A STUDY OF THE LIBRARY SERVICES AVAILABLE IN PRIMARY SCHOOLS IN CENTRAL DIVISION NAIROBI CITY

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DECLARATION

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

[Signature]

"This project report has been submitted for examination with my approval as University Supervisor."

[Signature]

KENYATTA UNIVERSITY

NAIROBI
DEDICATION

To my parents, relatives and friends who have encouraged me all along during my course. Special dedication to my parents for the companionship and assistance I received during the research and to Nilla Mutave for proof reading the work.
ACKNOWLEDGEMENTS

I am grateful to the Ministry of Education for the scholarship which enabled me to undertake this study and for the study leave granted by the Teacher's Service Commission.

I am particularly grateful to my friends, colleagues and relatives who gave me assistance, useful suggestions and relevant material. I am grateful to the primary schools that provided me with the useful data that was the backbone of my study.

I am indebted to P.G. Mwathi who was my supervisor for this project, for the patience he had and encouragement he gave me. The guidance I received from the library staff during my course is also very much appreciated.

Finally I am grateful to Mrs. R.N. Khirrecu for deciphering my handwriting and typing this project.
ABSTRACT

In this study, the library services available in primary schools in Central Division of Nairobi have been reviewed. Attempts have been made to find out the relationship between the Kenya National Library Services and the Primary Schools.

A detailed description of these services is seen as it exists in the 4 categories of schools Grade A, B, C and D. Each of the four categories have peculiar experiences and these are also discussed.

As per the facts from the discussion, certain recommendations are made concerning the future development in the library services to primary schools in Kenya.
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CHAPTER I

INTRODUCTION

This is because it requires a great deal of effort to learn the
rules of libraries which would make it necessary for them to
make education a habit. For this habit to be established,
the environment must be conducive to learning.
1.0 INTRODUCTION

1.1 Background of the Problem

Information is a vital resource and needs to be given the treatment it deserves. Access to this information is one of the basic human rights and an essential instrument in socio-economic development of any nation. Concern has been expressed by many personalities about the "inability of educated people in reading after they leave school."\(^1\) The Vice President and Minister for Home Affairs lamented the fact that majority of our people hardly read anything after school. This is because they never accustom themselves to the use of libraries which would make it necessary for them to make life-long education a habit. For this habit to develop, it must be instilled into the children at an early age when they are at the most impressionable stage.\(^2\) This requires that the development of library services should be taken seriously.

Since the Education Act of 1944 the role of the teacher has undergone changes. Pedagogical methods most schools practised were geared to memorization, this gave children very little reason to use any other source of information except textbooks for their formal education. The teacher was also considered as the sole fountain of knowledge for his pupils. Modern methods of teaching lay emphasis on individual learning situations and these require means of communication to be as varied as the needs and limitation of the learners, as R.A. Davis explains.

"The scope of knowledge has become too vast to be
covered extensively within the boundaries of classroom instruction, superior though that instruction may be. Through the school library these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expression and the means provided to meet and to stimulate the many interests, appreciations and curiosities of youth."

In a speech by Hon. Masinde Muliro in 1973 then Minister of Co-operatives and Social Services on the occasion of launching "Maktaba", the following quote was expressed.

"A scholar is no genuine scholar unless he is a man of books."

Students should acquire skills through the facilities in libraries to enable them to develop habits, attitudes and awareness and to be ready to continue to learn independently. The teacher in situations where such facilities lack is forced to emphasise on remembering and reproducing the "single right answer that the only available text book provided."

Pupils who are aware that information can be obtained in a variety of ways have acquired an important beginning to the self-confidence and self trust necessary for self reliance. This is an objective in the current education system of 8-4-4:-

"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."
School libraries have traditionally been of importance in supporting the varied educational strategies of the teachers. The environment libraries provided is also conducive to the methods of study being adopted: enquiry and development of critical mind. These methods are vital at an early stage so that reading with an enquiring mind becomes a natural habit. This keeps in line with another 8-4-4 education objective:-

"develop ability for clear logical thought and critical judgement."  

The large classes and the overcrowded classrooms with unsuitable desks and equipment encourages tendency of chalk and talk and formal class teaching instead of individual work by the children. The library, if available, in such situations would enable pupils supplement their classwork with the facilities there in. Since books are essential to the intellectual and emotional growth, even if teachers do their level best in situations such as the one just described, experience shows that "the greatest single factor in developing interest in books and the habits of reading is the accessibility to books."  

At present, no specific Government policy on school libraries exists according to Maleche. It is not mandatory for schools to establish and develop libraries. It is left to the initiative of headmasters or headmistresses to acquire and use funds to start and maintain school libraries.

The libraries we find in most schools are not what is ideally. It is not easy to predict solutions because of the rapid expansion of the school system. Ideally each child should miss as little as possible for his education. When these ideal conditions are not within easy reach, priorities
must be set. A basic question, however, should be asked before any establishments are made:-

"What is the unique contribution of this item vying for the limited resources to the educational objectives?" 10

A library is too important and too central to the educational process to be left to the competing demands and pressures of the present situation.

Schools are groping with however limited success as yet, to embody some form of library practice. A good school will inevitably produce a library even though at first sight in the eyes of those accustomed to the "ideal" library it may seem strange to call it a school library." Against this background, the challenge facing those responsible for library development is how to identify and provide informational materials and services needed for achieving human advancement and economic well-being. Kenya is not a homogenous entity and therefore library development can best be considered according to regional subdivisions of the country. In the light of the above, this research studies the library services available to some primary schools in Central Division, Nairobi City.

1.2 OBJECTIVES OF THE STUDY

These were specifically meant to do the following:-

i. Find out the library facilities for instance reading space, lending services, quantity of stock that are in existence... in the selected schools.
ii. Collect data on the accessibility to books or library material by pupils.

iii. Collect data on management of the libraries

iv. Collect data on the selection and acquisition of library material.

v. Find out the kind of user education pupils get from either their teachers or from librarians from outside (their schools or other libraries).

vi. Collect data on the relationship (help provided, services shared) between Kenya National Library Services KNLS and schools (libraries).

1.3 LIMITATIONS AND SCOPE

Previously the studies carried out in this field were of a general nature. This research has concentrated on schools in Central Division in Nairobi City. The Limitations here are that the schools number over fifty and thus the need for grouping schools into categories ABC - former African, Asian and European respectively. With this type of categories, a study comparing the services provided within the schools would be appropriate. Due to the limitation of time and scarcity of funds, this would not be possible. Many more schools would have to be studied. All the schools selected had to be studied regardless whether they had facilities or not. Central Division Schools were selected because they are near the KNLS. The researcher visited ten schools. Headteachers in some of these schools were very busy and hence caused delay in collection of data.
1.4 SIGNIFICANCE OF THE STUDY

The purpose of the library is to offer services to its users. Each user should be able to find books that suit his taste. Each user should also make personal choice, a little different from anyone else's. A library is a training ground for learning the all important art of finding out information for oneself. Several researchees carried out come up with findings which can be summed up in Hockey's report.

"the visit to school libraries was with very few honorable exceptions, a most depressing experience, as only a small proportion of the pupils have any concept of the use of enjoyment of books"

This state of affairs, although reported over twenty five years ago (Hockey 1960), prompted me to carry out a study in some schools in Central Division Nairobi City as this had not been done before. This research adds to the literature already available in library science, it also comes up with empirical evidence that can be used to improve the library service to children in primary schools. Since education should be life-long, useful activities can be fostered through library services.

In general, the research provides information that reveals the challenges in library services that are faced by teachers and administrators and are not merely left to chance.

1.5 OPERATIONAL DEFINITIONS

School Library: A place or building, room or rooms set aside by the school for the keeping and use of a collection of books, library documents and other literary material for reading, study
and consultation.

A Librarian: A person, usually a teacher in the school, charged with running a library, making the stock and library services available to pupils and teachers and the community around the school.

