

**STUDENTS PERCEPTION ON ACCESSING LIBRARY AND INFORMATION  
SERVICES PROVISION IN GLOBAL THEOLOGICAL SEMINARY LIBRARY  
JINJA**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER  
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**UGANDA CHRISTIAN  
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## DECLARATION

I Namulondo Asha hereby declare that the work presented in this research is my own and has not been submitted to any institution for an award of any kind

Signature

A handwritten signature in blue ink, appearing to be 'Namulondo Asha', written in a cursive style.

Date

26<sup>th</sup> June, 2025.

## APPROVAL

This is to certify that the dissertation “Students Perception On Accessing Library and Information Services Provision in Global Theological Seminary Library Jinja” has been done under my supervision and approved for submission.

Mr. Ssekitto Francis

Signed

A handwritten signature in black ink, appearing to be 'Ssekitto Francis', written over a light blue rectangular stamp.

Date: 26<sup>th</sup> June, 2025.

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## **LIST OF ACRONYMS**

<b>LIS -</b>	Library and Information Services
<b>GTS -</b>	Global Theological Seminary
<b>SDI -</b>	Selective Dissemination of Information
<b>CAS -</b>	Current Awareness Services
<b>GSM -</b>	Global Systems for Mobile Communication
<b>SMS -</b>	Short Message Services

## **ABSTRACT**

The study explored student theological professionals' opinions about using Library and Information Services (LIS) at the Global Theological Seminary (GTS) Library in Jinja. The research established three main objectives to examine LIS delivery services and utilization metrics while determining user demands and collecting staff insights regarding operational delivery. The research team used both interviews with regular library users including 5 lecturers and 10 students together with participant observation and document examination to gather data. Students preferred using physical theological books rather than digital collections distributed by The GTS Library in Jinja because they face difficulties accessing digital research materials caused by weak network connectivity and an insufficient digital library framework. Students encountered barriers to complete resource utilization because of the reduced hours during which the library operated. Students declared their powerful desire for additional digital resources combined with quiet study areas and group spaces as well as extended service hours yet librarians could not address these requirements because of staffing and infrastructure constraints. The research demonstrated that students require better digital infrastructure combined with prolonged library availability as well as enhanced research support because their needs remain unmet. Improvements in digital resource systems together with active research assistance programs and expanded library service times will promote increased student interaction with library facilities. Future investigations should focus on both digital resources effectiveness in student learning while studying the training requirements librarians need in theological educational settings.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the study

Globally, libraries have long been recognised as essential pillars of academic institutions, offering access to information, fostering research, and supporting lifelong learning (IFLA, 2019). In the digital age, the role of libraries has expanded beyond traditional book lending to include digital resources, information literacy training, and the provision of collaborative learning spaces. Students' perceptions of library and information services (LIS) are crucial because they directly impact the utilisation and effectiveness of these services. Positive perceptions often correlate with higher usage rates, while negative perceptions can lead to underutilisation, regardless of the quality or quantity of resources available (Kumar & Kumar, 2018).

Theological libraries, in particular, hold a unique position within higher education. They not only provide access to specialised religious texts and scholarly works but also support the spiritual and academic development of students. As theological education increasingly embraces digital resources and online learning, libraries are challenged to adapt their services to meet evolving user needs (Oduwole & Sowole, 2021). Understanding students' perceptions helps libraries identify gaps in service delivery, anticipate changing needs, and develop strategies for improvement.

Internationally, research has shown that students value libraries that are accessible, well-resourced, and staffed by knowledgeable personnel. Factors such as the availability of up-to-date materials, user-friendly digital platforms, and responsive staff contribute to positive perceptions and effective use of library services (IFLA, 2019). By assessing students' perceptions, libraries can ensure they remain relevant and continue to support academic success in a rapidly changing educational landscape.

Across Africa, libraries play a crucial role in supporting education, research, and community development, despite facing numerous challenges such as limited funding, inadequate

infrastructure, and evolving user needs (Ocholla, 2020). Many African academic libraries, including those in theological institutions, are working hard to modernise their services by integrating digital resources and expanding access to online databases. However, disparities in internet connectivity and technological resources often hinder these efforts, especially in rural and semi-urban areas (Alemna & Antwi, 2022).

Students' perceptions of library and information services in Africa are shaped by several factors, including the availability of relevant materials, the quality of library facilities, and the responsiveness of library staff. Research has shown that when libraries are well-equipped and staff are proactive in assisting users, students are more likely to view library services positively and utilise them effectively (Mavodza, 2018). In theological libraries, the need for specialised resources and support for research in religious studies adds another layer of complexity, making it vital for libraries to regularly assess and respond to user needs.

Efforts to improve library services across the continent include staff training, resource sharing through consortia, and investments in ICT infrastructure. These initiatives aim to bridge gaps in access and ensure that libraries remain relevant in the digital age (Ocholla, 2020). By understanding students' perceptions, African libraries can better tailor their services, advocate for more support, and contribute meaningfully to academic and spiritual growth.

Access to library and information services in theological seminaries however differed significantly around the world. In developed nations, the integration of digital resources and technology in theological libraries is increasingly common. Digital collections and online databases have become a primary mode of accessing theological resources, reflecting the growing importance of digital literacy among seminarians (Mann, 2020). In these regions, the perception of library services tended to be positive, as access is often perceived as seamless and comprehensive, particularly with the advent of online portals and e-books (Seitz, 2021).

In Africa, theological seminary libraries play a pivotal role in supporting the spiritual, educational, and research needs of seminarians. These libraries provided access to crucial resources such as theological texts, biblical manuscripts, and academic articles, which are essential for both academic growth and personal development in the context of religious training (Tshand, 2019). The history of theological libraries in Africa is deeply intertwined with the religious and educational development of the continent. Historically, many African seminaries were founded by Christian missionary organisations, and the libraries in these institutions were often designed to support the missionary work by providing access to religious materials in a variety of languages (Ndlovu, 2021). These early libraries, while foundational to theological education, were often limited in terms of resources and access, reflecting broader socio-economic conditions.

The shift toward digital library services has also influenced global perceptions of accessing theological resources. In Western countries, seminarians generally have access to digital libraries, including extensive online theological databases such as JSTOR, ProQuest, and ATLA Religion Database (Johnson & Thompson, 2020). These resources are perceived as enhancing research and study by providing instant access to a wide array of theological literature (Jones, 2022). However, in many theological seminaries in low-income countries, such databases are often inaccessible due to financial constraints and lack of internet infrastructure (Tshand, 2019). In countries like India, seminary libraries are increasingly adopting digital resources, but the transition is slow due to the high costs of internet access, limited training in information technology, and inadequate library infrastructure (Sharma & Singh, 2021). Seminarians in such regions report a preference for traditional methods of accessing resources, such as printed materials or physical visits to libraries, due to the low levels of internet penetration and digital literacy (Chowdhury & Rahman, 2020).

Theological seminaries still face challenges related to the provision of library and information services. A major challenge is the financial constraints faced by many institutions, particularly in developing countries, where library budgets are often insufficient to cover the costs of purchasing digital resources or maintaining physical collections (Seitz, 2021). Moreover, the lack of trained library staff in some seminaries further limits the quality of LIS provision, affecting the perception of the library's usefulness (Ojo, 2020).

As theological education has evolved across Africa, so too have the libraries in many institutions. However, challenges such as limited budgets, inadequate training for library staff, and poor infrastructure have continued to affect the quality and accessibility of library services in many African theological seminaries (Mugo, 2020). The transition from traditional print resources to digital libraries has been slow, and access to modern technological resources remains a significant barrier for many African seminaries.

In recent years, there has been a significant push toward improving access to library and information services in African theological seminaries. Despite the growing number of theological institutions across Africa, access to LIS remains a challenge due to financial constraints. Many seminaries, particularly in sub-Saharan Africa, are unable to provide seminarians with comprehensive access to either physical or digital resources. This has created a gap between African theological seminaries and institutions in developed nations where digital libraries and online resources are readily accessible (Seitz, 2021).

In many African countries, print resources are still heavily relied upon due to the lack of digital infrastructure. Libraries often struggle with outdated materials, which limits the breadth of knowledge available to seminarians. Additionally, high costs associated with acquiring current theological literature and digital resources further exacerbate the situation (Chowdhury & Rahman, 2020). These limitations are reflected in the perception of library services, as many African seminarians view their libraries as under-resourced, with limited access to the latest theological research (Ojo, 2020).

In countries such as South Africa and Nigeria, there has been a growing adoption of digital libraries and online databases, yet the expansion of digital services remains inconsistent across the continent (Mugo, 2020). For example, seminaries in urban areas may have more access to digital resources, while those in rural areas often face difficulties due to limited internet connectivity and insufficient

technological infrastructure (Tshand, 2019). The situation is compounded by the high costs of internet access and digital devices, which can limit the ability of seminarians to access online theological materials (Sharma & Singh, 2021).

Moreover, digital literacy remains a challenge in some African theological seminaries. Many seminarians, particularly in rural areas, are not well-versed in using digital technologies, which further hinders their ability to fully utilise online library services (Kim, 2019). This gap in technological training and access contributes to a perception of library services as being less effective or inaccessible, especially for students who may not have the skills or resources to engage with digital platforms. It is against this background that this study was conducted.

### **1.1 History of Global Theological Seminary (GTS), and the GTS Library Jinja Uganda**

Global Theological Seminary Library is found in Wairaka, Jinja District Uganda, and 126 Km East of Kampala City, the Capital of Uganda. The GTS was started by Pastor Cathay and the national pastors, including Mr. Moses Kasadha in 1994. In 1995, the GTS Library was under construction with fundraising led by Pastor Gardens. It was opened on 2<sup>nd</sup> December 1996 and it has been in operation up to now.

The Vision of the GTS Library is to educate and form thoughtful, engaged and generous Christian leaders.

The Mission of the GTS Library is to invite a: Faithful discernment of the demands of Christian service; Rigorous engagement with Christian tradition and contemporary learning; Hospitable and respectful collaboration with Indigenous spiritualities and other cultures and faith traditions for the good of all creation.

The Goal of GTS Library is to serve the needs and interests of those on both sides of the present divide between academic biblical study and peace and justice activities. It welcomes scholars and students engaged in the study of biblical social settings and biblical perspectives on social justice. Likewise, it attracted activists, educators, community organizers, clergy and laity seeking biblical resources for their various involvements in restorative justice and peacemaking. We aimed to

create a synergy of theory and practice in a dynamic educational climate that made full use of the Library resources.

## **1.2 Statement of the Problem**

Students faced various problems while using library and information services that played a crucial role in academic success. Students faced multiple barriers in accessing library and information resources because their institutions have insufficient assets and poor facilities and slow service processes while also lacking student education about available library services. Cohen revealed that their usage patterns essentially determined the effectiveness and efficiency of the library services. Cohen noted that quite a few studies have been carried out on perceptual usage pattern of theological libraries (Cohen, 2021). Behling and Cudd (2020) stated that library user's perspectives are the most analytical root for determining whether libraries were functioning satisfactorily. Perera (2021) believed that meeting the needs of users is essential to library management. Librarians needed to be aware of the current needs of their users, which may vary from time to time. The academic service facilities at Global Theological Seminary Library Jinja lack deep understanding regarding how students evaluated them or their effectiveness for educational purposes. The evaluation of student perceptions about library services would reveal strategies to improve library functions and extend critical educational resources. Therefore, regular survey of user needs and usage frequencies in all aspects of library usage would be a valuable guide to ascertain the future focus and direction of libraries.

## **1.3 Purpose of the study**

The purpose of the study was to assess students' perceptions of accessing library and information services at Global Theological Seminary Library, Jinja.

## **1.4 Objectives of the study**

### **1.4.1 General Objective**

To assess students' perceptions of accessing library and information services at Global Theological Seminary Library, Jinja.

### **1.4.2 Specific Objectives**

The specific objectives of this study was:

1. To assess students' awareness on the types of library and information services provided at GTS library.
2. To evaluate students satisfaction with library information services provision at GTS.
3. To examine the impact of library information services on students' academic performance at GTS library.
4. To evaluate librarians knowledge and expertise in theological resources of the GTS Library.

### **1.5 Research questions**

1. What is the student's perception on the types of library and information services provided at GTS library?
2. How frequent do the GTS students access the GTS library's online resources to meet their needs?
3. What are the theological student's user needs at GTS library?
4. How helpful was the librarian in guiding students to relevant theological resources at GTS library?

### **1.6 Scope of the Study**

The primary objective of this study was to assess the theological students' perspectives of LIS provision at the GTS Library; Find out theological students perceptive of the types of LIS provided by GTS Library, Investigate evidence of use of the GTS Library. Investigate theological student-user needs at the GTS Library.

### **1.7 Significance of the study**

This study would impact professional LIS provision between librarians and users by providing detailed information to close the gap between librarians and users, librarians and library management can a rich LIS provision.

These findings, while generally would nonetheless be informative because of their in –depth explanation of how theological student view the LIS provided by the GTS.

