

Information Seeking Behavior of Students with Visual Imparements: A Case of Kenyatta University Library.

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***Abstract** - The point of the study was to set up the outwardly hindered students' information looking for practices, which contains information needs, looking for and use. The students' information looking for conduct was plotted utilizing Wilson's (1999) Information Behavior show and the model was surveyed for use with this gathering. Distinguishing the students' information looking for conduct decided if the administrations that are given by Kenyatta University met their information needs or not. Results from the three units of study were incorporated into a general thought of the elements of information looking for conduct displayed by the understudies and changes were recommended on Wilson's (1999) Information Behavior show which fit the gathering under examination. The requirement for a financial plan for the buy of assistive gadgets (or consolidating standards of all inclusive structure in the information framework) and staff preparing is likewise talked about. Proposals are made in light of the aftereffects of the examination as far as directing an entrance review of library administrations and building up a procedure to execute the arrangement. The aftereffects of the study showed that the vast majority of the understudies favored electronic contrasted with print information groups, contingent upon their dimension of sightedness for the individuals who were somewhat located. The number of inhabitants in the study included three units of examination which were nine understudies with visual impedances, seven Subject Librarians of Kenyatta University library and the Disability Unit Coordinator. The understudies were reviewed by methods for a semi-organized meeting where they were asked what their information needs were, the manner by which they addressed those issues and whether the information they found from the organization's information framework addressed their issues or not. The reaction rate was 100% from every one of the units of examination.*

Keywords: Disability, Visual Impairment, Blind, Information Seeking

Introduction

The absence of suitable and sufficient arrangement for students with handicaps at the tutoring level has profoundly affected the quantity of debilitated individuals who have had the capacity to get to post-optional instructive chances. The United Disabled Persons of Kenya (UDPK) contended that albeit no solid measurements existed, advanced education generally stayed distant for most of individuals with handicaps. There is some scrappy proof to propose that more understudies with incapacities are currently finding their way into the advanced education framework, mostly because of expanded access and better arrangement at the tutoring level. It is additionally hard to affirm or to acquire an exact image of the present profile of understudies with incapacities in Kenyan advanced education establishments (Ministry of Education, 2013).

Visual deficiency and visual debilitations are basic in all nations of the world and Kenya is no special case. Impressive changes in the training of individuals with debilitations have prompted an expansion in their instructive yearnings and along these lines an expanding number of outwardly disabled people who wish to enter advanced education (Ministry of Education 2013).

Etheridge and Mason (1994) properly called attention to that all individuals reserve the privilege to assist instruction and preparing and that these must be accessible in manners that address individuals' issues, paying little respect to sexual orientation, race, age and capacity. This announcement is likewise valid for understudies with visual weaknesses and a debilitation of sight does not expel that right. Lynch (1994) agrees with this contention; an understudy with visual debilitation is qualified for access to advanced education not in view of that physical hindrance but rather in light of the fact that the person is an individual in his or her own right.

The Kenyatta University Customer Service Delivery Charter (2014) demonstrates that it is focused on expanding access to learning of understudies with extraordinary needs and reviewing the drawbacks, evildoings and lopsided characteristics of the past. This was clear with the arrangement of the Disability Unit (DU) in 2014. The DU's main goal is to help understudies with disabilities in understanding their most noteworthy scholastic potential and to expand open doors for their self-awareness and advancement. Administrations given by the DU incorporate, among others: Academic help for understudies with incapacities; liaising with resources, brailing of material, sound account, applications for additional time for tests and tests, Assistance with monetary guide and expanding mindfulness around inability issues.

Literature Review

Most, by far of individuals with handicaps in Africa have truly been barred from access to instruction, lodging, transport, business, information and network life (Wolpe, Quinlan and Martinez 1997). They have been kept from practicing major political, financial, social, social and formative rights. The treacheries had been propagated by dispositions, biases and cliché sees that saw individuals with disabilities as needy and needing care (Philpott 1994). Handicapped individuals in Kenya have experienced a long and exhausting battle to have their rights perceived and to defeat underestimation and avoidance. They have gained impressive ground cooperating proactively (UDPK 2015), not similarly as beneficiaries, with government. Therefore the approach condition in Kenya is conceivably empowering and gives a system to anticipating infringement of the human privileges of impaired individuals