Library Services: The work done by the people charged with the running of the library in giving provisions to the user so that the latter can derive maximum benefit from the use of the library.

Stocking: Supplying or equipping libraries with books.

Library Use: Act of utilizing the resource materials and services available in a particular library.
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CHAPTER 2

REVIEW OF RELATED LITERATURE
CHAPTER 2

REVIEW OF RELATED LITERATURE

Libraries have been defined in various ways. These definitions revolve around what Akinyi Mulaha summarises as;

"a place where books are kept, 
a reading or study centre, a media centre"

Throughout the centuries, libraries have had three main functions: to collect, to preserve and to make available information that may be required by users. In other words, Libraries are regarded as a collection of information sources and a room where these information sources are accessible. The purpose of a library is to offer its users a choice where each reader will find a book of his taste as he selects. Unless this information is organised and made available through services, it would be useless. Thus this review will examine the services that should be offered by school libraries and what the actual services are as contained in the various literature available.

2.1 Standard services that a school library should offer

Only by understanding what characterises the primary school of today and what the nature of children under 15 years is can we know what kind of library provision is necessary at that age. The books must be chosen to meet the needs of children at all stages of learning to read in order that each child may experience success in his search for knowledge. The library should cater in general for the majority which we will average though we know we have extremes (the slow and the quick learners). It therefore follows that a great variety of books will be necessary.
The ultimate aim of any library is to give services, these services can be divided into two:-

a) **Technical Services**: Administration, organisation of material, development of resources and

b) **Public Services**: assisting library users directly.

To provide standard services related to the materials used in learning, school planners should design facilities that can accommodate those varied activities for instance a class library or a reading room. The major administrative services in primary schools constitute:

a) Evaluation of material, centralised purchasing and cataloguing where teachers and librarians can study materials to be purchased for their school,

b) Material production that are in line with the curriculum,

c) Arranging resources for use as well as the major schemes for bibliographical classification and description of the resources,

d) Rapid expansion of library collection,

e) Extensive preparation behind the scenes for instance evaluating materials for purchase, indexing, supervising staff and establishing relations with outside libraries. So that there are "transactions in which library materials are made available by one library to another for the use of an individual"4

f) Administratively, a library utilises the services of a number of people working together. The goals it sets should assume that a continuation and expansion of the present will
serve the needs of new groups. Cooperation among the school members is an essential facet.

The major public services that should be offered by school libraries are our major concern here. For primary schools these include:

a) Librarians guiding readers to acquire information since the education of participants is vital to any profession.

b) Librarians responding to the needs of individual users: giving them freedom to browse through collections arranged on shelves rapid delivery, service and processing of shelves,

c) Extending the local lending service by obtaining materials from other libraries for the benefit of the users,

d) Providing borrowing privileges and comfortable facilities for reading and study,

e) Organising materials or holdings so that readers and teachers can find what they are looking for.

f) Advisory and guidance services in this case interviews or discussions are at times necessary between the librarian and the users, so that the librarian understands what the user wants. For instance, a reader asking, "what are some useful books on dealing with teenagers," "what should I study to be knowledgeable in economics?" These questions seek the librarians advice and guidance in the choice of reading.

g) Teaching the use of the library and stimulating reading: A principal duty of the public services department of libraries is to develop incentives and ability in their patrons.
h) Promoting reading through organising exhibitions, contests, talk by authors or teachers, poetry reading, display of what the school pupils contribute, this list could be lengthened. The librarian cannot force people to read but he can do much to foster and develop interest in library materials and services.

i) Public service should ensure that there is flexibility; long hours of opening constitute accessibility, availability of reading or study space to suit individual preferences among others.

j) Making sure all loans are recorded in a register.

k) Reminding readers when it is time to return borrowed books.

l) Tidying shelves and cupboards.

2.2 SERVICES THAT ARE ACTUALLY OFFERED IN PRIMARY SCHOOLS (as presented in the researches already done)

Any library service must be rooted in and evolve out of the needs, interests and conditions prevailing in the service area. This condition will only exist in ideal situations, but it is the duty of librarians to see that a library grows naturally from the characteristics of the primary school and the work and interests of the pupils in the school. Children should not think of books as something remote from their classroom life for which they are at times taken for a library period.

The above quotations are not what is experienced in many school libraries as Hockey's report of 1960 adequately summarises; "Visits to school libraries for East Africa was with very few honorable exceptions, a most depressing experience, as only a small proportion of
the pupils have any concept of the use of enjoyment of books."\(^{10}\)

In a seminar for teachers of English, sister Lucilla explained that the problem of lack of services is brought about by three factors: staff, funds, stock. It was disappointing to note that

"among the teachers who attended the course, not even one had a definite idea on the subject of librarianship. This therefore makes it difficult to establish a school library. Even when teachers seek help on how to organise one, it is extremely difficult to obtain such help."\(^{11}\)

Kinyanjui goes on to say that even in cases where an attempt at provision had been made, there was lack of concentrated concern for a systematic organisation and arrangement.

Findings of the researches carried out to date reveal that the whole concept of librarianship is a twentieth century phenomenon in Kenya. It is even never in primary schools and more undeveloped. Maleche and Krystall\(^{13}\) feel that this situation is due to lack of defined library policy. However, Mwathi\(^{14}\) still sees some hope in the recent events such as "the establishment of resource centres in all teacher training colleges in Kenya and the incorporation of courses on school librarianship in Teacher Training Colleges. These are indications of a move to put more emphasis on school library services than ever before."

There can be no services offered if there are no stock, and personnel available. Umbima\(^{15}\) also contends that schools that were established two decades or more ago and those that have
dedicated administrators have some form of library for instance St. Georges has a well established library but majority have a problem with stock, accommodation and staffing. Nevertheless, Umbima\textsuperscript{16} adds that some libraries may be seemingly well stocked but on closer examination the stocks are usually of irrelevant and outdated nature. Rarely are the materials organised in a manner to ensure effective service. As for the staffing of the libraries if they exist, Mwiti\textsuperscript{17} summarises it as "a teacher with a heavy teaching load usually made in charge of the library."

In the light of this situation, Mwathi\textsuperscript{18} believes that "the future of the school library is a sacrifice of all concerned," if school libraries in Kenya are to be improved, there is need for improving school library facilities including legislation for library service, establishment of school librarians and the creation of a National School Library Commission.

To a large extent schools that have libraries of some description have been established because teachers and parents took the initiative. Thairu\textsuperscript{19} explains that schools in areas that have the National Library Services, near them, borrow in bulk at a minimal subscription and this is the only service they can boast of. Other schools get books through gifts or donations from agencies like the British Council. In most cases these books are stored away in the principal or headmaster or headmistress office for display and not for use by pupils. Kaguti Gitaari states, "this collection here was presented by the British Council" to a collection of books which were as new as new pins, though presented some years back.

The problem of many school libraries is to find books since in the first place the budgetary constraints do not allow
for selection. The Kenya National Library Service started giving service in 1967 it made sure that each of its libraries (these are situated in a few Kenyan towns) have a childrens section but now it is encountering problems that do not make it live up to its expectations. Some of these are frustrations caused by lack of funds not only for books but also for essential items of furniture and equipment, lack of time for all the jobs to be done, lack of space which means that services are interfered with.

Mobile libraries could also give services to some primary schools. Eastwood in Ndunges dissertation describes a mobile library as a road vehicle specially equipped and furnished to provide a professional library service direct to the public. They have service points and the terrain of the service area is the chief determinant of whether or not the services will be extended to the area.

Mutahi adds on to the already existing problems of mobile libraries, the fact of language barrier. "Areas that benefit from Mobile library services are areas that are on good terrain and those pupils that can read English or Kiswahili since most of the books are in the two languages."

2.3 SCHOOL LIBRARIES IN KENYA

The Ministry of Education Science and Technology has never shut down a school for non-provision of library facilities. This explains the non commitment on the part of school heads. A brief look at four major aspects will clarify this.