The study findings would penetrate into deeper meaning of user perspectives on LIS in the GTS Lib, allowing users to describe their point of view on LIS provision in GTS based on their experiences through thick, rich descriptions (Patton, 2020)

Future studies on LIS provision in other theological library would benefit from a critical analysis why some library services are preferred and who benefits from these services

These results would contribute to a larger perspective and discussion on academic libraries

### **1.8 Definition of key operational terms**

**Information services:** Information services encompass services through which librarians directly supply users with information through interfaces created by librarians and through which users could independently find needed information (Claudia, 2020).

**Perception** is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin, & Maharani, 2018).

Otter (in Ghadirian, Ayub & Salehi (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Another definition from Nugroho (in Saifuddin, 2020) perception is a process that starts form the use of the five senses in receiving a stimulus, then it organized and interpreted so that it has an understanding of what is sensed.

**Theological library:** is a kind of library that has its origins in the Jewish religion whose practice and transmission depended on the keeping and duplication of sacred texts. Theology depends fundamentally on the preservation and study of a sacred\_text. From this it follows that the texts

and the secondary literature will be collected for the use of the literate members<sup>2</sup> of the religious communities and passed on to succeeding generations. The origin of theological libraries goes very far back in humanity's memory. The earliest testimonies to their existence can be traced to around 3000 BC. (The Ancient Library of Alexandria". Biblical Archaeology Society. 2019- ) Theological Libraries were often found in the proximity of kings or priests. From an etymological stand point the term "theological institution" can be best defined when separated into two (theological and institution). Theological is a derivative of theology

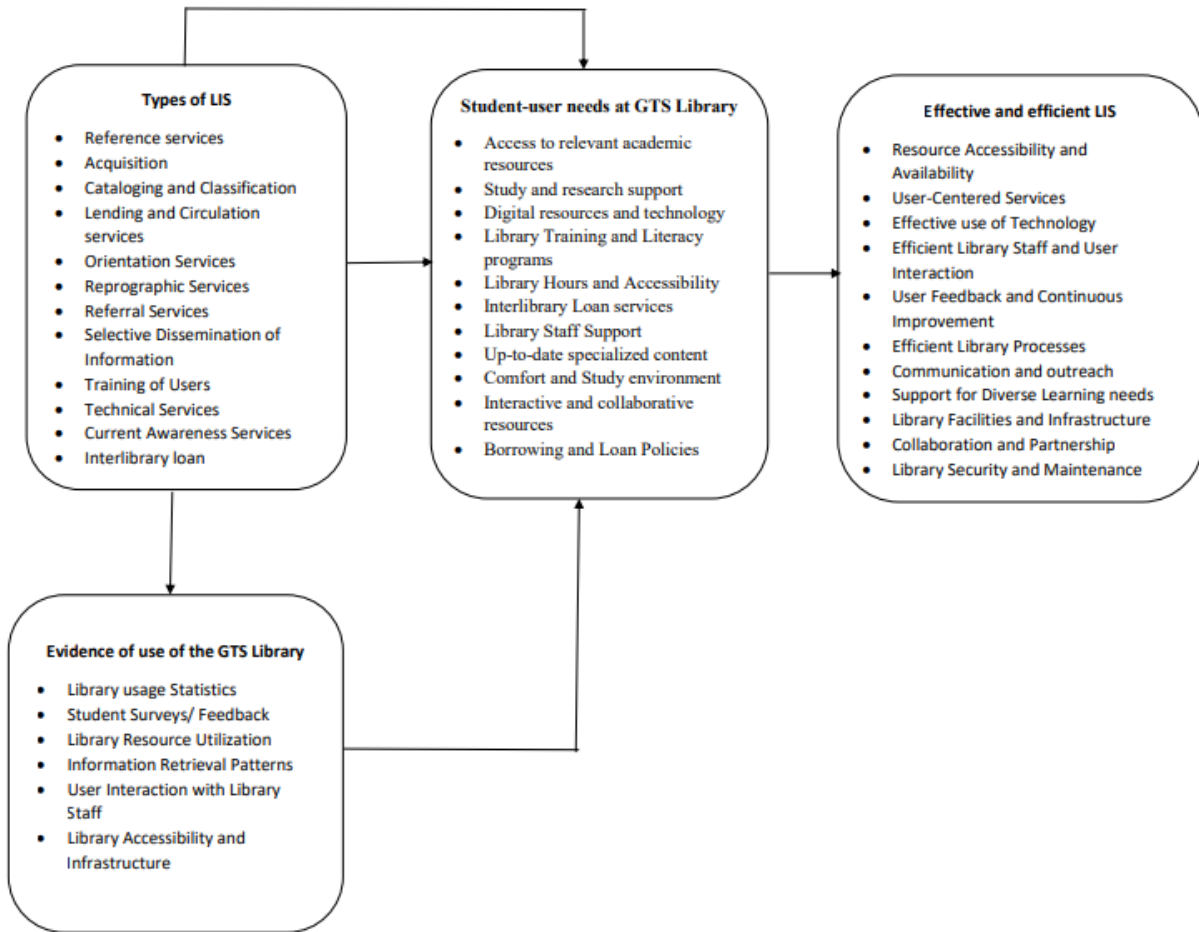
### **1.9 Conceptual framework on a study of perceptions of student's perception on assessing library service provisions at GTS Library**

The conceptual framework depicted the relationships and interactions between key variables and concepts relevant to the study. It illustrated how factors such as library services quality, user perception, challenges, and improvement strategies are interconnected and influenced each other within the GTS Library.

The conceptual framework delineated the various types of services offered in the theological library, namely; Technical Services, Circulation Services, Reference Services, Current Awareness Services, and Orientation Services. These services are integral to the library's overall functioning, ensuring efficient acquisition, organization, and accessibility of materials for users. Their coordinated execution contributed to the seamless operations of the library, supporting the broader objective of providing effective and accessible information services.

The provision of these services, when coupled with effective management, was anticipated to result in enhanced accessed use of the library, technology integration, information literacy among library users, and the fostering of robust collaborations among libraries.

**Figure 1: Conceptual Framework**



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

A literature review is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context (McMichael, 2020). The following chapter included a comprehensive review of literature regarding how students view their access to library and information services. The research investigated current library service types within theological libraries and studies students' service access while identifying barriers to effective usage and suggesting improvement solutions.

#### **2.2 Theoretical Framework**

According to the Theory of Information-Seeking Behavior individuals looked for information based on their requirements as well as existing resources and what they believed to be obstacles. According to Wilson's (1999) Information-Seeking Behavior Model, students used library services by focusing on resource accessibility while considering their availability and usefulness.

Davis (1989) developed the Technology Acceptance Model (TAM) to explain student behavior regarding digital library service usage. Online library resource effectiveness depended on two fundamental elements which students perceived about usefulness and ease of use according to the Technology Acceptance Model.

#### **2.3 Existing types of Library and Information Services in theological libraries**

Theological libraries provided a variety of information services aimed at improving students, learning, research and knowledge expansion and these include the following.

##### **Online reference information services**

The library is the center-heart of any institution that delivers learning resources, essential information sources, facilities, and services to users (Usono, 2019, 25). Reference services focused on individual interactions enabled librarians to assist users in accessing multiple formats of information resources. Traditional reference services operated with print materials until modern

libraries adopted online services to enhance user access according to Maharana et al (2021). By providing print, non-print, and electronic information services, libraries helped institutions achieve academic goals and other purposes. Similarly, online reference information service is a section of traditional library establishment intended for users' preferred needs, as Preston (2020, 1) affirmed. The concept is known by different names like digital reference, virtual reference, or online reference, which is relatively new to library service (Sherikar, et al. 2018, 441). Many things have taken a new turn with Internet technology, not excluding public and academic library services.

Reference services is one-on-one interaction whereby the reference librarian helped the user with a variety of available sources to meet the information needs (Maharana, et al. 1). With this type of reference service are certain limitations, as Dhawle et al. (2018, 17) mentioned, due to its provision of mono-media, that is only print service and services provided from the library collection only. Other limiting factors are a lack of global access to information and limitation in resource-sharing projects undertaken due to print media. However, the traditional reference service underwent a massive facelift with the emergence of the Internet. Sahabi et al. (2021, 52) posited that reference service has become more accessible to satisfy users by breaking the boundaries of time and location.

Furthermore, some online reference services placed answers to frequently asked questions, selected reference tools, and selected databases on the website. The online reference service supported users in quenching the thirst for defective material in traditional libraries.

The essential position libraries hold in various institutions placed Librarians indispensably in the position to determine the quality of institutions' academic programs. In the words of Usoro (2019, 27), reference service made provision for library information saddling librarians with the task of delivering quality service to meet users' information needs and determined whether the needs meet the intended purposes. As Oluwawuyi (2017, 67) observed, improving the traditional reference service does not change the librarians' goal; it has expanded its application areas. The level of expertise of a reference librarian is also a determining factor for library users' satisfaction.

Meanwhile, internet technology has introduced much flexibility in the reference information service, which Dhawle (2014, 18) identified as the need of the present era as information resources are being made available in digital form.

### **Information communication technology services**

Advancement in technology has greatly influenced library services. Library services are those services offered by the library to its users. Igwela and Nsirim, (2018) identified library services according to the international standard to include; reference services, document delivery service, borrowing, renewing and reserving, computerized interactive search, technical services, IT services, e-library services, serials services, exhibition and displays, user education, Selective Dissemination of Information (SDI), Current Awareness Services (CAS), referral service, reprographic service, counseling service and webliographic service. The aforementioned services have taken a different dimension due to the structure, manner and service in the present world caused by the advancement of ICT and the evolution of electronic resources and computer aided library management. However, the leap from conventional library management system to electronic library management has paved way for great changes in the very structure and manner of library profession (Koya & Gopakumar, 2018).

Consequently, this required ICT skills because ICT skills are a prerequisite for effective services delivery in the contemporary society. ICT skills according Nsirim (2021) are those technological and or computer skills and knowledge required by librarians to be able to fully exploit information services in the wake of new technology. Oyedokun, Oyewumi, Akanbi & Laaro (2018) viewed ICT competencies of library staff to be those relevant skills and knowledge to be acquired by those working in the library to be able to fully exploit information search, retrieval, and delivery using electronic format. It is demonstrating the knowledge, skills, experience and attributes necessary to carry out a defined function effectively.

### **2.3.1 Acquisition**

Due to the exponential increase in the number and cost of documents, it has become more common for groups of theological libraries to work together to purchase library resources. According to Singh (2020) this multiplied their purchasing power at a divided cost for their mutual advantage. It also enabled them to offer a wide range of resources which otherwise are not affordable to their clients. However, the relatively flat budgets, technological innovation, coupled with organizational restructuring enabled libraries not only to provide more high- quality information services.

### **2.3.2 Cataloging and Classification**

The library receives a vast of number of items for their users. Before these items (Magazines, books, reports) are made available to the users, they are processed following the accession step. Cataloging and classification are the major activities in material processing before they are put on shelf. Libraries often used DDC to catalog and classify information materials. These helped to ease accessibility in case there is need by the user.

#### **Dewey decimal classification System**

The Dewey Classification System is a secondary system used to organize the Christian Resources Collection, currently housed in the periodicals room.

#### **Finding your resources**

This system divides a body of knowledge into 10 main subject groups or categories, represented by numbers beginning with 000 and going on to 999. The following outlines the main classes within this system:

**000–099:** General References or Works (encyclopedias, biographies, periodicals and journalism)

**100–199:** Philosophy, Psychology and Logic

**200–299:** Religion

**300-399:** Social Sciences (how people live and work in society; law, government and institutions)

**400–499:** Language (English, grammar and dictionaries)

**500–599:** Natural Science (Mathematics, astronomy, physics, chemistry, geology, paleontology, biology, zoology, and botany)

**600–699:** Technology and Applied Science (medicine, engineering, agriculture, home economics, radio, TV, and aviation)

**700–799:** Fine Arts and Recreation (architecture, sculpture, painting, music, photography and recreation)

**800–899:** Literature (plays, poems, essays, literature in foreign languages)

**900–999:** History and Biography (history, biography, geography and other related disciplines)

### **2.3.3 Reference service**

Reference Service is a crucial component of Library and Information Services, aimed at providing personalized assistance and guidance to library users in their information-seeking endeavors. The primary objective of reference service was to help users locate, access, and effectively use information resources relevant to their research, study, or general inquiries.

Reference librarians or information professionals played a pivotal role in delivering reference services. They possess expertise in navigating the library's collections, databases, and other resources, as well as proficiency in information retrieval techniques. Reference librarians are skilled in asking the right questions to understand users' information needs, offering targeted guidance, and suggesting appropriate resources. (<https://lisedunetwork>, 2019)

Reference services included computer searches which are information contacts that involved the knowledge, use, interpretation, or instructions in the use of one or more information sources by a member of the library staff. Information sources may include printed and no printed materials and

readable databases (Priddle & McCann, 2019; Alagappa, 2019). The transaction may include providing direction to services outside the library, number served in information services to groups is the number of individuals served in presentations that were sponsored by the library and planned in advance. The presentation may cover instruction in library use, or cultural, recreational or educational topics (Ridings, 2019).

