A STUDY OF THE ADMINISTRATION
OF LEARNING RESOURCE CENTRES
IN SELECTED PRIMARY TEACHERS
COLLEGES IN KENYA.

BY

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A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION (P.T.E.) IN THE
UNIVERSITY OF NAIROBI.

1986.
DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

AUGUSTINE NGETHE

This research project has been submitted with my approval as a University Supervisor.

DR. N.M. KARAGU
LECTURER
DEPARTMENT OF EDUCATIONAL, ADMINISTRATION, PLANNING AND CURRICULUM DEVELOPMENT KENYATTA UNIVERSITY.
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DEDICATION

This project is dedicated to both my
Dear Father Herman Muchai, and my late Mother
Salome Wanja who laid the base for this further
study.

To my two daughters, Catherine Wanja, and
Helen Wairimu, who missed their fatherly affection
during this study.

Finally to my three Brothers, Joseph Muchai,
Francis N. Muchai, and John K. Muchai, who gave me
encouragement throughout the study.
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Thanks also go to the Principals, Deputy Principals, and Heads of Learning Resource Centres of those selected Primary Teachers Colleges whose sacrifice in time and effort was enlisted.

To Miss Margaret Magothe whose typographical assistance gave the report its final shape.

Finally to my colleague J. Kamau Matheri, whose discussions about the project were of great inspiration.
ABSTRACT

The purpose of this study was to investigate the administration of Learning Resource Centres in selected primary teachers Colleges in Kenya.

The study was undertaken after the construction and equipping of the Learning Resource Centres in all primary teachers colleges in Kenya.

The time allowed for the study, the money available for the study, and the accessibility of the colleges, limited the research to only three Primary Teachers Colleges.

A questionnaire was used to collect the data. The collected data was analysed and presented in table form.

After the analysis of the data, the study revealed that:

(i) The Learning Resource Centres were not headed by qualified personnel.

(ii) All the Learning Resource Centres visited were understaffed.
(iii) The Heads of the Learning Resource Centres, were restricted to the administration of the Learning Resource Centre, mainly in

(a) Organising.
(b) Co-ordinating
(c) Communicating.
(d) Influencing.

(iv) The principals were the ones who planned and Budgeted for the Learning Resource Centres.

Based on these findings, a number of recommendations were made. These were:

(i) The Government should make an effort to train tutors who should head the Learning Resource Centres.

(ii) An effort should be made to give these Heads of Learning Resource Centres better terms of service so that they can remain on their jobs.
(iii) The Learning Resource Centres should have more qualified personnel.

(iv) The Head of the Learning Resource Centre, should be given a freehand in matters concerning with the administration of the Learning Resource Centre.

(v) The Learning Resource Centres should be allocated their own budget which should be administered by the Head of the Learning Resource Centre.
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CHAPTER 1

THE PROBLEM AND ITS RELATED AREAS

1.1. Background to the Problem

The resources centre idea has grown up slowly in this country. The term resource centre is sometimes applied to a unit entirely concerned with reprographic work of one kind or another. It is sometimes used to describe what is basically an extension of the work of an audio-visual specialist a repository for "Teachers aids" to be used in illustrating a class lesson, or a collection of the projectors and players to go with them. In many cases material in print form is not considered, and information retrieval virtually impossible. (Beswick, 1972:9) Imply:

a traditional school library together with a sprinkling of commercially produced non book items

However, as of today, a resource centre is more than simply a resource collection, often it implies a wide range of facilities and activities.
(Beswick, 1972:5) says,

Learning resources come in all forms, from the press cutting and the duplicated sheet, to the slide tape package and the multiple kit, not forgetting those well established learning resources, the map, the periodical, and the printed book.2

From the last paragraph therefore, the functions of the learning resource centre include the provision of all kinds of learning material for students and teaching material for the staff. It should give information on resources available in other parts of the college, from other service agencies e.g. Museum Services, Archive Services, Kenya Institute of Education, and from other local community, as well as in its own stock.

It is obvious therefore that, for a learning resource centre to function at its maximum, there is a need for qualified manpower to administer it. Indeed (Beswick, 1972:78) says:

What is possible in a college library resource centre will depend very much on the available staffing, and especially the combination of skill and enthusiasm available as well as the times when each skill can be called upon.3
This underscores the need for qualified and devoted staff in the Learning Resource Centres. With qualified manpower, proper administration is necessary if all the skills possessed by the staff, is to be enhanced for proper utilization of Learning Resource Centre. Since a learning Resource Centre is an organization like any other organization its administration should not be different. On this (Simon 1979:19) says:

I have not found that the problem of library administration differ in any significant way from those found in other types of organisations, and they are much more readily solved if looked upon as management problems rather than as library problems.4

It was with this in mind that this research project was undertaken. During the internship, the researcher, developed interest in the Learning Resource Centres in Teacher Training Colleges, and therefore decided to carry out research to better understand the organisation and administration of these centres. The only research undertaken on Learning Resource Centres was by Komen5, Lwangasi6, and Mwarania7, at Mosoriot, Kaimosi and Kericho, Eregi, Thogoto and Machakos, and Meru Teachers College
respectively. However their studies did not cover this particular area of study.