1) FUNDING. Annual grants as Akinyi reports are given to government maintained schools for replenishing their library stock. However, the grants have remained static and have not been increased with the rising costs of books. In the majority
of cases, the grants for school libraries are utilised for buying textbooks. In any case exams seem to dictate what teachers do in school. Concentration of prescribed syllabus and prescribed textbooks.

ii) Stocking: In general most schools are inadequately stocked and there is still the tendency to rely too much on textbooks.

iii) Accommodation: Due to the low priority accorded to libraries, many schools do not have suitable accommodation. A library may be just a small room or building not easily accessible to pupils or even teachers. The other alternative may be well designed libraries with either no furniture or books.

iv) Staffing: One of the most important ways of improving the library situation in schools is undoubtedly through adequate staffing. Services offered are therefore not good enough to merit the support of the teacher for a start.

Attitudes that pupils have over libraries also need correction. It is not uncommon even in Kenyatta University to find almost up to 80% of the reading spaces vacant during non-exam times. The most intensive use of the library in most schools appears to be as a study area. However, it is more common to see pupils sitting with textbooks and exercise books than consulting a variety of library books. One problem faced by teachers is that of persuading pupils to read outside the narrow groove leading to the coveted exam-the textbook is always safe. A great deal of encouragement is needed in schools to stimulate the spirit of inquiry and to encourage reading for enrichment.
2.4 RECOMMENDATIONS THAT HAVE BEEN SUGGESTED

E.M. Frost\textsuperscript{26} believes that the development of any separate school library service would be impossible and that the provision of services to schools would best be undertaken through the public library, which would have the organisation and the trained staff to implement such services.

Hockey\textsuperscript{27} recommended the establishment of basic collections in school with the school library service providing additional books for recreational reading which would be periodically exchanged.

Mwiti\textsuperscript{28} says that in Kenya, any form of reading is regarded utilitarian in terms of passing exams for better job prospects. In schools, pupils are known to depend wholly on class textbooks and have managed their exams without use of any library. This is highly challenged by Umbima\textsuperscript{29} who contends that the purpose of schooling is not to teach pupils what to learn but how to learn it. The library therefore should be used to provide extra information and make pupils learn and make it a habit to continue learning.

More recently, following on the urgent need to develop school libraries in Kenya in a systematic way, during IFLA General Conference in Nairobi in August 1984, the Kenya National Library Service Board which is the body responsible for promoting managing and developing libraries in the country has taken up the issue. The Kenya National Library Services (KNLS) Board called a meeting on 23rd November 1984 to map out the strategy for the development of a school library service system. During the meeting, a committee was appointed to look into the whole question of school libraries. The
committee was given the following terms of reference:-

1) To examine the general policy on libraries in educational institutions.

2) To look into the training of library personnel.

3) To examine designs and standards for school libraries.

4) To look into the financing of school libraries and

5) To recommend strategies for establishing libraries in educational institutions.

Akinyi reports that the committee report is now ready and it is the hope of many concerned that a national policy in school Librarianship for the country will be made.

Gachira explains that primary school libraries like many others do not have to be self sufficient but they should endeavour to stock what is relevant to the pupils or its users.

Mwiti and Kaguti have not mentioned anything in connection with the lending of books to teachers. In schools there should be reference materials for teachers if there are no libraries. The teacher needs to refer to a variety of sources so that she can teach effectively.

Apart from the services discussed above, Whittaker says that the library is also required to offer such other services as photocopying, providing facility for request and reservation of materials.
2.5 CONCLUSION

Library services are an important facet of our Educational System of 8 - 4 - 4 where self reliance has been given prominence. The services enable pupils to become readers and not illiterates after they leave school. The basic educational objectives can be achieved through skillful independent study through frequent use of libraries. Hence the importance of library services.
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23. Op Cit Akinyi Mulha. pg. 4.


27. Op Cit. Hockey pg. 12

28. Op Cit. Mwiti pg. 33

29. Op. Cit. Akinyi pg. 4


34. Op. Cit. Gachira pg. 32
CHAPTER 3

This chapter discusses the methodology: it identifies the subject, elaborates the sampling procedures, administration of the tools or instruments used.

3.1 Design of Study

The approach to this study is simple survey where questionnaires, interviews and observations were used. The researcher went to the field, administered questionnaires to heads and teachers of schools, conducted some observations so that a report of the data collected could be given using descriptive statistics: tables. This will become evident in chapter 4.

The choice of this design was to enable the carrying out of investigations to establish the facts that the study has come up with. It was beyond the scope of this study to carry out a comparative study as explained in chapter one.

3.2 POPULATION

Nairobi City as an educational administrative area has five divisions: Central; Eastern; Western; Northern; Southern. Central Division was selected for study because it is on the periphery of KNLS. Services that KNLS offers to primary schools was also an element of the study and hence the justification for the choice of Central Division. Hence the question of distance from KNLS as a hindering factor was ruled out.

...../21
3.3. **SAMPLING:**

Stratified random sampling was used to obtain a sample of ten schools. These schools are representative of the strata in categories of primary schools ABC and D schools. A list of these schools was obtained from the city education office. The sampling gave the following schools:

- Our Lady of Mercy South
- Catholic Parochial
- Muslim Primary
- Nairobi Primary
- Nairobi South Primary
- Kongoni Primary
- Moi Avenue Primary
- Makongeni Primary
- Mariakani Primary
- St. Peter Clavers Primary

3.4. **SELECTION OF SCHOOLS**

For consistency of purpose, ratio was used because it was found necessary to rank two schools within a given strata. At least two schools were taken from each category to verify the data. Schools considered therefore were those found closest to KNLS and in Central Division.

3.5. **SELECTION OF SUBJECTS**

The headteacher and teachers in charge of libraries were given questionnaires with nine and thirty-three items respectively. The researcher found this to be the most consistent method of getting data from respondents as to the services made available to pupils. The head of the KNLS
library childrens section was also interviewed. This was considered necessary because of the need to find out what services children have at the KNLS and whether the KNLS personnel go to schools to inform the pupils about the KNLS library and the services it offers.

3.6 INSTRUMENTATION

Questionnaires, interview schedules and physical observation were used to collect data.

3.6.1 Questionnaire

Two different types were used.

i) Questionnaire to head of school. This was used to get general information about the school.

ii) Questionnaire to teacher incharge of library. This was to seek for services actually provided to the pupils.

A thirty three item instrument.

Both the questionnaires were divided into two

a. General information about the school

b. Specific information on services provided for instance physical facilities, personnel library organization, library services.... The items in the questionnaire were structured in several ways.

- Open ended: stating problems faced, opinions
- Close ended: ticking Yes/No as appropriate to their situations.
3.6.2. **Interviews**

Researcher visited the head of childrens section at KNLS. This method was used because it was considered less restrictive than the questionnaire method. The responses were detailed and could be delved into in any direction.

3.6.3. **Observation**

To facilitate better understanding of the data collected, observation was used as a method of verifying the questionnaire. Various aspects of interest to the researcher could best be gathered in this way. Discussion accompanying the observation gave a clearer picture of the evidence. This observation facilitated explicitness in organization, facilities and their state: misuse, underuse or overuse.

3.7.0 **ACTUAL STUDY**

As per the schedules, the researcher personally visited the schools and discussed with the headteachers of the schools, observed facilities and left questionnaires to be filled in by the respondent. A maximum of one week period was given for the responses. After this the researcher visited the schools again to collect the questionnaires.

3.8 **DATA ANALYSIS AND INTERPRETATION**

After collection of data, the researcher used descriptive statistics to analyse them. Tables were used to a large extent. Results were then analysed and interpreted.
3.9 **LIMITATIONS OF METHODOLOGY**

The questionnaire method had a few limitations. Apart from items that had their results directly observed, it became difficult to determine accuracy or honesty in some questions. For instance, the question of funds allocated for purchase of library material. The answer to this question hardly tallied with the discussion or the direct observation.

