CRITICAL ANALYSIS OF THE FACTORS THAT AFFECT THE USE OF KENYA NATIONAL ARCHIVES AND DOCUMENTATION SERVICE BY STUDENTS

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Critical analysis of the factors that

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DECLARATION

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

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

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DEDICATION

This project is dedicated to my parents John Nderitu and Magdalene Muthoni and also to my husband Isaac Kamande and children Mwangi and Wanjiru
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ABSTRACT

This study investigated the utilization of Kenya National Archives and Documentation Service (KNA&DS) by different categories of students. The study sought to establish the relevance of KNA&DS resources in modern education. The factors that hinder effective utilization of KNA&DS resources were outlined and analysed. The study also sought to find out the different categories of students who use KNA&DS facilities and the problems they face when trying to access information from the service. Different publicity channels were outlined and their effectiveness assessed.

Random sampling was used to get the required sample populations. 10 members of staff whose activities are connected with Searchroom operations were selected. 50 students were also selected from five different educational institutions, 30 from secondary schools, 10 from the Kenya Polytechnic and 10 from Kenyatta University. 10 teachers were also selected from the three different secondary schools.

The study used four different questionnaires, each one for the four different categories of respondents mentioned above. Observation, secondary sources and interviews were also used in data collection. The data so obtained was analysed using percentages. The findings were summarized using descriptive analysis and tables.
The study found out that archival resources within KNA&DS are highly underutilized by students. These are especially students in primary and secondary schools. It also revealed that these two categories of students are denied access due to institutional as well as legal factors. The other categories of students also face several problems when trying to access information from KNA&DS. The study therefore came up with several recommendations, which are intended to enhance the utilisation of KNA&DS by students.

The study is presented in five chapters. Chapter 1 gives the relevant background information on the development of archival practices in Kenya. Chapter 2 is a review of the related literature while chapter 3 outlines the methodology of the study. Chapter 4 is on data presentation, analysis and discussion while chapter 5 gives a summary of the findings, conclusion and recommendations.
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LIST OF ABBREVIATIONS

1. KNA&DS - Kenya National Archives and Documentation Service
2. KNA - Kenya National Archives
3. KBC - Kenya Broadcasting Corporation
4. KIE - Kenya Institute of Education
5. NDS - National Documentation and Information Retrieval Service
CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Archives and education have a close relationship. When we look at the principal functions of an archives service—that is identifying, acquiring, preserving and giving access to the archives, the educational aspect becomes important in the last function. Without access, dissemination, and eventual utilization, archives would largely be irrelevant to education and to the society in general.

The Kenya National Archives and Documentation Service therefore has a role to play in "spreading the gospel" of archives utilization to potential users. These are especially educational institutions as has been noted by Cook;

"It is by now fairly accepted that it is a legitimate part of an archivists' professional activity to take at least some interest in the development of educational (School) services using archives" Cook (1977:183)

The value of archives in education is further stressed by Fouler quoted by Cook when he states that;

"It is generally agreed that an aim of archive work is essentially educational"

Cook (1977:184)
Education is therefore an essential function of any archival service. It is with this in mind that a short historical background of the archival service is hereby presented. It is aimed at shedding some light on the current situation of the archival service in Kenya.

1.2 DEVELOPMENT OF ARCHIVAL PRACTICES IN KENYA

The development of archival practices in Kenya is essentially intertwined with the colonial history of Kenya. Kenya was under the same colonial policies that were subjected to other British colonies.

The earliest mention of archives in Kenya was in 1910 when the then Governor Sir Percy Girouard sent out instructions to all provincial and District Officers in connection with proper storage for their records. The amount of paper work had increased to such an extent that the volume was causing some concern. He therefore instructed them to initiate proper record management policies so that, future administrators could have adequate reference materials as precedents.

The colonial office in London also sent several circulars to the colonies, stressing on the value of archives in modern administration. One of the most significant was the 1951 circular, which stated that:
Archives in fact have a three fold importance. First while they are still current for the immediate purpose of administration, a little later because they furnish precedents and give historical background of the work of the office and finally for long term purposes to the historians and other students in the future. For all these purposes, they constitute, if properly kept a kind of evidence to which no other can be compared for value, being themselves an actual part of the facts of the case of unquestioned authority. (KNA 1/1.1951).

Though the colonial government clearly acknowledged the value of archives, the officers supposed to implement them did not heed most of its directives and circulars. Lack of trained personnel and shortage of funds have been cited as some of the reasons why they were never implemented. It was not until 1956 that the colonial government formally established an archive office in the basement of old Jogoo House in Nairobi. Its location was ideal for its stated purpose. It was near government offices, which were ready sources of archival materials.

From the onset, the archival service was faced with a lot of problems. In addition to the earlier mentioned problems of shortage of funds and lack of qualified manpower, there was the added problem of adequate storage space for all the records that needed to be preserved. The colonial Government was also facing severe financial problems. The archival service therefore did not last for long. The post of the Librarian/Archivist was abolished in July 1961. All the permanent staff except one clerk were also relieved of their duties.
By the time Kenya became independent, the archival situation was really in a bad shape. The service therefore needed to be reestablished on a firmer footing. Proper legislation was therefore needed to put the archival service within the legal framework of the Country. The new Government therefore set up a committee in November 1963 to consider ways and means of reestablishing an archival service. The new Government also had to find a more suitable accommodation for all the old records inherited from the colonial Government and were inadequately stored in basements and attics of central and local governments. After several deliberations, the Public Archives Act, Cap 19 of the Laws of Kenya, was passed in January 1965. The aim of the act was to:

"Establish the public Archives service and to provide for the preservation of public archives and public records and for matters incidental thereto and connected therewith" (Cap 19, Laws of Kenya).

The department was to be headed by a Chief Archivist who would be responsible for the service in all matters connected with public archives and records. The Department saw further expansion in 1991 when Cap 19 of the Laws of Kenya was amended to include the documentation aspect. The inclusion of Section 5a saw the creation of another division within the National Archives known as the National Documentation and information Retrieval service. This division was changed with the responsibilities of acquiring current documents from Government Departments, Parastatals and local authorities. This has greatly helped the department to diversify its activities to include the provision of relatively current information.

KNA & DS is today a department of the Kenya Government within the Ministry of Home Affairs and National Heritage, Culture and Social Services. It is responsible for the
preservation of all-public records and public archives. It also has the responsibility of availing these resources to researchers in accordance with the laid down rules on access. The Department acts as an important public access point. It is therefore charged with the responsibility of publishing the necessary search tools to its collection.

In availing information to the public, archival institutions inevitably interact with the education system. Though the basic purpose of an archival service is to preserve and give access to archival resources, that goal lacks purpose if an archival service remains underutilized by students. The continued value of KNA&DS will be seen in the full utilization of its resources by users. It is the researchers' view that students constitute a very important user group. There is therefore a great potential for the use of archival resources in education. This is a challenge that needs to be taken seriously by the archivists.

1.3 **STATEMENT OF THE PROBLEM**

The role of the Kenya National Archives and Documentation Service as stated in the laws of Kenya Cap 19, of 1965 is to preserve and give access to public records and archives. The educational functions of the department usually come second though they eventually form an important activity of the Department. Education is actually one of the major activities of the department as stated in the list of the functions of the search-room. This is the section within the National Archives that deals with:

*Educating the Schools and members of the public on the value of the archival materials as a national heritage and as a primary source of information*
As a Department dealing with preservation and dissemination, it has to be accessible as well as have relevant and adequate resources for all its uses. The nature of archives renders itself useful to education especially in today's multimedia oriented methods of instruction.

Mwangi has noted that:

"With a broadening of the School Curriculum, text books names became less important and subordinate to various other kinds of materials especially the mass media and the archival resources which provide original information and are more exciting"

Mwangi (1984:10)

The trend towards the use of archives as resource material is therefore growing in popularity. However, in spite of the major benefits of using archives for educational purposes, archives continue to be viewed as remote and complicated. Kutzer has sadly noticed that archives are hardly used by students.

He states that:

"Our main users are scientific, biographical researchers and historically simply interested persons. On the other hand, we have had lamentably few students of University undergraduate level and learners from High School level in the past"

Kutzer, (1995:89)

This is a very sad statement when the educational potential of archives is considered. This has lead to under-utilization of archives as an educational resource in schools and colleges. From
various studies, it seems that such sad state of affairs prevails in many developing countries. It is in view of this - to investigate the various factors that affect the utilization of archives by educational institutions that this study is carried out.

1.4 SIGNIFICANCE OF THE STUDY

This study intends to investigate the various factors that affect the utilization of KNA&DS resources by students. With the current trend in education on a multi-disciplinary and multimedia approach, the use of primary materials should be encouraged throughout the education system. The KNA& DS can therefore play an important role in providing the much needed primary materials and also alternative media like microfilms cassettes and photographs. Any linkage between Archives and education must therefore recognize the true value of archives as an educational resource. There is therefore a need to transform the educational potential of archives into positive and realistic programs. This means that archivists have to come to the limelight and establish a firm footing in the education system. Dr. Smith quoted by Payne has firmly stated that:

"Whether they like it or not, archivists have had to accept that the use of archives for teaching history in Schools is a teaching method rapidly growing in popularity and now established. Payne (1982:3)

Many more disciplines than just history can benefit from using archival resources. The archival role of preserving and giving access to records can therefore benefit many more users. Students would especially benefit from the use of alternative media. These younger researchers are likely to form a life long association with KNA&DS.
Mwangi, M. has studied the role of archives in education. That particular study was carried out in Britain where the archival system is more developed and therefore more utilized than in Kenya. The study found out that archives and public records in general play an important role in education as well as in the cultural and economic fields. The current study seeks to investigate whether the same case applies to Kenya inspite of the relative differences in archival development between the two countries. Such a study has never been done in relation to Kenya and it is therefore long overdue. The current study intends to utilize the findings to promote and enhance the use of archival resources in education.

Students will also benefit from this study because they will become much more aware of the value of archival resources for their class work. This study will also create awareness in teachers on the wide variety of archival materials that they can use. These materials can help them meet the different learning needs of students.

The KNA&DS will also benefit from the study for it will be made aware of the various factors that effect the utilization of its resources by students. It is hoped that the department will come up with effective measures to ensure maximum utilization of its resources by students.

This study can also make a positive contribution towards the education system. It is a well known fact that learning is more effective when sight and hearing are used together. Archival resources can help a lot towards the attainment of this learning ideal. They can offer a more practical approach to teaching. This will make teaching more exciting and more participatory. It is therefore important that those involved in curriculum development are made aware of the important contribution archival resources can make to teaching and learning situations.
This study will also add to the present literature on utilization of archival resources by students. It will be of great help to future researchers who may want to explore further the contribution of archives to the education system in this country.

1.5 **OBJECTIVES OF THE STUDY**

1. To demonstrate the relevance of archival materials to modern education
2. To show how archival resources can influence education in our Country.
3. To find out how information researched on by students is utilized.
4. Investigate the extent to which different levels of students utilize archival resources.
5. Examine the various categories of students who utilize KNA &DS facilities.
6. Establish the various problems encountered in accessing archival resources.
7. Come up with recommendations that will enhance the usage of archives by our educational institutions and the society at large.

1.6 **SCOPE AND LIMITATION OF THE STUDY**

The study will be undertaken together with course work. Though a wider scope would have been more comprehensive, it is difficult to undertake extensive research while still concentrating on lectures. This is in addition to continuous assessment tests and examinations.