1.2. **Statement of the Problem**

The study attempted to explore the administration of the newly established Learning Resource Centres. It was assumed that without proper administrative machinery, the Learning Resource Centres may not play their role effectively. Thus the resources stocked in the Learning Resource Centres may be under used. In such a situation it would be difficult to justify the heavy capital investment that was committed in the construction and equipping of the Learning Resource Centres in the primary teachers colleges between 1976 and 1984.

The study covered three primary teacher's colleges namely, Thogoto Teachers College, Machakos Teachers College and Kilimambogo Teachers College.

1.3. **Purpose of the Study**

The purpose of the study was to investigate i, whether these Learning Resource Centres
are administered by professionally qualified administrators.

ii, whether there are other qualified personnel employed in these Learning Resource Centres.

iii, whether there are proper administrative processes in these Learning Resource Centres in terms of

(a) Learning Resource Centre Staff personnel.

(b) The teaching staff and student community.

(c) Acquisition of the Learning Resource Centre equipment.

1.4. Significance of the Study

Since these Learning Resource Centres were new establishments, and a lot of money had been spent on their construction and equipment, it was only right that a study of how these centres are administered
should have been undertaken. It was hoped that the findings of the study would bring the following facts to the surface.

1.4.1. Whether there are qualified personnel to administer the Learning Resource Centres.

1.4.2. Whether there is a need to improve the administrative machinery, in these Learning Resource Centres.

1.4.3. In which particular area of the administrative machinery is improvement required.

1.4.4. Highlight the areas in which qualified personnel are urgently needed.

1.4.5. Whether there is any need to change the whole administrative machinery.

1.5. **Basic Assumptions**

In tackling this particular study, there were certain assumptions which were taken into consideration. These include:
1.5.1. The Learning Resource Centres are administered by professionally qualified personnel.

1.5.2. The learning Resource Centres are well staffed.

1.5.3. Proper administrative processes are practiced, with regard to

(a) Learning Resource Centre Staff Personnel.

(b) Teaching staff and student community.

(c) Acquisition of the Learning Resource Centre equipment.

1.6. Limitation of the Study

This study involved three primary teacher colleges. There are fifteen colleges in the country. This means that the findings of this study could not be generalized to all the Primary Teachers' Colleges in the country. Although the buildings and equipments might be similar, the administrative machinery will differ from college to college. This factor limits
the generalizability of the study.

This study was undertaken in the fourth term of the academic year 1985/86. Thus the time allowed for study was limited to three months only. As a result of this, the researcher could not be able to travel to all the fifteen Primary Teachers Colleges to do proper research and submit the findings for examination in time. To get a proper picture of the research problem more time was required.

There was very little the researcher could do as far as finance was concerned. This project was financed by the Ministry of Education Science and Technology. The amount involved was only Kshs. 3,000. This amount was far from enough. There was alot of stationery to be bought, clerical work to be paid for and travelling to the various colleges. All this had to be covered by the given amount of money. Thus the researcher was limited as to how many colleges he could visit.
1.7. Definition of Significant Terms

Resource: Anything that is used in the learning and teaching, to bring about the proper stimulant.

Learning Resource Centre: Where all the learning resources are kept in an orderly well organised manner.

Administrator: One who directs, controls, plans for and co-ordinates an organisation.

Organisation: A group of people who have united together to pursue and accomplish a common purpose as one team.

K.I.E.: Kenya Institute of Education.

Tutor Librarian: A tutor in a primary teachers college, who is qualified in Librarianship. Thus he teaches librarianship and also takes care of the library.


K.U.: Kenyatta University.

K.P.E.: Kenya Primary Education.

E.A.A.C.E.: East Africa-Advanced Certificate of Education.

E.A.C.E.: East African Certificate of Education.

S.I.: Secondary Teacher Grade I.

M.Ed. (P.T.E.): Master of Education (Primary Teacher Educators)

1.8. Organisation of the Rest of the Project

Chapter II Review of Literature under the following Areas:

General overview of Learning Resource Centres.
Learning Resource Centres in Kenya.
Staffing the Learning Resource Centres in Kenya.
Literature Related to Administration of Learning Resource Centres.

Chapter III  This Chapter discusses the design of the study. It describes the Methodology used, sample, data collection and analysis procedure.

Chapter IV  It analyses the data. Findings of the data analysis and discussion fall in this Chapter.

Chapter V  This Chapter deals with the summary of the study observations; conclusions and recommendations for further study.
REFERENCES


2. Ibid. p. 5.

3. Ibid. p. 6.


CHAPTER 2

2.0. REVIEW OF LITERATURE

In this Chapter an attempt is made to review the relevant literature in this field of study. The literature was reviewed under the following subheadings.


2.2. Learning Resource Centres in Kenya.

2.3. Staffing the Learning Resource Centres in Kenya.

2.4. Literature relevant to administration of Learning Resource Centres.

2.1. General overview of Learning Resource Centres

The use of resources in education is not new. Indeed, it is difficult to imagine effective learning being possible without access to any resources at all. (Gilbert, 1975: VII), states that:
What is new is the scale on which resources are now being used, their variety, and complexity and the complexity of the learning systems into which they are being fitted.

In many countries, the library is identified as a resource centre of instructional material. For instance (Barker and Burham: 1968:4) had this to say about the functions of the library:

Locating, gathering, providing and co-ordinating school library materials and equipment.

It is therefore obvious that resources have always been used in education. What has been difficult is to define the term resources. The term itself is one which has been recently used in an educational setting. In trying to define resources (Walton, 1975:1) had this to say:

In current usage resources largely include the hardware and software which in less recent times were called "teaching aids".

