A SURVEY OF SECONDARY SCHOOL LIBRARIES IN THE CENTRAL DIVISION OF MACHAKOS DISTRICT, EASTERN PROVINCE: CURRENT STATE AND IMPLICATIONS ON THE 8-4-4 SYSTEM OF EDUCATION CURRICULUM

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION (LIBRARY AND INFORMATION SCIENCE)
DECLARATION

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

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DEDICATION

In memory of my late mother, Benedetta Maria Mbole, who tirelessly reminded me of the liberating power of education, and to my husband, David Muinde and children, Maria Mbole and Mercy Ngina.

I am indebted to the Ministry of Education and Human Resource Development for funding my post study leave. This enabled me to pay for accommodation and upkeep expenses and stationery. My heartfelt gratitude goes to Muithya Women Group in Kwale district for assisting me greatly in raising the university fees.

Special thanks go to my project supervisor, Mr. P. O. Mwathi, for his keen guidance and constructive criticism which greatly assisted in shaping this research project.

I would also like to acknowledge the academic staff in the Department of Library Studies, Moi University, Mr. Njogu, Dr. Njogu, Mutula, Mburugu, Dr. Oroglo, Mrs. Were, Br. Mathu and Dr. Kaare. Their team-work and guidance saw me through the course.

I am grateful to my colleagues: Monica Rukwaro, Branice Ashiolya, Muudi Wambua, Salome Chahira and Muna Olaka for their companionship and inspiration throughout the course.

Mercy Maina deserves a special mention for her commitment and dedication in getting this work typed.
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Florence N. N. Muinde.

ABSTRACT

This study investigated the current state of the school libraries in the Central Division of Machakos District and the implications on the diverse 8-4-4 system of education curricular. The study sought to establish the adequacy and relevance of the school libraries resources to the demands of the 8-4-4 system of education. This was done by examining the libraries stock-size, recency and how well it met the needs of the users; non-print materials; library organization and management; physical facilities and library personnel to establish how qualified they were to man the school libraries.

Stratified random sampling was employed in the study to get the sample population and to ensure representativeness. 60 students were randomly selected across the board, 25 teachers, 5 teacher-librarians and 5 head-teachers. Only those schools with central and functioning libraries were chosen; hence, 5 schools were selected.

The study was a survey utilizing observations, questionnaires and interviews in data collection. Data obtained from the research instruments was analyzed using frequencies and percentages and the findings summarized using descriptive analysis and tables.

The study found out that most of the school library resources were old, neglected, meagre, inadequate and irrelevant to the diverse needs of the 8-4-4 curricular. It also revealed that the libraries lacked qualified library personnel, adequate budgets and the resources were poorly organised and managed. Moreover, the resources were greatly under-utilised.
Key among the recommendations made on the strength of the findings of the study were:

(i) The Ministry of Education and Human Resource Development should come up with a government policy, governing the setting up and operations of school libraries.

(ii) PTAs and BOGs should construct purpose-built libraries and equip them with resources that are relevant to the needs of the 8-4-4 curricular.

(iv) There is need for school administrators to set-up a library fund and ensure it is used to that effect and none other.

(v) Schools should employ trained librarians or take the teacher-librarians for in-service courses in librarianship in order to ensure good management of library operations.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>vi</td>
</tr>
<tr>
<td>Table of contents</td>
<td>viii</td>
</tr>
<tr>
<td>List of tables</td>
<td>xii</td>
</tr>
<tr>
<td>List of abbreviations</td>
<td>xiv</td>
</tr>
<tr>
<td>1.0 INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>1.1 Background to the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the problem</td>
<td>4</td>
</tr>
<tr>
<td>1.3 The purpose of the study</td>
<td>6</td>
</tr>
<tr>
<td>1.3.1 Specific objectives</td>
<td>6</td>
</tr>
<tr>
<td>1.4 Research Questions</td>
<td>6</td>
</tr>
<tr>
<td>1.5 Assumptions (Hypotheses)</td>
<td>7</td>
</tr>
<tr>
<td>1.6 Significance of the study</td>
<td>7</td>
</tr>
<tr>
<td>1.7 Limitations of the study</td>
<td>8</td>
</tr>
<tr>
<td>1.8 Conceptual framework</td>
<td>10</td>
</tr>
<tr>
<td>1.9 Definition of terms</td>
<td>11</td>
</tr>
<tr>
<td>2.0 LITERATURE REVIEW</td>
<td></td>
</tr>
<tr>
<td>2.1 Background information to the 8-4-4 system of education</td>
<td>12</td>
</tr>
<tr>
<td>2.2 The role of school libraries in education</td>
<td>17</td>
</tr>
<tr>
<td>2.3 Factors that have characterised school libraries in Kenya</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER THREE

3.0 METHODOLOGY

3.1 The design/nature of the study ............................................. 32
3.2 Sample and sample selection .............................................. 32
3.3 Research instruments ...................................................... 33
3.4 Data collection techniques .............................................. 34
3.5 Data analysis .................................................................... 34

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION ............... 35
4.1 Introduction ...................................................................... 35
4.2 Stock .............................................................................. 36
4.2.1 Stock selection ............................................................ 36
4.2.2 Selection tools .............................................................. 37
4.2.3 Sources of the stock ...................................................... 37
4.2.4 Other services that supplement the existing stock ............. 37
4.2.5 Reference materials found in the libraries ....................... 38
4.2.6 Newspaper and Magazines subscriptions ....................... 39
4.2.7 Professional books apart from books and prescribed text-books .................................................................... 39
4.2.8 Status of stock by type .................................................... 40
4.2.9 Stock relevance to users' needs ...................................... 41
4.3 Size of the school libraries ............................................... 49
4.4 Non-print materials .......................................................... 51
4.5 Library staff ..................................................................... 52
4.5.1 Training ...................................................................... 52
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.2. Reward for the teacher-librarian</td>
<td>53</td>
</tr>
<tr>
<td>4.6. General patterns of library administration and organization</td>
<td>53</td>
</tr>
<tr>
<td>4.6.1 Library budget</td>
<td>53</td>
</tr>
<tr>
<td>4.6.2. Organization of library resources</td>
<td>54</td>
</tr>
<tr>
<td>4.6.3. Issuing and returning</td>
<td>56</td>
</tr>
<tr>
<td>4.6.4. Inventory of library holdings</td>
<td>56</td>
</tr>
<tr>
<td>4.7. Library utilization</td>
<td>57</td>
</tr>
<tr>
<td>4.7.1. Opening hours</td>
<td>57</td>
</tr>
<tr>
<td>4.7.2 Lending</td>
<td>58</td>
</tr>
<tr>
<td>4.7.3 Visits to the library</td>
<td>59</td>
</tr>
<tr>
<td>4.8. Problems faced by the school libraries</td>
<td>63</td>
</tr>
<tr>
<td>4.8.1 Recommendations given concerning the above problems</td>
<td>64</td>
</tr>
</tbody>
</table>

**CHAPTER FIVE**

5.0. SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction ........................................................................... 68

5.2 Summary and conclusion ....................................................... 69

5.2.1 Stock .............................................................................. 69

5.2.2. Physical facilities .......................................................... 70

5.2.3 Non-print materials ........................................................... 70

5.2.4. The library staff and their qualifications ............................ 71

5.2.5 General patterns of library administration and organization ....... 72

5.2.5.1 Library budget ............................................................. 72

5.2.5.2 Organization of library resources ..................................... 72

5.2.5.3 Issuing and returning .................................................... 72

5.2.6 Library utilization ............................................................. 73

5.2.6.1 Opening hours .................................................................. 73

5.2.6.2 Lending .......................................................................... 73

5.2.6.3 Visits to the library ........................................................ 74
5.2.7 Problems faced by the school libraries ........................................... 75
5.3.1 Suggestions and recommendations for the study .............................. 76
5.4.2 Suggestions for further research .......................................................... 83

Table 7: Sources of the study ........................................................................ 37
Table 8: BIBLIOGRAPHY ............................................................................. 84
Table 9: APPENDICES ..................................................................................... 87
Table 10: New books and periodicals subscribed to ........................................ 39
Table 11: www.researchgate.net ................................................................. 43
Table 12: Table of contents ........................................................................... 40
Table 13: Degree of adequacy of the school library resources ....................... 41
Table 14: Teachers' rating of the school library resources ............................. 42
Table 15: Extent to which the school libraries' resources meet the curricular needs .................................................................................. 43
Table 16: Teachers' recommendations for improvement in school libraries .... 43
Table 17: The teachers' rating of the school library resources ....................... 44
Table 18: Head-teachers' evaluation of the school library resources .......... 45
Table 19: Extent to which the school libraries' resources meet the curricular needs in their school libraries .................................................. 45
Table 20: Teachers' recommendations for improvement in school libraries .... 47
Table 21: Teachers' evaluation of the library resources according to various subject groups ............................................................... 47
Table 22: Problems facing school libraries ..................................................... 48
Table 23: Degree of adequacy of library resources in the practical subjects .... 49
Table 24: Seating capacity ............................................................................. 50
Table 25: Whether the seating capacity catered for 10% of the students .... 50
Table 26: Priority given to the school library ................................................ 51
Table 27: Use of non-visual materials .......................................................... 51
Table 28: School librarians with trained librarians ...................................... 52
LIST OF TABLES

Table 1: Stock selection .......................................................... 36
Table 2: Selection tools .......................................................... 37
Table 3: Sources of the stock .................................................... 37
Table 4: Schools that received KNLS services ............................ 38
Table 5: Reference materials found in school libraries ................. 38
Table 6: Newspaper and Magazines subscribed to ...................... 39
Table 7: Professional books .................................................... 40
Table 8: Status of stock by type ............................................... 40
Table 9: Degree of adequacy of the school library resources .......... 41
Table 10: The teachers' rating of the school library resources ....... 42
Table 11: Extent to which the school libraries' resources
meet the curricular needs ..................................................... 43
Table 12: Teachers' recommendations for improvement in school libraries .......................... 44
Table 13: Head-teachers evaluation of the school library resources .......... 45
Table 14: Head-teachers' assessment of what needed urgent attention
in their school libraries ....................................................... 45
Table 15: Teacher-librarians' evaluation of the school library resources .......... 46
Table 16: Teacher-librarians' assessment of how well the Applied and
Technical subjects' needs were met ........................................ 47
Table 17: Teacher-librarians' evaluation of the library resources according
to various subject groups ................................................... 47
Table 18: Problems facing school libraries .................................. 48
Table 19: Degree of adequacy of library resources in the practical subjects .... 49
Table 20: Seating capacity ...................................................... 50
Table 21: Whether the seating capacity catered for 10% of the students .... 50
Table 22: Priority given to the school library .............................. 51
Table 23: Use of audio-visual materials .................................... 51
Table 24: School libraries with trained librarians ......................... 52
Table 25: School libraries manned by teacher-librarians ................ 52
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 26</td>
<td>Reasons why teacher-librarians organize libraries in schools</td>
<td>53</td>
</tr>
<tr>
<td>Table 27</td>
<td>Library budget</td>
<td>54</td>
</tr>
<tr>
<td>Table 28</td>
<td>Equipment found in the libraries</td>
<td>54</td>
</tr>
<tr>
<td>Table 29</td>
<td>Books catalogued</td>
<td>55</td>
</tr>
<tr>
<td>Table 30</td>
<td>Ease of findings materials in the library</td>
<td>55</td>
</tr>
<tr>
<td>Table 31</td>
<td>System of issuing and returning books</td>
<td>56</td>
</tr>
<tr>
<td>Table 32</td>
<td>Inventory of library holdings</td>
<td>56</td>
</tr>
<tr>
<td>Table 33</td>
<td>Mode of use of the library</td>
<td>57</td>
</tr>
<tr>
<td>Table 34</td>
<td>Hours when libraries are open</td>
<td>58</td>
</tr>
<tr>
<td>Table 35</td>
<td>Days when library is closed</td>
<td>58</td>
</tr>
<tr>
<td>Table 36</td>
<td>Number of books one is allowed to borrow</td>
<td>59</td>
</tr>
<tr>
<td>Table 37</td>
<td>Students’ visits to the library</td>
<td>59</td>
</tr>
<tr>
<td>Table 38</td>
<td>Students’ turn-up in the library as reported by teacher-librarians</td>
<td>60</td>
</tr>
<tr>
<td>Table 39</td>
<td>Why students visit the library</td>
<td>60</td>
</tr>
<tr>
<td>Table 40</td>
<td>Students activities in the library</td>
<td>61</td>
</tr>
<tr>
<td>Table 41</td>
<td>Teachers’ visits to the library</td>
<td>61</td>
</tr>
<tr>
<td>Table 42</td>
<td>Teachers use of the library</td>
<td>62</td>
</tr>
<tr>
<td>Table 43</td>
<td>Why teachers visit the library</td>
<td>63</td>
</tr>
<tr>
<td>Table 44</td>
<td>Major problems in school libraries</td>
<td>63</td>
</tr>
<tr>
<td>Table 45</td>
<td>Recommendations for improvement given by students</td>
<td>64</td>
</tr>
<tr>
<td>Table 46</td>
<td>Recommendations for improvement given by teachers</td>
<td>65</td>
</tr>
<tr>
<td>Table 47</td>
<td>Teacher-librarians’ recommendations for improvement</td>
<td>66</td>
</tr>
</tbody>
</table>
LIST OF ABBREVIATIONS

KIE - Kenya Institute of Education
KNEC - Kenya National Examination Council
KNLS - Kenya National Library Services
PTA - Parents-Teachers Association
BOG - Board of Governors
CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND FOR THE STUDY

Onadirin (1977:1) quotes a report of a commission set by the Ministry of Education in Nigeria, on Post School Certificate and Higher Education, 1960, entitled: Investment in Education, as having the following warning to give about school libraries:

All students depend on the resources of a good library, not merely for their special department of study but for their general enlightenment, and for their awakening and of the treasures of knowledge and of the world's experience in its manifold variety.... The cost of these material provisions has of course to be counted. But so also has the ultimate cost to the nation of ignoring them.

