A STUDY OF LIBRARY FACILITIES IN SELECTED SECONDARY SCHOOLS WITH PARTICULAR REFERENCE TO THEIR MANAGEMENT, ORGANIZATION AND USE IN BUNGOMA DISTRICT WESTERN PROVINCE, KENYA

BY

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SEPTEMBER, 1986
DECLARATION

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

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This thesis has been submitted for examination with my approval as University supervisor.

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DEDICATION

This thesis is dedicated to my parents
Isaac Loren Arap Chesutek and Frida Asela Nekesa
for their sacrifices, understanding and interest
in building a strong foundation for my life-long education since my childhood.

My beloved wife Theresa Cherotich Chebet whose patience, confidence, understanding and encouragement from the beginning to date were instrumental to its completion.

My lovely children Simion Edwin Chelot, Sabenzia Wamutete, Michael Chesutek, Elphas Kiboi, Monicah Chemutai and Brian Tai whose presence guarantees my status as a clan and village elder—
with love and affection.
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ABSTRACT

The purpose of the research was to investigate how the current school library facilities are managed, organised and used in the selected secondary schools in Bungoma District of Western Province, Kenya. The researcher hoped to reveal among other things the existing state of secondary school libraries in terms of their management organisation and use which would be invaluable asset to educators.

The study is timely coming when for the first time the government has taken a keen interest in the discipline of information and library sciences in the institutions of higher learning namely the Universities and Teachers Colleges specifically and in secondary and primary schools generally. The building of LRC'S (Learning Resource Centres) in Teachers Colleges, the introduction of Library Education Unit at Kenyatta University for Post-Graduate Students and a full faculty of Information and Library Sciences at Moi University are clear indicators of the current government's interest.

The study covered seven selected secondary schools from a list of over hundred schools in Bungoma District. Only secondary schools with libraries, Form V classes and situated along possible roads were selected for the study.
The sample of the study consisted of headteachers, teacher librarians, teaching staff and students who provided the required information in the respective questionnaires. The researcher also employed observation and interviews as the means to gather more information from the same subjects.

The data collected was recorded, analysed qualitatively and interpreted.

The findings of the study showed that all schools surveyed had at least a library, a teacher librarian, poorly stocked and used especially by the teachers. The findings also revealed that the Ministry of Education Science and Technology has not provided guidance on how to organise, manage and use those libraries.

Based on these findings a number of recommendations were made namely the urgency to inservice the serving teachers and teacher-librarians in schools as a means of enhancing awareness in librarianship, teachers to encourage their students to use library facilities, the government to formulate policies on school libraries in respect to management, organisation and use, the concerned personnel agents to spearhead the construction of purpose built libraries in all secondary schools and libraries to have special vote-head in school financial accounting system.
for the purpose of developing and running library stock and personnel.

In conclusion, the researcher is, however, of the opinion that the findings of the study will, to a considerable extent, serve as a main spring board for developing useful and workable strategies towards solving the problems facing secondary school libraries as are identified in the seven selected secondary schools in Bungoma District. Finally all proposals for improvement, as suggested could be made the subject of experimentation over a period of time with a view of future modification and perfection.
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CHAPTER ONE

1.0.0 INTRODUCTION

1.1.0 BACKGROUND FOR THE STUDY

The schools have the responsibility to see that those who come out have ideas that are worth thinking and expressing as well as the courage to express them.1

The phenomenal increase in demands that continue to be placed upon the schools to provide facilities for higher quality of education of which the school libraries are essential part of such facilities makes the above quotation of a significant educator and philosopher more relevant in our day education system of 8.4.4 than ever before. The establishment of secondary school libraries in this country like other areas of school development have been influenced by various factors namely the needs of the students, the availability of funds,

initiatives of the local school communities, government and institutions' policies, universal educational conventions and resolutions etc. For some reasons, the development of school librarianship concept and the process of establishing school libraries has been slower as compared to other areas of school development. For a long time school libraries have developed on their own supported by interested headteachers and some members of the teaching staff for the needs of their students. The libraries that are there are organised and managed by available personnel with varying degree of experiences which also adds to problems that face our school libraries.

Despite these confronting problems to the establishments of secondary school libraries and even the concept of librarianship we all reckon with the accrued benefits of a positive reading habit acquired during one's school days. For reading to become a life long habit, it must be instilled in students at the very early age
of secondary education. Njuguna emphasises the importance of using school libraries at an early age.

Lack of this early use of the libraries has resulted in none use of University and Public libraries later in life.²

Suitable books in a well organised library can serve as an incentive to further learning as well as an efficient method of relaxation. A well organised school library inculcates in a student's mind a desire to use books both for serious study and recreation. It provides skills in using them and some acquaintance with public libraries so that he can continue reading even after school life. The provision of school libraries serves the role of a medium which brings the student into contact with books of varied selection and knowledge and as such it should be viewed as a central integral component of the school. It implements, enriches and supports the educational programme of the school. It

develops the reading skills, literacy, taste discrimination of materials and instructs in the use of books and libraries.

Good organisation and management of school library facilities is crucial to the success of any library in a school set up. It was in the light of this argument that the researcher set to investigate how secondary school libraries are managed, organised and used currently.

1.1.1 STATEMENT OF THE PROBLEM

The problem of this study was to investigate how secondary school library facilities are managed, organised and used currently in selected secondary schools in Bungoma District of Western Province, Kenya.

1.2.0 SIGNIFICANCE OF THE STUDY

The study may be justified on a number of different grounds. First of all it will give some indication as to how to improve those library facilities in which considerable investment and effort is made in order that
they can serve their conceived roles appropriately.

Empirical evidence concerning this study should be found a useful guide to the secondary school teachers, educational planners and administrators in their efforts to promote and improve learning activities in secondary schools with particular reference to the current philosophy of learning - resource based learning.

The study will further unearth and expose the prevailing general pattern in the organisation, management and use of these libraries studied and suggest ways of improvement on the present system.

1.3.0 OBJECTIVES OF THE STUDY

The more specific purposes of the study are delineated in the following objectives:

1. To acquire data concerning secondary school library facilities in the selected secondary schools in Bungoma District of Western Province.
2. To study the problems which are encountered in the management, organisation and use of library facilities in these selected secondary schools in Bungoma District of Western Province.

3. To determine the general pattern of management and organisation of libraries in those selected secondary school libraries in Bungoma District of Western Province.

4. To acquire data concerning secondary school library personnel in those selected secondary schools of Bungoma District Western Province.

5. To acquire data concerning the state of library operations for the benefit of individual schools.

6. To make recommendations and conclusions on the basis of the data collected and analysed.
1.4.0 BASIC ASSUMPTIONS

The expected outcome of the study was based on the following assumptions:

1. That there are some secondary schools in Bungoma District of Western Province with libraries.

2. That these libraries are managed and organised by teacher-librarians with little or no training in librarianship.

3. That there were some difficulties involved in the organisation and management of those library facilities which in turn influenced their use.

4. That there was sufficient library stock for use in the selected schools.

5. That the variables and factors affecting the development of school libraries could be detected with data collected.

6. That a large number of secondary schools studied would provide sufficient data from which valid conclusions and
generalizations can be drawn.

7. 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 nationally.

1.5.0 LIMITATIONS FOR THE STUDY:
Due to lack of local research done in management, organisation and use of library facilities in secondary schools in Bungoma District, specifically and Kenya in general, the researcher was limited to use related research done to adequately support and amplify the possible findings of the investigation.

Secondly, the researcher was meagrely funded - three thousand shillings only to cover a large sample for the study was difficult. Thirdly, time allocated for the study was indeed short and tight - three months to cover a large sample was almost impossible.
1.6.0 DELIMITATIONS OF THE STUDY

The study was delimited to seven secondary schools only from several tens of them in the district due to inherent limitations analysed above. Only schools with some reasonable form of library with Form V class or classes and were situated along the possible roads for quick access by the researcher were considered.

1.7.0 OPERATIONAL DEFINITION OF KEY TERMS

The terms listed below are capable of various interpretations. For the purpose of this study, the meanings that they are intended to convey are given below:

SECONDARY SCHOOL refers to a post-primary school in Kenya attended for four or six years maximum.

DISTRICT refers to an administrative section of a province under the jurisdiction of a District Commissioner.
DIVISION refers to an administrative section of a district under the jurisdiction of a District Officer.

ACQUISITION refers to the procedures used to procure books and other library materials which are identified through a selection procedure.

CATALOGUE is a comprehensive list of a collection or collection of books, documents or similar material for a library or a group of libraries.

TEACHER-LIBRARIAN is used to refer to a classroom teacher who spends part of his or her time as a master in charge of the library.

HEADTEACHER refers to the teacher appointed by the Teachers Service Commission to administer and supervise the school on behalf of the Ministry of Education, Science and Technology.
LIBRARY CLASSIFICATION refers to the grouping of materials in a library in a systematic order so that those books or materials treated like subjects are grouped together to enable the user find them easily.

LIBRARY PREFECTS refers to students assigned library duties on part-time basis.

HOURS OF SERVICE is used to refer to the time when the library is open and prepared to render service to its clientele.

SEATING CAPACITY refers to the number of seating units available within the library area for the library clientele.

FULL TIME LIBRARIAN is used to refer to a person or persons working full time providing library service in the school.
SCHOOL LIBRARY is a place, room or rooms or building set aside by the school for the keeping and use of a collection of books and other literary materials. It may also mean a collection of books and other literary materials kept for reading, studying and consultation.

MANAGEMENT refers to the controlling, staffing, motivating and decision making performed in a library in order to co-ordinate varied resources and activities so as to bring about an efficient service to the library clientele.

ORGANISATION is the act of putting together human, financial and material resources for the achievement of intended goals of a particular library.

LIBRARY USE is the act of utilising the resource materials and services available in a particular library.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

The purpose of the review was to examine articles and research studies pertinent to the objective of the study. The rationale for such review was to show what is so far known about the conditions and services of such libraries understudy and hopefully ascertain steps how the present investigation may lead to their future improvement.

The concept of school libraries in Kenya is a relatively new one, and hence the inherent difficulties the researcher encountered to obtain either or both similar or related literature in the same geographical area of study. Oure in his research project says:

Librarianship in Kenya is still new. As it is known at present its development dates from the 1960s'. This is so far with public libraries.¹

The findings of other researchers on school librarianship in Kenya - Yahya², Kinyanjui³, Ng'ang'a⁴, Wachira⁵ and Wambugu⁶ accept the fact that the whole concept of librarianship is a twentieth century development in the country. The idea of school librarianship is even newer and more undeveloped in the country. Apart from occasional papers and articles in library periodicals, studies on conditions and services of libraries are indeed scanty. In the absence of such useful literature, the researcher used other numerous studies in and outside Kenya which were deemed similar or related to the study. Inspite of the fact that there is a stringent lack of related or similar literature in the same geographical area of

study, Umbima\(^7\) contends that nearly every school in Kenya has set aside a room for library purposes. True as this statement may sound, the so called library buildings will not be seen as a purpose built libraries but as some converted rooms where books are stored and some organised system of charging and discharging of books is done in a few secondary schools in Kenya. Kinyanjui in his report indicated that 81\% of schools researched recognized the need for a library and proceeded to provide for it.\(^8\)

From the foregoing views, it is clear that there is a provision of a library in the majority of Kenyan secondary schools today.