This therefore implies, that the use of "resources" in an educational setting is a comparatively recent addition to the present day educational jargon.
It is important to emphasise that the idea of Learning Resource Centres, therefore, is a new concept in the educational setting. However the name itself varies in different countries, e.g. In some states in the United States of America and Canada, it is referred to as instructional media centres. (I.M.C.) In Britain it is referred to as either Library Resource Centre, or Learning Resource Centres. In Kenya they are called Learning Resource Centres.4

In many countries, the library has been extended to form what the researcher will be referring to as Learning Resource Centres. The above statement about libraries is confirmed by what the School Library Association, 1970:5) stated as the functions of the school library:

To provide books and other learning material for the pupils and staff of the school, its resources must relate not only to the expressed and anticipated requirements of all departments and special interests of the school, but also be able to satisfy the demand for books and material for personal and individual use.5

At this juncture it is imperative therefore to try and define the term Learning Resource Centre. (Beswick, 1972: 10) describes a Learning Resource Centre as;
An agency for stimulating the active creation and use of resource collection, including the six elements of:

(a) production of home-made resources

(b) selection and acquisition of other resources.

(c) classification and indexing for retrieval.

(d) storage.

(e) use, including guidance, lending etc.

(f) evaluation and weeding.  

(Beswick, 1972: 10) goes on to emphasise that,  

a school library is an important part of a resource centre, and in many ways a resource centre is a natural extension of what should have been school library activities and ambitions, adding the crucial creative function.  

In Britain, a lot has been done in trying to establish, the rightful place of Learning Resource Centres. (Featherstone, 1973): 1) said.
There has been in the recent years such a concentration of projects, lectures, case studies and conferences around and about resources and resource centres, that one forgets what a comparatively new resource centre is.

2.2. Learning Resource Centres in Kenya

In this section an attempt was made to trace the evolution of Learning Resource Centres in Kenya and their standing as of today.

At a glance there has been done very little study as regards Learning Resource Centres. Prior to 1975 all work regarding Resources was confined to Kenya Institute of Education and the Teachers Advisory Centres.

It was in 1975 that the idea of Learning Resource Centres gained momentum. This was possible, due to the funds made available to the Kenya Government, by the world bank through its affiliate the International Bank for Reconstruction and Development (I.B.R.D.) in conjunction with its subsidiary the International Development Agency (I.D.A.). Through these funds it was decided to build Learning Resource Centres in all the existing seventeen primary teachers colleges in Kenya.
This project which came to be known as the third Educational project (of the World Bank) for the Republic of Kenya commenced in 1976 and was scheduled to be completed in 1981.

In 1973, (the International Association of school librarianship) annual seminar held in Nairobi concluded that model school libraries should be established in every teacher training college in the developing countries. It also recommended that the school librarianship element should be introduced in the teachers' college curriculum so that teachers who went through these colleges, would then be potential forces for organising and fostering the use of school libraries. Thus the idea of libraries in primary teachers colleges was born.

The 1975 National Committee on Educational Objectives and Planning (NCEOP) recommended the building up of a library of story books in each primary class. It was this idea of class libraries which gave the rationale for primary teachers to have at least the basic knowledge and skills in organising and managing a book collection.
In 1976/77 and 1977/78 academic year an elective course on school librarianship was offered by the Library-Department of Kenyatta University to students of Diploma in Education as part of their course. The purpose of the elective course was as stated by (Njuguna, 1981: 142),

to sensitize students to the importance of libraries in education, to give them the knowledge required to utilize libraries effectively for their own benefit, and in teaching, and to prepare them to assume the responsibility of running a school library if and when they are called upon.12

This course was in line with the 1972 Bessy Commission on the Curriculum Development in Kenya which stated.

The new style colleges will require trained ancillary staff the most important of these is a librarian who may, if he is supported by some clerical assistance make a contribution to the teaching force.13

Another fact which, influenced the formation of Learning Resource Centres in Kenya was the belief in the new resource-based learning, which was then gaining popular acceptance all over the world. This method of learning involves the use of resources by
the pupil to discover and use knowledge for himself. Such resources, cannot be properly stored in the normal classroom. An ideal place for the resources would be a resource centre. This can be clearly seen from what (the Library Association 1977:9) says,

The growth of interest in heuristic method has placed a heavier emphasis on the use of study materials in many formats, and their organisation has become in schools at all level a matter of increasing concern.14

Further (Beswick, 1972: 5) says,

The rapid changes in teaching methods, have accelerated the trend towards a wider use in schools of multimedia learning Resource used by pupils in individual and group study as well as by teachers in class.15

This underscores the importance of resource-based learning as in contrast to receptive learning in which the student's participation is passive and the teacher is seen as the master.

In recent times, there has been a lot of change in our educational system. It is now based on resources, and other technology. The learning is more on individual level. It is therefore imperative that the teacher...
education should be more resource-based. Since these same teachers are expected to impart the knowledge so learned to the pupils in schools.

2.3. Staffing the Learning Resource Centres in Kenya

Establishing the Learning Resource Centres in Kenya was not enough. A need for qualified personnel to manage the learning Resource Centres was essential if these centres were to give the full support in the learning and teaching which was expected of them.

