

Status of Ecclesiastical Libraries in Major Seminaries in
Kenya in Meeting Information Needs of
Seminarians

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of Library and Information Science Degree from Kenyatta University

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DECLARATION

Student's Declaration

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The project has been complemented by referenced works duly acknowledged. Where text or data have been borrowed from other works- including the internet, the sources are accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

To my wife Nuria and my son Giovanni

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Many sincere thanks go to those who have journeyed with me in one way or the other up to this particular stage of my academic endeavour; my lecturers and all the teaching and non-teaching staff of Kenyatta University. My needs were so many but you said yes to all the demands whenever I needed you.

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May God bless and reward you all abundantly.

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ABBREVIATIONS AND ACRONYMS

ICT	Information and Communication Technology
IFLA	International Federation of Library Associations
INASP	International Network for the Availability of Scientific Publications
LIS	Library and Information Science
NCCB	National Council of Catholic Bishops
NCCB-USA	National Council of Catholic Bishops of United States of America
PCCPC	Pontifical Commission for the Cultural Patrimony of the Church
SCCE	Sacred Congregation for Catholic Education
SLA	Special Libraries Association
Undergrad.	Undergraduate
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

ABSTRACT

There is a natural and indispensable human need for information and so do Catholic seminarians have information needs to quench their quest for knowledge. Ecclesiastical seminary library within the context of a seminary is an institution meant to meet information needs of seminarians. In order to meet their (seminarians) information needs, ecclesiastical seminary libraries must be well equipped, with sound and current collection of information sources, adopt, and integrate the use of ICT equipment and have an experienced and qualified staff. In this study, the researcher endeavoured to survey the current status of ecclesiastical major seminary libraries in Kenya in meeting information needs of seminarians in terms of their collection, use of ICT and staffing. A total of 100 seminarians and 10 librarians working in ecclesiastical seminary libraries from the sampled seminaries participated in the study. Questionnaires and interview guides were used as instruments of data collection. Descriptive statistics were used to analyse data and the findings were presented thematically according to the objectives of the study. The study established that majority of the information needs of seminarians pertain to academics. According to the findings, the researcher established that there is a clear disparity between diocesan seminaries and the religious seminaries in terms of collection development, use of ICT and staffing. The findings also showed that all the libraries faced budgetary challenges though in a varying manner. The study was guided by the fact that despite the call by the Pontifical Commission for the Cultural Patrimony of the Church for an evaluation of the status of all ecclesiastical libraries, the authorities concerned with seminarian formation in Kenya admitted that there had never been such a research and therefore no information was available with regard to the status of ecclesiastical libraries in major seminaries in Kenya. With findings revealing an existing disparity between the diocesan and religious seminaries, the researcher recommends the creation of ecclesiastical seminary libraries consortium in order to better their services.

CHAPTER ONE

INTRODUCTION AND CONTEXT

1.1 Introduction

This chapter presents an overview background of the study detailing why the researcher intended to carry out the study. The chapter, therefore, presents the background of the study from a standpoint of the origin of the seminary as an institution of formation for seminarians preparing for the priesthood. The chapter then presents the statement of the problem of the study showing the gap that existed that the study aimed to fill. In the chapter, the researcher outlined the purpose of the study, the objectives that the researcher intended to achieve at the end of the study, research questions that guided the study, the significance of the study, scope and limitation of the study and the assumptions of the study. In the chapter the researcher also presented Ranganathan's five laws of the library as a guiding theoretical framework of the study. Lastly, the researcher diagrammatically and descriptively presented the conceptual framework that summarises and shows the interconnection between the variables that defined the study.

1.2 Background of the Study

The excellence of the order of priesthood in the Catholic Church is based on rigorous training of a seminarian which takes four forms; intellectual formation, human formation, spiritual formation and pastoral formation (Beal, 2000). The four dimensions of priestly formation take place within the context of a seminary.

For a very long time the seminary has been singled out as the best interpersonal environment suiting the formation of a seminarian because of its communal nature; by communal "it refers to community life which by its very nature entails certain institutional elements," (Maciel, 1990, p.63). Catholic seminaries according to Norris

(1965) are the creation of the Council of Trent, born out of the atmosphere of reformation. The Council of Trent is one of the many Councils of the Catholic Church. Councils are legally convened assemblies of ecclesiastical dignitaries and theological experts for the purpose of discussing and regulating matters of church doctrine and discipline. The Council of Trent was convoked to examine and condemn the errors promulgated by Luther and other reformers and to reform the discipline of the Church. Of all councils, it lasted longest, issued the largest number of dogmatic and reformatory decrees, and produced the most beneficial results (O'Malley, 2013). The most recent council is Vatican Council II that took place from 1962-1965 (Lamb & Levering, 2008).

Those who envisioned the creation of a seminary through a decree from the council had a purpose for it.

Its purpose was to train men to be the sort of priests who would devotedly and loyally build that kind of Catholic community which was demanded by the needs of a disturbed and undisciplined age. Seriousness of purpose, a great spirit of sacrifice, and above all ultra-docility and uncritical obedience were demanded of candidates for the priesthood, who, the council had decreed were to be set apart from the world, (Norris, 1965, p. xi).

Similarly, the eighth document issued by the Second Vatican Council on October 28th 1965, the "Decree on Priestly Training" {*Optatam Totius*} (Flannery, 1975), sets forth basic principles to guide the establishment of more specific programs and institutions for priestly formation in different countries and rite while emphasising on the place of seminaries in priestly formation. Further, the council's fathers insisted that excellent seminaries are essential to prepare priests with good knowledge and skills. However, an excellent seminary depends on a number of protagonists namely, a suitable number of students, superiors soundly prepared for their office, professors sufficient in number and quality where the institution includes a school of philosophy

and theology; and a suitable building equipped with a library (Sacred Congregation for Catholic Education [SCCE], 1970).

While addressing on the methods of teaching in the seminary, the SCCE stresses the importance of a library. It states;

A library is an indispensable instrument for study, both for the professors and the students. Each major seminary should have one carefully arranged and looked after by a qualified librarian. It should be kept continually well-stocked with books. For this purpose, an annual allowance should be generously allotted and the assistance of all who use it should be enlisted, (SCCE, 1970, p. 64).

The document further states that the library of each house of studies (seminary or *scholasticate*) must be equipped with an abundance of books and periodical journals and that the library must be kept continuously and currently supplied (SCCE, 1970).

In 1950, Pope Pius XII made a magisterial affirmation in *Menti Nostrae* that libraries in seminaries should not be regarded as a storeroom for books but living structures equipped with suitable facilities for studies. He insisted that they should be organised to meet the needs of our times and be provided with publications of all kinds, (Pius XII, 1950). Bottom line, the objective of an ecclesiastical seminary library is to assist seminarians and the faculty in enhancing and updating their knowledge and skills, and to provide them with information regarding doctrine, scripture, views, theories, and research within their areas of studies; from philosophy to theology to other disciplines as part of their formation. The primary role of these ecclesiastical libraries is, therefore, to collect and organize recorded information in ecclesiastical studies and allied subjects to meet the information needs of its users.

In 1994, the Pontifical Commission for the Cultural Patrimony of the Church (PCCPC) released a document titled, *Ecclesiastical Libraries and their Role in the Mission of the Church*. The document, among others, recognises the key role played by ecclesiastical seminary libraries in the formation of the clergy as well as the

preservation and making available crucial information such as the church documents. However, while also recognising the conditions of these libraries, the commission says that the church proposes to increase and evaluate adequately the status and role of its libraries (Pontifical Commission for the Cultural Patrimony of the Church [PCCPC], 1994).

While being addressed to Bishops of all dioceses and Superior Generals of Religious Congregations (under whose jurisdiction seminaries fall), the commission points out clearly that it “shares with them the concern and the preoccupation concerning the fate and status of all ecclesiastical libraries- recent and old ones”. It further emphasises the necessity of a “full return to those concerning the instruments of evangelisation such as ecclesiastical libraries” (PCCPC, 1994, pp. 5-11). Through the document, the commission calls for an evaluation of the status of all ecclesiastical libraries with the purpose of documenting their conditions, (PCCPC, 1994).

Preceding the release of this document were surveys that had been carried out in different regions especially in North America with regard to the condition of ecclesiastical libraries which called for the attention of Vatican Curia in charge of seminary education, (Morris, 1934; Fenton, 1949; Pettinicchi, 1952; Barry, 1952; Schappler, 1954; Beach, 1960). While supporting the truth about the findings of these surveys, Lee (1965) concluded that despite Papal calls that seminaries ought to have up-to-date libraries, the state of ecclesiastical seminary libraries is quite wretched. That while Catholic and secular universities often assert that the library is the heart of the university, seminaries as tertiary institutions cannot verily declare that. This is because they are weaker than those other educational facilities both in structure and content (Lee, 1965). According to Kortendick’s investigation, in most instances, insufficient monies are allocated to ecclesiastical seminary libraries with the result

that it is impossible to meet even minimum needs in the acquisition of books and periodicals required for seminary courses of truly university calibre (Kortendick, 1963).

1.3 Statement of the Problem

Following a preliminary inquiry by the researcher from the relevant authorities concerned with ecclesiastical studies in seminaries in Kenya; the Kenya Conference of Catholic Bishops, Commission of Institutions and Projects, the Commission for Education and Religious Education, Commission for Clergy and Religious (Liaison Committee) and the Seminary Episcopal Commission (SEC), their unanimous response was that there has never been a survey of the ecclesiastical seminary libraries in Kenya to determine their condition despite the Pontifical request. That even though the authority of the church insists on serious and in-depth orthodoxy and other applied studies for candidates to priesthood, instruments that facilitate their studies such as the libraries had not been evaluated countrywide to ascertain their status and condition in general and whether they are able to meet the information needs of seminarians. Lack of this information left a doubt in the researcher as to whether ecclesiastical seminary libraries in Kenya are adequately equipped within information resources, facilities and personnel that meet information needs of seminarians in seminaries hence leading to this research.

1.4 Purpose of the Study

The purpose of this study was to survey catholic seminaries and describe their current status in terms of whether their collection is adequate and rich enough in meeting information needs of the seminarians, whether seminary libraries had adopted the use of ICT in their libraries in order to meet the information needs of seminarians and

lastly whether seminary libraries had qualified and experienced staff who assist in attending and meeting the information needs of seminarians.

1.5 Objectives of the Study

- i. To identify the information needs of the seminarians in the selected seminaries.
- ii. To ascertain the relevance of library collection in the selected ecclesiastical seminary libraries in meeting information needs of seminarians.
- iii. To assess the use of ICT in the selected ecclesiastical seminary libraries in meeting the information needs of seminarians.
- iv. To find out the qualifications and experience of librarians in ecclesiastical seminary libraries.
- v. To find out challenges faced by ecclesiastical seminary libraries in meeting information needs of seminarians.

1.6 Research Questions

The study sought to answer the following questions which guided the study;

- i. What are the information needs of seminarians in major seminaries in Kenya?
- ii. Is the collection in ecclesiastical seminary libraries meeting the information needs of the users in preparation for their role as priests in the world today?
- iii. Are ecclesiastical seminary libraries using ICT in their operations in order to meet the information needs of seminarians?
- iv. Are the librarians working in ecclesiastical seminary libraries equipped professionally to meet the information needs of the seminarians?

- v. What are some of the challenges encountered by ecclesiastical seminary libraries in meeting information needs of seminarians?

1.7 Significance of the Study (Rationale)

The study is imperative to investigate the present status of ecclesiastical seminary libraries as it is hoped by the researcher that its findings will provide some insights to the librarians and information professionals about information environment of ecclesiastical libraries.

The study findings provide some insights to the policy makers in the ecclesiastical seminary studies (bishops and religious superiors) into the possibilities of establishing more organized ecclesiastical seminary libraries that will meet all information needs of seminarians.

This study, based on the findings, should help raise awareness of the newly emerging information needs of the seminarians today and the necessity of well established and fully equipped libraries in order to meet their varying information needs.

In addition, the study produces baseline data for information pertaining to collection, automation and staffing in ecclesiastical seminary libraries, which will be very helpful for future studies in this area.

In the case where the study has revealed that some ecclesiastical seminary libraries are better than others, it is hoped that the authorities concerned will initiate inter-library loaning among the libraries and possibly help in forming ecclesiastical seminary libraries consortium that will enhance the sharing of resources in order to fully meet the information needs of seminarians.

1.8 Scope and Limitation

Considering that there are two levels of seminaries; minor seminaries and the major seminaries, the study focused only on major seminaries which are considered to be on the level of tertiary institutions. The study also covered the two divisions of catholic seminaries; the religious seminaries and the diocesan seminaries.

The study focused only on seminaries and not any other catholic institution of higher learning, for instance, Catholic Universities, colleges, Catechetical institutions and technical schools. This also eliminated catholic seminaries that have been granted the status of independent departments and schools of philosophy or theology in the established tertiary institution.

Though some of the seminary libraries have opened their doors to other users other than the seminarians, faculty and student priests doing their post graduate studies, the focus of this study was limited to seminarians.

