

Abstract

This study sought to establish the effectiveness of the current curriculum and methodologies used in Schools of information Sciences as a tool to train Systems Librarians in Kenya. It examined the current curricula used by selected Library and Information Schools (LIS) in Kenya, established the content of Information Communication Technology (ICT) courses that are offered in LIS curricula in Kenya, and its relevance to needs. It used a case study of four universities in Kenya that offer LIS education. The study used descriptive case study design to collect data on issues related to LIS curricula as they are at present in the selected universities in Kenya through analysis and comparison curriculum used. In the study, the dependent variable is Systems Librarians while the independent variables include schools of information Sciences in Kenya and LIS curriculum. The study was carried out in selected Universities that teach Library and Information Sciences in Kenya. The study used purposive sampling technique to show accurate, reliable, and valid information from a more representative of all the population who are involved in the developing and implementing the curriculum as well as those who employ the Systems Librarians. The findings show that curricula used by LIS schools in Kenya do not have adequate Information Communication Technology courses to equip those aspiring to be Systems Librarians with adequate skills to carry out their mandate effectively. It shows that there are more general courses that are covered that are not helpful to the students. The study recommends that LIS curricula be reviewed to address the shortcomings noted by increasing the number of ICT courses, benchmarking with universities in developed countries, establish a model LIS for Systems Librarians and standardize curricula for LIS.