PROBLEMS FACING LIBRARIES
IN SELECTED TECHNICAL TRAINING INSTITUTES IN
MACHAKOS, THIKA AND NAIROBI DISTRICTS OF KENYA
WITH REFERENCE TO COLLECTION DEVELOPMENT:

BY

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Problems facing libraries in selected
DECLARATION

This research project is my original work and has not been presented for any other degree in any institution other than Master of Education in Library Studies of Kenyatta University.

Date

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This research project has been submitted for examination with my approval as a university supervisor.

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To my parents J. Mutunga Mbiti and Elizabeth Ngene, my husband Dr. C.K. Ndiku and my children Esther Ndanu and Faith Mwende.
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ABSTRACT

The purpose of this study was to investigate the problems facing libraries in technical training institutions in Kenya with reference to collection development. The study dealt with selected technical training institutions in Machakos, Thika and Nairobi districts.

The main areas investigated in this study were:

- Collection development
- Library budget
- Library staff
- Bibliographic control
- Publishing and book trade
- Impact of IT (Information Technology) on collection development.
- Difficulties encountered, recommendations and solutions to the problems.

Stratified random sampling technique was used to get the sample of the study.

Observations, questionnaires and unstructured interviews were used during data collection. In addition, descriptive analysis was used to analyze the data.
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LIST OF ABBREVIATIONS

IT - Information Technology

K.I.E - Kenya Institute of Education
CHAPTER ONE

1.1 BACKGROUND TO THE PROBLEM

Information is an important resource which has played a major role in the process of civilization. As a result of this realization, there has been a continuous global need to give education and relevant training which is future oriented.

Sabaratnam (1995:68) stresses the importance of information by quoting a speech made by Singapore’s Prime Minister Goh Chok Tong on a National Day to the people of Singapore in 1993, which had the following message:

*The future belongs to the countries whose people make the most productive use of information, knowledge and technology. These are now the key factors for economic success, not natural resources.*

Julie Sabaratnam continues to argue that, as information and knowledge become critical economic resources, it is necessary to review the role of libraries and know how they can support the Singaporeans in their life long journey of learning.

This situation is also true for other countries and all the countries should heed the above message and make progress towards practical and development - oriented programmes for teaching.
Kenya has not been left behind in the pursuit of knowledge. The National Development Plan (1997-2001:142) stresses that:

*People must be taught in our formal educational setting how to learn on their own, how to adapt to changing circumstances and how to adjust even their lifestyles to opportunities that will emerge in the future.*

The National Development Plan goes further to state that research and development plays a key role in industrialization hence measures should be pursued to ameliorate problems that undermine quality of education.

The scope of knowledge has become too vast to be covered extensively within the boundaries of the classroom instruction however superior the methods of instruction used may be. For this reason, it has become increasingly important to develop libraries in institutions of learning in order to offer facilities where students could go and search for knowledge.

This therefore calls for a well stocked library with relevant and up-to-date collections which meet the needs of both the old and the new customers and the demands of a knowledge-based society.
The effectiveness of any library depends on its material stock and the ability of the stock to meet the total needs of its users. These libraries should be run and maintained by well trained and adequate personnel. However studies that have been carried out on educational libraries in Kenya portray their resources and staffing to be very inadequate and poor.

1.1.1 Development of technical training institutes in Kenya: An overview.

Prior to independence, technical and trade schools had been established to offer a two year post primary artisan training in courses such as building, tailoring and leather work.

In the 1970's these schools were restructured into technical secondary schools offering both academic and technical education. However with the introduction of the 8-4-4 system of education in 1985, these technical secondary schools were structured into technical training institutes. These newly structured technical training institutions offered artisan training courses to primary school leavers. Today they have become more advanced in that they offer both craft and diploma certificates.

At present we have several tertiary institutions and colleges that offer technical and vocational education. e.g. national polytechnics, government technical training institutes, youth/village polytechnics, universities, National Youth Service, christian industrial training, industrial training centers, institutes of technology e.t.c.
The Kenya technical and vocational training system consists of five training levels namely, artisan, craftsmen, technician, technologist and master of technology. Most courses take 2-3 years.

The youth polytechnics, the National Youth Service and the Christian industrial training centers offer training at the artisan level. This is due to the fact that the artisan courses are less academic hence they are offered mostly to primary school leavers. The institutes of technology offer training at craftsman level. National polytechnics train technicians while universities train technologists (National Development Plan 1997-2001).

According to a local *Daily Nation* (Dec 7, 1998), Kenya has 600 youth polytechnics with an enrollment of about 40,000 students, 20 technical training institutes, 17 institutes of technology and four national youth polytechnics enrolling 10; 340; 5, 961; 8, 649 respectively.

The national aims of technical training programmes in both post primary and post secondary levels as stipulated in the Technical Education Programme syllabi and regulations (1992) are:

- To provide increased training opportunities for school leavers to enable them to be self supporting.
- To provide practical skills and attitudes which would lead to self-employment.
• To provide practical education and training skills which would enhance the pace of this country’s development.

• To facilitate self employment while at the same time producing skilled artisans craftsmen, technicians and technologists at the ratio of 1:5:30 i.e. one technologist to five technicians to thirty craftsmen/artisans.

The above aims show clearly that technical training institutions have a major role to play in producing and sustaining manpower for the social, economic and cultural needs of this country.

The provision of stock is therefore very necessary in all institutions of higher learning. This is with respect to the role the library plays in acquisition, organization, storage and dissemination of recorded knowledge in all formats. Library resources supplement the work of the teaching staff besides broadening the knowledge of the individual students in their areas of interest.

The technical college library is an integral part of the institution it serves hence it should design its collections and services to meet the instructional programmes of a particular institution.

Spiller(1980:15) says:

An elegant library building is a white elephant unless it houses material appropriate to its users. A sophisticated system for information retrieval is pointless if it affords access to the wrong documents. An impressive structure of the staff management is a luxury unless it organizes staff in a way which facilitates its main purpose.
Material provision is a fundamental activity which provides a basis for most other professional activities and towards which end, administrative routines should be directed.

It is against the above background that the author of this project wishes to embark on the problems of collection development in technical training institutions libraries, with a view to suggesting possible solutions.

1.2 Statement of the problem.

For Kenya to speed up industrialization by the year 2020 and keep pace with technological advances, it must give special attention to technical and vocational education. However, studies that have been carried out on technical colleges give the impression that the technical and vocational education is the most neglected area of education sector. (Daily Nation, Dec. 7, 1998).

The general picture revealed by these studies is a bleak one as far as both print and non-print materials are concerned. It has been discovered that almost all college libraries are under sourced. Onyango(1985) observed that acquisition of materials had not been very smooth over the years.

Researchers have also unearthed the inappropriate nature of the resources used in technical college libraries. The Daily Nation (Dec 7, 1998: iii) quoting Professor Kerre, one of the participants in a recent UNESCO seminar held in Nairobi said:
The teaching of technical and vocational education was hampered by inappropriate teaching and learning resources and insufficient linkages between the labour world and the training centre.

According to Onyango (1985), the principle of appropriateness implies that selection should be deliberate and it should be planned in accordance with well defined policies and procedures.

The researcher holds the view that, for the library to be effective, it must provide resources appropriate to the teaching and research requirements of the parent institution. Unfortunately this is not the case in most college libraries as far as information provision is concerned.

In Kenya no research has been carried out to find out the problems affecting collection development in technical training institutions in Machakos, Thika and Nairobi districts. This will be the task of the present study.

1.3 Purpose of the study

The purpose of this study is to examine the problems of collection development in some selected technical training institutes libraries in Machakos, Thika and Nairobi districts and suggest solutions to these problems.
1.3.1 Specific objectives

1.3.1.1 To examine the existing collection development policy.
1.3.1.2 To establish the types of resources available in the institutions.
1.3.1.3 To find out the adequacy and relevance of library resources
1.3.1.4 To find out about the adequacy of the library budget.
1.3.1.5 To investigate the adequacy and qualifications of the library staff.
1.3.1.6 To find out how bibliographic control affects collection development.
1.3.1.7 To investigate the effects of publishing and book trade on collection development.
1.3.1.8 To investigate the impact of the new technology on collection development.
1.3.1.9 To give recommendations and possible solutions to the problems of collection development.

1.4 Research questions

1.4.1 Does your library have a collection development policy?
1.4.2 What types of resources do you have in your library?
1.4.3 How adequate and relevant are the materials?
1.4.4 How adequate is the budget allocation?
1.4.5 Are the library staff adequate and qualified?
1.4.6 How does bibliographic control affect collection development?
1.4.7 What are the effects of publishing and book trade on collection development?

1.4.8 What are the challenges of the new technology on collection development?

1.4.9 What possible solutions and suggestions would you give in the area of collection development in technical training institutes?

1.5 Assumptions

The study is going to be based on the following assumptions:-

1.5.1 That a collection development policy is very essential for effective collection building.

1.5.2 That the provision of adequate and a well balanced collection in technical training institutes is essential for quality education.

1.5.3 That a number of problems exist in technical institutes as far as collection development is concerned.

1.6 Significance of the study.

This study is going to be carried out to investigate the problems that hamper effective collection development in some selected technical training institutes. The study is therefore justified in that:

1.6.1 It would help librarians of the technical training institutes come up with concrete conclusions about the short comings in the system and help them know how to tackle the problems therein.
1.6.2 It would try to clarify any misconceptions on the introduction of new technologies.

1.6.3 It would reveal the extent to which collection development is carried out. If it is carried out effectively it would be reinforced and if there is something wrong it could be changed for better and this would improve the teaching and the research activities of the parent organization.

1.6.4 The researcher also hopes that the study would help educational policy makers and administrators to more readily see the need for setting standards of adequacy for the ideal library for technical training institutes.

1.7 Limitations of the study

The study covers selected technical training institutions in Machakos, Thika and Nairobi districts that have a functional library. The researcher experienced financial, time and human resource limitations. There is also hardly any local research that has been carried out on collection development in the selected technical training institutes in Kenya, hence the researcher was limited in using related research in her project.

1.8 Definition of terms

Library

Refers to the whole stock/place where books and other materials are kept.
Resources
Printed, non printed materials and the staff in the library

Technical Education
It is an aspect of vocational education and training which is oriented to technology and use of mechanical tools.

Collection
A number of items or books on one subject or one kind acquired by individuals or organizations.

Acquisition
The process of obtaining resources such as print and non-print materials for an information service.

Collection development
It is the process of planning a stock acquisition programme not simply to cater for immediate needs, but to build a coherent and reliable collection for a number of years to meet the objectives of the service.
**Collection development policy**

It is a written statement of policy formulated for an information service. It covers selection, acquisition, maintenance of a particular library’s collection. The terms acquisition policy, selection policy or collection development policy are sometimes used inter-changeably to mean the same.

**Weeding**

This is the examination of the current stock to determine which materials should be withdrawn from the open shelves.

**Publishing**

The action of a publisher in issuing and offering for sale to the public a book or print produced on some kind of printing, copying or photographic reproducing machine.

**Book Trade**

The organized business of selling information resources.

**Bibliography**

It is an index and guide to all the materials that are both published and unpublished.

**Bibliographic control**

Keeping abreast of literature in whatever form hence it is the masterly over both print and non-print information sources.
Information Technology

The acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a micro-electronic based combination of computing and telecommunications.

Automation

The method of converting from manual to use of machine in order to ease work formerly carried out by hands or manually.

Principal

A Teacher who administers and supervises an institution on behalf of the Ministry of Research, Technical Training and Technology.

