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DECLARATION

I, Sakala Gelvazio, do hereby declare that this dissertation entitled “Periodical Usage in the University of Zambia Library: A citation Analysis of School of Education Masters’ Dissertations 2000 – 2010”. Present my own work, and has not been previously submitted for a degree at this or any other university.

Date.....Signature Candidate.....

CERTIFICATE OF APPROVAL

This dissertation entitled "Periodical Usage in The University of Zambia Library: A Citation Analysis of School of Education Masters' Dissertations 2000-2010" has been approved as fulfilling the requirements for the award of the master of Library and Information Science by the University of Zambia.

Examiner's signature.....Date.....

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ABSTRACT

Background

The need to account for the strength of a library's collection calls for librarians to measure the value of the library services to its users by means of knowing how the targeted library patrons benefit from using a given library facility. The general objective of this study was to establish the library's active collection towards the production of dissertations in the faculty of education. As well as ascertain the extent to which periodicals were supporting education masters' students in their research.

Methodology

One of the methods that can help librarians understand libraries' collection utilization is through tracing what users cite in their publications. This study analyzed four thousand seven hundred and twenty two (4,722) bibliographic references generated from eighty five (85) education masters' dissertations conferred at the University of Zambia between the academic years 2000 – 2010.

Findings

The key finding was that monographs were the most cited format of publications followed by periodicals. The immediate implication of this finding is that the content of dissertations relying on monographs as opposed to periodicals articles could be leaning towards less currency because monographs tend to contain information that is not as current as that which is found in journals. Also based on the type of journals seemingly being more cited, could assist the University of Zambia Library to focus its acquisition of journals to those that appear most relevant to the needs of education students, thereby justifying the Library's contribution to the core business (teaching and research) of the University of Zambia.

Conclusion

Based on the findings it is concluded that, although periodicals usage was confirmed in the education dissertations, periodicals were not popular information resources amongst masters' students in the education discipline at the University of Zambia during the period under review.

Key words: Citation analysis, Information seeking behaviour, Library use, User studies, Education dissertation, Periodicals, University of Zambia.

DEDICATION

This research work is dedicated to my youngest daughter Annet, Sakala, whose love, encouragement and prayers and her passion towards education inspired me to obtain this gift (masters' degree) for her.

ACKNOWLEDGEMENT

I owe a considerable intellectual debt to Dr. Akakandelwa, Akakandelwa my research supervisor. Indeed, I could not have turned an idea that started as a dream into reality, had I not benefited from his extensive experience, personal commitments and un-conditional guidance.

I am also grateful to Dr. Hudwell Mwacalimba my course coordinator for his motivation talks that propelled me up to the end of the programme. Thanks also goes to the University of Zambia Librarian Dr. Chifwepa, Vitalicy for according me an opportunity to pursue this masters' programme despite critical staff shortage in the department at the time. This research required financial support for it to be attained; I therefore recognize the support rendered by the University of Zambia Staff Development Office during my study period without which it would have been impossible to attain this goal.

I am appreciative to Mr. Kakana, Febian the Special Collection Librarian for granting me permission to collect data from the dissertations housed in the Department. Special thanks also goes to my research assistant Mr.Chikwekwe, Nkatya.

My warmest gratitude goes to Mr. Mwendwe, Lovelee, Mr. Siamuzwe Fedias, Mr. Chewe Pilate, and Mr. Shameenda, L.Kimbo, for their encouragement. Finally I would like to pay tribute to my wife Agness Sakala and the children for their understanding when I happen to put my academic work a first priority over their needs.

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ACRONYMS

APJ	African published journals
HINARI	Health Internetwork Access to Research Initiative
ICTs	Information Communication Technologies
INASP	International Network for the Availability of Scientific Publications
INFROSS	Information Requirements of the Social Sciences
JCR.	Journal Citation Reports
OPAC	Online Public Access Catalogue
PERI	Programme for the Enhancement of Research Information.
UNZA	University of Zambia
WED	Workforce Education and Development
ZALICO	Zambia Library Consortium