A second factor expressed elsewhere is the issue of time and resources. These prevented thorough investigation
CHAPTER 4

Cluster D: Questionnaire Distribution in Three High Schools
PRESENTATION OF DATA AND ANALYSIS

Introduction:

The objective of this chapter is to report the status quo as per the data in the study of library services provided in selected primary schools in Central Division Nairobi City.

As said earlier two separate questionnaires were the tools used for data collection. An open ended interview was also used to find out the services that the Kenya National Library Services (KNLS) makes available to school children. Each of these questionnaires is presented as was used:

Appendix C - questionnaire presented to the head of the school.

Appendix D - questionnaire presented to the teacher incharge of the library.

Tables and percentages were used to analyse the data. Elaborations on the tables were found necessary to expound on the data in further and more comprehensive detail.

GENERAL INFORMATION ABOUT THE SCHOOLS

Different schools were used. It was found necessary to categorize them into four groups:-
A- former African schools - Makongeni primary
B- former Asian schools - Nairobi South
C- former European schools - Nairobi primary school
D- This category of schools could not be grouped under the three above because they receive some help from their parent mission bodies - Catholic Parochial.

It was necessary to know certain features of the four categories of schools, if the unique type of services they make available to their pupils were to be understood. The differences that exist in the school can be hinged on background, management, current standing.... The schools that were administered by the colonialists had many library facilities because this suited them at that time. These facilities now exist in the said schools albeit in a different form through disuse or misuse.

In my study, I have grouped the schools into category A, B, C and D. There are fewer category C schools and category D schools. Most of the schools are in category A due to the fact that schools built after 1963 fall under category A'. All these schools however, get similar treatment from City Education Office. Differences arise in the manner of usage of funds according to priorities of the school. All these schools except the strictly private ones which are not considered here, get trained teachers from the Teachers Service Commission.
Since there are relatively more facilities in category C schools, we find that they pay a much higher rate of money to keep the library facilities up to date or in a working condition. The schools that are just beginning have far less library facilities and are, at the moment, not in a position to increase them. So the pupils pay a far less amount of money. In this sense therefore, there is always some money that can be used to add stock in the other school departments. For instance the library. Room for expansion is also a factor hindering development. Most City Centre Schools were built during colonial times and therefore have a space for expansion. The land space in the City Centre is also in very high demand by other facilities that a city should have.

Table 1 shows in tabular form, the schools visited and some information about them.
### TABLE I

General Information about the Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Year Started</th>
<th>Number of Pupils</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Lady of Mercy South 'B'</td>
<td>1958</td>
<td>1181</td>
<td>D</td>
</tr>
<tr>
<td>Catholic Parochial</td>
<td>1925</td>
<td>525</td>
<td>D</td>
</tr>
<tr>
<td>Muslim Girls Primary</td>
<td>1937</td>
<td>780</td>
<td>C</td>
</tr>
<tr>
<td>Nairobi Primary</td>
<td>1910</td>
<td>801</td>
<td>C</td>
</tr>
<tr>
<td>Kongoni Primary</td>
<td>1963</td>
<td>1100</td>
<td>B</td>
</tr>
<tr>
<td>Nairobi South Primary</td>
<td>1950</td>
<td>1220</td>
<td>B</td>
</tr>
<tr>
<td>Makongeni Primary</td>
<td>1960</td>
<td>1031</td>
<td>A</td>
</tr>
<tr>
<td>Mariakani Primary</td>
<td>1968</td>
<td>1281</td>
<td>A</td>
</tr>
<tr>
<td>Moi Avenue Primary</td>
<td>1927</td>
<td>1200</td>
<td>B</td>
</tr>
<tr>
<td>St. Peter Clavers Primary</td>
<td>1918</td>
<td>1318</td>
<td>A</td>
</tr>
</tbody>
</table>
4.2 FACILITIES AND SERVICES

The number of pupils in a school, to some extent, determine the kind of use the facilities will have. A school like Catholic Parochial has very few pupils and hence the small library they have can adequately seat the number of pupils per class. A school like Makongeni chooses to have its library closed due to the large number of pupils in the classes. The library in Makongeni school is also very small causing problems in accommodating even a class. Because there are many streams in the school, it is difficult to have each of the classes using the library effectively.

Tables 2 and 3 show the type of libraries that each of the schools have and other information.
Table 2 Types of Library

<table>
<thead>
<tr>
<th>Types of Library</th>
<th>No. of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Library</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Central Library</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 3: Accommodation

<table>
<thead>
<tr>
<th>Area in Square Metre</th>
<th>No. of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 20</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>21 - 40</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>41 - 60</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Of the schools observed, 50% had Central Libraries. Most schools in Nairobi do not have reading space for pupils. Pupils use classrooms in such situations. In 1968 the Ministry of Education through the Publishing of *Introducing and Running Class Libraries notes for Headteachers*, introduced class libraries. The meaning that this gesture received is different from what was intended. Class library does not mean reading story books. There are different types of services that should be given during class library period. Class library is a tool that motivates pupils and aids the curriculum, introducing recreation, information and research. This is a lesson when pupils should ask the teachers what may be called general knowledge. A class library should not consist of curriculum support material only otherwise known as textbooks: books giving varied information not necessarily based on the curriculum should also be available. All individuals have different interests and these should be catered for through the different kinds of information sources available in the class library. It is unfortunate that of the schools visited, 60% of those that had class libraries had curriculum support material as the library books. These class libraries were also manned by the English Language teacher hence portraying the library lesson an English language domain.

These provided different services depending on the variety of information sources, personnel, organization
methods. In 20% cases an untrained librarian manned the library. This had the advantage of constant and consistent service available to the pupils. The untrained librarian had the responsibility of giving library service to the pupils during their library period on the timetable. The untrained librarian had no other commitment like teaching to interfere with her library program. Indeed this was found to be a small but one of the best organized libraries. 20% of the schools with a central library did not see the reason for using the library. In fact the key to the library was always with the head of the school. Reasons given for this was that there were too many pupils and no trained librarian to man the library. The issuing of books was done through closed access: pupils did not enter the library. In 60% of the schools, the central library was run on open access in the most appropriate manner for that school.

4.2.1 Furniture: The furniture that exists in the library also determines the number of users the library can accommodate and provide efficient services to.

In 20% of the schools there were eight forms that could seat five pupils each thus bringing the total to forty pupils. The two chairs found there were for the librarian and any pupil who wanted to consult the librarian.
The room had shelves that lent themselves to easy borrowing by the pupils and cupboards for the storage of some of the material. 40% of the other schools that had main libraries had no chairs or forms for the pupils so they borrowed books and read them in the classrooms. 20% of these schools did not allow pupils into the library, the pupils borrowed books from the teacher who picked them from the library. Periodical display racks were seen in 60% of the schools with main libraries. These were used to display magazines that the schools had. Some of these magazines were *Step, The Economist, The Times, Childrens Viva*.... They are very useful information sources to both the pupils and teachers.

Table 4 shows the facilities available and how they determine the services available in schools with a main library since the class libraries retain the number of pupils per class and have a cupboard for the storage of the books in that class.
Table 4 Furniture in Schools with Central Libraries

<table>
<thead>
<tr>
<th>Type of furniture</th>
<th>0-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cupboard and book shelves</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Chairs or forms</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Display racks</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Reading tables</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
4.2.2 Manning the Class and Central Libraries

It was noticed that the general tendency was to get
the English teacher responsible for the running of the library.
This is not a totally appropriate thing to do. The
feelings and attitudes pupils adopt from the
situation described is that the library is mainly
an English language activity and hence books should
hinge on the aspects of English language. For
instance vocabulary building.... The English language
teacher usually has very many aspects in language
lesson as a means to complete her work in this area:
correcting pupils work with the pupils, reading a
passage in preparation for comprehension.... Unless
this bias is removed, the services that a library
should provide will not be manifest.