The time limit provided for the study is too short for a more comprehensive study. It is therefore not possible to make comprehensive comparative studies with other archival institutions. Financial limitations also make it impossible to travel to other archival institutions. The study will therefore be limited to the Kenya National Archives and Documentation service. It is hoped that the findings will be extrapolated to other archival institutions.
1.7 DEFINITION OF CENTRAL TERMS

Archives - Records of an organization that possess such reference and archival value that they are specifically selected from a mass of other less valuable records and are deemed worthy of permanent preservation.

Archival institution - A building where archives are preserved, maintained and availed to users.

Archival Service - The service that manages the archives.

Documentation - The study of acquisition, handling and communication of information.

Archivist - A person who has been entrusted with the care of archives and avails them under proper safeguards to researchers.

Records - All recorded information setting out facts or events, irrespective of media, characteristics or origin that is maintained by an institution or organization in the transaction of its normal business or in parlance of its legal obligations.

Public Records: Records made in the process of government and including those made by any means whatsoever, not only those which are written.
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CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

The keeping of archives goes back into antiquity, though the concept of what consists of archives has evolved in response to changing political, social and economic ideologies. The clay tablet gave way to papyrus, which was in turn replaced by parchment and later followed by paper. This is in turn now being replaced by electronic means of storage and retrieval.

The range of documents holding archival information has of course increased and so has the services offered by an archival service. Though the basic purpose of an archive service is to preserve and give access to archival resources, that goal lacks substance if the resources remain unknown and unutilized.

Apart from the basic needs of food, clothing, and shelter, education is the next most important need for a human being. It has therefore been variously been described as the key, the light and the way to progress. UNESCO has underscored the importance of education in its concept of "life long education" Ramp (1986:3) whereby educational activities are supposed to foster the fullest development of all members of the community without any discrimination.

Any linkage between archives and education must therefore operate across the whole education system. Archives can be used to promote education in all the different levels of the education system. Archival institutions are therefore called upon to spread the gospel of archival use to
the public in general but more specifically to students who form an important user group of archival resources.

Education plays an important function for an archival institution by bridging the gap between the repository and the public. Education can also play the important role of promoting archival goals of acquiring and preserving valuable resources. This is in addition to encouraging and expanding the use of historical records and raising public awareness of archives and their uses.

The use of archives in education has greatly been advanced by new approaches in teaching and learning. Modern teaching tries to replace the lecture method and the traditional form of textbook learning to a more participatory cooperative learning. The curriculums have also been broadened to include various other kinds of materials especially the mass media and the audio-visual materials. These materials are intended to make learning enjoyable and more exciting. Archival materials can also be added to the list of teaching aids. These are especially important for their provision of original and primary information. The use of primary materials consisting of archives is especially advanced in Britain and France where "School children are beginning to take research projects in which they have to use original source materials " Mwangi (1984:2).

France has been on the lead in the use of archival resources for educational purposes. As early as 1912, a circular from the French National Archives had recommended the instruction of future teachers on the potential use of archival documents in teaching history. Visits to repositories were also encouraged. The 'service educatif', within the French National Archives was charged with the responsibility of propagating the use of archives in learning institutions.
In Kenya, the Kenya National Archives and Documentation Service (KN&ADS) was established to mobilize archive resources and promote their use. KN&ADS has a lot to offer in the area of original and primary resources for education. Teachers and students should be encouraged to make use of these materials in order to make their learning process more fruitful.

The full utilization of archival resources is, however, dependent on several factors:

- Knowledge of an archive's service;
- Amount of publicity given by the service;
- Ease of using archival resources;
- Students’ perception of the service;
- Geographical vicinity of the archival institution;
- Institutional policy;
- Accessibility of resources;
- User education; and
- The link between the archival institution and the education system.

### 2.2 KNOWLEDGE OF AN ARCHIVAL SERVICE

Pederson of the Australian Archives has noted that:

*Visits to the archives are not a feature of one's early life or education. Most people do not come into contact with original records until university and even then not unless they are doing research degrees... It is therefore hardly surprising that many students will hardly use the archives as an educational resource since they do not know the value of archives. Archival resources are therefore bound to play a minimal role in education* Pederson, (1987:311).

Knowledge of an archives service also seems limited in Zambia where,

"*A lot of people who could put the National Archives to good use have little or no knowledge about the services which are provided*" Mbeve, (1993:45)

Roe, (1988:219) has also lamented that archives seem far removed from education. For most students;

"*Books, magazines, newspapers and sometimes government publications are the parameters of their information world*".

Lack of knowledge of archival resources can hinder many students from using the KNA&DS as a resources center. Many students in Kenya have hardly ever heard of the Kenya national Archives. (Mwangi: 1984) noted that many students confuse the KNA&DS with a Museum. This ignorance is bound to have dire consequences on the archive service. Few people end up knowing what an archives is, what sort of work goes inside the massive building and why the work is important. Many archivists have therefore found themselves being referred to as anarchists and activists. This ignorance can have negative repercussions on an archives service
especially when it comes to resource allocation for maintaining the service. Mazikana (1986) has noted that when resource allocators are not sufficiently supportive of the archival program, the archives is an easy target for budget cuts especially where budgeting competition is substantial.

The responsibility of bringing archives to students lies wholly on the archivist. It is of vital importance that archival resources be known to students and to the public in general in order to combat the apparent indifference exhibited by students on the use of archival resources.

2.3 AMOUNT OF PUBLICITY

Pederson (1987:313) refers to publicity as; "getting a message across to an audience in an accurate, well presented and timely manner".

Publicity involves the use of the print as well as the electronic media to broadcast the activities of an institution or organization. Publicity also includes visits to schools and other public institutions to make them aware of what archives are and the need to preserve them. Publicity in the archival field should not only be geared towards increasing the number of searchroom users but also towards ensuring the formation of future adult researchers. Proper publicity is therefore an art that requires several levels of effort in order to keep clients informed about the archives work and its related activities.

Publicity can be geared towards the whole archival service or be designed for specific activities or events sponsored by the archival institution. Although these are announced and reported as part of the basic publicity programmes, they usually require specialized promotion tailored to the needs of each particular occasion.
Publicity in whatever form is expensive; many archival institutions do not have the financial resources to produce materials to a high professional standard. Marketing experience is also necessary as well as knowledge of competing activities from similar organizations. Inadequate finances have in many cases resulted into very low publicity programs. This has in turn translated itself into low utilization of archives especially by students.

The KN&ADS has been very concerned about the lack of enough publicity of the "Service" activities. Several avenues have been explored in order to publicize the activities of the department. These include the print and electronic media, brochures, free video shows and free access to the art gallery. Attachment of students from different educational institutions has also served as a publicity medium. The "Service" has also embarked on an ambitious plan of sending letters to schools especially from the rural areas as the following table shows.

Table 1. Letters sent to different schools

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PRIMARY</th>
<th>SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>30</td>
<td>0.0</td>
</tr>
<tr>
<td>1996</td>
<td>100</td>
<td>20</td>
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<tr>
<td>1997</td>
<td>420</td>
<td>80</td>
</tr>
<tr>
<td>1998</td>
<td>430</td>
<td>70</td>
</tr>
</tbody>
</table>

This plan is aimed at introducing children to the archival resources in order to make them future users of archives. Early exposure to archives is also a long-term goal for KNA&DS. Today children are bound to be tomorrow's decision-makers and resource allocators. Their early exposure to archival materials will enlighten them on the value of archives and the need for their continued preservation. They will therefore readily allocate funds for the upkeep of
an archival institution when called upon to. This will ensure the future continuation of the
service. KNA&DS has also since its inception participated in the annual Nairobi Agricultural
Show. This has been a major publicity venue for the "Service". The venue has been of
special importance since 1979 when the KNA&DS exhibited its resources in its own pavilion
for the first time. Many people and especially students have come to learn about the Kenya
National Archives and Documentation service from the pavilion at the showground. Though
these endeavors have yielded good results, this has not been enough. The officer in charge of
publicity in the department clearly states that;

"This is not enough, as today's users of our services may not be there tomorrow. We
need to constantly invest in publicity." Nyongesa (1999).

More efforts at publicity are needed in order to ensure the continued utilization of archival
resources. A substantial amount of valuable archival resources have been lost in the past and
they may continue being lost in the future if people are not continuously informed of the value
of archival resources.

2.4 EASE OF USING ARCHIVAL RESOURCES

The general nature of archival materials is not welcoming to the average student. Archival
materials come in various shapes, sizes and formats. These include files, maps, photographs,
and audiovisual materials like tapes, phonogram records, computer diskettes and microfilms.
These are not the types of reading formats that students are generally used to. Students and
especially young ones are bound to feel uncomfortable using such materials. This is especially
true of a student who comes from a print media background.
The fragility of many archival materials can also deter many students who would like to use archival materials. Though fragility should not be a major factor as suitable copies of essential documents can be produced, original materials sometimes arouse more interest and more enthusiasm. However, access should not be at the peril of the originals. This was learned with a lot of disappointment by German archivists who in the 1970s welcomed the young searchers. They were soon terrified by observing the damage to their collections of 1848 leaflets and posters after a few weeks of consultation by dozens of eager high school students. Archival resources like files and microfilms need handling with care. Young children may not have the patience and attention needed in the handling of archival resources.

However, with enough supervision and prior selection of necessary materials, students and young adults can be trained to handle fragile archival resources with the necessary care. Where heavy use of popular series of records is needed for use by students, suitable copies and microfilms, can be produced for students. Microfilms come in handy in this respect; they are more durable and do not need frequent conservation treatment. However extra space is needed for the exclusive use of microfilm readers particularly when groups of children are expected to use the microfilms. This translates itself into the need for extra reading room accommodation. This however should not be a major problem considering the less stringent security and handling precautions needed for microfilms.

2.5 STUDENTS PERCEPTION OF THE SERVICE

The nature of archives and the type of service given by the archival institution generally intimidate many students even when they would like to use archival resources. The general orientation of the archival service has for a long time been geared towards meeting the demands of the adult researchers.
"Archivists initially defined their public as the serious scholar and the programs they provided were essentially in reaction to that scholar's needs. Archives were largely the sphere of an elite educated class."

This attitude as the same source continues is bound to have very negative consequences on an archive service.

"History abounds with the losses of those who snugly catered to an elite class."

Pederson (1987:313)

Archivists have not been very keen on teaching young students. Mwangi (1984) noted that archivists think that younger pupils would not comprehend the work involved. This is a direct contrast to the situation in developed countries like France and Britain where young children are encouraged to use archival resources for educational purposes.

Youths as young as 10-13 years with proper supervision are known to deal intelligently with archival materials. This entails the archivist selecting the proper sources for them in advance.

Though it is now a common sight for groups of students to visit the KNA&DS, such pupils usually do not have much knowledge in the use of archival materials. They also do not have much time to familiarize themselves on the use of archival resources. Such students end up gaining little from the visit. In most cases, they only visit the art gallery and watch a video show which does not tell them much about the service. The department also does not have any designated room where students and especially young ones in primary and secondary schools can have access to archival resources except the general search room.
Cook (1977) disqualified the general searchroom as a suitable place for young students. This group would need adequate space and a lot of supervision when using archival resources. They therefore require a separate place where they can have access to archival resources.

2.6 GEOGRAPHICAL VICINITY

Many Archival institutions in developing countries have a centralized structure of organization and administration. Lekaukau noted in 1993 that the Botswana National Archives has not done much in the field of education mainly due to human and financial difficulties but also due to the geographical location of the archival institution.