Tutor

College institutions teacher

Technical College Library

A library of non-university institution of tertiary education, polytechnic, college and institution of higher education, monotechnic or school of education.
Non book materials/Audio Visual/Multi-media/non print materials

These are library resources which do not fall in the category of a book, periodical or pamphlet and which require special handling e.g. motion picture, video recordings, maps, charts etc.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Collection development policy

The existence and the implementation of a collection development policy is of utmost importance. It is very necessary if the library has to build and maintain relevant materials that are geared to meeting the objectives of the service (Gakobo: 1985).

On the other hand Evans (1987) describes a policy statement as, a written document that presents a plan of action and information that gives guidelines to staff thinking and decision-making. Through such a policy the library can make decisions quickly and correctly regarding the selection and acquisition of resources. The document is very important in that it stipulates the basic parameters of a library’s collection.

The collection policy therefore enables selectors to work with consistency and effectiveness towards defined goals.

Gorman and Howes (1989) insist that a statement of objectives is very necessary for the effectiveness of collection development. It should be seen as the guiding principle that determines the size, the nature and the content of the collections.
A collection development policy is intended to clarify objectives and it should serve as a day to day working tool that provides guidelines for performing the majority of library operations within the area of collection building.

The policy must reflect the overall objectives of the library service which themselves are a reflection of the parent organizations objectives (Huttenmann: 1985)

For effective collection development, an acquisition policy is therefore very necessary and it should cover aspects such as, the selection and acquisition of materials, preservation and conservation, budgetary control, resource sharing, new technology applications, gifts etc (Ng’ang’a 1991).

The policy should also guide on the criteria to be used in the selection of materials.

According to Evans (1987) the functions of a collection development policy are:-

- It spells out the nature and the scope of the collections.
- It sets out selection priorities
- It enables people into thinking about the organization goals to be met by the collection.
- It enforces some degree of commitment to meeting the goals of the organization.
- It helps in setting the standards for inclusion and exclusion.
- It minimizes the influence of a single selector and any personal bias
- It acts as a training/orientation tool for the new members of staff
- The document can be used to ensure some degree of consistency even in cases of staff reorganization and turn over.
• It provides guidelines for the staff in handling complaints.

• It guides on weeding and evaluation of the resources.

• It gives guidance on matters of budgetary control

• It acts as a public relations document

• It aids in the assessment of the overall performance of the collection development programme.

• It acts as an accountability tool that provides outsiders with the knowledge about the purpose of the collection development.

Huttemann (1985) cautions that, in developing a good collection one should consider the following:

• **Statement of objectives.** Here, the statement of objectives should reflect the overall objectives of the service which in turn should reflect the objectives of the parent organization.

• **Who sets goals and objectives of the collection development programmes?**
  Both the user and a body such as the library committee should be involved in the formulation of a collection development programme.

• **Who is the user and what are their information needs?** It is necessary to contact the user and user needs identification study in order to know their needs though this may prove difficult.
• **Co-operative arrangements.** It is important to get involved in resource sharing since it is not possible for a single library to purchase all needed materials.

• **Subject boundaries.** It is necessary to understand the subjects on which the parent organization focuses on.

• **Breadth, Density, intensity, age of materials.**

• **Character and direction of the organization's programmes.** Here consider how flexible the goals and objectives are, in meeting new demands.

• **Format** - should you concentrate on books, monographs, journals e.t.c.?

• **Duplicates** - make decisions on whether to acquire duplicates or if to acquire new titles.

• **Weeding** - make decisions on the procedures of weeding

• **Lost or damaged materials** - Give guidelines on the procedure of replacement of materials.

Despite all the obvious advantages of a collection development policy, libraries do not update their policies while on the other hand most libraries lack one. Evans (1987:66) asserts that:

> One of the major reasons is that a good policy statement must be based on a great deal of data. It is necessary to know (1) the strengths and weaknesses of the collection, (2) the community being served and where the community is going; and (3) other resources available locally (to patrons).
and those accessible through inter-library loan. Only when all this knowledge is in hand, is it possible to start developing a policy.

He says that other reasons why people lack a written policy is because the policies require a great deal of human thought and effort.

Emphasis should therefore be placed on the fact that a policy document is very necessary for effective collection development.

2.2 Resources

The courses offered in technical training institutes are of diverse nature. The institutions’ concept should therefore be a multi-disciplinary one offering courses at various levels. This is done through several forms of attendance for a variety of qualifications. It is therefore necessary that these institutions and other tertiary colleges stock resources that can enable them to meet their objectives.

The Ministry of Education -Diploma in Information Studies syllabus (1992:ii) states the following as the general objectives of Technical Education programmes.

- To develop skills which will be responsive.

- To prepare the trainees so that they can enter the world of work with confidence for either salaried employment or self employment.
To impart adequate skills which will enable the trainee to operate either as a craftsman or perform a supervisory function.

Such diverse needs of learners can be met by acquiring appropriate resources that cater for the objectives. Onyango (1985:16) noted that:

"The college library must collect and supply the right type of literature to the scholar at the appropriate time exhaustively and expeditiously."

The Report of the National Committee on Education Objectives and Policies popularly known as Gachathi Report (1976:168) expounds on Onyango’s message by saying that:

"The achievement of education and training requires adequate provision of both human resources, technical and other physical facilities as well as funds which are necessary to finance the acquisition of these essential requirements."

Any source of information whether in print form or non-print form that might expedite students’ learning should be included in the curriculum. However, unfortunately this is not always the case. Evidence shows that most colleges have resisted the inclusion of non-print materials in their collections. Smith(1981) (et al) say that:

* It has always been difficult to include them in the curricula.
* Non print materials represent a complex of physical and organizational problems.
• Library staff may not be qualified to deal with non-print materials

• Their use in classroom needs adjustments in instructional design and presentation format.

• They require big space for storage

• One needs more staff and storage facilities etc.

At present most of the problems mentioned above are slowly being overcome but still more needs to be done to facilitate the inclusion and use of non-print resources in technical colleges.

There is need for libraries to develop multi-media collections that can encourage learning in different levels of education found in technical colleges. It should also be noted that most students are likely to look for employment where multi-media skills are needed.

McErløy (1984) observed that non-print materials are very important in college libraries for very many reasons. He says that:

• Some of these materials are central to the study of some particular subjects and;

• That they give the learner a chance to plan their own learning to suit their requirements.

• Non print materials offer one the chance to cover lecture or laboratory classes with a different approach and hence they can minimize the lecturer’s class hours.
• The part time student who has less time for concentration can gain enormously through use of audio cassettes because he/she can play them as he/she attend to other duties.

• It has been noted that the less academic student tends to respond well to non-print materials. However this does not rule out the importance of using printed literature.

To expound on the above caution Kumar (1997:6) says that:

*Though it is not easy to predict the shape of things to come for the 21st Century, it can confidently be said that in the next couple of decades the printed book will continue to be the most important tool for recreation, information and learning.*

He however cautions that the form and presentation of the book may change.

It is the librarians responsibility to provide his/her users with adequate, relevant and up-to-date resources that meet their requirements regardless of the format, hence, the library should be stocked with all forms of materials that can assist in teaching and study.

Smith (1981:205) says that:

*Information transfer cannot be relegated solely to one format and libraries have traditionally acquired and stocked information*
regardless of format on the premise that information is the prime ingredient to facilitate learning.

2.3 Budgeting

The quality of any information service depends on the existence and the availability of adequate budgeting. It is through such an adequate funding that the library can make progress. Chirgwin and Oldfield(1988:31) say that:

*Money plays a crucial role in the administration and development of libraries. The extent and the quality of a library service will depend largely on the finance available since it is this which determines the provision of building, staffing and book purchasing.*

Kumar (1989) expounds on the above messages by explaining that funds are required on recurring basis to maintain the library in proper order and shape thus finance is very essential for the day to day running of the library.

Ng’ang’a (1979) on the other hand argues that a regular supply of adequate funding is the first requirement in the business of collection building and thus it should be included in the institution’s policy.
The amount of funding should depend on the type of information service and also on the perceived programme requirements which in turn may depend on the standards it intends to achieve.

According to Gakobo (1985) a library’s budget should depend on the parent organization’s grants, other sources of income and on the policy on budgeting.

Ifidom (1990) says that while African systems are expanding, there exists a decline on the financial support for them. This is due to current economic conditions in most African countries that results into material famine which in turn affects the society, its future development and well being.

Inadequate funding has therefore seriously affected the acquisition programs in many academic libraries. This is due to rapid growth of colleges, their libraries, financial pressures due to inflation and decreased donations and recent cut backs on government support. (Gatiti: 1993). Libraries are being handicapped by the diminishing budget due to inflation hence when planning a budget the rising costs should be taken into account.

There also exists a shortage of foreign currency thus making it very difficult for libraries to import materials. Musana (1991:6) says that:

\[ \text{With several other national agencies competing for a slice of the foreign exchange available nationally very few libraries get the} \]
portion they require. Consequently only a few of those can afford to have a wide range of information sources.

He adds that, the solution to the above problem lies in resource sharing. Huttemann (1985) advised that, the librarian in charge must design ways for acquiring funds from its parent organization for buying resources. It should be noted that collection development should be supported by an adequate budget so as to avoid gaps. (Nganga: 1991)

2.4 STAFFING

The success or otherwise of an information service depends entirely on the quality and the expertise of the staff. Even the most adequately stocked library in the world cannot work efficiently and comprehensively in its operations unless it has a highly trained personnel. (Harrison, 1980).

The Library Association (1965:7) guidelines state that:

Stock is a passive resource which needs good staff to enliven and exploit it.

Hence the library’s most important resource is its staff.

Revill (1987) remarked that, despite the impact of the new technology libraries are still about people.
Library staff structures therefore are very important in the process of stock selection, organization and exploitation.

However, it is unfortunate that most college libraries in Kenya lack adequate and trained personnel. This means that there is scarcity of professional librarians to undertake selection, acquisition and organization of library resources.

Ingangi (1995:44) observed that:

One of the major stumbling blocks in the effective management of information and documentation services in Africa is the lack of adequate trained manpower. This shortage of trained manpower is partly a result of lack of training institutions in Africa.

He adds that the type of training offered in most African countries was mostly at diploma and certificate levels with only a few exceptions. Onyango (1985) says that it is hoped that with the introduction of a degree course in both Moi and Kenyatta universities in Kenya, more qualified librarians would be produced.

Unfortunately it has been observed that most well trained personnel leave their countries for ‘green pastures’ elsewhere (Chakava: 1992)

The shortage of local trained staff has been a major obstacle to the rapid development and effectiveness of information systems. This situation is affected by the general lack of systematic plans for organized training for information personnel (Ingangi: 1995)
Banjo (1995: 27) says that:

*As a matter of procedure, it is useful to develop and maintain a written staff training policy containing measures for the progressive training for various categories of staff over the years of their employment.*

He says that a policy document acts as a guide for the library personnel and that it allows the information centre to follow a coherent and well focused training programme from year to year.

It is through such systematic training of the library personnel that the library is able to meet the challenges of the 21st century.

Muruli (1992: 36) states that:

*In order to meet the challenges of change, library employees must be informed of new developments in the profession.*

He adds that, orientation, on-the job training, classroom training and professional developments should be recognized as the major components of a personnel training programme. He also cautions that the training or lack of it is a major determinant of the level of employees performance.

For collection development to be effective the work of selectors should be coordinated by a trained and qualified collection development officer who is answerable to the library.

Ng’ang’a (1991: 31) insists that his/her functions should include:
• Coordination of the work of the subject specialists (selectors)
• Evaluation of the collection
• Formulation of collection development policies
• Liaison with users
• Monitoring institutional mission changes

Hence the concern for collection building should be that of adequate numbers of the right calibre of staff, deployed according to the demands and priorities of the service (Gakobo: 1985).

