headquarters in Kinoni Town Council. The District Borders Sheema District in the North, Mbarara District in the East, Isingiro District in the South and Ntungamo District in the West.

# **1.5.2 Content Scope**

The study focused mainly on assessing classification and retrieval of Library information materials at Kinoni Girls Secondary School library, Rwampara district.

# **1.5.3. Time Scope**

The study was carried out in a period of 8 months from October, 2019 to May, 2020. This involved proposal writing, data collection, data presentation and discussion of results. Conclusion and recommendations of the study were presented basing on the results of the study.

## 1.6 Significance of the Study

**To Students:** The study helped to determine how to easily classify and retrieve library information materials timely and appropriately within a shortest time possible.

**To Staff:** The study helped to identify a number of the information resources available in the school library in order to access the best materials which support teaching at Kinoni Girls Secondary School library.

**To researchers:** The study was used as a starting point of gathering information by future researchers regarding the classification and retrieval of information materials for secondary schools. The study benefited the researcher since it was a requirement to obtain her Diploma in Library and Information Science of Kabale University.

## 1.7 Definition of Operational Terms

**Library**

A library is defined as a room or building where books, pamphlets, magazines, newspapers, cassettes and videos are kept. (Susan, 2009)

**Classification**

Dhillon, (2007), Classification is a procedure of grouping similar items and objects and is essential in formulating groups that is known as classifying which results in Classification.

**Information retrieval**

Ottong, (2014), asserts that information retrieval is the process of searching for ideas from the library.

**Library utilization**

This refers to the extent of usage of libraries by students. In view of this, students in secondary schools make use of the library for academic materials, assistance and guidance for research. Information utilization is the actual putting into appropriate use of acquired information (Filson, 2014).

## CHAPTER TWO: LITERATURE REVIEW

## 2.0 Introduction

This chapter described and related what other scholars have noted down about the topic. The researcher got information from different and related sources or scholars, magazines, journals, websites that all point and relate to this study.

## 2.1 Rationale of Library Classification in Libraries

**2.1.1 Helpful Sequence**

Classification helps in organizing the documents in a method most convenient to the users and to the Library staff. The documents should be systematically arranged in classes based on the mutual relationship between them which would bring together all closely related classes. The basic idea is to bring the like classes together and separate these from unlike classes. The arrangement should be such that the user should be able to retrieve the required document as a result it will make a helpful sequence (Forshaw, 2000).

**2.1.2 Withdrawal of Document from Stock**

In this case, the need arises to withdraw a document from the Library collection for some reason, and then Library classification should facilitate such a withdrawal (Dhiman, 2005).

**2.1.3 Book Display**

Display is adopted for a special exhibition of Information materials and other materials on a given topic. The term is used to indicate that the collection in an open access Library is well presented and guided. Library classification should be helpful in the organization of book displays. (Crow, 2002)

**2.1.4 Corrects Replacement**

Documents whenever taken out from the shelf should be replaced in their proper places. It is essential that Library classification should enable the correct replacement of documents after they have been returned from use. This would require a mechanized arrangement so that arrangement remains permanent. (Campbell, 2006)

**2.1.5 Mechanized Arrangement**

It means to adopt a particular arrangement suitable for the Library so that the arrangement remains permanent. The sequence should be determined once for all, so that one does not have to pre-determine the sequence of documents once again when these are returned after being borrowed. (Filson, 2014)

**2.1.6 Compilation of bibliographies**

Lombardi, (2000), gives Other Purposes catalogues and union catalogues, Classification of Information, Classification of reference queries, and Classification of suggestions received from the users, Filing of non-book materials such as photographs, films, etc.  
In fact, According to (Ottong, 2014) Library classification mechanizes the correct replacement of Library documents after use, fixes the most helpful place for a newly added document or a book amongst the other Information materials available in the Library on a similar subject and files the most helpful place for the first document on such other already existing subjects which are related to it.

**2.1.7 Arranges Information materials in order for library users**

Olson, (2003), notes that it brings other things like Information materials together classification arranges Information materials in an order most convenient to the readers and the librarians. Readers should find all the related Information materials together and librarians should minimum time and energy in locating the documents. Classification brings together all the Information materials on the same subject. Not only that, Information materials on different branches of the subjects are also collated in a way that their mutual relationship is clearly displayed.

**2.1.8 It saves time**.

Classification is a great time saving device for readers, as well as librarians and thus fulfills the demand of the fourth law of Library science. The arrangement by subject, a natural consequence of Library classification, saves a lot of time of readers as well as of staff, by bringing together all the related documents.

**2.1.9 It reveals the weakness and strength of the collection**.

As classification arranges Information materials on the shelf by subject, it clearly shows which subjects have a good collection, and which subjects require more attention. In this way, it facilitates the book selection process and helps in developing all round collection of the Library. Similarly, it assists the librarians in making up their collection, for the departmental or branch libraries or lending centers, from the central stock (Schwartz, 2001).

**2.1.10 It helps in stock verification**.

Classification plays a significant role in the stock taking procedure. Generally, verification of stock is done through a he lf list, which is arranged in classified order. Information materials on the he lf are also arranged in the same order. In the stock taking procedure, a person on the he lf goes on calling the call number of the Information materials while the other person, holding the he lf list goes on pushing the relevant cards forward. Thus, the process of stock taking is completed within a relatively short time (Fallon, 2005).

**2.1.11 It allows libraries to arrange the documents in good sequences**

Chan, L.M, (2000), notes that Library classification assists the librarian to make available the requisite book to the reader in the shortest possible time. The purpose of any Library classification scheme is to allow libraries to arrange the documents in a sequence that was of immense help to the readers. The Library classification scheme offers the leaders a basis for organizing Information materials and other reading material so that these can be used by the readers as and when they desire. A variety of classification schemes have been developed in various countries throughout the world to maintain the Library collections in the most helpful manner possible.

**2.1.12 Organization of Knowledge**

Any library with conventional or contemporary system of functioning in place relies heavily on library classification. Organization of knowledge in a more systematic way is the first and foremost activity of any library. A fully automated library is as much dependent on library (Zhang 2003).