#### **2.3.4 Information Communication Technology services**

The electronic services section included questions regarding a new item asking if the institution had distance education students as well as a new section on other library services (Singh, 2019). Providing access to electronic library services, covered information about the availability of electronic services in the library both at school and outside school access by students, staff and other society users (Frey, 2018; Singh, 2020). Additional services include; internet access, reference services by email, full text of periodicals and academic course reserve materials available electronically, and electronic library indexes such as citation indexes (Holt, 2019).

#### **2.3.5 Lending and Circulation services**

Circulation services facilitated the borrowing and return of library materials. This included managing user membership, issuing books, and enforcing lending policies to ensure equitable access to resources (Priddle & McCann, 2018). This comprises the activities around the lending of library books and other material to users of a lending library. A circulation or lending department is one of the key departments of a library (Priddle & McCann, 2018). The main public service point is the circulation desk or loans desk, usually found near the main entrance of a library. It provided lending services and facilities for return of loaned items. Renewal of materials and payment of fines are also handled at the circulation desk. Circulation staff may provide basic search and reference services; though more in-depth questions are usually referred to reference librarians at the library reference desk. The circulation desk is in most cases staffed by library support staff instead of professional librarians.

### **2.3.6 Orientation Services**

Orientation services are essential in helping library users, especially newcomers like freshmen, become familiar with the library's resources, services, and facilities. This service typically included guided tours, information sessions, and the distribution of library guides. Research showed that effective orientation programs positively influenced students' perception of library services and their utilization of resources (Carlson, 2017). In the context of theological Library, assessing the quality and impact of orientation services on user experience was crucial to enhancement of library service provision.

### **2.3.7 Reprographic Services**

Reprographic services encompass the provision of photocopying, printing, and scanning facilities within the library. These services are vital for users who needed to duplicate or digitize materials for academic or research purposes. Studies have shown that the availability and accessibility of reprographic services influenced users' convenience and satisfaction with library resources (Kerins & Wang, 2019). Evaluating the efficiency and affordability of reprographic services at GTS Library revealed areas for improvement. Many theological libraries also house rare manuscripts and archival materials that serve as critical resources for theological research (Miller, 2021).

### **2.3.8 Referral Services**

Referral services involved directing library users to relevant resources or experts within or outside the library. Librarians or staff provide guidance on where to find specific information or recommend appropriate experts for research inquiries. Research indicated that efficient referral services contributed to user satisfaction and effective resource utilization (Phetteplace & Feliciter, 2018). Investigating how referral services are managed at GTS Library and their impact on user satisfaction is essential.

### **2.3.9 Selective Dissemination of Information (SDI)**

SDI is a proactive information service where librarians or automated systems notify users about newly acquired resources or materials matching their interests. SDI enhanced user awareness of relevant information and resources, supporting their research needs (Anderson, 2018). Many theological libraries provided access to specialized theological databases such as ATLA Religion Database and JSTOR, which contain scholarly theological articles, sermons, and historical texts (Cohen, 2021).

### **2.3.10 Training of Users**

Training services involved educating library users on how to effectively access and utilize library resources and technologies. Research has shown that user training programs improved information literacy, enabling users to make better use of library resources (Lorenzo & an, 2019). Assessing the scope and impact of user training initiatives at GTS Library was essential for enhancing users; information literacy and service satisfaction.

### **2.3.11 Technical Services**

Technical services encompass the behind-the-scenes activities in libraries, such as cataloging, Acquisitions, and materials processing. The efficiency and accuracy of technical services impact users; ability to locate and access materials. Studies highlighted the importance of effective technical services in ensuring the availability and accessibility of library resources (Burg, 2019). Evaluating the technical services at GTS Library revealed opportunities for streamlining processes and improving resource management.

### **2.3.12 Current Awareness Services (CAS)**

CAS involved the dissemination of current information, such as new acquisitions, events, or relevant research updates, to library users. This service kept users informed about the latest developments in their field of study. Research suggested that well-executed CAS enhanced users; research productivity and satisfaction (Tenopir et al., 2019). Examining the provision and impact of CAS at GTS Library contributed to improving user engagement and resource utilization.

Through the circulation desk, there is lending materials to library users, checking in materials returned, monitoring materials for damage and routing them to the appropriate staff for repair or replacement, troubleshooting circulation technology (library circulation software, scanners, printers), collecting statistics on library use (patron transactions and material checkouts) (Haneefa, 2017).

### **2.3.13 interlibrary loan**

According to University of the state of Krolak (2020), this is a service which involved one library. Borrowing an information material from another library that the library user may ask for when it does not exist in that particular library. Items borrowed under the interlibrary loan principle may range from books, DVDs, music and/or receive photocopies of documents that are owned by another library (Donald, 2015; MacDonald, 2019). The user makes a request with their home library which acts as an intermediary (Laban's, 2018). It identified libraries with the desired item, places the request, receives the item, and makes it available to the user as well as making arrangement for its return (Nzivo, 2018). The lending library usually set a due date and overdue fees of the material borrowed. Although books and journal articles are the most frequently requested items, some libraries lend audio recordings, video recordings, maps, sheet music, and microforms of all kinds (MacDonald, 2019). In some cases, nominal fees accompany the interlibrary loan services.

### **2.3.14 Conservation of documents**

The conservation and restoration of books, manuscripts, documents and ephemera is an activity by the library dedicated to the preservation and protection of items of historical and personal value made primarily from paper, parchment, and leather. When applied to cultural heritage conservation activities are generally undertaken by a conservator-restorer. Paper-based items, such as books, scrapbooks, manuscripts, maps, deeds, newspapers, drawings, water colors, miniatures, and postcards present distinctive concerns when it comes to care and conservation. Unlike works of art on paper, these items are often handled directly and repeatedly to access information. Even paper ephemera like newspapers and letters may be significant historical records or family mementos, libraries provide this kind of service (Donald, 2019).

### **2.3.15 Referral service**

Referral Service, in the context of Library and Information Services, refers to a mechanism or process through which librarians or information professional directs library users to external resources or services that the library does not directly offer. When a user's specific information needs cannot be fully met within the library's own collections or capabilities, referral service allowed librarians to guide the user to relevant external sources or experts who may be able to assist them further. Referral service is an important aspect of reference and information services, as it allowed librarians to extend their support beyond the library's own offerings and connect users with a broader network of knowledge and assistance. By facilitating referrals, libraries demonstrated their commitment to meeting the diverse needs of their user communities and providing comprehensive support for their information seeking endeavors. (<https://lisedunetwork.com> 2019)

### **2.4 Theological student's accessibility frequency to online services in GTS theological library**

There are few research works that have been published on Chinese theological libraries and their usage and frequency by the theological students. Click, Wiley revealed (2010) that articles published about international students and theological libraries have increased steadily between 2014 and 2019. The majority of authors are affiliated with universities and institutions in the United States. Mu (2019) conducted a viewpoint and survey of theological students of MD theological library resources and information services to theology students from Asia. The author used personal experience, observations and survey to find out whether Asian theology students had experiences of using theological libraries; and whether they are aware of the services and resources available for their study in a Western academic setting.

Amos (2020) revealed that students' level of success in using theological libraries is related to their English proficiency, it was recommended that librarians should continue to exploit ways of promoting the library resources and their reference services for students. Besides, new approaches should be developed to make them feel more comfortable about coming into the library, asking

reference questions and using the library resources so that they can achieve better grades in their studies.

According to Simba, suggested the need to be more concerned about user needs which define the services in the library. He assessed students' frequency of the user. According to the results, majority of the users frequently access online services in the library and its resources on daily basis while majority of postgraduate students use the library on weekly basis for research. Largest proportion of the respondents use internet and other non-library gateways for information. Therefore, library should be aware of user needs and usage frequently because they would use the library one way or the other even if they are not highly satisfied with library services.

Cohen revealed that their usage patterns essentially determined the effectiveness and efficiency of the library services. Cohen noted that quite a few studies have been carried out on perceptual usage pattern of theological libraries (Cohen, 2021). Behling and Cudd (2020) stated that library user's perspectives are the most analytical root for determining whether libraries were functioning satisfactorily. Perera (2021) believed that meeting the online needs of users is essential to library management. Librarians needed to be aware of the current needs of their users, which may vary from time to time. Therefore, regular survey of user needs and usage frequencies in all aspects of library usage would be a valuable guide to ascertain the future focus and direction of libraries.

Hiller (2019) stated that user studies within theological libraries by external library accrediting agencies was because of the rapid modification in library services and operations, demanding institutional interval accountability and user perspective. Cullen (2019) on the other hand described the primary motive behind user perspective studies and in theological libraries was to collect user's opinion of library services, clarify the librarians' concept of library services as well as her knowledge on user needs, identify problems and propose solutions to user problems.

Studies indicated that the frequency and manner in which students access online library services vary. According to Amos (2020) organizations, students achieve successful theological library

usage through mastering English language skills. According to Simba (2021) undergraduate students frequent the library daily yet postgraduate students visited the library once per week for research needs. According to Cohen (2021) the patterns by which users engaged with libraries directly affected how effective the services perform. User need assessments should be conducted regularly for libraries to create effective services that match student expectations. Library resource accessibility depended on physical location and service hour availability together with digital access doorstep (Ndlovu, 2023). The study tried to assess users' perspective of the library GTS and their needs. This gave a clear understanding on theological user's accessibility frequency and quality of the services provided to determine whether library resources are user centric. This study tried to study theological library accessibility frequency and the quality of services provided to determine whether library services are user centric.

## **2.5 User needs at GTS theological library**

Libraries are services oriented organizations established for the provision of relevant information resources and quality services to meet their users' information needs. Sowole (2017) noted that users are described as the *raison* (reason for existence) of the library. Meeting the information needs of users requires the provision of the actual information resources and services that will satisfy the needs of users. Simmonds (2001) stated several factors that can influence user's satisfaction; these factors include responsiveness, competence and assurances, tangibles and resources. Sowole (2017) implored librarians to make maximum efforts to ensure that their library users derived the best possible benefits from the services they render. Materials are to be provided by libraries to support learning, teaching and research processes and to provide assistance to users. Simmonds and Andaleeb (2001) argued that providing quality services in academic libraries is now a major issue among theological librarians; they see the library more in terms of the provision and access to service quality than as just a physical place. Technology and automation have also changed the way people perceived libraries. As a result, the roles of libraries and librarians themselves have been re-evaluating their role as reflected in many literatures. The librarians should implore high provision of library services as more important to users than the mere physical library building. The perspective as stated in Simmonds & Andaleeb's article entitled: Usage of theological Libraries: the role of service quality, resources, and user characteristics (2001)

evidenced in several recent studies on users' satisfaction with academic library services. The authors stressed that access to information provided by libraries is seen as more important than the materials physically available in a library. Quality service is a competitive necessity for businesses and service organizations. Assessing service quality is therefore the first step in retaining customers in today's competitive environment. When library customers are faced with a variety of alternative channels of information delivery, many of which are more convenient and can compete on cost, libraries need to re-examine the range and quality of their services they render and develop systems for proper interrogations and consultations and cooperation with their customer needs and expectations as the topmost priority in order to meet the satisfaction needs they want. Abagai (2020) noted that the use of library by users and indeed their satisfaction with library services depends on the availability of suitable learning materials, accommodation and competent staff in the library. Furthermore, Abagai, argued that the main objective of any library is to support the mother institution so that the objectives laid down can be achieved through systematic acquisition and organization of all forms of recorded information in all fields pertinent to the goals of the institution and by making such information available to the members of the institution.

Again, Simmonds and Andaleeb (2001) posited that by providing quality services and satisfaction to users, academic and research libraries distinguish their services through friendly, helpful and knowledgeable advice and the best technological resources available. Because academic library uses have varying needs and expectations, it is the responsibility of the library staff to know these needs and expectations in order to strive high to meet them.

Igben (2022) noted that for a library to be most functional, the services it renders should correspond closely with the needs of its users. Ensuring that relevant information resources are provided and made accessible to users and this helps in a long way to encourage users to regularly visit the library more often. Again, Simmonds and Andaleeb (2001) stated that the effectiveness of libraries has often been measured by the volume of library materials available to patrons, the amount of use of services and resources, and apparent satisfaction of patrons.

Song (2019) writes on designing library services based on user needs. He noted that user needs change continuously and recognize also the need to reach out to users with new services. Ikolo (2015) evaluates the services and collection of the Federal Medical Centre Library, Owerri, Nigeria. His findings revealed that the librarians were not proactive and that there was no personalized information service in place. The author concludes that the basic tools and facilities

for the delivery of qualitative library services are either available in inadequate quantities or completely non-existence; this according him explains why most of the patrons are not satisfied with the library services. A number of recommendations were offered to improve the situation. Dougherty, Jones, Lahr, & Pheatt, (2016) said when a customer contacts companies for a service, they care about certain things.

Information service and provision in theological libraries meant rendering assistance to users (theologians) with knowledge that is beneficial to their activities. Information services must be geared to improving production and capacity development of theological libraries in Nigeria (Haranda, 2019). A report of the Economic Commission for Africa (ECA, 2019) emphasized two forms of information services.