2.1.0 THE ROLE OF A LIBRARY IN SECONDARY SCHOOL EDUCATION IN KENYA.

Traditionally libraries are essential educational facilities in our education system—known for supporting varied educational strategies of the teacher by providing him or her a range

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of materials for teaching purposes. To the learner, the library would aid him or her to grow physically, intellectually and socially and in so doing gain self knowledge. It influences the learner to become aware of his/her own powers and limits to those powers. If we examine some of the objectives of our educational system, we find that those objectives can be meaningfully realised through frequent use of libraries. Our education system should:

(a) 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.

(b) Education must foster, develop and communicate the rich and varied cultures of Kenya.
(c) foster positive attitudes and consciousness towards other nations.
(d) serve to foster national unity.
(e) serve the needs of national development.

These classic educational objectives can substantially be achieved through diversified reading and skilful independent study through frequent use of libraries in order to develop skills necessary for information retrieval and formation of a permanent and positive reading habit.

Obi emphasized the fact that a school library should be viewed as an integral part or "heart" of the school for it is one agent which enriches the curriculum, encourages student initiative and creative activity and development. She summarises up her observation by identifying seven roles a school library plays to quality education:

1. Promote the development of reading skills and encourages long-term reading interest and habit.

2. Contributes to academic achievement in other subjects.

3. Increases student's chances of success in institutions of higher learning or other professional pursuits.

4. Provides with students vocational information leading to the choice of a suitable career.

5. Help in discovering and developing the special gifts and talents of students.

6. Train students to study independently by providing a wide range of materials for class assignments.

7. Provide up to date resources to meet the greatest challenge of education in the explosion of knowledge. Students of today must prepare themselves for life of re-education in an unpredictable world.

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Expressing similar sentiments about the contributions of a school library to education, Thairu views it as a powerful stimulant and major contributor in learning and learning activities. Among other roles it plays in our educational system he cites the following:

1. provides material to aid the teaching programme and support school curriculum.
2. stimulates the child's curiosity and a quest of knowledge.
3. helps the child to extend his/her creative and imaginative horizons through use of the well stocked and displayed library materials.
4. teaches the child about his/her own place in the society he lives in.
5. helps the child to learn more than what is in the curriculum by reading factual books.
6. encourages the child to think for himself or herself and to find solutions to
problems through critical evaluation of evidence at hand.

7. helps the child to cope up with advanced studies in the higher learning institutions.

8. helps the child to learn that learning is a continuous process.

9. facilitates self-reliance in studies and creates individual thinking habits preparing him or her to be able to handle and evaluate new information and ideas.

10. helps the child to learn that many problems do not have single answers and that it is possible to have different viewpoints.

11. helps to learn his/her physical and cultural environment and his or her own place in the society.

12. libraries acquire many materials that a school child would not be able to purchase for himself or herself. Many children do not have the opportunity to see or to read books in their homes and it is to such children that school libraries are particularly valuable.
13. A library collection provides a cheap way of spreading knowledge where money is unavailable to buy books for all school children.  

Supporting these views, Jones calls a school library as a centre of intellectual life of a school. Further, Mwiti in his support says:

acquired reading habits during school days are important. If reading has to be a life-long habit, it must be instilled in children at a very early age. Suitable resources in a well organised library can be a good incentive for further learning as well as efficient method of relaxation.

In support and recognition of those cited educational values accrued from school libraries to the well being of the school, several authoritative public press calls have been made in different forums. In a proposal which aims at establishing school libraries in all schools at all levels of

education in Kenya, Kinyanjui the director of secondary education in Kenya stressed the need to establish libraries at all levels of Education system in Kenya. On similar point (His Excellency, the Vice President and Minister for Home Affairs Mr. Mwai Kibaki) called for the establishment of libraries in all schools to enable the students acquire more knowledge.

2.2.0 OFFICIAL POSITION OF SCHOOL LIBRARIES

Thomas Battholin, a Danish librarian wrote in 1621 - "Without books, God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in Cimmerian Darkness". But books by themselves fail to serve any purpose unless they are put into effective use. Herein therefore suggests a need for providing a channel through which such accumulated wealth of knowledge as contained in books and other resources may be disseminated. And of course it is a library which provides such a channel. The place it

provides for reading, the material and equipment to handle and make them accessible and the trained personnel to manage the total operation. In view of this contention the government should responsibly support them totally at all costs and levels of education system in the country.

Maleche and Krystall in their talk at Kenya Polytechnic "Library as an educational tool" lament that:

At present, there is no specific government policy on school libraries. Schools are not required to establish and develop libraries. It is left to the initiative of headmasters and headmistresses to use funds out of Equipment votes to start and maintain school libraries. Some schools have been able to develop libraries through the private support of parents, members of the community and students themselves. 17

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Supporting similar expression, Thairu says:

To a large extent even today those schools which have a library of some description have been established because the teachers, parents and friends of schools have taken the initiative.¹⁸

In support of the foregoing views about the establishment of libraries in schools by an outside initiative and influence other than the government the following press information was noted in the recent past:

Parents of Vironga, Ivucha and Marinda Primary schools in Bogichora Sub-location Kisii District raised Shillings 135,444.50 towards the completion of a joint library at the weekend.¹⁹

In one of the schools in Kakamega district similar activity of soliciting funds from the community for the purpose of building a school library was recorded in our local dailies:

Members of Butere Boys secondary school's parents/Teachers Association in Kakamega district have resolved to put a library block at a cost of shillings 250,000/-.

Umbima observes the courses for government lack of involvement in the establishment of school libraries from a mild point of view:

The demand for formal education has been such that it cannot be fully met by a nation plagued with numerous development problems. Already formal education takes 30% of the country's annual budget. Yet the majority of Kenya's primary and secondary schools suffer from shortages of staff, accommodation, equipment and above all balanced book stocks. The explanation for this situation is simple. There are many developmental projects competing for the meagre resources available.

He further challenges the public from their persistent outcry about the government lack of active involvement in the establishment of libraries in schools:

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It is better to provide some education in poor condition than ignore the high demand for it, hence the inadequacy of libraries and equipment in most schools.22

It is a fact that the development of school libraries and library services to schools have not kept pace with the rapid growth in Kenyan education. For instance, between 1964 and 1976 the number of secondary schools rose from 252 to 1387 and that of primary schools from 5,894 to 8,544. With the shortages of resources in all manner so characteristic in our present days any amount of relief action to cope with such remarkable growth is unheard of.

In the recent past, the government has taken an active role in the establishment and equipping of school libraries at all levels of education. Thairu in his report on the role of libraries in education, confirms this new trend taken by the government:

22 Umbina, W.E. Ibid. 69.
We are however aware that the Ministry of Education is trying to establish school libraries in every school in the Republic while in the very recent past schools at all levels—nursery, primary and secondary were not required to establish and develop libraries.23

The government in the course of acknowledging the abundant benefits accrued from school libraries to education, it has in the recent past built and fully equipped learning resources in all Teachers Colleges with trained personnel to man them. It has also been training library assistants at Kenya Polytechnic. But the most ambitious venture has been establishment of library Education units in the higher learning institutions namely Kenyatta University providing a course in library science at Masters' degree level and the start of a full-faculty of Information Sciences, with library sciences, information systems, Archives and Printing departments at Moi University.24 In support of this new trend in library development in the

country, the Minister for Education, Science and Technology Prof. Ng'eno, eulogizes government action towards librarianship:

Plans are under way to establish librarianship in Kenyan Universities. This was revealed yesterday by the Minister for Education, Science and Technology Prof. Ng'eno when he opened a pre-conference seminar for librarianship at grassroot level...25

Sinnette, a UNESCO consultant in librarianship found that the idea of school librarianship was not viewed as an urgent matter in government circles as may be seen from her writing:

It was quite obvious during interviews with some senior officials and educators that libraries are not viewed as the hub of the school. Indeed one high ranking official in the Ministry of Education revealed that the Ministry had no plans to establish or further develop libraries in secondary schools in the near future. He was certain that the Kenyan National Library Services could fulfil the needs of most students.26


She felt that this is the main reason for non-commitment in the development of school libraries. But on the contrary as to date, her observation is gradually being overtaken by time and events which have brought hope according to Mwathi.  
Curricula changes with more emphasis on school library service than ever before are indicators of that hopeful move.

2.3.0 SCHOOL LIBRARY FACILITIES

The fact that millions of people share the vices does not make the vices virtues and that millions share many errors does not make the errors truths.  

The continuous claims and lamentations about shortage of school library facilities in schools by intellectuals, administrators and politicians in many forums makes the above warning more relevant in this context than anywhere else in this discussion.


The school library includes buildings which have various facilities. These facilities include those for storage and display of loan and project service stock, exhibition collections and purchase stock. They also include facilities for audio-visual, space for office and processing work and other services. In order to carry out all functions of the library well, adequate accommodation is essential. A library should positively be seen as an attractive facility which children and teachers enjoy using. The situation however does not seem to be encouraging. Kinyanjui in his "Survey of Library Facilities in secondary schools of Central Province of Kenya"\(^{29}\), states that only two schools of those surveyed had purpose built libraries. Others had a room assigned as a library while others had just shelves or cupboards set aside to serve as storage for the library materials in the staff room or headteachers'
office. 17% of the school surveyed showed total lack of library accommodation, 53% of the rooms were designated as libraries, 28% had a place where library books were kept. The books were stored mainly in cupboards and staffroom shelves.

In his studies in Meru, Gitari observed that:

not a single school had a purpose built library. Equally none had a room converted into a central library. Only two schools (33.3%) had class libraries, in the remaining schools library books were kept alongside other books in the general store. 30

This view is shared by Oure in his research in Amagoro division in Busia district where he found out that in all the schools studied there was no library purpose built library building and children studied in classrooms. Stores in which books were kept were all purpose. 31

30 Gitari, K.J. A Study of library facilities in selected Primary schools in Nthi Division, Meru District. U.O.N. Project, 1985 p. 31.