The above warning is also true of Kenya which has witnessed enormous growth in its education sector. The phenomenal increase in school and tertiary institutions enrolments in Kenya, coupled with the vast amount of knowledge being produced at this age of knowledge or information explosion, shortage of facilities and funds, makes the above warning more relevant in Kenya today than any other period in Kenyan history before. Since independence, Kenya has continually reviewed the educational system so as to ensure that it serves and satisfies the aspirations of the country's youth and caters as well and for the wider interests of national development. Great demands have continued to be placed upon the schools, especially with the 8-4-4 system which stresses on vocational training and practical skills, to provide
facilities for higher quality education. Good school libraries are an essential part of such facilities.

However, in Kenya, school librarianship has not made any significant improvement since independence. Researches done on this field in Kenya point to either scarcity or poor quality where they exist e.g. Maleche (1973), Gakobo (1973), Kaguti (1985), Mwiti (1985), Khisa (1986), Killong (1986), Mukuvi (1986). This does not augur well for educational development and achievement in Kenya, especially in this era of the 8-4-4 system of education which is aimed at producing all-round students with practical skills which can be applied in any sector one finds himself/herself in a bid to contribute to national development. Again, the emphasis in education has shifted from teacher-oriented method to learner/resource-centred approach; hence, the school library becomes a very powerful tool in education for national development. This is so because the primary objective of a school library is to implement, enrich and support the educational program of the school. The other objectives of the school library include development of reading skills, literacy, discrimination of materials and instruction in the use of books and libraries.

In a study of the curriculum needs of the Sub-Saharan African Library School, Dr. Obi (1977:1) says that the school library is an integral part, in fact the "heart", of the school, which enriches curriculum, encourages students' initiative and creative activity, and provide for individual differences. The child is now recognised as an individual with individual differences, and such differences are best catered for through individualised learning which a library makes possible. It is now realised, too, that information is best presented through varied media e.g. audio-visuals like
films, tape recordings, photography, video, etc. in addition to the traditional print media. All these will be found in the ideal school library, thus making it possible for teachers and students to use them in the teaching and learning process. The non-print media is very important in the learning process for it is said that students retain over 65% of what they see and hear. Hence, the need for a school library assumes greater urgency and emphasis more than ever before.

The emphasis of the 8-4-4 system of education in Kenya today is on developing a child who can play an effective role in the rapidly developing and changing society, a child who can adapt to any situation he/she finds himself/herself in, and contribute positively to national development activities. This increases the need for an efficient library service. The experience of classroom teachers, school inspectors and other educationists has shown that better teaching/learning takes place when teachers and students have ready access to learning materials and the help of a professional librarian.

However, the few studies done on school libraries show that in most instances, the library resources in schools are meagre, and where they exist, the situation is pathetic, especially in matters concerning the stock size, relevance and recency, organization and management of the library resources, staffing and utilisation of these resources.

It is against such a background that the researcher looked at secondary school libraries in the Central Division of Machakos district, Eastern Province, and the implications of their state on the 8-4-4 system of education curriculum which is vocation oriented. The researcher wanted to find out whether secondary school
libraries in the Central Division of Machakos District were sufficiently equipped in terms of stock, organization, staffing, physical facilities, to meet the great demands of the 8-4-4 curricular.

1.2 Statement of the problem

Researches done on school libraries in Kenya had portrayed the condition as being generally poor. This poor state has been attributed to lack of funds, lack of standards, absence of government policy on school libraries, lack of initiative and poor perception of the role of school libraries in education by head-teachers e.g. Maleche and Krystall (1973), Gakobo (1973), Kaguti (1985), Mwiti (1985), Kinyanjui (1974), Oure (1985), Khisa (1986), Killong (1986), Mukuvi (1986) among others. Yet, the school library is a source and a force for educational excellence and today's school librarian, as Davies (1974:xi) puts it, "a teacher whose subject is learning itself".

Schools are undergoing drastic changes which have hurled the school library from peripheral fringes of teaching-learning programme into the mainstream of the instructional process itself. Just as education is a societal instrument, so the library is an educational instrument. Just as societal change is reflected in education, so educational change is reflected in the function and role of the school library. Consequently, with the diversified curricular of the 8-4-4 system of education in Kenya, well-equipped libraries are indispensable if schools are going to meet the major objective of the 8-4-4 system, i.e. to produce students with practical skills who can effectively contribute to national development. Direct involvement in the instructional process had demanded that the library become a partner in educational change - a source and a force for educational excellence.
Researches done in Kenya have also unearthed that the library resources in most schools are meagre, old and in poor condition, outdated, among others. In fact, Mukuvi (1986) found in one school library a book entitled: The Life and Times of our King and Queen and their People 1865-1935 edited by Phillip Gibbs. The life and times of the king and queen must have changed a lot since 1895. Most of the libraries have been found to lack non-print media which is essential in learning. There is hardly any trained librarian in most of the schools. This means it is not possible to access all library facilities due to lack of proper guidance on library use which is effectively given by a trained librarian. Inaccessibility to the library resources is also accelerated by the libraries' poor organisation and management.

With all the above problems faced by the school libraries, the researcher was left wondering how effective they were especially in aiding learning in the 8-4-4 curricular which is geared to making students self-reliant. The researcher held strongly that if the school library media program was to survive the shattering impact of educational change depended upon how effectively the library supported the total developmental needs of the entire educational program including those needs generated by educational change. Consequently, the researcher's study was intended to establish the current state of school libraries in the central division of Machakos district of the Eastern Province and the implication on the 8-4-4 curricular, as to the number and variety of books, periodicals, magazines, audio-visual materials, and their organization and administration. In other words, the researcher wanted to establish how relevant to the curriculum were the materials and services offered by the school libraries.
1.3 The Purpose of the study

The purpose of this study was to examine the status of school library resources of selected secondary schools in central division of Machakos District and establish the relevance of these resources to the diverse curricular of the 8-4-4 system of education.

1.3.1. Specific Objectives.

The researcher wanted to acquire data on the current state of school library resources in the light of:

1) Stock, size and relevance to the 8-4-4 curricular.
2) Non-Print materials.
3) Library staff and their qualifications
4) General patterns of organization of the resources.
5) Library utilization.
6) Propose recommendations and solutions to the difficulties encountered by the school libraries.

1.4 Research Questions

1.4.1 What is expected of an ideal school library?
1.4.2 Do these expectations of an ideal school library rhyme with the current trends in school librarianship and education in general?
1.4.3 What is the role of the school library in the implementation of the educational curriculum?
1.4.4 What is the current state of school libraries in the central division of Machakos district?
1.4.5 What implication does the current state, in terms of size and variety of stock, organization and management, staffing and utilization of the resources, have on the 8-4-4 curricular?

1.4.6 Does the current state of school libraries have anything to do with performance in national examinations in the district?

1.5 Assumptions (Hypotheses)

The study was going to be based on the following assumptions:

1. That the provision of adequate library resources in secondary schools is essential for quality education.

2. That the services offered by school libraries in the selected schools in the division are relevant and adequate to the diverse needs of the curricular.

3. That the study would be useful in identifying the extent to which provisions are made for secondary school libraries, as a basis for future planning and development at national level.

1.6 Significance of the Study

This study was concerned with an investigation to determine the current status of school libraries in selected secondary schools in the central division of Machakos District, and the implication on the 8-4-4 curriculum. The significance of the study was, therefore, justified in that:

1. It would contribute significantly to education by revealing the existing status of the resources and services in secondary school libraries in the selected schools.
2. It would be a useful guideline to the secondary school teachers, educational planners and administrators in their efforts to promote and improve library facilities to meet the diverse demands imposed on the student by the 8-4-4 system.

3. The study would help educational administrators and policy-makers to set standards of adequacy or excellence for the ideal school library. This would go a long way in improving the standard of service offered by most school libraries.

4. It would give suggestions on how to improve library facilities and services totally with the diverse and rapidly changing information needs in the 8-4-4 curriculum.

5. It was designed as a contribution to research in the area of school libraries and education.

1.7 Limitations of the Study

The study was limited to selected secondary schools with central and functional school libraries. Geographically, it was limited to only a few schools in the Central Division of Machakos District due to logistic reasons - financial and time factor for the researcher was expected to carry out the research while at the same time attending to her course work. Another limitation to the study was that some respondents were not willing to fill in the questionnaires, especially some teachers and students. This led to some giving shallow answers to questions or not answering at all, especially where the questions demanded reasoning and writing up. At times the researcher was
forced to keep going back to the schools to chase after the uncooperative respondents.

This was unnecessarily tiring, expensive and time consuming.
1.8 Conceptual Framework

Learning process

- printed resources (books, periodicals, magazines)
- non-print resources (audio, visual, audio-visual)
- numeracy skills
- reading skills
- practical skills
- leisure
- analytical skills
- general knowledge
- resources accessibility (time, distance)
- utilization
- learning process
- independent study
- resources accessibility
- relevance of resources
- school library

Source: The researcher (1998)

Explanation: The school library is the centre or "heart" of learning. From it are derived skills, general knowledge, independent study and leisure. But for the school library to achieve that it must have resources and trained library staff. The resources must be organised, accessible, relevant and properly utilized.
1.9 Definition of central terms

**School library:**
Refers to the whole stock of books and other learning resources in a school or room(s) where such stock is kept.

**Stock:**
Also referred to as resources in this study. This refers to the materials kept in the library for consultation that aid in the process of teaching and learning e.g. books, periodicals, magazines, maps, real objects, films, radios, cassettes, etc.

**Teacher-librarian:**
Refers to a teacher who combines his/her normal teaching duties with managing the library on a part-time basis. He/she may or may not be a trained librarian or teacher.

**Library prefects:**
Refers to students assigned library duties on part-time basis.

**Centralized library:**
Is used to refer to an arrangement of library resources and services in one location with its resources available to all or most of the teachers and pupils.

**Classroom Collection:**
Refers to a collection of books in a classroom for the class members only.

**Seating capacity:**
Refers to the number of seating units available within the library area for the library clientele.

**Library Catalogue:**
A list of books, maps, and other items arranged in some definite order, recording and describing the resources of the particular library.

**Classification:**
The arrangement of books in a logical order according to the degree of likeness of their subject content.
2.0 LITERATURE REVIEW

The purpose of this review is to examine articles and research studies relevant to the objectives of the study. The two areas that are pertinent to the study are:

(a) The Education system and its organization. The rationale for this review is based upon the fact that the organization and system of education have significant bearings on the school library development.

(b) Research pertaining to school libraries in Kenya and elsewhere. The rationale for such review is to show what is so far known about the conditions and services in school libraries and how present study can lead to the improvement in school libraries to adapt to the changing and diversified curriculum.

2.1 Background information to the 8-4-4 System of Education

As Sifuna (1990) puts it, education for self-reliance started long before independence with the coming of the white missionaries. The emphasis on vocational or industrial education has been evidenced in the various educational reforms which have taken place from the beginning of this century. The reforms were motivated by what was perceived to be an inadequate curriculum that did not equip pupils, the majority of whom primary education is terminal, for the world of work.