As a result of this need, in 1980 twenty four graduates with the appropriate experiences, from different primary teachers colleges, were recruited to pursue a one year post-graduate programme at Kenyatta University College. This programme was part of the Third educational programme by International Development Agency (I.D.A.). The course was organised in conjunction with, Kenya Institute of Education (K.I.E.), Kenyatta University College (K.U.C.) and the then Ministry of Basic Education. These trainees were expected to manage the Learning Resource Centres in the primary teachers colleges.

This programme was followed by the training of Library assistants in 1981/82. Candidates for this course were drawn from experienced SI teachers. Later technicians, and graphic assistants were to be trained.
Prior to the commencement of these training programmes for the various categories of college learning Resource Centre personnel, staffing in the college libraries presented a very discouraging picture. On this (Wachira, 1974:4) says,

At present it appears as if most of the colleges would do with sub-professional librarians.... However in time they will need professional librarians to cater for the growing libraries and to give in-service courses on librarianship to school teachers.  

In 1984/85 academic year, a librarian course was started at Kenyatta University Library Department for postgraduate students specializing in primary teacher Education M.Ed. (P.T.E.). These trainees were later to teach librarianship to teachers in primary teachers colleges. They were not only expected to teach librarianship, but also manage the Learning Resource Centres in teacher training colleges. Further Moi University is on its way to starting an undergraduate course in librarianship. This then might improve the staffing situation.
2.4. Literature Related to Administration of Learning Resource Centre

A Learning Resource Centre is an organization, like any other organization, though it operates within the larger college organization. All organisations aim at accomplishing their collective goals. Where there is an organization, a need for administration must arise. (Mbiti, 1976: 2) says administration is,

The formalized system which is intended to control, supervise, plan, and make decisions, about the various activities of an organisation on the basis of established authority. In short administration is the authoritative art of getting things done.18

On the other hand (Simon, 1976: 17), says administration is,

(i) Making decisions that facilitates the decisions of others.

(ii) Searching the environment for ways and means of improving performance in achieving the objectives of the organisation.
(iii) Looking ahead to anticipate increased demands or new directions for development.

(iv) Studying all possible means of achieving these improvements and promoting new developments.

(v) Choosing from among alternate ways and means those which seem most likely to accomplish the desired objectives or improvement.

(vi) Drawing up plans of action.

(vii) Establishing sure and certain communication between the head and shoulders of the organisation and thus creating a climate wherein every one wants to work as a member of a team.

(viii) A way of thinking not doing.\(^{19}\)

(Campbell, 1971: 112) puts it even more directly when he says,
The central purpose of administration in any organisation is that of co-ordinating the efforts of people towards the achievement of its goals.20

From the above it is clear that administration is a process which involves human-beings. It is a process which involves the enhancing of all the necessary manpower towards achieving the goals of the organisation. This means therefore that administration is an essential component in a Learning Resource Centre if it is to achieve its goals.

Administration is not a new concept. Like any other concept, it has undergone evolution, and it has its own active contributors who played their part in giving administration its present perspective. These contributors tried to rationalize what was being said about administration, and to some extent what was being practised in administration. (Campell, 1971: 105) cites at least three different approaches to administration these are,

(a) Job analysis or scientific management approach.

(b) Human relation approach.
(c) Behavioral Science approach

(Campbell, 1971: 108) goes on to give at least two major contributors for each of the approaches. These are Fredrick Taylor and Heri Fayo, Mary Parker Follet and Elton Mayo, and Chaster Barnerd and Herbert A. Simon.

The job analysis management approach, in this approach, the job must be studied carefully and standards on which payment is based established. The management should be trained, and the managers, should run this organization and should not mix with the workers. The Learning Resource Centres administrators, should be well trained and there should be a job classification i.e. who does what.

Human relation approach, is based on establishing and maintaining a dynamic, yet harmonious human relationships. This can be termed as a co-ordinating approach to administration. In a Learning Resource Centre, the administrator, should establish a harmonious relationship with all the people in the Learning Resource Centre and outside it.
In the Behavioural Science approach, the interrelationship of organisation achievement and individual satisfaction was paramount. This involved effectiveness which is system-oriented and has to do with the achievement of the organisation's goal and efficiency which is person-oriented and has to do with the feelings of the worker.

These are the basis for administration - theory, and practice. Whichever approach, one adapts as an administrator will depend on the situation as one perceives it. In most cases, an administrator will find himself using all the three approaches depending on the particular situation.

So far the researcher has tried to give the meaning of administration, the different approaches, to administration, and the different contributors to these approaches. However there are certain elements in administration which need to be mentioned. (Mbiti, 1976: 2) gives these elements as,

(a) The aims of the organization must be clearly spelt out.
(b) There is need for division of labour, among workers.

(c) There is a need for a hierarchy of authority.

(d) Need for unity of command.

(e) Need for co-ordination.

As stated earlier the Learning Resource Centre is an organisation within the college. As such the aims of the Learning Resource Centre should be in conformity with those of the college. This is given more emphasis by (Lyle, 1974: 38) who says,

The Library is not an end in itself. If the college aims to do certain things, to achieve certain results its library must also be organised with these definite purposes in mind.

In Kenya the aims of the college, are laid down by the Ministry of Education, Science and Technology. As such all primary teachers colleges in Kenya have similar aims. This means that all Learning Resource Centres have similar aims.
Working in any organisation cannot proceed smoothly if there is no division of labour. The tasks which each person performs in an organisation must be related to each other. In a Learning Resource Centre there are tasks for, professionals, co-ordinators, paraprofessionals, and non professionals.