Table 5 shows the activities pupils engage in
during the library lesson.
Table 5 Pupils Activities During Library Period

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Schools</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing books to take home</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Borrowing books and returning to the library</td>
<td>4</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Pupils do class work given by teachers</td>
<td>7</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Pupils do Individual work e.g. looking for books</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Reading Reference materials out of curiosity</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
In 60% of the schools visited, pupils borrow books to take home. In 40% they read books and return. Depending on the amount of work the class library teacher has, we see that the pupils at times do the work given by the teacher. Hence in 70% of the schools, this was found an occasion practice during the library period. 30% of the schools were rather strict in the use of the library lesson. Pupils did their own work according to their interests. A school library is a place where children should get information independent of the teacher and the textbook. So a library should train children to seek answers for themselves.

Table 6 shows the methods teachers use in issuing and recording the borrowed materials.
Table 6 Issuing and Recording of Materials

<table>
<thead>
<tr>
<th>Method Used</th>
<th>No. of Schools</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issued by teacher or Librarian</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Pupils look for books</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Browne method used</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Recorded in exercise books</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Recorded in exercise book</td>
<td>2</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Individual interests are met if the stock is varied. In the case of varied stock, closed or open access could be practiced in 30% of the schools visited, it was found that the closed access was more common. 60% of the schools visited practiced open access. 10% of the schools did neither of the two, they simply kept the books away and hence gave no library services.

10% of the schools used the Browne System for charging and discharging books whilst 80% used exercise books to record the books borrowed by either the teachers or the pupils. The recording was done by the teachers in 60% of the cases where as 20% had the pupils recording the information. Pupils should be made to participate in library activities from as early as possible in school.

Table 7 shows the activities teachers engage in during the class library periods.
Table 7 Teacher's Activities During Class Library Periods

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Schools</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Issue books to Pupils</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Teachers help slow readers</td>
<td>7</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Teacher does own work</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Teachers answer pupils questions</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
It was seen that out of the schools studied 30% had the teachers just issuing books to pupils. 70% of the schools studied had the teachers giving help to the pupils, especially the slow readers. In 30% of the schools teachers did their own work and 60% of the schools had their teachers answering questions from pupils on general information.

4.2.3. Stock in the Library

For this study, it is appropriate to divide the treatment and amount of stock in the libraries into

(i) main library
(ii) class libraries

Schools had a variety of stock in their libraries. The manner of storage depends on whether the school had a main library or class libraries. In schools where there was a main library, the information sources like, the globe, wall charts, wall maps... were kept in there. The schools that had class libraries had there information sources kept in the headteacher's office, staffroom, bookstore.... Where these materials were not available in the library, it became a difficult task to get them from the places to the library. The information was gathered through the discussion held between the researcher and the teachers unless this material was present in the library, pupils thought that it was
specifically meant for one subject and could not be used during any other time. 100% of the schools with main libraries had globes, wall charts, wall maps...

These information sources are very useful teaching aids which give added information that is illustrative since this information is not always available in Textbooks. The enlarged, pictures, the coloured pictures and the collage were other useful teaching aids seen. Enriching information was derived from these teaching aids.

Table 8 shows the Reference materials

Table 9 shows the Non Book Media
## Table 8 Reference Material

<table>
<thead>
<tr>
<th>Reference Material</th>
<th>No. of Schools against No. of Reference Material</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>0-10</td>
<td>11-20</td>
<td>21-30</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sets of Encyclopedia</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N.B.M</td>
<td>0-15</td>
<td>16-30</td>
<td>31-45</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Globes</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Pictures</td>
<td>-</td>
<td>-</td>
<td>02</td>
</tr>
<tr>
<td>Wall maps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wall charts</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Collage</td>
<td>05</td>
<td>01</td>
<td>-</td>
</tr>
</tbody>
</table>
Wall maps and charts are still being produced as new topics are taught. Most of the information sources here are found in the classrooms. The ratio of these materials to pupils varies from school to school depending on funds.

The sets of Encyclopedias found in the schools were of varied ages. In 70% of the schools, the sets were kept to be used by teachers only. The excuse given was that pupils will not concentrate on what they really want, the numerous topics and subjects would confuse the pupils. A valid argument given in one of the schools was that certain sections of the material in the Encyclopedia could be outdated and hence unless a careful selection of what was to be taken was made, there would be misleading information use by the pupils.

The Atlases in the library were for reference in the schools with main Libraries. These Atlases were not to be removed from the library, since the pupils had their own Atlases to use in the classrooms.

4.2.4 Class Libraries

For those schools that had class libraries the other reference material like the Globe and sets of encyclopedias were kept in the staffroom or the heads office. Within the class libraries one found dictionaries Atlases, wall charts,
wall maps, pictures, fiction and non fiction.

In schools where Globes were found, it was common to find them covered with dust because they were not in constant use. The fact that the globes were in the headteachers office or bookstore meant that only an active teacher would consider taking them along to class to be used as a visual aid. The sets of Encyclopedias were hardly used in the schools that had class libraries. In 5 of the schools that had the encyclopedias 2 of these had encyclopedias in a state that clearly showed the lack of use. The sets seemed more for display than for use as information sources.

The collage seen in the schools provided a wealth of information to the Arts and crafts lesson, the teacher would explain to the pupils what she wants done and using the model, the pupils would try to achieve the goal. Collage was also useful in science lessons where parts of objects were made explicit to pupils. For instance in Catholic Parochial, a science teacher had a flower prepared using collage, she used this to ask pupils to draw the flower, compare it with real flowers of the same species and finally make a collage of a flower. A lot more information is derived from such varied activities, than just listening to the teacher talk and writing down notes.
4.2.5 Recency of the Library Material

Differences were observed among the schools: the management of a school dictates the kind of library stock in it. Category D schools or mission schools get funds, donations, gifts from their parent missions and hence these schools give more varied service to their users. Schools that are maintained by City Commission Education Department have different services from the mission schools. It was reported by the City Commission Schools that the Ministry of Education allocates lumpsum money to schools. The allotment that the schools do depends on the facilities and priorities that the particular school has. For instance a school that does not have a Central Library has to consider that as a project and hence can only buy what they know can be appropriate stored in the headteachers office or in the classrooms. This is not a point that a school with a Central Library thinks about. A school with a central library would buy anything for its library, fully aware that it would be stored in the right place. Relationship between the school and the community around it also have a bearing on the services that can be efficiently given by a school. Parents will willingly contribute if they see the need for. This willingness to contribute can only exist if there is harmony between the parents and the school. This can be attained through hard work on the part of the teachers and parents: Showing concern for the pupils.
Tables 10, 11, 12 A and B show the recency of library materials and how they are acquired.

**Table 10 How Library Acquire Material**

<table>
<thead>
<tr>
<th>Sources</th>
<th>No. of Schools</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts</td>
<td>8</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Donations</td>
<td>7</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Funds</td>
<td>5</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 11 Material Published Over 30 Years Ago

<table>
<thead>
<tr>
<th>No. of Books</th>
<th>No. of Schools</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 25</td>
<td>-</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>26-50</td>
<td>-</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>51-75</td>
<td>5</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>76-100</td>
<td>4</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>101-125</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 12a: Funds Allocation 1985

<table>
<thead>
<tr>
<th>Funds allocation 1985</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>£ 201 - 200</td>
<td>1</td>
</tr>
<tr>
<td>£ 201 - 300</td>
<td>2</td>
</tr>
<tr>
<td>£ 301 - 400</td>
<td>-</td>
</tr>
<tr>
<td>£ 401 - 500</td>
<td></td>
</tr>
</tbody>
</table>

.../52
Table 12b. Funds Allocation 1986

<table>
<thead>
<tr>
<th>Funds allocation 1986</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>£ 100 - 200</td>
<td>1</td>
</tr>
<tr>
<td>£ 201 - 300</td>
<td>1</td>
</tr>
<tr>
<td>£ 301 - 400</td>
<td>1</td>
</tr>
</tbody>
</table>
The information obtained from schools on fund allocation did not tally. It thus became difficult to authenticate the data. For instance Moi Avenue Primary School admits that 20% of the stock in the library is acquired through the funds received. In another response the same school states that no funds were received for the purchase of stock. Nairobi Primary states that it gets £250 to purchase library stock but clearly spells out that they did not use it for that purpose.