"As at the moment, the archives is only in Gaborone "Lekaukau T.M. (1993:31)

The same case applies to the Kenyan situation. In Kenya more than 75% of the population lives in the rural areas. It therefore follows that most of the schools especially primary and secondary schools are based in the rural areas. Even with enough publicity, it is almost impossible for many schools to marshal enough resources to visit the capital city. This is made worse by the collapsed road infrastructure in many rural areas. Mwangi (1984:33) has therefore noted that

"Because the Kenya national archives is located in the capital town (it is) therefore confined to a limited public"

The situation has not changed much in terms of diversification of archival institutions where access of archives can be gained. Though the KNA& DS has a branch network of five record
centers, these ones do not offer any reference services to researchers. Only the original creators are allowed access to their records in the record centers. It follows that many people never get a chance to use archival materials unless they move to Nairobi. Lack of awareness on the value of archives due to geographical and road infrastructure barriers have therefore hindered many people and especially students from using archival resources within the KNA&DS.

2.7 INSTITUTIONAL POLICY

Government regulations and policy regulate access to many archival institutions. Even in a developed country like Japan, access and utilization of archival documents is only;

"Permitted to a person over 20 years whose purpose is scientific study research" National Archives of Japan Annual report 1997.

In the KNA& DS rules and regulations for users, in the searchroom, are clear on who should be permitted to peruse public archives within the department.

"Access to public archives in the custody of the Kenya National Archives and Documentation service shall normally be by permit ... permits are issued by the office of the Director after payment of a prescribed fee to applicants who should be above 18 years old and who can satisfy the director of their suitability to have access to documents in our custody" Rules and regulations for users (revised August 1995).
Many students in primary, secondary, and even some in the universities and other tertiary institutions are below 18 years and are effectively barred from using archival resources. Though the primary value of archives is to contribute to the cultural heritage, for better understanding of the past historical roots of human environments, there is need for archivists to intervene at the time when human ideas are formed. This means that archivists have to make their products known to young students in primary and secondary schools. These students need to be taught how to utilize archival materials for schoolwork. This will prepare them to be future users of archives.

2.8 ACCESSIBILITY OF RESOURCES

Archivists have been accused of hoarding their resources (Bradsher 1988). Though this has been attributed to the special nature of archival resources, it has often had negative effects on users. Students especially are denied access due to various reasons like age and the legal requirements for a permit. The section that deals with education is at pains to remind users of the accessibility status of their archives. Related to this is the following:

"From the beginning, it must be made clear that a national Archives is not a library, although there are similarities. Generally speaking, those persons who want to consult public records are serious researchers who are studying for their first and second degrees or Doctor of Philosophy. It is noted that our National Archives has a permanent exhibition and film shows and therefore provides special services to other kinds of users" KNA&DS publicity file 1998.
This attitude though it is slowly changing has for a long time barred primary and secondary school students from using archival resources. The closest school children get into using archival resources is the art gallery. It is not surprising that students in primary and secondary school confuse the KNA& DS with a museum.

The "finding aids" in the searchroom are also primarily geared towards adult researchers. This makes it hard for a student without much patience to follow them.

The closed access system used in the KNA&DS. is also another hindrance in the utilization of archival resources. It does not encourage individual browsing. The researcher has to depend heavily on the searchroom attendant. This can lead to much loss of time and interest to a student who is used to the open access systems practiced in many libraries. Open access systems encourage browsing and can lead to the discovery of many more important and relevant item. An inquisitive student can therefore benefit more from browsing in the open shelves. Browsing would especially be relevant to the NDS.

2.9 USER EDUCATION

The concept of education encompasses the two notions of education and training. Education is concerned with instilling values, attitudes and motivation while training inculcates the necessary skills.

User education is a major means of increasing the number of archive users as well as encouraging new and better utilization of archives. Roe (1988:221) has woefully noted that many historians who are assumed to be the major users of archives" have no conception of how primary sources are organized, what they might contain and how to access them. Cook
(1977:184) also recognized the same problem. The situation is even worse for school children, undergraduate's and polytechnic students who are not themselves experts in the use of archives.

User education can go along way into instilling the positive attitude needed for the search of information within archives. User education also imparts the necessary skills to enable the researcher to discover relevant information for use. Without user education, the resources within the archives will remain irrelevant to the education system. The need for user education has been stressed by Mwangi in 1984 when she said that;

"In order for the archivist to have a real meaning in our educational system, people must first be educated on how to make use of the archives. Such education in the use of archives should aim to promote the understanding and appreciation of the archives collection throughout the National education system."

User education creates link between the student and the archival resources. Through user education, students acquire the necessary searching skills needed in order to gain access to
archival resources. This is one aspect that has been lacking within the department for a long time. It is an aspect that needs to be pursued further in order to increase the utilization of archives by students.

User education should of necessity be initiated from the schools before the students visit K.N.A.& D.S. This calls for close collaboration between KNA&DS. staff and teachers. This collaboration has been lacking in many cases.

2.1.0 LINK BETWEEN ARCHIVES AND EDUCATION

It is the aim of the Government that every Kenyan has access to education no matter their social-economic status. A national archive service that can help achieve this aim is of much benefit to this country.

Cook (1977:195) and Payne (1982:225) have stressed the importance of linking the archival service to the education system. Cook (1977:195) is especially explicit on this issue:

"It is important that an archives office should develop a close working relationship with the appropriate sections of the education service. These are especially the sections that device and carry out schemes for curriculum development in their areas, store and issue the resources so created, reproduce further material and instruct teachers in their use and development. Liaison with schools also ought to be structured through the local education authority" Cook (1977:195)
The education system can be the main publicity tool for the archival service. Roe, C (1988:218) has noted that;

*Education can be used to draw attention to the archival activities. This will encourage their use and will help archives to become another standard source of information rather than curiosity*.

This important link has been tried with good results in Malaysia. The education system and the mass media have been used to enhance the utilization of archival resources.

Cooperation between an archival institution and the education system has the added benefit of introducing children to archival materials at a much earlier age in their lives. In most cases, the first visit to an archival institution is at the initiative of a teacher. The teacher may remember his own archival visit and the benefits he derived from such a visit. The effects of such a visit have a more lasting effect. It also gives the pupils the chance to utilize archival materials. Teachers can also be relied upon by the archival service to prepare the children in advance and to provide the necessary user education to the students.

This important link has been missing in the KNA&DS for a long time. However, from 1988, an officer from the department has been representing the department at the Kenya Institute of education. K.I.E. is the main body dealing with curriculum development. This collaboration, it is hoped will lead to the inclusion of archival studies within the curriculums of Secondary Schools. This will enable the KNA&DS to achieve the long-term aim of educating children to be responsible users of archival materials.
2.1.1 CONCLUSION

The above review has clearly shown that there is gloss under-utilization of archival resources by students. It is hoped that this research will come up with viable recommendation that will help the department to be more relevant to students. The research is meant to enable KNA&DS to look for ways and means of exposing students to the riches of original sources as part of their general education.

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CHAPTER THREE

3.0 METHODOLOGY

3.1 INTRODUCTION

This study aims at looking critically at the factors that affect the use of Kenya National Archives and Documentation Service by students. KNA&DS is the largest and best known archival institution in Kenya. It has a national outlook and is legally constituted by the Government. KNA&DS has a lot of materials that are relevant to students. The survey will be conducted within three secondary schools. Two within Nairobi Province, and one from Thika District. These three schools have visited the KNA&DS in 1999. The survey will also be conducted within the Kenyatta University undergraduate students. The choice of Kenyatta University is also deliberate on the side of the researcher. The researcher was able to get a large number of students who are on summer semester. Availability of students was also the main reason used in the choice of Kenya Polytechnic students training in information studies.

The study will consist of the following research instruments and techniques for data collection.

1. Four different questionnaires
2. Observation
3. Secondary sources of information e.g. statistics of students who visit the KNA&DS.

3.2 QUESTIONNAIRES

Questionnaires are mainly going to be used for the fieldwork. They have both closed and open ended questions. The questionnaire for University undergraduates and polytechnic students also has dummy tables.
The first questionnaire deals with search room members of staff. This questionnaire is specifically meant for this group due to their close association with students. This is the section within the KNA&DS that deals with educational matters. The questionnaire seeks to find out the reasons for the different access levels accorded to different grades of students. The questionnaire also tries to find out the degree of utilization of different archival materials by different categories of students.

The second questionnaire is for secondary school students. This particular questionnaire seeks to find out how secondary school students utilize the various resources within the KNA&DS it is also trying to find out the attitude students have towards the KNA&DS as a learning center.

The third questionnaire is for secondary school teachers. This questionnaire is meant to investigate the relevance of archival materials for teaching and learning purposes. The questionnaire is also aimed at collating the answers from the Secondary schools Students questionnaire.

The fourth questionnaire is for University undergraduate students and also polytechnic students. These two institutions represent tertiary institutions of education. This questionnaire is aimed at establishing the main users of archival resources within the two groups. The questionnaire is also aimed at assessing the relevance of archival resources for learning purposes.
3.3 OBSERVATION

Observation is intended to confirm or reject some of the information given in the questionnaire. This is especially the questionnaire administered to search room members of staff. Of particular relevance is the handling of students by search room members of staff. Due to limitation on time and the different schedules of students visiting the KNA&DS only three groups of students have been observed.

3.4 SECONDARY SOURCES

This is the data and statistical reports compiled by search room members of staff. They are mainly on the number of students who visit KNA&DS. The statistics also include the number of letters of invitation sent to schools and the number of schools that visit KNA&DS as a result of those letters.

3.5 SAMPLING

The researcher will randomly do the selection of the sample. The sample is specifically selected from those groups that have used KNA&DS at least once. This was deliberately done in order to elicit useful responses to the questionnaires.

3.6 SAMPLE POPULATION

A representative sample will be selected from each educational institution. It consists of ten students from each institution. Ten students from each of the Secondary Schools, ten from the Kenya Polytechnic and ten from Kenyatta University. The Secondary Schools are Don Bosco Secondary School in Nairobi, Nairobi School and Gaichanjiru Boys Secondary School. Two teachers were also selected from each of the above mentioned Secondary Schools for the
questionnaire on Secondary School teachers. For the search room questionnaire, ten members of staff whose duties are connected with search room operations were selected.

3.7 DATA ANALYSIS

The collected data will be analyzed according to the various aims and objectives of the study. This is in addition to the different themes of the questionnaires. Tables will be used for easy analysis and interpretation. Percentages and statistics will also be given where necessary. The research will also use descriptive analysis to analyze some of the data collected.
CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter is an attempt to analyze the data collected in the survey. Several major factors were examined. They include the following:

1. Categories of students who use the KNA&DS.
2. Publicity channels used by KNA&DS to students.
3. Access to KNA&DS by students.
4. Students perception of KNA&DS.
5. Modes of communication used by KNA&DS members of staff to visiting students.
6. Problems faced by students when trying to access information from KNA&DS.
7. Knowledge of various sections of KNA&DS by students
8. Relevance of archival resources to students
9. Use of information from KNA&DS by students

The analysis of the data was based on responses from KNA&DS members of staff whose duties are related to searchroom activities, students from five different educational institutions and teachers from three different educational institutions. To avoid mentioning the different institutions specifically, they were coded 1 - 5.

Secondary schools bear the codes 1 - 3 while tertiary educational institutions bear codes 4 - 5. The secondary school teachers’ questionnaire was also coded 1-3 corresponding to the codes of the three secondary schools.
4.2 SAMPLED EDUCATIONAL INSTITUTIONS COVERED BY THE SURVEY

All the educational institutions covered by the survey are public educational institutions. 40% are boy's boarding schools while 20% of the schools are mixed day secondary schools. Two of the schools bearing codes 1 and 2 are within Nairobi while the third one is in the rural area. All the respondents from the tertiary educational institutions reside within Nairobi. They have all visited KNA&DS.