There is need for a hierarchy of authority which helps in controlling, guiding, limiting and managing the various units. This calls for a chain of command. (The school Library Association, 1970:6) on this says,

In most instances, the administration of the school library is the responsibility of the head of the school, who, in turn, delegates duties either directly to a professional school librarian, or to a member of the teaching staff. In consequence the library standards within a school vary according to the interests and enthusiasm of the head of the school, and the efficiency and qualifications of the school librarian.25

On the same note (Lyle, 1974: 28) says,

The Librarian/Learning Resource Centre head needs a proper clarification of his position in the web of organisation and services of which he is a part. Among the matters which need formal clarification, regulations or guidelines, are the flow of authority from the principal to the Librarian, the relation of the library committee to the operation of the library, the placing of all monies for college book purchase in the library, budget regardless of their source26.
The final element in administration is co-ordination. This is a vital aspect of administration (Mbiti, 1976: 5) says,

It is an attempt to keep all the different units of an organisation in tune with the rest so that the entire system can function smoothly.

Proper co-ordination means that all the various departments are informed of what is going on in advance and whatever changes of routine are going to occur. In a Learning Resource Centre, the administrator, has to co-ordinate with the other Learning Resource Centre personnel, and the staff, students, principal, and all other agents involved in the production of Learning Resources.

Within any organisation there are administrative processes which are essential if the organisation is to function smoothly. These same processes can be applied in a Learning Resource Centre. (Miklos, 1975: 5) has identified seven administrative processes which can be applied in administration of Learning Resource Centres. These are:
These processes in administration are inter-related, and at times it is not easy to separate them as entities. An administrator has to plan a logical path to accomplish the objectives of the organisation. In so doing he/she has to make decisions about what possible alternatives there are. Once decisions are made the organising of the necessary, facilities and manpower available to accomplish the planned goals is essential. The co-ordination of these facilities and manpower becomes paramount if all the organised compartments are to function smoothly. To achieve co-ordination there must be a means of communication to the various departments. Influencing is necessary if all the work is to be done, this can take different forms e.g. directing, controlling etc. Finally the administrator has to evaluate his work and thus get a feedback which, will help in improvements, and modification for future efficiency of his organisation.
It is therefore obvious that for a Learning Resource Centre to achieve its full potential, it is necessary for it to have a proper administration.
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1. L.A. Gilbert, "Forward"


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16. This information was obtained from Ogomo, C.B. of K.I.E. when the Researcher interviewed him on 7th Feb. 1986.


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28. E. Miklos, "Approaches to school administration. Paper prepared for the educational division of the commonwealth secretariat". (Department of Educational Administration University of Alberta Edmonton, Canada, 1975) p. 5.
CHAPTER 3

DESIGN OF THE STUDY

3.0 The study focuses on the Administration of the learning Resource centres in Primary teachers colleges in Kenya. The approach adopted for conducting this study was that of a "simple Survey" category of research. The researcher was therefore, concerned mainly with gathering the available information and consequently reporting it as it was.

3.1 Sample.

The research was conducted in three primary teachers' colleges in Kenya. These colleges were Thogoto teachers college, Kilimambogo teachers college and Machakos teachers college. These colleges were chosen by the researcher. The main rationale for choosing these colleges was their accessibility. All the three colleges were accessible to the researcher who was limited by finance and time. Also the researcher took into consideration, the time of establishment of the colleges.

In the study, the researcher used a self-administered questionnaire as the major tool for
the collection of data.

3.2 Research Instrument.

A questionnaire was used to solicit the required responses. The questionnaire was developed by the researcher. It consisted of two sections. Section A was to be answered by either the Principal or the Deputy principal. This section had seventeen items. It solicited general information about the colleges and the Learning Resource Centres in general.

Section B was to be answered by the Head of the Learning Resource Centre. The Section had thirty items. In this section, the Head of the Learning Resource Centre gave information as to how he administered the department.

3.3 Data Collection and analysis.

In collecting the data, the researcher first, sent letters to the colleges informing the Principal of the intended visit. The researcher presented himself personally to the Principal. After introduction, the Principal then directed the
It is the Deputy principal who then directed the researcher to the Head of the Learning Resource Centre. In all the three colleges visited, the Deputy principals completed the questionnaires in place of their Principals. The researcher had an opportunity to visit the Learning Resource centres. At Machakos Teachers College the researcher had a long discussion with the Head of the Learning Resource Centre, while at Thogoto teachers College, the Deputy principal discussed with the researcher. The questionnaires duly completed were collected the following day, except at Kilimambogo teachers college where the Deputy principal had not completed the questionnaire, and therefore it was collected the following week.

The collected data was organised into themes each of which covers the objectives which were understudy. The data was presented in the form of tables and description.
4.0 The collected data revealed a lot of information to the researcher.

On analysing the reports collected the researcher found out that all the Principals preferred their Deputy principals to respond to the questionnaire. However, all the questionnaires were answered, which means 100% response.

The analysis of the data was considered under three headings viz:

(i) Information about the Head of the Learning Resource Centres.
(ii) Staff personnel in the Learning Resource Centre.
(iii) Administrative processes in the Learning Resource Centre in terms of:
   (a) Learning Resource Centre personnel.
   (b) Teaching staff, students, and community.
   (c) Acquisition of the Learning Resource centre equipment.
4.1. Head of the Learning Resource Centre,

For any organisation to function properly, it must have qualified people to administer it. When the Learning Resource Centres were started, there were tutors from the colleges who were specifically trained to head Learning Resource Centres. However, the researcher found the situation very different.