## 2.2 Tools of Retrieving Information Materials in Libraries

According to Olson (2003), the term Information Retrieval was coined in 1952 and gain popularity in the research communities from 1961. At that time, Information Retrieval’s organizing function was seen as a major advance in libraries that were no longer just storehouses of books, but as places where information was catalogued and indexed. The concept of Information Retrieval presupposes that there are some documents or records containing information that have been organized in an order suited for easy retrieval. An Information Retrieval system is designed to retrieve the documents or information required by the user community. It should make the right information available to the right and targeted users. Thus, an Information Retrieval system aims at collecting and organizing information in one or more subject areas in order to provide it to users as soon as it is requested for (Anyanwu et al., (2018).

**2.2.1 Indexes**

Okafor, (2006), writes that in the ideal document retrieval environment, a document or query statement is represented by a group of distinct index terms as well as the semantic relationships between these terms, so that retrieval could be based on a structure of semantic relationship. Documents are retrieved on the basis of the correspondence between search terms expressed in the query and the index terms in the document hence Indexing systems designed to assist in the retrieval of documents operate by assigning index terms to the analyzed subject of each document either manually or automatically (Edem, 2015).

**2.2.2 Abstracts**

Abstracts as documentary products always take the form of short texts either accompanying the original document or included in its surrogate. With the rapid increase in the availability of full text and multimedia information in digital form, the need for automatic abstracts or summaries as filtering tool is becoming extremely important. Craven (2000) in his works proposes a hybrid abstracting system in which some task is performed by human abstractors and others by an abstractors assistance software.

**2.2.3 Classification schemes**

The first library classification Scheme was developed by Melvil Dewey in1876 Dewey Decimal Classification (DDC), Universal Decimal Classification (UDC) was the second major classification scheme to appear. The Library of Congress Classification Scheme (LCC) is another classification scheme; it is an example of a semi enumerative scheme of classification which provides a long list of all the classes in the universe of subjects. Although classification schemes were mainly designed for organizing bibliographic items on the library shelves, many librarians and information professionals have also used library classification schemes for organizing information resources electronically. Users can search the catalogue by selecting a Dewy class thus a user can gain access to the digital resources by a classified list or through an alphabetical list of subjects (Bren, & Fallon, 2005).

**2.2.4 Metadata**

Schwartz (2001) mentioned that the term metadata, thus far used primarily in the field of database management, began to appear in LIS literature in the mid- 1990s. However, within a short period the topic became very popular area of research concentration, giving rise to several hundred publications. Metadata supports a variety of operations and the users of the metadata may be human beings or computer programs. The primary functions of metadata are to facilitate the identification, location, retrieval, manipulation and use of digital objects in a networked area. Metadata has become an important issue for information organization since the advent of the internet and the web. Digital Libraries have led to an increased awareness of the need for metadata for diverse categories of items available in digital format.

**2.2.5 Card catalogue**

These are sets of cards in alphabetical order, each one giving information about an item in collection like the author and the title of the book with the information on where to find it. A catalog helps to serve as an inventory of the library’s contents. If an item is not found in the catalog, the user may continue their search at another library (Kragewski, 2011).

**2.2.6 Online Public Access Catalogue (OPAC)**

This is an automated catalogue on which all the library database is stored. Accessing library materials through the OPAC is faster and easier than through manual catalogue like the use of KOHA as software hence the effectiveness of a library as an instrument of learning is determined by the success with which it is able to provide the users with the necessary tools capable of accessing and retrieving the information they seek as it can be accessed from anywhere with internet (Nnadozie 2007).

**2.2.7 Bibliography**

This is a list of all the sources used in the process of researching academic work (Okon, 2007). It includes the authors’ name, the title of the work, the names and locations of the companies that published copies of academic work, date and page number.

**2.2.8 Search engines**

According to computing dictionary "search engine is a program that allows users to locate specified information from a database or mass of data. Search engine sites are extremely popular on the World Wide Web because they allow users to quickly sift through millions of documents on the internet:"A search engine is a searchable database of web sites collected by a computer program (called a wanderer, robot, crawler, worm or spider). When a keyword is entered, the search engine looks for keywords in its database, and any relevant records are displayed. Websites are selected automatically and are not generally evaluated in any way before they are entered into the database (Kademani, 2004).

**2.2.9 Subject Directories**

According to Nair (2002), subject directories are hierarchical indexes or directories of internet resources that may be searched and browsed. The focus for providing information is by subject matter, which happens to be the most commonly used access point by most users. If the WWW is regarded as a huge disorganized book, the subject directory serves as a table of contents and search engines are like the index of the book.

**2.2.10 Index Search Engines**

According to Kademani (2004), these engines guide you through search by providing you with a series of headings and subheadings until you finally reach a list of sites. Very useful if you want a broad overview of what is available within a subject area, although you are constrained by the classification scheme which is in use. So you may have gone up and down the subject trees a few times until you find exactly what is thereafter is.

**2.2.11 Database**

According to Dhiman (2005), database refers to a collection of related data irrespective of the format of the data (that is, written, electronic, audio). The term database is however used to mean a collection of related data stored in a computer- readable format. The researcher created a database for patrons and this saved the time of the patrons and staff in accessing and retrieving the required information.

## 2.3 Challenges Encountered in Retrieving Information Materials

**2.3.1 Lack of awareness of library users to information materials**

The information seeking behavior of a user depends on education, access to library and the length of time a user wishes to devote to information seeking (Aina, 2004). He added that most individuals seek information from their friends, neighbors and colleagues among others but when the information required is complex, individuals resort to the libraries. With the advent of the internet, many professionals, researchers and highly placed individuals now seek information from the web.

**2.3.2 Information overload**

Users face an ‘information overload’ problem and they require tools to explore the vast universe of information in a structured way Information is seen as something constructed by human beings. In the context of this study, Information was conceived based on the definition of (Akintomide, 2012) as something which students need during their studies when they construct meaning about the subjects in the process of learning.