He adds that:

there is acute shortage of room for storage not only in terms of buildings but also shelves and cupboards. As a result of this, rats and ants prove to be a great menace to the stock in addition to theft.32

Mwiti, however came up with different findings. Thus 33.3% of selected schools had centralized and class libraries. He also found out that another 33.3% of the schools had only class libraries while the remaining had multipurpose libraries and reading rooms.33 Kinyanjui laments that schools have invested so much money in setting up libraries and acquiring materials of good quality. They have put much of staff time in the organization of the library for some time but suddenly, resulting from either a transfer of the teacher-librarian or his departure, the whole work is abandoned with nobody to take over and carry on from where it began. The implication of all these views is that there may be certain schools with better library facilities than others, therefore there are

32. Oure, A.L. Ibid.
no standards for libraries in our education system; as Aringo puts it:

Kenya Parliament should formulate a national information policy. Such a policy should be found invaluable as abundant information in the country would be harnessed, stored and systematically disseminated to the public and form a basis for research.34

The lack of school library facilities is a worldwide one facing the developing countries in particular. Certainly this menace is noted and every amount of effort is being realised by IFLA to offset it in one way or another. For instance the 1984 IFLA Delegates meeting in Nairobi commended:

Governments around the world have been asked to take all steps necessary to ensure that all schools were provided with adequate library facilities. Delegates also requested the IFLA to seek funds to promote the writing and adoption of library and information science textbooks relevant to the needs of the developing countries.35

34 Aringo, P.O. Daily Nation. 23 August 1984. p. 4 Col. 2.
35 School libraries need Facilities. Daily Nation. 25 August 1984. p. 4 Col. 1
In support of foregoing views on lack of library facilities in schools, Kibaki says:

60% of the half-million Kenyan in secondary schools lack adequate library facilities.

To crown the argument on school library facilities as necessary components in school education, Klara reiterated the utilities by saying:

Every school worth its name should have a fully equipped library.

In conclusion Mwathi sees the future of school libraries as being in the concerted effort 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 library standards, organisation of training courses for school librarians and the creation of a national school libraries commission.

2.4.0 PERSONNEL

These are people involved in the running of school libraries. They include the teacher-librarians, library assistants, clerks and other supporting staff. In order that the school library should meet fully the growing and changing needs of the school community, it is crucial that there should be sufficient staff with the multiplicity of skills required, with ability to communicate to effect inter-communication both within the school and with appropriate bodies outside—should be a competent and trained librarian with double qualifications in teaching and librarianship. Unfortunately this has not been the case. There is no establishment for such a personnel currently. The running of school libraries traditionally is regarded as a part-time task for a member of the teaching staff hardly with any training or experience in librarianship. Kinyanjui in his report observes 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.\textsuperscript{39}

Wachira in his report as a Ministry of Education planner on manpower needs in libraries contend that:

It might be a waste of manpower to think of supplying schools with full time librarians partly because of the number involved but also because the establishment situation of school libraries is apparently haphazard.\textsuperscript{40}

Yet, interestingly enough for Wachira, he attributes the disadvantaged position of school libraries to lack of qualified staff in their establishment. What a contradiction:

\textsuperscript{39} Kinyanjui, W.G. Op. Cit. p. 14
\textsuperscript{40} Wachira, S.N. Op. Cit. p. 6.
The field of library service in Kenya is not well organised at national level. At present, individual libraries are going about it their own way which means that it is only the well established libraries with a tradition behind them that end up getting trained librarians or library assistants. In this way, secondary schools, primary schools and teacher training colleges which should set the foundation for future usage of public or university libraries have no access to trained librarians at present.41

In a UNESCO report by Sinnettee 42, Kenya's professional and paraprofessional librarians have of the years petitioned for recognition of quality library education and training, for the establishment of standards and appropriate status for their profession and promotion of superior library services throughout the nation but all have fallen on deaf ears. Wamalwa Commission 43 had found the then programme for the training of professional librarians and library assistants not keeping with the increasing demands for library staff in the university, the Kenya National Library Services and the need to develop its own national library school but again this is yet to be achieved. Wachira 44 is of the opinion that present needs in library manpower in the

country could not in any way be met by the present output of the library assistants' course at Kenya Polytechnic.

The whole system of training personnel has been overlooked for a long time. The only serving librarians were trained at Makerere University College at Diploma level, and graduates in overseas Universities. Library assistants are continuing to be trained at Kenya Polytechnic, Nairobi. Ng'ahg'a 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---
There is a great shortage of trained manpower in the fields of librarianship that only the major libraries can boast of reasonable numbers of properly qualified staff but even then there are some vacant positions.

Ng'ang'a\textsuperscript{46} goes further to suggest that it is the training of manpower that needs urgent attention and where UNESCO assistance should be sought. He suggests that as a matter of priority, Kenya Polytechnic course be expanded to take in more students and also offer a diploma programme. An undergraduate and post-graduate course should be established at Kenyatta University College or at Nairobi University to supply teacher-librarians urgently required in schools. Teachers so trained will be expected to establish school libraries without any delay.

Umbima\textsuperscript{47} registers his feelings about the current situation. He says that it would be unrealistic for the present to expect school libraries to be staffed by fully qualified professionals. He says that the manpower they talk about just is not there.

\textsuperscript{46} Ng'ang'a, J.M. Ibid. p. 308.
\textsuperscript{47} Umbima, W.E. Op. Cit. 74.
LIBRARY MANAGEMENT

Wambugu\(^48\) sees libraries as organizations and as organizations, they need management. Like other organizations libraries have certain set goals to fulfill in society and they have people to enable them to accomplish these goals. To neglect the knowledge of management would be tantamount to rejecting the management theories and practices being applied in other organizations which are striving to meet the changing needs of society and to improve their performance. At all costs the knowledge of management is a must for libraries serve the society as a purpose number one, employ people who have to be managed to provide the designed service to the community it is situated.

\(^49\) Mwiti cites Wachira saying that it is a waste of manpower to employ professional managers at the moment in our school libraries because the libraries are small.

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in stock, few workers and no funds to manage. Wachira goes further to commend professional librarians in the Inspectorate to give directions to heads on how to establish some and assist teacher-librarians in running school libraries.

A school librarian who is the manager of the library makes decisions, ensures that decisions made within the library contribute to the achievement of its goals, directs the services of the library to the right people ensuring that the library fulfils its basic roles, plans and budgets for the expansion of services to users, according to the school's needs. Hardly do we have schools well stocked with a sizeable staff that will require a librarian of the magnitude expressed as seen by Umbima:

Many schools have built libraries on Harambee (Self-help) basis... but none can be regarded as exemplifying the canons of librarianship. 50

In regard to the current conditions of school libraries - poor conditions, Umbima\(^51\) sees no good reason to staff them with professional librarians. It would tantamount to a misdirection of manpower.

2.6.0 **LIBRARY ORGANIZATION**

According to the Library Association Guidelines and Recommendations\(^52\), the organisation of a school library should be designed to serve special needs (cultural) and recreational, as well as educational of each particular school community. Such organisation - varying in degree or complexity according to the size and type of school will be affected by existing collections, location and arrangements of collections, the use of these collections, selection, acquisition, creation and withdrawal of materials, promotion and display.

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According to Hicks and Tillin\textsuperscript{53}, organisation is the act of putting together of human, financial and material resources for the accomplishment of stipulated goals. It is the management which defines roles and tasks for both the group and its individual members centred around the activities necessary for the accomplishment of the present objectives. The management furnishes the people in the organisation with the needed tools, equipment and facilities to accomplish the tasks and objectives assigned. The two authors see school library as a sub-system within a suprasystem and as such it must work towards the accomplishment of the goals of the suprasystem which is the school.

Wambugu\textsuperscript{54} sees organisation as an involvement in analysing activities, classifying tasks and dividing those tasks into manageable jobs which can be allocated to people.


In a school library, the main duties include processes of selection, acquisition, classification, cataloguing and physical shelving. This process is viewed as a means of satisfying the clients. These processes comprise the management of a library without which each process tends to become an isolated unit in itself that does not recognise its relationship with other process in the system.

In support of these preceding views about definitions and functions of library organisation Oure cites Robert S. Mason in his free and cheap resources for schools, a survey and guide, says that apart from intellectual organisation and needs to consider the physical organisation for instance:

the context in which low-cost material is useful— that of projects— then perhaps its physical organization is best done through the use of box files, arranged in classified order under subject headings relevant to the topic where it proves of most worth. Posters and sheets are best filed separately, however, under broad subject areas. The content of the resources area will be changing in the line with the curriculum and to a large extent renewed—. 56

For successful administration of a school library according to Bennet 57, there must be a system and order. Set routines must be established and everyone working in the library must follow them so that there is no confusion, or duplication of work. The librarian can then spend more time on professional activities. Among the set routines are accessioning, classifying and cataloguing, shelving, charging and discharging books, tracing overdue books, preparing book displays, preparing bulletin boards. Although these routines are taught they need to be written in a manual and be available always for consultation.

Bennet\textsuperscript{58} further suggests that most of the routine work can be carried out by student helpers in a school library but supervision and guidance is necessary at all stages.

In this section of Library Organisation, literature on selection of materials, acquisition, classification and cataloguing as distributive processes will be reviewed.

2.6.1 \textbf{LIBRARY SELECTION}

Mwiti\textsuperscript{59} sees selection as a very important function for any library. To support his argument for this advocation, he cites Hicks and Tillin on the functions of library selection:

\begin{quote}
The ultimate goal of selection is to choose from among the many available resources of knowledge those that best serve the needs of the library community.
\end{quote}

Mwiti\textsuperscript{60} proceeds to cite the factors that influence selection as identified by Hicks and Tillin.

\textsuperscript{58} Bennet, H.E. Ibid. p. 17.
\textsuperscript{59} Mwiti, J. Ibid. p. 35.
\textsuperscript{60} Mwiti, J. Ibid p. 36.
i) The goals of the institution of which the library is a part.

ii) The changing needs and demands of a library clientele.

iii) The availability and quality of materials.

iv) The limitations imposed by budget, staff, equipment, facilities and time.

Bennet, in addition to the above factors that influence selection, she points out that it is important for the librarian to know the sources of such materials and criteria for their selection. Selection in subjects of special interest to a particular school will probably be the responsibility of the librarian. Bennet recommends that the librarian should work out details of selection with the head-teacher and the school bursar on the frequency with which orders are placed - annually, semi-

62 Bennet, H.E. Ibid. 15.
annually or each term. A written book selection policy to reflect both long and short term plans for the development and maintenance of the library should be written. The policy should cover gifts, loans, collection and development procedures. Ng'ang'a laments on the lack of a defined school library policy. Libraries are maintained on leftovers and this has continued to be a major constraint in selection processes.

Stott identified several selection aids to aid the librarians. Colleagues, and pupils, book exhibitions, bibliographies, publisher catalogues and abstracts, subject indexes, book reviews.

2.6.2. **ACQUISITION**

On the acquisition of materials, Oure found out that it is based on recommendations given by the Ministry of Education, Science and Technology. Mwiti found out that of 67.7% the schools visited acquired books through K.S.E.S. or parents who buy them from bookshops. The other 33.3% ordered through private bookshops. Gitari found out that only 33.3% of school studied received books donations and 67.3% of the cases from Kenya School Equipment Scheme.

These findings indicate scantiness of materials acquired in schools. Yet according to Hicks and Tillin as cited by Mwiti, acquisition is ideally the searching, ordering, accounting and receiving books. Its major goal is to procure the resources that are needed to achieve the library's objectives. Its ultimate aim is to obtain the largest number of selected materials.

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materials within a limited budget and within time they are required.

2.6.3 CATALOGUING

Cataloguing is the process of preparing the bibliographical record of the library's holding that will provide easy access to the information it contains. Bennet says that cataloguing should be by none other than the professional librarian.