A vocational or industrial curriculum (which is the stronghold of the 8-4-4 system of education) has a long history in the development of education in Kenya. Since the
early years of Western education in Kenya, vocational education was given a lot of emphasis. The J. Nelson Frasar Education Report (1909) was followed by the establishment of Department of Education in 1911 which provided government grants-in-aid to Christian mission schools which undertook industrial training in basic skills such as smelting, carpentry, agriculture and typing.

The famous Phelps-Stokes Education Commission which visited East Africa in 1924 was partially impressed to find that industrial education constituted an important programme of the colonial administration in Kenya. The objective of the commission was therefore to broaden and popularise it. A new important element was introduced in the school curriculum, namely adapting it to the local situation. As Sifuna (1990:15) points out, the school curriculum was to be designed to contribute to an increased respect and interest in the rural environment. Emphasis was to be placed on the training in the basics of health, home life, industry, agriculture and recreation. Christian missionaries in response to the Phelps-Stokes Commission oriented their educational programmes towards more agricultural and vocational education.

This trend continued till after World War II, when another commission, the African Education Commission Report of 1949 (popularly known as Beecher Report), as quoted by Sifuna (1990), was appointed. This commission, while stressing the importance of expanding secondary education, recommended the teaching of Agriculture, Carpentry, and handicrafts in primary schools as one way of solving the school leaver unemployment. It recommended the structuring of education to a 8-4-4 system: primary, intermediate and secondary respectively. Primary and intermediate schools were to be more vocationally oriented. Despite strong African opposition to
the emphasis placed on vocational education in schools, agriculture and carpentry constituted important subjects of the curriculum up to the time the country achieved independence in 1963.

Since independence, Kenya has continually reviewed the educational system so as to ensure that it serves and satisfies the aspirations of the country's youth as well as catering for the wider interests of national development. Over the period, the government has set up three major inquiries to look into ways and means of achieving the national educational objectives which include:-

(a) Education must serve to foster national unity
(b) Education must serve the needs of national development
(c) Education must prepare and equip the youth of this country with the knowledge, skills and expertise necessary to enable them collectively, to play an effective role in the life of the nation whilst ensuring that opportunities are provided for the full development of individual talents and personality.
(d) Education must promote social justice and morality by instilling the right attitudes necessary for the training in social obligations and responsibilities.
(e) Education must foster, develop and communicate the rich and varied cultures of Kenya.
(f) Kenya is a member of the international community and hence, its education system must foster positive attitudes and consciousness towards other nations.

The inquiries include:

(i) Kenya Education Commission (K.E.C) popularly known as the Ominde Report (1964)

This report recommended 9-4-3 years structure in education and that education be made vocational to train students to acquire practical skills. It was not implemented, and hence the government came up with:

(iii) The Presidential Working Party on Second University (1981), popularly known as the Mackay Report. This report considered the Gachathi Report and recommended 8-4-4 years structure in education - 8 years of primary education, 4 years of secondary education and at least 4 years of university education. The government accepted this recommendation in March, 1982, and directed the then Ministries of Basic and Higher Education to start preparations for its implementations in 1985.

The essential element of the 8-4-4 system is the improvement of curriculum content with greater orientation towards technical education and the movement away from education being exam-centred. The old structure of education was 7-4-2-3 years. Little technical education was offered at all the levels, and the measure of success at each of these levels was on the basis of examination which took little or no consideration of a child's progressive growth at school. The system relied mainly on rote learning and memorization. The 8-4-4 has a heavier dose of technical education in the last two years of primary and a technical line in the post-primary for most of the pupils. Assessment at every stage, right from the early classes in primary onward form part of the yardstick for judging success or failure.
The objectives of secondary education in the 8-4-4 curriculum as given in the 8-4-4 manual (1984:5) are to:

(i) Lead to all round mental, social, moral and spiritual development of the learner;
(ii) Prepare the learner to make positive contribution to the development of society;
(iii) Enable the learner to choose with confidence and cope with vocational education after school;
(iv) Build a firm foundation for further education;
(v) Ensure parity in the cognitive, psycho-motor and affective skills for all students at this level in the country;
(vi) Lead to acquisition of attitudes of national patriotism, self-respect, self-reliance, co-operation, adaptability, sense of purpose, integrity and self-discipline, respect and consideration for others, loyalty and service to home, society and the nation.

The subjects taught in secondary education curriculum as outlined in the manual (pp5-6) include:

(i) Communication
   (a) English
   (b) Kiswahili
   (c) Foreign Languages

(ii) Mathematics
    (d) Mathematics

(iii) Science
     (e) Physical Sciences
     (f) Biological Science

(iv) Humanities
     (g) Geography
     (h) History and Government
     (i) Religious Education
Thus, the 8-4-4 system curriculum has 13 diverse subjects to be studied which in turn require a school to have a well-equipped /stocked library.

2.2 The role of school libraries in education

Having already outlined the objectives of secondary education in the 8-4-4 curriculum and the syllabus, what stands out glaringly is the fact that the curriculum is quite broad. This means that teacher and text-book - centred approach to teaching in the 8-4-4 system cannot achieve much. What the diverse curriculum requires is resource-based kind of teaching approach if its objects are going to be met. This
of the schools in the sample had a collection of not more than 2000 volumes, and only 20% of the schools in the study had a collection of over 10000 volumes; yet, most of the schools had a population of more than 500 students. Killong found that the school with the largest collection in his sample had 9000 volumes while the smallest collection was 600 volumes. These levels of provision are far below those recommended by the ALA standards - a minimum base collection of 20000 items for a school of 500 or less, providing 40 items per pupil. The stock also lacks variety in terms of format. It is predominantly print-based. The only form of non-book media to be found in most school libraries are maps, atlases and globes. Again, most of the stock is characterized by stock that is not current and relevant to the immediate needs of the users. Mukuvi (1990:46) reports that:

All the school libraries in my sample had books that were published more than 30 years ago. In fact, in 60% of the schools, such books were over half the total collection.

It follows, therefore, that information in such books is likely to be outdated given the fast rate in which information becomes obsolete in today's world. This also compromises users interests in the stock and is likely to discourage use of the library. Hence, the researcher is left wondering about the relevance and impact of such stock to the broad 8-4-4 curriculum.

The stock in most schools is also poorly organised. Khisa, as quoted by Mukuvi (1986) reported that it was only in 16.7% of the schools he studied that had the library stock catalogued. This makes accessibility and locating of the material on the shelves impossible since without a catalogue we cannot talk of order and accessibility. This
becomes a very big problem to the students using the library for they cannot easily lay hands on any book or material they require. In such a situation the role of the library as a tool for educational excellence is marred. It has also been found that many of the Harambee and Private Schools in Kenya have no libraries at all, let alone an unorganized stocks as Gakobo, Maleche, Killong, Kinyanjui, among others have shown in their studies.

2.3.2 Staffing and utilization of school library resources

In order for the school library to meet fully the growing and changing needs of the school community, it is crucial that there should be sufficient staff with multiplicity of skills and ability to communicate to effect inter-communication both within the school and with appropriate bodies outside. The person responsible for the school library should be a competent and trained librarian with double qualifications in teaching and librarianship. It is only a qualified librarian who can guide students successfully into thorough use of the library resources. However, this has not been the scenario in Kenya. Ng'ang'a (1982:308) says that:

*Some large secondary schools have reasonable libraries but are also found with problems of lack of suitable books, funds and hardly any has trained personnel...*

Umbima (1980:74) adds that it would be unrealistic for the present to expect school libraries to be staffed by fully qualified professional librarians because that manpower is just not there. Kinyanjui (1974:51) in his report observed that:

*The library is run on part-time basis mainly spare-time by a member of the teaching staff who is often a head of a subject, for example, English. Some are run*
by library clerks or attendants who learn routines on the job. Students and pupils are used in most libraries to assist under the supervision of a library master.

Generally, surveys done show that the majority of school libraries in Kenya are run by teachers with a full teaching load and no training in librarianship. This explains the poor organization and consequent utilization of the stock.

Utilization of the library resources is important because books by themselves fail to serve any purpose unless they are put into effective use. If the potential use of the school library as a learning laboratory is to be realized, both teachers and students must make full use of the library. Teachers need the resources in the school library to prepare their lesson notes and update knowledge of their subjects. However, in one of the researches done in this field, teachers said they were not using the library resources in the school because they did not answer to their needs. Hence, one is left wondering how apt and relevant the material is to both the needs of the students and teacher.

2.3.3 The head-teachers’ attitude

Another constraint on the development of school libraries in Kenya has been lack of awareness on the part of Head teachers concerning the essential role a school library plays in the teaching/learning process. Trehan as quoted by Mukuvi (1986:51) supports this view when he says:

The success of the central library in the modern school, depends upon the administration....making the library a functional part of the child’s everyday experience.
Therefore, there is need to constantly give refresher courses to head-teachers on the need to take the role played by libraries in education seriously. Head-teachers implement development projects and policies at the school level, and, therefore, a right and positive attitude to the school library's role in educational performance would achieve wonders.
CHAPTER THREE

3.0 METHODOLOGY

This study carried out a survey of secondary school libraries in selected schools in the Central Division of Machakos District, Eastern Province. In particular, the study endeavoured to establish the current state of the school libraries as to the number, and variety of books, periodicals, magazines, audio-visual materials, their administration, and the implication of the total school library resources on the 8-4-4 system of education curricular. The researcher wanted to find out how relevant to the curriculum the materials and services offered by the school libraries were.

This chapter would mainly deal with the description of the instruments, description of the sample, sampling procedures design, data collection procedures and data analysis.

3.1 The design/nature of the study

In this study, the researcher carried out simple survey using questionnaires, interviews and observation. The researcher also visited the schools selected to participate in the study.

3.2 Sample and Sample selection

This study was restricted to a few (5) selected schools in the Central Division of Machakos District. The researcher chose only those schools with a central and functional library. The simple random method was used in selecting the target population which included students, teacher - librarians, teachers and head-teachers. The researcher used the stratified random sampling in choosing teachers by grouping the teachers in strata - languages, sciences, humanities, maths, technical; then chose
one teacher at random from each of the 5 groups of subjects. This gave a more representative picture of the curriculum. The stratified simple random sampling was also applied when choosing students in order to cut across the student population for representativeness. That is, the researcher randomly chose 5 students in each class from each of the 5 schools across the board - forms two to four. Form ones were not selected for they were just reporting and others had not reported at all.

3.3 Research instruments:

The researcher used questionnaires which were administered to the head-teachers, teachers, librarians and students. The head-teacher's questionnaire was requiring general information about the school, his/her impression of the library facilities and library finance respectively. The teacher-librarian's questionnaire was mainly on qualifications in library work, general information about the library, physical facilities, personnel, library organization, library collections and library services respectively. The teachers' and students' questionnaires were aimed at finding out whether they use the library, and what uses they made of it if they used it, their impression and evaluation of the library service and resources in terms of its adequacy and relevance in meeting their needs.

Another tool of research the researcher used was interview, both formal and informal, for verification of points covered and not covered in the questionnaire.

The researcher also visited most of the selected schools and made casual observation of the size of the collection, its variety, organization, physical condition of the library, furnishing, ventilation and the general environment of its location.
3.4 Data Collection Techniques

The researcher got an introductory letter from the chairman of the department stating the objective of her study. This letter was meant to facilitate data collection. Then she wrote a covering letter to the questionnaire outlining the purpose of her study. After this, the researcher issued the questionnaire personally to each respondent. She also collected them personally to ensure all or most of them were filled in full and returned to her for analysis.

3.5 Data Analysis

The researcher used descriptive statistics in analyzing the data collected. Items were grouped and tally scores done, resulting into frequencies of responses being summed up and then percentages were calculated. The researcher presented the findings in tabular form for easy analysis and interpretation.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1. INTRODUCTION

This study set out to investigate the current status of school libraries in the Central Division of Machakos District, Eastern Province, and the implication to the 8-4-4 system diverse curricular. The researcher wanted to establish the relevance of the resources and services offered by the school libraries to the demands of the 8-4-4 system of education curricular with a view to suggesting some possible solutions to the problems faced by the school libraries in supplementing the teaching and learning processes.

The information gathered through questionnaires, observation and interviews was analysed, presented and discussed as per the objectives and research questions of the study, viz.