2.5 BIBLIOGRAPHIC CONTROL

Due to escalating growth of information there is a need for proper recording and organization of information so as to control it.

The starting point of bibliographic control should be the national bibliography which is a major instrument in the creation and improvement of the national bibliographic control which in turn leads to the development of universal bibliographic control.

Ng'ang'a (1991:31) says that:

Bibliographies are the foundation of any library collection development and resource sharing. Bibliographic control can therefore be an important activity within the national information system.

However most surveys that have been carried out in developing countries have portrayed a very poor state of bibliographic control.
Nganga (1983) observed that bibliographic control was poorly mastered due to lack of proper acquisition procedures for their national information resources, lack of publicity for newly published materials, poor state of publishing and book trade, very weak legal procedures and lack of adequate trained personnel.

Ng’ang’a (1991) on the other hand found that although Kenya had made a steady progress towards effective bibliographic control, more effort should be made towards the achievement of utmost mastery. He says that Kenya suffers from inadequate funding, lack of necessary equipment and lack of meaningful cooperation that hinder effective bibliographic control among other factors.

Another factor that has affected bibliographic control as stated by Njuguna (1983) and Ng’ang’a (1983) is lack of effective bibliographic tools. Ng’ang’a (1983) states that tools such as bibliographies, catalogues, accession lists, indexing and abstracting services, all have shortcomings that makes them to be ineffective.

Njuguna (1983) adds that Kenya lacks effective selection tools and those that exist are irregular and not very comprehensive. He argues that many local publishers do not produce catalogues for their publications.

This situation has not improved. Gatiti (1993:11) says:

*Faulty book selection is widespread in many academic libraries. This is due to failure to possess and use up-to-date bibliographies. Selection tools must be imported.*
It is known that a good selection procedure is the key to a sound acquisition programme. However, Gakobo (1985) laments that, due to poor bibliographic control and lack of adequate publicity of materials it is not possible to know what has been published locally and how to acquire it.

Every country should therefore work hard towards its mastery of bibliographic control if it is to achieve its desired goals.

### 2.6 PUBLISHING AND BOOK TRADE

For a national information system or library to be effective it must be supported by a strong book publishing trade.

Altbach (1992:1) observed that:

> The developing nations of the third world require books and other printed materials not only for students to use in schools but for societal communication at all levels from the most basic books for literacy to advanced scientific monographs.

He adds that publication of reading materials is an essential activity in society. This is because printed materials are the core of knowledge dissemination systems of all societies.

Gakobo (1985) supports this view by arguing that indigenous publishing is very necessary since imported material may not be relevant to our national needs.
However it is unfortunate that in most developing countries the industry is still poorly developed. The industry has several problems. These include:

1. **Inadequate capital**

Chakava (1992) says that this problem is felt more seriously by the small indigenous publishers. Without adequate finance not much publishing can be carried out. The publishers are therefore interested in publishing books that can sell such as text books for primary and secondary schools.

Onyango (1985), Njuguna (1984) and Chakava (1984) say that most academic and technical books are therefore not readily available in the local markets hence libraries must look for overseas markets to obtain such materials.

Chakava (1992:149) argues that:

> Academic, technical and reference books should and will continue to be imported for as long as local publishers do not have capability to publish them or as long as the numbers do not make it viable to develop them locally.

He says the solution would be to try and deal with the financial issues.

The financial problem has been on the increase due to the economic crisis of 1980's

Altbach(1992:17) says that:
Altbach (1992: 17) says that:

Economic crisis of 1980's has affected every aspect of the African society and has been especially difficult for those segments of the economy that are dependent on imports such as book publishing.

The economic crisis means that governments are not able to import the needed materials and hence the tertiary levels of education are no longer able to access to the world's knowledge.

Due to lack of adequate capital, local suppliers do not have enough money to obtain materials from the overseas markets in sufficient quantities. This problem was observed by Njuguna (1983) who adds that this lack of capital made libraries to obtain materials direct from the foreign suppliers hence denying the local suppliers business.

The importation of foreign materials is not without some obstacles. Onyango (1985) noted that such obstacles could be:

- Faulty material selection due to lack of possession of selection tools.
- Foreign exchange restrictions.
- Inadequate finance on the part of the information system.
- Procedural obstacles experienced in import licences, custom clearance and remittance of payment for materials obtained.
Njuguna (1983) observed that lack of communication between the overseas book sellers and libraries in Kenya was also another serious obstacle in stock selection and acquisition.

Whenever the information system could obtain money to buy materials problems of delays was experienced. The imported materials therefore may take time to arrive. The question here is how up-to-date and timely are they? The most disappointing factor is that you may wait for several months only to receive the message that the book is "out of stock" "out of print," "reprinting or not yet published". Online services could solve this problem.

Despite the inflation in Kenya the government must try to exempt all information resources from taxes, remove import duties where they exist and improve budgeting and accounting procedures. This aspect should be given a lot of attention since no country will ever progress without a library.

2. **Inadequate trained personnel**

Chakava (1992) notes that there is lack of adequate and qualified personnel in areas such as editing, proof reading, designing, binding etc. It is such lack of adequate personnel that led to creation of a field of Information Science in Moi University.
but most graduates get better jobs outside in other organizations or in other countries.

3. **Distribution of books**

This is very difficult. Chakava (1992) noted that this was due to the fact that there are not so many bookshops to do distribution and most bookshops are located in town.

4. **Inadequate book reviewing media**

We do not have adequate book reviewing media except for a few newspapers that take the responsibility and these newspapers may not reach rural areas hence there are no marketing strategies for materials and marketing outside Kenya is almost nil.

5. **Lack of national policy**

There is lack of a national policy on material development hence no guidance on book industry. On this point Chakava (1992:137-138) argues that:

> There is no government policy that controls, regulates, coordinates and stabilizes the overall behaviour of the industry......

6. **Copyright law**

There is no effectiveness on copyright laws. Without effective copyright laws publishers works are not protected and their creativity diminishes.
7. **Lack of regional cooperation in publishing**

Altbach (1992) says that lack of regional cooperation in publishing in Africa has been an hindrance to the growth of publishing.

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8. **Authorship**

Makotsi & Nyariki (1997) noted that, there is a general lack of experienced and knowledgeable general authors.

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9. **High rate of illiteracy**

Makotsi and Nyariki (1997) argue that illiteracy limits the number of people who can read thus reducing potential buyers.

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10. **Multiplicity of languages**

Chakava (1992) says that, there are more than 30 African languages spoken in Kenya apart from Swahili. It is expensive therefore to produce books in a language spoken by very few people.

More attention should be directed to the 21st century which is going to be driven by knowledge. Information sources will be necessary for growth of knowledge.
2.7 THE IMPACT OF INFORMATION TECHNOLOGY ON COLLECTION BUILDING

Ng'ang'a (1991) states that, it is necessary for collection developers to be aware of the existence of Information Technology and its impact.

As Salanje (1995) notes, Information Technology has changed the whole world as it affects all aspects of human life hence the librarian cannot afford to ignore it.

Njuki (1997:3) adds that:

Information is vital resource for development and therefore the efficiency with which it is produced and made available to its consumer is a subject of great importance.

Library automation and electronic publishing have had a great impact on collection building as noted by Chamberlain (1989). She further adds that automated acquisitions are no longer confined to ordering and receiving only.

Boss (1982:1) supports Chamberlain by adding that:

Acquisition operations encompass the selection, ordering, claiming, receipt, payment and accounting of library materials.

Day (1995) states that Information Technology presents a big opportunity that can open up a whole world of knowledge which might not otherwise be easily available to users.
Boss (1982) observes that librarians have been attracted to the use of Information Technology for various reasons:

- Possibility of realizing reduction of cost containment.
- The speed with which orders are dealt with.
- Achieving better financial control.
- Achieving records control.
- Ease with which resource sharing can be attained.
- Improving management of information.
- Pressure by vendors who already are using the new technologies.

Hence Information Technology enhances efficiency and effectiveness of library operations.

In Kenya Information Technology has been received with both negative and positive attitudes.

Njuki (1997) notes that those who support it have included some of its aspects in their operations. Thus there is need for the government to come in and assist especially small libraries.

Salanje (1995:19) says that:

> The government should study the new technology, define its relevance and be able to advise the book professions accordingly.
Those against Information Technology on the other hand base their argument on certain drawbacks:

- Lack of equipment and manpower - There is lack of trained personnel and lack of equipment for computerization. Information Technology is said to be very expensive.
- Users may experience health hazards posed by use of computers.
- The problem of handling non print materials during automation
- The fear that computers are job snatchers
- Lack of funds- Large amount of money is required for initial implementation and also for maintenance.
- There is poor power supply which is very unreliable in most third world countries.
- Lack of local databases hence the requirement to connect to international databases which are costly.
- Infringement of copyright laws hence laws are not being adhered to. (Njuki :1997)

However Day (1995) insists that if used properly Information Technology can reinforce the librarian as the active provider enabling the information to be accessed and aiding in instruction and technical support.

It is so unfortunate to note that researches have shown that Africa is not fully prepared for the set of challenges to be brought by the 21st century.

The *Daily Nation* (Dec. 7, 1998), states that the 21st century would be one of more advanced and escalating changes and yet the continent is hardly prepared for the
challenges to be brought by such changes. It adds that since the 21st century is going to be one of advanced technology and skills, Africa risks being thrown into the back waters of human development.

On collection development Day (1995:60) laments that librarians are still buying information sources for their users. She poses the following questions?

*With vast pools of digital information becoming available through electronic networks, should the library still house information?*

*When should we buy hard copies and when should we make them available electronically? What proportion of our budget should go towards access to information? Should we allow users direct access or are librarians still going to serve as intermediaries?*

She adds that faced with the challenges of the 21st century the users will require just in time information to help them meet their needs hence the user would want information at just a push of the button and in the right form hence the librarians dream should be to work in a library without walls and books without pages.

The librarians must re-engineer the information service to serve the changing needs of its users and provide more personalized and customized service. The librarian needs to be more concerned with the quality of information more than its form of delivery.

However, it is unfortunate that most libraries in Kenya are very small in size serving only a few specialized kind of clientele who in most cases know what they want from the library.
They have therefore not yet been faced with serious problems that would make automation a matter of necessity. (Were: 1986).

There is need to create awareness among local librarians on the positive capabilities of computers.
CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter establishes the strategy through which data was collected and used in answering the research questions to attain the set objectives. This strategy involved selection of the research sample procedure, administration of the research tools procedure and subsequent analysis of data.

3.2 Research Sample

This consisted of the principal, teaching staff, the librarian in charge and the students in selected technical training institutes in Machakos, Nairobi and Thika districts.

The researcher used simple random method in the selection of the institutions. The study was restricted to a few (5) selected technical training institutes in Machakos, Nairobi and Thika districts.

Three institutions were selected from Nairobi district due to the fact that the district has more technical training institutions than Machakos and Thika districts.

Stratified sampling technique was used in the selection of the teaching staff and the students. Teachers were grouped according to the departments that they belong to. The
students were grouped by the year of study. Then one teacher was chosen at random from each of the five main departments. Five students were picked at random from every year of study.

3.3 Instruments

The study consists of:

- Four different questionnaires.
- Observation.
- Unstructured interviews.

3.3.1 Questionnaires.

The field work mainly relied on the questionnaires. All the questionnaires had both closed and open-ended questions. There was a questionnaire for the principal, for the teachers/tutors, for the librarian and for the students.