The library, therefore, stands as a viable channel through which information can be passed across to the theological library users. Yusuf (2020) described the place of library in information provision as the laboratory where users discovered new truth and that if we can only provide well-equipped laboratories, important truth would soon be discovered.

If the theological libraries are to play their role in the theological institution activities creditably, they must possess adequate and appropriate information resources and services; give user-oriented services such as selective dissemination of information (SDI), current awareness services, indexing and abstracting services, inter-library loans and so on. They must also facilitate maximum provision of information to their users by giving out and receiving information resources from other libraries (Haranda, 2019).

In order to adequately provide information to theologians in the theological libraries, policy making should be the major priority of the library. The purpose of this policy was to ensure that all users understand their privileges and responsibilities in relation to the computer, network and internet resources provided by the seminary. Theological libraries should also provide audio-visual materials: the library should also have audio cassettes and video cassettes available on various subjects in theology.

## **2.6 Theological librarians' concept of knowledge and expertise on information services provision as well as their supposition on user needs.**

Knowledge Scriptural perspective The Bible has little to say about the terms, “data” and “information.” However, when it comes to “knowledge,” Scripture speaks volumes. Proverbs 1:7 states a key element of Scripture’s dialogue about knowledge: “The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction.” Indeed, the idea that the fear of the Lord is the beginning of knowledge permeates Scripture (Job 28:28; Psalm 111:10; Proverbs 9:10, 15:33). Most scholars understand fearing God as respect or reverence, not intimidation or anxiety (Childs, 1974; Hamilton, 2011; Murphy, 1998a; Reno, 2009). Many scholars also equate the Old Testament concept of fearing God with the New Testament concept of accepting Christ (Barth, 1960; Blocher, 1977; Hartley, 1988).

In the present information and knowledge era, knowledge has become a key resource. Faced with competition and increasingly dynamic environments, schools are beginning to realize that there is a vast and largely untapped asset diffused around in the schools – knowledge (Gupta, Iyer & Aronson, 2000). This realization not only occurs in business organizations but also in non-profit organizations such as academic libraries. The conventional function of theological libraries is to collect, process, disseminate, store and utilize information to provide service to the school community. However, the environment in which theological libraries operate today is changing. Theological libraries are part of the university and its organizational culture. Whatever affects theological schools also affects academic libraries. The role of theological libraries is changing to provide the competitive advantage for the parent institution – a factor that is crucial to both staff and students (Foo et al., 2002). Knowledge management is a viable means in which theological libraries could improve their services in the knowledge economy. This can be achieved through creating an organizational culture of sharing knowledge and expertise within the library. However, institutions face innumerable challenges in nurturing and managing knowledge. The challenges occur because only a part of knowledge is internalized by the organisation, the other is internalized by individuals (Bhatt, 2022). Organizations, including theological libraries can create and leverage its knowledge base through initiation of appropriate knowledge management practices. TFPL (1999) argued that “for organizations to compete effectively in the knowledge economy they need to change their values and establish a new focus on creating and using intellectual assets”. The success of theological libraries depends on their ability to utilize information and knowledge of its

staff to better serve the needs of the academic community. Lee (2020) pointed out that the knowledge and experiences of library staff are the intellectual assets of any library and should be valued and shared. Theological libraries as constituents of the parent institution should rethink and explore ways to improve their services and become learning organizations in which to discover how to capture and share tacit and explicit knowledge within the library. The changing role of theological librarians as knowledge managers emphasizes the need to constantly update or acquire new skills and knowledge to remain relevant to the today's library environment. Theological libraries may need to restructure their functions, expand their roles and responsibilities to effectively contribute and meet the needs of a large and diverse school community.

### **Role of knowledge management in theological schools**

As schools grow ever complex, the school structures reflect specialization in knowledge and expertise. Budd (2019) argued that higher education, as it grew, took an organizational characteristic of these other institutions, because there was increasing organizational complexity, that is, the level of knowledge and expertise in an organisation. As a result, today many educational institutions are seeking better ways to transform that knowledge into effective decision-making and action (Petrides & Nodine, 2023). The focus of schools, is based on making individual knowledge reusable for the achievement of the missions of the schools. However, Ratcliffe-Martin, Coakes and Sugden (2020) argued that: schools do not generally manage information well. They tend to lose it, fail to exploit it, duplicate it, do not share it, do not always share it, do not always know what they know and do not recognize knowledge as an asset. In order for universities to achieve their institutional mission, that is, education, research and service to society, they need to be consciously and explicitly managing the processes associated with the creation of knowledge. Theological institutions exist to create knowledge, and thus, they have a role to play. Knowledge management should have significance in higher education institutions. Sallis and Jones (2020, p.74) pointed out that education ought to find it easier to embrace knowledge management ideas, processes and techniques than many other organisations. Oosterlink and Leuven (2022) emphasized that with a suitable and 9 multifaceted approach to knowledge management, universities can guarantee their own survival and at the same time prove that they are essential to modern society. This is supported to some extent by Achava-Amrung (2021), who stated that “knowledge management involves setting an environment that allows college and university constituencies to create, capture, share and leverage knowledge to improve their performance in

fulfilling institutional missions”. Knowledge management is an appropriate discipline for enabling a smooth integration of these new needs that have arisen from the present economic, social and technological context, into higher education. The application of knowledge management should aim at both internal reorganization of resources and improving teaching and research (CRUE 2022). It is clear in the era of a knowledge society and a knowledge economy that institutions have a major role to play. Stoffle (2021) pointed out that: It is in this area that theological libraries have a unique window of opportunity to help shape the future of both the library and the institution and it is the library’s educational and knowledge management roles that hold the keys to success in this new arena. Theological libraries have always facilitated information exchange, so they are well placed to take on knowledge management functions.

### **Theological libraries and knowledge management**

As mentioned earlier, theological libraries face unprecedented challenges in the 21st century. Libraries are human organisations, so they are subject to the same sort of influences that many other organisations must deal with (Budd, 2015). The changing environment of academic life demands new competencies in theological librarians (Mahmood, 2023). As a result, the knowledge and expertise of theological librarians needs to be seen as the library’s greatest asset. The growth of information and communication technologies (ICTs) are said to be changing the way theological libraries operate today. Theological library collections are no longer collections comprised almost entirely of printed materials but collections comprised almost of materials in multiple formats and media (Budd, 2017). Information technologies such as computers, multimedia and CD-ROMs are bringing unprecedented abilities to theological libraries in providing services and resources to the institution community. Over the past few years, the Web has had a tremendous effect on the growth of information and the speed of transmission. The problem with the Web is that, there is no real organisation of information like in the case of libraries. New means to deliver information over the Web places a challenge to theological librarians in terms of helping students make sense of information found on websites. Another challenge facing theological libraries in the networked online environment is to exploit all forms of digital and telecommunication technologies and find new ways and means to provide feasible forms of collections; services and access to library materials (Foo et al., 2022). These technologies however, require greater responsibility to theological librarians. The challenge for theological librarians is to manage services, which offer users a carefully selected mix of multiple formats and media. Theological libraries should rethink

their role in the whole school community. There is a need to support the needs of the users since the teaching and learning patterns in schools have changed. As information and research resources become more varied, this places a challenge to theological libraries. Hazen (2020) argued that the changes in the nature of information, in research strategies and in the structure of higher education are affecting theological libraries. These changes define much of the shifting context within which theological libraries must operate. The changes brought by electronic media necessitate transformation in the way librarians think about their jobs, the users of information and communication process of which they are part of (Budd 2021, p.270). Theological librarians must strive to remain competent navigators of each medium on order to assist the library users.

### **Changing user needs**

As institution' market demands are changing in terms of improving students learning outcomes, this has a direct impact on theological libraries and their delivery of services. Due to societal and technological developments, traditional teaching changes increasingly in creating learning environments. Students participate in flexible learning processes via more 'indirect' contacts with teachers and facilities, including scientific information (Van Bentum & Braaksma, 2018). In addition, the teaching and learning patterns have developed towards greater modularization and place an emphasis on self-directed, independent study and student-centered learning (Farley, Broady-Preston & Hayward 2018, p.154). This places greater demands on the library, which is increasingly being used for group work, and librarians face increased pressure on the enquiry service and a greater need for user support and education. Theological libraries have to provide information services for users acting in the changing academic environment. Theological librarians need to liaise with library users, faculties and schools to support the effective teaching, learning and research in universities. As Parker and Jackson (2020) explained, liaison is particularly important in a world of resource-based learning where students are encouraged to carry out more independent work and make wider use of a range of learning resources (including electronic information resources). The challenges require theological libraries to offer user-friendly ICT oriented facilities (like remote access to information and services), analyses the changing user needs and give support to users in new academic environments.

### **Organizational structures**

As a result of rapid environmental changes, academic libraries need to rethink their organizational structures in an attempt to provide quality service to the school community. The question to ask

is: are theological libraries organizationally capable of addressing the challenges and issues facing them? Hazen (2020) pointed out that the 12 structures that define theological libraries vary between countries, between institutions and between types of institutions. In other words, the type of organizational structure existing in theological libraries is determined by their readiness to deal with current challenges. Stoffle (2017) suggested that “we must flatten our organisations and eliminate the bureaucracies that make us inflexible and slow in our response to our environment and the opportunities that are constantly presented”. Flatter organizational structures are more conducive to innovation than are rigid hierarchies (Edwards & Walton, 2017). They promote the creation of ideas. There is a need to reshape the structure of theological libraries so that they will be able to improve the services they provide to both today’s and tomorrow’s users. Wilson (2020, p.17) urged school librarians to make their organisations more clientcentred, to redesign work processes in light of organizational goals, and restructure in order to support front-line performance. The emphasis is more on the needs of the library user than the needs of the library. Moran (2001) argued that the hallmark of a learning organisation is information sharing, team-based structure, empowered employees, decentralized decision making and participative strategy. Like other organisations, academic libraries need to reshape their structures to better serve their users.

### **Changing role of theological librarians**

In an age of great change in information formats, delivery models and technologies, an important new role emerges for the academic librarian (CETUS, 2021). Bertnes (2000) argued that knowledge workers will be the most important profession in this century. There is no doubt that they are librarians. One of the major roles of theological librarians in the knowledge economy is that of knowledge managers. It is evident that theological librarians can no longer meet the information needs of the university community through the traditional avenue of simply adding to their library collections. Theological librarians need to go an extra mile. They need to understand the information and knowledge needs of users. They should be in a position to map internal and external knowledge that would assist them in increasing their efficiency. In other words, theological librarians should extend their information management roles and enhance their

knowledge management competencies. Foo et al., (2021) pointed out that theological librarians as knowledge workers, need to play active roles in 13 searching for innovative solutions to the issues involved in adapting to new environments.

### **Applying knowledge management practices in theological libraries**

The basic goal of knowledge management within libraries is to leverage the available knowledge that may help theological librarians to carry out their tasks more efficiently and effectively. Knowledge management is also aimed at extending the role of librarians to manage all types of information and tacit knowledge for the benefit of the library. Knowledge management can help transform the library into a more efficient, knowledge sharing organization (Jantz, 2021, p.34). Kim (2020) pointed out that knowledge management practices aim to draw out the tacit knowledge people have, what they carry around with them, what they observe and learn from experience, rather than what is usually explicitly stated. It is important for a theological libraries to determine and manage their knowledge assets to avoid duplication of efforts. Knowledge management process involves the creation, capturing, sharing and utilization of knowledge.

### **Knowledge creation**

Whether the key objective of academic libraries is to provide resources and information services to support the university community, the key resource that is required is knowledge. That is, the knowledge of the library's operation, the knowledge of library users and their needs, knowledge of the library collection and knowledge of library facilities and technologies available. These types of knowledge must be put together so that new knowledge is created which leads to the improvement and development of service to the users and functioning of the academic library. However, this diverse knowledge is rather dispersed across all library sections and up the library hierarchy. The knowledge is not held by one individual only but by a number of individuals. Newell et al. (2018, p.48) pointed out that: Knowledge creation is typically the outcome of an interactive process that will involve a number of individuals who are brought together in a project team or some other collaborative arrangement. Only where there is interaction and communication can be a comparison of each person's ideas and experiences with those of others. Knowledge creation is a particularly important process of knowledge management. It focuses on the 14 development of new skills, new products, better ideas and more efficient processes (Probst, Raub & Romhardt, 2020). In addition, knowledge creation refers to the ability to originate novel and useful ideas and solutions (Bhatt, 2021). As a result, when an organization knows what it knows,

values and prioritizes that knowledge, and develops systems for leveraging and sharing, it leads directly to the creation of new knowledge (Huseman & Goodman 2017, p.216). Knowledge in the context of theological libraries can be created through understanding the user needs and requirements as well as understanding the school's curricula. Tang (2017) pointed out that from the library's perspective, knowledge creation implies participating more in user's reading and studying by identifying information needs. In order to succeed, theological library services must link with the school's academic programme or curricula. Theological librarians can become part of the knowledge creation process through participating in the teaching and research activities of the university. Knowledge creation in this context should involve all the management effort through which the academic library consciously strives to acquire competencies that it does not have both internally and externally.