**2.3.3 Lack of information search and retrieval skills,**

According to Alawiye (2013), raised a vital point in their study that universities provided several information resources in their libraries but the university library-based retrieval tools for accessing these resources were occasionally used. This implies that the libraries’ resources were under-utilized. Based on the study, the effective use of these tools were hampered by some varying factors which include; lack of information search and retrieval skills, low level of user education and information literacy training, and students’ subject backgrounds. Supporting this, he added in his study on catalogue use found out that the card catalogues and the OPAC, the most essential library tools in accessing the library collection, are not always consulted because of inadequate knowledge of how to use them. This inadequate use of the OPAC affects their benefit of accessing online materials which has adverse effect on their academic performance.

**2.3.4 Difficulty in locating the Library materials for quicker Information search**

Students retrieving Information in libraries often face difficulties ranging from borrowing Information materials, noise from within the reading environment, and difficulty in locating the Library materials for quicker Information search among others (Adjei, 2010). He went ahead to suggest possible measures for such problems to be the creation of an intensified Library management system integrated with modern Information retrieval methods like using the internet.

**2.3.5 Lack of Information**

In another study conducted by (Aina 2004), it was reported that first year undergraduate students reported that all of the participant felt that they had little need to look for Information outside what faculty provided for them in their course and where Information was needed. They felt they were able to acquire it using general search engines. Other findings from this research is that student participants were comfortable using technology to learn and that web modules could be used in the future to teach Library instruction. (Aina, 2004) in another study of graduate engineering students reported that the majority of the students indicated that the Internet was the first source of Information they used for a project (Mittermeyer, 2003).

**2.3.6 Lack of financial resources**

According to Dike (2015), stresses the situation in developing countries like Uganda is worth. He noted that most library users find it difficult to access information mainly because of the costs involved. He noted that most up to date information is installed and stored on web site of computers to be accessed through internet. He noted that cost of internet is far beyond the pocket of individual users thus great challenge.

**2.3.7 Inadequate knowledge**

According to Adedibu (2008), the most essential library tools in accessing the library collection are not always consulted because of inadequate knowledge of how to use them. This inadequate use of the OPAC affects their benefit of accessing online materials which has adverse effect on their academic performance.

**2.3.8 Lack of developed data base**

According to Morrey (2005), states that access and utilization of academic libraries have lagged behind competition and information age. Morrey did research in most Asian universities have not yet developed library data base on computer noted that this has made information change quiet and rather difficult. He noted that most library users find it difficult to get recent information about current issues due to lack of developed data base. He noted that this challenge has been caused by lack of skilled man power r that is computer literate.

## 2.4 Solutions to The Challenges Encountered in Retrieving Library Information Materials.

According to (Nwalo, 2000) Information technologies found in libraries at present can be divided into three categories: computers, storage media and telecommunications. These three aspects, working together, have brought about great improvement in the quantity and quality of Library services to users and an amazing reduction in the delivery time. The fusion between computers and telecommunications has enhanced the development of Information networks around the world, the high point of which is the Internet.

**2.3.1** **Training sessions**

According Norlin (2004), offering training sessions to faculty, students Library staff must be professionally trained and even in the use of software application on the use of Library data base hence facilitating proper retrieval of information materials in school library.

**2.3.2** **Provision of different Information materials**

According to Muthewa (2000), asserts that traditional libraries stored different types of Information resources in different formats in their buildings. Various tools and guides to locate these resources were available only when a patron physically visited the Library. The situation has now changed. With the advent of computers and telecommunications technologies, libraries and Information services can now provide access to these resources through workstations such as personal computers (PCs) and terminals that are in patrons' offices, as well as in the Library building.

**2.3.2 Provision of Information Technology**

According to Dhiman (2005), assert that libraries are computerizing their services all over the world and, to take advantage of the immense benefits in Information management offered by Information Technology (IT), a Library must first computerize its services. But despite this reality, the pace of Library automation in Africa is still very slow, and this should be a cause for serious concern.

**2.3.3 Ability to find and retrieve Information effectively**

Tella, (2007) argue that the students’ ability to find and retrieve Information effectively is a transferable skill useful for their future life as well as enabling the positive and successful use of the electronic resources while at school. They noted that in this digital era any student at the higher level who intends to better achieve should have the ability to explore the digital environment. Students are increasingly expected to use electronic Information resources while at the university to make use of the growing range of electronic resources, students must acquire and practice the skills necessary to exploit them.

## CHAPTER THREE: RESEARCH METHODOLOGY

## 3.0 Introduction

This research methodology contained: research design, study area, study population, sample size, data collection method, data collection instruments, research procedure, data quality control, ethical considerations, data analysis, and limitations of the study.

## 3.1 Research Design

According to Creswell (2017), research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevancy with the research purpose. The study employed ***descriptive cross-sectional research design*** utilizing both qualitative research and quantitative design since it gives a clear numerical explanation of respondent’s views with in a shortest period of time. According to Creswell (2017), cross-sectional design contains; multiple wealth of details, totality and variations which allows the researchers to understand fully how and where interventions may have worked collectively with correlated general effects.

## 3.2 Study Area

The study was conducted at Kinoni Girls’ Secondary School library in Rwampara district. The area was selected for the study because the researcher knows that more data were generated from the case study selected and it is approximately 10 Miles to Rwampara headquarters.

## 3.3 Study Population and Sample Size Determination and Selection

Population is the number or body of inhabitants in a place belonging to a specific social, cultural, social-economic, ethics or racial subgroups (Creswell, 2017). The sample size constituted of (92) respondents who are involved in classification and retrieval of in formation materials at Kinoni girls secondary school library.