The Principal's questionnaire covered the following aspects: general information about the institution, staffing, budget allocation for the library, Information Technology, information on collection development, problems encountered in collection development and possible solutions.
The librarian's questionnaire required information on staffing, resources, library budget, Information Technology, bibliographic control, collection development issues, problems of collection development and possible solutions.

The teachers' and students' questionnaires aimed at finding out whether they were involved in the selection of the materials, their impression and evaluation of the library resources in terms of adequacy and relevance in meeting their needs, their opinions in terms of qualification and adequacy of the library staff.

3.3.2 Unstructured interview

The researcher had discussions with both the college administrators and the library staff in form of unstructured interviews. These unstructured interviews were to bring out clarification of some specific points. It was also hoped that the unstructured interviews would throw light into some areas that the questionnaire might not have adequately covered. All the answers were recorded.

3.3.3 Observation

The researcher visited the selected technical training institutions and made casual observation of the size of the collection, its diversity and also checked on the qualifications and adequacy of the library staff. This observation gave the researcher a first hand knowledge of what she would get in the responses to the questionnaire and this facilitated counter-checking of the accuracy of the answers given by the respondents.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter seeks to give a report of the results of the study which was conducted using questionnaires, unstructured interviews and observation. The researcher aimed at investigating the problems facing libraries in technical training institutes in Kenya with reference to collection development with a view to suggesting some possible solutions to the problems.

The information gathered was analyzed, presented and discussed as per the objectives and research questions of the study.

The information was grouped according the major aspects of the study, Viz,

- Collection development
- Library budget
- Library staff
- Bibliographic control
- Publishing and book trade
- Impact of IT on collection development
- Difficulties encountered, recommendations and solutions to the problems.
4.2 DATA FROM THE PRINCIPALS

All the five questionnaires given out to the principals (appendix B) were returned.

4.2.1 COLLECTION DEVELOPMENT

4.2.1.1 Collection development policy.

From observation, unstructured interviews and questionnaires, the researcher realized that collection development policies were non-existent in most institutions (60%). Only two institutions (40%) said they had a collection development policy.

The two principals in the two institutions were asked if they updated their collection development policies and they both said they did not.

4.2.1.2 Acquisition of Materials.

The principals were asked to state the ways in which they acquired materials and some gave more than one response. Their responses are tabulated in the table below.

Table 1: How the library acquires its materials

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Exchange</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Donations</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Purchasing</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>
The main ways in which all the five institutions acquired their materials were through purchasing and donations. Other ways of acquisition of materials were through exchange (40%) and gifts (20%).

Through conversations with principals, the researcher found out that most donations came from outside countries. It was also found that sometimes the institutions received materials that they did not require.

In response to a question on whether they were involved in inter-library loaning only two respondents (40%) stated that they were involved.

4.2.1.3 Types of Resources

Out of the five principals interviewed, only one principal (20%) said that he had both print and non print materials in the library. From further discussion, it was found out that the institution that had both print and non print material had only an overhead projector which was not functional and was kept in a departmental store.
The principals response to the need for non print materials was as follows:

### Table 2: The response to the need for non print materials

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgently needed</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Needed</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Less needed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not needed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Most respondents, (80%) said that there was an urgent need for non print materials. One respondent, (20%) said that he just needed non print materials.

#### 4.2.1.4 Stock relevance and adequacy

Certain questions were asked in an attempt to find out the courses taught in technical training institutes and also to get the principals views regarding relevance and adequacy of library resources.

All the respondents (100%) said that they offered technical oriented courses in their institutions. These were:

- Electrical Engineering
• Mechanical Engineering
• Secretarial Studies
• Automotive Engineering
• Marketing
• Food and Beverage
• Garment Making
• Carpentry and Joinery

Kiswahili, English and Social studies were taught in 60% of the institutions as support subjects.

Other courses taught in the institutions in this study were listed as follows:

• Proficiency skills course (40%)
• Store keeping (40%)
• Applied and Analytical Biology (20%)
• Science Laboratory Technology (20%)
• Masonry (40%)

Surprisingly, in 60% of the institutions which offer Mechanical Engineering course, most vehicles in their compounds are grounded. This information was given by the principals to the researcher through casual conversations and this shows that most technical training institutions lack relevant facilities to see them through the practical content of their courses. No effective learning can be achieved in such a situation. It is no wonder that all
the respondents (100%) rated their materials as slightly suitable. This shows that the stock leaves a lot to be desired.

From observation and unstructured interviews the researcher found that all the libraries (100%) involved in the study were sustained by books donated in the 1970’s and 1980’s. One wonders how a scientist could be trained using books published in 1970’s most of which have been rendered obsolete by new scientific discoveries and research. The principals (100%) lamented that the libraries were inadequately equipped.

The respondents were asked to give their responses concerning the need for more relevant and up-to-date materials. All the respondents (100%) asserted that relevant and up-to-date materials were urgently needed.

4.2.3 LIBRARY BUDGET

Table 3: Sources of Finance.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO.</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Donors</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Government</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
In all the five institutions, the researcher found that parents and donors were the main financiers.

Asked to give an estimate of the budget allocation for the library for the year 1998, the principals gave the following responses:

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Less than 5,000/=</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5000/= to 10,000/=</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10,000/= to 50,000/=</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Over 100,000/=</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

The price of books has risen so much that unless adequate funds are provided it will not be possible to acquire a balanced collection. From the above table, the budget allocation is minimal. This is because majority of the respondents (60%) have a budget allocation of between KShs.10,000/= to 50,000/= . There is very little than can be purchased with such amount of money today.
None of the institutions (0%) in the sample had increased the stock to parallel with the increasing enrollment of students.

From conversations with the principals of the five institutions in the sample the researcher confirmed that in most institutions (80%) there was no consistency in funds allocation and there were no criteria for allocation for annual grants for materials. The researcher concluded that purchasing of materials was not a top priority.

When asked to give their responses on the need for more money for the library, all the respondents (100%) stated that money was urgently needed. This stresses the fact that a regular supply of funds is the first requirement in the process of building up a collection and hence it should be available and adequate.

4.2.4 LIBRARY STAFF QUALIFICATIONS AND ADEQUACY

From the unstructured interviews, the study revealed that all the untrained staff in the five institutions were employed by the Boards of Governors. There was only one para-professional who was also employed by the Board of Governors. The tutor-librarians were on the other hand employed by Teachers Service Commission.

When asked what criteria was used to employ the library staff, the principals gave the following responses as indicated in table 5.
Table 5: Criteria used to employ Library staff.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Experience</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Ability</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Interest</td>
<td>2</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

Some respondents gave more than one response, hence the high number of responses on the table above.

It appears that employment is based more on experience (60%) at the expense of qualifications (20%), a trend which should not be relied upon. Another criterion used as shown in the table above was ability (20%). Two of the respondents (20%) said that those tutors who had the interest were also made in charge.

In all the institutions (100%) in the sample, training for the untrained staff was not undertaken and there was also no training for the tutor-librarians too.

All the respondents (100%) admitted that there was an urgent need for trained library staff to man the libraries.
Five respondents (100%) said that the library staff were not adequate to undertake library operations.

4.2.5 EFFECTS OF INFORMATION TECHNOLOGY (IT) ON COLLECTION DEVELOPMENT

None of the five principals (0%) interviewed indicated that they had computers in their libraries. Four (80%) of the respondents admitted that they had computers which were installed in the administration offices for aiding in administration activities only.

From the data collected, 60% of the respondents reported that IT (Information Technology) had not yet had any impact on collection development. This response is tabulated below.

Table 6: How IT has affected collection development.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>
4.2.6 PROBLEMS ENCOUNTERED IN COLLECTION DEVELOPMENT

On being asked to list the major problems faced by the libraries in collection development, the principals gave the following responses.

Table 7: Problems faced in collection development

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Cost of material</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Scarcity of technical material</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Ordering delays</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Lack of qualified staff</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
</tbody>
</table>

All the respondents (100%) reported that high cost of materials and scarcity of technical materials were major problems in collection development. This was followed by ordering delays (80%) and lack of qualified staff (40%) respectively.
4.3 DATA FROM THE LIBRARIANS

A total number of five questionnaires were given to the librarians and all were returned.

4.3.1 COLLECTION DEVELOPMENT

4.3.1.1 Collection development policy

The information given by the librarians to the effect that there was a collection development policy corroborated the information given by the Principals. This is because out of the five librarians, two (40%) admitted that there existed a collection development policy which they all agreed was not effective.

One observation noted was that the collection development policy was not documented. The only time there was anything on collection development policy was when it was put down in the form of minutes during meetings deliberating on purchasing of materials.

The objectives of the collection development policy are listed below as per the information given by the respondents (40%) who confirmed to have had a collection development policy.

- To guide on the selection and acquisition of materials.
- To ensure a balanced collection
- To ensure consistency in the selection and purchasing of materials.
Majority of the respondents (60%) said that they did not have a collection development policy. They gave the following as the reason(s) as to why they did not have one:

Table 8: Reasons for not having a collection development policy

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No trained librarians to formulate one</td>
<td>2</td>
<td>3</td>
<td>66.6</td>
</tr>
<tr>
<td>Lack of funds</td>
<td>2</td>
<td>3</td>
<td>66.6</td>
</tr>
<tr>
<td>Lack of involvement in collection development</td>
<td>1</td>
<td>3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

4.3.1.2 Library Committee

Most of the respondents (80%) reported that there was a library committee in their institutions. They gave the composition of their library committees as follows:

Table 9: Composition of the library committee

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor-Librarian</td>
<td>3</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>Deputy Tutor-Librarian</td>
<td>1</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>1</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>The Principal</td>
<td>3</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>The Librarian</td>
<td>1</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>
The tutor-librarians and the principals (75%) form the majority of the membership.

The respondents gave the functions of the committee as:

- To purchase books (75%)
- To co-ordinate the library operations (50%)

One out of five respondents (20%) said that they did not have a library committee and the reason they gave was that the purchasing of library materials was done by the administration.

4.3.1.3 Acquisition of Materials

All the respondents (100%) said that they mainly acquired their materials through purchase and donations. Two out of five, (40%) said that they also acquired materials through exchange of materials with other libraries.

The librarians gave similar responses as the principals concerning resource sharing. Two (40%) reported that they were engaged in resource sharing with other libraries while 60% of respondents admitted that they did not.
When asked how resource sharing had affected collection development those who had said that they were involved in resource sharing gave the following responses.

**Table 10: Impact of Resource Sharing on collection development.**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of required material</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Cost saving</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Time saving</td>
<td>1</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>

The 60% who said that they were not involved in resource sharing gave the following reasons as to why they did not get involved in inter-library lending. (see table below)

**Table 11: Reasons why some librarians were not involved in Resource Sharing**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library was still at its infancy stage</td>
<td>2</td>
<td>3</td>
<td>66.6</td>
</tr>
<tr>
<td>No guidelines on resource sharing</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Long distances from one library to another</td>
<td>1</td>
<td>3</td>
<td>33.3</td>
</tr>
</tbody>
</table>
4.3.1.4 Stock selection

The respondents were asked to indicate who did the selection of the materials and their responses are presented in table 12.

**Table 12: Stock selection**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>The Librarian</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Students</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

All the respondents (100%) reported that the teaching staff were involved in material selection and 60% of the respondents mentioned the librarians. Only 20% noted that the principal was involved in the selection of materials. The same percentage of respondents said that students were involved in the selection.