The first questionnaire to be analyzed was the one on KNA&DS members of staff associated with searchroom activities. A total of ten employees responded to the questionnaire. This was 100% of the sample from this category of respondents.

4.3 QUESTIONNAIRE FOR STAFF RELATED TO SEARCHROOM OPERATIONS

4.4 NUMBER OF YEARS WORKED IN THE DEPARTMENT

Table 2. Years worked in KNA&DS

<table>
<thead>
<tr>
<th>no. of years</th>
<th>respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO.</td>
</tr>
<tr>
<td>1 to 3 years</td>
<td>0</td>
</tr>
<tr>
<td>3 to 5 years</td>
<td>3</td>
</tr>
<tr>
<td>over 10 years</td>
<td>7</td>
</tr>
</tbody>
</table>

70% of the respondents have worked in the department for over ten years while 30% have worked for between three and five years. This indicates that most of the respondents have had a lot of experience in archives related work. They can therefore be relied upon to give
up to date information on the utilization of archival resources by students. Observation and secondary information sources were also used to collaborate the information given.

4.5 **CATEGORIES OF STUDENTS WHO USE KNA&DS AS SEEN BY SEARCHROOM STAFF**

Students’ information seeking habits differ depending on interests, age and availability of resources. 10 searchroom members of staff were asked to indicate the categories of students who use KNA & DS most. The results are summarized below.

<table>
<thead>
<tr>
<th>Category of students</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnic students</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>University undergraduates</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>University postgraduates</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Secondary school students</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Primary school students</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

70% of the respondents from the searchroom indicated that the most frequent users of searchroom facilities are students from the Kenya Polytechnic, University undergraduate and postgraduate students also make fair use of the searchroom facilities. This was indicated by 60% of the respondents in both cases. Secondary school students make the least use of the searchroom. This was indicated by 20% of the respondents. Primary school pupils make no use of searchroom facilities.
4.6 **PUBLICITY PROGRAMMES.**

A publicity program is important in enlightening students about the existence and value of an archives service. KNA&DS has at its disposal a wide range of channels to advertise to students. Information on the various publicity channels was obtained from the KNA & DS members of staff whose duties are related to searchroom operations. The results are summarized in table 4 below.

<table>
<thead>
<tr>
<th>Publicity channel</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print media</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Electronic media</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Visiting schools</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Lectures</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Showground</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Video shows on Saturdays</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Departmental newsletter</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Personal selling</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

The table above indicates that the most used publicity channels are lectures and the pavilion at the show ground. Each had 50% of the respondents. Lectures are normally given to students who visit in organized school tours. The print and electronic media are rarely used for publicity purposes. Only 20% and 10% of the respondents in each
case respectively indicated that the two channels are ever used. This shows that KNA & DS still relies a lot on face to face channels of advertising. The department is therefore not taking advantage of modern technology to reach its users. A lot of potential users are therefore left out. Video shows on Saturdays are also an important channel as shown by 40% of the respondents. The departmental newsletter was indicated as important by 10% of the respondents. Personal selling was also indicated as a channel of advertising by 10% of the respondents.

4.7 EFFECTIVENESS OF VARIOUS PUBLICITY CHANNELS

Table 5: A comparison of various publicity channels

<table>
<thead>
<tr>
<th>Publicity channel</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print media</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Electronic media</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Visiting schools</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Lecturers</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Show ground</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Video shows on Saturdays</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Departmental newsletter</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Personal selling</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Of all the various publicity channels used by the department, visiting schools was seen as the most effective by 60% of the respondents from searchroom. The pavilion at the showground ground and lectures were also indicated as effective by 50% of the respondents in each case. Most of the respondents indicated that the departmental newsletter and personal selling were ineffective in reaching students.
4.8 ACCESS TO KNA&DS

The access policy is important in determining the category of students to be accorded full access to KNA & DS. The level of access also dictates the variety of available archival resources students are exposed to on a visit to the KNA & DS. The table below shows the various archival resources students are allowed access to when they visit KNA & DS.

Table 6: Archival materials exposed to different categories of students.

<table>
<thead>
<tr>
<th>Category of students</th>
<th>Files</th>
<th>Art gallery</th>
<th>Microfilms</th>
<th>Books</th>
<th>V. shows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school pupils</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Secondary school students</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>University students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Polytechnic students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

KEY 1 - Yes; 0 - None

The table above shows that all categories of students who visit KNA & DS are exposed to the materials at the art gallery and to video shows. Primary and secondary school students are never exposed to files, microfilms or books. It is not a wonder that students end up having the wrong impression about KNA & DS. If students are not exposed to the full range of archival materials, they will continue having the wrong impression about the department. They will therefore make minimal use of its facilities simply because they are not aware of those facilities.
Different access privileges also account to a large extent to the different utilization levels of archival resources by students.

The criteria for different access levels include:

1. Age
2. Level of education of a student
3. Level of research required by students.

Three members of searchroom when interviewed indicated that in many instances there is no discrimination in the access policy followed by KNA&DS. They gave the following reasons.

1. KNA & DS is a public institution, so all the users are treated the same.
2. Some of the information students are looking for is not found anywhere else. They would therefore suffer if they were discriminated against.
3. Marketing of the departments' activities would suffer if it accorded different access privileges to its users.
4. Students only have to ask for what they want and they are allowed to have access to it. These four points were highly doubted by observation of users in searchroom.
4.9 **RELEVANCE OF ARCHIVAL RESOURCES**

For archival resources to be utilized, they have to be relevant to the subjects being taught in schools. The table below shows the different subjects researched on in the KNA & DS as indicated by the searchroom members of staff.

**Table 7. Subjects highly researched on in KNA&DS.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>8</td>
</tr>
<tr>
<td>Archival and information studies</td>
<td>6</td>
</tr>
<tr>
<td>Art and design</td>
<td>4</td>
</tr>
<tr>
<td>Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

According to searchroom members of staff, the most highly researched on subject in KNA & DS is history. This was indicated by 80% of the respondents. Archival and information studies were also researched on frequently. This was also shown by 60% of the searchroom members of staff. Art and design were also researched on as shown by 40% of the respondents. 30% of searchroom members indicated that anthropology was also researched on. None of the respondents from searchroom indicated that scientific research could also be conducted in the KNA & DS using archival resources. The lack of relevant archival resources for scientific research could be a contributing factor to the under utilization of KNA & DS by students.
KNA & DS members of staff related to searchroom activities were of the opinion that archival resources were not well utilized by students. They gave the following recommendations:

4.1.0 **RECOMMENDATIONS BY SEARCHROOM MEMBERS OF STAFF**

1. The KNA & DS should have an article published once a week/month in any of the popular dailies.

2. When it is possible there should be a weekly program on the TV to run for at least three months.

3. Review cap 19 laws of Kenya in order to allow younger students e.g. ages 12-14 years. Early knowledge of our historical background will instill patriotism. This will go along way into creating a cohesive society.

4. Step up marketing campaigns and relax the rules on access.

5. Improve searchroom/activities e.g. increase comfort and reduce the noise from outside. The reading room can also be relocated and expanded.

6. Increase publicity by holding seminars and giving lectures in educational institutions. The records management teams can be used to publicize archival activities in the field.

7. Visual presentation of selected information from our holdings related to the educational pursuits of schools in their own premises.

8. Involve more personnel in giving lectures. Presentation of different topics may be different with different members of staff.

9. Stage quarterly shows in which a wider audience will be reached.
10. Open up educational facilities for other subjects i.e. languages, sciences rather than sticking to historical fields alone

11. Show more current films and documentaries

12. Give out a specially prepared handout to students after the tour, lecture or film shows.

13. Teachers, especially those teaching history should be sensitized on the value of historical information in our holding. They should be encouraged to come and research on the topics they teach.

14. Some of the lecture notes on topics like nationalism, mau mau, struggle for independence should be availed to the teachers.

15. Offer more current materials especially on the 8:4:4 system of education.

16. Most schools are in the rural areas. They should be approached more aggressively.

17. Open archival fairs where students can be invited in an archives open day.
4.1.1 STUDENTS QUESTIONNAIRES

The students questionnaires attempted to look at the different utilization levels of archival resources by different categories of students. The various factors that hinder effective utilization were also looked at. A total of 50 questionnaires were given out. 47 students responded to the questionnaires. 30 from secondary schools and 17 from tertiary institutions. This is 94% of the total number of questionnaires given out. All the students who responded have visited KNA & DS in 1999. All of them heard about KNA & DS from various sources as shown in the table below.

4.1.2 CHANNELS THROUGH WHICH STUDENTS HEARD ABOUT KNA&DS

Table 8: Sources from which students learnt about KNA&DS

<table>
<thead>
<tr>
<th>CODE</th>
<th>Parents</th>
<th>%</th>
<th>teachers</th>
<th>%</th>
<th>friends</th>
<th>%</th>
<th>Newspaper</th>
<th>%</th>
<th>Radio, tv</th>
<th>%</th>
<th>others</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4.2</td>
<td>6</td>
<td>12.7</td>
<td>2</td>
<td>4.2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2.1</td>
<td>4.2</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>4.2</td>
<td>31</td>
<td>65.9</td>
<td>9</td>
<td>18.0</td>
<td></td>
<td></td>
<td>3</td>
<td>6.3</td>
<td>2</td>
<td>4.2</td>
</tr>
</tbody>
</table>

The Table above shows the importance of teachers in introducing archival resources to students. 65.9% of all the students indicated that they first heard about KNA & DS from teachers. None of the students from either the polytechnic or university ever
heard about KNA & DS from parents or guardians. Only a mere 4.2% of the students heard about KNA & DS from parents while only 18.0% of all the students heard about KNA & DS from friends.

Only 6.3% of the students heard about KNA & DS from the radio or TV. None of the students heard about KNA & DS from the print media, while 4.2% of the respondents learned about KNA & DS from the writing on the wall of the KNA & DS building.

### 4.1.3 VISITS TO KNA & DS

The table below shows the various ways different categories of students visited KNA&DS.

#### Table 9: Visits to KNA & DS by students.

<table>
<thead>
<tr>
<th>Manner of visiting</th>
<th>SECONDARY SCHOOL STUDENTS</th>
<th>UNIVERSITY &amp; POLYTECHNIC STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>With parents</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>With friends</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Organized school trips</td>
<td>25</td>
<td>83.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
The data above show that 83% of the secondary school students visited KNA & DS in organised school trips. Only 13.3% of the secondary school students visited with friends while 3.3% visited with parents. None of the secondary school students ever visited KNA & DS on their own. Most of the university and polytechnic students (52.9%) have visited KNA & DS on their own while, 29.4% have visited with friends. Only 17.6% tertiary level students have ever visited KNA & DS in an organised school trip.

4.1.4 STUDENTS PERCEPTION OF KNA & DS

Student’s perception of KNA & DS is important if they are expected to make effective use of its facilities. The following table shows the various different perceptions students have about KNA & DS.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Secondary school students</th>
<th>University &amp; Polytechnic students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Total</td>
</tr>
<tr>
<td>Museum</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Art gallery</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Place for video &amp; films</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

The table above shows that most (83.3%) of the secondary school students perceived the KNA & DS as an art gallery. Another 56.6% of the secondary school students perceived KNA &
DS as a museum, while 16.6% from the same category of students perceived KNA & DS as a place where videos and old films are shown. Beside this, 16.6% of the secondary school students actually perceived KNA & DS as a warehouse for old government stores before they are disposed of. These are very serious misconceptions. The situation does not seem very different even in our tertiary educational institutions. Most of the students in this category (52.9%) perceived KNA & DS as a museum while 29.4% perceived it as an art gallery. Another 23.5% perceived KNA & DS as a library. From this data, it can be seen that most students in both secondary and even in our tertiary educational institutions had the wrong perception about KNA & DS. First impressions are very important and can sometimes create a lasting impression on a student. It is therefore important for KNA & DS to portray the right image right from the beginning in order to attract students to use its faculties. When both categories of students were asked to indicate the most appropriate definition of archives, they gave the following answers.