(i) Stock, size and relevance to the 8-4-4 curricular
(ii) Physical size of the school library seating capacity.
(iii) Non-print materials.
(iv) Library staff and their qualifications.
(v) General patterns of organization of the resources.
(vi) Library utilization.
(vii) Difficulties encountered and recommendations and solutions to the difficulties.
Out of the 5 questionnaires for the head-teachers (Appendix II) distributed, 4 were returned. The second questionnaire (Appendix III) was for teacher - librarians and the 5 questionnaires distributed in five schools in the sample were returned. For the students questionnaire (Appendix IV), 60 were distributed and 58 were received back. Out of the 25 questionnaires distributed for teachers (Appendix V), 23 were received back.

4.2. STOCK

From observation, interviews with teachers and teacher–librarians and questionnaires, the researcher gathered that the stock in most of the school libraries mainly comprised old and neglected books of the former system of education. Other books found in the school libraries were recommended course books by the Ministry of Education - mainly K.I.E. books. Teachers mainly used K.I.E. books for they claimed that they were relevant to the 8-4-4 syllabus and the K.N.E.C. examinations done at the end of the four years in secondary school. Generally, the library stock in most of the schools was observed to be in bad state – torn, dusty and eaten by white ants, rats and worms.

4.2.1 Stock selection

In all the schools, selection was done by the teaching staff in the various departments as can be seen from the table below:

<table>
<thead>
<tr>
<th>Table 1: Stock selection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. of responses</strong></td>
</tr>
<tr>
<td>The school librarian</td>
</tr>
<tr>
<td>The head teacher</td>
</tr>
<tr>
<td>The teaching staff</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
4.2.2 Selection tools: The selection tools used in selecting included publishers’ catalogues, bibliographies and “books in print”.

Table 2: Selection tools

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishers’ catalogues</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Bibliographies</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>“Books in print”</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.3 Sources of the stock (books): Most of the library resources were bought from book-sellers (57.1%); others were got from donors (28.6%) and others were gifts (14.3%).

Table 3: Sources of the stock

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book sellers</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Book donors</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Gifts</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.4 Other services that supplement the existing stock

The researcher gathered majority of the schools used to get book-mobile services from KNLS who used to loan books to both students and teachers. However, the KNLS has stopped the services in recent years.
Table 4: Schools that received KNLS services

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.5 Reference materials found in the libraries

Reference materials were found to be scanty in most of the school libraries. Atlases (26.3%) and dictionaries (21.1%) seemed to be the most common. This shows that these materials are not emphasized on; yet, they are very important in the learning process.

Table 5: Reference materials found in school libraries

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionaries</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Directories</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Atlases</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Maps</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Cassettes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Globes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hand books and manuals</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Year books and Almanacs</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Bibliographies</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>
4.2.6. Newspapers and magazines subscriptions

Newspapers and journals generally carry the most current information. Schools need to be equipped with them in order to keep track of what is happening around and about them. But it is sad most schools do not even subscribe to the dailies like The Daily Nation, The Standard or The Kenya Times. Even where they are bought, the researcher gathered that they are mostly bought for teachers and not the students. It is only when teachers finish reading through them that they are deposited in the library or passed to some students. This is not healthy to the learning process for students need to know about current affairs.

Table 6: Newspapers and magazines subscribed

<table>
<thead>
<tr>
<th>Title</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>The Daily Nation</td>
<td>3</td>
</tr>
<tr>
<td>The Standard</td>
<td>1</td>
</tr>
<tr>
<td>The Kenya Times</td>
<td>0</td>
</tr>
<tr>
<td>Japan-Quarterly magazine</td>
<td>1</td>
</tr>
<tr>
<td>Kencom Digest</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

4.2.7. Professional books apart from set-books and prescribed text-books

Teachers continually need to remind or enrich themselves about their professions in order to be able to effectively equip students with the required skills and knowledge. But, as the findings in the diagram below show, only 50% of the schools in the sample buy professional books for their teachers. In addition,
through interview and observation, the researcher gathered that there are no teachers’ collection in most of the school libraries except in one school. Teachers mainly use the KIE books which they claimed were syllabus and examination oriented though shallow. Moreover, these are the books the schools readily buy following the Ministry’s guidelines on what course books to use.

Table 7: Professional books

<table>
<thead>
<tr>
<th>Response</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.8 Status of stock by type

When students were asked to rank the materials found in their school libraries they came up with the following.

Table 8: Status of stock by type

<table>
<thead>
<tr>
<th>Responses</th>
<th>Responses %</th>
<th>Responses</th>
<th>Responses</th>
<th>Responses</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>No.</td>
<td>%</td>
<td>Non-Fiction</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Very good</td>
<td>4</td>
<td>8.7</td>
<td>5</td>
<td>10.9</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>10.9</td>
<td>9</td>
<td>19.6</td>
<td>10</td>
</tr>
<tr>
<td>Fairly good</td>
<td>17</td>
<td>37</td>
<td>14</td>
<td>30.4</td>
<td>19</td>
</tr>
<tr>
<td>Poor</td>
<td>18</td>
<td>39.1</td>
<td>16</td>
<td>34.8</td>
<td>13</td>
</tr>
<tr>
<td>Non-existent</td>
<td>2</td>
<td>4.3</td>
<td>2</td>
<td>4.3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
<td>46</td>
<td>100</td>
<td>46</td>
</tr>
</tbody>
</table>
It is clear that most of the materials fall in the categories of fairly good, poor and non-existent. It is pathetic that audio-visual materials are poor (43.5%) and non-existent (56.5%) in all the school libraries investigated; yet, they form a very important aspect of the teaching and learning processes.

Asked how adequately the school libraries resources were, the students gave the following responses:

Table 9: **Degree of adequacy of the school libraries resources as seen by students**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Fairly adequate</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Inadequate</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

The greatest percentage (74%) of the stock fell under inadequate. This shows the stock leaves a lot to be desired in most schools.

4.2.9. **Stock relevance to users’ needs**

The users of the stock in school libraries are the students and the teachers.
a) Teachers

Asked to rate the school library resources in their respective schools, the teachers gave the following responses.

Table 10. The teachers' rating of the school library resources

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite up to date and useful</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quite adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adequate</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Fairly adequate</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>Inadequate</td>
<td>7</td>
<td>30.4</td>
</tr>
<tr>
<td>Most are irrelevant to curriculum needs</td>
<td>6</td>
<td>26.1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Thus, only 8.7% of the teachers said the library resources were adequate; 34.8% of the teachers said the library resources were fairly adequate, while 30.4% and 26.1% respectively said the resources were inadequate and irrelevant to the curriculum needs.

As to whether or not the library resources meet the demands of the various subjects in the 8-4-4 curricular, the teachers rated the various categories of subjects (as per department) as follows:
Table 11: Extent to which the school libraries' resources meet the curriculum needs

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Languages</th>
<th>Maths</th>
<th>Sciences</th>
<th>Applied subjects</th>
<th>Technical subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Very well</td>
<td>1</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Well</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Fairly well</td>
<td>3</td>
<td>75</td>
<td>3</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>Poorly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
<td>4</td>
<td>100</td>
<td>4</td>
</tr>
</tbody>
</table>

From the results above, it can be seen clearly that the school library resources do not satisfactorily meet the diverse demands of the 8-4-4 curricular. It is only resources for Humanities, Languages and Mathematics that could be said to be satisfactory. 75% of the respondents said that the resources for both Humanities and Languages met the needs of the curriculum fairly well. 50% of the respondents said the resources met the curriculum needs in Mathematics fairly well.

The Sciences, Technical and Applied subjects form the core of the 8-4-4 practical oriented system of education. However, 75% of the respondents said the resources in the school libraries poorly met the needs of the curriculum in the Sciences and Applied subjects while 100% of the respondents said the resources for Technical subjects were non-existent in their libraries.

The inadequacy and irrelevance of the school libraries’ resources to the 8-4-4 curricular was also evidenced from the various recommendations given by the teachers:
Table 12: **Teachers’ recommendations for improvement in school libraries.**

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-visual materials</td>
<td>8</td>
</tr>
<tr>
<td>More relevant/wider variety of materials</td>
<td>23</td>
</tr>
<tr>
<td>Better organization of resources</td>
<td>4</td>
</tr>
<tr>
<td>More space for the library</td>
<td>6</td>
</tr>
<tr>
<td>Trained librarian</td>
<td>3</td>
</tr>
<tr>
<td>Register with other libraries</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

From the findings above, 50% of the teachers recommended for relevant and varied resources. This was followed by the recommendation for audio-visual materials recommended by 17.4% of the respondents. This testifies to the fact that most of the resources found in the school libraries are inadequate and irrelevant to the diverse 8-4-4 curricular.

(b) **Head-teachers**

Asked to rate the library resources in their school libraries in terms of their relevance and adequacy to the broad and diverse demands of the 8-4-4 curricular, especially in the Applied and Technical subjects, all (100%) rated the resources as slightly suitable. The head-teacher’s evaluation of what needed urgent improvement in their libraries was as follows:
Table 13: **Head-teachers' evaluation of the school library resources**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very suitable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suitable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly suitable</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Unsuitable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

The head-teacher's evaluation of what needed urgent improvement in their libraries was as follows:

Table 14: **Head-teachers' assessment of what needed urgent attention in their school libraries**

<table>
<thead>
<tr>
<th>Urgently needed</th>
<th>Needed</th>
<th>Less needed</th>
<th>Not needed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>More money for library</td>
<td>4</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More rooms</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>More seating facilities</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>More and relevant materials</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Magazines and Newspapers</td>
<td>1</td>
<td>25</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Audio-visual materials</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Trained librarian</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Equipment</td>
<td>2</td>
<td>50</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>
100% of the respondents said there was urgent need for more budget allocation for the library while 75% of the respondents reported there was urgent need for more and relevant materials. This shows the library resources in most of the schools are not adequate and relevant to the curriculum.

c) Teacher-librarians

The rating of the library resources by teacher-librarians in relation to their degree of relevance and adequacy in meeting the diverse and broad curriculum of the 8-4-4 system was as follows:

Table 15: Teacher-librarians' evaluation of the school library resources

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairly adequate</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Inadequate</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

This reveals that the library resources are not adequate to the 8-4-4 demands.

Asked to tell how well the resources met the demands of the Applied and Technical subjects in the 8-4-4 curricular, the teacher-librarian gave the following response:
Table 16: Teacher-Librarians’ assessment of how well the Applied and Technical subjects’ needs were met

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Well</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Fairly well</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Poorly</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Thus the majority fell in the class of fairly well (60%) and poorly (20%).

When the teacher-librarians were asked to rank the school resources in order to ascertain how adequate and relevant they were in the various subject groups, they gave the following responses:

Table 17: Teacher-librarians’ evaluation of the library resources according to various subject groups

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Language</th>
<th>Maths</th>
<th>Sciences</th>
<th>Applied subjects</th>
<th>Technical subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
</tbody>
</table>
| Quite adequate | 1 | 20 | 0 | 0 | 1 | 20 | 0 | 0 | 0 | 0 | 0 | 0
| Adequate    | 1 | 20 | 1 | 20 | 0 | 0 | 1 | 20 | 0 | 0 | 0 | 0
| Fairly adequate | 2 | 40 | 3 | 60 | 2 | 40 | 2 | 40 | 3 | 60 | 2 | 40
| Inadequate  | 1 | 20 | 1 | 20 | 2 | 40 | 1 | 20 | 1 | 20 | 1 | 20
| Non-existent | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 20 | 1 | 20 | 2 | 40
| Total       | 5 | 100| 5 | 100| 5 | 100| 5 | 100| 5 | 100| 5 | 100|

It is evident from the results that the library resources leave a lot to be desired, especially in the core subjects of the 8-4-4 system, viz. - Sciences, Applied and
Technical. It is only 20% of the respondents who described the Sciences resources as adequate; 40% described them as fairly adequate and 20% described them as inadequate and non-existent respectively.

In Applied subjects, 60% of the respondents described the resources as fairly adequate while 20% described them as inadequate and non-existent respectively.

Concerning Technical subjects, 40% of the respondents described the resources as fairly adequate; 20% described them as inadequate while 40% said the resources were non-existent.

On major problems facing the school library, 60% of the teacher-librarians gave outdatedness as the biggest problem, while 40% said the materials were inadequate.

Table 18: Problems facing school libraries

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-dated materials</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Inadequate materials</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

More relevant and new materials was key among their recommendations for the library.
d) Students

When students were asked to comment on how well the materials found in their school libraries met their need in the practical subjects like Fine Art, Sciences, Agriculture, Technical subjects: - Music, Wood technology, Home Science – the students gave the following responses:

Table 19: Degree of adequacy of library resources in the practical subjects

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite adequate</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Adequate</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>Fairly adequate</td>
<td>20</td>
<td>34.5</td>
</tr>
<tr>
<td>Inadequate</td>
<td>32</td>
<td>55.2</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

34.5% said the materials met their practical needs for practical oriented subjects fairly adequately and 55.2% said the materials were inadequate. This stresses on the fact that most resources in the school libraries are inadequate and irrelevant to the diverse and broad demands of the 8-4-4 system of education.