4.3.1.5 Bibliographic Tools

All the respondents (100%) reported that they used publishers catalogues in the selection of materials. Bibliographies were also used by 60% of the respondents.
100% of the respondents said that the main criteria they used in the selection of the materials were relevance and up-to-dateness of the materials.

4.3.1.6 Evaluation

On responding to a question on evaluation of materials, 100% of the respondents said that they did not evaluate their library collections.

The reasons they gave for not evaluating the library resources are:

- The materials are too few
- Lack of time
- Lack of manpower
- Lack of evaluating skills.

Majority of the respondents (60%) indicated that they did not weed their collection. The other two respondents (40%) stated that they weeded their collections. They weeded their collections for the following reasons:

- To remove worn out materials
- To discard un-used materials
- To remove out-dated materials

For the 60% of the respondents who said that they did not weed, they gave the following reasons for not weeding:

- Resources are too few hence if weeding was done the library would remain empty
- Lack of time
- No qualified staff to do weeding

It can therefore be concluded that laziness and lack of qualified personnel were the main reasons for the librarians reluctance to weeding of library collections.

4.3.1.7 Security of Library Materials

The librarians were asked to enumerate the security measures they undertook to protect their material from theft and mutilation. Below is a table showing their responses:

Table 13: Security measures for the library materials

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows and doors heavily secured</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Materials checked for mutilation when being returned</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Prohibition of heavy clothing</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Labeling of items</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Users inspected as they walk out</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Imposition of stiff penalties</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

The main ways in which all the five institutions(100%) ensured the protection of their materials from mutilation and theft were through checking of the materials for any mutilation before accepting them back, labeling of the materials and the inspection of users.
as they walk out. 60% of the respondents said that they had their library windows and doors heavily secured. The same percentage of the respondents said that they prohibited their library users from wearing heavy clothing such as rain coats.

The respondents were asked to state the methods they used to preserve and conserve their materials. The librarians were free to give as many responses as possible and they are tabulated in table 14 below.

Table 14: Methods used in preservation and conservation of materials.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dusting shelves daily</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Binding of materials</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Use of pesticides</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Careful handling of materials</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Proper ventilation</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

All the respondents 100% indicated that they dusted their shelves. Four of the respondents (80%) said that they handled their materials carefully. Binding and use of pesticides respectively was given by 60% of the respondents as a way of conservation and preservation while 20% said that they ensured proper ventilation in the library.
4.3.1.8 Types of Resources

All the five librarians (100%) admitted that they did not have non-print materials in their libraries. When further interviewed by the researcher, 2 (40%) said that there were radios and overhead projectors in their institutions but they were kept in a departmental store. In all the institutions there were televisions housed in the dining halls for entertainment purposes.

4.3.1.9 Adequacy and relevance of library resources.

Table 15: Rating the adequacy and relevance of the library materials.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairly satisfactory</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Not satisfactory</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Asked to rate the library resources in their institutions in terms of their relevance and adequacy to the needs of users, all (100%) rated their resources as fairly satisfactory. We can therefore conclude that the materials are not able to meet the needs of users entirely.
It is therefore evident from the above responses that the library resources leave a lot to be desired.

4.3.2 LIBRARY BUDGET

100% of the respondents in the sample said that their libraries did not generate any income. They all agreed that the library income came from the parent organization.

When asked if there was a departmental book grant, all the librarians said that there were no such grants.

None of the respondents felt that the budget allocation for the library was adequate. This is shown in the table below.

Table 16: Adequacy of Budget Allocation.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

40% of the respondents said, if the budget had been enough then they would have had adequate resources both human and material. 60% of the respondents said that if the budget allocation had been enough then they would have pressurized the administration to automate library services.
From unstructured interviews the researcher found that in 50% of the institutions, the annual budget were unknown to librarians. This does not augur well for the development of library collections.

4.3.3. ADEQUACY AND QUALIFICATIONS OF THE LIBRARY STAFF

4.3.3.1 Qualifications

None of the institutions in the sample had a professional librarian manning the library. (60%) had tutor-librarians while one (20%) had a para-professional in charge of the library. A non-professional was also in charge of one of the institution’s libraries too.

The respondents were asked to describe the criteria they used to deploy employees into various sections of the library. They gave the following responses.

Table 17: Criteria used for deployment of staff in various sections.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Area of specialization</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Employee's personality</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Employee's preference</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Experience</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Commitment</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Trustworthiness and honesty</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
It can be seen from the table 17, that the majority of the respondents (60%) used employee’s personality and experience respectively as criteria for deploying staff in different sections of the library. Commitment and employees preference (40%) came as the second important criteria for deployment of employees in various sections. Trustworthiness and honesty came third. None of the respondents indicated qualifications and specialization as criteria for staff deployment into various sections of the library.

When asked if they considered the library staff well trained to man the libraries, the respondents said that they did not. All the respondents (100%) indicated that the library staff lacked technical skills and that they were not professionally trained.

Just like the principals, all librarians (100%) admitted that there was neither training offered to the untrained personnel nor was there any for the tutor-librarians.

4.3.3.2 Adequacy

Responding to a question on the adequacy of the library personnel all the respondents (100%) reported that the library personnel was not adequate. The researcher through conversations with the librarians noted that the library staff in all the institutions in the sample were few in number hence some important sections in the library were left unattended.
The respondents were asked to enumerate ways in which the problem of lack of trained and adequate personnel can be solved. Their responses are tabulated in table 18.

**Table 18: How to solve the problem of lack of trained and adequate library personnel.**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize in-service courses for the staff</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Sponsor people to undertake library training</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Increase library staff salary</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Employ trained personnel</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Organize seminars &amp; workshops for the library staff</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
</tbody>
</table>

According to this table, the highest number of librarians, which was four (80%) observed that, increase of library staff salary and employment of trained staff respectively could overcome the problem of the lack of trained and adequate personnel. Second in rank (60%) were the responses which indicated that the offering of in-service courses, seminars and workshops and the sponsoring of people to undergo courses on librarianship could help solve the problem of lack of trained and adequate personnel.

### 4.3.5 BIBLIOGRAPHIC CONTROL

The researcher used unstructured interviews to find out the impact of bibliographic control on collection development. Her main objective here was to find out how the institution’s
librarians identified, discovered and verified information sources. It was revealed by all the respondents (100%) that collection, organization and dissemination of information about documents in Kenya was very poor hence it was very difficult for them to locate and identify appropriate documents for acquisition.

When asked to state the tools for bibliographic control that they were aware of, all the respondents indicated that they were aware of both library catalogues and publishers catalogues. 60% were aware of bibliographies. Abstracts indexes and accession lists were unknown by 60%, 40% and 20% respectively.

4.3.5 EFFECTS OF PUBLISHING AND BOOK TRADE ON COLLECTION DEVELOPMENT.

From unstructured interviews and questionnaires, the researcher discovered that most technical books required by the technical training institutions are not readily available in the local bookshops so the authorities have to look for overseas agents to supply them with recommended texts and the other materials. Such arrangements of acquisition have been met with very many obstacles such as lack of funds, procedural difficulties and foreign exchange restrictions as stated by the respondents.

All the respondents (100%) reported that they ordered materials from overseas agents and wholesalers who in turn acquired the materials for the libraries from overseas. Only 20% said that they also acquired materials from local publishers.
Asked to tell how well the local book trade satisfies their material demands the respondents gave the following responses:

Table 19: Evaluation for the Local Book Trade

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Adequately</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adequately</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairly Adequately</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not adequately</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

This reveals that the local book trade does not satisfy the needs of technical training institutions. They all said that Kenya does not have many locally published college books.

4.3.6 IMPACT OF IT (INFORMATION TECHNOLOGY) ON COLLECTION DEVELOPMENT

None of the institutions in the sample had computers installed in the library.
Table 20: **Reasons for the lack of automation of libraries.**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of finance</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Library too small to automate</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>No pressure from users</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>No computer literate personnel</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

100% of the respondents indicated that lack of finance and computer literate personnel were the main reasons why they had not automated their services while 40% and 20% respectively said that the library was too small to justify automation and that there was no pressure from users to automate.

4.3.1.4 **Benefits of using IT (Information Technology)**

The librarians were asked to state the benefits that can accrue from the use of new technology in the libraries.
The following are the responses they gave.

**Table 21: Benefits of using IT (Information Technology) in libraries**

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Facilitate lending</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Convenience</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Effective storage</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Accuracy</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Ease communication if on-line</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
</tbody>
</table>

100% reported that computerized services would be faster to render and 60% said that they simplified library operations and the same percentage of the respondents said that computers eased communication if on-line. 40% of the respondents also indicated that new technology could save storage space of materials and 20% said that new technology could ensure accuracy of information received.

When the librarians were interviewed, they also reported that the new technologies could facilitate inter-library lending of materials among libraries and could also enable access to up-to-date information. They could also be less labour intensive.
All the respondents agreed that the new technologies were therefore necessary for the technical college libraries.

4.3.7 PROBLEMS ENCOUNTERED IN COLLECTION DEVELOPMENT

All the libraries experienced a number of drawbacks concerning collection development.

They reported the following problems as summarized in Table 22.

Table 22: Problems encountered by librarians in collection development.

<table>
<thead>
<tr>
<th>Problems</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Lack of finance</td>
<td>5</td>
</tr>
<tr>
<td>Lack of trained personnel</td>
<td>5</td>
</tr>
<tr>
<td>High cost of materials</td>
<td>3</td>
</tr>
<tr>
<td>Lack of IT</td>
<td>2</td>
</tr>
<tr>
<td>Communication problems</td>
<td>2</td>
</tr>
<tr>
<td>Theft of materials</td>
<td>1</td>
</tr>
<tr>
<td>Lack of adequate preservation and conservation measures</td>
<td>1</td>
</tr>
<tr>
<td>Ordering delays</td>
<td>3</td>
</tr>
<tr>
<td>Lack of Technical materials</td>
<td>3</td>
</tr>
<tr>
<td>Inadequate selection tools</td>
<td>4</td>
</tr>
</tbody>
</table>
The respondents were asked to describe how they could solve the problems encountered in collection development. The various solutions given by the five librarians were:

Table 23: Solutions to the problem of collection development

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Install security systems</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>The library to solicit for donations very aggressively</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Library to generate its own income</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Try to strengthen inter-library co-operation</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Measures should be undertaken to strengthen the listing of information sources</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

100% of the respondents recommended for the strengthening of inter-library co-operation while 80% recommended that the library should solicit for donations very aggressively to revamp its collections. The need to install security systems and for the library to generate its own income respectively was recommended by 60% of the respondents. Another solution given by 20% of the respondents was that, measures should be undertaken to strengthen the listing of information sources.
4.4 DATA FROM THE TEACHERS

Out of the twenty five questionnaires distributed to teachers/tutors twenty one were returned.

4.4.1 COLLECTION DEVELOPMENT

4.4.1.1 Selection of materials

Nine of the respondents (43%) said that they were involved in material selection of their subjects while twelve (57%) revealed that they were not involved in the same. This information is presented in the table below.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NO.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

The teachers gave various reasons as to why they were not involved in the selection of materials:

- Selection is normally done by the tutor-librarian and the administration (58%)
- Selection is usually done by the H.O. D (heads of the departments) in conjunction with the principal according to 33.3% of the respondents.
One of the respondents who had indicated that they were not involved in selection of materials did not give any response.

4.4.1.2 Types of Resources

The researcher was interested in finding out the type of non-print materials found in the various libraries. Only three respondents (14.3%) said they had non-print materials in the library.

When asked if they used non-print materials in their teaching they all (100%) admitted that they did not.

The reasons they gave for not using non-print materials were:

- The non-print materials were not available according to some respondents (81%).
- The projector has a mechanical problem (3%).