Some of the limitations that the researcher encountered included lack of comprehensive and current related literature on the study, especially from Kenya.

1.9 Assumptions

Following the assumptions of the study, the researcher finds these findings to be of so much help especially to the policy makers in the seminary.

1.10 Theoretical Framework

The five Ranganathan laws of the library provide a paradigm of how libraries should be; how they should function, how they should grow and serve hence providing this study with the most appropriate framework through which the researcher evaluated the status of ecclesiastical seminary libraries. While envisioning a library as an

indispensable part of any academic or research institution that fully meets the information needs of a user, Ranganathan developed five laws for library science which have become basic tenets or guiding principles of library science and its profession of librarianship. These laws are; books are for use, every reader his/her book, every book its reader, save the time of the reader and the library is a growing organism (Ranganathan, 1931). Though published in 1931, the laws provided a lens through which the researcher evaluated the current status of ecclesiastical seminary libraries.

The first law, “books are for use” (Ranganathan, 1931), instructs libraries to make the books they contain useful. “The law dictates the development of systems that accommodate the use of library materials” (Leiter, 2003, p.411). In summary according to the law, “care must be taken to provide a facility and an organized collection that invite and promote the use of its resources” (Leiter, 2003, p.411).

The second law, “every reader his or her book” (Ranganathan, 1931), implies that user information needs must be met. “A library must formulate policies that ensure that the collection it is building and maintaining is adequate to fulfil the expectations of its community of users” (Leiter, 2003, p.411). Just as ecclesiastical seminary libraries must meet objectives of seminary formation, the library collection must be appropriate.

“Every book its reader” (Ranganathan, 1931) is the third law which addresses the problem of access. A good library must make available information materials under its care to users. Using a structured, well-thought-out indexing and classification system is the most common. Standard schemes, such as the Library of Congress classification schedules, ensure uniformity of treatment of various materials on

similar topics and thereby help books end up in the hands of the readers who need them (Carr, 2014).

The fourth law “save the time of the reader” (Ranganathan, 1931) emphasizes the formulation of policies that consider the needs of the patron. “Saving the time of the reader means providing efficient, thorough access to materials. It means aiding with speed and satisfying library users as quickly as possible. This is the prime measure of a library’s success; frustrated or disappointed users mean that the library has failed in its duty and its responsibility” (Leiter, 2003).

Lastly, the fifth law states that “the library is a growing organism” (Ranganathan, 1931). The main components of the library are documents, the user and the staff. Libraries in today’s modern society focus on the interests of the community it is serving hence its growth. Libraries should therefore truly show their growth as organisms in all areas because access to the collections, online resources, the physical building and the staff are constantly changing to fit the needs of the community today.

Considering the formulation of these laws as a theoretical framework under which each library must operate, the researcher surveyed selected ecclesiastical seminary libraries in Kenya with the intention of finding out whether their collection, use of technology and staffing is commensurate with Ranganathan’s laws as a basis for their operations in meeting information needs of seminarians. This is because, in the context of ecclesiastical libraries, it should be clear that, “libraries are not just about storing books, they are about people having access to books” (McMenemy, 2007). Libraries exist for the provision of information and satisfying the users’ quest for

information, therefore they must have a collection suiting the needs of the user and imperatively ensuring that the selected collection is for the users' needs.

Ranaganathan's laws contemplate that there are various books for various interests according to the needs of every user. Key to the second law is that the rights of information users to information of all kinds must be protected. For instance, core to seminary curricular is Church history where one learns of the most scandalous moments the church had to endure that led to revolts and rebellions from its own members like Martin Luther who started Reformation (Gehard, 1991). Such information cannot be hidden away from the user and seminary libraries must include it in its collection.

A good library in the 21st century must have well trained, qualified and experienced staff; competent enough to respond and meet the needs of the user. In order to help the user, librarians should be able to use their skills in tracking down quality information for users. This is a great need for any library today because of the exponential nature of information. Professionally trained librarians are able to evaluate the right sources of information for users (McMenemy, 2007). Therefore a library that is on the level of a tertiary institution like the ecclesiastical seminary library must concede to the fact and ensure its staff is qualified and is competent to meet the information needs of seminarians. Similarly, technical activities in the library; the creation of catalogues, bibliographies, indexes and abstracts are all geared towards saving the users' time. These activities cannot be possible without good training of the librarians.

One of the benefits that ICT has been credited for in the library is saving time for both the librarian and the user too. With ICT the librarian is able to process a material

very fast for quick access by the user. With ICT, the user is able to navigate both the catalogue and the web thanks to automation in libraries. All these contribute to the growth of the library in today's world.

Considering the focus of this study, two of Ranganathan's laws were used in this study; the second law, "every reader his/her own book" which emphasises that a collection must be good enough to meet the information needs of the user; and the fourth law, "save the time of the reader", which means all must be done to ensure the user's needs are met as quickly as possible. An efficient staff and the use of ICT is the remedy.

1.11 Conceptual Framework

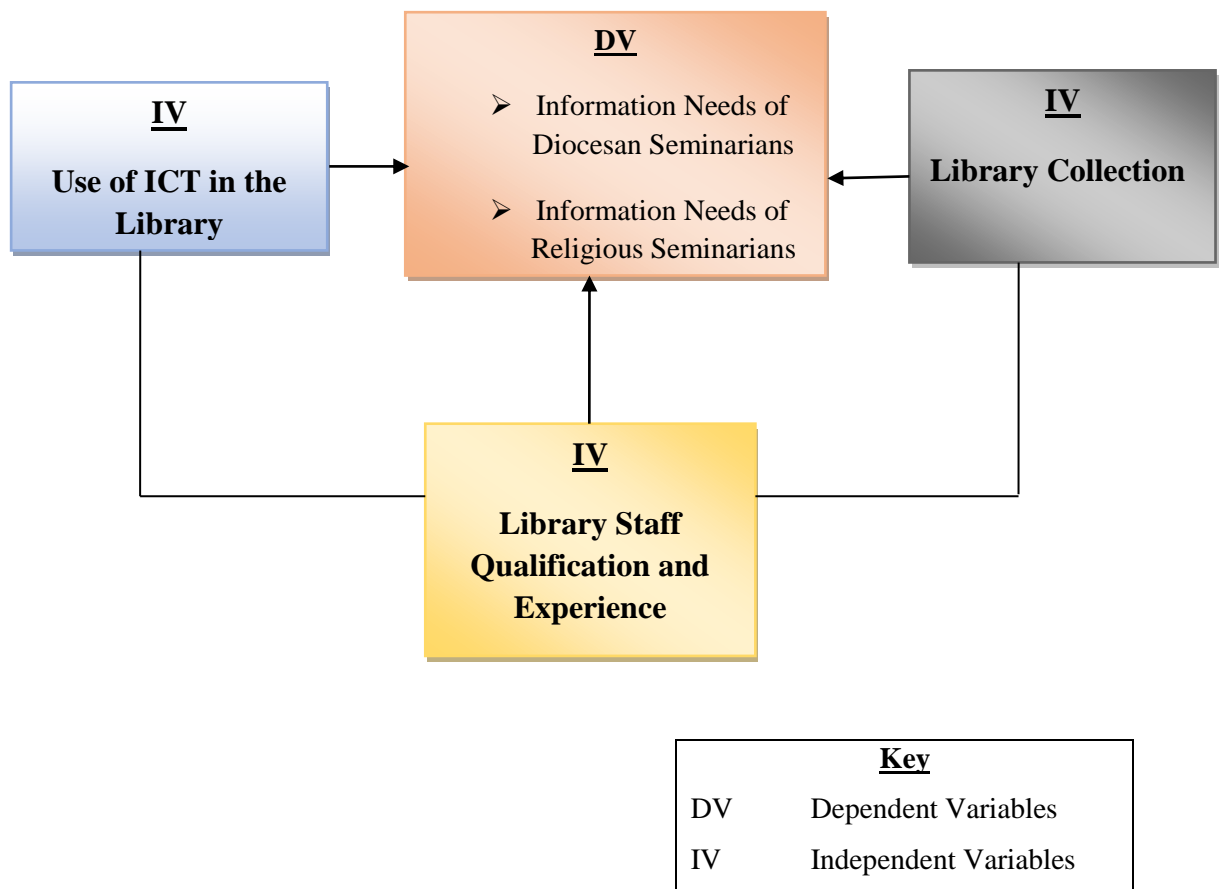


Figure 1.1: Research Framework

The objective of a seminary is to offer a holistic formation and training to candidates pursuing priesthood. The holistic training is achieved only when the information needs of both the Diocesan and Religious seminarians are met. The library within the seminary context is an information hub that seminarians are supposed to use in order to quench their information needs. For a very long time, the library (considered to be the second most important “building” after the chapel in the seminary compound) has played a major role in ensuring or facilitating relevant information sources that guarantee information satisfaction. However, for a good ecclesiastical seminary library to ensure it meets satisfactorily information needs of seminarians, it must have a good collection that meets the user’s needs, incorporate the use of ICT in its services as well as have a good qualified and experienced staff who provide good services to its users. The adequate collection, use of ICT and good staff will affect the satisfaction of information needs of the seminarians. This structure is captured as a conceptual framework in Figure 1.1.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The business of a library is to adequately respond to the information needs of its users. This could be considered as the output of a library envisioned in Ranganathan's five laws of the library; quenching the information thirst of the user. However, the output depends on the input. From its basic foundation, the library must have a collection that meets those needs, an efficient staff that helps in meeting the information needs by offering various services and the use of ICT in order to offer good service to its clientele. The three are key to any library today for it to remain relevant including ecclesiastical seminary libraries. In this chapter, the researcher endeavoured to discuss what ecclesiastical libraries are, ecclesiastical libraries in the seminary and the information needs of seminarians within the fitting objectives of the seminary. The researcher also discussed three variables that affect the library's role in meeting information needs of seminarians.

2.2 Ecclesiastical Library

Ecclesiastical libraries are classified as special libraries. They fall in this category because they are "knowledge centres that provide focused information and service to specialised clientele having an impact on their success, mission and goals" (Special Libraries Association [SLA], 1999, pp. 22-34). The history of ecclesiastical libraries dates back to the history of Christianity and even before. "The mere existence of ecclesiastical libraries, of which many are of ancient foundation and of extraordinary cultural value, constitutes a decisive testimony to this irrevocable effort of the Church towards a spiritual heritage documented by a library tradition which she considers, at the same time, as both a good of her own and as a universal good placed at the

service of human society” (PCCPC, 1994, pp. 5-11). They are a heritage of the church where she undertakes to conserve what she calls “vital interest for the development of culture... not only for the sake of a better knowledge of the religious and ecclesiastical tradition, but also for the benefit of history, the arts, and the sciences of the civilization to which we belong and which we ourselves still nourish” (PCCPC, 1994, pp.5-11).

Ecclesiastical libraries, therefore, include libraries in seminary, convent, cathedral libraries and parish libraries. The Vatican library is the mother and biggest ecclesiastical library found in Rome, Vatican City within the Papal residence. However, ecclesiastical seminary libraries stand out as the most developed ecclesiastical libraries, combining many roles including responding to the academic objective of the seminary.

Apart from collecting, organising and preserving information sources, ecclesiastical libraries are a creation of the church in order to meet information needs of users. Ecclesiastical libraries in seminaries, therefore, are meant to play a key role in meeting information needs of seminarians categorised as academic information needs, pastoral information needs and personal development information needs (Ellis, 1967). The ecclesiastical seminary library exists and functions within the objectives of a seminary.

2.3 Objectives of a Seminary

The vitality of any institution or organisation in the society depends on its present structures or systems. A seminary is a future oriented institution, but also it has potential to affect the life and growth of the church at the present moment in its use of

persons and structures for the benefit of the Christian community (National Council of Catholic Bishops of United States of America [NCCB-USA], 2006).

The administration and organisation of ecclesiastical seminary library are anchored on the objectives of the seminary and each and every activity is directed toward the attainment of those activities. Any department or any program within the seminary must be in harmony with and must establish its goals in keeping with the whole seminary objective. Consequently, an ecclesiastical seminary library exists or must exist within the paradigm of seminary objectives.

It is impossible, then, to fully understand the status of an ecclesiastical library in a seminary without fully understanding the reason for establishing a seminary. The purpose of a library in the seminary flows from the purpose of priesthood and all that is involved in the training or formation of a seminarian in preparation for ordination as a priest. A library in a seminary is meant to contribute its share to the educational and vocational program of the seminary, to direct and stimulate the student toward the realisation of that degree of training and formation necessary for his future activities as a priest, whose duties and responsibilities are wide and varied (Schuth, 1999).

Throughout the training of priests, the program is first and foremost a school in which men are prepared morally and intellectually. Pope Pius X in 1910 summarised the general objective:

Every department of the training given in seminaries must obviously be directed to the one end of forming priests worthy of the name. It would be wrong to think of those establishments as intended solely for study or solely for piety. A complete formation comprises both elements, (Pius XI, 1910, p.17).