Table 1: Study Population and Sample Size Determination and Selection

|  |  |
| --- | --- |
| **Particulars** | **Number** |
| Librarians | 2 |
| Staff members | 50 |
| Students | 40 |
| **Total** | **92 Respondents** |

*Source: primary data (2020)*

# 3.4 Sampling Methods

The researcher used both simple random sampling and purposive sampling methods in order to determine the most rightful and relevant respondents that provided dependable data and information for the study. The researcher used simple random sampling as it required a probability sampling method where all elements had equal chance of being selected in the study area. The simple random sampling method selected a sample without bias from target and accessible population. The method was used to select random samples from Kinoni girl’s library. This method was justified for the study because it ensured that all respondents are given equal chance of being selected. It also minimized bias and simplified analysis of results.

According to Echem (2014), purposive sampling method, involves non-random selection of the sample based on the researcher ‘s judgment and knowledge about the population.

The researcher used this method because it enabled selection of participants believed to have detailed knowledge about classification and retrieval of information materials.

# 3.5 Data Collection Methods

According to Kakinda-Mbaga (2014), data collection is the general strategies or a plan of work that was followed in collecting data. The following data collection methods were used in the study (Echem & Udo-Anyanwu, 2018).

## 3.5.1Questionnaire

According to (Dike & Edem, 2015), a questionnaire is a scientific research instrument with pre-determined list of questions which may be answered by the respondent without supervision or explanation. A questionnaire consisted of a series of questions on the existing system and the user requirements for the proposed database system. In this method the researcher used a number of relevant questions basing on the study objectives which were distributed to the students.

## 3.5.2 Interview

According to (Anato & Filson, 2014), interviewing is defined as a face to face conversation between an interviewer and the respondents conducted for the purpose of obtaining information. It is a tool of collecting data from the respondents and it involves a person to person verbal communication in which one person or group of persons asks the other questions the researcher intends to list information or opinions. The researcher used this method because it collected information that cannot be directly observed or difficult to put down in writing. The researcher used interview guide because it allowed her to obtain information that cannot be directly observed especially when it is written and the researcher needs the information in depth and also it allowed the researcher to obtain historical information as through intensive inter views the respondents can be examined much about the study and provided historical information as attached in the appendixes.

## 3.5.3 Observation

According to Dawson (2019), this is a purposeful examination of research phenomenon for purposes of gathering data. It involves the use of sensory organs to make sense of this study phenomenon. The researcher observed with the use of observation guide the storage and retrieval tools in the library, kind of ICTs used in the storage and retrieval of information, accession registers. Observation was helpful in getting the first hand data on the current information system.

# 3.6 Data Collection Instruments

These are materials, objects, and tools that help to use the research methods (Dawson, 2019). The researcher used observation checklist, interview guide and questionnaire as described below.

# 3.6.1 Questionnaire Guide

A questionnaire is a research instrument that gathers data over a large sample (Dawson, 2019). Questionnaires were provided to support the questionnaire method of data collection. The researcher gave out the designed questionnaire to the respondents to fill during data collection (*Appendix I*).

# 3.6.2 Interview Guide

An interview guide is a set of topics and/ or questions about which the interview is conducted (Anato, 2014). An interview guide was used to facilitate the interview method of data collection. This contained the structure of the questions that was gave direction to the study when the researcher was conducting interviews (*Appendix II*).

# 3.6.3 Observation Checklist

This is a method of gathering data through observation rather than asking questions. The aim is to take a detached view of the phenomena, and be invisible, either in fact or in effect (like by being ignored by people or animals (Merriam, 2009). This was used to facilitate observation method of data collection by the researcher in Mukombe library, Kabale University. Observation was useful especially when collecting data for activities that can’t be measured for example staff conduct, frequency of user visits and challenges affecting access and utilization of library materials (*Appendix III*).

## 3.7 Research Procedure

The researcher requested an introductory letter from the research coordinator Kabale University faculty of computing library and information sciences to conduct a research on the classification and retrieval of library information materials a case study of Kinoni girls’ library Rwampara District. A copy of the letter was presented to respondents that were approached in data collection; questionnaires were distributed to the selected respondents, observation and interview check list field diaries was used and be kept to record events that were important in interpretation and analysis of the results (Anderson, 2012).

## 3.8 Data Quality Control

According to Dike (2015), all research is concerned with producing valid and reliable knowledge in an ethical manner. The data quality control techniques ensured that data to be collected was valid and reliable. Therefore, a reliability and validity test was done to ensure data quality control and the internal validity of the study.

## 3.8.1 Validity

Validity is the degree to which a test measures what it is supposed to measure Amin (2005). The researcher ensured validity of the instruments for efficiency and effectiveness of the tools to arrive at the dependable findings, conclusions and recommendations demanded by the study objectives and topic. The instruments were designed and discussed with experts in the field to ascertain whether they are comprehensive, clear, simple and relevant to the study objectives. A Content Validity Test was conducted using the CVI whose formula is;

Since the CVI value is above 80%, then the instruments were valid (Amin, 2005). However, the instruments were corrected to remove unworthy items, improve on some and qualify others.

## 3.8.2 Reliability of Instruments

Reliability of an instrument is the degree to which the instrument consistently measures whatever is to measure, (Amin, 2005). Cronbach alpha (Cronbach, 1951) reliability coefficient of 0.7 points and above was used to measure the internal consistency or average correlation of items in a survey instrument to gauge its reliability. The higher the score, the more reliable the generated scale is. For instance, Nunnally (1978) argues that a 0.7 alpha coefficient is an acceptable reliability coefficient. The researcher conducted a study on the classification and retrieval of information materials on 20 respondents at Kinoni girls secondary school library. In this study, the researcher ensured reliability by applying the same instruments to the related respondents two times to see whether they yield the same responses. The idea was to check the consistency of the responses among various study participants at Kinoni girls secondary school. Then Cronbach’s Alpha Coefficient (1951) was computed as shown below.

# Table 3.3: Reliability Statistics

|  |  |  |
| --- | --- | --- |
| **Variable List** | **Cronbach's Alpha** | **N of Items** |
| Library classification | .713 | 7 |
| Information Material Retrieval | .701 | 7 |
| Relationship | .767 | 7 |
| **Overall** | **0.791** | **21** |

The reliability test was 0.7 and above, the instrument was reliable as the basis to make decision.