Some respondents gave more than one response.

None of the respondents (0%) gave any response concerning the problems they experienced in using non-print media. The reason for this was that there were hardly any non-print materials in the colleges involved in the study.
4.4.1.3 Adequacy and relevance of Resources

The researcher tried to find out where the teachers/tutors got their materials for lesson preparation. 51.1% of the respondents said that they acquired materials from the college library. 47.6% of the teachers acquired materials from their departmental store and the same percentage of respondents acquired materials from their home library. Those who acquired materials from other institution’s library were 23.8%.

Amongst the reasons that teachers gave for the use of the above libraries were:

- Shortage of relevant materials in their subjects in the college library.
- Inadequate variety of library resources in the college library.
- Convenience and accessibility to the departmental store.
- The library is rarely open.
- Home library collections are more relevant to the teachers area of specialization.
- Other institutional libraries have relevant materials.

The teachers were asked to rate the college library resources. Their responses were given in table 25.
Table 25: Rating of College Library Resources

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairly Adequate</td>
<td>10</td>
<td>47.5</td>
</tr>
<tr>
<td>Inadequate</td>
<td>11</td>
<td>52.5</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the respondents (52.5%) described the resources as inadequate while 47.5% said that they were fairly adequate. This shows that the library resources were unsatisfactory.

4.4.2 BUDGETING

All the respondents (100%) said that they were not aware of any departmental book grant and none of the respondents was satisfied with the budget allocation for the materials.

4.4.3 LIBRARY STAFF ADEQUACY AND QUALIFICATIONS.

The teachers were asked to describe the library staff in terms of adequacy and qualifications. With regard to adequacy 19 out of 21 respondents (90.4%) reported that the library staff were too few to be adequate. Twenty out of twenty one (95.2%) indicated
that the library staff were not qualified. The above data corroborates information given by both the principals and librarians in charge of the library.

4.4.4 PROBLEMS FACED IN SELECTION AND ACQUISITION OF MATERIALS.

One of the objectives of the study was to investigate problems that teachers encountered in as far as selection and acquisition of materials was concerned. Their responses are ranked below in order of priority:

- Inadequate finance (100%)
- Scarcity of technical materials locally (90.4%)
- Lack of up-to-date bibliographies (90.4%)
- Lack of qualified personnel to give guidance on selection of materials (47.6%)
- Lack of participation in the selection (38%)
- Delays in receipt of materials (23.8%)
- Unavailability of book lists and catalogues (14.2%)
Table 26: Suggestions for solving the problem of selection and acquisition of materials.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair allocation of funds from the institute’s kitty</td>
<td>21</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Being more aggressive in placing orders</td>
<td>2</td>
<td>21</td>
<td>9.5</td>
</tr>
<tr>
<td>Encouraging local publisher to publish technical books</td>
<td>5</td>
<td>21</td>
<td>23.8</td>
</tr>
<tr>
<td>Provision of catalogues and up-to-date bibliographies</td>
<td>16</td>
<td>21</td>
<td>76.1</td>
</tr>
<tr>
<td>Improve publishing and book trade</td>
<td>6</td>
<td>21</td>
<td>28.5</td>
</tr>
</tbody>
</table>

100% of the respondents said that fair allocation of funds from institutes kitty could solve the problem of selection and acquisition of materials. This was followed by 76.1% respondents who suggested that there should be provision of catalogues and up-to-date bibliographies.
4.5 DATA FROM STUDENTS

For the students questionnaire (Appendix E) 75 questionnaires were distributed and 70 were returned.

4.5.1 COLLECTION DEVELOPMENT

4.5.1.1 Acquisition of materials

The students were asked if they were consulted when books and other materials are acquired by the library. Their responses are tabulated in the table below.

**Table 27: Acquisition of materials**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the respondents (60%) reported that they were not consulted when materials were being acquired in the library while 40% of the respondents indicated that they were involved in the selection. This therefore suggests that a majority of the students were active participants in the selection and acquisition of library materials.
For those who had indicated that they were involved in acquisition of resources, they said that they stated their preferences through their heads of departments, hence they were not directly involved.

4.5.1.2 Types of Resources

With a view to getting information from students concerning the type of materials found in their libraries, students were asked to indicate if they had print and non print materials in their libraries. All the respondents (100%) indicated that they lacked non-print materials. Print materials were available in all the libraries.

Students were then asked to rate the print and non print materials and the following scales were given to rate them; good, fairly good, poor and non existent

This is tabulated in table 28.
Table 28: **Rating of Library Resources**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>Fiction</th>
<th>Non Fiction</th>
<th>References</th>
<th>Non Print Materials</th>
<th>Computers</th>
<th>Journals and periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>4.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fairly good</td>
<td>10</td>
<td>14.3</td>
<td>10</td>
<td>14.3</td>
<td>3</td>
<td>4.3</td>
</tr>
<tr>
<td>Poor</td>
<td>57</td>
<td>81.4</td>
<td>60</td>
<td>85.7</td>
<td>67</td>
<td>95.7</td>
</tr>
<tr>
<td>Non existent</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>57</td>
<td>18.6</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td>70</td>
<td>100</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

It is clear that most of the materials fall in the categories of fairly good, poor and non-existent. It is unfortunate that non print materials and computers fall under the category “non-existent” yet they play a very important role in the teaching and the learning process.

4.5.1.3 Adequacy and relevance of the library resources.

On being asked to give their opinions on the recency and relevance of the library resources the students had this to say: (see table 29)
Table 29. *Recency and relevance of library materials*

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up-to-date and relevant</td>
<td>0</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>Fairly up-to-date and relevant</td>
<td>60</td>
<td>70</td>
<td>85.7</td>
</tr>
<tr>
<td>Out-dated and irrelevant</td>
<td>10</td>
<td>70</td>
<td>14.3</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>70</td>
<td>0</td>
</tr>
</tbody>
</table>

60% of the students described library resources as fairly up-to-date and relevant. 10% of the respondents mentioned that the resources were inadequate and irrelevant. This, therefore means that the library resources in all the institutions were not good and relevant enough to meet the needs of the users.

In response to a question asking students to describe the library in terms of provision of adequate materials, the students gave the following responses. See table 30.
Table 30: Adequacy of library materials

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Fairly good</td>
<td>33</td>
<td>47</td>
</tr>
<tr>
<td>Poor</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Fairly good response was ranked first by thirty three respondents (47%). It was followed by the poor response (39%). The response ‘good’ had the least number of respondents.

4.5.2 LIBRARY STAFF ADEQUACY AND QUALIFICATIONS

The researcher was interested in finding out the students opinions on library staff adequacy and qualifications.

Their opinions are expressed in table 31.
A large number of the students (71.4%) indicated that the qualifications of the library staff were unknown to them. Delays in the issuing of materials due to shortage of staff was mentioned by 52.8% of the students. 45.7% of the respondents indicated lack of adequate personnel to undertake library operation as a factor affecting collection development. This was followed by a 41.4% of respondents who said that the limited opening hours were due to shortage of staff.

4.5.3 BUDGETING

When asked if they were willing to pay for some library operations the students’ responses were as tabulated in table 32.
Table 32: Payment towards library operations.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>28.5</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>71.5</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in the table 32, 71.5% of the students said that they were not willing to pay for some library operations while the rest (28.5%) answered in the affirmative.

4.5.4 SUGGESTIONS CONCERNING IMPROVEMENT OF LIBRARY COLLECTIONS

The students were asked to state ways of improving library collections. They gave the following suggestions. (see table 33)
### Table 33: Students recommendations for improvement

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More relevant and new materials</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>A spacious library</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Provision of a variety of Resources</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>More involvement of students during acquisition of materials</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Adequate Staff</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>More newspapers and magazines</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>More supervision</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
5.0. SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.1. Introduction

This study focused on the problems facing libraries in technical training institutions in Kenya with reference to collection development.

This chapter summarizes the findings of the study and makes conclusions and recommendations based on the findings of the study as analyzed in chapter four. The summary is based on the various aspects of the study which were as follows:

- Collection development
- Library budget
- Library staff
- Effects of bibliographic control
- Effects of publishing and book trade on collection development
- Impact of IT (Information Technology) on collection development
- Difficulties encountered, recommendations and solutions to the problems.
5.2 SUMMARY OF FINDINGS AND CONCLUSIONS

5.2.1 COLLECTION DEVELOPMENT

5.2.1.1 Collection development policy

The study revealed that collection development policies were non-existent in most institutions (60%) in the study. Those institutions which had one (40%), admitted that it was not in written form and not updated.

The study also revealed that, lack of trained library personnel and lack of funds were some of the reasons as to why majority of the institutions (60%) did not have a collection development policy.

Unless there is an effective collection development policy, selectors cannot be in a position to work with greater consistency and effectiveness towards defined goals. A collection development policy sets the basic parameters of collection development.

Majority of the institutions (80%) had a library committee but the researcher realized that it was not actively involved in library operations.

5.2.1.2 Acquisition of materials

Both the principals and the librarians in-charge stated that the main ways in which they acquired materials for their libraries were through purchasing and donations. These were followed by exchange of materials (40%) and gifts (20%).
The study revealed that sometimes the libraries received a lot of publications in form of donations but on receiving them found out that only a few items were relevant to one’s library needs. The bulk of the materials donated were hence unsuitable or inappropriate.

It is also unfortunate that money given for books and newspapers by the administration is so little compared to the prices of books for technical courses so only a few books are purchased.

In addition the enormous and tremendous growth of information has made it economically impossible for any library to acquire everything that is published. To counter balance these problems, there has evolved library resource sharing or co-operation. However it is sad to note that most technical training institutes in this study seem not to be aware of its existence. 60% of the respondents said that they were not involved in inter-library lending. Long distances from one library to another, lack of guidelines on resource sharing and the fact that some libraries were still at infancy stage were the reasons given by some of the respondents (60%) for not having been involved in resource sharing.

5.2.1.3 Book Selection.

The study revealed that stock selection was mainly carried out by the teaching staff and the librarians. In most of the institutions (80%), students are not consulted when materials are being acquired. If stock is to be relevant to the needs of users it should depend largely
on users needs and requirements. Thus what is selected for purchase should support
teaching staff and students in attaining their goals.

The study has also established that publishers catalogues were the main tools used in the
selection of materials. 60% of the respondents used bibliographies too.

5.2.1.4 Types of Resources

The study found that there was hardly any non print materials in all the institutions in the
study, hence there was a general lack of variety of resources. It should be noted that not
all valid information is contained in the printed format. Non print materials play a great
role in enhancing education and learning especially in the sciences and technical fields.
Lack of non-print materials therefore minimizes the effectiveness of teaching and learning
process.

None of the respondents (0%) in the study seemed to be satisfied with the library
resources. The principals rated the resources as being slightly suitable.
The tutor- librarians rated them as slightly satisfactory while majority of the teachers and
the students rated them as being inadequate. This therefore shows that the library
resources leave a lot to be desired since they were not sufficient enough to meet users
needs.
It was also noted with concern that most of the library resources were irrelevant and outdated. This is due to the fact that most of the institutions (80%) were still stocked with secondary text books which were being used before the institutions became tertiary. There were also a lot of irrelevant resources acquired through donations in all the institutions. Irrelevance, inadequacy and out-dated-ness of materials affects the quality of library service.

5.2.1.5 Evaluation

Evaluation is a function of collection development and it is related to planning, selection and pruning of collections.

The study revealed that none of the institutions in the study undertook evaluation of their collections. Failure to have clear and well defined evaluation procedures can make it totally impossible to know which materials are appropriate for use. Access to appropriate relevant information can therefore be a necessary pre-requisite not only to the building up of a balanced collection but also to boosting academic development.