The catalogue is designed to meet the needs of users of a particular library. In a school library the catalogue is designed to be used principally as a finding list and needs to carry only essential information. To be useful, there must be uniformity, accuracy and consistency. Uniformity is achieved by following a set pattern of arrangement, giving essential information in a set order, and using the same style (whether written or typed).

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It makes the catalogue easier to use.

Bennet further suggests that a catalogue should answer such questions as: Is there a book by a special author? Is there a book by a special title? What books are there about a special subject? It should also indicate where on the shelves the book can be found. This is recognisable by the classification or call number.

Unfortunately, in Kenyan secondary school libraries the above ideals are not yet achieved according to sister Lucilla's observation who noted that due to lack of qualified personnel in secondary school libraries, organisation of libraries is awkwardly done. There is no classification or cataloguing done such that materials are shelved in their broad subject areas without a catalogue to show their presence or location except by subject guides on the shelves.

In 1971, a circular from the Ministry of Education Inspectorate was issued to all schools and other educational institutions headed, "Classification of school libraries" with an attached summary of Dewey Decimal Classification adapted for use in local schools. Although it emphasised the importance of classification and library records including accessioning it did not at all mention anything to do with cataloguing.

Contrary to Sister Lucilla's views, Mwiti found out that 33.3% of the schools surveyed had catalogues and Kinyanjui found out that many schools he studied practice classification, accessioning and kept inventories.

2.6.4. CLASSIFICATION

Classification is the process of grouping the contents of works in systematic order according to subjects. These subjects are identified.

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by a special subject symbol, or class marks. The class mark is put on or behind the title page or on the spine, on the book card and on all cards required for identification of a particular work. Bennet\textsuperscript{75} suggests that student helpers can do some routine work that goes into classification for example writing the classification numbers in the books.

Mwiti\textsuperscript{76} found out that 83.3\% of the schools surveyed classified books according to broad subject areas treated and 16.7\% used Dewey Decimal Classification. 83.3\% of the teacher-librarians were not aware of the available classification schemes leave alone using them.

Kinyanjui\textsuperscript{77} found that some classification is done in some secondary school libraries surveyed. 43\% of the schools studied used DDC, while others grouped books according to subjects treated and others developed their own local classification.
schemes respectively.

2.7.0 FINANCE

In order to establish a library in any school there is need to consider the financial aspect. This is essential in meeting the school's requirements of initial expenditure, school library services, development, maintenance and running costs. The LA\textsuperscript{78} (British Library Association) Guidelines and Recommendation states:

\begin{quote}
\begin{itemize}
\item it is essential that there is adequate capital grand to cover the cost of fixed and loose furniture, floor coverings and equipments including shelving, storage and display for both books and non-book materials,
\item study and work facilities, catalogue cabinets and other equipment for information retrieval, audio-visual hardware and typewriter. There must also be a grant for the initial stock of the school library—\textemdash.
\end{itemize}
\end{quote}

Umbima\textsuperscript{79} observes that most schools in Kenya have no enough money to build up even modest collections. Kinyanjui basing his observations

\textsuperscript{78} The LA. Op. Cit. p. 43.
\textsuperscript{79} Umbima, W.E. Op. Cit. p. 72
from his visits to schools surveyed:

It was evident that some schools arrived at some figures either through individual decision from the headmaster, or in a staff meeting through consultation with members of staff. Other school libraries completely ignored any attempt to finance the school library, leaving it to depend entirely on what come by way of donations. This consequence was inevitable where there were other facilities which were to be provided too. 80

Kinyanjui 81 observation is in support of what Maleche hints:

We could say that existence and quality of the library in any school depends upon the number of and costs of competing pressures and tends to reflect and perpetuate already present inequalities. When faced with such competing pressures the school library usually and nearly always become the loser.

Ouré in his studies points out that:

The current policy of financing primary education is that of

partnership in which the parents and local communities are needed by law to provide physical facilities such as classrooms, teachers' houses and furniture for the primary schools while the central government meets the recurrent expenditure chiefly on payments of teachers, school milk and school equipment. 82

This has therefore meant that the parent and the community have been left with the onerous task of financing primary education facilities being inclusive.

Olembo 83, in his report on financing Primary School Buildings in Kenya says that generally the funds for constructing of primary school facilities are generated from various sources - namely Charity Organizations, County Councils, the Ministry of Education, Science and Technology, the Ministry of Culture and Social Services, the Treasury Department, Municipal Councils, Church Organizations and also from funds of harambee raisings. Olembo 84 singles out the role of harambee funds and emphasizes it:

84. Olembo, J.O. Ibid. p. 25.
The primary section pressed with inadequate educational facilities, reverted to harambee as one of the means of raising funds for the construction of holdings, particularly tuition block..., in the early stages of establishing primary schools educational facilities were constructed through contributions from members of communities.

The foregoing views imply that school libraries do not have regular and official sources of funds for establishment of library facilities of all kinds.

2.8.0 LIBRARY STOCK

The Library Association - Guidelines and Recommendations for Library Resource Provision in schools defines library stock as:

any material conveying information and ideas, factual or imaginative, which can usefully be organised and made available in a library for pupils and teachers to refer to or borrow.\textsuperscript{85}

Library stock must be purposefully chosen so that it is a balanced and not only reflects the curricular needs of schools but also offers a wide range of materials to meet the interests and activities of all potential users. For maximum effective use all stock, whatever the format, must be selected, recorded, made available and used as a total resource, organised as one collection and not separated into "library" for books and "resource centre" for audio-visual materials.

Ray in his book-library service to schools and children says:

> However satisfactory or otherwise the accommodation, equipment and staffing of children's or school libraries may be, the basic and most critical element which distinguishes between a good and a poor library is its stock of materials for use. Traditionally this has been for centuries predo-minantly of books and similar printed matter.86

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Thairu in his role of the library in education sees a library as a:

constitute of collection of books, pamphlets, journals, magazines newspapers, documents, manuscripts, maps, tapes, slides, phonorecords, filmstrips etc. all of which are sources of information so as to organize and preserve them and to disseminate the knowledge contained therein. This way the library is the agency of man's civilization which stores the messages of both past and present rendering them easily and retrievable and transferable. It is the data store of the recorded intellectual experience of all ages and all civilization.87

Umbima challenges the validity of the contents of the library stock by saying:

Some libraries may be well stocked but on closer examination, however, the stocks are usually full of irrelevant and outdated materials. Rarely are they organised in a systematic or predictable manner.88

Kinyanjui in his survey found out that:

No school kept non-book materials in the library. No one school had a definite policy for providing the library with materials either. The impression one gets is one of a confused state of affairs in as far as the library provisions are concerned. There is little thinking directed to the library in general, a picture which becomes rather depressing to an observer. Even in cases where an attempt at provision had been made there was lack of concerted concern for a systematic organization and arrangement. 89

Kinyanjui 90 goes further to say that the number of books the libraries surveyed possessed varied from a few scores in some schools to as many as 9,000 in others. Older schools were found to have relatively larger collections than the young ones, while at the same time those with only lower levels especially second form schools were worst hit. A few schools had new books purchased from local bookshops regularly each year. Others buy books haphazardly that is without specific plans and system.

2.9.0

LIBRARY USE

Garwood, K.W.S. in his address entitled "Challenge to the College Librarian", to a conference delegates under the auspice of Association of Teachers in Colleges and Departments of Education, Library section analysed in a summary rorm the purposes of a library as,

1) A library is there to confirm and strengthen the teaching in the college.

2) The library is there to extend that teaching.

3) The library is there to stimulate learning. 91

And the other goals cited earlier in the introduction of a school library to help the reader acquire by the time he leaves school some knowledge of what books can mean to him both for serious study and for recreation. He also learns some skills in

using them and gradually becomes acquainted with the public library so that both at school and afterwards he will be able to use its resources.

Njuguna emphasizes the importance of using school libraries at an early age:

Lack of this early use of libraries has resulted in non-use of University and public libraries later in life.\(^{92}\)

Although this observation is sound, but in the light of what is going on in schools, the picture is different and disheartening. Kinyanjui summarizes his observation by saying:

Students were not given adequate instructions on the value of books and the need to take care of them. Stemming from this deficiency, they misused them, often destroying large numbers through careless handling.\(^{93}\)


The problem cited above could possibly be associated with the type of teacher librarians the school libraries have engaged. Kinyanjui further isolates the cause of the mess against the teacher-librarians:

Lack of library skills is a damaging handicap to the teacher-librarians. There are no elaborate arrangements made to provide these skills. If the organization of the school libraries will succeed, it would entail making comprehensive arrangements not only to equip the teacher-librarians with the necessary skills in librarianship, but also to arrest the currently observed wastage of book stock and other library materials.94

To enable students to learn some skills in using the library materials, it should not be a teacher-librarian's duty only, but the whole of the teaching staff. Teachers are duty-bound to utilize the library materials in teaching various subjects and introducing students to the services of the school library and so to the public if there is one near the

school. In order to teach students some library basics there is need for an adequate number of materials and also training of the teachers. The two requirements are hardly there for instance as Oure found out from his studies in Amagoro division, Busia district:

Some subjects apart from the syllabuses and schemes available, had no books.  

On the part of teachers' library use background, Mwiti\textsuperscript{96} found out that most teachers did not use the libraries much so during their college days, particularly those who have taught for over 10 years.

\textsuperscript{95} Oure, A.L. Op. Cit. p. 85
CHAPTER THREE

3.0 THE RESEARCH METHODOLOGY

3.0.0 INTRODUCTION

The foundation for this study has been laid in the preceding chapters. In Chapter I the background of the study was provided along with the statement of the problem, need for the study, formulation of assumptions, limitations and delimitations of the study and definition of terms. Chapter II gave the theoretical framework and review of related literature. This Chapter III focuses on the methodology. Precisely it seeks to identify the subjects of the study, it further discusses the selection of the sample and indicates the instruments used and how they were developed. A discussion of the statistical analysis which was utilized is also included in this chapter.
3.1.0 DESIGN OF THE STUDY

This study was conducted using a simple survey design where questionnaires, interviews, and observations were used. Specifically, this study was conducted as a simple survey. As according to John W. Best, this is a:

Method that gathers data from a relatively large number of cases at a particular time. It is concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics abstracted from a number of individual cases. It is essentially cross-sectional.1

The researcher was concerned with gathering the available information and reporting it as it is in frequencies and percentages. The information gathered was then described as representative of those secondary schools within Bungoma District of Western Province, Kenya.

The choice of this design was justified on the grounds that this study was in part to collect, describe the data and to investigate and establish the existence of certain relationships amongst

---

variables identified in the study. Thus the aim of using the design was to satisfy this aspect of the study. It was found appropriate since its use in research of this type has been strongly supported in most of the literature on research methods.

3.2 THE SUBJECTS

The subjects for this study were 220 chosen from selected secondary schools in Bungoma District. Amongst them, 143 were students drawn from a population of Form V students, 63 were classroom teachers, 7 teacher-librarians and 7 headteachers all from those selected secondary schools in Bungoma District.