Table I shows the academic and professional qualifications of the Heads of Learning Resource Centres in the three colleges visited. The table also gives their teaching experience, and the number of years as head of Learning Resource Centre.
### TABLE I

**Background of Heads of Learning Resource Centres.**

<table>
<thead>
<tr>
<th></th>
<th>Machakos</th>
<th>Kilimambogo</th>
<th>Thogoto</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional qualification</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Experience in teaching</strong></td>
<td>9 months</td>
<td>5 years</td>
<td>15 years</td>
</tr>
<tr>
<td><strong>Number of years as Head of Learning Resource Centre</strong></td>
<td>9 months</td>
<td>5 years</td>
<td>1 year</td>
</tr>
</tbody>
</table>
From the table, it is clearly seen that all the three college Learning Resource Centres are not headed by professionally trained personnel. It should be remembered that there were specially trained tutors who were supposed to head these Learning Resource Centers. From the table all the heads of the Learning Resource Centres do not have this training.

At Machakos, the head of the Learning Resource Centre is there by virtue of him having done the library option in his M.Ed (P.T.E.) degree. In Thogoto, the person heading the Learning Resource Centre is only acting. The Deputy principal informed the researcher that the former head of the Learning Resource Centre who was trained for the job had left for further studies abroad. In Kilimambogo the head of the Learning Resource Centre is there by virtue of him being the person who teaches, user education in the library. As such it is assumed that he can head the Learning Resource Centre.

In all the three colleges visited the Deputy principal all agreed that, the head of the Learning Resource Centre should be a Senior Lecturer, and free to act on his own only answerable to the Principal.
4.2. Staff personnel in the Learning Resource Centre.

From the review of literature in Chapter II it was shown that the Learning Resource Centre should have personnel who are qualified in different areas. Since a learning Resource Centre has different sections, these sections should be manned by qualified personnel.

Table 2 shows the personnel of the Learning Resource Centre and their qualifications. The list of the personnel is what was recommended, by the international Development Agency, committee which undertook the construction of the Learning Resource centres in primary teachers colleges in Kenya.
### TABLE 2

**Background of the personnel in the Learning Resource Centres**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>Machakos</th>
<th>Kilimambogo</th>
<th>Thogoto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor Librarian</td>
<td>M.Ed. (P.T.E. Library option)</td>
<td>E.A.A.C.E/S.I.</td>
<td>E.A.A.C.E. Approved teacher</td>
</tr>
<tr>
<td>Tutor Librarian</td>
<td></td>
<td></td>
<td>Diploma in Library Science</td>
</tr>
<tr>
<td>Audio Visual specialist</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>Technician</td>
<td>NONE</td>
<td>E.A.C.E.</td>
<td>E.A.C.E/Electronics</td>
</tr>
<tr>
<td>Graphic assistant</td>
<td>NONE</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>Clerks</td>
<td>E.A.C.E.</td>
<td>K.P.E./TYPIST</td>
<td>NONE</td>
</tr>
<tr>
<td>Cleaners</td>
<td>NONE</td>
<td>NONE</td>
<td>E.A.C.E</td>
</tr>
</tbody>
</table>
Table 2 shows that in two of the colleges, i.e. Machakos, and Thogoto, there is a qualified tutor librarian.

The table further reveals that all the colleges visited have very few qualified personnel. There are no audio visual specialists. For technicians, it is only at Thogoto where there is an electronic specialist. The researcher found that, in Machakos and Thogoto, the person termed as a technician, actually is not qualified for the job. Graphic assistants are non existent in all the colleges. Clerks are only found in Machakos and Kilimambogo. It was only at Thogoto where there was a cleaner.

However, the researcher found that in Thogoto and Kilimambogo, there were Library attendants. At Thogoto, there were two Library attendants. One of these has a library certificate from the Kenya Polytechnic. While the other one was learning on the job. At Kilimambogo, there was one library attendant with library certificate from the Kenya Polytechnic.

The researcher found that there was a contradiction
between the Deputy principal and the Head of the Learning Resource Centre in terms of what they called a technician. The Head of the Learning Resource Centre in Machakos, felt that the person, referred to as a technician was not qualified to be called a technician, but the Deputy principal referred to him as a technician. This discrepancy was due to the fact that the particular person, had been in the college for so long that he is just referred to as a technician although not qualified.

In all the colleges, both the Deputy principal and the Heads of the Learning Resource Centre agreed that the Learning Resource Centres are short of staff.

4.3 Administrative processes in the learning Resource Centres.

Administration has several processes, these processes were considered in three categories. These were:

4.3.1 Administrative processes in the Learning Resource Centre in terms of personnel.

Since there are staff employed in the Learning Resource Centre, the question of what administrative
processes the head of the Learning Resource Centre should employ to administer the Learning Resource Centre was looked into.

Table 3 shows which processes the Head of the Learning Resource Centre employs in the administration of the learning Resource Centre.

Table 3

Administrative Processes in the Learning Resource Centre in Terms of Personnel.