4.3. SIZE OF THE SCHOOL LIBRARIES.

From the researcher’s visits to every school in the sample, it was found that most of the schools had purpose-built school libraries which were big enough and well ventilated except that they were inadequately furnished. It was only one school which had only a small room which served as a book-store. The seating capacity as given by head teachers was as follows:
Table 20: **Seating capacity**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 40</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>40 to 60</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>60 to 80</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>80 – 100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Over 100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Asked whether the seating capacity catered for at least 10% of the students population where the enrollment was 400 or more, the head teachers gave the following responses.

Table 21: **Whether the seating capacity catered for 10% of the students**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Thus 50% of the schools did not have adequate seating capacity for the total students population. The cause for this inadequacy in seating space was the fact that most head-teachers did not see the library as a top priority with the diminishing school budgets. They said that their first priority was construction of laboratories, dormitories and classrooms.
Table 22: Priority given to the school library

<table>
<thead>
<tr>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Top priority</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Second priority</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Third priority</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4 NON-PRINT MATERIALS

From interviews with teachers and the teacher-librarians, the researcher gathered that non-print materials were a forgotten domain in most of the school libraries collections. The only form of audio-visual materials found were maps, and the researcher gathered that these were bought because they are a necessity in the teaching of Geography. Even then, they constituted only 10.5% of the reference materials (see table 5).

Asked whether they used audio-visual materials when conducting their lessons, most teaches (61.9%) said they did not, as the table below illustrates:

Table 23: Use of audio-visual materials

<table>
<thead>
<tr>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>NO</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>
The teachers' lack of use of audio-visual materials could be a possible explanation for not having them in most schools because they cannot be purchased unless there is a great demand for them.

4.5 LIBRARY STAFF

4.5.1 Training

None of the schools in the sample had a trained librarian to man the school library.

Table 24: School libraries with trained librarians

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

The libraries were manned by teachers with full teaching loads mainly from the languages department. In one school, the library was manned by a clerk with even no teacher to guide or assist him on how to go about it.

Table 25: School libraries manned by teacher-librarians

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>NO</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

From conversations with the head-teachers in the various institutions, getting a trained librarian or training the teachers in-charge of the school libraries was not
seen as a priority. This shows clearly that the role of the librarian is not understood and further explains the poor state of the school libraries in most of the schools.

4.5.2 Reward for the teacher-librarian

There is no incentive given to the teacher-librarians by the school management. It is not surprising that the researcher observed that most of them were not keen on their duties for they felt overworked having to teach full teaching loads and at the same time organize library functions.

Table 26: Reasons why teacher-librarians organize libraries in schools.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less teaching load</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Job satisfaction</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>No reward</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Thus teacher-librarians do the library functions for job satisfaction (60%) or as a duty.

4.6 GENERAL PATTERNS OF LIBRARY ADMINISTRATION AND ORGANIZATION

4.6.1 Library budget

 Asked to give their budget allocations for the library, the head-teachers gave the following responses:
Table 27: Library budget

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Less than 1,000/-</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>1,000/- to 5,000/-</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5,000/- to 10,000/-</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Over 10,000</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above table, the budget allocations for the library is minimal to an extent of being negligible for there is very little that can be purchased with less than 1000/- to 10,000/-. This explains why the resources in most of the libraries comprise mainly old textbooks and set books that are already out of syllabus.

4.6.2. Organization of library resources

Conspicuous in most of the libraries was acute shortage of storage equipment and furniture like tables and chairs. In all the libraries, there was no catalogue which is a vital locating tool.

Table 28: Equipment found in the libraries

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>Total no of schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card catalogue</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Charging desk</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Bulletin/Notice board</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Shelves</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Magazines rack</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
</tbody>
</table>
There was no cataloguing done in any of the school libraries.

Table 29: **Books catalogued**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All catalogued</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part catalogued</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None catalogued</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

In all the schools, the researcher observed that books were classified according to subjects and each book given a number as per the year bought e.g. an English book bought in 1998 would be labelled 98/E/No. __. This facilitated easy identification and location of the books in the otherwise uncatalogued collections. Asked to comment about the ease with which they located materials in their libraries, the students gave the following responses:

Table 30: **Ease of finding materials in the library**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very easy to locate</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Easy to locate</td>
<td>12</td>
<td>26.1</td>
</tr>
<tr>
<td>Fairly easy to locate</td>
<td>24</td>
<td>52.2</td>
</tr>
<tr>
<td>Very difficult to locate</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

They gave the following reasons as to why the materials were largely and fairly easy to locate.
a) There were few books in the library.

b) The books were classified and labelled as per subject.

c) The teacher-librarians assisted them greatly.

d) The books were well arranged on the shelves.

4.6.3. Issuing and returning

The teacher-librarians kept files /ledgers where name of each individual student and teacher, and the number of books borrowed and returned were entered.

Table 31: System of issuing and returning books

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ledger</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>File</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

4.6.4. Inventory of library holdings

The researcher gathered that not all schools kept an inventory of the school library collection.

Table 32: Inventory of library holdings

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>
Those that kept an inventory took it once a year.

From the above findings, it is evident that library administration and organization is poor and needs to be improved if school libraries are going to play their central role in the teaching and learning process effectively. Unless library resources are well managed and organized there is not much use that can be made of them.

4.7. LIBRARY UTILIZATION

The researcher found out that most of the school libraries were used on scheduled basis (40%).

Table 33: Mode of use of the library

<table>
<thead>
<tr>
<th>Mode of use of the library</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Voluntary</td>
<td>1</td>
</tr>
<tr>
<td>Scheduled</td>
<td>2</td>
</tr>
<tr>
<td>Voluntary and Scheduled</td>
<td>1</td>
</tr>
<tr>
<td>Others when issuing books</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

4.7.1 Opening Hours

It was found from the students that most of the libraries were open during the day (8.00 a.m. to 5.00 p.m.) and mainly during lunch time (20.7%) and games time (36.2%). It was also found that some libraries were never opened except when lending books. Very few libraries were opened during evening prep time (6.9%).
Table 34: **Hours when libraries are open**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 am to 5pm</td>
<td>16</td>
<td>27.6</td>
</tr>
<tr>
<td>Lunch time</td>
<td>12</td>
<td>20.7</td>
</tr>
<tr>
<td>Games time (4pm to 6pm)</td>
<td>21</td>
<td>36.2</td>
</tr>
<tr>
<td>Prep time</td>
<td>4</td>
<td>6.9</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
</tr>
</tbody>
</table>

When asked whether there were days when the library was closed, the students' response was as follows:

Table 35: **Days when library is closed**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>40</td>
<td>72.7</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>27.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority said yes (72.7) and specified that the libraries remained closed during public holidays, weekends and when the teacher-librarian was absent.

4.7.2 **Lending**

Lending in most libraries is not allowed (47.6%) and where it is allowed the number of books one is allowed to borrow is restricted between 1 and 3 (40.5%).
Table 36: **Number of books one is allowed to borrow**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1 and 3</td>
<td>17</td>
<td>40.5</td>
</tr>
<tr>
<td>Many</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>None</td>
<td>20</td>
<td>47.6</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100</td>
</tr>
</tbody>
</table>

4.7.3. Visits to the library

(a) Students

When asked how often they visited the school library, the students gave the following responses:

Table 37: **Students' visits to the library**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>9</td>
<td>16.1</td>
</tr>
<tr>
<td>Once in two months</td>
<td>13</td>
<td>23.2</td>
</tr>
<tr>
<td>More than once in a week</td>
<td>18</td>
<td>32.1</td>
</tr>
<tr>
<td>Every day</td>
<td>8</td>
<td>14.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>8</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

It can be seen from table 37 that students' visits to the library are not regular and frequent. Only 14.3% of the students visit the library on daily basis while 16.1% visit it once a month, 23.2% fortnightly and 15.3% rarely. The teacher-librarians
rated the students’ visits to the library as 60% fairly moderate and 40% high turn up.

Table 38: **Students turn up in the library as reported by teacher-librarian**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High turn-up always</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>High turn-up during exams</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fairly moderate</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Poor turn-up</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

When asked to tell why they visit the school library, the students gave the following reasons:

Table 39: **Why students visit the library**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primarily for leisure</td>
<td>6</td>
<td>11.3</td>
</tr>
<tr>
<td>Primarily for school programmes</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>Primarily for personal research</td>
<td>36</td>
<td>67.9</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100</td>
</tr>
</tbody>
</table>

Thus, majority of the students visit the school library for personal research (67.9%) while 11.3% and 20.8% respectively visit the library for leisure activities and to perform school programmes.
The same was reiterated by the teacher-librarian when asked to comment on students' activities in the library:

**Table 40: Students' activities in the library**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>Total no.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal research</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Read newspaper</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Prepare lesson notes</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Borrow reference books</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

The teacher-librarians said students visit the school library for personal research (60%), to read newspaper (20%), prepare lesson notes (40%) and borrow reference books (20%)

**Table 41: Teachers' visits to the library**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a day</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Once a week</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Less than once a week</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>When need arises</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Not at all</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Like the students, the teachers’ utilization of the library is poor with only 10% of the teachers visiting the library daily and 25% on a weekly basis. It is sad that 25% never visit the library and 15% only visit when need arises. This mars the image of the school library as the centre or “heart” of learning and teaching. The teachers attributed their poor visits to the library to the inadequate and irrelevant library resources that mostly dominate the library stock. They said the materials did not answer to their needs.

Asked to rate the teachers’ visits to the library, the teacher-librarians said 60% of the teachers rarely visit the library and 40% do it occasionally as the table below illustrates:

<table>
<thead>
<tr>
<th>Table 42: Teachers’ use of the library</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses</strong></td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Quite regular</td>
</tr>
<tr>
<td>Regular</td>
</tr>
<tr>
<td>Occasional</td>
</tr>
<tr>
<td>Rare</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The greatest number of teachers (56%) visit the library for leisure reading and 32% visit it to make reference. Only 4% visit the library to make preparations for their lessons.
Table 43: Why teachers visit the library

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>8</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>Preparation</td>
<td>1</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Leisure reading</td>
<td>12</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td>Accompanying students</td>
<td>4</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>Read newspapers</td>
<td>1</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Borrow books</td>
<td>3</td>
<td>25</td>
<td>12</td>
</tr>
</tbody>
</table>

4.8. PROBLEMS FACED BY THE SCHOOL LIBRARIES

When teacher-librarians were asked to list the major problems faced by their school libraries, their response was as follows:

Table 44: Major problems in school libraries

<table>
<thead>
<tr>
<th>Responses</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdated materials</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Inadequate materials</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Lack of variety</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

The biggest problem was found to be outdated stock (60%) followed by inadequate materials (20%) and lack of variety in the stock (20%). Other problems faced were reported as:

(i) Lack of trained librarians to run the school libraries.

(ii) Acute shortage of furniture.
(iii) Poor organization of the library resources due to lack of qualified librarians.

(iv) No time-tabled library lessons for each individual class.

(v) Few opening hours.

(vi) Lack of adequate library budget – the school library is not seen as a top priority in most schools.

(vii) Lack of audio-visual materials in the libraries.

(viii) Ignorance concerning the importance of the school library in the teaching – learning process.