3.3.0 THE SAMPLE SELECTION

In order that the results could be more conclusive many schools in Kenya ought to have been included. But in reality this was not possible due to the limited financial resources and other constraints like time available for research. In total therefore, only seven secondary schools in Bungoma District were included. The decision to have schools with Form V classes only was an attempt to have similar schools as much as possible. Choosing Bungoma District did not minimise the importance of other districts which
could have provided similar results. The choice was justified on the grounds of its convenience and availability of time and resources for this study.

3.3.1 SELECTION OF THE SCHOOLS

As pointed out before, schools with Form V classes were selected to participate in this study as a way of having similar members in the sample as much as possible. There are fifteen government maintained secondary schools in Bungoma District with Form V classes, spread all over the district. Four are for girls, ten are for boys and one is mixed.

For the consistency of purpose, the researcher ensured that at least one or more schools from each of the group - girls, boys and mixed were chosen for the study. The research was conducted during heavy rain season in Bungoma District such that some earth roads leading to a few of these schools became practically impassible. Schools which were considered among other factors for study were those situated along passible roads for quick access. Finally,
but not least was the fact that administrative divisions were considered. As much as it was possible, schools were selected from all the six administrative divisions save Mt. Elgon Sub-district and Sirisia which had almost impassible roads leading to their respective schools with Form V classes.

3.3.2 SELECTION OF THE SUBJECTS

19 form five students from the selected classes of the sample of schools took part in the study. Form V students were chosen on the grounds that they would be mature in age and in school life experiences and thus would portray their attitudes towards use of school library more than other classes since their senior class Form VI were very busy doing their Provincial K.A.C.E. Mock examination. In cases where there were more than 19 students, a random sampling approach was adopted in order to obtain the maximum number required per school. According to Kerlinger, random sampling is:
That method of drawing a sample of a population or universe so that all possible samples of size have the same probability of being selected.

This approach is regarded to be the most practical and free from being bias.

9 classroom teachers from each of the selected schools of study were randomly chosen to participate in the study. By including these classroom teachers in the study, the assumption was that more background information concerning the use of the library facilities would be obtained to give a more comprehensive indepth to the study.

A teacher librarian of each of the sample of the schools also took part in the study. He/she was assumed by the researcher to be the basic provider of detailed information concerning the organization, use and management of school library facilities.

Headteachers of the sample of schools participated in the study. They had to provide background information about the school in general, library

in particular and library finance per se.

3.4.0 INSTRUMENTATION

The researcher used questionnaires, interviews and observations to gather the required information.

3.4.1 QUESTIONNAIRES

Four research tools were utilized in the study; these were:

(1) A student's questionnaire
(2) A teacher's questionnaire
(3) A teacher-librarian's questionnaire
(4) A headteacher's questionnaire

The student's questionnaire was a 17 item tool. The teacher's questionnaire was a 35 item instrument divided into two sections. The first section was concerned with specific demographic data of the teacher's background. The other section dealt with the use of library facilities. The teacher librarian's questionnaire was a 57 item tool divided into six sections - General information about the library, Physical Facilities, Personnel, Library Organization,
Library Collections and Library Services respectively. The headteacher's questionnaire was a 12 item instrument divided into three divisions - General information about the school, Library facilities and library finance respectively.

The items were structured questionnaires which covered various aspects in the survey. 90% of them were close ended questions which required the respondents to tick the answer deemed honestly correct or suitable. The open ended questions gave respondents more flexibility of responding and brought out facts required for the study.

3.4.2 THE INTERVIEW

According to John W. Best as regards interview, he says:

With a skillful interviewer, the interview is often superior to other data-gathering devices. One reason is that people are usually more willing to talk than to write. After the interviewer gains rapport, or establishes a friendly, secure relationship with the subject, certain types of confidential information may be obtained that an individual might be reluctant
to put in writing. The interviewer can explain more clearly just what information he or she wants and can explain the purpose of the investigation. If the subject misinterprets the question, the interviewer may follow it with a clarifying question. At the same time he or she may evaluate the sincerity and insight of the interviewer.\(^3\)

The interview method was not an alternative to the questionnaire but an enrichment. This was employed by the researcher for the purposes of establishing rapport with the respondents in order to monitor the reliability of the responses they made. This also gave the researcher an opportunity for eliciting just a little more information from the respondents than what the questionnaires gave. The interview dealt almost with same areas covered by the questionnaires. It was more open ended in treatment, for the respondents responded in more detail. Further, the interview clarified more points that were not clear to the subjects.

\(^3\) Ibid. p. 164-165.
3.4.3 OBSERVATION

As according to John W. Best in regard to observation in research he observes it as a:

Data-gathering device direct observation may make an important contribution to descriptive research. Certain types of information can best be obtained through direct examination by the researcher. 4

An observation method was used to observe various aspects of interest to the researcher to get tangible and more objective-evidence of the true picture of library facilities in the schools surveyed. The observation schedule was set out to find whether schools had facilities like catalogue formats, tools for classifications, inventories, and other library facilities and how they are organized and used.

4. Ibid. p. 158.
3.5.0 PROCEDURE FOR DATA COLLECTION

Authority to conduct research was obtained from the Office of the President. A letter of introduction was sent to each school selected for research. The letter stated the intention of the study, help that would be required and the date that the researcher would be visiting the schools.

3.5.1 ACTUAL ADMINISTRATION

Actual collection of data was done by the researcher. It was carried out within two weeks and was completed by the time schools closed on 30th July, 1986. The researcher personally delivered to and collected the duly completed questionnaires from the subjects. This was done to ensure full response and return of all the inquiry forms. The researcher, during the interview, explained to the subjects the purpose of the investigation they were participating in to solicit full cooperation and enlist more important information, which otherwise would have skipped. They were also rest assured that the information provided was only
for the statistical analysis and perhaps useful
tool for future library development in our education
system, but not as an evaluation agent for individuals.

3.6.0 DATA ANALYSIS AND INTERPRETATION

The data collected was analysed statistically after
the collection of the inquiry forms. The researcher
used descriptive statistics to analyse them. Items
were grouped and tally scores were done resulting into
frequencies of responses being summed up and then
percentages were calculated. In most cases, the
findings were presented in tabular form. The results
were then analysed and interpreted.

3.6.1 METHODOLOGY LIMITATIONS

Methodology used presented quite a few limitations.
First, there was no assured method the researcher
could have used to determine the honesty and accuracy
of the responses given by the respondents especially
when the researcher noticed significant differences
in response about topical items. In short, responses
of questionnaires in some cases hardly tallied with
either or both interview and observation. Secondly,
related to this was the time and resources available
for research which prevented thorough investigation.
Chapter Four

Data Analysis and Results

Coding of Data

For the purpose of convenience, economy and ease of reference the following codes are employed in this part of the study:

1. The seven selected secondary schools for the study are coded as follows:

   (i) LUK. - Lukhuna, Mixed
   (ii) TER. - Teremi
   (iii) LUG. - Lugulu Girls
   (iv) KAMB. - Kamusinga Boys
   (v) BUN. - Bungoma
   (vi) KAMG. - Kamusinga Girls
   (vii) NAI. - Naitiri

2. The total number of respondents in any group or sub-group is represented by N.

3. 0 means none in tables

4. 1 means have
INTRODUCTION

The objective of this chapter is to report in detail the status of selected secondary school libraries in Bungoma District of Western Province with regard to the management, organisation and use of their library facilities both by students and teaching staff. Four thoroughly prepared questionnaires were issued with separate questions for each group of respondents, as their inquiry forms are contained in Appendices A, B, C and D.

Questionnaire 'A' was designed for selected students in Form V classes. It contained 17 questions, basically meant to find out their use and regard of their respective libraries.

Questionnaire 'B' was directed to the seven teachers in charge of each of the library under-study. They were provided with 57 questions, factual in nature in six sections
namely general information about the library, physical facilities, personnel, library organisation, library collections and library services.

Questionnaire 'C' was directed to the Headteachers. It contained 12 questions in three sections namely general information about the school, library facilities and library budget.

Questionnaire 'D' was directed to 63 teachers, nine from each of the selected seven secondary schools, excluding headteachers and teacher-librarians. It contained 35 questions in two sections namely general information about the teachers and library use.

For the purpose of analysis and interpretation, the results are in some cases reported in tabular forms, and each table is accompanied by a summary of data collected.

4.1.0 GENERAL INFORMATION ABOUT THE SCHOOLS

Out of seven schools surveyed, two are girls' secondary schools (28.6%) namely Lug. and
and Kamg. schools, four are boys secondary schools (57.1%) namely Friends Kamb., Nai. and Ter. and finally one is a mixed school (14.3%), this is Luk. The schools are drawn from four Administrative divisions of Bungoma District namely Tongaren Division comprising of Luk. and Nai. schools, Kimilili Division comprising of Kamg. and Ter. schools, Webuye Division comprising of Lug. Girls and Kanduyi Division comprising of Bun. secondary school. From these seven schools surveyed, Friends Kamb., Lug. Girls and Bun. secondary schools are the oldest high schools with well established form V and VI physical facilities for the last fifteen years and over. Nai became a high school eight years ago, and the remaining schools - Kamg. Girls, Luk. Mixed and Ter. each of them got the Form V class this year 1985. As it will be shown in Table I, girls schools are all headed by female heads and boys schools are headed by male heads, all of whom are within close age-range i.e. 39 to 44 years.
Apart from Bun. and Nai. secondary schools which are government managed schools, the rest are managed by various Christian religious bodies - Religious Society of Friends manages Kamb. Boys, Lug. Girls and Ter., Church of the Province of Kenya manages Kamg. Girls and the Roman Catholic manages Luk. Mixed. Despite the fact the five named schools have strong religious background and affiliations, they are all fully supported by the government with public funds like other public schools in the Republic. Table I is a summary of general information about these schools.
## TABLE I: NUMBER OF STREAMS, ENROLMENT, BOARDING OR DAY AND BOARDING AND MANAGEMENT.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>HEADTEACHERS</th>
<th>NUMBER OF STREAMS</th>
<th>TOTAL</th>
<th>AVERAGE ENROLMENT</th>
<th>BOARDING</th>
<th>BOARDING AND DAY</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SEX</td>
<td>AGE</td>
<td>BOYS</td>
<td>GIRLS</td>
<td>MIXED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUKHUNA</td>
<td>MALE</td>
<td>42</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>460</td>
<td>46</td>
</tr>
<tr>
<td>LUGULU</td>
<td>FEMALE</td>
<td>39</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>500</td>
<td>35</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>FEMALE</td>
<td>40</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>330</td>
<td>47</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>MALE</td>
<td>40</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>590</td>
<td>47</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>MALE</td>
<td>44</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>613</td>
<td>38</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>MALE</td>
<td>-</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>400</td>
<td>44</td>
</tr>
<tr>
<td>TEREMI</td>
<td>MALE</td>
<td>44</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>258</td>
<td>37</td>
</tr>
</tbody>
</table>
4.2.0 SUBJECTS OFFERED IN THE SELECTED SCHOOLS

The subjects offered in schools selected are as stipulated by the Ministry of Education, Science and Technology. Apart from the core subjects on the school curriculum for secondary schools in Kenya namely Mathematics, Languages—English/Kiswahili, Physical Sciences e.t.c., which are taught in all schools in Kenya and therefore in the selected secondary schools, the other subjects are heterogenous in their existence in the various schools studied. However, it was reported that from seven schools surveyed, a total of 20 subjects are taught as Table 2 below illustrates.