According to Nwobi (2012) the literature on priesthood stresses the relationship between the various sectors of training and emphasise that priestly formation must be

related to the apostolate, that is, knowledge and virtue developed in the seminary must be established that it will follow the priest into the ministry and be the basis upon which he will effectively exercise his priestly duties and continue to develop spiritually and intellectually throughout his life.

According to Schuth (1999), learning is necessary for the proper discharge of the duties of the sacred ministry, but it is also an important element in the development of priestly perfection. In order to attain this perfection, the seminarian undergoes four kinds of formations; intellectual formation, pastoral formation, human formation and spiritual formation (Hoge & Wenger, 2003). The four kinds of formations create three classes of information needs to be classified as; academic information needs, pastoral information needs and personal development information needs.

2.3.1 Information needs of seminarians

Information needs in the context of studies according to Hawkins & Baker (2005) is a “required element which students require to meet an educational objective”. Information needs, therefore “represent gaps in the current knowledge of the user” (Elayan & Younis, 2005, pp. 29-44). The academic program of seminarians known as the Intellectual formation of seminarians takes not less than seven years in Kenya. It is a rigorous period of study divided into two. The first three years of study are for philosophy while the last four are for studying theology. The study of philosophy is “fundamental and indispensable to the structure of theological studies and to the formation of candidates for priesthood; it is not by chance that the curriculum of theological studies is preceded by a time of special study of philosophy” (John Paul II, 1998, pp. 8-16). The philosophical curriculum must include the study of the history of philosophy (ancient, medieval, modern, and contemporary), logic,

epistemology, metaphysics, theodicy, cosmology, anthropology, ethics and African philosophy.

Theological studies take a maximum of four years for one to graduate either with a Bachelors of Arts in Theology or a Sacred Theology Baccalaureate (STB). A candidate is expected to complete courses from the following cluster; Biblical Theology, Canon Law, Mission and Islamic studies, Moral Theology, Pastoral Theology and Systematic Theology, (Schuth, 1999). Furthermore, in order to meet the demands of the modern apostolate, many other duties of a priest must be anticipated in the seminary training such as, education, counselling, social work, administration, working with special groups, missions and all other specialties dictated by local needs and community objectives. The organisation of this curriculum and the methods of teaching have developed over the years. Academics, therefore, present a dire need for information for seminarians.

The pastoral need for information is based on the differences among those who receive the order of priesthood. Apart from the difference in individual fitness, there is the difference arising from the juridical state of the individual. Two groups of priests are recognised in the law of the church, diocesan priests and religious priests; a difference that is noted right from the time of formation in the seminary hence dictating the kind of pastoral information needs. The diocesan priests are attached to a geographical unit known as the diocese and are under the direct authority of the bishop. The religious priests are members of a moral or legal entity, which is called a religious order or congregation and members are under the direct authority of superior general (Ellis, 1967). The distinction made here is oversimplified and inadequate but will serve the purpose of pointing out the main differences in the

objectives of the diocesan seminary and the houses of religious formation as far as their pastoral needs are concerned and which have library implications.

The diocesan seminary has for its essential purpose the preparation of men for the active ministry, which in general is concerned with parish work. However, a growing percentage of the ordained class are assigned to graduate work for further specialised training either in the ecclesiastical sciences or in secular subjects to prepare them for special services in the diocese such as administration of catholic schools, teaching, social work or as consultants and administrative officers assisting the bishop.

The seminary, or house of religious formation, conducted by the various religious orders or congregation, has the same general objective of preparing men for priesthood, but modified in some respects from that of the diocesan seminary in order to meet the objectives of the specific nature of the religious congregation and the special work to which they are devoted. Each is developed within the framework of ecclesiastical laws and directives for the education of priests, its own system of preparing men for the work of the order or congregation. The similarity of objectives in diocesan and religious seminaries as they would affect the library are so pronounced that further distinction between the two need not concern us in this general survey. The major objective of the training for both is the formation of a good priest well-grounded in knowledge and piety. In spite of the differences, both groups have information needs for their respective pastoral activities. The library, therefore, makes a significant contribution towards this blend through its provision of information resources.

Lastly, there is the personal development need for information for seminarians which arises due to their human formation and spiritual formation programs. For a

seminarian to be approved for ordination he must not only exemplify academic excellence but also exemplary qualities as a human person and spiritual leader. For one to develop into an exemplary figure he reads and consults widely. In this case, he must have access to related information such as writings of the saints, inspirational books and human development literature.

2.4 Objectives of an Ecclesiastical Library in the Seminary

The centrality of a seminary library is based on the objectives of these libraries in the formation program of priests. These objectives are divided into two; general objectives and special objectives.

2.4.1 General Objectives

The first general objective is to provide study and reference materials required for implementing, supplementing and complementing classroom instruction. This is a general objective without which it would seem impossible to carry on an educational program in higher education. It is an objective necessary for seminary education.

Secondly, ecclesiastical seminary libraries are meant to prepare and care for these materials, organising them through such processes as cataloguing, classification and binding, to make them easily accessible. Proper care of library materials and organisation for easy access, retrieval and use are essential to a well-functioning library. Accuracy, consistency and standardisation of the method are essential characteristics in the development of the catalogue and the classification of the library. Certain simplifications of standard procedures may be used and certain adaptations should be made, but the actual needs of the users should be the prime consideration. Definite and sound policies should be decided upon as early as

possible because as the collection grows, changes and become more and more expensive and time consuming.

Thirdly, the library is to provide the technical and specialised study materials needed to keep the faculty a breast of their fields for teaching purposes. This objective of the seminary library seems obvious. But the budget allowance for information materials in some of the seminaries would of necessity preclude or seriously limit the fulfilment of the objective.

Fourthly, is to provide as far as possible, materials for research needed by faculty members. This function of the library has to do with supplying resources for those members of the faculty engaged in making research contributions in their field.

Fifthly, seminary libraries are to maintain a collection of books for cultural and recreational reading. Encouraging recreational reading and providing facilities and materials for this purpose is meant for the holistic formation of seminarians.

2.4.2 Special Objectives

The general objectives (as discussed) deal with those goals of the seminary library which are common to any institution of higher learning. The special objectives, on the other hand, are those which emphasise the goals in keeping with unique objectives of the training program for seminarians. These deal with the spiritual formation of the student, and the preparation for his general and special professional duties. They also deal with service to the alumni.

First, as a special objective, the library is meant to provide religious or spiritual readings for students, to aid them in their spiritual preparation for priesthood by directed and voluntary reading.

Secondly, is to stimulate an interest in the students for continued study and research throughout their life in the ministry. Key to this objective is a strong sense of the priest's moral obligation to post-ordination studies. Modern papal teachings have emphasised this duty and its real and current necessity (John Paul II, 1994).

Thirdly, the library is to develop special collections of materials pertinent to the special aims and traditions of a particular seminary, for instance, Franciscan studies, ecumenism, work with military and many other special areas. Seminaries training members of religious communities and other priests for special apostolate are, as would be expected, more active in developing special collections of materials to implement the specialty. The literature to be collected should reflect the spirit and tradition of the community, mission, and work with special groups such as the military, youth, refugees and many others.

In summary, a consideration of the aims of the ecclesiastical seminary library is impossible without relating them to the aims of the seminary. Scripture, tradition and specific directives from the papal encyclicals and the Sacred Congregations have emphasised and specified these objectives which may be summarised as follows: to provide the moral and spiritual training best calculated to form the priestly character in the seminarian; and to provide the academic training for the necessary holistic formation of the priest to discharge his professional duties and to assume his place as a spiritual and community leader.

The United States Conference of Catholic Bishops, insist on the centrality of the library and its composition in the seminary context.

Access to an adequate library or library resources is an essential part of formation for the priesthood. The purpose of the library is to provide services to promote the goals and objectives of the seminary. It should be administered by a professionally qualified librarian, with a standing committee of faculty and students to advise on the

formulation of policy. The library should be housed in a functional, spacious and comfortable facility. The library should provide for flexibility and innovation and promote the effective retrieval and use of available resources both print and non-print. To encourage this, an instructional program on the use of the library should be developed and whenever feasible cooperative arrangements should be entered into with other institutions. Skilled supportive personnel should be employed to maintain an efficient level of service and the library budget should be adequate to meet these objectives (NCCB-USA, 1982, pp. 52-53).

The effort of having an ecclesiastical seminary library able to meet the information needs of seminarians depends on the understanding of the various basic components or fundamentals of a library as summarised in the statement above by the NCCB-USA. The statement summarises what an ecclesiastical seminary library needs or ought to be in order to meet the three kinds of information needs. An ecclesiastical seminary library that is not able to meet the information needs of the seminarians is, therefore, doing a disservice to the formation thirst of the seminarians. These libraries must then be adequately equipped in order to meet those needs. There is a need for adequate and quality collection, qualified and experienced staff and use of ICT in order to respond to the needs. The goal of these three components is to ensure good service provision to the clientele.

2.5 Collection Development

In the light of Ranganathan's (1931) second law, any library must always aim at satisfying the information needs of its users. Meeting information needs of a user means making available the relevant information source. The practice of acquiring, organising, housing and preserving written information records in order to meet the needs of users is as ancient as the history of libraries and has been a core activity of any library. In religious places and royal libraries, scribes were charged with the responsibility of making multiple copies of manuscripts to build up collections for users (Rubin, 2010).

Collection development is “the process of planning and acquiring a balanced collection of library materials over a period of years, based on an on-going assessment of information needs of the library’s clientele, analysis of usage statistics and demographic projections” (Reitz, 2004, pp. 156-157). It involves the formulation of a systematic general plan for the creation of library materials that will meet the needs of the library’s patrons. There are five elements that represent the specific activities involved in the process of collection development: collection development policies, budgeting, type of materials for the collection, selection and acquisition and collection evaluation.

2.5.1 Collection in Ecclesiastical Seminary Libraries

In the seminary, the rector or superior has the responsibility of providing sufficient funds for an adequate collection and ensuring that there is faculty cooperation in the selection process. Close cooperation between the faculty and librarian is essential in order to build an adequate and well-balanced collection of materials. The librarian cannot be expected to comprehend the needs of all fields and therefore must turn to the specialised knowledge of the faculty members; and the faculty members cannot all be expected to be equally trained in the use of bibliographical tools and sources of information on new books and must turn to the librarian to supply the types of material best calculated to elicit faculty cooperation.

The ecclesiastical seminary librarian has both an administrative and an education responsibility in book selection. He/she must have a keen awareness of the objectives of the seminary, a thorough knowledge of the curriculum and teaching methods employed in the seminary, and ingenuity and zeal to integrate the library with instruction.

The library committee in the seminary also has a role to play. It has the responsibilities first in its advice in the allocation of the book fund to various departments or subject areas in its maintaining a liaison between the library staff and the seminary as a whole, and in its interpretation of the educational function of the library to administration, faculty and students.

The users too can play some part in the book selection program and their suggestions should be encouraged. In the process of writing research papers and theses, they come to know at first hand some of the gaps in the collection. As ultimate consumers of the books selected for extra-curricular reading their wishes and tastes should be consulted. Granting them a part in the building of the collection stimulates an interest in the library and in reading.

Collection development in ecclesiastical seminary libraries also needs book selection policy. Unless there is an established policy of what to buy and what not to buy, of what is the most important to secure first and what may wait until more funds are available, the building of the collection will quite likely proceed in a haphazard manner. The fact that in most of the ecclesiastical seminary libraries the budget is extremely limited adds further urgency to the development and application of a policy in order to insure the wisest use of the funds available.

Book selection policy statement should cover decisions on the emphasis to be placed on more current materials or upon filling in collections of more classical works in each field and more basic source materials in the ecclesiastical sciences. It should also determine a limitation on the textbook type of material which is so quickly out-dated.

Weeding in ecclesiastical seminary library as in other libraries is to be done considering collection out-of-date, superseded books and others that are no longer really pertinent to the objectives of the library. There is a great deal of literature on the subject of weeding and a number of formulae and devices have been suggested. All agree that systematic and discriminating weeding is necessary and that the retention of each and every book in the collection should be justified.

The ultimate responsibility of weeding rests upon the seminary librarian, but it should be the collective responsibility and concern of faculty and administration as well as the librarian in order to provide a live and up-to-date collection of the best.

2.5.2 Size and Type of Collection in Ecclesiastical Seminary Libraries

Special collections in ecclesiastical seminary libraries are based upon the particular purposes of the institution, the special interests of the community served, the individual interests of faculty members in subject fields and the gifts of scholarly alumni or friends. Therefore each library in the seminary should account for a number of quite outstanding special collections of materials in major seminaries. There should also be a recreational reading collection which includes materials that support extra-curricular reading for seminarians. This collection is concerned with the type of material and facilities the library provides for the “free reading” of seminarians and the institution’s policy in regard to encouraging recreational reading. Therefore a good collection of cultural and recreational reading titles must be freely and conveniently accessible.

In summary, the responsibility for building an adequate and well balanced collection of library materials to respond to the various information needs of seminarians is generally shared by the administration, the librarian, the faculty library committee

and the faculty, but in varying degrees. There is a need for a well-defined policy for the selection of books and periodicals, so necessary for planning the development of the collection and assuring the wisest use of available funds.