### **Knowledge capturing and acquisition**

Capturing and acquiring knowledge is crucial to the success and development of a knowledge-based organization. Organizations often suffer permanent loss of valuable experts through dismissals, redundancies, retirement and death (Probst, Raub & Romhardt 2020, p.226). The reason for this is that much knowledge is stored in the heads of the people and it is often lost if not captured elsewhere. The surest way to avoid collective loss of organizational memory is to identify the expertise and the skills of staff and capture it. Theological libraries need to develop ways of capturing its internal knowledge, devise systems to identify people's expertise and develop ways of sharing it. Formal processes of capturing knowledge can include collating internal profiles of theological librarians and also standardizing routine information-update reports. In addition, successful libraries are those that are user-centered and are able to respond to users' needs. As users became more sophisticated, theological libraries need to develop innovative ways to respond - to add value to their services. Theological libraries need to be aware and to aim at capturing the knowledge that exists within them. The type of enquiries, for example, that are most commonly received at the reference desk should be captured and placed within easy reach to better serve users in the shortest time possible. It is important to create a folder of frequently asked questions to enable theological librarians to not only provide an in-depth customized reference service but also to become knowledgeable about handling different enquiries. Huseman and Goodman (2020, p.204) pointed out that there are times when an organization does not possess certain knowledge internally and does not have the skills to find it. As a result, theological libraries

find themselves unable to develop the know-how that they need. Extra knowledge must therefore be acquired somehow if it is felt it will be useful to the goals of the theological library. The theological library as an organization may want to look outside its own boundaries to outsource or acquire new knowledge. From the point of view of knowledge management, outsourcing may be described as substituting external know-how for internal know-how (Probst, Raub & Romhardt, 2020).

In addition, as work practices change and people work more flexibly, it is important to provide ways to allow them to access external information (Westwood, 2001). Librarians have been dealing with building and searching online databases for a longtime. This kind of experience can be very helpful in building knowledge bases and repositories, a crucial area of knowledge management for managing organizational memory (Foo et al., 2022). Knowledge acquisition is the starting point of knowledge management in libraries (Shanhong, 2020). Knowledge in theological libraries can be acquired through:

- Establishing knowledge links or networking with other libraries and with institutions of all kinds;
- Attending training programmes, conferences, seminars and workshops;
- Subscribing to listservs and online or virtual communities of practice;
- Buying knowledge products or resources in the form of manuals, blueprints, reports and research reports. Academic libraries need to gear up to equip academic librarians with the know-how they need to cope with the rapid changes of the 21st century, which is more information driven and knowledge-generated than any other area.

### **Knowledge sharing Expertise**

Exists in people, and much of this kind of knowledge is tacit rather than explicit (Branin, 2020), which makes it difficult to be shared. At its most basic, knowledge sharing is simply about transferring the dispersed know-how of organizational members more effectively. Knowledge sharing is based on the experiences gained internally and externally in the organization. Making this knowhow available to other organizational members will eliminate or reduce duplication of efforts and form the basis for problem solving and decision-making. In the context of theological libraries, it can be noted that a great deal of knowledge sharing is entirely uncoordinated and any sharing of information and knowledge has been on an informal basis and usually based on conversation. Although knowledge has always been present in organizations, and to some extent shared, this has been very much on an ad hoc basis, until recently it was certainly not overtly

managed or promoted as the key to organizational success (Webb, 2018). More emphasis is placed on formalizing knowledge sharing. Jantz (2021, p.35) had pointed out that in many library settings, there is no systematic approach to organizing the knowledge of the enterprise, and making it available to other librarians and staff in order to improve the operation of the library. For academic libraries to utilize their know-how, it is necessary that they become knowledge-based organizations. Academic libraries need to prepare themselves for using and sharing knowledge. To determine if there is any practice of knowledge sharing in theological libraries, we need to ask ourselves these questions: are academic librarians encouraged to share knowledge? Are the skills and competencies in the theological library identified and shared? How is the knowledge shared? Is knowledge sharing the norm?

The expertise and know-how of organizational members should be valued and shared. Probst, Raub & Romhardt (2021, p.164) have pointed out that it is vital that knowledge should be shared and distributed within an organization, so that isolated information or experience can be used by the whole company. In reality, distribution and sharing knowledge is not easy task (Davenport, 2015). However, it is important for organizations to motivate why knowledge is being shared. The importance of knowledge sharing should be based on the capability of theological librarians to identify, integrate and acquire external knowledge. This should include knowledge denoting library practices, users and operational capabilities.

### **Skills and competencies**

Needed for knowledge management Knowledge management activities are aimed at facilitating the creation, capturing and acquisition, sharing and utilization of knowledge. The successful implementation of such knowledge-enabling initiatives in the workplace requires the knowledge manager to apply several skills-sets (TFPL, 2015). In the perspective of theological libraries, there is a need for academic librarians to extend their expertise. The transformation from librarian to knowledge manager is clearly underway (Church, 2018). However, this impending shift of incorporating knowledge management in the library activities requires a great deal of preparation. Bishop (2021) pointed out that the challenge for the information professional lies in applying competencies used in ‘managing information’ to the broader picture of ‘managing knowledge’. The greater challenge is managing the know-how of organizational members, which they acquire through years of experience. The success of theological libraries depends on the capabilities and skills of its staff to serve the needs of the school community more efficiently and effectively. To be successful in this environment, individuals need to acquire new combination of skills (TFPL, 1999). Bishop (2021) argued that managing knowledge requires a mix of technical, organizational

and interpersonal skills. In making knowledge more accessible, it useful to have knowledge of the organisation, customer service orientation and training skills (Koina, 2022). Teng and Hawamdeh (2022, p.195) summed up the skills needed by the information professional in a knowledge-based environment:

- IT literacy, that is knowing how to use the appropriate technology to capture, catalogue and disseminate information and knowledge to the target audience and knowing how to translate that knowledge into a central database for employees of the organisation to access;
- A sharp and analytical mind;
- Innovation and inquiring;
- Enables knowledge creation, flow and communication within the organisation and between staff and public. It is important for academic libraries to encourage librarians to constantly update their skills and competencies in this changing environment

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter covered the methods that were used to carry out the research; the research approach research design, area of study, population, sampling and sample size, data collecting methods and instruments, research procedures, data quality control, data analysis, ethical, consideration and limitation of the study.

### **3.1 Research approach**

The study adopted a qualitative research approach. Qualitative research involved collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It is used to gather in-depth insights into a problem or generate new ideas for research, which involves collecting and analyzing numerical data for statistical analysis. According to Patton (2020) qualitative research seeks to understand a given research problem or topic from the perspectives of the local population. It involved and is especially effective in obtaining specific information about the values, opinions, behaviors, and social contexts of particular population. The process of qualitative research involved emerging questions and procedures, data typically collected in the participants setting, data being analyzed individually, building from participants to general themes and researcher making Interpretations of the meaning of data (Creswell, 2018)

### **3.2 Research design**

A research design according to Creswell (2020) is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem. Simply put a research design is a frame work that has been created to find answers to research questions. The study will adopt the case study design, Case studies are a design of inquiry found in many fields when the researcher developed an in depth analysis of a case after a program, event, activity, processor one more individuals. (Crewel 2018), A research design answers a close fit between the data and what people actually say and do.by this, the researcher obtained firsthand knowledge of social life unfiltered through operational definitions. Assessing LIS provision in the Global Theological Seminary Library. A case study design was the best design for a study on assessing

LIS provision in Global Theological Seminary because a case study is intentional, discipline and guide a narcotic picture of the whole; allowing an in-depth study and details, analytically and context Patton (2018)

### **3.3 Population**

A study population is a group of individuals selected on the basic of inclusion and exclusion criteria which relate to the services being used in 2023. The population of GTS is 60 for both lecturer and students.

#### **3.3.1 Sampling and sample size**

A sample is a sub-group or part of a larger population of interest. A sample size is a subset or portion of the total population students 2023. The study purposively selected 1 librarian 4 lecturers and 10 students who are regular users of the GTS library. When we sampled, we selected some users to examine in detail and they were used to select respondents. We used what we learn from them to understand a much larger set of cases (Kumar, 2019Neuwau, 2014).

### **3.4 Data collection methods**

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem (Dudovskiy, 2018). Data was collected using an interviews, observations, and document analysis.

#### **3.4.1 Interview**

An interview is a verbal conversation between two or more people with the objective of collecting relevant information for the purpose of research. (Kuwau, 2019). In this interview, questions do not have pre-determined set of acceptable responses. Participants, are able to use their own language, provide long and detailed resources if they chose and go in any direction they want in response to the question (Leavy, 2017). In-depth interview was held with the Librarian who is in charge of the day to day running of the library and well informed about the library and its services. The study also interviewed 10 students, 1 librarian and 4 lecturers who regularly use the library.

Lecturers who teach and direct students to the required Library Information Services needed for their courses in depth interviews were used because they give participants a chance to describe what is important to them concerning Library Information Service provision in GTS. Interviews allowed the researcher to get direct quotations from participants (Patton, 2020).

The participants were allowed to organize their thoughts, experience, and basics on LIS provision in the GTS; thus enabling the researcher to collect necessary in –depth information about the LIS provision in GTS.

### **3.4.2 Observation**

Observation is a purposeful, systematic and selective way of watching and listening to an interaction as it takes place, it is one way to collect primary data that you observe (Kumar, 2019). Observation is when a researcher takes field marks on the behavior and activities of individuals at the research site (Creswell, 2018). The researcher observed the services at the library, the library environment, internet connectivity and the age of the books available in the library and other activities.

The data collected through observation supplemented the data collected through interviews and document analysis. The researcher observed the LIS provided at the GTS like the library opening hours, reference, & circulation, book and formal collections and services, the research collection, the e-resources, and the facilities like the reading areas, seating space, etc.

### **3.5 Document analysis**

Document analysis is a systematic procedure for reviewing or evaluating organizational document. Inquisitional where researcher is taking place. Document analysis identified patterns and trends in LIS provision. The researcher analyzed GTS document like the library annual reports, memos, lib strategic plan, library budgets and historical documents, lib policies, and other document relating to LIS library provision in the GTS and established whether there are any written concerns regarding LIS provision in the GTS .

### **3.6 Data collection instruments**

The study used an interview guide, observation checklist and a document analysis checklist to collect data,

#### **3.6.1 Interview guide**

In order to prepare for data collection, researchers create interview guides that range from a list of general information of inquiry or themes that intend to cover to detailed lists of open-ended questions (Leavy, 2017). An interview guide provided general lines of inquiry by listing the questions on LIS provision at GTS. The interview guide laid out in the line with the objectives.

An unstructured interview guide was designed to obtain data. The guide is an outline of questions based on the research questions. The in structured interview guide asked open-ended questions in order to discover respondents' perceptions, options and views on library and information services provisions in the GTS.

#### **3.6.2 Observation checklist**

Creswell (2018) noted that observation are these in which the researcher takes field notes on the behavior and activities of individuals at the research site. In the field, the researcher records in an unstructured, way (using some prior questions that the inquirer wants to know), activities at the research site. the total used to achieve this was the observation checklist.

#### **3.6.3 Document analysis checklist**

The researcher used a document analysis checklist as an additional goal to gain more insight into the LIS provision at the GTS Library. This guide allowed the researcher to analyse the document at the GTS on issues relating to LIS provision at GTS.

### **3.7 Research procedure**

The researcher got introductory letter from the HOD, Languages and Linguistics, faculty of Education, UCU. The researcher took this letter to the Director GTS for permission to do research at the GTS.

### **3.8 Data Quality Control**

Data quality control is a set of techniques that enable the researcher to attain the quality of data required (Ngobi, 2017. Onen and Oso (2018) observed that a good research necessitates good quality control to reduce on mixed up data. To ensure data quality control, the researcher ensured validity and reliability of data.

#### **3.8.1 Validity**

Validity is the extent to which a research instrument measures what it is supposed to measure. (Kumar 2019). validity is the degree to which results obtain from the data analysis actually present the phenomenon under study. Validity was ensured through data triangulation (interviews, observation and document analysis) in order to get data from three different sources.

Triangulation is the way of checking out insights gleaned from different source of data by drawing on other different source of data. By drawing on other types of data sources observation gained a deeper and clear understanding off the selling and people being studied (Tangler 2016).

#### **3.8.2 Reliability**

Reliability is the extent to which a research instrument at different times gives the same data about the attribute being investigated (katwai 2019). Reliability implies the stability or dependability of an instrument or procedure to obtain information Reliability therefore means that whatever is done should be consistent. To achieve, reliability, constant editing of the data and results were done to reduce the errors.

Kumur (2019) printed out that if the research total is consistent, stable predictable and accurate, it is said to be reliable. Reliability in field research depended on the researcher's insight, awareness, suspiciousness and questions (Neumar, 2020).

The researcher pre-tested the instruments on the BP Tucker Theological college library, UCU staff and users.