TABLE 2: SUBJECTS FOUND IN THE RESEARCH SCHOOLS  
N = 7

<table>
<thead>
<tr>
<th>1. Mathematics</th>
<th>11. Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. English Language</td>
<td>12. Physical Education</td>
</tr>
<tr>
<td>3. Lugha Ya Kiswahili</td>
<td>13. Drawing and Design</td>
</tr>
<tr>
<td>5. Geography</td>
<td>15. Chemistry</td>
</tr>
<tr>
<td>7. Social Ethics</td>
<td>17. Physics</td>
</tr>
<tr>
<td>8. Home Science</td>
<td>18. Literature in English</td>
</tr>
<tr>
<td>10. Economics</td>
<td>20. General Paper</td>
</tr>
</tbody>
</table>
From the drawn list of subjects taught in selected secondary schools in the preceding page, it is obviously observed that a lot of resources in terms of teaching and learning to enable both the teacher and the student to maximise the teaching and learning situations are required.

4.3.0 BOOKS IN USE FOR TEACHING

The total number of books in use by the teachers who responded is 562. On average, each teacher has about 9 books for his teaching tasks.

The following Table 3 is a summary of the books being used by teachers according to subjects offered in the schools as shown in Table 2.
TABLE 3: SUMMARY OF THE TITLES OF BOOKS BEING USED BY TEACHERS ACCORDING TO SUBJECTS OFFERED
N = TOTAL

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>NO. OF BOOKS</th>
<th>%</th>
<th>SUBJECTS</th>
<th>NUMBER OF BOOKS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 20</td>
<td>N = 562</td>
<td>N = 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>36</td>
<td>6.4</td>
<td>Commerce</td>
<td>8</td>
<td>1.4</td>
</tr>
<tr>
<td>English Language</td>
<td>43</td>
<td>7.7</td>
<td>Physical Education</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>Lugha Ya Kiswahili</td>
<td>56</td>
<td>10.0</td>
<td>Drawing and Design</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>History</td>
<td>51</td>
<td>9.1</td>
<td>Agriculture</td>
<td>7</td>
<td>1.2</td>
</tr>
<tr>
<td>Geography</td>
<td>108</td>
<td>19.2</td>
<td>Chemistry</td>
<td>35</td>
<td>6.2</td>
</tr>
<tr>
<td>C.R.E.</td>
<td>45</td>
<td>8.0</td>
<td>Biology</td>
<td>25</td>
<td>4.4</td>
</tr>
<tr>
<td>Social Ethics</td>
<td>4</td>
<td>0.7</td>
<td>Physics</td>
<td>28</td>
<td>5.0</td>
</tr>
<tr>
<td>Home Science</td>
<td>6</td>
<td>1.1</td>
<td>Literature in English</td>
<td>44</td>
<td>7.8</td>
</tr>
<tr>
<td>Business Education</td>
<td>12</td>
<td>2.1</td>
<td>Fasihi ya Kiswahili</td>
<td>19</td>
<td>3.4</td>
</tr>
<tr>
<td>Economics</td>
<td>32</td>
<td>5.7</td>
<td>General Paper</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

This brief summary does reflect the scantiness of the library books available to the teachers. Some subjects apart from the syllabuses, schemes of work and workshops or conferences' handouts from either the Inspectorate or Kenya Institute of Education which are available in schools, they otherwise operate on bare lists of books. Among those subjects that are badly affected are Drawing and Design, General Paper, Physical Education and Social Ethics.
TABLE 4: SUFFICIENCY OF BOOKS IN TERMS OF CONTENT QUALITY.  
N = 62

<table>
<thead>
<tr>
<th>NO. OF TEACHERS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
</tr>
</tbody>
</table>

From the percentage 72.6% reflected here, there is a clear indication that the available books in use by the teachers for their instructional programmes are sufficient in terms of content quality. The 27.4% of the respondents who found the books they used being insufficient in terms of content quality reflects the paucity of a variety of titles in the school libraries in the affected disciplines.

TABLE 5: SUFFICIENCY OF BOOKS IN TERMS OF COMPREHENSIVENESS  
N = 63

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>63</td>
</tr>
</tbody>
</table>
From the percentage 73% reflected here, illustrates the adequacy in comprehensiveness of the available books in use in the selected secondary schools. The 27% of the books being graded as insufficient in terms of comprehensiveness is a signal to the respective school library personnel and others responsible in library book selection to review their policy such that the libraries attempt forthrightly to cater for this weakness that has certainly inflicted on their reputation. In any case, in these days of financial constraints and inflation very few schools can afford to have all that they need.

4.4.0 LIBRARY PHYSICAL FACILITIES

A school library basically consists of a building, the personnel, the resources and library programmes.

In the study, it was found out that 100% of the selected schools had at least a building designated as a school library with books serving the whole school population. Kamg. Girls, Lug. Bun., Nai. and Friends Kamb. or 71.4% of the sample have centralized and purpose built libraries.
Luk. and Ter. or 28.6% of the sample have class libraries and former staffroom respectively as their school libraries. Schools with purpose built libraries are moderately (85.7%) equipped with books and sitting capacity of at least 10% of the total school population at one given sitting, whereas the 28.6% of those schools with converted rooms into libraries are unable to sit even one full class at a given sitting.

All the seven schools visited, that is 100% have bookshelves in their libraries. Only one school or 14.3% - Luk. Mixed School has no adequate chairs or forms in the library for library users to sit on. Lug., Girls and Kam.Girls or 28.6% of the sample had card catalogue in their libraries. Ter., Kam. Girls, Luk. Mixed, and Lug. Girls or 57.1% of the sample had no charging desk or table in their libraries. Table 6 is a summary of the physical facilities found in the libraries amongst the sample schools.
TABLE 6: LIBRARY PHYSICAL FACILITIES

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>LIBRARY ROOM</th>
<th>SEATING CAPACITY</th>
<th>LIBRARY CATALOGUE</th>
<th>DISCHARGING DESK</th>
<th>SHELVES</th>
<th>BULLETIN BOARDS</th>
<th>MAGAZINE RACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUKHUNA</td>
<td>1</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>LUGULU</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>1</td>
<td>15</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>1</td>
<td>35</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>1</td>
<td>95</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>1</td>
<td>70</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TEREMI</td>
<td>1</td>
<td>40</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7=100%</td>
<td>4=57.1%</td>
<td>2=28.6%</td>
<td>7=100%</td>
<td>6=85.7%</td>
<td>6=85.7%</td>
<td></td>
</tr>
</tbody>
</table>

From Table 6 it will be observed that 4 or 57.1% of the schools have library catalogue. One or 14.3% used a manual book catalogue which is also used as an accession register. Only 2 or 28.6% of the sample used a charging and discharging desk. 6 or 85.7% have bulletin boards in their libraries.

THE FINANCE

The library budget varied from school to school. For the year 1985/86 Luk. and Bun. or 28.6% had budgeted more than shillings 10,000/-, Lug. or 14.3% had budgeted between shillings 5,000/- to 10,000/-, 2 or 28.6% had between shillings 1,000/- to 5,000/- only and 2 or 28.6% had budgeted
for less than shillings 1,000/- for the library.

TABLE 7: 1985/86 LIBRARY BUDGET

<table>
<thead>
<tr>
<th>1985/86 BUDGET (SHS)</th>
<th>SCHOOL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS. 10,000/- +</td>
<td>LUKHUNA BUNGOMA</td>
<td>28.6</td>
</tr>
<tr>
<td>SHS. 5,000/- -10,000/-</td>
<td>LUGULU</td>
<td>14.3</td>
</tr>
<tr>
<td>SHS. 1,000/- - 5,000/-</td>
<td>TEREMI KAMUSINGA BOYS KAMUSINGA GIRLS</td>
<td>42.9</td>
</tr>
<tr>
<td>SHS. LESS THAN 1,000/-</td>
<td>NAITIRI</td>
<td>14.3</td>
</tr>
<tr>
<td>N = 7</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Bun... secondary school had held a Harambee Walk to raise funds to buy books last year 1985, and it was able to raise over shillings 50,000/- of which the school has bought several new titles for the library. Lug. Girls had similar attempts but of different approach. The Headmistress organised a Harambee on Library book donation from parents, friends and Lugulu Old Girls Association of which a few copies were realised.
The 8:4:4 education system preparation all over certain received priority over the continuity of the venture.

Luk. Headmaster told me when I interviewed him that for the year 1986/87 his school library budget had been boosted to over Shs. 100,000/- of which 80,000/- will be utilized for building a new purpose library and the 20,000/- would be used for physical equipment.

Nai. had exhausted their library funds for 1984/85 to 1985/86 by building a new purpose built library which is almost operational now. All the headteachers I interviewed on library funds complained that they had no regular source of funds for the library nor is there any clear policy on library funds in the Ministry of Education, Science and Technology. They also expressed the need for guidance on how to run and organise school libraries. As it will be discussed in "Library Personnel" Section, teacher-librarians appointed by heads had no knowledge about organization of their respective libraries neither do their full-time library assistants have it.
4.6.0 THE LIBRARY COLLECTIONS

These are resources, both book and non-book which are held by the library for the service of its clientele. Information on library collections was provided to the researcher by teacher-librarians through their questionnaire in Appendix B. The collections of the seven libraries are summarised in Table 8.

Six or 85.7% of the schools surveyed have a thousand or more books in their libraries. Lug., Kamb., Luk. and Kamg. have substantial holdings of at least five thousand or more books. 4 (57.1%) could afford to buy new books in 1985 and 3 (42.9%) bought new books in 1986.
TABLE 8:
THE LIBRARY STOCK AND THE 1985 AND 1986 BOOKS ACQUISITIONS

N = 7

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>STOCK</th>
<th>BOUGHT IN 1985</th>
<th>BOUGHT IN 1986</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUK.</td>
<td>5,000</td>
<td>50-100</td>
<td>8,000</td>
</tr>
<tr>
<td>LUG.</td>
<td>9,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KAMG.</td>
<td>5,655</td>
<td>0</td>
<td>1-50</td>
</tr>
<tr>
<td>BUN.</td>
<td>3,500</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>KAMB.</td>
<td>7,000</td>
<td>1-50</td>
<td>0</td>
</tr>
<tr>
<td>TER.</td>
<td>1,000</td>
<td>1-50</td>
<td>0</td>
</tr>
<tr>
<td>NAI.</td>
<td>600</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

N = 7

4.6.1 NON-BOOK MEDIA

As part and parcel of the library collections all schools surveyed have various non-book materials used in the teaching and learning of various subjects. Table 9 shows the type of non-book materials that are available in the sample schools surveyed. In the table, schools surveyed have scanty non-book resources for
example 3 (42.9%) have globes, all (100%) have maps, 1 (14.3%) has charts and none of the sample schools has transparencies, films or slides except 1 (14.3%) has other types of resources - tapes.