<table>
<thead>
<tr>
<th>Administrative Processes</th>
<th>Machakos</th>
<th>Kilimambogo</th>
<th>Thogoto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Budgetting</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Co-ordination</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Decision making</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Organising</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Communicating</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Influencing</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

In table 3

Yes means that it is the head of the Learning Resource Centre who undertakes the Process.

No means that he does not have anything to do with the process.
Therefore table 3 shows that in the Learning Resource Centre, the Head is the one who co-ordinates, organizes, communicates, and influences the staff of the Learning Resource Centre. Planning, budgeting and decision making are not undertaken by the Head of the Learning Resource Centre. These processes are within the office of the Principal:

The researcher found out that the office of the Principal, interferes very much with the personnel of the Learning Resource Centre.

The researcher further found that it is only at Machakos where the Head of the Learning Resource Centre actually chairs, the meetings of the Learning Resource Centre personnel. In the other two colleges the meetings are chaired by the Deputy principal.

At Kilimambogo, the Head of the Learning Resource Centre has no other duties, except administration of the Learning Resource Centre. However, at Machakos the Head of the Learning Resource Centre has a teaching load of twenty two periods a week. He is also incharge of entertainment. At Thogoto he has a teaching load of six periods a week.
4.3.2. **Administrative Processes in the Learning Resource Centre with respect to staff, students, and community.**

Table 4 shows the administrative processes which are undertaken by the Head of the Learning Resource Centre, when administering the staff, students and the community.

**Table 4.**

**Administrative Processes in the Learning Resource Centre with Respect to staff, students and community.**

<table>
<thead>
<tr>
<th>Administrative Processes</th>
<th>Machakos</th>
<th>Kilimambogo</th>
<th>Thogót</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Decision Making</td>
<td>YES</td>
<td>No</td>
<td>NO</td>
</tr>
<tr>
<td>Organising</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Co-ordinating</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Communicating</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Influencing</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
Table 4 shows that organising co-ordinating, Communicating, and influencing are all undertaken by the head of the Learning Resource Centre in all the three colleges. However, the Head of the Machakos Learning Resource Centre, has more freedom and therefore he also plans and makes decisions. In Kilimambogo and Thogoto these two processes are in the office of the Principal.

This means that all the internal affairs of the Learning Resource Centre are handled by the head of the Learning Resource Centre.

4.3.3 Administrative Processes in the Learning Resource Centre with Respect to Acquisition of the Learning Resource Centre Equipment.

In all the three colleges visited, the researcher found that, the Learning Resource Centre has no budget of its own. The resource centre depends on the good will of the College, and donations.

All the three Heads of the Learning Resource Centres agreed that the only acquisition in which they are involved in is in the ordering of books.
For the acquisition of books, they all follow the same procedure, i.e. they ask the Heads of all the other departments, to submit their selection from the supplied catalogue. The Head of the Learning Resource Centre, then forwards the list to the principal. After the principal has approved, then a Local Purchase Order is written for the purchase of the books.

All the other equipment in the Learning Resource Centre are donations from the British Council.
SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.0. The main objective of this study was to find out how the Learning Resource Centres are administered in three primary teachers colleges. To get this information, a questionnaire was administered to the Deputy principal and the head of the Learning Resource Centre.

Literature related to the study was reviewed in Chapter two, under the following headings:

(i) General overview of Learning Resource Centres.

(ii) Learning Resource Centres in Kenya

(iii) Staffing the Learning Resource Centres in Kenya.

(iv) Literature Related to administration of Learning Resource Centres.

This literature revealed that all the primary teachers colleges have Learning Resource Centres, built by the Kenya government through a loan given...
by the world bank, through its agency International Development Agency. The literature also revealed that any organisation like a Learning Resource Centre should have proper administration.

Chapter three of the study described the rationale of choice of the area of study, the sample, the instrument used, and the actual administration of the instruments. It was also in this chapter that the procedure used for the analysis of the data was described.

In chapter four the data was analysed using tables and description. This analysis revealed that:

(i) The Learning Resource Centres were not headed by qualified personnel.
(ii) All the Learning Resource Centres visited were under-staffed.
(iii) The Heads of the Learning Resource Centres were restricted in the administration of the Learning Resource Centres, mainly in:-
   (a) Organizing
   (b) Co-ordinating
   (c) Communicating
   (d) Influencing
(iv) The Principals were the ones who planned and budgeted for the Learning Resource Centres.

Chapter five comprises of the summary, of the study, the conclusions of the study and the recommendations of the study.

5.1. Conclusions and Implications of the findings of the Study.

From the literature review in chapter two, it was shown that a lot of money was spent in the construction and equipping of the Learning Resource Centre. It was further shown that special tutors were trained for nine months to head these Learning Resource Centres.

However, the study revealed that:

(i) The Heads of these Learning Resource Centres were not professionally qualified.

(ii) These Learning Resource Centres were under staffed.
(iii) The Heads of these Learning Resource Centres do not undertake all the administrative processes of the Learning Resource Centres.

These findings imply that since the Heads of the Learning Resource Centres are not given a freehand in management, the heads are not able to meet all the objectives of the Learning Resource Centres.

The study also showed that, the three Learning Resource Centres are actually dormant, except for the Library. All the other sections of the Learning Resource Centre do not function to their maximum.

5.2. Recommendations Based on The Findings.

From the findings of the study the researcher makes the following recommendations:

(i) The government should make an effort to train tutors who should head the Learning Resource Centres.
(ii) An effort should be made to give these Heads of Learning Resource Centres better terms of service so that they can remain on their jobs.