4.8.1. Recommendations given concerning the above problems

a) Students

The students gave the following recommendations for improvement

Table 45: **Recommendations for improvement given by students**

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>New editions/relevant books</td>
<td>55/58</td>
</tr>
<tr>
<td>More space (bigger libraries)</td>
<td>11/58</td>
</tr>
<tr>
<td>More furniture</td>
<td>20/58</td>
</tr>
<tr>
<td>Qualified librarians</td>
<td>20/58</td>
</tr>
<tr>
<td>Library prefects</td>
<td>2/58</td>
</tr>
<tr>
<td>Longer opening hours</td>
<td>25/58</td>
</tr>
<tr>
<td>Audio-visual materials</td>
<td>12/58</td>
</tr>
<tr>
<td>More newspaper and magazines</td>
<td>17/58</td>
</tr>
<tr>
<td>Repair of books</td>
<td>5/58</td>
</tr>
<tr>
<td>Improved library organization and management</td>
<td>19/58</td>
</tr>
<tr>
<td>Library lessons</td>
<td>6/58</td>
</tr>
<tr>
<td>Allow books to be borrowed</td>
<td>25/58</td>
</tr>
</tbody>
</table>
94.8% of the respondents recommended for new and relevant books to the 8-4-4 system need, while 43.1% recommended for longer opening hours and allowing borrowing of books respectively. The need for more furniture and qualified librarians respectively was recommended by 34.5% of the respondents. Another recommendation that featured prominently is improved library organization and management (by 32.8% of the respondents) and the need for more newspapers and magazines by 29.3% of the respondents.

b) Teachers

Table 46: Recommendations for improvement given by teachers

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More/wider variety and relevant books</td>
<td>23</td>
<td>23</td>
<td>100</td>
</tr>
<tr>
<td>Audio-visual materials</td>
<td>8</td>
<td>23</td>
<td>34.8</td>
</tr>
<tr>
<td>Register with other libraries</td>
<td>2</td>
<td>23</td>
<td>8.7</td>
</tr>
<tr>
<td>More furniture</td>
<td>2</td>
<td>23</td>
<td>8.7</td>
</tr>
<tr>
<td>Better library organization</td>
<td>3</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>More space</td>
<td>5</td>
<td>23</td>
<td>21.7</td>
</tr>
<tr>
<td>Allow borrowing by students</td>
<td>1</td>
<td>23</td>
<td>4.3</td>
</tr>
<tr>
<td>Library classes</td>
<td>1</td>
<td>23</td>
<td>4.3</td>
</tr>
<tr>
<td>Trained librarians</td>
<td>2</td>
<td>23</td>
<td>8.7</td>
</tr>
<tr>
<td>Longer opening hours</td>
<td>1</td>
<td>23</td>
<td>4.3</td>
</tr>
<tr>
<td>Section for teachers’ reference</td>
<td>2</td>
<td>23</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Like with the students, the recommendations for more/wider variety and relevant books topped with 100% score. This was followed by the recommendation for
more audio-visual materials (34.8%) and more space (21.7%). Better library organization scored 13%.

c) Teacher-librarians

The teacher-librarians gave the following suggestions concerning the improvements of the school libraries:

Table 47: Teacher-librarians recommendations for improvement

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>No.</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More relevant and new material</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Qualified librarians</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>More furniture</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Longer opening hours</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Less work load for teacher-librarian</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>More newspaper and magazines</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Centralised library system</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>More supervision</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Purpose-built school library</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

All (100%) the teacher-librarians recommended acquisition of more relevant and new materials. 80% recommenced for qualified librarians to run the school
libraries whereas 40% recommended for more furniture for the library. Among other recommendations by 20% of the respondents were:

(i) Less work load for teacher-librarians.
(ii) More newspapers and magazines.
(iii) A centralized library system.
(iv) More supervision in the library.
(v) Purpose-built school library.
CHAPTER FIVE

5.0 SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study focussed on the current state of school libraries in the Central Division of Machakos District and the implications on the 8-4-4 system of education. Specifically, the study set out to establish the relevance of the school library resources to the diverse demands of the 8-4-4 curricular. The study was guided by the following objectives:

(i) To find out the state of the stock, size and relevance to the 8-4-4 curricular.
(ii) To find out the seating capacity of the school libraries.
(iii) To find out about the non-print materials available in the libraries.
(iv) To find out about the staff and their qualifications.
(v) To establish the general patterns of organization of the library resources.
(vi) To establish the use to which the library resources are put.
(vii) To find out difficulties encountered by the libraries and give recommendations and possible solutions to the difficulties.

This chapter attempts to summarize, make conclusions and recommendations based on the findings of the study as analysed in chapter 4. The summary is done as per the objectives cited above.
5.2 SUMMARY AND CONCLUSION

5.2.1 Stock

The study revealed that the stock in most school libraries was in poor state. It was old, dusty, torn and 74% inadequate to the needs of the students. Most of the stock did not meet the diverse needs of the 8-4-4 curricular and especially in the practical oriented subjects that form the core of the 8-4-4 system of education. These are subjects like Sciences, Applied and Technical. The Sciences and Applied subjects were respectively ranked poor by 75% of the respondents while 100% of the respondents ranked the Technical subjects as poor. That technical subjects should be ranked by 100% of the respondents as poor in the extent they meet the diverse needs of the 8-4-4 curricular is bad for the sole objective of the 8-4-4 system of education is to produce students with practical skills who can immediately go to self-employment after completion of their education. This does not augur well for the students for the sole objective of the system is not being met appropriately and adequately. Unless there are library resources to help students acquire practical and technical skills, then the 8-4-4 system of education misses its stated target objective of producing self-reliant students.

The library stock was also reported to be lacking in variety by all the respondents interviewed or sent questionnaires. This goes against a major function/role of the school library – that of aiding the learner to grow physically, intellectually and socially and in so doing gain self-knowledge by providing him with a variety of resources to read and learn from.
The school library is supposed to be the “heart” of learning and teaching as well for it provides both students and teachers with materials that supplement their unique activities in the teaching-learning processes. However, when old and irrelevant stock becomes the key characteristics of most school libraries, it limits the role that the library can play in the education process.

5.2.2. Physical facilities

Majority of the schools had purpose-built libraries, 50% of which had adequate seating capacity. But the researcher observed nearly all the libraries were lacking adequate furniture such as chairs, tables, shelves, magazines racks etc. In fact in one school which had a lot of books, the books were strewn all over the floor with ants, rats, and other agents of destruction feasting on them. The researcher gathered the cause of this acute shortage of facilities was mainly inadequate library budgets and the fact that 75% of the head teachers did not see the library as a top priority (table 22). This attitude of the head teachers explains the lack of resources and facilities in most libraries and it is self-defeating for building a library collection is an expensive affair. Exposing the inadequate library resources to agents of destruction because of the excuse that there are no funds to purchase book shelves is even more expensive for schools would have to be starting afresh all the time.

5.2.3 Non-print materials

Non-print materials are vital in the learning and teaching process for it is said that learners learn over 65% from what they see and hear and only 35% of what they read. However, this study revealed that non-print materials are a forgotten domain in the collection development process in the school libraries. It was found that
61.9% of the teachers did not use audio-visual materials when conducting their lessons and audio-visual materials constituted only 10.5% of the reference materials (table 5). 43.5% of the students ranked the audio-visual materials as poor and 56.5% ranked them as non-existent. This acute lack of non-print materials minimizes the effectiveness of the teaching and learning process.

5.2.4 The library staff and their qualifications.

The study revealed that none (0%) of the schools had a trained librarian to man the library processes. It was found that the school libraries were run by language teachers with full teaching loads and with no training in librarianship. In fact in one school a clerk was found to be the one in-charge of the library with not even a single teacher to assist him. This limits utilization of the library resources for a trained librarian maximizes utilization of library resources by ensuring that materials are made accessible through proper organization, cataloguing, classification and good arrangement on the shelves. It was not surprising then the library resources in most libraries were arranged in broad subject classes and in other libraries the materials were scattered all over the floor.

There was no tangible reward for the teacher-librarians in all the schools. Consequently, most of them were demoralized and disinterested in the library activities.
5.2.5 General patterns of library administration and organization

5.2.5.1 Library budget

The study found out that library budgets were minimal and could hardly purchase resources to meet the diverse needs of the 8-4-4 system curricular. The library budgets in the various schools ranged from less than 1000/- (25%) to 5000/- to 10,000 (25%) and over 10,000/- (50%). Books are expensive and so very little can be purchased with such library budgets. This explains the common characteristics of most library resources - old and irrelevant to the needs of the 8-4-4 system of education and lacking in variety.

5.2.5.2. Organization of library resources

The study revealed that there was no cataloguing done in any of the schools. Books were classified in their broad subject classes e.g. English, Mathematics, Sciences, etc. This is not a good method of organizing library resources for these broad classes have their own subdivisions which may be hard to access. For example, in Sciences we have Biology, Biological Sciences, Chemistry, Physics, Physical Sciences etc. which may be hard to locate if books are broadly classified together.

Students said the materials were fairly easy to locate because they were few, well arranged on the shelves and the fact that the teacher- librarian assisted them.

5.2.5.3 Issuing and returning

The study found out that the teacher-librarians kept files/ledgers where they entered the names of those students and teachers who borrowed and ticked off
when they returned. This method was evidently cumbersome. Card catalogue system would have been a lot better if it existed.

5.2.6. Library utilization

The study established that most of the school libraries (40%) were opened and used on a scheduled basis, 20% of the school libraries were opened and used on a voluntary basis, 20% on both voluntary and scheduled and another 20% were opened only when issuing books (those that are used like book-stores).

5.2.6.1. Opening hours

The students reported that most of the libraries were open during the day and mainly during lunch time (20.7%) and games time (36.2%). The study also revealed that some libraries (20%) were never opened except when issuing books. It was also found that very few libraries (6.9%) were opened during evening prep time. This shows that the students have very little time to use the library resources and this limits the ability of the students to do independent study.

The study also revealed that 72.7% of the school libraries remained closed over the weekends and public holidays and when the teacher-librarian was absent. These are the times the students can make maximum use of the library resources for they are free then.

5.2.6.2. Lending

The study found out that in 47.6% of the schools students were not allowed to borrow books. Where borrowing was allowed, 40.5% were allowed to borrow between one and three books only. It was only 11.9% of the school libraries which
allowed students to borrow more than three books. These restrictions hinder effective use of the school library resources.

5.2.6.3. Visits to the library

(a) Students

The study found out that only 14.3% of the students visited the library on a daily basis, 23.2% visited the library fortnightly while 14.3% rarely visited the library. This shows that majority of the students do not utilize the school library resources.

Those students that visit the school library come for leisure reading, personal research and to do class assignments.

(b) Teachers

The study revealed that the teachers' utilization of the school library was poor with only 10% of the teachers visiting the library on a daily basis and 25% on a weekly basis. It was found that 25% of the teachers never visited the library and 25% visited only when need arose. The teachers attributed their poor visits to the outdatedness and inadequacy of the library resources which they said did not meet their needs. The poor utilization undermines the central role played by the school library in the teaching – learning process.

The greatest number of those teachers that visited the school library (56%) came for leisure reading and 32% visited it to make reference. Only 4% of the teachers visited the library to make preparations for their lessons.
5.2.7 Problems faced by the school libraries

The study revealed the school libraries experienced the following problems.

(i) Out-dated and irrelevant materials to the needs of the 8-4-4 diverse curricular.

(ii) Inadequate library budget allocation.

(iii) Lack of trained library personnel.

(iv) Acute shortage of furniture.

(v) Poor organization of library resources.

(vi) Lack of audio-visual materials.

(vi) Ignorance concerning the importance of the school library in the teaching-learning process. This led to lack of prioritization of the school library when it came to budgeting for essential resources.

5.2.7.1 Recommendations given for the problems

Both students (98.4%), teachers (100%) and the teacher-librarians (100%) recommended for new, relevant and wide variety books. Among other recommendations were:

(i) The need for more space.

(ii) More furniture.

(iii) Improved library management and organization.

(iv) Longer opening hours.

(v) Qualified library personnel to run the library.

(vi) More audio-visual materials.

(vii) Introduce library lessons.

(viii) Allow students to borrow books.
(ix) Individual school libraries should register with other libraries for more resources.

(x) Have a section for teachers reference.

(xi) Centralized library system.

(xii) Purpose-built school libraries.

(xiii) More newspapers and magazines.

(xiv) More library supervision.

(xv) Less workload for the teacher-librarians.

(xvi) Honorarium for the teacher-librarians.

Generally, the findings reveal that there has been no improvement of school libraries even after studies have been done over two decades ago exposing the utter negligence and the consequent poor state of school libraries. For example, Gakobo (1973) in Nairobi area, Kinyanjui (1974) in Central Province, Kaguti (1985) in Meru District, Killong (1986) in Busia District, Mukuvi (1986) in Iveti South, Machakos District, among others. This shows a gloomy future for school library development if the trend is not diverted and researchers’ recommendations taken seriously by the Ministry of Education and Human resource Development and school administrators. The poor school libraries become, the more they cease to be tools of the learning and teaching process, and eventually cease to be the heart of any school programme or curricular.

5.3. SUGGESTIONS AND RECOMMENDATIONS FOR THE STUDY

This study has established the poor state of school libraries in the Central Division of Machakos District which could be generalized to the whole district. The
researcher, therefore, offers the following suggestions and recommendations concerning the school libraries if they are going to meet the diverse demands of the 8-4-4 curricular.