4.1.5 STUDENTS DEFINITION OF ARCHIVES

Table 11: Definition of Archives by Students

<table>
<thead>
<tr>
<th>Definition</th>
<th>Secondary school students</th>
<th>Polytechnic and University Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Dead records</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Information about people and events that happened long time ago</td>
<td>5</td>
<td>16.6</td>
</tr>
<tr>
<td>Non-current records which contain valuable information</td>
<td>20</td>
<td>66.6</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
The table above indicates that 66.6% of the secondary school students have an idea of what archives are. They gave the right definition of archives. Another 16.6% indicated that archives consist of information about people and events that happened long ago while 13.3% indicated that archives consist of old files and old books. One respondent even indicated that archives consist of obsolete stores from different government ministries.

University and polytechnic students were more knowledgeable when it came to defining archives. 76.4% gave the correct definition of archives. It is however sad to notice that 23.5% of the respondents in this category still regarded archives as dead records. The data in the table above shows that quite a sizable number of students, both in secondary and in our tertiary educational institutions still do not know what archives are even offer visiting KNA & DS.

4.1.6 **USER EDUCATION AND STUDENTS USE OF KNA & DS RESOURCES.**

On visiting KNA & DS, students need to be taught how to make effective use of its resources. User instruction is necessary for effective utilization of archival resources. To a student, user instruction is like an eye opener. It helps a student through the myriad of information carriers in the KNA & DS. It also trains the student to be independent in the use of archival resources. User education therefore calls for close cooperation between the KNA & DS members of staff and the students. This initial contact is very important if the student is expected to continue using the facilities at KNA & DS. It can also be used to correct wrong assumptions about the department.
In order to find out how students got to know about the various archival resources, students were asked to indicate the methods used to introduce them to archival materials. The results are shown in Table 12.

### 4.1.7 Modes of Communication Through Which Students Were Introduced to Archival Resources

#### Table 12: Communication channels

<table>
<thead>
<tr>
<th>Mode</th>
<th>Secondary school students</th>
<th>University students</th>
<th>Polytechnic students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Total</td>
<td>%</td>
</tr>
<tr>
<td>Lecture</td>
<td>25</td>
<td>30</td>
<td>83.3</td>
</tr>
<tr>
<td>Video show</td>
<td>22</td>
<td>30</td>
<td>73.3</td>
</tr>
<tr>
<td>Guided tour</td>
<td>0</td>
<td>30</td>
<td>0.0</td>
</tr>
<tr>
<td>Brochures</td>
<td>0</td>
<td>30</td>
<td>0.0</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>0</td>
<td>30</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The above table indicates that lectures and video shows are the most used modes of communicating to students. Lectures were indicated as important by 83.3% of secondary school students, 42.8% of university students and by 30% of the polytechnic students. Video shows on the other hand were seen as important by 73.3% of the secondary school students while 28.5% of the university students also indicated that video shows were important. Only 20% of the polytechnic students indicated that video shows were also important. The table also indicates that user education is not given uniformly to all the students. Secondary school students were not given any guided tour or even a brochure to guide them in their utilization of archival materials. Fewer students from the tertiary educational institutions were exposed to lectures and video shows than the case in secondary school students. Even the other modes of
communication were not provided uniformly to the students. Only 14.2% of the university students were provided with a guided tour on visiting KNA&DS while 30% of the polytechnic students were given a guided tour only because they were attached to the department for a period of time as part of their practical work.

4.1.8 KNOWLEDGE OF VARIOUS SECTIONS OF KNA & DS BY UNIVERSITY AND POLYTECHNIC STUDENTS

Table 13: Knowledge of KNA&DS Sections

<table>
<thead>
<tr>
<th>Section</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation section</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Microfilming section</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Audio Visual section</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>NDS</td>
<td>12</td>
<td>70.5</td>
</tr>
<tr>
<td>Records center</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Searchroom</td>
<td>17</td>
<td>100</td>
</tr>
<tr>
<td>Repositories</td>
<td>4</td>
<td>23.5</td>
</tr>
</tbody>
</table>

Students knowledge of other sections within KNA & DS is minimal except for NDS and searchroom. All the students in this category knew about the searchroom. All of them had used the searchroom. The respondents also indicated that in other sections they had only spent brief moments of between 10-15 minutes.
4.1.9 UTILIZATION OF VARIOUS ARCHIVAL RESOURCES BY UNIVERSITY AND POLYTECHNIC STUDENTS

Table 14: Utilization of Archival Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>University students</th>
<th>Polytechnic students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Total</td>
</tr>
<tr>
<td>Files and books</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Microfilms</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Photographs</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Films and videos</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

All the students from the tertiary level educational institutions showed heavy use of files and books. Microfilms were used by 71.4% of the university students and by 30% of the polytechnic students. Photographs and films are rarely used. Only 28.5% of the university students have ever used photographs. Films and videos were used by only 42.8% of the university students. The utilization of other resources is also low among polytechnic students. Only 30% and 10% have ever used microfilms and films respectively. None of the polytechnic students has ever used photographs.
### 4.2.0 RELEVANCE OF VARIOUS ARCHIVAL RESOURCES

Table 15: Relevance of Archival Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Most relevant</th>
<th>Relevant</th>
<th>Least relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Files and books</td>
<td>13</td>
<td>76.4</td>
<td>0</td>
</tr>
<tr>
<td>Microfilms</td>
<td>7</td>
<td>41.1</td>
<td>4</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
</tr>
<tr>
<td>Films and slides</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
</tr>
</tbody>
</table>

The above table indicates that files and books were found to be the most relevant resources by students in our tertiary institutions. This was indicated by 76.4% of the respondents. Microfilms were found relevant by 41.1% of the students while photographs were found relevant by only 29.4% of the tertiary level students. Films and slides were found to be the least relevant for educational purposes. This was indicated by 47% of the students.
4.2.1 PROBLEMS FACED BY TERTIARY LEVEL STUDENTS WHEN ACCESSING INFORMATION FROM SEARCHROOM

Table 16: Problems experienced during access of archival materials

<table>
<thead>
<tr>
<th>Problems</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of adequate materials</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td>Delays in document delivery</td>
<td>13</td>
<td>76.4</td>
</tr>
<tr>
<td>Lack of relevant materials</td>
<td>6</td>
<td>35.2</td>
</tr>
</tbody>
</table>

The biggest problem was found to be delays in document delivery, especially from NDS, followed by inadequate materials and finally by irrelevant materials. Other problems as reported by tertiary level students are as follows:

1. Poor organization of the catalogue and other guides.
2. Unresponsive members of staff.
3. Illegible guiding aids.
4. Too much noise from outside.
5. Few opening hours on Saturday.
6. Lack of access to NDS.

4.2.2 RATING OF THE SERVICE BY TERTIARY LEVEL STUDENTS

Table 17: Rating of the service by students

<table>
<thead>
<tr>
<th>Service</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>13</td>
<td>17.7</td>
</tr>
<tr>
<td>Poor</td>
<td>14</td>
<td>82.3</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

The service was rated as poor by 82.3% of the respondents. Only 17.7% found the service satisfactory while none (0.0) found the service very good.
### 4.2.3 RECOMMENDATIONS SUGGESTED BY THE STUDENTS

Table 18: Recommendations by students

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>Timeliness in document delivery</td>
<td>13</td>
</tr>
<tr>
<td>Accessibility of NDS to users</td>
<td>6</td>
</tr>
<tr>
<td>More responsive members of staff</td>
<td>7</td>
</tr>
<tr>
<td>Opening the searchroom the whole day on Saturday</td>
<td>9</td>
</tr>
<tr>
<td>Help in using the catalogue</td>
<td>8</td>
</tr>
</tbody>
</table>

The table above shows that timeliness in document delivery is an area that needs major improvement. A service that wastes the users time by taking too long to procure the required information handily endears itself to users. Opening the searchroom the whole day on Saturday was also suggested by 52.9% of the respondents as another area that needs to be improved upon, students from the tertiary institutions indicated that Saturday was the only day they could get time to do any serious research in the KNA & DS. Closing the searchroom at 1.00 p.m. therefore denied them the extra time they needed to do research. 41.2% of the students also indicated that searchroom staff were lax in responding to students requests. More accessibility to the NDS was also suggested by 41.2% of respondents.

Other suggestions included:

1. Establishing mutual relationship with other learning institutions particularly those offering training on archives and related subjects
2. Offer lending services to students.
3. Allow students to come with their own reading materials to the searchroom.
4.2.4 USE OF KNA&DS BY SECONDARY SCHOOL STUDENTS

Secondary School Students make minimal use of KNA&DS resources. It is clear from the searchroom members of staff that secondary school students are denied access to various archival resources due to such factors like age and permit requirements. Secondary school students are only exposed to the artifacts at the art gallery and to video shows. Responses from searchroom members of staff however indicated that secondary school students were usually given a lecture when they visited KNA & DS. It is ironical to give students a lecture on the value of archives and then tell them to wait until they are 18 years old or until they get a permit. When secondary school students were asked to rate the importance of the information they got from KNA & DS, they gave the following replies.
4.2.5 IMPORTANCE OF INFORMATION FROM KNA & DS FOR EDUCATIONAL PURPOSES AS INDICATED BY SECONDARY SCHOOL STUDENTS

Table 19: Importance of Information from KNA&DS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>25</td>
</tr>
<tr>
<td>Important</td>
<td>5</td>
</tr>
<tr>
<td>Least important</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

The table shows that 83.3% of the secondary school students indicated that the information from KNA & DS was very important to them as students. This high percentage is a clear indication that secondary school students are ready to utilize archival resources for their class work. None of the students completely dismissed archival resources as irrelevant for educational purposes. When this category of students were asked to indicate the subjects they thought archival resources were most relevant in, they came up with the following subjects as shown in the table below:
4.2.6 SUBJECTS WHERE ARCHIVAL RESOURCES CAN BE APPLIED.

Table 20: Application of Archival Resources in various subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Art and Craft</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Oral literature</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Design</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Drawing and Design</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

The table above shows that secondary school students are aware of the subjects in which archival resources can be applied. All the students in this category indicated that archival resources are most relevant in history, 40% also indicated that archival resources are relevant in the study of art and craft. This response was no doubt brought about by the large number of artifacts from the art gallery. 30% of the students indicated that one could apply archival resources in the study of geography. The study of government can also benefit from the utilization of archival resources. This was indicated by 30% of the respondents.
4.2.7 USE OF INFORMATION FROM KNA&DS

Students from the tertiary educational institutions indicated that they used the information they got from KNA & DS in the following ways.

Table 21: Reasons for using KNA&DS Resources

<table>
<thead>
<tr>
<th>Use</th>
<th>Polytechnic Students</th>
<th>University Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>For research project</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>For general information</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Study and learning</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Entertainment</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The Table shows that all the university students involved in the survey used the information from KNA & DS for writing research projects. Most of the students from the Polytechnic (70%) used the information for study and learning purposes. Only 10% of the students from the polytechnic and 14.2% from the University used the information for general information. None of the students used the information for entertainment.
4.2.8 SECONDARY SCHOOL TEACHERS QUESTIONNAIRE

Data gathered from this questionnaire was largely used to collaborate the data gathered from the students' questionnaire. Two teachers were picked from each of the educational institutions coded 1-3. A total of six teachers were involved in the survey. The distribution of the subjects taught by teachers is shown in the table below.