### **3.8.3 Data analysis**

The purpose of data analysis was to reduce sets of data as a basic for data management. Data analysis is the sorting and shifting of data collection in order to make sense out of it. It is the process of bringing order into data collected in ways which enabled the researcher to make sense of the data which helped the researcher's questions of the study (Kothari, 2019). Data analysis is the will to describe strategies used to analyze data, such as coding and memo writing process and use of theory and literature to make sense of data (Leavy, 2017). Creswell (2018) noted that qualitative data analysis involves awareness of data systematically to organize, integrate and examine security for and relationship among the specific details.

It involved collecting data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, resenting the data and making an interpretation of the larger meaning of data. This meant that the researcher analysed data right from the field as it is the emergent nature of qualitative data. The researcher identified themes through analyzing the consents of the information gathered by the researcher (Kumar 2019). Data was analyzed through data reduction editing and categorized into themes that were in line with the objectives of the study.

Interpretation of data involved attaching meaning and significance for relationships and loading dimensions. The themes generated from the analysis were reduced into major themes that formed the basic of the conclusions on the emerging issues related to assessing provision at the GTS library.

The data collected must go through several processing and analysis stages, must be edited with a view of checking for accuracy and completeness and data outside expected range of responses.

### **3.9 Ethical considerations**

Ethics are the standards or norms for conducting research that distinguish between right and wrong. They help to determine the deference between acceptable behaviors during research (Kothari, 2019).

All participants were asked to sign a consent and participants did so on voluntary basis.

Benefits of the study was explained to all participants. Most researchers owed their loyalty to the pursuit of research guars to their respondents (franker, 2019)

Any involvement that would interfere with their research on their commitment to information's to be avoided.

The researcher asked the participants to fill a consent form. The researcher explained the purpose of the study and explained the objectives of the study and how the research would be carried out. The researcher also assured the participants that the research would be for academic purpose only and that no observation will be done to eliminate bias.

Appointments were done to ensure that interviews are held at the convenient time participants or the respondents would be protected against dangerous procedures and avoid invasion of privacy and confidentiality.

### **3.10 Limitations**

It was anticipated that the researcher would face unwillingness of participants to answer sensitive questions. The researcher also assured them of confidentiality and explained clearly the purpose of the study.

Some participants did not honor appointments since the GTS is always busy. However, the researcher explained to them that the study is for academic purposes.

Some participants were likely biased and critical or uncomfortable with the study. But the researcher ensured to explain to participants the benefits that the study results would be used in improving the LIS provision in the GTS library.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF FINDINGS**

#### **4.1 INTRODUCTION**

This chapter presents a detailed analysis of the findings from the study on theological students' perceptions of accessing Library and Information Services (LIS) at the Global Theological Seminary (GTS) Library in Jinja. The study aimed to understand the types of LIS provided, students' usage patterns, their needs, and the librarians' perspectives on service provision. Data was collected through in-depth interviews, participant observation, and document reviews. The findings are presented according to the research objectives, with direct quotations from participants to highlight their experiences and perceptions.

#### **4.2 RESPONSES**

The study involved 15 respondents, including 10 theological students and 5 lecturers who frequently use the GTS Library. Interviews allowed for a deeper understanding of their experiences and challenges, while participant observation provided insights into actual library usage. Document reviews, including borrowing records and library policies, supplemented these findings with objective data.

#### **4.3 DEMOGRAPHIC INFORMATION**

This section presents the demographic characteristics of the respondents who participated in the study. The study involved 15 participants, including 5 lecturers and 10 students, all of whom are regular users of the Global Theological Seminary (GTS) Library. The demographic variables examined include gender, age, and designation.

### 4.3.1 Gender Distribution

The study sought to establish the gender composition of the respondents. This was important in understanding the representation of both male and female users of the GTS Library. The findings are presented in the table below:

**Table 1: Gender Distribution of Respondents**

Gender	Frequency
Male	11
Female	4
Total	15

Source: Primary data (2025)

The findings indicate that there were more male respondents than female respondents in the study. This aligns with the general observation that theological education tends to attract a higher number of male students and lecturers.

### 4.3.2 Age Distribution

The age of respondents was categorised into groups to provide insight into the age range of both students and lecturers who access the library. The results are shown in the table below:

**Table 2: Age Distribution of Participants**

Age Range (Years)	Frequency
20-25	6
26-30	4
31-40	3
41 and above	2
Total	15

Source: Primary data (2025)

The data indicates that the majority of respondents were between the ages of 20 and 30, with a smaller number of respondents aged 31 and above. This suggests that most users of the GTS Library are young theological students, while a few older respondents, likely lecturers, also make use of the library services.

### 4.3.3 Designation of Participants

The study involved both students and lecturers to gain insight into their perspectives on library and information services at GTS Library. The distribution of respondents by designation is presented in the table below:

**Table 3: Designation of Participants**

Designation	Frequency
Lecturers	5
Students	10
Total	15

Source: Primary data (2025)

The findings indicate that students formed the majority of the respondents, as they are the primary users of the library services. However, lecturers were also included in the study to provide an academic perspective on the accessibility and adequacy of library resources.

## 4.4 FINDINGS

The findings are structured according to the research objectives. Each section presents responses from interviews, observations of library use, and supporting evidence from document reviews.

#### **4.4.1 Theological Students' Perceptions of LIS Provided by GTS Library**

This section presents findings related to the first objective: exploring theological students' perception of the types of Library and Information Services (LIS) provided by the Global Theological Seminary (GTS) Library in Jinja. The data was collected through interviews with students and lecturers, participant observation, and a review of relevant documents, including library records and policy documents.

#### **Types of LIS Provided by GTS Library**

Findings revealed that GTS Library offers a range of Library and Information Services (LIS), which were categorised into four broad areas: Reference and Information Services, Lending Services, Digital and Electronic Resources and Research Support and Guidance. These services were described differently by students, depending on their awareness, access, and experience.

#### **Student Perceptions of Reference and Information Services**

Reference and information services at the GTS Library include guidance on finding relevant theological materials, responding to research queries, and helping students locate resources. While some students acknowledged receiving helpful assistance, others expressed dissatisfaction, citing inconsistencies in librarian support.

One student, during an interview, stated:

*"The librarians are helpful when they are available, but sometimes they are too busy or not around, and we struggle to find books on our own."*

Through participant observation, it was noted that students often approached the librarian's desk for assistance. However, in some instances, librarians appeared occupied with other tasks, leading to delays in service provision.

Library policy documents confirmed that reference services were an official offering of the library. A section of the document stated:

*"The library staff shall provide reference and information services to all users to facilitate access to theological resources."*

Despite this, interview data suggested that the service was not consistently accessible, leading to varied student perceptions.

### **Perception of Lending Services**

The lending service was a critical aspect of the LIS provision at GTS Library. Students were allowed to borrow books for a specified period. However, there were complaints about limited borrowing durations and restrictions on key textbooks.

One student remarked:

*"We are only allowed to borrow two books for a week, yet we have multiple assignments. Some important books are not for borrowing, which makes it hard for us to study at home."*

Library records reviewed indicated that books marked as "Reserve" or "Reference Only" could not be taken out of the library. This policy was aimed at ensuring availability for all users but was perceived negatively by students who preferred borrowing key texts.

Additionally, participant observation revealed that some students would attempt to use books for extended periods inside the library to compensate for borrowing restrictions. It was also observed that some students returned books late, indicating a possible mismatch between borrowing policies and user needs.

A library policy document extract read:

*"Users are encouraged to return borrowed books on time to allow equitable access to all students."*

## **Perceptions of Digital and Electronic Resources**

The study found that digital services, such as online theological databases and e-books, were part of the LIS provision, but students had mixed experiences with them. While some appreciated access to digital resources, others faced challenges due to limited technical support and inadequate internet access.

A lecturer interviewed commented:

*"The library has made efforts to introduce electronic resources, but many students do not fully utilise them due to lack of awareness or internet issues."*

Through participant observation, it was noted that some students accessed electronic resources on their personal devices, but many relied on library computers, which were often occupied.

Reviewing the library's digital resource usage statistics, it was found that while some databases were accessed regularly, others had minimal usage, indicating a potential gap in awareness or training.

One section of a document outlining the library's digital services stated:

*"The library subscribes to theological databases to support academic research. Students are encouraged to seek guidance on accessing these resources."*

However, findings showed that only a fraction of students sought such guidance, leading to under utilisation of digital resources.

## **Perceptions of Research Support and Guidance**

Research support services included assistance with citations, bibliographies, and research methodologies. Students had differing perceptions of the adequacy of this service.

One final-year student noted:

*"The librarians try to help with referencing, but they mostly give basic instructions. We need more training on theological research methods."*

Lecturers echoed similar concerns, with one stating:

*"Students struggle with citation styles, but the library does not provide enough workshops or training sessions."*

Participant observation indicated that students frequently sought assistance with referencing but often relied on peer guidance rather than formal library support.

A review of library notices found a limited number of scheduled research training sessions, suggesting that while research support existed, it was not sufficiently structured.

One notice read:

*"Upcoming training: Introduction to Theological Research Methods – Friday, 2 PM."*

However, interviews indicated that such sessions were infrequent, leading to perceptions of inadequate research support.

#### **4.4.2 Evidence of Use of the GTS Library**

This section presents findings related to the second objective: investigating evidence of use of the Global Theological Seminary (GTS) Library by theological students. The data was gathered

through interviews with students and lecturers, participant observation, and a review of library records and documents.

### **Frequency of Library Use**

Findings indicated that the frequency of library use among theological students varied. While some students visited the library regularly for academic purposes, others only used it occasionally.

During interviews, one student remarked:

*"I come to the library almost every day because it is a quiet place to study and has the books I need for my coursework."*

In contrast, another student stated:

*"I rarely visit the library because I can access some materials online, and it is sometimes crowded when I need space to read."*

Through participant observation, it was noted that the library was busiest during examination periods, with most seats occupied and students engaged in silent study. However, during regular academic weeks, attendance fluctuated, with some students preferring to study in other areas such as classrooms or dormitories.

A review of the library attendance register showed an increase in student visits before major assessments. The records from a particular month are summarised in Table 4 below:

**Table 4: Monthly Library Attendance Record (Sample Month)**

<b>Week</b>	<b>Number of Students Visiting the library</b>
1 (Regular classes)	85
2 (Regular classes)	90
3 (Pre-exam period)	150
4 (Exam week)	210

Source: Primary data (2025)

These figures indicate that while the library was utilised throughout the semester, usage significantly increased during exam periods, highlighting its role in academic preparation.

### **Purpose of Library Use**

Students visited the library for various purposes, including: Accessing Theological Books and Journals; Silent Study and Group Discussions; Using Digital Resources; and Seeking Research Assistance.

#### **Accessing Theological Books and Journals**

The most common reason for using the library was to access theological textbooks and journals. Many students depended on the library for key course materials due to financial constraints preventing them from purchasing their own copies.

One student noted:

*"Some of the theology books are expensive, so I rely on the library to access them for my studies."*

A document review of borrowing records showed that certain books were in high demand. For instance, a borrowing log for a core theology textbook, *\*Systematic Theology\**, revealed that it had been borrowed 42 times in a single semester, making it one of the most frequently requested books.

### Silent Study and Group Discussions

Many students used the library as a study space, particularly for quiet individual reading. However, some also engaged in group discussions, sometimes leading to conflicts over noise levels.

Through participant observation, it was noted that while some sections of the library were designated for silent study, students occasionally held low-voiced discussions, particularly in corners or less monitored areas.

One lecturer remarked:

*"The library is meant for quiet study, but at times, students use it for group discussions, which can be distracting for others."*

Library notices reviewed indicated that policies on silence were enforced, with a document stating:

*"Library users are required to maintain silence at all times. Group discussions should be conducted in designated areas."*

Despite these policies, occasional disturbances were noted, suggesting a need for designated discussion rooms.

## Using Digital Resources

Some students used the library's computers to access theological databases, online journals, and e-books. However, digital resource usage remained inconsistent due to internet challenges and lack of awareness.

A student mentioned:

*"I use the library computers when the internet is stable, but sometimes the connection is too slow, and I give up."*

A review of digital resource access logs indicated that while some theological databases were accessed regularly, others had low usage, reinforcing concerns about awareness and accessibility.

## Seeking Research Assistance

Some students visited the library for research support, particularly in referencing and citation guidance. However, findings suggested that the level of assistance varied, as previously noted.

One student shared:

*"When I need help with citations, I ask the librarian, but sometimes they are too busy to assist immediately."*

## **Duration of Library Use**

Findings showed that the duration of time students spent in the library depended on their purpose of visit. Some stayed for extended study sessions, while others made brief visits to borrow books.

A student explained:

*"If I come to read, I stay for about three hours. But if I only need to borrow a book, I leave after ten minutes."*

Participant observation revealed that during peak periods, students occupied seats for long hours, while during less busy times, visits were shorter.