1. **Sensitize the school head-teachers** on the vital role played by school libraries. The study found out that the school library is not given top priority in the allocation of school funds. The head-teachers give priority to construction of classrooms, dormitories and laboratories but do not care about building school libraries and equipping them with up-to-date and relevant books to the needs of the curricular. Hence, the school libraries are littered with old, un-cared for and irrelevant books to the needs of the teachers and the students. The researcher, therefore, suggests that seminars and workshops be held to sensitize head-teachers on the vital role played by the school libraries in the education process and the indispensable need to take care of the school library resources.

2. **Training**. None of the schools in the study had a trained librarian or teacher-librarian to run the library. Yet, trained personnel is vital in executing library operations. Only a person trained in library operations can run the library properly and impart in students proper information seeking habits, analyzing and evaluation of available sources of information in accordance with their needs.

The researcher suggests that the Ministry of Education and Human Resource Development should put more emphasis on the librarianship courses offered in teacher training colleges (but hampered by inadequate qualified personnel to
teach them) so that teachers can come out with dual qualifications ready to teach and guide students on maximum utilization of the library resources for better results. It is also the researcher's opinion that librarianship courses be made mandatory for Bachelor of Education undergraduates so that they come out both as teachers and competent school librarians. This would go a long way to curbing the acute shortage of qualified librarians to man school libraries.

Another recommendation is that head-teachers should liaise with Parents-Teachers Associations and the Boards of Governors and convince them on the need to employ a qualified librarian to guide students on library use. Language teachers alone cannot suffice for they are not even adequate to teach language alone, let alone spending time in the library guiding students.

Libraries like the British Council do offer free training to school library assistants during school holidays; hence, those schools nearby can send their library assistants for such in-service training.

3. **New, diversified and relevant stock to the 8-4-4 curricular:** The greatest problem facing school libraries is out-dated, narrow and irrelevant stock. The researcher suggests that the stock in most school libraries should be revamped in order to meet the diverse demands of the 8-4-4 curricular and help students to grow into better and more resourceful persons who can contribute effectively in national development processes.
To overcome the problem of out-dated and old stock, the head-teachers, with the assistance of Parents-Teachers Association and the Board of Governors could organize fundraising to buy the required books for their libraries. In addition, the head teachers could ask for book donations from publishers, old students, independent sponsors, etc. Alternatively, like most schools are doing now, schools should introduce a library fund and make sure the funds are used to equip the library with the desired resources.

4. **Awareness campaign**: All involved in the education process from the Minister to the classroom teacher should endear the school library function to the parents and the public in general. This will create an awareness in them on the vital role played by the school library in the learning process which may eventually make the P.T.As to prioritize school libraries in their school development issues.

5. **Adequate funds for the library**: This study revealed that the library budgets in nearly all the schools were minimal to an extent of being negligible (between less than 1000/- and 10,000/-). The study found out that the libraries are not seen as a top priority when it came to sharing resources (in terms of funds allocations). There is need for head-teachers to prioritize libraries if schools are going to contribute effectively in the implementation of the goals and objectives of the curriculum.

6. **Audio-visual materials**: The study revealed that these materials were non-existent in most of the schools. Yet, audio-visual materials are vital for both students and teachers for educationists say 65% of what is learnt is through
seeing and hearing, only 35% is learnt through hearing. This stresses the inevitability of the audio-visual materials in effective teaching and learning process. Consequently, the researcher recommends that schools take the need for these materials seriously and purchase them.

7. Schools should register with other libraries like the KNLS, The British Council in order (at least for teachers) to be getting materials to supplement the poor school library resources. The British Council even allows schools to borrow audio-visual materials like Videos, films, cassettes, etc. at a small fee. The KIE also conducts seminars and workshops on nearly all the subjects and sells video tapes, cassettes, films on school programmes like the teaching of English Language and Literature. They (KIE) even dub programmes for schools at a small fee. The researcher suggests that schools should keep their eyes and ears open in order to take advantage of such opportunities.

8. There is need to allow borrowing (lending) of library resources to students for it is only by doing so that many students will be attracted to the library and that library resources will be used maximally.

9. The researcher recommends that the libraries' opening hours be made longer in order to give students more opportunities to explore the resources better.

10. Open access to library resources: In some schools, the libraries were decentralized such that the materials were kept away from the students. That is, in some schools
visited, there existed book-stores where all library books were kept and free access to them by students forbidden. This prevents browsing to select the required or relevant books to the students' needs. It also limits the students' use of the library resources for the separation of resources and students hinders interaction of students with books. The researcher is of the opinion that the schools allow free/open access to the materials. Most of the schools practicing closed access to the resources feared thefts and vandalism. But the schools should have library prefects to supervise library use for it beats the purpose of a school library when the students do not have access to the materials.

11. There is need for **purpose-built libraries** that are spacious and well ventilated to be built. The study revealed that some schools had only book-stores which were used as storage and issuing places. Students need spacious and well ventilated libraries where they can study independently.

12. There is need to keep **inventory of the library holdings** for accountability and proper control of what is contained in the school library. In half the schools studied, there was no inventory taken. This can lead to unnecessary losses of the school library holdings.

13. **Furniture:** The study revealed that most school libraries were not adequately furnished with chairs, tables, shelves. There is need to have these facilities to make the school libraries comfortable to study in.
14. Honorarium for the teacher-librarian: The study showed that in all the schools, there was no incentive given to the teacher-librarian for their dual role as teachers and librarians. They were even teaching full loads. This is demoralizing for an overworked person cannot function effectively. There is need to boost the teacher-librarians' morale by giving them honorarium or less teaching work loads. The school head-teachers can even sponsor them for training in order to boost their commitment in their library duties.

15. Better library utilization: The research revealed that only 14.3% of the students and 10% of the teachers visited the library daily. This shows that library utilization is poor. There is need to encourage both students and teachers to utilize the library resources more oftenly for effective teaching and learning.

16. Key among all the recommendations is Government policy governing school library operations. In Kenya there is no government policy to guide and regulate the operations of the school libraries. It is left to the head teachers, PTAs and BOGs to decide whether to establish and properly man school libraries or not. This is a major loop-hole and the cause of most of the weaknesses found among school library operations, for there is no set standards of establishment and operation. This leads to sub-standard libraries. It is high time the government came in strongly and provided a policy governing school libraries, for a government policy would mean more serious commitment and responsibility on the part of the government where school libraries are concerned.
5.4. SUGGESTIONS FOR FURTHER RESEARCH

Research needs to be carried out in the following areas:

i) The contribution of school libraries in National Examinations performance.

ii) What a National information policy on school libraries can achieve in Kenya.


Gakobo, J. K. Organisation and Development of secondary school libraries in Nairobi Area. Diploma project, Makerere University, 1973


Dear Sir/Madam,

RE: FLORENCE N.N. MUINDE

This is to confirm that Florence Muinde is a student enrolled in a Masters Degree programme (M.Ed - Library Studies) in this University. She is currently undertaking a research project in partial fulfilment of the Masters Degree Requirement on "A survey of Secondary School Libraries in the Central Division of Machakos District, Eastern Province: Current State and implications on the 8.4.4 System of education curriculum".

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

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

Yours sincerely,

P.G. Mwathii
LECTURER/PROJECT SUPERVISOR
APPENDIX II

THE HEAD-TEACHER'S QUESTIONNAIRE

SECTION 1: GENERAL INFORMATION ABOUT THE SCHOOL AND LIBRARY RESOURCES

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

2. Name and address of school ___________________________________________
   (a) Number of streams: FI __ FII __ FIII __ FIV __
   (b) Number of teachers _____________________________________________
   (c) Total enrolment (as of November 1997) ______________________________
   (d) Year school established ____ 19 ____

3. Check (✓) sex of the student population
   __________ (1) Boys only
   __________ (2) Girls only
   __________ (3) Boys and Girls

4. Boarding facilities available to students (check (✓) as appropriate)
   __________ (1) All boarding
   __________ (2) Boarding and Day
   __________ (3) Day only
5. Type of library in the school (check ✓)

(a) Centralised library *
(b) Class libraries
(c) Both centralized & Class libraries

*A centralised library is one administered as a unit, usually in one place in the school, and making books and other library materials available to all or most of the teachers and pupils in the school.

6. Where is your library located? check (√)

(a) at the centre of the school
(b) away from the tuition block
(c) in the administrative block
(d) other (specify )

SECTION II: LIBRARY FACILITIES AND EQUIPMENT

7. a). Does your school have a library? Yes ____ No ____

7. b). In addition to the school library/or classroom collections, from where else do your students and staff read? (check ✓)

(a) Study hall
(b) reading room
(c) no definite place
(d) other (specify )
8. What is the seating capacity of your main library? (check (√))

__________ (a) less than 40
__________ (b) 40 to 60
__________ (c) 60 to 80
__________ (d) 80 to 100
__________ (e) over 100

9. If the enrolment is 400 or more, does the library have a seating capacity of at least 10% of the population? Yes______ No______

10. What among the following do you have as your main library (check (√))

__________ (a) reading room(s)
__________ (b) conference rooms or area
__________ (c) Library room/building
__________ (d) Exhibit and demonstration area.

11. Do you have any of the following equipment in your library? (check (√))

__________ (a) card catalogue
__________ (b) charging desk
__________ (c) bulletin board or notice board
__________ (d) shelves
__________ (e) magazine rack
12. How would you rate the library resources in your library in terms of their relevance and adequacy to the broad and diverse demands of the 8-4-4 curricular, especially in the applied and technical subjects? check (✓)

(a) very suitable
(b) suitable
(c) slightly suitable
(d) unsuitable

SECTION III: LIBRARY BUDGET

13. For the year 1997/98, what is the amount of money budgeted for the library check

(✓)

(a) None
(b) less than 1000/-
(c) 1000/- to 5000/-
(d) 5000/- to 10000/-
(d) over 10000/-

14. Please use the table below to evaluate your library by checking (✓) in the right box according to the order of needs for improvement. Use the key below

Key:  A stands for urgently needed
      B stands for needed
      C stands for less needed
      D stands for not needed
The need for more money for the school library
The need for more room(s) for the library
The need for more seating facilities
The need for more & relevant books/materials to the 8-4-4
The need for more Magazines and Newspaper titles in the library
The need for more audio-visual materials
The need for full-time librarian(s)
The need for library equipment
The need for more library training for the school librarian(s)
Other (specify)

15. Among other facilities that require urgent attention in terms of implementation, what is the rank of the school library in order of priority? check (√)

______ (a) top priority
______ (b) second priority
______ (c) third priority
______ (d) least priority

Reasons (1) ______________________________________________________
(2) ______________________________________________________
(3) ______________________________________________________

16. Do you have a teacher-librarian?

Yes _______ No ________

17. If yes, what incentive do you give him/her to do the job better? check (√)

______ (a) less teaching period
______ (b) additional salary
__________ (c) honorarium

__________ (d) no reward

__________ (e) other (specify) __________.

18. Please enumerate the future plans you have for your school library:

1________________________________________________________

2________________________________________________________

3________________________________________________________

4________________________________________________________

Thank you for your active co-operation.
APPENDIX III

THE TEACHER-LIBRARIAN'S QUESTIONNAIRE

SECTION I: GENERAL INFORMATION ABOUT THE SCHOOL

1. Your name

2. Position sex age

3. Name of the school

4.(a) Number of streams in: FI FII FIII FIV

(b) Total enrolment as at November 1997

SECTION II: PHYSICAL FACILITIES/LIBRARY PERSONNEL

5. In addition to the school library the school has:

check (✓)

(a) study hall

(b) reading room

(c) both study hall and reading room

(d) none of the above

6. What is the seating capacity of your library

7. What among the following do you have as a centralised library*

(a) a reading room

(b) conference room

(c) library room/building

(d) exhibition and demonstration areas.
A centralized library is one administered as a unit, usually in one place in the school, and making books and other library materials available to all or most of the teachers and pupils in the school.

8. Check (√) What you have among the following:

_________ (a) card catalogue
_________ (b) charging desk
_________ (c) bulletin board or notice board
_________ (d) book shelves
_________ (e) chairs/forms
_________ (f) reading table
_________ (g) other furniture (specify_________)

9. Please give current number of library personnel and hours spent in the library per week for each person in the chart below:

<table>
<thead>
<tr>
<th>Library staff</th>
<th>Number</th>
<th>Hours spent in the library for each person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time librarian(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time librarian(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library prefects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Is there a full-time librarian?
   Yes _________  No _________

12. If there is, what is his/her qualifications in librarianship? Check (√)
   _________ (a) degree in librarianship
   _________ (b) diploma in librarianship
   _________ (c) certificate in librarianship
   _________ (d) other (specify)
   _________ (e) not applicable

13. Where did he/she train? __________________________________________

14. What is his/her working experience in library work? __________________

15. As a teacher-librarian, what are your qualifications?
   (a) Academic ______________________________________________________
   (b) Professional __________________________________________________

16. For how long have you worked in the library _________________________

17. If you have attended any course on library services, for how long was it? __________

18. Where did you attend the course or courses?
   1. _______________________________________________________________
   2. _______________________________________________________________
19. What subjects do you teach in addition to your library responsibilities?