4.2.6 Organization and Management of Library Material

All the schools classify their books by using their subjects. This is the most convenient method for primary school libraries. Another factor is that most of the libraries have less than 1,000 books and so any other classification method would be laborious. In any case, unless pupils are made aware of this arrangement through effective library use (as was witnessed at Lavington Primary School), there would be more confusion if another classification method was used. Catalogue cards were not found in any of the schools. Records were done in registers or exercise books.

4.2.7 Subscriptions - Periodicals

All the schools visited had a magazine, the PIED CROW as a regular issue. A notable school, Catholic Parochial
subscribed to the Weekly Review, The Economist, Children's Viva, The Times Magazine. These magazines were used by both pupils and teachers.
Table 13 shows the magazines that the schools subscribe to, hence giving varied services in the schools.

<table>
<thead>
<tr>
<th>Title of Magazine</th>
<th>No. of Schools</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pied Crow</td>
<td>10</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Rainbow</td>
<td>5</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Step</td>
<td>5</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Daily Nation</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Review</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>The Economist</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Children's Viva</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>The Times</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
Selection of Library Material

This, selection of library stock was considered to be the duty of the librarian or teacher librarian in 70% of the schools. In 70% of the schools it was considered to be the duty of the heads of the schools. In 10% of the schools this selection was left to the untrained librarian. In 20% of the schools, pupils were asked to suggest titles they would like their library to have. It is worthwhile to seek guidance from the pupils as to their interests and cater for this as well so that they develop their interests positively.

Table 14 shows how different schools interpret the role of selection hence to people given the responsibility. In some schools where the head had no clerk or bursar and was in full control of funds it would be very difficult to know what allotment the library has and hence there would be no need to make anybody else responsible for selection and purchase of library stock.
Table 14 Library Materials Selected by the Schools

<table>
<thead>
<tr>
<th>Person Selecting Material</th>
<th>No. of Schools</th>
<th>Total</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteacher</td>
<td>7</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Teacher</td>
<td>7</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Pupils</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
SERVICES PROVIDED BY KNLS

In 90% of the schools visited, the response on services provided by Kenya National Library Services (KNLS) was negative. The complaint was that the KNLS personnel did not respond to their request of book box service. In some schools visited the only response was acknowledgement on receipt of letter. However, KNLS stressed to 30% of the schools that pupils join the library not as school parties but as individuals. The issue here is how does KNLS do this? This information is only available to those who are keen on reading and those who frequent the library...

KNLS offers many services to pupils who visit it. Pupils should be made aware of these free services so that they may make use of them. These services include:-

a. Many service points on charging and discharging books. Familiarizing the pupils with library services.

b. Provision of appropriate rooms and sections for their reading

c. Story telling from librarians. This inculcates interest in the pupils and motivates them to read stories
d. Play, readings and drama

e. Lectures and film show

f. Discussions and debates between pupils from the different schools

g. Informal recitals of poems...

All in all the KNLS children section is a pleasant place to go to. The personnel are also aware of children's needs and interests and hence give them the treatment they deserve.

4.4.0 SERVICES THAT SHOULD BE PROVIDED

The general aim of library services for children is to ensure that all children shall enjoy adequate access to books from the day they are capable of deciphering words and pictures until the time comes when normal adult services suit their needs. Factors that determine the kinds of services provided hinge on economics, historical and other conditions already discussed. It is impossible, therefore, as we have seen in the data analysed, to lay down any standard, normal pattern which can be adopted everywhere and anywhere. However, I have below, an analysis of the data gathered against ten essential services that libraries whether class libraries or central libraries
should provide.

Table 15 shows the services that should be provided by libraries be they class or central libraries.
### Table 15 Essential Services Provided By Libraries

<table>
<thead>
<tr>
<th>Essential Services</th>
<th>No. of Schools</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books to be taken home</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Books to be read in school premises</td>
<td>10</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Reference materials to give answers to questions for those seeking information in certain subjects</td>
<td>6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Librarian gives user education, Personal &amp; group guidance</td>
<td>7</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Effective guided organization &amp; administration</td>
<td>3</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Furniture appropriateness</td>
<td>2</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Involvement of children in running libraries hence Educating them</td>
<td>1</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Extention work, for instance story telling to make children more interested in books &amp; other library materials</td>
<td>2</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Children contributing material in form of pictures, written stories, make scrap books etc. These teach children to accept library services</td>
<td>10</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
From the table it can be seen that 60% of the schools visited provide pupils with books to take home. Library services should enable pupils to loan books because most pupils have time to read at home since at home reading hours will be longer and more convenient and not timetabled as in school.

10% of the schools allow pupils to read the books in class. 40% of the schools are not eager about giving pupils books, in fact most of the library lessons are used as English language periods.

60% of the schools provide Reference materials to the pupils where they seek information in the different subjects. These should be available to pupils in libraries. These

60% of the schools provide an atmosphere where the teacher librarians give user education: giving guidance to the pupils on how to use library material.

30% of the schools provide effective, guided and organized library routines. This is useful because children are guided on how to use the library from an early age hence they become familiar with library routines.

20% of the schools had appropriate library furniture. It is difficult for schools to furnish a library appropriately. The class libraries do not have suitable storage shelves and...
drawers for library stock but each child in the class has a table and chair. On the other hand, in the central libraries, there are suitable storage facilities like shelves, cupboards and display boards where as the pupils do not have enough tables and chairs. Only two out of the five schools with central libraries have appropriate library furniture.

20% of the schools involve pupils in library routines. This is important because they (pupils) should be groomed to play the role of the teacher librarian in case of her absence. Work space for activities like poem recitals and story telling should be available to pupils in libraries. These were seen in 20% of the schools visited.

4.5.0 Problems that Libraries Face Hence Hindering Services Provided

None of us can do effective work without the necessary information sources. At times we may have the information sources but have hinderances against using them. Whether we have few or many library resources, the first step is to know what we have and how we can manage them. In most cases however, we find that we cannot attain the idea since there are always bound to be circumstances beyond our control. Table 13 shows the problems that libraries face.
## Table 16 Problems that Libraries Face

<table>
<thead>
<tr>
<th>Problem</th>
<th>No. of Schools</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate Funding</td>
<td>8</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Lack of Space</td>
<td>9</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>Lack of qualified Librarian</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Dust, wind rain</td>
<td>8</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Pests</td>
<td>4</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Lack of security</td>
<td>10</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

In 80% of the schools, the issue of funds caused a major problem in stocking the libraries. The other 20% received donations or gifts and hence did not face a very difficult time in stocking the library.
In 80% of the schools, the issue of funds caused a major problem in stocking the libraries. The other 20% received donations or gifts and hence did not face a very difficult time in stocking the library.

90% of the schools did not have sufficient space for library activities. No school had a qualified librarian. In fact, only 10% of the schools had a librarian who had no teaching assignments. The other 90% of the schools had the librarian from the teaching personnel.

Dust, wind, and rain affected the stock in 80% of the schools. This is due to the fact that most of the libraries, shelves or cupboards were not in the best of conditions. Coupled with this fact is the one of security of the stock. In 100% of the schools complaints arose from headteachers on careless handling of books, stealing...

In 40% of the schools it was seen that there was a major pest problem. The pests were mainly bookworms, ants, rats. These were found to be rampant in schools where the library materials was hardly used.
CHAPTER 5

Conducting the Study

A total of ten schools was selected for the study. The selection was made by random-stratified sampling. The schools were selected from Central Division Public. This division was selected because it has the most number of schools and the four schools that were selected were from this division. The schools that were selected were in the west side of the city, and interviews were conducted there to gather the required data. The number of questionnaires were administered: one was for the head teachers and the second one was for the teachers in the library.