wherever they are. This incorporates organizations of higher learning. The Kenyatta University, because of the in advance of referenced enactments and tries by the incapacitated individuals in Kenya, invested in an empowering situation to all understudies and staff by authorizing the Kenyatta University Policy on Student and Staff with Disabilities in 2014. The Kenyatta University strategy is gone for, in addition to other things, making tertiary instruction and workplaces generally open and comprehensive for all understudies and staff with incapacities in the foundation. It further expresses that Kenyatta University is similarly dedicated to centering its vitality and assets towards the evacuation of social, physical, social and different boundaries that keep individuals with incapacities from entering, being utilized, utilizing or profiting by the college. This approach is as per the Employment Act of Kenya Constitution 2010 and depends on the grounds of privileges of individuals with handicaps. The strategy recognizes and is in consistence with, the Code of Good Practice: key viewpoints on work of individuals with incapacities, the Higher Education Act, the White Paper on Education and other significant enactments.

While such measures are clearly essential and are incredibly acclaimed, it merits referencing that the strategy all alone can't realize change. The arrangement must be executed with the goal that all the concerned gatherings profit by it. On account of Kenyatta University, the Policy on Student and Staff with Disabilities 2004 states that: Duty regarding usage of the strategy will vest with each individual from staff. All Deans and the Heads of Support Divisions are responsible to the Vice-Chancellor and will be required to collaborate completely with the Diversity Manager and Executive Director Equity to guarantee consistence with this approach (Kenyatta University, 2014).

Methodology

Semi-organized meetings and polls were utilized as information gathering techniques for this study. Mugenda (1999) saw that albeit no single technique is immaculate, on the off chance that diverse strategies lead to a similar answer, at that point more prominent certainty can be set in the legitimacy of the end.

Results and Discussions

Reaction rate for the three classes of respondents

Nine understudies with visual debilitations who met the choice criteria referenced were altogether talked with prompted the 100% reaction rate. Polls were likewise dispersed to seven Subject Librarians and the DUC and they were altogether returned yielding a 100% reaction rate. This high reaction rate is clarified by the way that the Subject Librarians and the DUC were separately drawn nearer by the specialist to take an interest in the examination and that the surveys were conveyed and gathered by the analyst.

General information

An aggregate of four inquiries in the meeting plan were intended to accumulate information on the qualities of the respondents. The respondent's qualities helped the analyst to have an unmistakable image of the populace under examination. The inquiries included sexual orientation, age, dimension of study and classification and habitation.

Sexual orientation and age

The respondents were approached to indicate their sex and age. These inquiries were solicited to learn the number from understudies who were male or female which gave a superior comprehension of the number of inhabitants in understudies under study. Of the nine understudies who were met, the lion's share, five, were male and four were female.

Table 1. Age and sex dispersion (frequencies) of outwardly weakened understudies met in the study.

	Age (yrs)				Total
Gender	21	22	23	24	
Male	2	1	1	1	5
Female	1	1	0	2	4
Total	3	2	1	3	9

The respondent's ages extended from 21 to 24, that is, three were 21 years of age, and two were 22 years of age, one was 23 years of age and three were 24 years. The respondent's sexual orientation and age is additionally delineated in a Table 1 above.

Format of Information Needed

The understudy respondents were solicited to indicate the organization from information they expected to address their issues or take care of the issue they had. The greater part (six) of the respondents required information in an electronic organization to access and use to compose their assignments and three respondents referenced a requirement for information in print or Braille designs, notwithstanding electronic information. That is, six of the understudies required electronic information while three required both electronic and print. The students' decision of information was significantly impacted by the level of sightedness.

Actions taken to meet the need and information sources consulted

The respondents were approached to clarify how they approached finding the important information which they required for their assignments and for address notes which were given as PowerPoint introductions. This inquiry was asked so as to discover the respondent's information looking for procedure. The understudies with visual debilitations spoke to their information looking for conduct by following their pathways through the different choices and courses in Wilson's 1999 Information Behavior Model.

Preferred information format and sources

The respondents were mentioned to determine their inclinations with respect to information sources and configurations. The inquiry was solicited to figure out what sources from information the understudies want to use on grounds. A model would be the situation of a Subject Librarian offering exhortation to an understudy on hunt procedures. The Subject Librarian is the wellspring of information and the information group is verbal correspondence. The somewhat located understudies, who established six of the respondents, showed that they favored electronic information since they could utilize Zoom Text for simple perusing.