2.6 Use of ICT in the Library

Ranganathan's wish in the fourth law, "save the time of the reader" (1931) could be said to have been met with the development in ICT and its incorporation in the library today. Developments in the library have seen the introduction or incorporation of ICT tools in the normal operations of library services. Though some attempts of incorporating the use of technology in the library were recorded from the 1930s, it is from 1960s that clear developments of library automation were undertaken, (Harter, 2006). ICTs have changed the way information is created, gathered, stored and distributed. Technologies have greatly impacted the way libraries and information centres select, acquire, organise and deliver information to users. "The present boon of ICT based products & services have a great impact on libraries and the impact is quite perceptible right from the beginning as the libraries started adopting ICT in the form of automation, stage of digital archives, library 2.0, and now we are talking about library services on mobile phones" (Parvez, 2011, pp. 1-9).

The use of computer and other related technologies in the running of a library is a great revolution that has brought tremendous changes in the library industry (Brown-Syed, 2011). Some of the functions that may be automated are acquisition, cataloguing, OPAC, indexing and abstracting, circulation, serials management and reference (Khumbar, 2009).

The benefits of library automation are a fulfilment of Ranganathan's five laws of library science. In the light of the fourth law, that is "save the time of the reader" ICT

applications have come in handy particularly in this age where information is exponential and those who need it need it fast.

Several benefits can be noted for instance for both the users and the librarians. The processing of library materials has become so easy. With libraries sharing databases through the use of Z39.50, a cataloguer is able to send a catalogue search request and receive responses from any compliant system (Scammell, 1997) hence reducing the manual work of data entry. This has greatly reduced cataloguing process. Still, from the librarian's point of view services such as circulation have been made easy. Automation has enabled the installation of barcode readers hence quickening the service. In some libraries, the user has very little interaction with the librarian while checking the item out since there are self-checkout machines (Scammell, 1997).

Referencing services in the library today have also been advanced by automation. Reference librarians have adopted the use of technology in offering reference service to their clients remotely. Web 2.0, for instance, is being used to reach a vast audience virtually than it would be at a physical location. The importance of these technologies cannot be under estimated in the wake of improved internet access as well as a reduction in the cost of mobile technologies and other electronic devices which enhance and facilitate easy communication and passing of information (Currie, 2010). Today majority of the library users can access Web 2.0 technologies just by a click on their mobile phones or any other electronic devices whether at home or while on the move.

2.6.1 Use of ICT in Ecclesiastical Seminary Libraries

Automation in libraries is considered as a tool that facilitates daily operations. If implemented well, automation can increase staff efficiency, perform routine tasks

automatically and analyse data more quickly than could be done manually. Manual information systems may not be fast enough or sophisticated enough to meet ever increasing user demands especially in information filled world as well as the higher expectations and standards brought about in society by increased computerisation.

Whether ecclesiastical seminary libraries have adopted the use of ICTs in their operations or not is a question to be surveyed. However, ecclesiastical seminary libraries in Kenya cannot be so distinct from other libraries in the sub-Saharan Africa region. Challenges facing libraries in this region as far as the use of ICT is concerned could equally be the same. According to Chisenga (2004) challenges facing library automation in sub Saharan Africa include, lack of budgets, inadequate ICT facilities, lack of ICT strategies, low skills levels of users, lack of qualified staff in ICT, lack of commitment by institutional management, and reluctance among staff to use ICT.

Most of the seminaries in Kenya operate on a very limited budget considering several factors. And this is where a great disparity exists between the diocesan seminaries and the religious seminaries. Diocesan seminaries mostly depend on local ordinary support whereby the bishop's conference sets aside a kitty to support the seminaries. A small amount is also contributed by the Vatican. On the other hand, the religious seminaries are slightly well supported by their mother origin countries in the West. However, budgets of religious seminaries in the recent past have been hit hard by economic crunch in Europe and America.

2.7 Staffing

Any organisation or institution depends on human resource for full functionality. For the library to fully function as a service oriented institution it must be run by professional librarians, qualified and experienced (Sonal, 2002). There is a changing

nature of demands from a library user that a contemporary librarian must be acutely aware of in order to satisfy their information needs. Not only should the librarians today have to know how to respond to the demands of students and academics but rather they also need to predict what those demands may be in the future by ensuring they are trained in advance.

This suggests that the profession of librarianship has gradually evolved and changed. According to Shafique (2007), librarians in the past worked as organisers, cataloguers, classifiers as well as custodians of books in a physically stationed library. However, today things have changed.

Libraries are perceived by many people in terms of the information materials stored in them and made available to users. Yet, the keystone of an information organization is actually librarians who ensure acquisition of useful and relevant information material; organize and control information so that one can retrieve it conveniently; search, identify and retrieve information from databases, which describe millions of recorded information items found in libraries or elsewhere and provide useful information to users. In other words, the librarians play the role of mediators between the information sources and users (Shafique, 2007, pp. 811-820).

The skill-set needed today for one to work as a librarian has changed in a number of ways from the traditional model especially with the evolution of ICT and its incorporation in library services and the demand of information needs of users. From a user perspective, the library is often thought of as a generic entity that is simply part of the institution or any other organisation. Seldom do users think of it as being made up of different departments and service areas. In order to accommodate this perception, library staff must be flexible and able to respond to requests for help on a wide variety of topics – it may involve referring the user to another staff member, another department, or learning the skills required to deal with the query themselves. This means that there must be staff members that are skilled enough in a number of areas in order to respond to user demands. This implies that library staff must be

multi-skilled experts: experts in library knowledge, information management, and online solutions (Woodard, 2009).

Among the core activities in the library that require a professional librarian include cataloguing and classification, acquisition, referencing and circulation. In order to carry out these technical services, one ought to have received perfect training as these are key for any service oriented library. These activities sum up the traditional role of the librarians in providing access to information (Rubin, 2010). Providing access to information ranges from directing users to the needed information resources, evaluation of collections, organisation of resources and helping the user in navigating the Web.

Today, the role of providing access to information has been enhanced by ICT facilities as discussed before. Users are now able to access information from the comforts of their homes. Librarians are therefore responsible for training users in accessing electronic information away from the library. This is an affirmation of Rubin's view that "the experts perceived that traditional library model may not be replaced by a virtual one, but would undergo significant changes, especial in regard to accessing information outside the library" (Rubin, 2010, pp. 225-270).

Apart from providing access to information resources, a librarian today must be in a position to play an educational role; "the librarian in the 21st century will continue to promote the fundamental values of reading and learning" (Rubin, 2010, pp. 225-270). A good librarian must, therefore, be able to develop literacy programs that meet the user's learning needs.

In order to carry out the objectives of the seminary library and to make it an effective part of the seminary training program, it is essential to have a well-qualified and

trained staff. The size of the staff should vary with the size and type of the seminary, the enrolment, nature of the program, teaching methods, number of hours the library is open, the arrangement of the building and perhaps other factors.

Ecclesiastical Seminary libraries have been criticised in the past with regard to staffing. The earliest of the more comprehensive criticism was that of Father Albert O'Brien, the then Librarian of St. Bonaventure's seminary. He was sharply critical of the seminary libraries at the time regarding staffing:

Our libraries have remained at a standstill; rather they have consistently deteriorated, simply because we thought anybody could be a librarian. The more useless he was in other fields the surer he was of being appointed to the post of librarian... (O'Brien, 1926, p. 6-9).

In the words of Broderick (1961), "the library has not been given its due importance in seminary training. The familiar statement, next to the chapel the library is the most important thing in the seminary is a cliché not because it is not true, but because it has lost its meaning by being repeated so often without implementation" (p. 29). Seminaries have not kept pace with the quick development of college libraries. They have been slower to recognise deficiencies in library services in relation to those they employ as librarians.

However, O'Brien lists the qualities of a librarian working in an ecclesiastical seminary library; that he/she should have administrative ability, scholarly interest and an understanding of the educational program and curriculum, ability to work with students, initiative, imagination, participation in professional activities, spirit of cooperation with the faculty and other libraries and librarians (O'Brien, 1926). Furthermore, desirable qualifications would apply to; competent subject knowledge, competent technical skill, personal qualities of alertness, initiative, imagination, productivity and interest in helping users (O'Brien, 1926).

The selection of the right people as seminary librarians should not be a difficult one in the seminary if the authorities are alert for likely prospects during the entire seminary course. Therefore staffing of ecclesiastical seminary library should consider the fact that it is a special and academic library. The librarian should, therefore, be special in the sense that he or she understands the objectives of a seminary and the library as part of it fulfils those objectives in terms of information provision. Seminaries should, therefore, employ library personnel who “understands the nature and power of information”, who enjoys solving puzzles and who seeks to provide service which takes care of the problems users face (Guy, 2001, pp. 44-74).

From a human resource point of view, ecclesiastical seminary library staff should be hired based on qualifications, and competency. The staff should also be able to enjoy the benefits of working personnel such as motivation, staff development as well as annual leave.

Conclusion

The reason why libraries are set up in seminaries is to cater for the information needs of the community of seminarians during their period of formation. Ecclesiastical seminary libraries are therefore set up based on the objectives of the seminary. This is because the role of the library in the seminary is not subordinate in any way as it contributes immensely to the education and vocational program of the seminarians. However, in order to adequately meet the information needs of the seminarians, the library must have a good collection of information resources, incorporate the use of ICT in its delivery of information services and employ qualified and experienced staff. Whether catholic major seminaries in Kenya have a good collection, use ICT and employ qualified and experienced staff is a question that this study surveyed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was used in the study. It provides a general framework for the research. It shows where the research was conducted, the design used to carry out the research, the sample population, the kind of procedure employed in collecting data, tools used in data collection and how the collected data was analysed.

3.2 Research Design and Locale

According to Cooper & Schindler (2003), research design is a structured plan of investigation that a researcher develops to obtain answers to a number of research questions such as the techniques to be used; the kind of sampling strategies to be used; how time and resources constraints are dealt with and much more.

This study adopted a descriptive survey design which according to Gay (1987) is an important process of collecting useful data required in testing the information. The design helped the researcher to answer a number of questions concerning the current status of ecclesiastical seminary libraries in Kenya in meeting information needs of seminarians. While using this design the researcher was able to describe the existing conditions of ecclesiastical seminary libraries in Kenya. The design enabled the researcher to acquire complete and possibly accurate information relating to the issues under enquiry. The choice of descriptive survey design was therefore based on the fact that this study was interested in the state of affairs already existing in the field.

3.3 Target Population

The target population of a research is the desired population from which a researcher contextualizes the study and upon which a generalized assumption may be made to form the background against which the research findings can be based (Mugenda & Mugenda, 2003; Orodho, 2004; Best & Kahn 2006).

The study targeted seminarians who were users of the sampled ecclesiastical seminary libraries in Kenya. The researcher sampled only 10 seminaries out of the 17 ecclesiastical seminary libraries in Kenya. Table 3.1 shows the population distribution of seminarians in the ten selected seminaries. It is from this population that the researcher drew a sample for the study.

Table 3.1: Population Distribution in the sampled seminaries

	SEMINARIES	SEMINARIANS (population per seminary)
DIOCESAN SEMINARIES	St. Thomas Aquinas	64
	St. Augustine	38
	St. Mary's	55
	St. Matthias Mulumba	43
	Christ the King	62
RELIGIOUS SEMINARIES	Society of Jesus (Jesuits)	38
	Salesians of Don Bosco	47
	Consolata Missionaries	34
	Apostles of Jesus	72
	Franciscan Missionaries	67
Total		520

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

According to Cohen, Manion & Morrison (2011) sampling method is a systematic process of selecting a number of individuals for a study to represent the larger population. Three different research techniques were used for this study.

i. Random Stratified Sampling

Random stratified sampling is a probability sampling which aims to draw randomly from the wider population (Cohen et al., 2011). It ensures that different groups of the population are represented in the sample. In the case of this research, considering there are two types or categories of seminaries; the diocesan seminary and the religious seminary, the researcher used a random stratified sampling technique to ensure the two categories are represented in the study sample.

ii. Purposive Sampling

The researcher also used purposive sampling method which is a non-probability sampling method which according to Wimmer & Dominic (1997) is a type of sampling that includes subjects selected on the basis of specific characteristics of qualities and eliminates those that fail to meet set criteria. Under the purposive sampling, the researcher handpicks the elements to be included in the sample on the basis of expert judgment; those judged to have certain special characteristics or those that are likely to provide the most useful information relevant for the study (Chandran, 2004; Cooper & Schindler, 2003). The researcher used purposive sampling in selecting 10 seminaries that have libraries that are being used by seminarians; considering five diocesan and five religious seminaries.

This technique of sampling was also used in choosing the librarians who were part of the respondents in the study.