The study was conducted in the fall of 1989. The literature on the subject of school administration, research on school culture, and the work of personnel, were used in the study. The data collected was analyzed with the help of personal interview and the reports that were made available.
CHAPTER

SUMMARY CONCLUSION AND RECOMMENDATIONS

The research project carried out in primary schools in Central Division was to study the Library Services that these schools provide to pupils. The study also investigated the library services that the Kenya National Library Service makes available to primary schools.

In studying the services available in the primary schools, the relationship sought to find out the relationship between the school libraries and the Kenya National Library Services (KNLS). This would eventually lead educators to strengthen or initiate a more meaningful relationship. A sample of ten schools was selected for the study. The selection was by using random-stratified sampling. The schools were all selected from Central Division Nairobi District. This Division was selected because K.N.L.S. is within it. Distance from the National Library was thus ruled out as a factor hindering pupils visit to the library.

The researcher used questionnaire, observations and interviews to gather the required data. Two kinds of questionnaires were administered: one was for the headteacher of the school and the second one was for the teacher or person incharge of the library.

Related literature on the study of library services in Kenya and elsewhere was reviewed. This related literature had aspects of personnel, finances, facilities, Organization... and all those factors that make it possible for services to be made available.
Chapter 4 analyses the data collected. Tables and percentages are used. The purpose of using tables and percentages was to interpret the data in a more compact and convenient manner.

5.1 Summary of Findings

It is explicit from the report and the data analysed in chapter 4 that very few schools have libraries out of the 10 primary schools studied, only 5 schools had 5 main libraries. Out of these 5 schools with main libraries, only 2 had purpose-built-libraries. The other 3 schools had bookstores and extra classrooms converted into libraries. The other schools that had class libraries used the staffroom or headteacher's office as a store for the reference material. Reading of library books was done either at home or during the library periods. Though these situations described above are not what the term library means, they were considered as libraries for this study. The services provided by these class and main libraries have thus been discussed. The word "libraries" was used by all teachers provided there was a collection of books: textbooks or otherwise.

Most headteachers complained of the numerous facilities they have to put up for the current 8 - 4 - 4 system of Education. Schools need very many facilities urgently and these have to be planned for. Some heads admit that they are not yet aware of the need for libraries because they feel that textbooks provide enough information and classrooms can be used as reading rooms.
As the researcher reviewed literature, several ideas were propounded by the previous researches done. These ideas can be summarized in two ways:—

a. All schools have a room that could be called a library

b. In the schools visited, one would say that all of them have a room that could be called a library. The term library in this case denoted a room or a place where a collection of books is stored for reference...this can be either in the classroom or in a purpose-built room.

5.2 Management and Organization

Most of the schools have libraries that are operated by volunteer teacher-librarians. Bearing in mind the teaching load these teachers have, one should understand the amount of time devoted to these libraries. In schools where one finds a main library, the librarian is usually a teacher with a full teaching load and hence the library remains closed most of the times. Pupils can only use that library when the teacher librarian is present. As for class libraries these are the responsibility of the English teacher. Teachers are not really prepared to handle the library period on the Time Table. The Data reveals poor library period usage. In over 60% of the schools studied, pupils used the library period to finish their homework. The use of the library lesson should be for creative reading or other activities not necessarily dictated by the curriculum. Most teachers carry out the library duty with pressure. This
Pressure leads to various forms of library organizations and hence affects the services made available.

5.3 Arrangement:

Most schools that had libraries classified books using subject for ease of reference by pupils. The librarian has the duty of selecting classifying and organizing material suitable to children's intellectual ability.

5.4 Accommodation and Furniture

Since most school libraries are not purpose-built, a few problems arise from the rooms converted into libraries. For those schools without an extra room acting as a library, the classrooms are used as reading rooms. The schools with main libraries have library room space the usual size of a classroom or smaller. Furniture in the library is ignored in most schools. For instance, the chairs and tables are not comfortable to sit on. One school had 8 forms that would seat 5 pupils each, this library accommodated 40 pupils. Wall shelves and cupboards were the most common furniture used for storing books. This was useful because it allowed pupils to browse through the library books before selecting their choice. Catalogue cabinets were not seen in any school: recording of issues was done in exercise books.

5.5 Stock

Old schools had larger stocks of book accumulated
over the years. Most of the old stock was found lying in the bookstores accumulating dust.

Large reference books like encyclopedias, dictionaries, yearbooks... were found in the headteachers' office or staffroom. Few local books were available for children and most of the foreign ones were irrelevant. Less than 40% of the schools have money set aside for subscription to school magazines. Newspapers bought are of one title - The Nation. In most schools this was read in the staffroom and was not meant for pupils. Magazines are useful for general reporting current events, giving general knowledge about the outside world. Stocking libraries is an issue left to headteachers of schools, the parents and teachers.

In all the schools, there is some degree of consultation on the type of books to be bought. For instance only the headteachers and teachers consult each other on the books to buy and in some schools, pupils are asked for book titles and these are purchased according to availability of funds.

5.6 Finances

Most headteachers believe that without money set aside for library stocking, they cannot develop one. If there is realization on the importance of libraries, teachers would strive so that they have material for their pupils.
One can always use the available facilities to improvise a library. This is what has been observed in schools where there is no purpose-built library: rooms converted into these libraries are adequately furnished and stocked. What is important in a library is to satisfy the readers with materials that have information for different levels and subject. Since the book grant is too small to meet the demand of books in schools, especially with the high cost of books, it is important that heads of schools and teachers dedicate themselves of stocking and financing libraries.

5.7 Services

Services provided by the library should be such that pupils leave school with a thorough knowledge of how to look after books so that they know how to consult information sources appropriately to supplement their text books.

5.8 The Kenya National Library Services

At the KNLS the personnel at the children's department complained that parents dump their children there because they want to get rid of them for a few hours during the day. They are taken to the library because there is nobody to look after them at home. KNLS does not advertise its services in schools because membership is on individual basis. Interested teachers inform their pupils who then become members. However, the KNLS is usually crowded with readers preparing for exams and not necessarily borrowing books to go and read. The researcher observed the childrens
library service in operation and noted the following:

a. Many children are members
b. Books are charged and discharged in great numbers
c. Readers come from far and at times stay hungry hence they are not capable of doing useful activities
d. The stock in KNLS is hardly enough for pupils who are members so they borrow fewer books than they would have liked to.
e. KNLS personnel give user education to children so that they use facilities appropriately.

5.9 RECOMMENDATIONS

School libraries could play a leading role in turning our societies into reading ones. Reading should be seen as most satisfying form of entertainment. Readers should not just use libraries to prepare for exams. Maybe here the education system is to blame because it is geared to passing of examinations. Nevertheless the 8 - 4 - 4 system is geared at making pupils self reliant. This means that pupils should graduate from school when they have the basic skills. In the light of the above situation, it is vital that the following suggestions and recommendations be made.

a. The government and the Ministry of Education should formulate a policy regarding the establishment of libraries in schools. This is because at the moment there is no regular hard and fast policy to be adhered to. The
initiative of heads of schools determines the kind of services available.

b. In Primary Teachers Training Colleges, it has been suggested that library science be made a compulsory subject. In Diploma Colleges this subject is taught to all students so that they can either set up or help man the libraries in the schools they go to. In the Primary Teachers Colleges, the students have over fourteen subject to study and these are all examinable. To add an extra subject would be giving them an extra load. As seen at St. Marks Teachers College Kigari, Embu, the subject (library science) is not even timetabled. A new approach to this subject should be sought:

The older serving teachers should be inserviced at Teacher Advisory Centres (TAC's) aiming at Teacher Librarian in every school. The fact that the teachers manning the libraries in the primary schools, have a full teaching load means that there is no devotion to any of the two areas.