Three of the respondents, who were visually impaired, favored print, electronic and verbal organizations of information. One of the respondents called attention to that the last was valuable in that, I am ready to record... yet then it turns into an issue when one doesn't have a recording device since the person would need to depend on his or her memory constantly. Dazzle understudies favored an electronic configuration since they could utilize JAWS. Print sources could be filtered, altered and after that translated into Braille. Be that as it may, at that point one of the understudies said now and then you go to the LAN to utilize JAWS, which is the main program now accessible on grounds for understudies who are visually impaired, just to get a program under development message on the screen.

Information use

The respondents were approached to clarify how they utilized the information they had acquired. The inquiry was asked so as to learn whether the information procured fulfilled the students' scholastic information need or added to fruitful culmination of their assignment or not.

The estimation of information can't be over-underscored in light of the fact that everybody needs information. For the outwardly debilitated understudies, the simple truth that information exists isn't sufficient; they should be capable not exclusively to get to yet utilize the information. For instance, being an understudy requires the execution of numerous assignments, other than those of perusing and composing, all of which need information. Access to, and usage of information frames an essential piece of the day by day exercises of outwardly debilitated understudies. The aftereffects of the investigation showed that there are real contrasts among understudies in the utilization of information which to a great extent relies upon the configuration and wellspring of information counseled. For instance, the greater part of the understudies who counseled electronic information sources experienced issues utilizing that information in light of the fact that „there was an excessive amount of information over-burden on the Internet... one needs to experience heaps of pointless information... which is an exceptionally strenuous procedure, tedious and tyrannical and could debilitate the client from proceeding.“ In such examples the respondents demonstrated that they wound up being unfit to utilize that information. One of the respondents added perhaps somebody needs to situate us on the most proficient method to apply seek techniques, particularly in the library information bases just like the standard with located library clients.

Barriers to the use of services

The respondents were approached to recognize the hindrances experienced when they attempted to look for information. This empowered the understudies to bring up the deterrents or hindrances in their information looking for procedures. The understudies called attention to various obstructions to the utilization of administrations given by Kenyatta University, for example, the library, DU, ITD, and amid address times, which thwarted their scholarly undertakings.

The most normally experienced hindrance was resistance from staff individuals who were not willing to go above and beyond than was required for located understudies in meeting their particular and general needs. This was the perspective on seven of the nine respondents. For instance, if understudies have an issue in the LANs the professionals would guide them to go to the DU. The respondents featured the discernment that they would get a similar reaction

when they look for assistance from Risk Management Services (RMS), in the library or when they request that teachers email them takes note of that were given out in class. These activities, in the respondent's words, made them feel like they have a place with the DU". As specialist organizations, the staffs assume a critical job as the interface between the outwardly weakened understudies and the administration. However negative staff demeanors and obliviousness were accounted for as explicit boundaries to the utilization of Kenyatta University administrations.

Improvement on services

Respondents were approached how benefits for the outwardly disabled understudies could be improved at the Kenyatta University, which likewise given them a chance to prescribe administrations to address their specific needs. Every one of the understudies suggested that all University notification ought to be posted on GroupWise, which the email bundle is given by Kenyatta University. Messages must be posted on GroupWise in content coherent by JAWS in light of the fact that the program can't peruse records in PDF position. Three of the understudy respondents included that the pattern has been that a portion of the notification are posted on GroupWise while some are posted around the grounds see sheets in this manner not taking comprehension of the way that there are the individuals who experience issues perusing information in Print design.

For one understudy, not having the capacity to get to the information on grounds see sheets brought about no less than one unsettling knowledge, as noted: "you see daze individuals make tourist spots as they stroll around... even here at grounds I know the courses I use... like when to hop a discard and climb the means... it is so exasperating to find that there is an event on the course I utilize each day... I feel so stupid when I am halted in transit and told ... sorry you can't utilize this course today... there is an event... attempt another'. The understudy additionally expressed that then he would be left alone to attempt and guide another approach to wherever he was going to, without humiliating himself, and not that the general population who are having that specific event did not have any desire to support me... however they didn't have the foggiest idea how. Furthermore, eight respondents proposed that the foundation ought nonscientist its staff individuals as well as ought to go above and beyond by making it required for staff to familiarize themselves and ability to give administrations to understudies diverse incapacities.