Table 3.2: Grouping of the sampled seminaries

DIOCESAN SEMINARIES	RELIGIOUS SEMINARIES
St. Thomas Aquinas	Society of Jesus (Jesuits) Seminary
Christ the King Seminary	Salesians of Don Bosco Seminary
St. Matthias Mulumba seminary	Consolata Missionaries Seminary
St. Augustine Seminary	Apostles of Jesus Seminary
St. Mary's Seminary	Franciscan Missionaries Seminary

iii. Simple Random Sampling

Simple random sampling is a probability sampling used in selecting a sample where each member of the target population is considered to have uniform characteristics (Mugenda & Mugenda, 2003). The researcher used simple random sampling to select seminarians as respondents from the ten seminaries. The researcher allocates numbers to every subject then placed them in a box from which he picked numbers at random (Mugenda & Mugenda, 2003).

3.4.2 Sample Size

A sample size of 100 seminarians and 10 librarians was used in this study, making it a total of 120 respondents. The researcher used a Krejcie & Morgan (1970) formula to calculate the sample size of seminarians.

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where:

- n = sample size
- X^2 = Chi - square for the specified confidence level at 1 degree of freedom
- N = Population Size
- P = population proportion (.50 in this table)
- ME = desired Margin of Error (expressed as a proportion)

Figure 3.1: Krejcie & Morgan sample formula

Using the formula, the researcher got a sample of 100 seminarians. Proportions were used to arrive at the required sample considering that the 10 seminaries had to have an equal representation in the study. The number of seminarians in each stratum (seminary) was reached at using Walpole's formula for proportions as shown in Figure 3.2 (Walpole, 1982).

$$n_i = (N_i / N) n$$

Where:

- n_i =Quota size required
- N_i =Number of seminarians in each stratum
- N= Total study population
- n =Total sample size used

Figure 3.2: Walpole's sample formula

Table 3.3 shows the distribution of the calculated sample of respondents (seminarians) from each of the seminary included in the study.

Table 3.3: Sample size distribution

	SEMINARIES	SEMINARIANS (population per seminary)	Target sample per seminary
	St. Thomas Aquinas	64	12
DIOCESAN SEMINARIES	St. Augustine	38	7
	St. Mary's	55	11
	St. Matthias Mulumba	43	8
	Christ the King	62	12
	Society of Jesus (Jesuits)	38	7
RELIGIOUS SEMINARIES	Salesians of Don Bosco	47	9
	Consolata Missionaries	34	7
	Apostles of Jesus	72	14
	Franciscan Missionaries	67	13
	TOTAL	520	100

By use of purposive sampling, the researcher sampled 10 librarians, one from each of the sampled libraries because of their interaction with seminarians as staff members in the selected ecclesiastical seminaries.

3.5 Research Instruments

The study employed both data collection methods; quantitative and qualitative hence two data collection instruments were used, that is questionnaires and interview guides as described below.

3.5.1 Questionnaires

Questionnaires were used as the principal tool of data collection. According to Mugenda & Mugenda (2003) questionnaire is a common method used in research to obtain information. Closed ended questions were designed for this study in order to collect information from the respondents. In the formulation of the questionnaires, the

researcher ensured that each section of the developed questionnaires was dealing with a specific objective. There were two types of questionnaires; for seminarians as well as for librarians.

3.5.2 Interview Guide

According to Mugenda & Mugenda (2003), interviews are an oral administration of a questionnaire and it is either a face to face encounter with the respondent or through any other means of communication. Interview schedules were used in this study to seek clarifications on certain areas of the research by probing the interviewee. Through the interview, the respondents (librarians), provided more comprehensive, in-depth and detailed information in relation to the topic of the study.

The researcher administered the interview schedule at the librarians' place of work. Prior to the interview, the research had to schedule an appointment with each of the librarians. These arrangements enabled familiarity hence establishing rapport with the librarians.

3.5.3 Validity and Reliability Determination

According to Chandran (2004), the overall objective in a pre-test is to determine to what extent does a questionnaire communicate and therefore, it offers the researcher the opportunity to revise the questions and to make them clearer to the respondents. A pre-testing of the questionnaire and the interview guide was done. The exercise assisted the researcher to modify the data collection instruments in accordance with the responses received. A pre-testing for the data collection instruments was tried in Nairobi on two seminaries which were not included in the sample; St. Joseph seminary (diocesan) and St. Patrick Missionaries seminary (religious) with a total of 97 seminarians. The researcher got the assistance of a workmate who helped in

conducting the interviews in order to measure whether both the interviewer and the interviewee understood the question. The instruments were administered to the same pre-test group of the two seminaries twice after a given interval of one week. The results were compared using Cronbach's Coefficient Alpha. Considering a coefficient of more than 0.5 was attained, the researcher refined the questions in order to achieve the intended task.

After the pre-test, the researcher was able to capture the ambiguities that were there and rectifications were done before rolling out the actual research. The interpretation of the questions to different respondents according to their level of understanding was done cautiously in order to avoid bias from the researcher, (Gray, 2009).

3.6 Data Collection

The researcher sent the questionnaires to the respondents by courier service. The package included the number of copies of the questionnaires for the seminarians who had been sampled from that seminary and one of questionnaire meant for the librarian. The package was sent to the rector of the seminary who handed them to the librarian. The researcher then travelled to collect the filled questionnaires as well as to interview the sampled librarian.

3.7 Data Analysis

"Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences," (Kombo & Tromp 2006, p. 110). The researcher used triangulation design which is a mixed method data analysis design. Specifically, the researcher used the validating quantitative data model. The researcher collected both types of data however the qualitative data are an add-on to the quantitative.

Preceding data analysis the researcher pre-processed the collected data as a way of organising the raw data by eliminating unusable data, interpreting the ambiguous answers and making a decision over contradicting data. The researcher formulated a coding scheme which involved assigning numerical codes to particular responses (Kombo & Tromp, 2006).

The researcher used a combination of qualitative and quantitative data analysis in order to improve on evaluation. The use of mixed methods of data analysis was to ensure that limitations of one type of data are balanced by the strengths of another. The closed ended questionnaires were analyzed quantitatively while the interview questions were analyzed qualitatively.

Data analysis involved the use of basic descriptive statistics considering the type of research being an exploratory study (Mugenda & Mugenda, 2003). The researcher used Statistical Package for Social Science (SPSS) to calculate and generate results for the quantitative data. Qualitative data was analysed and presented in form of themes. In this case, basic level of description statistics was used to organise and analyse statistical data that was obtained using quantitative techniques.

3.8 Logistics and Ethical Considerations

The researcher sought permission from the university before conducting the research. He then obtained a verbal communication from the National Council of Catholic Bishops of Kenya secretariat permitting him to conduct the research in seminaries. Before the research, the researcher guaranteed the respondents confidentiality of any information they were to give. The researcher ensured that no names were attached to the data collection tools.

CHAPTER FOUR

FINDINGS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations, and discussions of the study according to the objectives and research questions which are presented in the following themes.

- i. Information needs of the seminarians
- ii. Collection in ecclesiastical seminary libraries
- iii. Use of ICT in ecclesiastical seminary libraries
- iv. Library staffing in ecclesiastical seminary libraries
- v. Challenges faced by ecclesiastical seminary libraries

The chapter provides a detailed description of the results as obtained after data collection and the subsequent analysis. Some of the data is presented in form of tables and figures, based on the objectives of the study.

4.2 General and Demographic Information

4.2.1 General Information

Data collection was done using questionnaires and interview guides. 100 and 10 questionnaires with different questions were sent out to seminarians and librarians respectively. There was a 100% return of the questionnaires fully and correctly completed. The interview with the librarians was conducted by the researcher and data recorded in a notebook. Statistical Package for Social Science was used to analyse the collected data.

4.2.2 Demographic Data of Seminarians and Librarians

The study sample comprised of 100 seminarians and 10 librarians from ecclesiastical seminary libraries. Table 4.1 below consists of demographic characteristics of seminarians.

Table 4.1: Demographic characteristics of Seminarians

	Type of Seminary		Stage of Scholastic Formation		
	Frequency	Percentage		Frequency	Percentage
Diocesan	50	50	Philosophy	41	41
Religious	50	50	Theology	59	59
Total	100	100	Total	100	100

The study sample comprised of an equal number of participants from each category of seminaries. According to the findings, 50% of the seminarians were diocesan and 50% were religious seminarians as shown in Table 4.1 above. However, slightly more than half of the seminarians (59%) were studying theology in their stage of the scholastic formation while 41% were studying philosophy.

Table 4.2: Demographic characteristics of Librarians

	Gender		Age Range			Level of Education in LIS		
	Freq.	Per.	Freq.	%		Freq.	%	
Male	10	100	20-29	3	30	Certificate	1	10
Female	0	0	30-39	7	70	Diploma	7	70
						Bachelors Degree	2	20
Total	10	100	Total	10	100	Total	10	100

According to Table 4.2, all the librarians who participated in the study were male. Majority of the librarians representing 70% were within the age bracket of 30-39 years. 30% were within the age bracket of between 20-29 years. Similarly, 70% of the 10 librarians signifying the majority held a diploma in Library and Information

Science studies as their level of education. Only 20% of the librarians were university graduates with a Bachelors degree in library and information science.

Table 4.3: Total number of librarians per ecclesiastical seminary library

	Frequency	Percentage
One Librarian	5	50
Two Librarians	2	20
Three Librarians	2	20
Four Librarians	1	10
Total	10	100

According to Table 4.3, 50%, representing half of the ecclesiastical seminary libraries had only one staff working as a librarian. Only 10% representing one library had four staff members. The rest of the libraries had two staff members each.

Table 4.4: Professional experience of Librarians

Range of Experience as a Librarian			Duration Employed in the Current Institution		
	Freq.	%		Freq.	%
1-2 years	1	10	1-2 years	1	10
3-8 years	7	70	3-8 years	8	80
9-10 years	1	10	10 years & above	1	10
10 years & above	1	10			
Total	10	100	Total	10	100

Majority of the librarians (70%) had worked as librarians for more than 3years but less than 8years. The rest of the librarians, each, had an experience of 1-2, 9-10 and 10 years and above. However, according to the findings, 80% had worked in the current work station for a period ranging between 3-8years with each of the remaining two having been in the current station for 1-2 years and 10 years and above.

4.3 Findings according to themes

The findings of this study are presented in the form of themes drawn from the objectives of the study.

4.3.1 Information needs of the seminarians

The first objective of this study was to identify information needs of both the diocesan and religious seminarians in the selected seminaries.

i. Information needs of the seminarians

Seminarians were asked to indicate which category consists most of their information needs. The results are presented in Table 4.5 and figure 1.

Table 4.5: Frequency of Information needs of Seminarians

	Frequency			Percentages		
	Yes	No	Total	Yes	No	Total
General Information Needs	7	93	100	7	93	100
Academic Information Needs	75	25	100	75	25	100
Personal Development Needs	13	87	100	13	87	100
Pastoral Information Needs	5	95	100	5	95	100

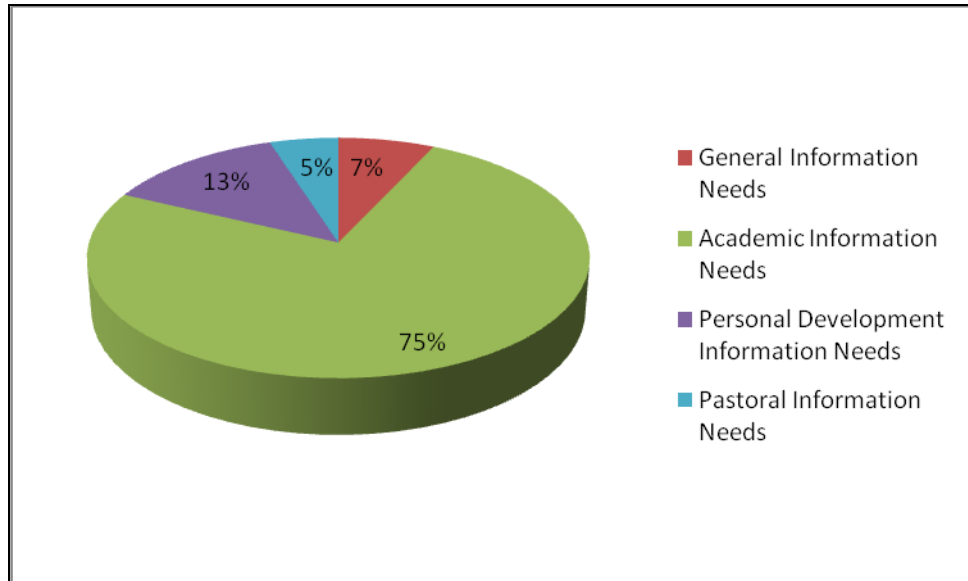


Figure 4.1: Information needs of seminarians

According to the findings as shown in Table 4.5 and Figure 4.1, 75% representing three quarters of the seminarians' information needs fell within academic information needs. The rest of the information needs, (general, personal development and pastoral) accounted for less than 25% of their information needs of seminarians.

ii. How often Seminarians used the Library

Seminarians were asked to indicate how often they used the library in order to meet their information needs.