## 3.9 Ethical Considerations

The researcher was able to use privacy and confidentiality of the information that were given by the participant’s obtaining a valid sample entailed gaining access to specific lists and files which is an infringement of the participant’s information. However, the participants had the freedom to ignore items that they do not wish to respond to. For instance, the researcher didn’t allow the participants to mention their names, avoid embarrassing questions to the participants and others.

## 3.10 Data Analysis

Adebibu, (2008), further asserted that data analysis for case studies should be done by categorizing, tabulating, and testing both quantitative and qualitative evidence to address the initial proposals of a study. The data collected was processed and analyzed both quantitatively and qualitatively. During processing, the data was edited, coded and tabulation of data proof read. This ensured clear and easy presentation of research findings.After thorough sorting, the data was entered into a computer software Microsoft excel for analysis. The software was used to obtain basic statistical parameters such as frequencies.

# 3.11 Limitations to the Study

Transport costs and other financial expenses while visiting the library and internet cafes to review the related literature about classification and information retrieval were hard to handle. However, the student was devised to borrow from friends all time; respondents withholding information due to fear of being victimized as a result of confidentiality of the organization ‘s data but this was solved by assuring the respondents of utmost good faith by the researcher; there was a problem of data inaccessibility which the researcher faced as a result some students being hesitant to return the questionnaires towards the research findings.

# 3.12 Ethical Issues

The researcher ensureed that all ethical issues are put into consideration so as not to compromise the quality of the research. The researcher ensureed confidentiality and seeking of informed consent from respondents before collecting data from them. The researcher ensured privacy while collecting data from the selected and key informants by telling them that their names wouldn’t be published anyware and the information given was to be used academically. The researcher also minimized issues of plagiarism by acknowleding authors.

# CHAPTER FOUR: RESULT PRESENTATION AND DISCUSSION OF

# THE FINDINGS

# 4.0 Introduction

This chapter presents the results and cover discussion of findings from the field survey conducted in Kinoni Rwampara District, south-western Uganda. Results on the rationales of classifying information materials, the tools of retrieving information materials, challenges encountered in retrieving information materials and possible solutions to challenges encountered by library users in retrieving Information at Kinoni Girls Secondary School library are discussed in this chapter.

# 4.1 Demographic Characteristics of Respondents

The demographic characteristics evaluated in this study were age of respondents, sex, marital status, and educational level. These characteristics were selected because they influence classification and retrieval of Library information. The findings are presented and discussed in the subsequent sections.

# 4.1.1 Sex of the Respondents

From the field study, 22 % were male respondents and 78% were female respondents. The study findings indicated that the number of female was bigger than that of their male counterparts due to the fact that female participate more in the classification and retrieval of Library Information at Kinoni Girls Secondary School Library than their male counterparts as it’s a single girls school.

Figure 4.1: Bar graph showing the sex of the respondents

# 4.1.2 Age of the Respondents

Majority of the respondents (77%) of respondents were in the age bracket of 20< and 2% were aged 50 years and above. The researcher considered the age of respondents in order to acquire their knowledge based on their life time experience with the classification and retrieval of Library Information.

Figure 4. 2: Bar graph showing Age of Respondents

**4.1.4 Educational Levels of Respondents**

Study results revealed that 76% of the respondents were in their ordinary and advanced level of education, followed by 16% with education level equivalent to a diploma. Only 8% of the respondents had attained University level of education. The researcher main reason for considering the highest levels of education attained by respondents was to ensure that data collection tools were planned and used appropriately in reference to respondents’ literacy levels. The majority of the respondents were in their ordinary and advanced levels of education. Due to this, they could adopt to better methods of classification and retrieval of Library Information.

Figure 4 3: Bar Graph Showing Educational Levels of Respondents

# 4.1.3 Marital Status of the Respondents

From the study findings, 76% of the respondents were single whereas 2% were widows. The researcher considered the marital status of respondents in order to document justified information from categories of varying understanding in line with their day to day life time family duties and responsibilities in classification and retrieval of Library Information in the study area. The study considered the marital status of respondents due to the fact that the majority of respondents were energetic and was the ones that were involved in classification and retrieval of Library Information.

Figure 4. 4: Bar graph showing the marital status of the respondents

# 4.2 Importance of Library Classification in Kinoni girl’s secondary school library

Table 4.1: The importance of Library Classification in Kinoni girl’s secondary school library

|  |  |  |
| --- | --- | --- |
| **Importance** | **Frequency** | **Percentage** |
| Organization of documents | 3 | 3 |
| Book Display | 6 | 6 |
| Corrects Replacement | 8 | 9 |
| Mechanized Arrangement | 12 | 13 |
| It saves time | 13 | 14 |
| Organization of Knowledge | 20 | 22 |
| It allows librarians to arrange the documents in good sequences | 30 | 33 |
| **Total** | **92** | **100** |

According to the importance of Library Classification in Kinoni girls’ secondary school library. Majority of respondents (33%) reported that Library Classification allows librarians to arrange the documents in good sequences. Respondents revealed that Library classification scheme offers the leaders a basis for organizing information materials and other reading material to be used by the readers in Kinoni girl’s secondary school. This is in line with (Chan *et al*., 2000) who noted that Library classification assists the librarian to make available the requisite book to the reader in the shortest possible time hence purpose of any Library classification scheme is to allow libraries to arrange the documents in a sequence that is of immense help to the readers.

The study further revealed Organization of Knowledge (20%) as one of the importance of Library Classification in the study area. They therefore participated in book organization and reporting illegal activities through their various forums within the library. This is in line with (Zhang, 2003) who said that any library with conventional or contemporary system of functioning in place relies heavily on library classification.