Conclusions and Recommendations

Suitability of the information services for the visually impaired students

The aftereffects of the investigation have set up that there is a significant exhibit of administrations that are given by the foundation to the college network. Writing identifying with the arrangement of administrations given by the Kenyatta University has uncovered that the foundation knows about the different idea of the college network, thus the improvement of the Kenyatta University Policy on Students and Staff with Disabilities (2014). Notwithstanding, the investigation presumed that the formal information benefits that are accommodated every one of the understudies at Kenyatta University don't adequately address the issues of the understudies with visual disabilities incorporated into the examination. In particular, the Kenyatta University Main library and its remote access by means of the LANs couldn't completely address the outwardly disabled understudies' issues moving along without any more mediation. The examination uncovered that the majority of the

understudies information needs couldn't be met without the intercession of the DU. Indeed, even at the DU there were impressive deferrals in getting to help and assistive innovation in view of understaffing and insufficient gear to repackage their information. Thus, the understudies had postponed accommodation of assignments and depended on cosmetics tests in light of their feasibility to discover important information in time.

Information needs

The information needs of the understudies principally rotated around their scholarly information needs. The scholarly information needs that were portrayed by the nine understudy respondents were overwhelmingly fixated on composing assignments, for example, workshop papers, and papers just as composing examinations. The scholastic needs communicated by most of the respondents, who were incompletely located were not generously unique in relation to the scholarly information needs of the three visually impaired understudies. The examination along these lines inferred that the outwardly hindered understudies had indistinguishable scholarly needs to meet from some other understudy doing likewise course or degree.

The thing that matters was, nonetheless, in the way they approached addressing those requirements; in depending on sources and help outside the Kenyatta University library framework. Their information needs, thusly were not promptly met as they needed to experience a progression of extra strides before they addressed their issues and accomplished their scholarly undertakings.

Information seeking behavior

The examination discoveries uncovered that there was very little distinction in information looking for conduct among the understudy respondents in the focused on gathering. This discernment depended on the organization and number of sources used to fulfill their scholarly information needs. In the understudies look for information, the examination built up that every one of the respondents unquestionably utilized the library as the essential asset while scanning for information. In any case, the DU assumed a noteworthy job in guaranteeing that the information that the understudies found was repackaged for them in a usable configuration fit to every individual understudy's needs. The investigation presumed that the assistive innovation given by the DU and ITD is vital in encouraging the utilization of library assets.

Information access and use

All the understudy respondents uncovered that before they could utilize the information they found for their assignments, they initially needed to beat certain obstructions. For a few, if not a large portion of the respondents, when the information looking for procedure experienced a boundary, the way toward discovering information that could be useful must be reexamined.

Information use, in the examination's specific situation, perceives that before the book is perused, for instance, the client needs to page through the book, check the pages, and return it if inadmissible or when the scholarly use has been finished. The investigation uncovered that the understudies were just ready to utilize the information after an arduous exercise which included tedious procedures of repackaging into an open organization because of the

deterrents at present experienced in the college framework as far as administration conveyance for this gathering of understudies. The library information framework in its present dimension of arrangement couldn't quickly meet the understudies' information needs. The information that was obtained from the library was not promptly usable without plan of action to the further intermediation of the DU. the DU assumed a critical job in supporting the library on account of the before referenced deficits in the library framework. The library ought to thusly look to build up an open and comprehensive framework that does not rely upon the DU to work.

The investigation has inspected the information looking for conduct of understudies with visual weaknesses which built up whether the administrations that are given by the Kenyatta University all in all meet the focused on gathering's information framework. Be that as it may, the Kenyatta University Policy on Students and Staff with Disabilities explicitly ordered the establishment's library to guarantee effective access to information for the entire college network incorporating those with various hindrances.

Barriers to the use of services

Drawing on the writing, the discoveries of the examination likewise demonstrated that the outwardly impeded students' information looking for conduct isn't unique in relation to the manner in which different understudies would approach looking for information. It was built up, in any case, that more often than not, as the outwardly weakened understudies were occupied with their information looking for procedure, they would, over and over, first need to manage the obstructions before their information needs could be met. The obstructions as demonstrated by the examination propose just an incomplete accomplishment of the Kenyatta University Main Library information framework to oblige the majority of the network in its entrance to information.