Table 4.6: Frequency of using the library by seminarians

	Frequency	Percent
Daily	65	65
2-3 times a week	26	26
Once a week	8	8
2-3 times a month	1	1
Total	100	100

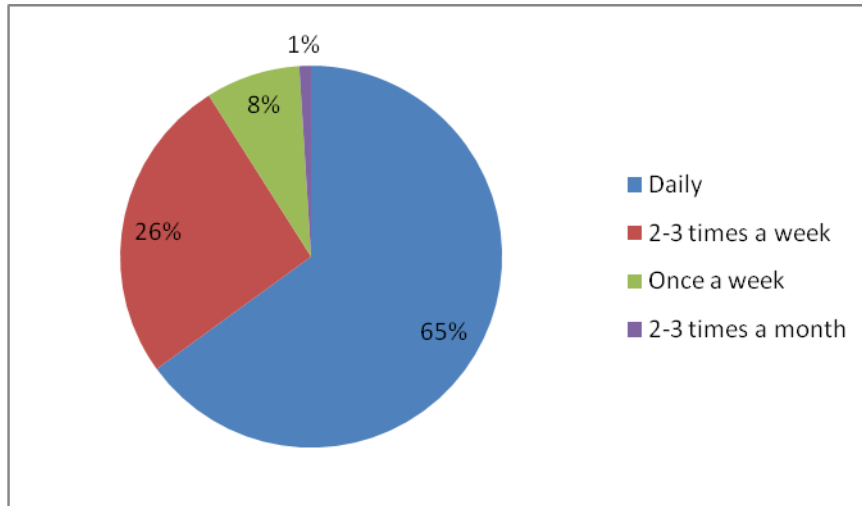


Figure 4.2: How often seminarians used the library

According to the findings, as shown in Table 4.6 and Figure 4.2, nearly two-thirds (65%) of the seminarians indicated that they used the library on a daily basis. 26% and 8% used the library 2-3 times a week and once a week respectively. Only 1% of the seminarians used the library 2-3 times a month.

iii. Why Seminarians used the Library

Seminarians were asked to indicate the reason why they used the library.

Table 4.7: Reason for using the Library

	Frequency	Percent
Consult reference material	39	39
To consult text books	28	28
To consult print-journals	4	4
To consult E-Journals	2	2
To write assignments	17	17
To use the internet	1	1
To read lecture notes	4	4
To read for examinations	5	5
Total	100	100

According to the findings as represented in Table 4.7, most of the seminarians (39%) visited the library in order to consult or use reference materials. 28% and 17% visited

the library to consult text books and write assignments respectively. The rest of the seminarians; 5%, 4%, 2% and 1% visited the library in order to read for examinations, read lecture notes, consult e-journals and use internet respectively.

4.3.2 Collection in Ecclesiastical Seminary Libraries

In order to get the true status of the collection in ecclesiastical seminaries, the researcher posed relevant questions that could respond to the second objective comprehensively which was aimed at ascertaining the relevance of library collection in the selected ecclesiastical seminary libraries in meeting information needs of seminarians.

i. Availability of relevant information materials

Seminarians were asked to indicate whether they were able to found relevant information materials that met their information needs from their respective ecclesiastical libraries.

Table 4.8: How often the seminarians got relevant information materials

	Frequency	Percent
Always	42	42
Sometimes	55	55
I don't usually find them	2	2
Never	1	1
Total	100	100

According to Table 4.8 more than half of the seminarians (55%) indicated that sometimes they found what they were looking for or was close to what they needed. However, 42%, which is less than half of the seminarians indicated that they always found what was relevant to what they needed. 2% and 1% indicated that usually they did not find and never found what was relevant respectively.

ii. Satisfaction with other Information sources

Considering other studies that take place in the seminary other than theology and philosophy, respondents were asked to indicate if they were satisfied with other information sources in their libraries other than those prescribed as ecclesiastical sciences materials.

Table 4.9: Other sources other than ecclesiastical science materials

	Frequency	Percent
Very satisfied	14	14
Fairly satisfied	46	46
Neither satisfied nor dissatisfied	25	25
Fairly dissatisfied	11	11
Very dissatisfied	4	4
Total	100	100

According to Table 4.9, less than half of the respondents (46%) indicated that they were fairly satisfied with the availability of other information sources other than ecclesiastical science materials in their libraries. Those that were very satisfied were only 14%. However, 25% of the seminarians were neither satisfied nor dissatisfied as 4% were very dissatisfied.

iii. Size of the collection

In order to know the size of the collection in comparison to the number of seminarians in each ecclesiastical seminary libraries, librarians were asked to give the size of the current collection in volumes and the results are captured in Figure 3 below.

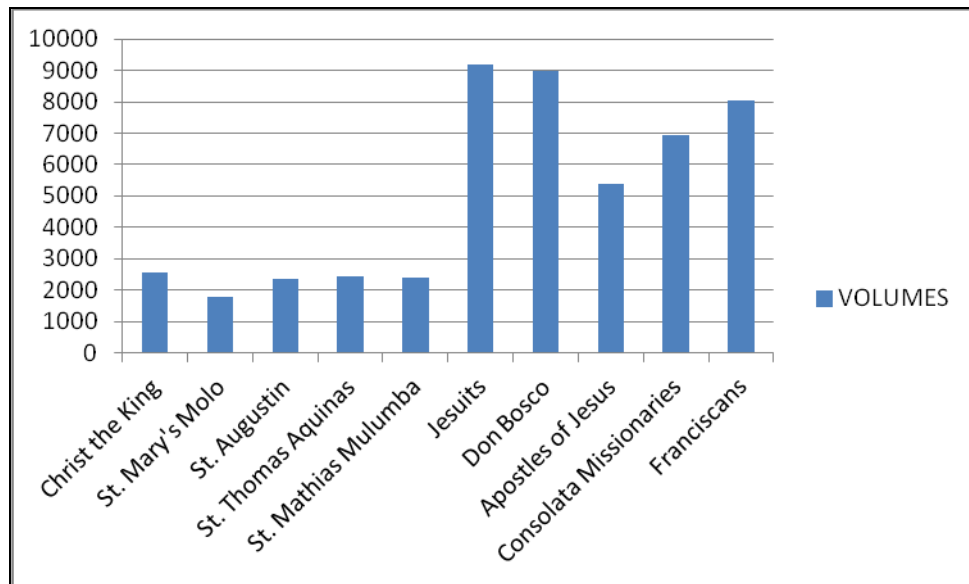


Figure 4.3: Collection in volumes in ecclesiastical seminaries

According to Figure 4.3, the collection in diocesan seminaries (Christ the King, St. Mary's Molo, St. Augustine, St. Thomas Aquinas and St. Mathias Mulumba) was below 3000 volumes. This is different from religious seminaries (Jesuits, Don Bosco, Apostles of Jesus, Consolata Missionaries and Franciscans) whose volume of the collection was above 5000.

iv. Availability of other information materials other than ecclesiastical information sources

Librarians were asked to indicate other information materials stocked by ecclesiastical seminary libraries other than ecclesiastical information resources. The findings are presented in Figure 4.4.

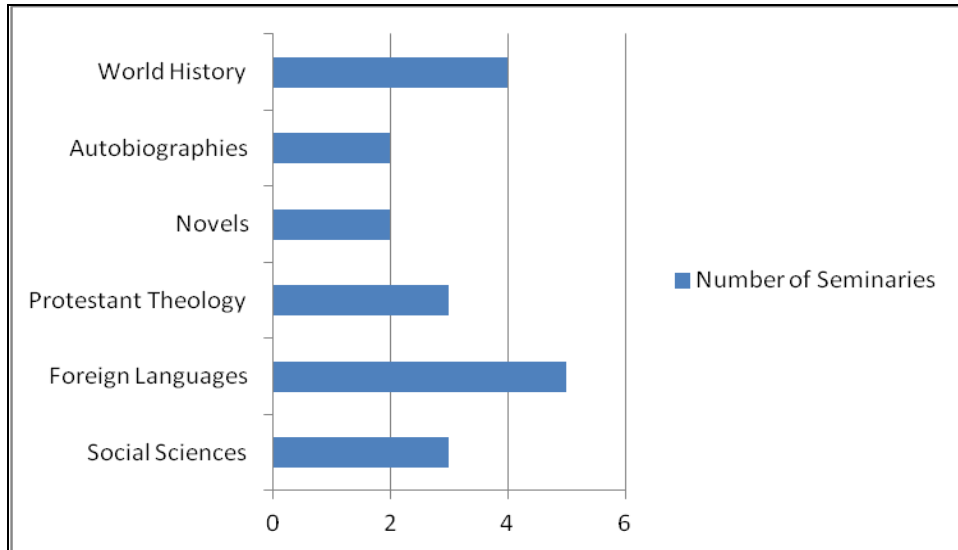


Figure 4.4: Other information materials

According to the findings, five of the sampled libraries had materials on foreign languages. Four seminary libraries had information material in world history. Three libraries had materials on protestant theology and social sciences. Two libraries had information on leisure reading materials like novels and an inspirational collection like autobiographies.

v. Periodicals

Librarians were asked whether ecclesiastical seminary libraries had subscribed to periodicals.

Table 4.10: Subscription to periodicals

	Frequency		Percentage	
	No	Yes	No	Yes
Diocesan	5	0	50	0
Religious	0	5	0	50

According to the findings in Table 4.10, 50% of the sampled seminaries (diocesan seminaries) not subscribed to periodicals. However, religious seminaries represented by 50% had subscribed to periodicals.

vi. Acquisition of library collection

Librarians were asked to indicate the mode of acquisition of library information materials.

Table 4.11: Mode of Acquisition

	Frequency	Percentage
Gift	5	50
Purchase and Gift	5	50
Total	10	100

The mode of acquisition of library information materials according to the findings in Table 4.11 is split into two equal halves. According to the findings, half of the seminary libraries (50%) acquired their collection through a gift. The other half (50%) acquired their collection via purchasing and gift.

vii. Collection vs seminarians' information needs

Librarians were asked to give their own opinion as to whether the collection in their respective ecclesiastical seminary libraries met the information needs of seminarians considering the population of seminarians.

Table 4.12: Whether the collection was meeting seminarians' information needs

	Frequency		Percentage	
	No	Yes	No	Yes
Diocesan	5	0	50	0
Religious	0	5	0	50

According to the findings as presented in Table 4.12, 50% of the librarians indicated that according to their opinion the collection was at least able to meet information needs of the seminarians. These were librarians working in religious seminary libraries. However, librarians working in diocesan seminary libraries (50%) indicated

that according to their opinion the collection could not meet the information needs of the seminarians.

4.3.3 Use of ICT in Ecclesiastical Seminary Libraries

The research posed relevant questions to the respondents so as to get a clear picture of the status of ecclesiastical seminary libraries with regard to the use of ICT in order to achieve the third objective of the study which was to assess the use of ICT in the selected ecclesiastical seminary libraries in meeting the information needs of seminarians.

i. Use of a computer in the library

In order to establish the availability and use of ICT in ecclesiastical seminary libraries, the researcher asked the seminarians to indicate how often they used a computer in order to access information sources.

Table 4.13: How frequently the seminarians used a computer to access library information sources

	Frequency	Percent
Several times	29	29
Once a day	15	15
Several times a week	8	8
Once a week	3	3
Less than once a month	1	1
Never	44	44
Total	100	100

According to Table 4.13, the majority of the respondents (44%) indicated that they do not use a computer. 29% of the seminarians used it several times. 15%, 8%, 3% and 1% of the seminarians indicated that they used a computer, once a day, several times in a week, once a week and less than once a month respectively.

ii. Electronic resources and ICT facilities

Seminarians were asked how satisfied they were with electronic resources and ICT facilities in their respective ecclesiastical seminary libraries.

Table 4.14: Satisfaction with e-resources and ICT facilities

Satisfaction with e-resources in the library			Satisfaction with ICT Facilities in the library		
	Freq.	%		Freq.	%
Very satisfied	5	5	Very satisfied	33	33
Fairly satisfied	35	35	Fairly satisfied	24	24
Neither satisfied nor dissatisfied	10	10	Neither satisfied nor dissatisfied	2	2
Fairly dissatisfied	4	4	Fairly dissatisfied	4	4
Very dissatisfied	46	46	Very dissatisfied	37	37
Total	100	100	Total	100	100

According to Table 4.14, most of the respondents (46%) were very dissatisfied with the e-resources in their libraries. The table also shows that most of the seminarians (37%) were very dissatisfied with ICT facilities in their libraries. Only 5% of seminarians were very satisfied with e-resources and 33% very satisfied with ICT facilities in their libraries.

iii. Computerisation of ecclesiastical seminary libraries

The librarians were asked to describe whether their libraries were fully or partially computerised. Table 4.15 is a descriptive presentation of the distribution of whether the libraries are fully or partially computerised.

Table 4.15: Ecclesiastical seminary libraries in terms of computerisation

Type of Seminary	Fully computerised	Partially computerised	Total
Diocesan	0	5	5
Religious	5	0	5
	5	5	10

According to the findings as presented in Table 4.15, seminaries are split into two equal halves with one half of the ecclesiastical seminary libraries termed as being fully computerised (religious seminaries) while the other as partially computerised (diocesan seminaries).

iv. ICT infrastructure in ecclesiastical seminary libraries

In order to elaborate on the response in Table 4.15, librarians were asked to describe ICT infrastructure in their respective ecclesiastical seminary libraries. Figure 5 shows the different ICT infrastructures in these libraries.

