

# NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

AN ASSESSMENT OF THE IMPACT OF THE PROGRAMME FOR THE  
ENHANCEMENT OF RESEARCH INFORMATION (PERI) TRAINING ON THE  
PERFORMANCE OF LIBRARIANS IN HIGHER EDUCATION IN ZIMBABWE

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A RESEACRH PROJECT SUBMITTED TO THE NATIONAL UNIVERSITY OF  
SCIENCE AND TECHNOLOGY IN PARTIAL FULFILMENT OF THE MASTER OF  
SCIENCE

IN

LIBRARY AND INFORMATION SCIENCE

NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

BULAWAYO, ZIMBABWE



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YEAR: 2006

NUST Library



## Abstract

Libraries and information services face many challenges from changes in the information environment, most of which have occurred as a result of developments in electronic information resources. These changes have indicated the need for developing new skills or refreshing skills for librarians. There is need to develop hybrid library skills for librarians in academic libraries in order for them to effectively and efficiently use ICTs for service delivery. This study was carried out against the background of the introduction of ICTs as a means of information creation, access and dissemination.

This study described the impact of the Programme for the Enhancement of Research Information (PERI) training had on librarians in institutions of higher learning in Zimbabwe and sought to establish whether the librarians have cascaded down the training to other library staff and users. It further investigated if the librarians were utilising the skills they learnt in the training workshops conducted in Zimbabwe. The study used the survey method and data was gathered using questionnaires. Questionnaires were sent to the librarians in various institutions of higher learning in Zimbabwe, mainly universities and colleges, who were trained under the PERI.

Conclusions drawn from this study indicated that the librarians were utilizing the learnt skills and had managed to cascade the training to the users of the library. Hence, training was suggested as an appropriate means of enabling library staff to cope effectively with the technological changes in the World Wide Web (WWW) era. Recommendations made indicated that training should be recognised not as a one-off process but an on-going

exercise that can meet the changing needs of the library services. The study further ascertained findings by Marck in 1974 that training was designed to fill the gap between a subordinate's performance and the maximum requirements of the job.