**TABLE 9:**
**NON-BOOK MEDIA AVAILABLE IN THE SCHOOLS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GLOBES</th>
<th>MAPS</th>
<th>CHARTS</th>
<th>T/PARANCIES</th>
<th>SLIDES</th>
<th>ETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>TER.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>KAMG.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>LUK.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BUN.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>KAMB</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>NAI.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>LUG.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>N = 7</strong></td>
<td><strong>28.6%</strong></td>
<td><strong>100%</strong></td>
<td><strong>14.3%</strong></td>
<td><strong>100% None</strong></td>
<td><strong>100% None</strong></td>
<td><strong>14.3%</strong></td>
</tr>
</tbody>
</table>

4.6.2 **REFERENCE BOOKS**

All schools surveyed had some reference books for both teachers and students. Lug., Bun., Kamb. and Kamb. or 57.1% have separate section for "Reference Books"
and the rest of the schools surveyed had set aside a special shelf for reference books of various subjects namely complete sets of encyclopedia - Britannica and Americanna, Dictionaries, Directories, Biographies, Handbooks and Manuals, Year books and Almanacs, and Maps, Atlases and Globes. The table shows the distribution of these reference materials in each school.

**TABLE 10:**

**REFERENCE BOOKS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SET/S OF ENCYCLOPEDIA</th>
<th>DICTIONARIES</th>
<th>DIRECTORIES</th>
<th>BIOGRAPHIES</th>
<th>ALM &amp; YR.BKS</th>
<th>HB &amp; MAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUK</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LUG.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KAMG.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BUN.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>KAMB.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NAI.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TER.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Ter. has the widest spectrum of reference books, that is 100%, but the rest of the schools surveyed have occasional types namely Luk., Lug., Bun. and Kamb. have each three types of reference books, though sets of encyclopedia, biographies, Yearbooks and Handbooks found in these schools are all outdated and were donated to them as discarded materials by the British Council Library – Kisumu Branch.

6.4.3 MAGAZINES AND NEWSPAPERS

Magazines and newspapers form a very important collection of a school library. They are basic and up-to-date current sources of information namely the daily newspapers which report current news within the shortest time possible. Table 11 is a summary of magazines, Newspapers and Dailies subscribed to by the schools.
4 or 51.1% of the schools surveyed subscribe to magazines and all or 100% of the schools surveyed subscribe to newspapers of various titles. The teacher-librarians who provided this information to the researcher complained that their respective schools subscribe least to either magazines or newspapers because of lack of enough funds to pay for subscription. As it will be shown in Table 12, the list of magazines and Newspapers titles found in various schools studied, receive some of them freely from various firms, ministries and donors

### TABLE 11: MAGAZINES AND NEWSPAPERS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NUMBER OF MAGAZINES</th>
<th>NUMBER OF NEWSPAPERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUKHUNA</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>LUGULU</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>TEREMI</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

N = 7 N = 12 N = 28
simply because they cannot afford their buying costs.

**TABLE 12:**

**MAGAZINES AND NEWSPAPERS FOUND IN THE RESEARCH SCHOOLS**

<table>
<thead>
<tr>
<th>MAGAZINES</th>
<th>NEWSPAPERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Review</td>
<td>1. Daily Nation</td>
</tr>
<tr>
<td>2. Drum</td>
<td>2. The Standard</td>
</tr>
<tr>
<td>4. Women Mirror</td>
<td>4. Taifa Leo</td>
</tr>
<tr>
<td>5. Step</td>
<td>5. Kenya Leo</td>
</tr>
<tr>
<td>7. Farmer</td>
<td>7. Sunday Observer</td>
</tr>
<tr>
<td>9. Economist</td>
<td></td>
</tr>
<tr>
<td>10. Discovery</td>
<td></td>
</tr>
<tr>
<td>11. News Week</td>
<td></td>
</tr>
<tr>
<td>12. True Love</td>
<td></td>
</tr>
<tr>
<td>14. Africa</td>
<td></td>
</tr>
<tr>
<td>15. Readers Digest</td>
<td></td>
</tr>
<tr>
<td>16. Science Magazine</td>
<td></td>
</tr>
</tbody>
</table>
BUILDING OF LIBRARY COLLECTIONS

All the sample schools get library books from various sources namely bookshops, book donors, gifts, Harambee basis, Kenya School Equipment Scheme etc. The table below is a summary of sources whereby libraries of sample schools receive their collections.

TABLE 13:

SOURCES OF LIBRARY COLLECTIONS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>BOOKSELLERS %</th>
<th>BOOK DONORS %</th>
<th>GIFTS %</th>
<th>HARAMBEE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEREMI</td>
<td>100</td>
<td>1</td>
<td>85.7</td>
<td>14.3</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>LUKHUNA</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>LUGULU</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>N = 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As indicated above, 7 or 100% of sample schools buy their books from bookshops, 43% receive the library stock from book donors, 14.3% receive from gifts and 28.6% from Harambee basis to build up their library stock. Amongst book donors are the British Council library at Kisumu and Kenya National Library Services at Eldoret and Kakamega and Kenya Institute of Education Library. Lug. and Bun. at different months and dates last year 1985 organised Harambee Day for Book Donation of which each of them received a large sum of money and books for their libraries. Without any exception, all the schools or 100% of sample schools suffer from chronic shortage of library books as the sources of supply are inadequate and indefinite.

4.7.0 PERSONNEL

The researcher was provided with information regarding school library personnel by the teacher-librarians of the sample schools in their inquiry forms, Section III "Personnel" questions 10-22.

Tables 14a and 14b give a summary of the information on library personnel involved. Table 14a shows the professional and academic qualifications, duration of
library course taken, experience and hours of work per week of the teacher-librarians, table 14b gives similar information about the full time library assistants and table 14c shows the presence of schools' library prefects.

**TABLE 14a:**

**INFORMATION ABOUT TEACHER-LIBRARIANS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROFESSIONAL QUALIFICATIONS</th>
<th>ACADEMIC QUALIFICATIONS</th>
<th>DURATION OF LIBRARY COURSE</th>
<th>EXPERIENCE</th>
<th>HRS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>REMI</td>
<td>Graduate Teacher</td>
<td>3.Ed.</td>
<td>0</td>
<td>2 yrs</td>
<td>6</td>
</tr>
<tr>
<td>MSUINGA G.</td>
<td>&quot;</td>
<td>B.Ed.</td>
<td>0</td>
<td>2 yrs</td>
<td>8</td>
</tr>
<tr>
<td>NGOMA</td>
<td>&quot;</td>
<td>B.Ed.</td>
<td>2 weeks</td>
<td>5 yrs</td>
<td>2</td>
</tr>
<tr>
<td>KHUNA</td>
<td>Dip. Education</td>
<td>&quot;A&quot;Level</td>
<td>4 weeks</td>
<td>2 yrs</td>
<td>6</td>
</tr>
<tr>
<td>MUSINGA B.</td>
<td>Graduate Teacher</td>
<td>B.Ed.</td>
<td>2 weeks</td>
<td>2 yrs</td>
<td>10</td>
</tr>
<tr>
<td>ITIRI</td>
<td>Dip. Education</td>
<td>&quot;A&quot;Level</td>
<td>2 years</td>
<td>3 months</td>
<td>7</td>
</tr>
<tr>
<td>SULU</td>
<td>Dip. Education</td>
<td>&quot;O&quot;Level</td>
<td>0</td>
<td>8 yrs</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>43%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
In table 14a, all or 100% of sample schools have at least a teacher-librarian with various library background experiences. All of them have had working experiences in school libraries ranging from 3 months to 8 years old. All of them or 100% are qualified teachers with sound academic qualifications of which 4 (57.1%) are graduate teachers first degree holders and 3 (43%) are Diploma Teachers with "O" and "A" academic qualifications. All (100%) of the teacher librarians devote part of teaching load time in the library carrying out various library tasks.
### TABLE 14b

**INFORMATION ABOUT LIBRARY ASSISTANTS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>LIBRARY ASSISTANTS</th>
<th>PROFESSIONAL QUALIFICATIONS</th>
<th>ACADEMIC QUALIFICATIONS</th>
<th>COURSE ATTENDED</th>
<th>EXPERIENCE</th>
<th>HRS WORKED</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEREMI</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>1</td>
<td>0</td>
<td>DIV.III. 'O' Level</td>
<td>0</td>
<td>2 yrs</td>
<td>40</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>1</td>
<td>0</td>
<td>DIV.III. 'O' Level</td>
<td>0</td>
<td>3 yrs</td>
<td>40</td>
</tr>
<tr>
<td>LUKHUNA</td>
<td>0</td>
<td>0</td>
<td>Nil</td>
<td>0</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>2</td>
<td>0</td>
<td>DIV.IV &amp; III 'O' Level</td>
<td>0</td>
<td>2 yrs</td>
<td>40</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>LUGULU</td>
<td>1</td>
<td>Nil</td>
<td>DIV.III. 'O' Level</td>
<td>0</td>
<td>1 yr</td>
<td>40</td>
</tr>
</tbody>
</table>

N = 7

<table>
<thead>
<tr>
<th></th>
<th>4=57%</th>
<th>7=100%</th>
<th>4=57%</th>
<th>7=100%</th>
<th>4=57.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table 14b, 4 or 57.1% have Library Assistants with "O" level certificates as their academic qualifications but without any professional qualification and course attended. They have worked in their respective libraries.
for various length of time ranging from one year to three years. The four Library Assistants devote similar working hours in the library per week.

**TABLE 14c:**

**INFORMATION ABOUT LIBRARY PREFECTS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PREFECTS</th>
<th>HOURS WORK PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEREMI</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>LUKHUNA</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>KAMUSINGA B</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>LUGULU</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>N = 7</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 14c shows that all the 7 or 100% of sample schools have school library prefects who do assist the library assistants and the teacher librarian. As it will be observed later, they assist the users to utilize the library resources and hence they are useful at odd times like prep time in the evening,
weekends and public holidays in the absence of the teacher librarian and library assistants. Both headteachers and teacher-librarians expressed their concerned fear about library losses caused by the use of their school prefects. They all agreed that the usefulness of their services overrules their fears. Lugulu Headmistress had started to close the library from use at 5.00 p.m. as soon as the library assistant closes her normal working hours. The school community opposed her move and the usual practice was restored with more tight security devices to overcome the increased losses.