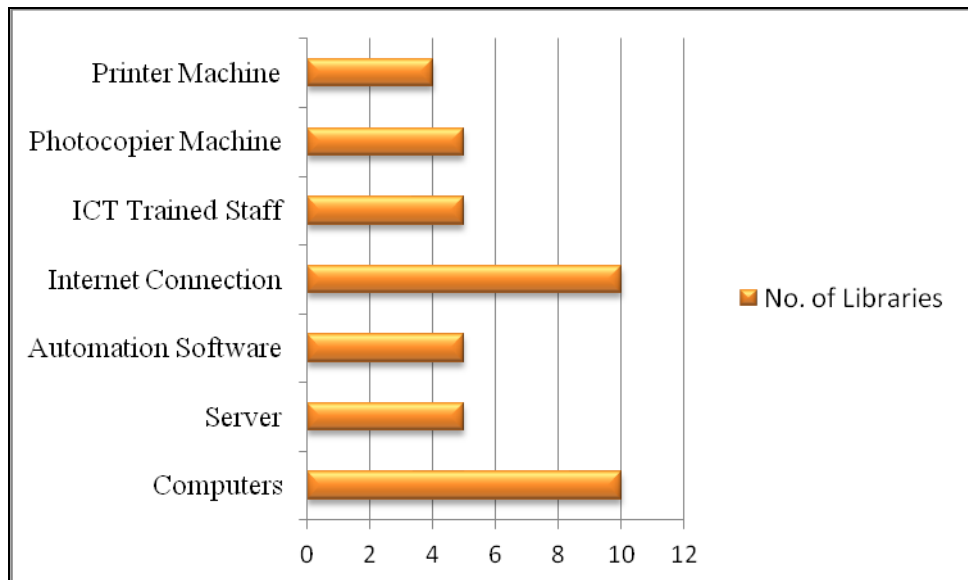


Figure 4.5: ICT infrastructures in the ecclesiastical seminary libraries

According to Figure 4.5 at least all the 10 libraries had computers and internet connection. However, in terms of how many computers in each library, the number varied. Five ecclesiastical seminary libraries had servers, operated using an automation software, had an ICT trained staff and had a photocopier machine. However only four of the ecclesiastical seminary libraries had a printer.

4.3.4 Library Staffing in Ecclesiastical Seminary Libraries

In order to achieve the fourth objective which was to find out the qualifications and experience of librarians in ecclesiastical seminary libraries the researcher posed relevant questions to the respondents.

i. Services from librarians

Seminarians were asked to indicate whether they were satisfied with the services rendered by librarians in their respective libraries.

Table 4.16: Satisfaction with services from library staff

	Frequency	Percent
Very satisfied	43	43
Fairly satisfied	53	53
Neither satisfied nor dissatisfied	4	4
Total	100	100

According to Table 4.16, more than half of the respondents (53%) indicated that they were fairly satisfied with the librarians' services. 43% on the other hand indicated that they were very satisfied. However, 4% of the seminarians indicated that they were neither satisfied nor dissatisfied.

ii. ICT training for librarians

Librarians were asked to indicate whether they had ever received any ICT training.

Table 4.17: Whether librarians had ever received any ICT training

	Frequency	Percent
No	6	60
Yes	4	40
Total	10	100

According to Table 4.17 more than half of the librarians (60%) had never received any ICT training. Only 40% of the librarians had received ICT training.

4.3.5 Challenges Faced by Seminary Libraries

In order to meet objective five of the study which was to find out challenges faced by ecclesiastical seminary libraries in meeting information needs of seminarians, the researcher asked the librarians to indicate some of the challenges that ecclesiastical seminary libraries faced. Several challenges were raised. The researcher summarised them into themes as presented below.

i. Funding

Funding as a challenge was raised by all the librarians who participated in the study as one of the challenges facing ecclesiastical seminary libraries. According to the findings, the libraries were inadequately funded as there are no budgetary allocations to facilitate the buying of new books, subscription to periodicals, purchase of electronic resources and even hiring of additional staff and paying them well.

ii. Currency of Materials

According to the findings, half of the seminaries that participated in the study had a challenge of the currency of information materials. The librarians raised this as a

challenge and they pointed out that it is because they rely on gifts as their mode of acquisition hence they accept any donation given to them.

iii. ICT Infrastructure

The challenges of ICT infrastructure in ecclesiastical seminary libraries as pointed out by the librarians ranged from lack of adequate hardware, need for software, and limited internet. According to L1, L3, L4, L8 and L9 they were partially computerised considering they only had two computers in their libraries and limited internet which is only used by the librarian and the faculty members. The findings showed that some of the libraries even lacked a photocopier and/or printing machine.

iv. Staffing

According to the findings, the majority of the ecclesiastical seminary libraries were under staffed. A point in case is the situation in libraries L1, L3, L4, L8 and L9 where they only had one librarian. The challenge is that they were being overworked hence not adequately meeting the needs of the seminarians in terms of serving them. The librarians also raised the problem of being poorly paid.

v. Library Infrastructure

The library infrastructure in terms of the building, book shelves and reading desks was mentioned as one of the challenges facing ecclesiastical seminary libraries. Majority of them lack adequate space for their collection. According to their response most of the ecclesiastical seminary libraries were being housed in structures which were never meant to be libraries.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary

Although ecclesiastical seminary library derives its objectives from the objectives of the seminary itself, it must be remembered that the seminary is an institution of higher learning and as such its library ought to adhere to the general objectives of the library of any institution of higher learning, which include:

- To identify the information needs of its user community.
- To develop a balanced and adequate collection of study and reference materials to supplement and complement the curriculum and classroom instruction.
- To provide easy access to this collection by employing modern means that quickens access.
- To employ qualified staff that will respond to the information needs of the seminarians adequately.

On the basis of the study findings reported in chapter four, the following summary is offered.

5.2.1 Information Needs of Seminarians

One of the main objectives of the seminary is the intellectual development of seminarians in preparation for priesthood. Intellectual formation takes a period of not

less than seven years studying both philosophy and theology. This is because the intellectual formation is necessary for the proper discharge of the duties of the sacred ministry as well as an important element in the development of priestly perfection (Lee, 1965).

According to the findings, 100% of the respondents (seminarians) were in their scholastic stage of formation. This is a stage of academics where by the seminarians are preoccupied with studies, unlike other stages of formation. As expounded in chapter two (pp. 16-18), during this period of study a seminarian is supposed to acquire two bachelor degrees: in philosophy and theology.

This confirms the reason why the majority of the seminarians, 75% rated academic information needs as their area of information needs. This fact is further confirmed by their regular visit to the library where 65% indicated that they used the library on a daily basis for academic related reasons such as consulting reference materials, using text books and writing assignments as presented in Table 4.7 (p. 48).

5.2.2 Collection in Ecclesiastical Seminary Libraries

The efficacy of the principle of information utilisation is anchored on its ability to satisfy the needs of seekers. One way of meeting academic information needs of seminarians is by developing a balanced collection. Such a collection should be able to meet specific research needs that accrue from their academic lifestyle as users. The academic curriculum should, therefore, be the frame upon which the library's collection is built (Oseghale, 2008).

According to the findings, 55% of seminarians indicated that sometimes they were able to find relevant information materials they were in need of from the library. This is an indication that not all the information needs of seminarians were fulfilled by the

then existing collection in the library. For example, according to the findings as presented in Table 4.9 (p. 50), 46% of seminarians representing less than half of the seminarians were fairly satisfied with other sources of information other than the ecclesiastical sciences materials.

During the study, librarians provide the total number of volumes of the collection in their libraries (see figure 4.3, p. 51). According to the figure, the results showed that there was a clear disparity between Diocesan and Religious seminaries with regard to what they have in terms of volumes despite both being major seminaries in Kenya and following the same academic curriculum. The findings showed that religious seminaries were able to acquire more information sources than the diocesan seminaries.

Similarly, the disparity between the diocesan and the religious seminary libraries was evident in the acquisition of periodicals. The findings as presented in Table 4:10 (p. 50) showed that religious seminaries were able to subscribe to periodicals while diocesan seminaries did not. This showed that diocesan seminarians were disadvantaged as they could not have access to the latest information which is provided in periodicals.

The explanation given as to why diocesan seminaries could not afford to subscribe to periodicals and why they lacked enough and diverse collection was that diocesan seminaries had no library budgets hence no funds to purchase the much needed information sources. While indicating the challenges facing ecclesiastical seminary libraries, librarians L1, L3, L4, L8 and L9 said that there was no budgetary allocation for the libraries they worked for. According to Table 4.11(p. 53), these libraries depended solely on gifts to stock their libraries' collection.

Considering the size of the collection in each ecclesiastical seminary library, librarians held diverse opinions as to whether the collection available met the information needs of the seminarians. Librarians working in the diocesan libraries were of the opinion that the collection available was not enough for the seminarians considering their population and diverse needs. However, librarians working in religious seminary libraries were of the view that the collection was enough to meet seminarians' information needs.

According to the findings in figure 4:4 (p. 52), the majority of the seminary libraries stocked materials on foreign languages and world history. Most of these seminary libraries were religious seminaries. The reasons given were that the religious seminarians were being prepared to work as missionaries in different parts of the world after ordination. Therefore they had to learn foreign languages. Secondly, the world history sources provided seminarians with an opportunity to study history and culture of different people and regions because their future assignments after ordination were to involve working in various parts of the world where they expected to interact with people of diverse cultures.

In summary, the findings on collection in ecclesiastical seminary libraries fall short of Ranganathan's second law which states that "every reader his/her own book", emphasising that a collection must be good enough to meet the information needs of all users (Ranganathan, 1931). An ecclesiastical seminary library that fails to provide seminarians with the adequate and current collection in order to meet their academic information needs also undermines one of its own general objectives which is "to provide study and reference materials required for implementing, supplementing and complementing classroom instruction". All ecclesiastical seminary libraries, whether diocesan or religious, must be well equipped with collections that meet the

information needs of all seminarians. On the other hand, the disparity that exists between the diocesan and the religious seminaries in terms of lack of good collection disadvantages some seminarians considering that all the seminarians sit for the same exam set by the Urbanian Pontifical University on behalf of the Congregation for Catholic Education and carryout the same ministerial responsibilities as priests.

5.2.3 Use of ICT in Ecclesiastical Seminary Libraries

It is inevitable to think of a library and its operations without ICT applications considering the exponential nature of information today. According to a study by Haneefa (2007) libraries and Information Centres have been employing ICT and electronic information resources and services to satisfy the diverse information needs of their users.

According to the findings, the majority of the seminarians (44%) never used a computer to access library information sources. Majority of these respondents were from seminaries that were indicated as being partially computerised as shown in Table 4.15 (p. 56). This is because most of these libraries only had two computers whereby one was used as a server and the other computer was used by the librarian. According to L1, L3, L4, L8 and L9 the two computers and internet connection were provided through a donation program that was started towards the end of 2014 by an Italian benefactor for diocesan seminaries. This confirms the very fact that budget was one of the biggest challenges that most of the ecclesiastical seminary libraries were facing as indicated by most of the librarians. It, therefore, means that majority of the seminarians were still accessing information materials through traditional means such as card catalogue, book catalogue or browsing through the shelves. These traditional ways of accessing information contravene the fourth rule of saving the library user's time as indicated by Ranganathan (1931) in the fourth law.

Due to this, the majority of the seminarians representing 46% and 37% were very dissatisfied with e-resources and ICT facilities respectively in their ecclesiastical seminary libraries. Majority of those that were very dissatisfied were from diocesan seminaries. Following the response from the librarians regarding ICT infrastructure in their respective libraries as shown in figure 5:5 (p. 56), religious seminaries were well computerised and had most of the ICT facilities needed in the library. The only ICT facilities in the diocesan seminary were the two computers and internet connection. According to the librarians, the internet connection was so limited hence only used by the librarian and members of the faculty.

5.2.4 Staff in Ecclesiastical Seminary Libraries

The success of any organisation according to Udoh-Ilomechine (2009) is also dependable on its workforce. In order to facilitate the smooth running of any library, there is a need for good qualified and experienced staffing. Ecclesiastical seminary library is not an exceptional institution not to have a qualified and experienced workforce of librarians. Librarianship is an information service profession encompassing information delivery activities such as information organisation, information brokerage, information resources management, and consultancy. Therefore considering the information needs of seminarians and the complexity of getting the right information from a huge volume of resources, ecclesiastical seminary libraries ought to have not only qualified and experienced librarians but the knowledgeable personnel that understand the nature of information needs of seminarians.