It was also found that weeding is not taken seriously in all the libraries in the study since many librarians have a feeling that the measurement of how good their libraries are can only be reflected by the collections contained in them. Also the librarians reported that they did not do weeding due to lack of time and lack of qualified personnel.
5.2.1.6 Security of library materials

The study revealed that security of materials was being ensured in all the institutions but it was clear that none of the institutions had modern security systems and this was attributed to lack of finance.

5.2.2. LIBRARY BUDGET

The study found that library budgets were minimal and could hardly purchase resources to meet the needs of technical education. The library budget in most of institutions (60%) in the study range between KShs. 10,000/= to 50,000/= . Only two institutions (40%) had a budget of over KShs. 100,000/=.

Given the high price of technical materials, the above amounts could not make a significant contribution to the libraries’ collections.

The study also revealed that in 50% of the libraries in the study, the annual budgets for the library were unknown to librarians. This does not augur well for the development of library collections.

It was also revealed that in most technical training institutes there is no consistency in funds allocation and there are no criteria for allocating annual grants for materials.

Purchasing of materials is not necessarily a top priority.
5.2.3 LIBRARY STAFF

In this study it was discovered that majority of the institutions (80%) had neither qualified library staff or adequate number of them to ensure efficiency of library operations.

It was also revealed that no training was offered to any of the staff working in the library. Trained library staff are very necessary since their expertise is directed towards selection, acquisition, organization, management and exploitation of library resources. For the technical college libraries to function well and to meet the objectives of the institutions, the library must be equipped with qualified technical oriented librarians.

5.2.4 EFFECTS OF BIBLIOGRAPHIC CONTROL ON COLLECTION DEVELOPMENT.

This study discovered that in all the institutions, those in charge of the libraries faced problems as they tried to identify, discover and verify information sources. It was revealed by all the respondents (100%) that collection, organization and dissemination of information about documents in Kenya was very poor hence it was very difficult for them to locate and identify appropriate documents for acquisition. Abstracts, indexes and accession lists were unknown by 60%, 40% and 20% of the respondents respectively. This situation does not augur well for the development of library collections.
5.2.5 EFFECTS OF PUBLISHING AND BOOK TRADE ON COLLECTION DEVELOPMENT

It was found out in this study that technical training institutes require mostly technical books for the courses they offer. These materials are not readily available in the local bookshops so the administrations have to look for overseas agents to supply them with the recommended texts and other technical materials.

Scarcity of locally published materials in specialized educational fields means that imported books are and will remain for sometime the only way in which library collections can be sustained and developed.

Remoteness of developing countries from developed areas of the world where the bulk of publishing is done also caused problems such as delays in delivery of material, high cost of freight, and faulty book selection due to lack of appropriate bibliographic tools.

5.2.6 IMPACT OF INFORMATION TECHNOLOGY (IT) ON COLLECTION DEVELOPMENT.

The study revealed that none of the institutions involved in the study had automated their library services. However, the librarians seemed to be aware of the benefits that can accrue from the use of the new technologies in the area of collection development.
These include:

- Effectiveness in library services
- Facilitation of inter-library lending
- Accuracy in terms of information given
- Ease of communication if on-line
- Access to up-date information.

It is unfortunate that most technical training institutions cannot afford to install computers in their libraries yet this study reveals that the new technologies are necessary for the technical college libraries.

5.2.7 PROBLEMS ENCOUNTERED IN COLLECTION DEVELOPMENT

The study revealed that the technical training institutes experienced the following problems.

- High cost of technical books
- Scarcity of technical materials locally
- Lack of trained library personnel to undertake collection development activities appropriately.
- Inadequate library budget allocation
- Lack of non-print materials
- Lack of information technology to enable collection development operations to run smoothly.
• Lack of adequate conservation and preservation measures
• Inadequate selection tools.

5.2.8 SOLUTIONS TO THE PROBLEMS ENCOUNTERED.

The librarians, teachers and the students made the following recommendations.

• Fair allocation of funds for the library from the institute’s budget.
• Libraries should solicit for donations very aggressively
• Libraries should look for ways of generating income
• Libraries should strengthen inter-library cooperation
• The government and educationists should encourage local publishers to publish books on technical courses.
• Provision of catalogues and up-to-date bibliographies
• Publishers and the government should improve publishing and book trade
• Parent organizations should provide a variety of resources for learning and teaching purposes.
• Adequate staff should be employed for efficient running of libraries
• Parent organizations should ensure provision of more relevant and up-to-date materials.
5.3 CONCLUSION

The researcher expected to find both print and non print media used in technical training institutes but contrary to this expectation there were hardly any non-print media in the institutions involved in the study. This was inspite of the fact that various types of resources greatly motivate learners and arouse their desire to learn.

The researcher also felt that the resources were not sufficient to meet user’s needs. Secondly the availability of resources did not guarantee their relevance. If users needs are to be met, then the provision of sufficient and relevant materials is of utmost importance.

The present research also revealed that financial constraints, high cost of books on technical courses, scarcity of technical books, lack of trained librarians and inadequate selection tools were the major factors limiting collection development in technical training institutes.

The challenge to all educationists and the government therefore should be to address themselves to all the factors that have been highlighted as hindering effective collection development in technical training institutes.
5.4 RECOMMENDATIONS

5.4.1 Technical training institutes should be managed by a qualified librarian and/or tutor librarian with dual qualifications appointed by the Teachers Service Commission. They should be assisted by a library committee which should be composed of persons with broad interests in library development.

5.4.2 The librarians must develop collection development policies to guide in selection, acquisition and maintenance of library resources.

5.4.3 The Ministry of Education should sponsor workshops for the library staff. In-service courses for the library personnel should also be enhanced.

5.4.4 Technical education curriculum developers at K.I.E should encourage use of non-print media in teaching technical education.

5.4.5 The colleges must have an adequate budget for the development of the college library collections and services. The libraries must also look for ways of generating their own income.

5.4.6 Publishers should be given financial support to improve the quality of their products as well as expand their business interests. The publishers should also improve marketing and distribution of their materials.
5.4.7 The government should give publishing industry its due recognition and support in order to revitalize it.

5.4.8 The government should look for ways of improving and enhancing bibliographic control.

5.4.9 Resource sharing among technical training institutions should be emphasized by both the government and the parent organizations.

5.4.10 Automation of library operations in technical training institutions should be encouraged.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

5.5.1 A similar study can be conducted in other districts in Kenya so as to ascertain whether the situation is the same in other parts of the country.

5.5.2 A study should be carried out to evaluate various teaching and learning resources being used to determine their effectiveness in the teaching and learning of technical education in technical training institutions.
BIBLIOGRAPHY


Kumar, K library administration and management New Delhi: Vikas P. House, 1989.


TO WHOM IT MAY CONCERN

This is to confirm that Tabitha Mutunga is a student in the M.Ed. (Library Studies) programme in this University. She is currently undertaking a project entitled "Problems facing selected Technical Training Institutes with reference to Collection Development in Machakos, Thika and Nairobi Districts".

She is under my direct supervision for the project and needs some information from your institution to enable her to do this project.

Any assistance accorded to her will be greatly appreciated and any information provided will be treated with utmost confidentiality and will be used only for the purpose of the study.

Yours sincerely,

P.G. Mwathi
LECTURER/PROJECT SUPERVISOR
APPENDIX B

THE PRINCIPALS' QUESTIONNAIRE

SECTION I

1. Person completing the questionnaire.

Position............................ Sex..................

2. Name and address of the institution..................................................

3. What is the population of the following?
   (a). Students .....................
   (b). Teaching staff ...................
   (c). Library staff ....................

4. (i) List the courses taught in the institute

   (a)................................ (j)....................
   (b)................................ (k)....................
   (c)................................ (l)....................
   (d)................................ (m)....................
   (e)................................ (n)....................

SECTION II

5. (i). Who employs the library staff? (Tick where appropriate)

   .............(a) Teachers Service Commission
(ii) What criteria is used for employment of the staff? (rank according to order of priority)

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(d) ........................................................................................................

(e) ........................................................................................................

6. Do you have any training programs for both trained and the untrained staff? (Tick where appropriate)

......(a) Yes

......(b) No

7. What would be your response to the need for more trained librarians? (Tick where appropriate)

......(a) Urgently needed

......(b) Needed

......(c) Less needed

......(d) Not needed

......(e) Others (specify) ..........................................................................

(b) Board of Governors

(c) Others (specify) ..............................................................................
8. What is your comment on the adequacy of the library staff? (Tick where appropriate)

(a) Very adequate
(b) Adequate
(c) Not adequate
(d) Others (specify)

SECTION III

9. Who funds the institution?

(a) ............................................................
(b) ............................................................
(c) ............................................................
(d) ............................................................
(e) ............................................................

10. How much was budgeted for the library for the year 1998/99?

(a) None
(b) Less than 5,000/= 
(c) 5,000/= to 10,000/= 
(d) 10,000/= to 50,000/= 
(e) Over 100,000/= 

11. How has the budget been spent on the following areas? (Indicate using percentage)

(a) Staff
113

........(b) Purchasing
........(c) Others (specify)..............................................................

12. What is your response to the need for more money for the library? (Tick where appropriate)

........(a) Urgently needed
........(b) Needed
........(c) Less needed
........(d) Not needed

13. Has the purchasing of reading materials been paralleled to the continued increase in the intake of students? (Tick where appropriate)

........(a) Yes
........(b) No

SECTION IV

14. (i) Do you have a definite policy regarding collection development? (Tick where appropriate)

........(a) Yes
........(b) No

(ii) If yes, do you update it? (Tick where appropriate)

........(a) Yes
........(b) No

15. How does your library acquire its materials? (Tick where appropriate)

........(a) Gifts
(b) Exchange
(c) Donations
(d) Others (specify)

16. Does your library involve itself in inter-library loans? (Tick where appropriate)
   (a) Yes
   (b) No

17 (i). What type of materials do you have in your library? (Tick where appropriate)
   (a) Books and other print materials
   (b) Both print and non print materials
   (c) Others (specify)

(ii) What is your response to the following need?
   The need for more non-print materials?
   (a) Urgently needed
   (b) Needed
   (c) Less needed
   (d) Not needed

18. How would you rate the relevance and adequacy of the library resources in terms of meeting the demands of users? (Tick where appropriate)
   (a) Very suitable
   (b) Suitable
   (c) Slightly suitable
   (d) Unsuitable
19. What is your response to the following need?

(i) The need for more relevant and up-to-date materials. (Tick where appropriate)

.......(a) Urgently needed

.......(b) Needed

.......(c) Less needed

.......(d) Not needed

SECTION V

20. (i) Do you have computers? (Tick where appropriate)

.....(a) Yes

.....(b) No

(ii) If yes, for what purpose do you use the computers?

(a) ..................................................................................

(b) ..................................................................................

(c) ..................................................................................

(d) ..................................................................................

(e) ..................................................................................

21. How has IT (Information Technology) affected collection development in your institution?

(a) ..................................................................................

(b) ..................................................................................

(c) ..................................................................................

(d) ..................................................................................
SECTION VI

22. What problems do you encounter as you undertake collection development?

(List in order of priority)

(a). ..............................................................................................................

(b). ..............................................................................................................

(c). ..............................................................................................................

(d). ..............................................................................................................

(e). ..............................................................................................................

(f). ..............................................................................................................

23. Please enumerate the future plans you have for your library?

(a) ................................................................................................................

(b) ................................................................................................................

(c) ................................................................................................................