(iii) The Learning Resource Centers should have more qualified personnel.

(iv) The Head of the Learning Resource Centre should be given a freehand in matters concerning the administration of the Learning Resource Centre.

(v) The Learning Resource Centre should be allocated its own budget which should be administered by the Head of the Learning Resource Centre.

5.3. Suggestions for future Research.

Future research in the field of the administration of Learning Resource Centres could focus on:

(i) The problems faced by the head of the Learning Resource Centre in administering the Resource Centre.
(ii) The opinion of the staff and students about the administration of the Learning Resource Centre.

(iii) The relationship between the college administration, and the Learning Resource Centre administration.
BIBLIOGRAPHY


11. Miklos, E., "Approaches to school administration". Paper prepared for the educational division of the commonwealth secretariat. (Department of Educational Administration, University of Alberta, Edmonton, Canada. 1975).

resources services and problems"


APPENDIX I

Department of Communications and Technology, Kenyatta University.

26th May, 1986.

The Principal,

Dear Sir,

REF: CONDUCTING AN EDUCATIONAL RESEARCH IN YOUR COLLEGE

I am conducting a research entitled "A Study of the Administration of Learning Resource Centres in selected Primary Teachers Colleges in Kenya" and your college has been specifically selected to participate in the study.

The study will involve the Principal or Deputy Principal, and the Head of the Learning Resource Centre, who will complete a questionnaire. Enclosed please find photocopies of

(1) The Research permit from the Office of the President.

I will visit your college on

Yours faithfully,

AUGUSTINE NGETHE
APPENDIX II

THE QUESTIONNAIRE

SECTION A

FOR THE PRINCIPAL OR DEPUTY PRINCIPAL

1. Name of your college

2. When was the college established?

3. How many Departments are there in the college?

4. Do all these Departments have Heads of Departments?

5. What is the present population of the college in terms of students?

6. How many members of staff has the college got?

7. When did your Learning Resource Centre start its operation?
8. Who Heads your Learning Resource Centre?
(a) The Principal
(b) Deputy Principal
(c) Professionally qualified administrator.
(d) Tutor library
(e) Any other please specify.

9. What is your opinion about the present position of the Learning Resource Centre head. Should he/she not be under the head of professional studies?

10. Is the present staff of the Learning Resource Centre adequate?

11. If not, which posts are urgently in need of staff?
(a) Tutor librarian
(c) Technician
(d) Clerk
(e) Any other please specify
12. Apart from being assigned to the Learning Resource Centre does the head of the Learning Resource Centre have other duties e.g. teaching? 
Yes ____________ No. ________________

13. If yes, how many periods a week does he teach? 

14. Other duties assigned to him (Please specify) 

15. Do you receive annual reports from the Learning Resource Centre Head? 

16. Who set the aims of the Learning Resource Centres? 

17. Do you have any other comments about the Learning Resource Centre? 

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SECTION 3.
HEAD OF LEARNING RESOURCE CENTRE

1. Name of your college ____________________________

2. Academic qualification ____________________________

3. Professional qualification ____________________________

4. For how long have you been teaching in the present college ? ____________________________

5. Have you taught in any other college ?

6. If yes, for how long ____________________________

7. When did you assume the present position as the Head of the Learning resource Centre ?

8. ____________________________ Years.

9. Who assigned you to the Learning Resource Centre ?

(a) Principal
(b) T. S. C.
(c) Both

10. Do other College duties interfere with the administration of the Learning Centre?

11. If yes explain how

12. Are you consulted about the deployment of the Learning Resource Centre personnel?

13. Does the principal interfere with the administration of the Learning Resource Centre?

14. How many people are employed in the Learning Resource Centre Permanently
15. **Qualification of the other staff of the Learning Resource Centre**

Please indicate in the table the qualification of each of the person indicated =

<table>
<thead>
<tr>
<th>Staff Personnel</th>
<th>Academic qualification</th>
<th>Professional qualification</th>
<th>Experience in learning Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tutor Librarian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Audiovisual Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Technician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graphic Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Clerks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If there are others please specify.
16. How often do you hold meetings of the Learning Resource Centre?

(a) Not at all
(b) Rarely
(c) Often
(d) Very often.

17. Who chairs these meetings

(a) Principal
(b) Deputy Principal
(c) Head of Learning Resource Centre

18. Do you usually communicate with the staff of the Learning Resource Centre

19. If yes, how do you do it?

(a) Verbally
(b) through a third part
(c) In writing
20. Who sets the rules and regulations of the Learning Resource Centre?

21. Do you have any communication system with the members of staff?

22. How do you carry out the communication?

(a) Verbally

(b) In writing

23. How do you inform the students what is in the Learning Resource Centre? Explain

24. Who places new orders for the Learning Resource Centre?

(a) Principal
(b) Deputy principal
(c) Head of Learning Resource Centre
(b) Others specify.

25. Do you involve the other members of staff in deciding the Acquisition orders?

26. Can you outline the acquisition procedure you undertake in the learning Resource Centre?

27. Do you have anything to do with the budgeting for the Learning Resource Centre? Explain
28. Do you have any students helping in the administration of the Learning Resource Centre?


29. How much of your time do you spend in the administration of the Learning Resource Centre?


30. Any other comments about the administration of Learning Resource Centre?