4.2.9 DISTRIBUTION OF SUBJECTS TAUGHT BY THE TEACHERS

Table 22: Subjects taught by the teachers

<table>
<thead>
<tr>
<th>Subject</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Art and design</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>1</td>
<td>16.6</td>
</tr>
</tbody>
</table>

66.6% of the respondents were found to be history teachers in their respective schools. Half (50%) of the teachers also teach Geography while 33.3% of the teachers teach Art and Design. Biology and Chemistry each had 33.3% of the teachers. English and Kiswahili were being taught by the least number of teachers. These two subjects were each being taught by 16.6% of the respondents. All of them have visited KNA & DS at least once in their teaching careers.
The following table shows the number of years the teachers have taught.

4.3.0 NUMBER OF YEARS ONE HAS BEEN A TEACHER

Table 23: Period the Teachers have taught

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One to five Years</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Five to ten years over ten years</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Over ten years</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows that 83.3% of the teachers have taught for less than five years while only one has taught for more than ten years.

4.3.1 VISITS TO KNA & DS

All the respondents in this category have visited the department in one way or another.

Table 24 below shows the different ways the teachers visited KNA & DS the first time.

Table 24: First visits to KNA & DS by teachers

<table>
<thead>
<tr>
<th></th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>As an Organized school trip</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td>With friends</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>
Organized school tours are still the most prevalent way of visiting KNA & DS. This was shown by 66.6% of the teachers. Only two teachers have ever visited on their own as individuals.

4.3.2 PUBLICITY AND AWARENESS

Publicity as mentioned elsewhere is important in creating awareness in the existence and value of an archives service. Teachers were therefore asked to show how they heard about KNA & DS the first time. The results are summarized in the table below.

Table 25: Sources from which teachers heard about KNA & DS

<table>
<thead>
<tr>
<th>Source</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>From radio or T.V</td>
<td>1</td>
</tr>
<tr>
<td>From Newspapers</td>
<td>1</td>
</tr>
<tr>
<td>From fellow teachers</td>
<td>2</td>
</tr>
<tr>
<td>From Friends</td>
<td>0</td>
</tr>
<tr>
<td>Pavilion at show ground</td>
<td>2</td>
</tr>
</tbody>
</table>

Fellow teachers and the pavilion at the show ground are the main sources from which most teachers came to know about KNA & DS. 33.3% of the respondents in each case indicated that they first learned about KNA & DS from these two sources. This can be attributed to direct interaction between members of the teaching community and also to the yearly trips to the show grounds. Only 16.6% of the teachers heard about KNA & DS from the radio or TV. The same case applies to newspapers. Only 16.6% of the teachers heard about KNA & DS from this channel.
Knowledge of various archival resources is low among teachers. Only 33.3% of the teachers were aware of files. Books and microfilms were also known by 33.3% of the teachers in each case. Teachers had the highest awareness of photographs, films and slides, video shows and the art gallery. None of the teachers knew about cassettes.
4.3.4 RELEVANCE OF VARIOUS ARCHIVAL RESOURCES FOR TEACHING PURPOSES

Table 27: Relevance of Archival Resources for Teaching purposes.

<table>
<thead>
<tr>
<th>Resource</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Files</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Books</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Microfilms</td>
<td>1</td>
<td>16.6</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Films and video show</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Art gallery alone</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Cassettes</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Relevance of archival resources is low as shown by the table above. Only 33.3% of the teachers thought that books were relevant, while 16.6% also indicated that microfilms were relevant. 16.6% also indicated that microfilms were relevant. Archival resources thought to be the most relevant (100%) were films and video shows. These are especially films on the mau mau and on the white mans country. The art gallery was indicated to be relevant by 50% of the teachers. These are especially the teachers teaching art and craft.
### 4.3.5 COMPOSITION OF STUDENTS WHO VISIT KNA & DS

#### Table 28: Students visitors to KNA&DS by grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Form ones</td>
<td>0</td>
</tr>
<tr>
<td>Form twos</td>
<td>0</td>
</tr>
<tr>
<td>Form threes</td>
<td>3</td>
</tr>
<tr>
<td>Form fours</td>
<td>4</td>
</tr>
<tr>
<td>All of them</td>
<td>1</td>
</tr>
</tbody>
</table>

The respondents indicated that most of the secondary school students who visit KNA & DS are form fours and form threes. On being interviewed the teachers indicated that they usually brought these two grades of students in preparation for their ‘O’ level examinations. Thus, 66.6% of the teachers indicated that form fours were the most often grade brought to the KNA & DS. Only 16.6% of the teachers indicated that they organized trips for all the grades provided the particular student paid for the trip.
4.3.6 ARCHIVAL RESOURCES EXPOSED TO STUDENTS WHEN THEY VISIT KNA&DS

Table 29: Resources Exposed to Students

<table>
<thead>
<tr>
<th>Resource Format</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Files</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Microfilms</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Films and slides</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Art gallery alone</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

All the teachers indicated that students were only exposed to the art gallery and to films and slides. When interviewed, the teachers also said that they benefited a lot from a lecture given by a member of staff.

4.3.7 LEVEL OF SATISFACTION

Table 30: Level of satisfaction

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Least satisfied</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Satisfied</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>
Most (66.6%) of the teachers were satisfied with the service given in the KNA & DS. However, 33.3% were least satisfied with the service. None of the teachers were very satisfied. The respondents were therefore asked to indicate the areas they would like improvements made. This is shown in Table 31 below.

4.3.8 RECOMMENDED IMPROVEMENTS BY TEACHERS

Tables 31: Teachers’ recommendations

<table>
<thead>
<tr>
<th>Respondents</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display at the art gallery</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Better films and video shows</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td>Accessibility of archival resources</td>
<td>5</td>
<td>83.3</td>
</tr>
</tbody>
</table>

Accessibility to archival materials by students was shown by the teachers to be the area that needs most improvement. This was indicated by 83.3% of the teachers. This was followed by 66.6% of the teachers who wanted better films and video shows. The art gallery also needed improvements as shown by 33.3% of the teachers.
4.3.9 ARCHIVAL STUDIES AND THE 8:4:4 CURRICULUM.

The teachers were also asked to indicate whether archival studies should be included in the 8:4:4 curricular for secondary schools as a separate subject. The results are shown below.

Table 32: Archival Studies within the 8-4-4 System of education.

<table>
<thead>
<tr>
<th>Response</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that 66.6% of the teachers indicated that archival studies should be included in the curriculum. They gave the following reasons.

1. This can help the students all over the country to be aware of the existence of KNA & DS.
2. This can greatly assist the students academically especially in history and government.
3. Most of the textbooks used in the 8:4:4 system are brainwashing, biased, outdated and inadequate in content.
4. It would help in making history and government more practical in orientation as has been the tendency nowadays.
5. It would help students build their careers.

The 33.3% of the teachers who thought that archival studies should not be included in the curriculum for secondary schools, giving the reason that, most of the archival knowledge falls on subjects already being taught in schools, mainly in history/civics, art and geography.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 The study focused on the utilization of KNA&DS by students. Specifically, the study set out to investigate the factors that hinder effective utilization of its resources by students in secondary and in tertiary educational institutions.

This chapter attempts to summarize, make conclusions and recommendations based on the findings of the study as analyzed in the previous chapter. The study has revealed that there is a direct relationship between:

1. Categories of students who use KNA&DS resources and the students level of awareness.
2. Level of publicity and the current utilization of archival resources by students.
3. The relevance of archival resources and subjects being taught in schools.
4. User education and students utilization of archival resources.
5. The teacher and the eventual introduction of archival resources to students.
6. Access regulations to KNA&DS and utilization of its resources by students.
7. Quality of service within KNA&DS and the current utilization of its resources by students.

These aspects of the study were looked at in the light of the four different user groups involved in the study. These are secondary school students, polytechnic students, University Undergraduate students and secondary school teachers.
5.2. Categories of students who use the KNA&DS

The study revealed that the most frequent users of KNA&DS are Kenya Polytechnic students. This has been attributed to the close vicinity between KNA&DS and the Kenya Polytechnic. All the respondents in this category of students were also taking archival and information studies. They were therefore able to get relevant materials in the KNA&DS. Polytechnic students also showed the best knowledge of various other sections of the department. Many of them indicated that they have spent considerable time within KNA&DS on practical attachments. Secondary school students hardly make any use of KNA&DS. University students only make minimal use of KNA&DS mainly for specific projects. However this last category of students make the heaviest use of files (100%) microfilms (71.4%) while 42.8% have also used films and slides.

The study also revealed that most (83.3%) of the secondary school students visit KNA&DS in organized school trips. On the other hand, most (52.9%) of the tertiary level students visit KNA&DS on their own.

The survey also showed that secondary school students were ignorant of any other archival resources except films, videos, art gallery and lectures. If the department expects students to make use of the resources within it, then it has to bring to the student’s awareness, the existence and value of the full range of archival resources. Arachi expressly stated this in the 1992 KNA&DS senior staff seminar, when he said that:

*It would be unreasonable to blame teachers and students for not using information whose existence they may not be aware of. It is our duty to let them know of the existing KNA capabilities to provide this or that type of information. Arachi (1992 -94)*

It is clear that if students are not aware of the existence of the other archival resources, then they will not access the information contained in them.
Utilization of archival resources is also very low among teachers. This is from the indication that they only visit KNA&DS when they bring students for a tour. This was shown by 66.6% of the teachers. This is in spite of the fact that they knew that certain archival resources are relevant for teaching and learning purposes. It is therefore evident that KNA&DS needs to do something about this user group. Though 66.6% of them had indicated that they had prior knowledge of KNA&DS when they were students, none of them ever made use of archival resources for teaching purposes.

5.3 Students perception of the KNA&DS

The survey revealed that most students had the wrong perception about KNA&DS. 83.3% of the secondary school students perceived it to be an art gallery while 52.9% of the students from the tertiary educational institutions perceived KNA&DS as a museum. These wrong perceptions can have a big effect on the student’s inclination to use archival resources. Some of these wrong perceptions can linger for a lifetime. Some secondary school students (16.6%) even perceive KNA&DS to be a store for old government equipment. Perhaps the architectural design of the building has a lot to do with such wrong perceptions.

5.4 Level of publicity and the current utilization of archival resources by students

The various publicity channels used by the department have different success rates. Publicity should be aimed at reaching the maximum number of students. It should also be effective in eliciting a positive response from the students concerned. A positive response will mean a visit or increased visits to KNA&DS. This in turn translates itself to increased utilization of archival resources.

The study revealed that the level of publicity is very low in the department. The T.V and radio are highly underutilized. Only 6.3% of all the students heard about KNA&DS from the electronic media while none (0.0%) heard about KNA&DS from the print media. The same case applies to teachers. Only 16.6% of the teachers ever heard about KNA&DS from the radio or TV. The same percentage of teachers (16.6%) also heard about KNA&DS from the newspapers. These two channels of publicity were also indicated by the searchroom staff as the least used for publicity.
purposes. This is very disheartening considering the great potential of these two channels. K.B.C. radio broadcasts reach almost 90% of the Kenyan population. This means that even the remote communities can have access to basic information. These are especially students in the rural areas. The other publicity channels like visiting schools, video shows on Saturday, lectures and even the show ground are restrictive in the number of potential users they can reach. They are mainly face to face publicity channels. They are therefore limited in the number of potential users they can reach.