The study findings further revealed that 13% of the respondents noted time saving was the importance of Library Classification in the area. Respondents reported that students were engaged in the library classification. The arrangement by subject, a natural consequence of Library classification, saves a lot of time of readers as well as of staff, by bringing together all the related documents hence classification is a great time saving device for readers, as well as librarians and thus fulfills the demand of the fourth law of Library science

Organization of documents was among the importance of Library Classification in Kinoni girls’ secondary school library according to 3% of the respondents. Respondents argued that the arrangement should be such that the user should be able to retrieve the required document as a result it will make a helpful sequence. This is in agreement with (Forshaw, 2000) who said that classification helps in organizing the documents in a method most convenient to the users and to the Library staff. The documents should be systematically arranged in classes based on the mutual relationship between them which would bring together all closely related classes. The basic idea is to bring the like classes together and separate these from unlike classes.

# 4.3 Tools of retrieving information materials in Kinoni girls’ secondary school library

The researcher went ahead and recorded the tools of retrieving information materials in Kinoni girls’ secondary school library as illustrated in table 4.2.

Table 4.2: The tools of retrieving information materials in Kinoni girls’ secondary school library

|  |  |  |
| --- | --- | --- |
| **Tools** | **Frequency** | **Percentage** |
| Online Public Access Catalogue (OPAC) | 00 | 00 |
| Index Search Engines | 00 | 00 |
| Indexes | 8 | 9 |
| Card catalogue | 11 | 12 |
| Abstracts | 13 | 14 |
| Bibliography | 20 | 22 |
| Classification schemes | 40 | 43 |
| **Total** | **92** | **100** |

The study findings revealed that 43% of the respondents noted that classification schemes were the major tool of retrieving information materials in Kinoni girls’ secondary school library. Users can search the catalogue by selecting a Dewy class thus a user can gain access to the digital resources by a classified list or through an alphabetical list of subjects. This is in line with (Bren, & Fallon, 2005) who said that the Library of Congress Classification Scheme (LCC) is another classification scheme; it is an example of a semi enumerative scheme of classification which provides a long list of all the classes in the universe of subjects. Although classification schemes were mainly designed for organizing bibliographic items on the library shelves, many librarians and information professionals have also used library classification schemes for organizing information resources electronically

In addition to the above, 22% of the respondents recorded that bibliography was among the tools of retrieving information materials in Kinoni girls’ secondary school library. This is a list of all the sources used in the process of researching academic work in secondary school. It includes the authors’ name, the title of the work, the names and locations of the companies that published copies of academic work, date and page number.

The study findings further revealed that 14% of the respondents mentioned that there was a tool of Abstract. Respondents recorded that abstracts as documentary products that always take the form of short texts either accompanying the original document or included in its surrogate. With the rapid increase in the availability of full text and multimedia information in digital form, the need for automatic abstracts or summaries as filtering tool is becoming extremely important. This is in relation with Craven (2000) who said that a hybrid abstracting system in which some tasks are performed by human abstractors and others by an abstractors assistance software.

The study findings indicated that 12% of the respondents recorded that there was Card catalogue. Respondents noted that students use card catalogue in the library to retrieve different information and serves as an inventory of the library’s contents. If an item is not found in the catalog, the user may continue their search at another library. This is in line with (Kragewski, 2011) who noted that these are sets of cards in alphabetical order, each one giving information about an item in collection like the author and the title of the book with the information on where to find it.

The study findings further indicated that 8% of the respondents reported that there were Indexes. Respondents recorded that documents are retrieved on the basis of the correspondence between search terms expressed in the query and the index terms in the document hence Indexing systems designed to assist in the retrieval of documents operate by assigning index terms to the analyzed subject of each document either manually or automatically at Kinoni girl’s secondary school. This is also in argument with Okafor, (2006), who wrote that in the ideal document retrieval environment, a document or query statement is represented by a group of distinct index terms as well as the semantic relationships between these terms, so that retrieval could be based on a structure of semantic relationship.

# 4.4 The challenges encountered in retrieving Information materials in Kinoni girls’ secondary school library

The researcher further asked respondents challenges encountered in retrieving information materials in the study area. The results presented below in table 4.3 were recorded.

Table 4.3: The challenges encountered in retrieving Information materials in Kinoni girls’ secondary school library

|  |  |  |
| --- | --- | --- |
| **Challenges** | **Frequency** | **Percentage** |
| Lack of developed data base | 2 | 2 |
| Information overload | 3 | 3 |
| Lack of Information | 7 | 7 |
| Lack of financial resources | 11 | 12 |
| Inadequate knowledge | 18 | 20 |
| Lack of information search and retrieval skills | 21 | 23 |
| Lack of awareness of library users to information materials | 30 | 33 |
| **Total** | **92** | **100** |

The study findings presented in table 4.3 above indicated that 33% most of the respondents suggested that lack of awareness of library users to information materials was the challenge encountered in retrieving Information materials in Kinoni girls’ secondary school library. Similarly, (Aina, 2004) said that the information seeking behavior of a user depends on education, access to library and the length of time a user wishes to devote to information seeking. Naturally, most individuals seek information from their friends, neighbors and colleagues among others but when the information required is complex, individuals resort to the libraries. With the advent of the internet, many professionals, researchers and highly placed individuals now seek information from the web.

From the field survey, 2% of the respondents suggested lack of developed data base is also another challenge encountered in retrieving Information materials in the area of study; and respondents noted that this challenge has been caused by lack of skilled man power that is computer literate. This is in line with Morrey, (2005), who stated that access and utilization of academic libraries have lagged behind due to competition and information age.

The study findings also indicated that 23% of the respondents suggested that lack of information search and retrieval skills was a challenge encountered in retrieving Information materials in Kinoni girls’ secondary school library. As much as the students and teachers retrieve information, they lack skills and practical experience to ease access to information. This implies that the libraries’ resources were under-utilized. Based on the study, the effective use of these tools were hampered by some varying factors which include; lack of information search and retrieval skills, low level of user education and information literacy training, and students’ subject backgrounds. Supporting this, (Adedibu, 2008) in his study on catalogue use found out that the card catalogues and the OPAC, the most essential library tools in accessing the library collection, are not always consulted because of inadequate knowledge of how to use them. This inadequate use of the OPAC affects their benefit of accessing online materials which has adverse effect on their academic performance.