According to the findings, 53% of the seminarians were fairly satisfied with the services rendered by the library staff. When asked why seminarians were only fairly satisfied with their work, the majority of the librarians pointed to the fact that they are

understaffed and not motivated by their employers. This fact is supported by the findings in Table 4.3 (p. 51). According to librarians L1, L3, L4, L8 and L9 they were the only members of staff of their respective libraries. They carry out all the duties in the library. The five librarians pointed out that in as much as they were trying to train some seminarians to help in running the library, they were overloaded with work. They said that it was even more tedious following the donation of the two computers. This is because they were doing data entry of all the library materials. With all these workloads on their shoulders, they said it was difficult to attend to the needs of all seminarians to the level of their (seminarians) satisfaction.

To achieve good results or be successful today the library as an organisation must continuously train and developed its work force because, factors that impact the librarian as an individual can impact his or her performances as a service provider (Udo-Ilomechine, 2009). In order to be competitive and efficient in their work, librarians ought to receive time to time training. One of these trainings should be in the area of ICT considering that ICT has introduced many changes in LIS and its profession. In order to be at par with technological advancement in the library, ecclesiastical seminary librarians need continuous training and development in ICT. It is unfortunate that according to the findings more than half of the librarians had not received any ICT training. This tells the reason why some of the seminarians though in a fully automated seminary library, they were also fairly satisfied with the services of the librarians. One of the reasons is that some of the seminarians' requests were ICT related but the librarians could not execute the request due to lack of basic ICT knowledge.

5.2.5 Challenges Faced by Ecclesiastical Seminary Libraries

i. Budgetary Allocation

The library just like any other department in an organisation cannot operate without a substantial allocation of resources that can help its operations. The allocation covers the purchase of library information sources, subscription to periodicals and the strengthening of its infrastructure. However, this seems not to be the case as budgetary allocation has been cited by librarians as one of the challenges that ecclesiastical seminaries ought to deal with. The problem of budgetary allocation is so serious such that some of the seminary libraries do not have it at all. Some of the responses included; L1, L3, L4, L8 and L9 said, “There is no budgetary allocation for the library”.

L7 said, “The budget allocated to the library is so limiting”.

L2, L5, L6 and L10 said, “Though there is budgetary allocation, more is still needed especially to facilitate the acquisition of e-resources”.

According to librarian L6 economic hard times in Europe affected their library budget since the seminary was heavily funded by countries from Europe. According to him, donation of funds were cut hence leading to the cutting down of library budgets.

This finding affirms Kortendick’s research done in the USA (1963) where he found out that insufficient monies were allocated to ecclesiastical seminary libraries resulting to a situation whereby it was impossible for theological seminaries to meet even minimum needs in the acquisition of books and periodicals required for seminary courses of truly university calibre.

ii. Content and Currency of the Collection

The content of any library collection must equal the needs of the users. So is the currency of the collection since knowledge is quickly developing and new ideas are born. Catholic priests are now serving people faced by various contemporary challenges. That means that seminarians need the latest information to be included in their studies and even leisure reading. According to the findings, more than half of the librarians mentioned that the collection of ecclesiastical seminary libraries was too old and outdated. They said that it was hard for them to refuse to accept gifts of books since they are not the ones who make the final decision about the collection. “No matter how old the collection is you have to receive it,” said L4

According to librarians L2, L5, L6 and L10 most of the seminarians were requesting for e-books. Unfortunately, they had not subscribed to most of them.

Periodicals have the latest information hence good for any library user. Unfortunately, all the diocesan seminaries had not subscribed for any periodical neither did they have access to e-resources. This fact denies seminarians an opportunity to have access to the latest information.

iii. Poor Infrastructure

The library as a building must be appealing. It must be easily accessible, neat, spacious, and the totality of its ambiance must be welcoming. The organisation of information materials must be systematic and the infrastructure must provide easy arrangements. The user must be comfortable whether while searching for a material or while reading. Some of the buildings in which seminary libraries were housed are too old. In the first place according to the librarians, they were not library buildings initially.

“This place was a garage. When books were donated and they were piling up, the small room that used to house the library could not sustain the load. So the library was moved to this place which was initially a garage,” said L3.

A good library should have comfortable sits for the user and good shelves for the book. However, according to the librarians, most of the seminary libraries were lacking good shelves for books and reading desks.

iv. The Problem of Preservation and Access

All the librarians said that they have a problem with preservation and access. According to librarians L5 and L6, they still had some of the oldest information materials that were supposed to be archived. Unfortunately, seminaries had no archives and the libraries had become a dumping place.

According to librarian L2 they were forced to pack most of these materials in huge boxes hence making access so difficult for those who come looking for them later.

v. Staffing

Ecclesiastical seminary libraries fail to attract highly qualified librarians. This is because of they are overworked, poorly remuneration and lack of motivation. According to all the librarians interviewed their salaries were very low compared to librarians working in other organisations especially academic institutions. This factor, according to them was so demoralising. Having one staff member in a library as the findings show makes it difficult for the needs of the users to be met in terms of being given the attention needed.

5.3 Conclusions

On the basis of the above findings of the study, the researcher concludes that academic information needs preoccupy the *scholasticate* stage of formation of most

of the seminarians which include rigorous studies in philosophy and theology. Hence there is a need for libraries to be well equipped to meet them.

However, the researcher concludes that there exists a great disparity and imbalance between the diocesan seminary and the religious seminary. This disparity is so clear in terms of facilities, workforce, resources and funding that either seminary has. Diocesan seminary libraries are poorly facilitated in terms of collection, use of ICT and even staffing.

Collection

According to the pontifical commission of education, each seminary should have adequate book collection to meet information needs of seminarians especially those focusing on ecclesiastical studies. However, the study revealed that majority of ecclesiastical seminary libraries do not fulfil this requirement especially the diocesan seminaries where the collection is inadequate in meeting the academic needs of seminarians. This includes information sources that are not ecclesiastical but could be of much importance to the seminarians other than ecclesiastical sciences. Furthermore, ecclesiastical seminary libraries do not fulfil the collection of periodicals which are sources that provide the latest information.

Use of ICT

The study concludes that even though religious ecclesiastical seminary libraries have incorporated the use of ICT in their libraries, the situation is different diocesan seminary libraries. Having two computers in each of the diocesan seminary libraries informs that there is an urgent response needed to alleviate the problem. Diocesan seminary libraries also have limited internet network which cannot be used by seminarians. Similarly, reprographic services which are aided by ICT facilities are not offered in most of the libraries.

Diocesan seminarians are still going through the tedious task of tracing the location of information materials by using card catalogues, book catalogues or browsing through the shelves. They are tedious considering the exponential nature of information today. These catalogues are not “saving the time of the user”.

Staffing

Considering the findings on staffing the researcher concluded that ecclesiastical seminary libraries are understaffed. The situation is worse in diocesan seminary libraries which have only one staff member per library. This also means they are overworked hence they cannot adequately serve the users. One of the challenges raised by the librarians was that they are also underpaid compared to the salary scale of librarians in the country.

Library budget

Even though the budget wasn't one of the objectives of the study, it clearly came out when librarians were asked to indicate some of the challenges they faced. According to the respondents, seminaries are spending the very little amount on library information resources or nothing at all, especially on books and periodicals. No library today can run without funds. Denying any library funds is limiting its services in meeting the information needs of the user.

5.4 Recommendations

Implicit in the findings of this study are indicated many areas for improvement that deserve the attention of authorities concerned with major seminary education in Kenya. The following are the recommendations made by the researcher.

The Catholic Church Authorities must ensure that the minimum standards required for seminary libraries to provide effective and efficient services as recommended by

IFLA/UNESCO are adhered to. The recommendations cut across nature of collection, services, staff, structure, equipment, policy and even management.

The ecclesiastical seminary libraries must as a matter of policy periodically re-assess the information needs of their community especially the seminarians. This is even more imperative now that the users have developed sophisticated needs which are constantly changing. They should take necessary steps to develop the collection of different types of reading materials as mentioned above. Hence they should insist on the provision of a prescribed number of titles (latest editions) with a sufficient number of multiple copies as per the pontifical curia in charge of seminaries.

There should be a renewed commitment from the authorities concerned with seminary education that is the NCCB and the religious superiors of Kenya towards ecclesiastical seminary library development. The adequate and timely release of funds is essential and necessary for the libraries to be comfortable in discharging their responsibilities to the seminarians. Adequate budgetary allocation is needed to stock library building with current and relevant materials and for staff capacity building. Hence the authorities concerned should take necessary steps to enhance the budget for the procuring more of the above mentioned. The mentioned authorities can request different parishes to contribute towards the education of seminarians hailing from these parishes.

Considering the collection of books and periodicals libraries in seminaries should ensure that relevant, current and adequate information resources in the various formats like prints and electronic are made available in the libraries so that seminarians can have access to them and help them meet their various information needs regularly. Hence, the authorities concerned should insist ecclesiastical

seminary libraries to subscription to periodicals so that the users can obtain the latest information on their subjects.

An adequate number of computers with internet facilities and other electronic resources should also be acquired and made more readily available for use in ecclesiastical seminary libraries. This is to complement the print resources as well as enable the users to have access to online resources and databases. Individual ecclesiastical seminary libraries could write a proposal requesting for funding from the Petrine fund in the Vatican which provides funds for seminary education.

In order to solve some of the existing challenges in seminaries, ecclesiastical seminary libraries could form a consortium of their own to facilitate services such as interlibrary loaning. This will help diocesan seminarians in accessing information materials that are in religious seminary libraries.

5.5 Suggested Further Research

In the course of the present study, a number of general and rather specific topics needing further research in the areas of seminary librarianship have suggested themselves.

Considering the request made by the PCCPC calling for an evaluation of the status of all ecclesiastical libraries with the purpose of determining their conditions (PCCPC, 1994) there is a need for studying other ecclesiastical libraries such as cathedral and convent libraries.

A study is needed on the development of policies in selection and weeding of collections in ecclesiastical seminary libraries.

In the area of a cooperative effort, several specific useful investigations are needed. A more detailed study of the significant collection in ecclesiastical seminary libraries than was provided in this investigation would reveal the location of rich sources of information materials and suggest sources for interlibrary loan. It could further be the basis for a division among seminary libraries of fields of responsibility for acquisition of rare and costly items.

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APPENDICES

Appendix A: Questionnaire for Seminarians

I am a post-graduate student at Kenyatta University pursuing a Masters in Library and Information Science (MLIS). I am carrying out **A Survey on the Status of Ecclesiastical Libraries in Major Seminaries in Kenya in Meeting Information Needs of Seminarians**. You have been selected together with others to participate and contribute to this study. I kindly ask you to assist me by filling in the questionnaire honestly and freely by ticking or briefly explaining where necessary.

Your input will be highly appreciated and will be treated with confidentiality and meant for the purpose of the research only. Thank you in advance for your cooperation.

1. Type of seminary you belong to

Diocesan

Religious

2. Stage of scholastic formation

Philosophy

Theology

3. How often do you use the library

Daily

2-3 times a week

Once a week

2-3 times a month

4. From which of the following categories do your information needs fall currently

Information Needs	Tick
General Information Needs	
Academic Information Needs	
Personal Development Needs	
Pastoral Information Needs	

5. Why do you use the library? Rank order in terms of the first to the last reason. (1 = prime reason)

Reasons	
To write assignments	
To read lecture notes	
To consult textbooks	
To consult journals (print copies)	
To consult electronic journals	
To read for examination	
To consult reference materials	
To photocopy materials	
To read newspapers/magazines/novels	
To use the internet	
All of the above	

6. Do you get relevant the reading materials you need

Availability of materials	Tick (√)
Always	
Sometimes	
I don't usually find them	
Never	

7. How often do you use a computer to access library and information services

- Several times a day []
- Once a day []
- Several times a week []
- Once a week []
- Less than once a month []
- Never []

8. Please indicate how satisfied you are with other information sources other than ecclesiastical study material in your library

Sources	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
Other books other than ecclesiastical					

9. Please indicate how satisfied you are with e-resources in your library

Resources	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
E-resources					

10. Please indicate how satisfied you are with ICT facilities in your library

Facilities	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
ICT facilities					

11. Please indicate how satisfied you are with services from the library staff in your library

Services	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied
Service from library staff					

B. Collection

1) **What is the size of the current collection in volumes in your library?**

2) **In your opinion considering the population of users, does the current seminary library collection meet information needs of seminarians?**

Yes [] No []

3) **Have you subscribed to periodicals?**

Yes [] No []

C. Automation

1. **How would you describe your library in terms of computerization?**

Partially Computerized []

Fully computerized []

2. **Have you received any ICT training in the last two years?**

Yes [] No []

Appendix C: Interview Guide for Librarians

1. How many librarians work in your library?
2. What is the mode of acquisition of information resources?
3. What are some of the other information sources other than those of ecclesiastical sciences?
4. What are some of the ICT infrastructures in your library?
5. What are some of the challenges faced by ecclesiastical seminary libraries?

Appendix F: Ecclesiastical Seminary Librarians

Librarians	Type of Seminary
L1	Christ the King- Nyeri
L2	Society of Jesus
L3	St. Thomas Aquinas
L4	St. Mary's -Molo
L5	Consolata Missionaries
L6	Franciscan Missionaries
L7	Apostles of Jesus
L8	St. Augustine Mabanga
L9	St. Matthias Mulumba- Tindinyo
L10	Salesians of Don Bosco