A library logbook entry reviewed showed the following average durations of stay:

**Table 5: Average Duration of Library Visits by Purpose\*\***

<b>Purpose of visit</b>	<b>Average Time spent</b>
Borrowing/Returning Books	10-15 minutes
Silent Study	2-4 hours
Group Discussions	1-2 hours
Using Digital Resources	30 minutes- 1 hour

Source: Primary data (2025)

### **Challenges Affecting Library Use**

Despite evident library usage, several challenges affected students' ability to utilise its services effectively. Some students reported difficulty finding space during peak times. Unstable internet connectivity also affected access to online theological resources. Additionally, some essential books were often unavailable due to high demand. Many students were also unaware of available online databases.

A lecturer commented:

*"Some students do not fully utilise the library because they do not know what digital resources are available."*

#### **4.4.3 Theological Student-User Needs at the GTS Library**

This section presents findings related to the third objective: investigating the theological student-user needs at the Global Theological Seminary (GTS) Library in Jinja. The data was collected through interviews with students and lecturers, participant observation, and document reviews. The findings reveal a variety of academic and non-academic needs that students have, which the library either partially meets or does not fully address.

##### **Academic Needs**

###### **Access to Theological Texts and Journals**

The primary academic need for students at GTS Library was access to a broad range of theological books, journals, and academic resources. Many students expressed that the library was crucial for obtaining the texts required for their courses. However, they also highlighted issues with the availability of certain key books, which limited their ability to fully engage with the required reading.

One student stated:

*"We really need access to more theological books, especially on topics like church history and systematic theology. Some of these books are always out of stock, and it becomes frustrating when we have assignments."*

In contrast, another student commented:

*"The library has the essential books I need, but there are times when I cannot find them, and that delays my studies."*

A review of the library's cataloguing system and borrowing records revealed that several frequently requested books were often marked as unavailable due to high demand. For example, \*The New International Dictionary of New Testament Theology\* had been borrowed consistently throughout the semester, showing a clear gap between the students' need for these resources and their availability.

#### Availability of Digital Resources

The library's digital resources were identified as a significant academic need. The library uses Surpass software. Several students mentioned that while they were aware of the library's online databases and e-books, they faced challenges accessing these resources, primarily due to limited technical support and internet connectivity issues.

One student noted:

*"The library has a good selection of online resources, but I often find that the internet is either too slow or the computers are occupied. I sometimes have to use my own mobile data to access materials."*

A lecturer supported this view, saying:

*"While the digital resources are valuable, many students face difficulties when trying to access them remotely. More support on how to use these resources effectively would be helpful."*

Documents from the library's digital services policy confirmed that the library subscribed to several academic databases, but student access remained hindered by insufficient guidance on how to use these resources and limited infrastructure support. One policy document read:

*"Students are encouraged to make full use of our online resources; however, technical assistance is limited."*

### Research Support and Citation Guidance

The need for research support, including citation assistance and guidance on theological research methods, was frequently mentioned by students. Many students struggled with referencing styles, particularly when it came to theological works that often required complex citation formats.

One student shared:

*"I am often confused by the citation style used in theological studies. I wish there were more resources or workshops on how to do it properly."*

A lecturer added:

*"Theological students frequently need help with research methodology and citation. We need more structured workshops from the library on how to conduct academic research."*

Participant observation revealed that many students approached librarians with questions on citation and referencing, particularly when they had assignments requiring extensive academic writing. However, as noted in previous sections, research support was only available on a limited, informal basis, without any formalised workshops or regular training sessions.

A library document outlining the library's support services stated:

*"The library provides assistance with referencing and research methodologies, though these services are informal and depend on the availability of the staff."*

## Non-Academic Needs

### Quiet Study and Group Discussion Areas

In addition to academic needs, students expressed a need for quiet and comfortable spaces to study. The library provided a designated silent study area, but many students also required spaces for group study and discussion. Students highlighted that the lack of dedicated group study rooms often made it difficult to conduct collaborative work without disturbing others who preferred a quiet environment.

One student mentioned:

*"I prefer studying in a group, but the library doesn't have a lot of spaces where we can talk quietly without disturbing others."*

Another student remarked:

*"The library is great for individual study, but when I need to discuss something with my classmates, we end up sitting in the open area, which is not ideal for group discussions."*

Participant observation supported this, noting that students were frequently observed gathering in corners or along hallways to conduct group discussions. However, these informal areas were often noisy and disruptive to those studying in the library's quiet sections.

### Extended Opening Hours

Another non-academic need that emerged was the desire for extended library opening hours. Students indicated that the library's current hours, which were limited to standard office hours (8:00 AM to 5:00 PM), were not always conducive to their study schedules, especially during peak periods such as exams.

One student explained:

*"It would be better if the library stayed open later, especially around exam time. Sometimes, we need to study late into the night, and it would be great to have access to the library."*

Library records confirmed that during peak periods, particularly during exams, students would frequently express dissatisfaction with the library's closing hours. One document extracted from the library's feedback log read:

*"Many students have requested extended opening hours during the exam period to allow more time for study."*

### **Technological Support and Infrastructure**

Technological support emerged as a significant need for theological students. Many students expressed the desire for better access to computers, stable internet, and technical assistance for using digital resources.

A student shared:

*"There are not enough computers in the library. Sometimes, I have to wait for a long time before I can use one, especially when I need to access online journals."*

A lecturer also added:

*"Students often come to me frustrated because they cannot access resources online or have trouble with the library's computers. More computer terminals or improved connectivity would be a great help."*

Participant observation highlighted the scarcity of computers during peak hours, as students were often seen waiting for available terminals. Additionally, slow internet speeds appeared to hinder some students from completing research efficiently.

#### **4.4.4 Theological Librarians' Perspective on LIS Provision and User Needs**

This section presents findings related to the fourth objective: clarifying theological librarians' concept of Library and Information Services (LIS) provision and their perception of user needs at the Global Theological Seminary (GTS) Library in Jinja. Data was collected through interviews with library staff, participant observation, and document reviews. The findings provided insights into how the librarians perceive their role in LIS provision, how they understand students' needs, and the services they offer to meet those needs.

#### **Librarians' Concept of LIS Provision**

Librarians at GTS Library demonstrated a clear commitment to providing essential LIS for theological students. However, their concept of LIS provision was largely based on traditional library services, with an emphasis on book lending, reference services, and ensuring access to physical resources.

One librarian stated:

*"Our primary role is to ensure that students have access to physical theological books and materials. We also help them locate specific resources when they come to us for reference services."*

Another librarian added:

*"We try to maintain a balance between offering physical resources and introducing digital resources, but the physical library remains the central focus of our LIS provision."*

Despite this traditional approach, librarians acknowledged the importance of integrating digital resources into their services. They recognised that digital access was becoming increasingly vital, but they noted that challenges related to infrastructure and student awareness hindered the full potential of these resources.

A librarian commented:

*"We have a growing digital collection, but we face challenges with internet reliability, and many students are not aware of the resources available to them. We need to do more to raise awareness."*

A library policy document reviewed stated:

*"The library is committed to providing both physical and digital resources to support theological education. However, access to digital resources is limited by technical constraints."*

This statement confirmed that while digital resources were part of the LIS offering, the primary focus was still on traditional, physical resources.

### **Librarians' Perception of User Needs**

Librarians had a well-developed understanding of student needs, particularly in relation to access to theological resources. However, their perception of student needs was primarily based on direct interactions with students and informal feedback, rather than systematic research or formalised needs assessments.

When asked about student needs, one librarian stated:

*"From my experience, students need more access to books and journals, especially around exam periods. They also need help with research and referencing, but they don't always know how to ask for it."*

Another librarian noted:

*"Students often come to us for help with finding specific theological texts. We know that they struggle with referencing, but it's difficult to provide structured support unless they request it."*

Librarians were aware of students' academic challenges, particularly around citation and research skills. However, they were also aware that students did not always seek help, which made it difficult for librarians to proactively address these needs.

One librarian explained:

*"Many students don't take full advantage of the reference services unless they are in a crisis, like before an assignment deadline. We would like to offer more proactive support, but we are limited in resources."*

### **Librarians' Approach to Meeting User Needs**

Librarians at GTS Library made several attempts to meet student needs, both through formal services and informal interactions. They focused on helping students access resources and providing guidance when requested. However, their efforts were often constrained by the limitations of staffing, time, and library infrastructure.

### **Reference Services**

Librarians made reference services a priority, offering assistance to students in locating specific theological materials. However, these services were mostly reactive, with librarians providing help when students sought it, rather than offering proactive guidance.

One librarian explained:

*"We offer reference services whenever students come to us, but we do not have the capacity to reach out to every student who might need help."*

Participant observation revealed that students often approached the reference desk when in need of a specific book or resource, but many students appeared hesitant to ask for help, suggesting that reference services were under utilised despite their availability.

### Research Support

While librarians acknowledged the need for better research support, particularly around citation and academic writing, they struggled to offer consistent and structured support. Some librarians mentioned that there had been occasional workshops on research methods and citation styles, but these sessions were not frequent.

One librarian stated:

*"We occasionally run workshops on referencing and academic research, but they are not held regularly. We would like to have more workshops, but our time and resources are limited."*

The library's training and research support documents confirmed the infrequency of these sessions, with one document noting:

*"The library conducts occasional workshops on research skills. Students are encouraged to attend, but these are not regular events."*

Thus, while there was recognition of the need for more research-focused support, librarians acknowledged their limited ability to offer structured, ongoing training.

### Digital Resources

Librarians were also aware of the growing importance of digital resources and the need for students to utilise them effectively. However, challenges such as slow internet and a lack of technical support meant that many students could not make the best use of these resources. Librarians reported that while students occasionally sought guidance on how to use online databases, the demand was low due to limited awareness.

A librarian commented:

*"We have digital resources, but many students do not know how to access them, and when they try, they often encounter technical issues like slow internet."*

A document outlining digital resources noted:

*"Students are encouraged to use the library's digital resources, but limited technical assistance and inconsistent internet access hinder effective use."*

Librarians expressed a desire to improve digital resource usage by providing more targeted support and increasing student awareness. However, they recognised that technical limitations were a barrier to this goal.

### Challenges Faced by Librarians

Librarians identified several challenges in providing comprehensive LIS. Limited staff meant that librarians could not offer extensive one-on-one support to all students. Inadequate internet access and limited computers hindered the library's ability to meet students' digital needs. Additionally, librarians noted that they lacked the time and resources to proactively reach out to students or offer regular workshops and training sessions. Despite efforts, some students also did not engage with the library's services, particularly when it came to seeking help with research or digital resources.

One librarian shared:

*"We want to be more proactive, but with limited staff, we can only provide reactive support. There is always a gap between what we want to do and what we can achieve."*

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 INTRODUCTION**

This chapter provides a comprehensive discussion of the findings from the study on students' perceptions of accessing Library and Information Services (LIS) at the Global Theological Seminary (GTS) Library in Jinja.

#### **5.2 DISCUSSION OF FINDINGS**

##### **5.2.1 Students' Perceptions of the Types of LIS Provided by GTS Library**

The findings of the study indicate that students generally perceive the GTS Library as a resource-rich environment, with a strong emphasis on access to theological books and journals. However, there is a clear recognition that, while the library provides these traditional resources, there is a significant gap in terms of digital resources, and the library's efforts to provide these resources are hampered by technical limitations.

This aligns with findings from studies by Maharani et al. (2021) who noted that academic libraries in theological institutions often focus on traditional, print-based resources and face challenges in providing adequate digital access. The students' perception of the library being resource-rich yet lacking in digital materials reflects a common tension in academic libraries, where access to physical resources is emphasized over digital infrastructure (Usono, 2019). While students appreciate the availability of physical books, the absence of sufficient digital resources, coupled with infrastructural challenges such as slow internet and limited access to computers, hampers their ability to fully engage with the broader range of theological resources.

Interestingly, the findings diverge from those of Preston (2020), who argued that theological libraries should adapt more quickly to the growing demand for digital resources in the academic

sphere. At GTS, despite an awareness of the importance of digital resources, students' reliance on physical materials was still dominant, and the digital services were under utilised due to barriers such as internet connectivity and lack of awareness. This highlights the need for targeted interventions that address technical limitations and increase students' engagement with digital resources.

### **5.2.2 Evidence of the Use of the GTS Library**

Regarding the use of the GTS Library, the study revealed that students engage with the library on a regular basis, predominantly to access theological books for their coursework. However, the study also found that the library's use was limited by several factors, including availability of resources, technological limitations, and the opening hours of the library.

The results are consistent with previous studies that highlight the importance of library use for academic success. According to Singh (2020), regular access to library resources is positively correlated with academic achievement in theological education. In this study, students expressed frustration over the unavailability of key texts, a situation also observed by Priddleamp; McCann (2019), who found that students in academic libraries often struggled with accessing essential resources due to high demand and limited availability.

However, the study also uncovered that library use at GTS was not as extensive as it could be due to limited opening hours, which aligns with similar findings from Holt (2019), who suggested that extended library hours are crucial in supporting students during critical academic periods such as exams. While students expressed the need for extended hours, this was not addressed by the library, which operates during standard office hours. This gap in service provision may contribute to students seeking alternative, potentially less reliable, study environments.

### **5.2.3 Theological Student-User Needs at GTS Library**

The findings on students' needs revealed that theological students have diverse requirements, ranging from access to more theological resources (both physical and digital) to a need for better research support and improved technological infrastructure. Students expressed a desire for quiet study areas, group study spaces, and extended library hours, alongside a greater focus on digital resources and citation guidance.