The results further added that 20% of the respondents suggested that there was inadequate knowledge among both students and Kinoni girl’s secondary school staffs in retrieving information materials. Respondents noted that the most essential library tools in accessing the library collection are not always consulted because of inadequate knowledge of how to use them. This is in line with (Adedibu, 2008) who said that inadequate use of the OPAC affects students to benefit from accessing online materials which has adverse effect on their academic performance.

The study findings added that 12% of the respondents suggested that lack of financial resources was among the challenges encountered in retrieving information materials in the study area. Respondents noted that the school has no money even to pay teaching and none teaching staff members and majority of them demand the school money for more than seven months. One of the respondents noted that “*cost of internet is far beyond the pocket of individual users thus great challenge to Kinoni girl’s secondary school*”. This is in line with Karuhanga, (2004) who said that most up to date information is installed and stored on web site of computers to be accessed through internet and most library users find it difficult to access information mainly because of the costs involved.

The study findings also revealed that 7% of the respondents suggested that there was lack of Information. This is in line with (Seamans, 2001), who reported that students reported that all of the participant felt that they had little need to look for information outside what school provided for them in their study and where information was needed. They felt they were able to acquire it using general search engines. Other findings from this research is that student participants were comfortable using technology to learn and that web modules could be used in the future to teach Library instruction. (Kerins, 2004) in another study of graduate engineering students reported that the majority of the students indicated that the internet was the first source of information used for a project (Mittermeyer, 2003).

The study results also indicated that 3% of the respondents suggested that there was information overload. This is in line with (Akintomide, 2012) who said that users face an ‘information overload’ problem and they require tools to explore the vast universe of information in a structured way information is seen as something constructed by human beings.

4.5Solutions to the challenges encountered in retrieving Library Information materials

The researcher further asked respondents to suggest solutions to the challenges encountered in retrieving Library Information materials in the study area. The results presented below in table 4.4 were recorded.

Table 4.4: The solutions to the challenges encountered in retrieving library information materials

|  |  |  |
| --- | --- | --- |
| **Solutions** | **Frequency** | **Percentage** |
| Ability to find and retrieve Information effectively | 15 | 16 |
| Provision of different Information materials | 18 | 20 |
| Training sessions | 23 | 25 |
| Provision of Information Technology | 36 | 39 |
| **Total** | **92** | **100** |

The study findings presented in table 4.4 above indicated that 39% most of the respondents suggested that there should be provision of Information Technology in the area. Similarly, Dhiman, (2005) said that that libraries are computerizing their services all over the world and, to take advantage of the immense benefits in Information management offered by Information Technology (IT), a Library must first computerize its services. But despite this reality, the pace of Library automation in Africa is still very slow, and this should be a cause for serious concern.

The study findings also showed that 25% of the respondents suggested that more training sessions should be done to find out retrieving Library Information materials in an area. This is in line with (Norlin, 2004) who said that offering training sessions to faculty, students Library staff must be professionally trained and even in the use of software application on the use of Library data base hence facilitating proper retrieval of information materials in school library.

The results further added that 20% of the respondents suggested that there was need for provision of different Information materials. Respondents noted that the advent of computers and telecommunications technologies, libraries and Information services can provide access to these resources through workstations such as personal computers and terminals that are in offices, as well as in the Library building in the study area. Therefore, respondents suggested that information materials should be provided to ease classification and retrieval of library materials in the study area. This is also in line with Muthewa, (2000) who asserted that traditional libraries stored different types of Information resources in different formats in their buildings. Various tools and guides to locate these resources were available only when a patron physically visited the Library and the situation has now changed hence need to access to information materials.

The study findings added that 16% of the respondents suggested that there was need for ability of retrieving Information effectively. Respondents noted that in this digital era any student at the higher level who intends to better achieve should have the ability to explore the digital environment. Students are increasingly expected to use electronic Information resources while at the university to make use of the growing range of electronic resources, students must acquire and practice the skills necessary to exploit them. This is in line with Tella, (2007) who argued that the students’ ability to find and retrieve Information effectively is a transferable skill useful for their future life as well as enabling the positive and successful use of the electronic resources while at school.

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

**5.0 Introduction**

This chapter contains summary, conclusions and recommendations based on analysis of the results and on the same order according to the study objectives namely: to assess the rationales of classifying Information materials, the tools of retrieving information materials, challenges encountered in retrieving Information materials and possible solutions to challenges encountered by library users in retrieving Information at Kinoni Girls Secondary School library are discussed in this chapter.

**5.1 Summary of Findings**

It allows librarians to arrange the documents in good sequences and organization of Knowledge, it saves time were the major importance of Library Classification in Kinoni girls’ secondary school library as reported by 33%, 22% and 14%), respectively. Other importance of Library Classification reported was mechanized arrangement (13%), corrects replacement (9%), book Display (6%), and organization of documents (3%).

The study findings presented revealed that 23% of the respondents noted that classification schemes were the major the major tool of retrieving information materials in Kinoni girls’ secondary school library, 22% of the respondents recorded that bibliography was among the tools of retrieving information materials whereas 14% of the respondents mentioned that there was an importance of abstract in an area.

The study findings presented revealed that 33% of the respondents noted that lack of awareness of library users to information materials was the major challenge that is hindering the classification and retrieval of library information materials, 23% of the respondents suggested that lack of information search and retrieval skills was a challenge encountered in retrieving Information materials in Kinoni girls’ secondary school library whereas 20% of the respondents mentioned that there was a challenge of inadequate knowledge among both students and Kinoni girl’s secondary school staffs in retrieving information materials.

The study findings presented indicated that 39% most of the respondents suggested that there should be provision of Information Technology in the area, 25% of the respondents suggested that more training sessions should be done to find out retrieving Library Information materials in an area whereas 20% of the respondents suggested that there was need for provision of different Information materials.

# 5.2 Conclusion

The following conclusions were based on the study findings as discussed below.

**Importance**

Importance of Library Classification in Kinoni girl’s secondary school library will be Organization of documents, book Display, corrects Replacement, mechanized Arrangement and organization of Knowledge among others.