(d) ................................................................................................................

Thank you for your Cooperation
APPENDIX C

THE LIBRARIAN'S QUESTIONNAIRE

SECTION I

1. Person completing the questionnaire
   Position ..................................... Sex ..................................

2. Name and address of the institution .................................................................

3. What are your qualification? (Tick where appropriate)
   .......(a) Professional
   .......(b) Para-professional
   .......(c) Non-professional
   .......(d) Others (specify) .................................................................

4. What is your working position? (Tick where appropriate)
   .......(a) Chief librarian
   .......(b) Assistant librarian
   .......(c) Tutor-librarian
   .......(d) Others (specify) .................................................................
SECTION II

5. What do you consider most important when deploying employees to various sections of your library? (Tick where appropriate)

(a) Qualifications
(b) Area of specialization
(c) Employee’s personality
(d) Employee’s preference
(e) Others (specify)

6. (i). Do you consider the staff well trained for the library? (Tick where appropriate)

(a) Yes
(b) No

(ii). If your answer is no, what knowledge or skills are they lacking?

(a)
(b)
(c)
(d)

7. Has there been any kind of training for the untrained personnel? (Tick where appropriate)

(a) Yes
(b) No
8. What other forms of training is there for the library personnel? (Tick where appropriate).

.....(a) Seminars
.....(b) Workshops
.....(c) In service courses
.....(d) Visits to other libraries

9. (i). Do you consider your staff adequate for the efficient running of the library?

(Tick where appropriate)

.....(a) Yes
.....(b) No

(ii). Give reason(s) for the answer given.

(a) ..............................................................
(b) ..............................................................
(c) ..............................................................
(d) ..............................................................
(e) ..............................................................
(f) ..............................................................
(g) ..............................................................

10. In what ways do you think the problem of lack of trained and adequate personnel can be solved?

(a) ..............................................................
(b) ..............................................................
SECTION III

11. (i) Do you have a collection development policy?

(Tick where appropriate)

......... (a) Yes

......... (b) No

(ii) If yes, what are its objectives.

(a) ..........................................................................................

(b) ..........................................................................................

(c) ..........................................................................................

(d) ..........................................................................................

(e) ..........................................................................................

(f) ..........................................................................................

(g) ..........................................................................................

(h) ..........................................................................................

(i) ..........................................................................................

(j) ..........................................................................................
(iii). How effective is the policy? (Tick where appropriate)

......(a) Very effective
......(b) Effective
......(c) Fairly effective
......(d) Not effective

(iv). If your answer is no, what are the reasons for not having one?

(a) .................................................................

(b) .................................................................

(c) .................................................................

(d) .................................................................

(e) .................................................................

(f) .................................................................

(g) .................................................................

(h) .................................................................

(i) .................................................................

(j) .................................................................

12.(i) Is there a library committee? (Tick where appropriate)

......(a)Yes
......(b) No

(ii). If yes, what is the composition.
(iii) What are the functions of the committee?

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(iv) If no, give reason(s),

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

SECTION IV

13. In what ways do you acquire your materials? (Tick where appropriate)

......(a) Gifts

...... (b) Exchange

......(c) Donations

......(d) Others (Specify) ........................................................................

14. (i). Do you engage in resource sharing with other libraries? (Tick where appropriate)
(b) No

(ii). If yes, in what ways has the use of resource sharing affected collection development?

(iii). If no, give reasons

SECTION V

15. Who does the selection of the materials? (Tick where appropriate)

(a) The Principal

(b) The Librarian

(c) Teaching staff

(d) Others (specify)

16. What bibliographic tools do you use? (Tick where appropriate)

(a) Bibliographies

(b) Publishers’ catalogue

(c) Book reviews

(d) Others (specify)
17. What criteria do you use for selection? (Tick where appropriate)

(a) Relevance
(b) Up-to-dateness
(c) Reliability
(d) Accuracy
(e) Price
(f) Others (specify)

18. (i). Do you evaluate your library resources? (Tick where appropriate)

(a) Yes
(b) No

(ii) If yes, how often do you evaluate?

(iii) If no, what are your reasons for not evaluating.

(a)
(b)
(c)
(d)

19. (i). Do you weed out unused, unwanted and obsolete materials? (Tick where appropriate)

(a) Yes
(a) Yes
(b) No

(ii). Give reason(s) for your response in question No. 19 (i).
(a) .................................................................
(b) .................................................................
(c) .................................................................
(d) .................................................................
(e) .................................................................

20. What security measures do you undertake to protect your materials from theft, mutilation, destruction e.t.c?
(a) .................................................................
(b) .................................................................
(c) .................................................................
(d) .................................................................

21. What methods do you use to preserve and conserve your materials?
(a) .................................................................
(b) .................................................................
(c) .................................................................
(d) .................................................................

22. What type of materials do you have in your library? (Tick where appropriate)
(a) Print materials (Books, journals e.t.c)
23. How would you describe the current library resources concerning their relevance and adequacy?

(a) Very good
(b) Satisfactory
(c) Fairly satisfactory
(d) Not satisfactory

24. What are your reasons for your answer in No. 23 above?

(a) 
(b) 
(c) 
(d) 

SECTION VI

25. (i) From where do you purchase your stock? (Tick where appropriate)

(a) Local publishers
(b) Wholesalers
(c) Overseas agents
(d) Others (Specify)

(ii) Why do you acquire from the sources stated above?

(a) 

(b) 

(c) 

(d) 

26. (i) How does the local book trade satisfy your demands? (Tick where appropriate)

(a) Very adequately
(b) Adequately
(c) Fairly adequately
(d) Not adequately

(ii) Give reason(s) for your answer

(a)
(b)
(c)
(d)

SECTION VI

27. (i) Do you use computers in the library? (Tick where appropriate)

(a) Yes
(b) No

(ii) If yes, which areas of the library operations have you automated? (Tick where appropriate)

(a) Circulation
(b) Cataloguing
(b) Cataloguing

(c) Acquisitions

(d) Others (specify)

(iii). If no, please explain why you have not automated your services

(a)

(b)

(c)

(d)

28. In what ways do you think the introduction of IT (Information Technology) can affect collection development?

29. Do you think the new technologies are necessary in the library operations? (Tick where appropriate).

(a) Yes

(b) No

30. In your own opinion what problems can the introduction of the new technologies have?

(a)

(b)

(c)
SECTION VII

31. Does the library generate its own income? (Tick where appropriate)

........(a) Yes

........(b) No

32. Is there allocation of book grant in each department? (Tick where appropriate)

........(a) Yes

........(b) No.

33.(i). Do you consider the library's budget to be adequate? (Tick where appropriate)

........(a) Yes

........(b) No

(ii). Give reason(s) for your response in question No. 33.(i)

(a) ..............................................................................................

(b) ..............................................................................................

(c) ..............................................................................................

(d) ..............................................................................................
SECTION VIII

34. What are the problems that you encounter in collection development?

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(d) ........................................................................................................

(e) ........................................................................................................

(f) ........................................................................................................

35. In what ways do you think these problems can be solved.

(a) ........................................................................................................

(b) ........................................................................................................

(c) ........................................................................................................

(d) ........................................................................................................

(e) ........................................................................................................

(f) Other (specify) ..............................................................................

(g) Home library

(h) Others (specify)

Thank you for your cooperation
APPENDIX D

THE TEACHING STAFF QUESTIONNAIRE

SECTION I

1. Person completing the questionnaire.

Position ........................................... Sex .................

2. Name and addresses of the institution ..........................................

.................................................................

SECTION II

3.(i). Where do you get materials for your lesson preparations? (Tick where appropriate).

........(a) College library.

........(b) Departmental store.

........(c) Other institutions library.

........(d) Home library.

........(e) Others (specify) ..........................................

(ii). Give reasons for the answer(s) given.

(a) .................................................................

(b) .................................................................

(c) .................................................................
4. How would you rate the college library resources? (You can tick more than once).

(a) Adequate.
(b) Fairly adequate.
(c) Inadequate
(d) Others (specify).

5.(i) How well do you think the college library meets the demands of its users? (Tick where appropriate).

(a) Very well
(b) Fairly well
(c) Well
(d) Poorly
(e) Others (specify).

(ii). What suggestions would you give for the improvement of the College library collections?
6. Give examples of the non-print materials found in your library.

(a) ........................................ (f) ........................................
(b) ........................................ (g) ........................................
(c) ........................................ (h) ........................................
(d) ........................................

7 (i). Do you use Non-print materials in your teaching?  (Tick where appropriate).

......(a) Yes
......(b) No

(ii). If no, explain why?

(a) ........................................
(b) ........................................
(c) ........................................
(d) ........................................

8. What problems do you experience in using the non-print materials?

(a) ........................................
(b) ........................................
(c) ........................................
(d) ........................................
(e) ........................................
(f) ........................................
(g) ........................................
9.(i) Are you involved in material selection of your subjects? (Tick where appropriate)

......(a) Yes

......(b) No

(ii). If no, give reasons.

.................................................................

.................................................................

.................................................................

10. If yes, do you have a departmental book grant? (Tick where appropriate)

......(a)Yes

......(b) No

11. How would you describe the library staff in terms of adequacy and qualifications?

(a)........................................................................

(b)........................................................................

(c)........................................................................

(d)........................................................................

(e)........................................................................

(f)........................................................................

12. What are the problems that you encounter in as far as selection and acquisition of materials is concerned?

(a)........................................................................

(b)........................................................................

(c)........................................................................
(d) .................................................................
(e) .................................................................
(f) .................................................................
(g) .................................................................
(h) .................................................................
(i) .................................................................
(j) .................................................................

(ii). In what ways do you think these problems can be solved?

(a) .................................................................
(b) .................................................................
(c) .................................................................
(d) .................................................................
(e) .................................................................
(f) .................................................................
(g) .................................................................
(h) .................................................................
(i) .................................................................
(j) .................................................................

Thank you for your cooperation
APPENDIX E

THE STUDENTS' QUESTIONNAIRE

SECTION I

1. Name of your institution

2. Year of study

3. What subjects do you undertake?
   (a) .................................................................
   (b) .................................................................
   (c) .................................................................
   (d) .................................................................
   (e) .................................................................
   (f) .................................................................

SECTION II

4. Does your library have both print and non-print materials? (Tick where appropriate)
   ...... (a) Yes
   ...... (b) No

5. In your own opinion, how would you rate the following collections? (Rate the materials that you have only used) use the following scale to rate them.
   (a) Good
(b) Fairly good

(c) Poor

(d) Non existent

(i) Fiction

(ii) Non fiction

(iii) Reference

(iv) Non-print materials

(vi) Computer

(vii) Journals and periodicals

6. What is your opinion on the recency of your library materials?

(Tick where appropriate)

(a) Up-to-date and relevant

(b) Fairly up-to-date and relevant

(c) Outdated and irrelevant

(d) Others (specify)

7. If you were asked to give the college library an overall grade for its adequacy of its materials what grade would you give? (Tick where appropriate)

(a) Excellent

(b) Good

(c) Fairly good

(d) Poor
8. (i). Are you consulted when books and other materials are acquired in the library?  
(Tick where appropriate)  
.........(a) Yes  
.........(b) No  

(ii). If yes, what is the level of your participation?  

9. How would you describe the library staff in terms of their degree of qualification and adequacy.  
(a)  
(b)  
(c)  
(d)  

10. Would you be willing to pay for some library operations? (Tick where appropriate)  
.......(a) Yes  
.......(b) No  

11. Please suggest ways of improving the library collections.  
(a)  
(b)  
(c)  
(d)  

Thank you for your cooperation.