The findings here align closely with studies by Ridings (2019), who observed that students often require quiet study spaces and group work areas, as well as increased access to digital learning resources. This need for both solitary and collaborative study spaces reflects the dual nature of student study preferences. Students value quiet, individual study environments but also recognise the need for spaces that facilitate group discussions and collaborative learning.

However, a significant contradiction arises when comparing the needs for digital resources with the current infrastructure at GTS. While students recognised the importance of digital resources, they reported frequent challenges accessing these materials due to slow internet connections and a lack of adequate technical support. This is in line with findings by Oluwawuyi (2017), who pointed out that access to digital resources in theological libraries is often limited by poor infrastructure. The mismatch between student needs for digital access and the library's current capacity underscores the need for significant investment in technical infrastructure.

#### **5.2.4 Librarians' Concept of LIS Provision and Their Perception of User Needs**

Librarians at GTS Library displayed a sound understanding of their roles and the theological students' needs. They recognised that students need more access to theological resources, both in print and digitally, and that research support services were crucial, particularly for citation and academic writing. However, the librarians' approach to meeting these needs was predominantly reactive, with the majority of their efforts focused on assisting students who actively sought help, rather than proactively addressing the broader needs of the student body.

The librarians' concept of LIS provision, which focuses largely on physical resources and traditional reference services, is consistent with previous research by Priddle & McCann, (2019), who found that librarians in theological settings often maintain a traditional approach to LIS provision. However, the study also highlighted a gap between the librarians' understanding of students' needs and the practical limitations they faced, particularly in terms of staffing, infrastructure, and technical support.

This reactive approach contrasts with the findings of Ridings, (2019) who argued that libraries should adopt more proactive strategies to meet student needs, such as providing workshops on research methods and referencing, and offering more structured digital literacy training. While librarians at GTS expressed a desire to offer more proactive services, constraints such as staffing and time limitations prevented them from fully implementing these ideas.

## **CHAPTER SIX**

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This chapter presents a summary of the findings from the study on students' perceptions of accessing Library and Information Services (LIS) at the Global Theological Seminary (GTS) Library in Jinja. It also offers conclusions drawn from the study and provides recommendations for improving LIS provision at the GTS Library. Finally, suggestions for areas of further research are outlined. The structure of this chapter is as follows: first, a summary of the findings, followed by conclusions drawn from each objective. Then, recommendations for enhancing LIS provision are provided, and areas for further research are suggested.

#### **6.2 SUMMARY OF FINDINGS**

The study set out to investigate four specific objectives related to students' perceptions and use of LIS at GTS Library. Below is a summary of the key findings for each objective.

##### **6.2.1 Students' Perceptions of the Types of LIS Provided by GTS Library**

The findings revealed that theological students at GTS Library view the library primarily as a place to access physical theological books and journals. While there was an awareness of the library's efforts to provide digital resources, technical challenges such as slow internet and limited access to digital platforms resulted in under utilisation of these resources. The library's physical resources were deemed valuable, but there was a clear desire for an increase in digital offerings to complement the traditional materials.

##### **6.2.2 Evidence of the Use of the GTS Library**

Students generally use the GTS Library for accessing physical resources, primarily theological books required for their courses. However, library use was limited due to the lack of extended opening hours and technical barriers that prevent students from accessing digital resources. The findings suggest that while the library is regularly used, students face challenges when trying to fully utilise its resources, particularly with regard to digital offerings.

### **6.2.3 Theological Student-User Needs at GTS Library**

The study highlighted a range of student needs, including the desire for more access to digital resources, quiet study areas, group study spaces, and extended library hours. Additionally, students expressed a need for better research support, particularly in terms of referencing and academic writing. These needs were often unmet due to limitations in library infrastructure and staffing. While students acknowledged the importance of the resources available, they indicated that improvements in access, digital literacy, and overall library facilities were necessary for a better learning experience.

### **6.2.4 Librarians' Concept of LIS Provision and Their Perception of User Needs**

Librarians at GTS Library were found to understand students' needs, particularly in terms of access to theological resources. However, their approach to meeting these needs was largely reactive, with librarians primarily providing support when students sought help. While librarians recognised the importance of expanding digital services, infrastructural limitations hindered their ability to provide comprehensive support. Additionally, the library's staff felt constrained by limited resources and the time required to offer more proactive LIS services, such as workshops and training sessions.

## **6.3 CONCLUSIONS**

Based on the findings of the study, several conclusions can be drawn for each objective.

### **6.3.1 Students' Perceptions of the Types of LIS Provided by GTS Library**

The students perceive the GTS Library as a key resource for accessing theological books and journals, with a clear preference for physical resources. However, the under utilisation of digital resources due to technical challenges indicates a need for investment in digital infrastructure. The library should enhance its digital resource offerings to meet students' growing needs in the digital age.

### **6.3.2 Evidence of the Use of the GTS Library**

While the library is used regularly for accessing physical resources, students face challenges in fully utilising its digital resources due to internet connectivity issues and limited technical support. Additionally, the limited opening hours of the library restrict access during critical times, such as exams or research deadlines. Extending library hours and improving technical infrastructure would likely increase library usage.

### **6.3.3 Theological Student-User Needs at GTS Library**

The findings show that students have diverse needs, including increased access to digital resources, quiet and group study spaces, extended library hours, and better research support. The library should focus on addressing these needs by investing in both physical and digital infrastructure and improving its support services for students, particularly in academic skills development such as research and citation.

### **6.3.4 Librarians' Concept of LIS Provision and Their Perception of User Needs**

Librarians at GTS Library demonstrate a clear understanding of the theological students' needs. However, their ability to meet these needs is constrained by limited staffing and technical limitations. The library's approach is primarily reactive, and more proactive measures are required to meet the growing demands for digital resources and academic support. Librarians should be provided with additional training and resources to enhance their ability to support students more effectively.

## **6.4 RECOMMENDATIONS**

Based on the conclusions of the study, the following recommendations are made to improve the provision of LIS at GTS Library:

### **Increase Investment in Digital Infrastructure**

The GTS Library should prioritise investment in digital infrastructure to ensure students can access online resources with ease. This includes improving internet connectivity, increasing the number of computers available for student use, and expanding the library's digital resource collection.

### **Extend Library Hours**

The library should consider extending its operating hours, particularly during critical academic periods, such as exam weeks and assignment deadlines. This will provide students with more flexible access to library resources, especially those who may need to study outside regular office hours.

### **Enhance Research and Citation Support**

The GTS Library should offer regular workshops and training sessions focused on research methods, academic writing, and citation styles. This will help students develop essential research skills and make better use of the resources available in the library. Additionally, more one-on-one consultations could be offered to students struggling with research.

### **Improve Communication and Awareness of Digital Resources**

To ensure students are aware of the available digital resources, the library should conduct awareness campaigns, either through in-person sessions, online tutorials, or workshops. Librarians could also offer guided sessions on how to access and use digital resources effectively.

## Proactive Support for Students

Librarians should adopt a more proactive approach to LIS provision, particularly in terms of reaching out to students who may need assistance but are hesitant to ask. This could include regularly scheduled information sessions or digital literacy workshops to help students use both physical and digital resources more effectively.

### **6.5 AREAS FOR FURTHER RESEARCH**

While this study has provided valuable insights into the perceptions of theological students and librarians regarding LIS provision at GTS Library, further research is needed in the following areas:

- i. Impact of Digital Resources on Student Learning in the School of Theology, Uganda Christian University Mukono.
- ii. Staffing and Training Needs in Theological Libraries: The Case of Nyenga Seminary, Jinja.
- iii. Comparative Studies of Library Use in Theological Institutions in Uganda.

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## APPENDIX

### 1. Interview Guide

The interview guide was designed to capture the views of both students and librarians regarding the provision of Library and Information Services (LIS) at the Global Theological Seminary (GTS) Library in Jinja. The interview guide consists of demographic questions and thematic questions based on the study's objectives.

#### Demographic Information

1. Age: \_\_\_\_\_

2. Gender:

a) Male

b) Female

3. Designation

a) Librarian

b) Student

#### Interview Questions for Students

1. Perception of Library Services:

a) How do you perceive the types of Library and Information Services (LIS) provided by the GTS Library?

b) What specific resources do you find most helpful for your academic work?

c) How would you rate the availability and quality of digital resources in the library?

## 2. Library Use:

- a) How often do you visit the library, and for what purposes do you primarily use the library?
- b) What challenges, if any, have you encountered when trying to use library resources (e.g., access to digital resources, opening hours, availability of books)?
- c) Can you describe any specific moments where the library was particularly helpful or frustrating in terms of academic support?

## 3. Student Needs:

- a) What other services or resources would you like the library to provide to better support your learning and research needs?
- b) How important do you think it is for the library to offer digital resources, and what impact do you think this would have on your academic performance?

## Interview Questions for Librarians

### 1. Librarians' Concept of LIS Provision:

- a) Can you describe the types of Library and Information Services provided by the GTS Library?
- b) How do you perceive the current state of digital resource provision at the library?
- c) What efforts have been made to meet the growing demand for digital resources, and what challenges have you encountered in doing so?

### 2. Library Usage and Challenges:

- a) How do you assess student usage of the library, and what resources are most commonly used?
- b) What are the key challenges students face when using the library, and how are these challenges being addressed?

c) Do you feel that the library's opening hours are adequate for students? If not, what changes would you recommend?

### 3. Perception of User Needs:

a) What do you perceive as the most pressing needs of theological students in relation to library services?

b) What are your thoughts on extending library services (e.g., digital resources, research support, or library hours)?

c) How do you plan to improve library services to better meet the needs of students in the future?

## 2. Participant Observation Checklist

This checklist was designed to gather observational data on the students' interaction with the library services. The researcher observed the library environment, student behavior, and the use of resources.

### 1. Library Environment:

a) Quiet study areas available: Yes / No

b) Group study areas available: Yes / No

c) Availability of computers for student use: Yes / No

d) Internet speed and connectivity: Good / Fair / Poor

### 2. Student Interaction with Library Resources:

a) Number of students using physical books: \_\_\_\_\_

b) Number of students using computers: \_\_\_\_\_

c) Number of students accessing digital resources (if possible): \_\_\_\_\_

d) Students asking for librarian assistance: Yes / No

### 3. Librarian Interaction with Students:

a) Did the librarian provide proactive assistance to students? Yes / No

b) Were students receiving help with accessing digital resources? Yes / No

### 4. General Observations:

a) Was the library crowded? Yes / No

b) Were there any evident barriers to accessing resources (e.g., long queues, technical issues)?  
Yes / No

c) General atmosphere of the library: Quiet / Busy / Noisy / Other (please specify) \_\_\_\_\_

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### 3. Document Review Template

This document review template was designed to examine existing documents related to library policies, resources, and reports on user satisfaction or library usage. These documents provided additional insights into the library's LIS provision.

#### 1. \*Library Policy and Service Documents:

a) Review the library's collection development policy: Yes / No

b) Review of library service guidelines (including access to digital resources): Yes / No

c) Review of the library's strategic plan regarding service improvement: Yes / No

2. Library Usage Reports:

a) Annual reports of library usage by students: Yes / No

b) Reports on digital resource usage: Yes / No

c) Reports on student satisfaction or feedback surveys: Yes / No

3. Student Feedback:

a) Review any student surveys or feedback forms related to library services: Yes / No

b) What are the main issues raised in student feedback (if any)?

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**Informed Consent Form**

Introduction:

You are invited to participate in a study that aims to explore the perceptions of students and librarians regarding Library and Information Services (LIS) at the Global Theological Seminary (GTS) Library in Jinja. This form provides important information about the study, and your participation is voluntary. Please take your time to read this form carefully before agreeing to participate.

Purpose of the Study:

The study seeks to understand how students perceive the types of LIS provided by GTS Library, the usage patterns of library resources, student needs, and the perceptions of librarians regarding the services offered.

#### Procedures:

If you agree to participate, you will be asked to participate in an interview that will take approximately 30-60 minutes. The interview will focus on your experiences and views regarding the library services, your use of library resources, and the services you feel are most needed. Your participation will also involve allowing the researcher to observe your interaction with library resources (if applicable) and a review of any relevant documents.

#### Confidentiality:

All information provided during the study will remain confidential. Your identity will not be revealed in any publications or reports. Data will be stored securely and will only be accessible to the research team. You will not be identified in any research outputs, and all responses will be anonymised.

#### Voluntary Participation:

Your participation in this study is voluntary. You are free to withdraw at any time without any consequence or penalty. You may also choose not to answer any question without any negative impact on your participation.


#### Risks and Benefits:

There are no known risks associated with participating in this study. Your participation will help improve the understanding of library services and support the development of more effective LIS provisions for students.

#### Consent:

By signing below, you indicate that you understand the information provided in this consent form and agree to participate in the study.

Participant's Name: **NAMULONDO ASHA**

Participant's Signature:  \_\_\_\_\_

Date: **14<sup>th</sup> September, 2025.**