Tools

The tools of retrieving information materials in Kinoni girls’ secondary school library will be Index Search Engines, Online Public Access Catalogue (OPAC), Card catalogue, Abstracts, Bibliography and classification scheme.

**Challenges**

According to the field study findings, the challenges will be inadequate developed data base, information overload, inadequate Information, inadequate financial resources, inadequate knowledge, and inadequate library users to information materials.

**Solutions**

From the field study basing on the study findings, the solutions will be ability to find and retrieve Information effectively, provision of different information materials, training sessions and Provision of Information Technology.

# 5.3 Recommendations

The following recommendations were based on the study findings as discussed below.

Schools should hire qualified librarians that already have experience in usage of library resources. This will help save time and costs involved in training of librarians. It is these that will also be able to train and help other users.

Digitization of library and information dissemination and provision of different information materials at Kinoni Girl’s Secondary School should be improved by use of organized system of retrieval for example use of database management systems.

Training of staff should on information technology be done in order to effectively use digitization at Kinoni Girl’s Secondary School and this can reduce delays in retrieving of the information.

# 5.4 Areas for further study

The study recommends the following areas for further study:

Cataloguing and Classification Skills and Information Dissemination in Libraries.

Need and importance of Library Classification in ICT era in schools around Kabale Municipality.

A study on Development and Classification of Library at Kabale University Main Library.

Cataloging and Classification Skills of Library and Information Science Practitioners in their Workplaces.

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## APPENDICES

## Appendix 1: Questionnaire

I am Atwongyere Pamellah; a student of Kabale University. I am doing this study as a partial fulfillment for the award of a Diploma in Library and Information Science of Kabale University. This questionnaire will be drafted to the researcher in assessing classification and retrieval of information materials in Kinoni girls’ secondary school library, Rwampara District. Please answer all the questions with honesty.

The information you will give is purely academic and it will be treated with a lot of confidentiality. I am requesting you to kindly participate in this study by responding to the following questions.

**SECTION A: BIO DATA OF RESPONDENTS**

**1.** Sex

1. Female
2. Male

**2.** Age

1. <20
2. 21-30
3. 31-40
4. 41-50
5. 51 >

**3.** Marital Status

1. Single
2. Married
3. Separated
4. Widows

**4.** Highest level of Education attained

1. Non formal Education
2. Primary
3. Secondary
4. University

**SECTION B: Please complete by providing a tick in the boxes provided or filling in the dashes provided where appropriate**

**Part I: Importance of Library Classification in Kinoni girls’ secondary school library**

**5**. Is there importance of Library Classification in Kinoni girls’ secondary school library?

Yes No

**6.** What do you suggest as the importance of Library Classification in Kinoni girls’ secondary school library?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Part II: Tools of retrieving information materials in Kinoni girls’ secondary school library**

**7.** Do you have tools you use when retrieving information materials in your library?

Yes No

**8.** If yes, what could be some of the tools of retrieving information materials in Kinoni girls’ secondary school library?

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Part III: Challenges encountered in retrieving Information materials in Kinoni girls’ secondary school library**

**9**. Are there challenges you meet in retrieving Information materials in Kinoni girls’ secondary school library?

Yes No

**10**. Mention some challenges you encounter in retrieving information materials in Kinoni girls’ secondary school library?

……………………………………………………………………………………………………………………………………………………………………………………………………………….…………………………………………………………………………………………………………………………………………………………………………………………………………

**Part IV: Solutions to the challenges encountered in retrieving Library Information materials in Kinoni girls’ secondary school library**

**11.** Do you think there are solutions to the challenges encountered in retrieving Information materials in Kinoni girls’ secondary school library?

Yes No

**12.**Suggest some of the solutions to the challenges encountered in retrieving information materials in Kinoni girls’ secondary school library?

……………………………………………………………………………………………………………………………………………………………………………………………………………….…………………………………………………………………………………………………………………………………………………………………………………………

***Thank you for your cooperation***

## Appendix II: Interview Guide

1. What do you understand by the term classification and retrieval of library information materials?
2. How do you retrieve your information materials in Kinoni girls’ library?
3. How often do you retrieve your information materials in Kinoni girls’ library?
4. How are information materials in Kinoni girls’ library?
5. What are the rationales of classifying Information materials at Kinoni Girls Secondary School library?
6. What are the tools of retrieving information materials at Kinoni Girls Secondary School library?
7. What are the challenges encountered in retrieving Information materials at Kinoni Girls Secondary School library?
8. What are the possible solutions to challenges encountered by library users in retrieving Information at Kinoni Girls Secondary School library?

***Thank you for your cooperation***

## Appendix III: Observation Checklist

1. Computers
2. Shelves
3. Books
4. Sits
5. Tables

| Appendix IV: Reliability Statistics using Correlation Analysis. | | | |
| --- | --- | --- | --- |
|  | | First Testing | Pre-testing |
| First Testing | Pearson Correlation | 1 | .791\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 20 | 20 |
| Pretesting | Pearson Correlation | .791\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 20 | 20 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

## APPENDIX V: WORK PLAN

|  |  |  |
| --- | --- | --- |
| **Activity** | **Period** | **Responsible person** |
| Selection and approval of research topic | October , 2019 | Researcher and supervisor |
| Presentation of proposal | January , 2020 | Researcher |
| Presentation of research report | March-April, 2020 | Researcher |
| Submission of report for approval | May, 2020 | Researcher |

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## APPENDIX VI: BUDGET

|  |  |  |
| --- | --- | --- |
| **Item(s)** | **Price** | **Sub-total** |
| Typing and editing | 500 x70 | 35,000 |
| Internet surfing | 20,000 | 20,000 |
| Flash disk | 25,000x1 | 20,000 |
| Stationary | 20,000x1 | 20,000 |
| Printing | 35,000 | 35,000 |
| Airtime for communication | 14,000 | 14,000 |
| Transport to the field for data collection | 30,000\* 10 days | 300,000 |
| **TOTAL** |  | **444,000** |