5.5 Pavilion at the showground

As the study revealed, the pavilion at the showground has contributed a lot in publishing the activities of the department. 33.3% of the teachers cited the pavilion as instrumental to their knowledge of KNA&DS. The showground was also indicated as one of the most used by (50%) of the searchroom respondents as well as one of the most effective.

The pavilion plays an important role in enlightening students about the existence of KNA&DS. Data from the 1988 Nairobi International Show, shows that most of the visitors to the pavilion were schools groups. A total of 1,146 students visited the pavilion. If this is used as an indication of other years, then it is clear that the pavilion is an important publicity channel for the department. However, as a recent study on the effectiveness of the show as a publicity channel showed, the show does not necessarily add the number of researchers in the searchroom. It’s effectiveness as a publicity channel is therefore in doubt. That particular study revealed that on average, July and September had the highest number of school groups visiting the KNA&DS. These are the months just before the show in October. Perhaps the effectiveness of the showground as a publicity channel should be looked at as a long term investment in publicity. Students who visit the showground pavilion become aware of the activities of KNA&DS. They will therefore readily utilize its facilities in later years.
5.6 Visiting Schools

Visiting schools was indicated as the most effective publicity channel by 60% of the searchroom members of staff. Direct marketing to schools has the major benefit of allowing free exchange of communication between the visiting officer and the students. It is therefore bound to have a high success rate. This is a channel that needs to be pursued more vigorously. KNA&DS will need to increase its outreach programs to schools and other institutions of higher learning.

5.7 Relevance of archival resources

KNA&DS as an important educational facility has to plan its educational programs to meet the needs of the specific groups of students. It has to present students with relevant materials, which are in line with what is being taught in schools.

Most (80%) of the searchroom members of staff indicated that archival resources are most relevant in the study of history. Files were found by 76.4% of the tertiary students to be most relevant in the study of history. Microfilms also featured highly in this group. Another 40% of the respondents from searchroom indicated that archival resources are relevant in the study of art and design while another 30% indicated that archival resources could be applied in the study of anthropology. The teachers also indicated that students who visited KNA&DS were able to learn a lot about colonialism, nationalism and especially the Mau Mau warfare. These are important historical facts that can be used to forge closer ties within different ethnic groups. Teachers also indicated that by learning from original sources, many of the biases inherent in textbooks could be avoided.

Students from the polytechnic found archival resources particularly relevant in the study of archival and information studies. They indicated that they used KNA&DS resources because some of the materials were unavailable elsewhere. Secondary school students also indicated that they found videos relevant in historical studies. It is very sad that this group were not aware of other archival materials that could have been relevant to many more subjects.
5.8 USER EDUCATION

User education goes hand in hand with user orientation. It plays the important role of encouraging students to use archival resources as well as guiding students to the resources themselves. Secondary schools students seem to benefit the most from user education in the KNA&DS. Data from the secondary school questionnaire indicate that 83.3% of the students in secondary schools were given a lecture when they visited KNA&DS. This compares to only 42.8% of the University students and only 30% of the polytechnic students. A high percentage of secondary school students (73.3%) were also shown a video show on visiting KNA&DS while only 28.5% of the University students and 20% of the polytechnic students were ever shown a video show. The irony is that the category of students who benefited the most from lectures and video shows has the least access to various other resources within KNA&DS. The data from two other groups shows that user education is not highly conducted in the KNA&DS. This could be one of the factors leading into the low utilization of archival resources by students.

User education has a big effect on the way the various archival resources are finally utilized by students. It can lead into the student having either a positive or a negative image towards archival resources. The researcher would therefore recommend that user education be given to all students who visit KNA&DS for educational purposes. Handouts should also be given to students when they visit the “Service”. A handout would specially be effective after a visit to KNA&DS.

5.9 The role of the teacher in introducing archival resources to students

Teachers play a very important role in the lives of students. They are in constant contact with the students. They therefore act as a link between students and KNA&DS. Most (65.9%) of the students involved in the survey heard about KNA&DS from teachers. These are especially teachers in history, anthropology and in art and craft.

As the study also revealed, teachers, even those ones teaching history rarely make use of the archival resources within KNA&DS. It is therefore doubtful whether they market
the departments resources well enough. Teachers will therefore require practical
knowledge of all the various archival resources which are useful for educational
purposes. They need to know how to follow the various guiding aids within KNA&DS.
This is in addition to knowledge on how to search both the manual and computer based
catalogues. In this way, they will know how to integrate archival resources into a topic
or a lesson. Practical user education is therefore essential for teachers. This should be
done when they bring students for a visit to the KNA&DS. This will enable teachers to
teach students how to utilize archival resources KNA&DS will also benefit from such
an endeavor. Students will no longer be visiting the department without adequate
knowledge of its contents, their value and their eventual utilization.

5.1.0 Access regulations to KNA&DS and utilization of its resources by students

Secondary school students are the ones most effected by access regulations. This group
does not have access to the searchroom where they can peruse archival resources like
files or microfilms. It is not a wonder that this group showed the least knowledge of
other archival resources besides the materials at the art gallery and the video shows.
This category of students ends up making minimal use of archival resources within the
KNA&DS.

5.1.1 Quality of service within KNA&DS and current utilization of its resources by
students

The quality of service within KNA&DS leaves much to be desired. Most of the
students 82.3% of tertiary level students rated the service poor, only 17.7% found the
service satisfactory while none (0.0%) found the service very good. KNA&DS consist
of the building, the materials within it and the personnel. A sound organizational
interplay is therefore essential if its resources are to be utilized optimally by students.
The material resources have to be accessible to the students when they need them. The
members of staff also have to play their role effectively if they expect students to seek
information from KNA&DS. If students face a lot of problems when seeking
information from KNA&DS, then they will seek alternative venues where the quality of
service is good.
Some of the problems faced by students when accessing information from KNA&DS include delays in document delivery and inaccessibility of some resources. These are serious allegations for a service, that is information provision oriented. They can easily lower the value of the KNA&DS as an important information provision Center.

5.1.2. RECOMMENDATIONS

After the analysis in chapter four and the discussion in this chapter, the following recommendations have been made:

1. KNA&DS should step up publicity programs especially in the print and electronic media. These can be made to coincide with national holidays like Jamhuri, Madaraka etc such a coincidence can put more weight on the value of archival resources.

2. The rules should be relaxed to include students from ages 12 onwards. Such students can be allowed to use archival materials under supervision. A room should therefore be set aside where young students can have access to archival materials without disturbing the other researchers. This might even call for the review of Cap. 19 laws of Kenya for the benefit of students.

3. The permit requirement should be waivered for students if they have enough identification to authenticate their status.

4. KNA&DS should also extend lending services to students. This could be done through the schools. Teachers in a particular topic could borrow the materials on behalf of students.

KNA&DS could also facilitate the borrowing of educational materials from other institutions.

5. The involvement of KNA&DS in curriculum development should be strengthened and made more effective. KNA&DS should be consulted in the curriculum development of such
6. Teachers, especially those ones teaching history should be encouraged to make more use of archival materials. Notes on such topics as colonialism, Kenya/Uganda Railway, nationalism can be made available to them. Such notes can be incorporated in the general course work.

7. The department should strengthen its outreach programs to schools and other institutions of learning.

8. Just as there are seminars and workshops for records managers, there should also be such for teachers. Liaison between KNA&DS and teachers should therefore be strengthened.

9. KNA&DS should organize an yearly event such as an archives week. In such an event the department can mount exhibitions and displays on different educational themes. Students could be invited to take part in such displays by giving concerts and recitals related to the archival service.

10. The department should consider storing more literature based on the 8-4-4 system of education. This will ensure that students have relevant literature, which will encourage them to utilize KNA&DS more.

11. The records management’s teams could be used to publicize the departments activities to schools in the field. The department should also consider diversifying its activities in the provinces. This might mean opening of reference facilities in the record centres.

12. KNA&DS should consider opening the facility for the whole day on Saturday so that students can make more use of its resources.
It would be interesting to look at the issue of cost sharing in the provision of archival services. Such a research might come up with ways of raising funds. Such funds can be used in alleviating some of the financial problems faced by the department.
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Verhoeven, F. J. *The role of Archives in Public Administration and National Planning Policy of Developing Countries with Particular Reference to South East Asia.* UNESCO, 1972.
Dear Sir / Madam

RE: A CRITICAL ANALYSIS OF THE FACTORS THAT AFFECT THE USE OF KENYA NATIONAL ARCHIVES AND DOCUMENTATION SERVICE BY STUDENTS.

I am a postgraduate student taking Library studies at Kenyatta University and Undertaking a research on the above mentioned topic.

It is my hope that the findings of this research and subsequent recommendations will help in the improvement of archival services to students in Kenya and especially to secondary and University undergraduate students.

To collect the relevant data, I have compiled the attached questionnaire. I would be grateful if you could complete it.

The information gathered is purely for academic research purpose and will be treated in strict confidence.

I thank you in advance for your co-operation.

Yours faithfully

MARTHA MWIHAKI NDERITU
APPENDIX II

QUESTIONNAIRE FOR STAFF RELATED TO SEARCHROOM OPERATIONS

1) How long have you worked in the Kenya National Archives?
   a. 3-5 years.
   b. 5-10 years.
   c. Over 10 years.

2) Have you ever worked in the Searchroom?
   a. Yes
   b. No

3) Who are the most frequent users of Searchroom facilities?
   a. Polytechnic students.
   b. University undergraduate students.
   c. University post graduate researchers.
   d. Secondary school students.
   e. Primary school pupils

4) How many primary and secondary school students were handled by the searchroom in 1998?
   a. 0-100.
   b. 100-200.
   c. 200-300.
   d. Over 300.
   e. None of the above.

5) How many undergraduate students used the searchroom in 1998?
   a. 20-50
   b. 50-100
   c. Over 100.
   d. Below 20.

6) How many polytechnic students used the searchroom in 1998?
   a. 20 - 40.
   b. 40 - 100.
   c. Over 100.
   d. Below 20.

7) Of the three different levels of education which group of students has made most use of archival resources in the Searchroom?
   a. Secondary
   b. Undergraduates
   c. Polytechnic

8a) Does the Searchroom section have a publicity program for students?
    a. Yes
    b. No

8b) If your answer to 8a above is yes, please indicate which students are mostly targeted.
    i. Primary schools.
    ii. Secondary schools.
    iii. Universities.
    iv. Polytechnics.
    v. All of them.
9) What are the mostly used publicity channels?
   a. Print media.
   b. Electronic media.
   c. Visiting schools.
   d. Lectures.
   e. Showground.
   f. Other (please specify).

10a) Of the various methods of publicity listed in (9) above which one do you think is the most effective?

11) How do students from various institutions get to visit the Kenya National Archives?
   a. By Invitation in organised school tours.
   b. They just walk in on their own.
   c. By writing/phoning requesting to visit.
   d. Others (please specify).

12) When students visit the Kenya National Archives, what archival materials are they introduced to?
   a. Materials at the Art Gallery alone.
   b. Files.
   c. Books.
   d. Photographs.
   e. Films and slides.
   f. All the above.

13a) Are all the students accorded the same access privileges?
   Yes
   No

b. Please give reasons for you answers in (13a) above.

14) What sort of user orientation programmes are given to students to enable them to utilize archival materials?
   a. Lectures.
   b. Findings aids.
   c. Hand outs.
   d. Tours.
   e. All of the above.
   f. Others (please specify).

15) Which categories of students are the best users of Archival materials?
   a. Primary school pupils.
   b. Secondary school students.
   c. University undergraduate students.
   d. Polytechnic students.