In Catholic Parochial School, a lay librarian served as the librarian, she had no teaching to do. Unfortunately in this recommendation, funds must be thought about. Nevertheless, where there is a will, there is a way. For any institution interested in such a development, solutions would always be sought. For one, children can contribute a small sum each if the library gives them adequate service
c. Service given by KNLS could be advertised. Children in schools could get book box service as was seen at Kigari, Embu branch of the KNLS. Teachers could go to KNLS to borrow books from the library and distribute them to their pupils. These would be returned and others borrowed again over a specified time. On a different scale, schools would exchange the information sources they have for the benefit of the pupils.

d. Cases where schools are close, one trained librarian could work in three or more schools with library assistant who will be getting on the job training.

e. On the question of finances, a constant supply should be ensured to enable the trend of buying stock that will enable essential services to continue.

f. On question of furniture, there should be enough to seat a class so that all pupils of a class are accommodated.

g. Funds should be made available, when this is done, the allotment should be such that some percentage is devoted to the purchase of library stock.

h. Members of the teaching staff should take school libraries seriously. The library lesson on the timetable should be for imparting basic knowledge on organization,
lending and other library services to the pupils. Teachers should encourage the pupils to use the library. The situation where pupils use the library to finish homework should be minimal.

i. The Learning Resource Centres (LRCs) in teacher training colleges should be manned by qualified personnel. The students at T.T.C.s should derive useful information from the LRC personnel that they can implement successfully in schools.
Suggested Topics for Further Research

1. Similar research carried out in other Divisions of Kenya would help in standardizing library services in Nairobi District and the country as a whole.

2. The Unique role that KNLS can play in involving pupils to be members of the Library, especially a public library.

3. It is clear that the different categories of schools used provide different services; research is necessary to compare the services that these schools provide. It would be useful to establish whether the management of a school has bearing on the services provided.
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   Vol. 5 No. 1. 1978

28. "The Primary School Library and it's Services".


1983

Dear Sir/Madam,

I would like to inform you that I have a primary school for study on Library Services available for primary school pupils in Central London.

.../83
Appendix A

Department of Edu. Comm. & Techn.,
Kenyatta University,
P.O. BOX 43844
NAIROBI.

The Headmaster/Headmistress,

Primary School,
P.O BOX

Dear Sir/Madam,

I would like to inform you that I have chosen your school for study on Library Services available to primary school pupils in Central Division, Nairobi City. There will be a questionnaire for you and the teacher librarian.

I will visit your school on between 9.00 a.m. and 4.00 p.m.

Yours Faithfully,

KAREN OYIENGO
Appendix B

Department of Edu. Comm. & Techn.,
Kenyatta University
P.O BOX 43844
NAIROBI.

The District Primary
School Inspector,

Thro'

The District Education Officer,
P.O BOX
NAIROBI

Dear Sir,

Ref: EDUCATIONAL RESEARCH

I am intending to carry out a research on the library services available to primary schools in the Central Division of Nairobi City. I am requesting you Sir, to grant me permission to carry this research effectively.

The following list shows the schools randomly selected
i. Our Lady of Mercy South B
ii. Nairobi Primary School
iii. Catholic Parochial Primary School
iv. Nairobi South B Primary
v. Muranga Road Primary School
vi. Moi Avenue Primary School
vii. St. Peters Clavers Primary School
viii. Muslim Primary School
ix. Kongoni Primary School
x. Makongeni Primary School

I hope you will inform the Assistant Primary School Inspector in the affected area.

Yours Faithfully,

KAREN OYIENGO
Appendix C

Questionnaire for head of school

Please Answer the following simple questions to the best of your knowledge.

1. Name of school

2. Year the school was started

3. Number of teachers in the school

4. Number of classrooms in the school

5. Number of extra rooms in the school that may be or are used for storing books.

6. Does the school have a library or a collection of books?
   (please tick the box that answers the question)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

7. If question 6 above is answered yes, approximately how much money was allocated for purchase of library material in
   1985 _________
   1986 _________

8. What percentage of the books in the library are
   i. Gifts donated to the school _________
   ii. Purchased by the fund allocated for this _________
   iii. Collections from pupils and teachers _________

9. Has the teacher who runs the library had any professional training e.g.
- Certificate Exam from Kenya Polytechnic
- Diploma certificate
- Attachment to Libraries
- Any other training please specify
Appendix D

Questionnaire for the teacher in charge of the library

1. Name of school

2. Number of pupils in the school

3. Does the school have one main library or does it have several class libraries (in the classrooms)
   (Underline the one applicable)
   If none of the above apply then please specify

4. Does the school have a regular person in-charge of the library

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   (Please tick against the box that answers the question)

5. Does the person in-charge of the library engage in the regular teaching in the school?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. If you have a main library, please indicate the number of each item of furniture found there

   Bookshelves
   Chairs/forms
   Reading tables
   Periodical display boards
   Any other, please specify
7. Do you have money set aside for purchase of library material every year?

| Yes | No |

7b. If the answer to 7a. above is yes please give the approximate figure issued in

| 1985 | 1986 |

8. Does the school library receive books in form of gifts or donations?

| Yes | No |

9. When did the school last buy new books for the library?

10. Who selects the books to be bought for the library? (put a tick in the appropriate box)

   - The Headteacher
   - The teachers
   - The Librarian
   - The pupils
   - any other, please specify

11. Are there any books in the library that were published over thirty years ago?

| Yes | No |
12. If the answer to number 11 above is yes, please indicate the percentage of these books as compared to the collection

<table>
<thead>
<tr>
<th>Percentage</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
</tr>
</thead>
</table>

any other, please specify

13. Where are library books kept in your school?

in shelves

in cupboards

book cases

any other, please specify

14. What is the approximate size of the main library in square metres

15. Give the approximate figure of the number of pupils the library can accommodate at one sitting

16. What problems do you encounter in the preservation of library materials? for instance

<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>destruction by pests</td>
</tr>
<tr>
<td>destruction by rain, dust, wind</td>
</tr>
</tbody>
</table>

any other, please specify

17. Is there a library period in the time-table

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
18. Are the library books borrowed by pupils to be read in the library or are the pupils allowed to take them home?
(underline the appropriate one)

19. What do pupils do during the library period?

20. Tick against the appropriate box the activities pupils engage in the library

a. Class work given as homework by teacher

b. Individual work e.g. looking for books

c. Reading Reference material available in the library out of curiosity i.e. not assigned by the teachers

21. Who issues the books to the pupils?

22. Are there any occasions you were asked by pupils where they could find certain information?

Yes
No

23. Approximately what percentage of occasions was material available in the library

a. available in the library

b. not available in the

24. If the percentage of material available in the library is less than 20%, what further help did you give to pupils?
25. Are the books organised in any systematic way in your library

Yes  
No

26. If the answer is yes, how are they arranged?

by subject  
by author title  
by size  
(tick the appropriate)

Any other, please specify ________________

26.b Does your library have a card catalogue

Yes  
No

27. Does the Kenya National Library Service offer any service to your school?

Yes  
No

27.b If the answer is yes, please tick against the services offered

- film show provided from K.N.L.S.
- lecture (talk) on how to use library
- takes the pupils for a guided tour to the K.N.L.S. Library
- K.N.L.S. brings books to pupils in the schools for lending
K.N.L.S. invites pupils to become members
any other, please specify

28. Are the issues recorded

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

29. What method does the library use to record the books loaned to pupils?

a. books cards and borrowers tickets
b. pupils record information in a book retained by the librarian
c. Teacher/Librarian records information in the book retained by the librarian
d. Any other, please specify

30. Does the school have a record of all the library books

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

31. Apart from books, what other information source (wall charts, pictures, realia, other audio visual) does the school provide.

i.

ii.

iii.

iv.

v.
32. Please give the number of books in each of the following categories

A. REFERENCE BOOKS
   i. Sets of children's encyclopedia
   ii. Dictionary
   iii. Atlas
   iv. Globe
   v. any other, reference material

B. MAGAZINES SUBSCRIBED TO
   i. Children's Viva
   ii. Reainbow
   iii. Any other

C. FICTION
   i. Story books locally published
   ii. Story books by foreigners

33. List briefly the major problems your library faces

Thank you very much for your Co-operation.