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

20. How would you rate your library resources in relation to their degree of relevance and adequacy in meeting the diverse and broad curriculum of the 8-4-4 system? check (✓)

___________ (a) quite adequate

___________ (b) adequate

___________ (c) fairly adequate

___________ (d) inadequate

21. How well does your library meet the demands of the applied and technical subjects in the 8-4-4 curriculum? check (✓)

___________ (a) very well

___________ (b) well

___________ (c) fairly well

___________ (d) poorly

22. What are your rewards as a teacher librarian? check (√)

___________ (a) have less teaching periods
23. Does your school get any services from any public library e.g. Kenya National Library Service or any other Yes ______ No ______

24. What services are provided to your school by the public library? check (√) (More than one answer may be checked)

1. Loan a book collection to school

2. Loan individual students books through book mobile service

3. A librarian for the school

4. Help in book selection for the school or library

5. No service from the public library

6. Other specify________________

SECTION III: LIBRARY ADMINISTRATION AND ORGANIZATION

25. Is an inventory of the school library collection taken at regular intervals? Yes ______ No ______

26. If yes check (√) time when inventory is usually taken

1. (a) every year

2. (b) once in two years

3. (c) once in three years

4. (d) once in more than three years
27. What is the average annual loss in terms of items? 

28. Is an annual written report made to the head-teachers?

Yes _____ No ______

29. Is the book collection classified? Yes________ No________

30. If yes, what type of classification scheme do you use? check (√)

________ (a) Dewey Decimal classification scheme

________ (b) Library of Congress Classification scheme

________ (c) Simplified Decimal Classification

________ (d) other (specify) ________________

31. Are the books in the school library catalogued?

________ (a) All catalogued

________ (b) Part catalogued

________ (c) None catalogued

32. What is the basis on which centralized library is used?

________ (a) voluntary

________ (b) scheduled only

________ (c) Voluntary and scheduled

________ (d) as a study hall

________ (e) other (specify) ________________

33. If you have scheduled library classes for students, how many hours/minutes do they take per week? ________________
34. Check (√) time school library is open for service and indicate the number of hours per day and number of days per week in the chart below:

<table>
<thead>
<tr>
<th>Period of the week</th>
<th>No. of hours per day</th>
<th>No. of days per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) During regular school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) After regular school day and before the end of prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) On Saturdays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) On Sundays and public holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) During school holidays</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION IV: LIBRARY COLLECTIONS

35. Please indicate the total number of books in the library ______

36. How many books have been bought for the library in recent years? 1995 ______ 1996 ______ 1997 _____ Check (√) (Indicate number bought each year by checking (√) against given choices)

(a) none

(b) 1 to 50 books

(c) 50 to 100 books

(d) More than 100 books

(e) Other specify ________________________________

37. Who does the selection of these books? check (√)

____________________ (a) the school librarian

____________________ (b) the head-teacher

____________________ (c) the teaching staff
38. From whom do you get these books? check (ü)

(a) booksellers
(b) book donors
(c) gifts
(d) harambee basis
(e) other (specify)

39. What selection tools do you use in selecting your library books? check (√)

(a) publishers' catalogues
(b) bibliographies
(c) books in print
(d) other (specify)

40. Check (√) What kind of reference materials do you have in your reference section? (can check (√) more than one)

1. dictionaries
2. directories
3. encyclopaedias
4. atlases
5. maps
6. cassettes
7. globes
8. handbooks and manuals
9. yearbooks and almanacs

10. biographies

11. Others (specify)

41. Please indicate total number of general magazine titles subscribed to by the library

42. Indicate the titles subscribed to by the library or school

43. Does the library provide professional books to improve teachers' knowledge and skills? Yes No

44. If yes, where are they kept?

45. How many books are there in the library in the teachers' collection?

46. Check (✓) the audio-visual materials in the library or school and indicate the number in the chart below, checking (✓) also the number of times each is used/borrowed per week:

<table>
<thead>
<tr>
<th>AUDIO-VISUAL MATERIAL</th>
<th>NO. IN THE LIBRARY</th>
<th>NO. OF TIMES EACH IS USED PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Globes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Transparencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Films</td>
<td></td>
<td></td>
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<tr>
<td>f) Slides</td>
<td>3</td>
<td></td>
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<tr>
<td>g) Other (specify)</td>
<td></td>
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</tbody>
</table>
47. In relation to adequacy and relevance to the needs of students in the 8-4-4 system of education, how would you rate the library collection? Tick (✓) the right alternative on the given chart using the key below:

**KEY**

1. Stands for quite adequate
2. Stands for adequate
3. Stands for fairly adequate
4. Stands for inadequate
5. Stands for non-existent

<table>
<thead>
<tr>
<th>I. LANGUAGES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>II. HUMANITIES - Geography, History, Religion</td>
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<tr>
<td>III. MATHEMATICS</td>
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<td>IV. SCIENCES</td>
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<tr>
<td>V. APPLIED SUBJECTS</td>
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<td>VI. TECHNICAL SUBJECTS</td>
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<tr>
<td>VII OTHER (SPECIFY)</td>
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</tbody>
</table>

48. How much money was budgeted for the library for the year 1997/98 check (✓)

- (a) None
- (b) less than 1000/-
- (c) 1000/- to 5000/-
- (d) 5000/- to 10000/-
- (e) over 10000/-
49. What was the average budget per pupil expenditure on library books in 1997/98 check (✓) 
   (a) None
   (b) less than 20/= 
   (c) 20/= to 50/= 
   (d) more than 50/= 
   (e) other (specify) __________________

SECTION V: LIBRARY OPERATIONS AND USE

50. What system do you use for issuing and returning books? ______________________

51. Are there statistics taken to provide a basis for planning and regulating circulation of materials in terms of users' demands and characteristics? ______________________

52. Is there a reserve collection ______________________

   If so, how does it operate ______________________

53. What is your circulation policy regarding the following collections:

   (a) Reference materials ______________________

   (b) Fiction and non-fiction books ______________________

   (c) Magazines and newspapers ______________________

   (d) Short loan materials ______________________

54. What is the role of library prefects, if you have any?

   1. ______________________

   2. ______________________

   3. ______________________
55. Why do the students visit the library? check (√) (can check more than one)

(a) completing their assignments
(b) Reading newspapers & magazines
(c) Browsing through the books
(d) Reading for pleasure
(e) other (specify)

56. What do the teachers use the library for? (you can check (√) more than one)

(a) personal research
(b) read newspapers
(c) prepare lesson notes
(d) other (specify)

57. How would you rate the teachers' visits to the library? check (√)

(a) quite regular
(b) regular
(c) occasional
(d) rarely visit the library

58. How would you rate the students' visit to the library? check (√)

(a) high turn-up always
(b) high turn-up during exams only
(c) moderate
(d) fairly moderate
(e) poor turn-up

59. List briefly the major problems your school library faces:
What suggestions would you give concerning these problems and their library operations?

Thank you for your co-operation.
APPENDIX IV

STUDENTS' QUESTIONNAIRE

Please tick what you consider to be the most appropriate answer in your view.

1. Name of your school

2. Your Form

3. How often do you visit your school library? Tick (√)
   - (a) once a month
   - (b) once in two weeks
   - (c) more than once in a week
   - (d) every day
   - (e) none at all

4. What do you engage yourself in when you visit the library? (can tick more than one)
   - (a) study my notes/own books
   - (b) consult the librarian for assistance in locating the materials I need
   - (c) read magazines and newspapers
   - (d) write assignments
   - (e) borrow and read various books for pleasure
   - (f) specify ________

5. What hours is your library open? Tick (√)
   - (a) 8am to 5pm
   - (b) 8am to 10pm
   - (c) lunch time
   - (d) games time
   - (e) prep time
6. Are there days in the week when the library is closed? Yes  No ___
   If yes, specify ________________________________________________________

7. In your opinion, how would you rate the following collections found in your
   school library. (Rate materials you have only). Use the following scale to rate
   them:
   (a) extremely good
   (b) good
   (c) fairly good
   (d) poor
   (e) non-existent

   __________ (i) fiction
   __________ (ii) non-fiction
   __________ (iii) reference books
   __________ (iv) magazines and newspapers
   __________ (v) audio-visual materials e.g. maps, radios, record players and
   cassettes, etc.

8. How well would you say the library resources meet your need for materials,
   especially for practical subjects like Fine Art, Science, Agriculture, Technical
   subjects like Music, Wood technology, Home science, etc. Tick (√)
   __________ (a) quite adequately
   __________ (b) adequately
   __________ (c) fairly adequately
   __________ (d) inadequately
9. How easy would you say it is to locate library materials that you want to study?

Tick (√)

- (a) very easy to locate
- (b) easy to locate
- (c) fairly easy to locate
- (d) very difficult to locate

Reason(s)

10. Indicate how many of each of the following materials you are allowed to borrow for use outside the library:

(a) fiction books

(b) non-fiction books

(c) pamphlets

(d) others specify

11. How many of the items/materials that you want from the library collections in your school library do you get? Tick (√)

(i) Adequate

(ii) Fairly adequate

(iii) Inadequate

12. Why do you use the library facilities?

- (a) primarily for leisure activities
- (b) primarily for school programs
- (c) primarily for personal research
13. In terms of recency of books and other materials found in your library, how would you rate them?

__________ (a) up-to-date and relevant

__________ (b) fairly up-to-date and relevant

__________ (c) outdated and irrelevant

__________ (d) other (specify) ______________

14. If you were asked to give the school library an overall grade for its services to you and entire student community, what grade would you give it?

__________ (i) A - Very satisfactory

__________ (ii) B - Good/satisfactory

__________ (iii) C - Fairly satisfactory

__________ (iv) D - Poor

15. How would you describe the school librarian?

16. What improvements would you like to recommend for your school library?

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________

5. ______________________________________

Thank you for co-operation.
APPENDIX V

THE TEACHERS' QUESTIONNAIRE

SECTION 1:

1. Name______________________________________________________________

2. Qualifications: Educational/Professional ________________________________

3. Name of your school__________________________________________________

4. Teaching experience___________________________________________________

5. How long have you been in the school?__________________________________

6. What are your teaching subjects?________________________________________

SECTION II

7. List at least 5 titles of books (found in your school library) and the year of publication that you use in your field of specialization:

   a. ________________________________________________________________

   b. ________________________________________________________________

   c. ________________________________________________________________

   d. ________________________________________________________________

   e. ________________________________________________________________

   f. Others (specify) _________________________________________________

8. How would you describe them? check (√)

   ________ (a) quite adequate and comprehensive

   ________ (b) adequate

   ________ (c) fairly adequate

   ________ (d) inadequate
Reasons: ____________________________________________________________

9. Where else do you get books for lesson preparation? ____________________

10. Do you ever visit the school library? Yes ____ No _____

   Reason(s)
   1 ______________________________________________________________
   2 ______________________________________________________________
   3 ______________________________________________________________

11. How often do you make use of the library?
   (a) once a day
   (b) once a week
   (c) less than once a month
   (d) not at all
   (e) Others (specify) __________________________

12. How would you rate the school library resources?
   (You can tick more than one)
   ______________ (a) quite up-to-date and very useful
   ______________ (b) quite adequate
   ______________ (c) adequate
   ______________ (d) fairly adequate
   ______________ (e) inadequate
   ______________ (f) most are not relevant to the curriculum needs.
13. How well do you think your school library meets the demands of the various subjects in the 8-4-4 curricular? You can use the following ratings to rank each department/subject class
(a) very well
(a) well
(c) fairly well
(d) poorly

_____ 1. Humanities e.g. Geography, History, Religion

_____ 2. Languages e.g. Kiswahili, English, French

_____ 3. Mathematics

_____ 4. Sciences

_____ 5. Applied subjects e.g. Agriculture, Home science

_____ 6. Technical subjects e.g. wood technology, masonry, carpentry etc.

14a) Do you use non-print materials in your lessons?

Yes _____ No _____

b) If yes, do you get them from your school library?

Yes _____ No _____

c) Give examples of the non-print materials found in your library

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

4. ________________________________________________

5. ________________________________________________

6. ________________________________________________
15. What recommendations would you give for improving your school library?

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

Thank you.