Equity issues and the Kenyatta University Policy on Students and Staff with Disabilities

A last end that is drawn from the consequences of the investigation was that Kenyatta University information framework does not sufficiently addresses the issues of every one of its understudies. Understudies with visual debilitations are explicitly oppressed, in that the library, up until now, does not give assistive gadgets to empower the understudies to access and utilize the framework neither the widespread plan standards were joined into the underlying framework structure.

The examination has in any case, built up that, considering the boundaries that outwardly impeded understudies were confronting, this demonstration was not being executed satisfactorily. Understudies who are outwardly hindered are destined to prevail in instructive frameworks where suitable guidance and administrations are given in a full exhibit of program alternatives by qualified staff to address every understudy's novel instructive necessities, as required by law. There are those in the foundation who still can't get to basic administrations. These should be given by the foundation to bear the cost of understudies with visual impedances the chance to contemplate in a learning domain proper to their necessities. Understudies with visual hindrances need an instructive framework that meets the individual needs all things considered, cultivates freedom and is estimated by the achievement of every person in the foundation and network.

Recommendations

Lead an entrance review of the library administrations

The library needs to embrace a natty gritty access and convenience review (on understudies with visual debilitations) in the library, explicitly on the information frameworks and remote use. An entrance review report would empower the library staff to check the dimension of administration right now gave and empower future intending to be centered on regions of progress

Build up a technique and plan

The library needs a reasonable concentration from the earliest starting point and all through execution stages. Reachable objectives ought to be created, stages characterized and advance celebrated, anyway little, toward improving administration arrangement and availability. It is critical to build up a grounds wide pledge to availability and a reasonable acknowledgment of this as a progressing exertion, not an erratic undertaking.

Financial plan

Acknowledgment of the necessities of individuals with inabilities ought to be incorporated when arranging spending plans and dispensing reserves. A satisfactory spending plan for the task will be of central significance as building up an all-around structured framework or the buy of assistive gadgets includes extensive assets. Utilizing available plan standards as innovation assets are made, refreshed, and acquired may lessen hindrances to access and utilize.

Buying of assistive gadgets and electronic information sources

The accessibility of a wide scope of assistive innovation makes it feasible for a person with practically any inability to work a PC and media transmission gear. Assistive gadgets or versatile advancements can assume a noteworthy job in giving individuals with visual weaknesses access to information innovation that upgrades their scholarly and profession openings. The determination of the gadgets must be driven by the evaluated needs of outwardly weakened or daze understudies, that is, partner investment is of foremost significance while choosing the versatile advances. Assistive advances are an option in contrast to an all-around planned information framework. Be that as it may, a blend of both general plans of information frameworks and quite far assistive advances can be useful. For instance, having some broad innovation that is as adaptable as could be expected under the circumstances, for instance JAWS for the outwardly weakened understudies.

Media configurations and asset sharing

Library materials ought to in a perfect world be available to all clients. Nonetheless, the print design has constantly presented issues to understudies with visual disabilities. The examination hence, prescribes that where reading material are distributed in both sound and printed design, the two configurations ought to be bought by the library to empower access for print-handicapped clients.

One of the troubles in giving an expansive scope of extraordinary organization materials for visually impaired and outwardly debilitated understudies is the moderately little populace of visually impaired understudies. Asset sharing ought to be viewed as a principal part of giving administrations to dazzle and outwardly disabled understudies. Libraries ought to encourage access to the assets held by different libraries/organizations and be happy to make their own assets accessible to different offices/people.

Available Websites

Sites ought to be created dependent on the rules created by the World Wide Web Consortium (W3C's WCAG). The Kenyatta University Information Technology Department (ITD) should work cooperatively with the library staff in such examples as they are commanded by the Kenyatta University Policy on Students and Staff with Disabilities into undertaking to guarantee that get to issues are viewed as when buying new programming and equipment for general understudy/staff use and when creating instructing and asset material that is electronically conveyed. The ITD staff ought to give meeting to the library extending from help with assessing programming for availability amid the acquirement procedure, not overlooking the last clients, which are the understudies with visual impedances, to direction in the plan of open sites which will incorporate having an appropriate interface for the understudies with visual hindrances.

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