16) What can you attribute to the different levels of utilization of archival materials?
   a. Age.
   b. Interest and needs.
   c. Knowledge on the value of archives.
   d. Publicity and awareness.
   e. Institutional policy.
   f. Others (please specify).

17) Which are the subjects mostly researched on?
   a. Science
b. History
c. Anthropology
d. Sociology
e. Geography
f. Agriculture
g. Others (please specify)

18a) Have you ever made a follow up to know what students do with the information they get from the Kenya National Archives?
   Yes
   No

b. If the answer to 18a, above is yes, please specify how the information is used.

19a) In your own view, do you think archival materials are well utilized by students?
   Yes
   No

20) In your own view, what steps should be taken by the Kenya National Archives to enhance the utilization of archival materials by students?
SECONDARY SCHOOLS STUDENTS QUESTIONNAIRE

BACKGROUND INFORMATION

1. NAME OF SCHOOL

2. FORM

3. SUBJECTS

KNOWLEDGE OF THE KENYA NATIONAL ARCHIVES

1) Do you know what is an archive?
   Yes
   No

2a) Have you ever heard or been to the Kenya National Archives?
   Yes
   No

b. If the answer to (2a) above is yes please indicate how you heard about the Kenya National Archives the first time.
   I. From parents.
   ii. From teachers
   iii. From Friends
   iv. From Newspapers
   v. From the Radio or TV

3) Do you know the type of work that goes on inside the Kenya National Archives?
   Yes
   No

4) If you have ever visited the Kenya National Archives, kindly indicate how you visited the first time.
   a. With parents
   b. With Friends
STUDENTS PERCEPTION OF THE SERVICE

1) What was your first impression of the Kenya National Archives?
   a. A museum
   b. An Art Gallery
   c. A place where videos and films are shown
   d. Others (please specify). ____________

2a) When you visited the Kenya National Archives the first time, were you told what archives are?
   Yes
   No

b. If the answer to (2a) above is yes, Please indicate among the following which in your own understanding is the most appropriate definition of archives.
   i. Dead records.
   ii. Information about people who died long time ago
   iii. Non-current records which contain valuable information
   iv. None of the above.

3) Which methods among the following were used to explain to you what Archives are?
   a. A Lecture
   b. A video show
   c. Guided tour.
   d. Pamphlets and brochures
   e. All the above.
NATURE OF THE SERVICE

1a) When you visited the Kenya National Archives the first time were you provided with somebody to take you round all the various sections of the Department?

   Yes
   No

b. If your answer to (1a), above is yes, how was the person who took you round?

   a. Helpful
   b. Unhelpful
   c. Indifferent

C. Were you allowed to ask any questions?

   Yes
   No

2.) When you visited the Kenya national Archives, were you taught how you can make use of archival materials for your class work?

   Yes
   No

3a) In your own view, how would you rate the information you got from Kenya National Archives?

   i. Very important
   ii. Important
   iii. Unimportant

b. Do you think the information you got from the Kenya National Archives is relevant to you as a student?

   Yes
   No

4) Please indicate which subjects you think the information you got from Kenya National Archives is most relevant in.
APPENDIX IV

SECONDARY SCHOOL TEACHERS QUESTIONNAIRE

BACKGROUND INFORMATION:
1) NAME OF SCHOOL -
2) SUBJECTS TEACHING -
3) CLASSES TEACHING -

PREVIOUS KNOWLEDGE OF THE KENYA NATIONAL ARCHIVES.
1) For how long have you been a teacher?
2) In your teaching career, have you ever been to the Kenya National Archives?
   YES
   NO
3) If you have ever been to the Kenya National Archives, please indicate how you visited the first time.
   a. Individually
   b. As an organized school trip
   c. With friends
4) When did you hear about the Kenya National Archives?
   a. When I was a student.
   b. When I started teaching.
   c. When I visited the pavilion at Jamhuri showground.
5) How did you get to know of the Kenya National Archives?
   a. From the radio or TV
   b. From Newspapers
   c. From fellow teachers
d. From friends

e. From the pavilion at the showground

RELEVANCE OF ARCHIVAL MATERIALS.

1) How many times have you visited the Kenya National Archives?
   a. 1-5 times
   b. More than 5 times
   c. Only once

2) Which of these archival resources are you aware of?
   a. Files.
   b. Books
   c. Microfilms
   d. Photographs
   e. Others, (Please specify)

b. Which of these resources do you find relevant to your teaching career?
   i. Files
   ii. Books
   iii. Microfilms
   iv. Photographs
   v. Films and video shows
   vi. Art gallery alone
   vii. Cassettes
3) Have you ever organized a school trip to the Kenya National Archives for educational purposes?

Yes
No

b) If the answer to (3a) above is yes, please indicate how often you have organized such trips.

i. Monthly
ii. Quarterly
iii. Half-Yearly
iv. Yearly

4) Which grades of students have you brought to the Kenya national Archives?

a. Form ones
b. Form twos
c. Form threes
d. Form fours
e. All of them

5) During your visit to the Kenya National Archives, which archival materials were the students exposed to?

a. Files
b. Microfilms
c. Photographs
d. Plans and slides
e. Materials of the art gallery alone
b) Of the above mentioned materials, which ones did the students express most interest in?

6) How relevant do you think the above mentioned materials are for teaching purposes?
   a. Very relevant
   b. Relevant
   c. Not relevant at all

NATURE OF THE SERVICE

1a) When you brought the students to the Kenya National Archives, were you provided with a guide to take you around all the various sections of the department?
   Yes
   No

b) If the answer to (1a) above is yes, how was the person who took you round?
   a. Helpful
   b. Not helpful at all
   c. Most helpful.

2) If you were not provided with a guide to take you round, what alternative were you provided with?
   a. A guide book
   b. A pamphlet
   c. We followed the guiding aids
   d. None of the above.
   e. Others (please specify)

3a) Were you satisfied with the type of service you got from the Kenya National Archives?
   Yes
   No
b) Please indicate the amount of satisfaction you got from the service

i. Very satisfied.

ii. Least satisfied.

iii. Satisfied.

4) If you were not satisfied with the service, please indicate the areas you would like improvements to be made.

a. The display at the art gallery

b. Better films and video shows.

c. Making archival materials more accessible to students.

d. Others (please specify.)

5a) If you were in curriculum development, would you propose that archival studies be included in the school curriculum for secondary schools?

   Yes

   No

b) Please give reasons for your answers in (5a) above.
APPENDIX V

UNIVERSITY AND POLYTECHNIC STUDENTS QUESTIONNAIRE

BACKGROUND INFORMATION OF RESPONDENT

1) Name of University / Polytechnic.

2) Year of study
   1st,
   2nd etc.

3) Please indicate the Faculty/department registered in:
   I. Faculty /department of Arts.
   ii. Faculty / department of Education.
   ii. Faculty / department of Commerce.
   iii. Faculty /department of Science.
   iv. Faculty /department of Environmental studies.

KNOWLEDGE OF THE KENYA NATIONAL ARCHIVES

1) Do you know what is an archive?
   Yes
   No.

2a) Have you ever heard about the Kenya National Archives?
   Yes
   No

b) If the answer to (2a) above is yes, please indicate how you heard about the Kenya National Archives for the first time.
I. From parents or guardians.

ii. From teachers.

iii. From newspapers.

iv. From the radio or TV

v. From friends.

vi. Others (Specify)

3a) From where did you first hear of the Kenya National Archives?
   a. Home district
   b. Nairobi
   c. Others, (please specify.)

4) Do you know the type of work that goes on inside the Kenya National Archives?
   Yes
   No

5a) Have you ever visited the Kenya National Archives?
   Yes
   No

c) If your answer to (5a) above is yes, kindly indicate how you visited the Kenya National Archives the first time
   i. With parents or guardians.
   ii. With friends.
   iii. Individually.
   iv. As an organized School trip.
STUDENTS PERCEPTION OF THE KENYA NATIONAL ARCHIVES.

1) What was your first impression of the Kenya National Archives?

I. A museum
ii. An art gallery
iii. A Library
iv. others (please specify)

2a) When you visited the Kenya National Archives the first time, were you told what archives are?

Yes
No

b) If the answer to (2a) above is yes, please indicate among the following, which in your own understanding is the most appropriate definition of Archives.

i. Dead records
ii. Information about people and events that happened long time ago
iii. Non-current records which contain valuable information
iv. None of the above

3) Which method of communication was used to introduce you to archival materials?

i. A lecture
ii. A video show
iii. Pamphlets and brochures
iv. Others (specify)
RELEVANCE OF ARCHIVAL MATERIALS

1) Apart from the art gallery and the video shows, have you ever been to any other section of the Kenya National Archives?

Yes
No

2) If the answer to (1a) above is yes, which of the following sections have you ever been to? Please tick the number of sections you have ever visited.

a. Conservation section.
b. Microfilming section.
c. Audio visual section.
d. The National documentation and information retrieval service (NDS).
e. The records centre.
f. The search room.
g. The repositories.

3) Which sections are most relevant to you as a student? Please fill in the table below the relevancy of each section.

<table>
<thead>
<tr>
<th>Section</th>
<th>Most Relevant</th>
<th>Relevant</th>
<th>Least relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation</td>
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<tr>
<td>Audio-visual</td>
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<td>The Nds</td>
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<td>The Records Centre</td>
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<td>Searchroom</td>
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<tr>
<td>Repositories</td>
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</tbody>
</table>
4) How much time have you ever spent in each of the sections?

<table>
<thead>
<tr>
<th>Time (in Min.)</th>
<th>10-15 Min.</th>
<th>15-30 Min.</th>
<th>30-60 Min.</th>
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</thead>
<tbody>
<tr>
<td>Section</td>
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<tr>
<td>Conservation</td>
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<td>Microfilming</td>
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<td>Repositories</td>
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</tbody>
</table>

5a) Apart from the materials at the art gallery and the video shows, have you ever used any other archival materials?

Yes

No

b) If the answer to (5a) above is yes, which of the following have you ever used?

i. Files and books.

ii. Microfilms.

iii. Photographs.

iv. Films and slides.

v. others (please specify)
6) Which of the above listed materials are most relevant to you as a student? Please use the table to indicate the amount of relevancy.

<table>
<thead>
<tr>
<th>Material Format</th>
<th>Most Relevant</th>
<th>Relevant</th>
<th>Least Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Files and Books</td>
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<tr>
<td>Microfilms</td>
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<td>Photographs</td>
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<tr>
<td>Films and slides</td>
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</tbody>
</table>

7a What problems have you faced when trying to access information from KNA&DS?

a. Lack of adequate materials
b. Delays in document delivery
c. Lack of relevant materials
d. Others, (please specify)

Have you ever used the searchroom?

Yes

No

b) If the answer to 7a above is yes, how often have you used the searchroom?

i. 2-3 days.
ii. More than a week.
iii. Less than two days.

8) How would you rate the service given in the searchroom?

a. Very good.
b. Satisfactory.

d. Poor.

9) If you were not satisfied with the service(s) given in the searchroom, please indicate in which area(s) you would like the service(s) improved.

a. Timeliness in document delivery.
b. The repositories and the documentation centre should be more accessible to users.
c. More responsive members of staff.
d. Any other suggestions (please specify).

10) In your own view how would you rate the information you got from the Kenya national Archives?

a. Very important.
b. Important.
c. Unimportant.

11) How did you utilize the information you got from the Kenya National Archives?

a. For a research project.
b. For general information.
c. For study and learning purposes.
d. For entertainment.
e. Others (please specify.)