4.8.0 LIBRARY ORGANISATION

The researcher studied how the sample schools select, acquire, catalogue, and classify books in the libraries in order to serve the clientele appropriately as one of the ideal goals of the library. The information concerning this section was provided to the researcher by the teacher-librarians in their questionnaire forms, section IV - "Library Organisation", questions 23-32 and 35.
4.8.1 **SELECTION**

In the seven schools studied, selection of library books and other resources was done in many different ways namely selecting from a comprehensive list of recommended books sent to all secondary schools in the country by the Ministry of Education, Science and Technology (Inspectorate). Since the list is not exhaustive enough and also the supply done by the Kenya Schools Equipment Scheme is inadequate, other devices for selection are developed to meet the requirements of individual schools' needs. Consequently, therefore, teachers suggest other titles to school heads to buy as either core or supplementary books in various disciplines. Usually teachers consult publishers catalogues, Inspectorate's Circulars or suggested bibliographies in other textbooks. Although selection of books may be influenced by individual school's needs the deciding factor is the availability of funds which are usually scarce. The researcher was told from his interviewees mainly the headteachers and teacher-librarians, that a comprehensive list of recommended library books is compiled by subject
heads which in turn is given to students to buy themselves. In this way, school library stocks have swollen in numbers although with multiple similar copies. These books are surrendered to the students on completion of their schooling.

4.8.2 CLASSIFICATION

In this study 4 or 57% of the schools surveyed classified their books according to broad subject areas treated, for example all books on one subject are grouped together in one shelf and if the subject is further subdivided into divisions namely Mathematics, all books on mathematics are put together in those respective divisions of mathematics such that books on Arithmetic are shelved together, Algebra the same and Geometry in the same way so that they appear in shelf marked Mathematics. This method appeared adequate both to the library staff and users because the students had no difficulty in locating the type of books they wanted simply because the stock in all schools is small. 3 (43%) of the schools studied used Dewey Decimal classification Scheme although only one of the teacher-librarians knew
the existence of various classification schemes available to librarians today. This were the teacher-librarians at Naitiri School. The four teacher-librarians expressed a lot of interest in knowing how to classify and catalogue books because they felt that this is necessary as they were gradually acquiring more stock that may be difficult to organise in the near future using the present system. Table 15 gives a summary of the information regarding classification of library stock.

**TABLE 15:**

**TYPES OF CLASSIFICATION FOLLOWED**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>BROAD SUBJECT AREA CLASSIFICATION</th>
<th>DEWEY DECIMAL CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 7</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>TEREMI</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>LUKHUNA</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>LUGULU</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
4.8.3 LIBRARY CATALOGUING

4 or 57% of the schools surveyed fully catalogued their library books, one (14.3%) partly catalogued the library holdings and 2 or 28.6% did not at all catalogue their library stock. Kamg. Girls, Lug. Girls and Bun. Boys used card catalogue with Author/Title catalogue and subject catalogue cabinets for housing them. Ter and Luk. used a form of book catalogue which was also the accession register. Books are entered according to subjects following each other as they come. Each page is left for a subject title so that all new titles on a given subject are entered as they are received - denoting the author, title, publisher, date of publication and that in which it was received, the price and then it is given a number with the prefix being the letter beginning the subject and accession number for the book. The teacher librarians whose libraries used book catalogue told the researcher that they did not experience any problem since their library stock is small and hardly do the clientele consult the catalogue after all.
The method accordingly assists them in controlling losses and preparing inventory reports. Table 16 is a summary of the information regarding cataloguing of library stock in sample schools.

**TABLE 16:**

**TYPES OF CATALOGUING FOLLOWED**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ALL CATALOGUED</th>
<th>PART CATALOGUED</th>
<th>N/A CATALOGUED</th>
<th>CARD CATALOGUE</th>
<th>BOOK CATALOGUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEREMI</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>LUKHUNA</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LUGULU</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>N = 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4=57%</strong></td>
<td><strong>1=14.3%</strong></td>
<td><strong>2=28.6%</strong></td>
<td><strong>3=43%</strong></td>
<td><strong>2=28.6%</strong></td>
<td></td>
</tr>
</tbody>
</table>
On closer examination, the researcher noticed that Kamb. Boys which currently does not catalogue its stock had until 1975 been cataloguing it using an abridged edition of Dewey Decimal Classification Scheme. Apparently the researcher believes that the then teacher-librarian may have been a trained librarian and possibly an expatriate whose untrained predecessors have not sustained his/her practice.

4.8.4 INVENTORY ANI ANNUAL REPORTS

4 or 57% of the sample schools studied, carried out the inventory of school library collections regularly ranging from termly to annually and 3 or 43% did it at irregular intervals ranging from weekly, monthly and termly to annually. Similar number of schools or percentage - note that different schools compiled annual library reports to the school headteachers yet others did not. All (100%) the schools surveyed experienced loss of library books and journals ranging from 3 to 80 books annually as per 1985 records. Table 17 gives a summarised information concerning school library collection inventory, annual report
to the headteachers and annual report of library losses.

**TABLE 17:**

**INVENTORY COLLECTIONS AND REPORTS OF THE LIBRARY**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>INVENTORY</th>
<th>TIME FOR INVENTORY</th>
<th>ANNUAL REPORT</th>
<th>ANNUAL LOSSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REGULAR</td>
<td>IRREGULAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEREMI</td>
<td>1</td>
<td>0</td>
<td>EVERY TWO WEEKS</td>
<td>1</td>
</tr>
<tr>
<td>KAMUSINGA G.</td>
<td>1</td>
<td>0</td>
<td>TERMLY</td>
<td>1</td>
</tr>
<tr>
<td>LUKHUNA</td>
<td>0</td>
<td>1</td>
<td>ANNUALLY</td>
<td>1</td>
</tr>
<tr>
<td>BUNGOMA</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KAMUSINGA B.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NAITIRI</td>
<td>1</td>
<td>0</td>
<td>DAILY</td>
<td>0</td>
</tr>
<tr>
<td>LUGULU</td>
<td>1</td>
<td>0</td>
<td>ANNUALLY</td>
<td>1</td>
</tr>
<tr>
<td><strong>4=57%</strong></td>
<td><strong>3=43%</strong></td>
<td><strong>5 = 71%</strong></td>
<td><strong>4=57%</strong></td>
<td><strong>7=100%</strong></td>
</tr>
</tbody>
</table>

**4.8.5 LIBRARY SERVICES**

Among other purposes of establishing a school library is to provide services to both students and teachers so that they can maximise the use of the available facilities as much as possible
for the purpose of teaching and learning.

The researcher used two questionnaires - Teacher's Questionnaire Appendix D questions 26-35 and Teacher-librarian Questionnaire Appendix B Section VI-Library Services to find out how teachers and students do benefit from the services provided by the library.

The researcher was told in all schools surveyed which have library assistants that their libraries are opened as from 8.00 a.m. to 5.00 p.m. weekdays and 9.00 a.m. to lunch time during weekends and public holidays. The full-time library assistants work for 8 working hours for five days and other extra hours the library is opened, is in the hands of school library prefects under the supervision of the teacher-librarian. Those libraries that do not have full-time library assistants, the libraries' opening hours are regulated by the free time from the school time table of the teacher librarians and also during long breaks and prep-time when the library prefects can afford to provide the services to the users.
5 or 71% of the schools studied have official encouragement for students to use library facilities or services available. Some of the official encouragements are: giving students assignments which require library search of information, using the library all the free time on the timetable, and all library classes to be taught in the library.

All (100%) of the sample schools have at least a system of issuing and returning of library books as it is shown in Table 18. 2 or 28.6% of the schools studied have reserve collections and with suggested ways of using it like using it within the given period of 6 hours, overnight respectively. All (100%) of the schools surveyed have circulation policy regarding the use of different library collections as it is summarised in Table 19.
### TABLE 18:

**SYSTEM OF ISSUING AND RETURNING OF BOOKS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NCR</th>
<th>BC</th>
<th>BROWNE SYSTEM</th>
<th>TICKET BOOK</th>
<th>I.S</th>
<th>OTHER SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TER.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>KAMG.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LUK.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BUN.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>KAMB.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NAI.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LUG.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- N = 7
- TER.
- KAMG.
- LUK.
- BUN.
- KAMB.
- NAI.
- LUG.

**TABLE 19:**

**CIRCULATION POLICY REGARDING LIBRARY COLLECTIONS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>REFERENCE MATERIALS</th>
<th>FICTION &amp; NON FICTION</th>
<th>MAGAZINES &amp; N/PAPERS</th>
<th>SHORTLOAN MATERIALS</th>
<th>OTHER MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TER.</td>
<td>1 BK. 6 Hrs. 1BK. 12 Hrs. 2 Hrs.</td>
<td>2 weeks 2 weeks &quot;</td>
<td>3 hours Read in the Library only &quot;</td>
<td>0 Read in Library &quot;</td>
<td>0</td>
</tr>
<tr>
<td>KAMG.</td>
<td>ALLOWED 1 Day Not Allowed</td>
<td>4 days 2 weeks Not allowed</td>
<td>Not allowed 12 hours &quot;</td>
<td>0 Read in Library &quot;</td>
<td>0</td>
</tr>
<tr>
<td>LUK.</td>
<td>Read in Library</td>
<td>Read in Library</td>
<td>Read in Library</td>
<td>0 Read in Library</td>
<td>0</td>
</tr>
<tr>
<td>BUN.</td>
<td>Read in Library</td>
<td>Read in Library</td>
<td>Read in Library</td>
<td>0 Read in Library</td>
<td>0</td>
</tr>
<tr>
<td>KAMB.</td>
<td>Read in Library</td>
<td>Read in Library</td>
<td>Read in Library</td>
<td>0 Read in Library</td>
<td>0</td>
</tr>
<tr>
<td>NAI.</td>
<td>Not Allowed Read in Library</td>
<td>&quot;</td>
<td>&quot;</td>
<td>0 Read in Library &quot;</td>
<td>0</td>
</tr>
<tr>
<td>LUG.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>0 Read in Library &quot;</td>
<td>0</td>
</tr>
</tbody>
</table>
In Table 19, all or 100% of the schools surveyed have circulation policy regarding library collection varying from one another. 4 or 57% of the schools allow their reference materials to be borrowed outside the library by students and staff members, 5 or 71% do allow fiction and non-fiction books to be borrowed out for at least 4 or more days, 1 or 14.3% of the schools studied allows its magazines and newspapers to be borrowed out for at least a maximum period of 3 hours and finally 2 or 28.6% of the schools allow short loan materials to be borrowed outside the library for a maximum period of 12 hours only.

Another interesting area the researcher notices is the varying degrees of rating the library services by the clientele themselves. The variation is due to different services offered in schools studied. Table 20 is a summary of information gathered from the respondents in their questionnaires - students and teachers as regards library services. The grade is overall to each group.
### TABLE 20:

OVERALL RATING OF LIBRARY SERVICES

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>STUDENTS</th>
<th>TEACHERS</th>
<th>OVERALL</th>
<th>TOTAL</th>
<th>HIGHEST %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>15</td>
<td>44</td>
<td>54</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>COLLECTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBRARY</td>
<td>10</td>
<td>31</td>
<td>51</td>
<td>34</td>
<td>1</td>
</tr>
<tr>
<td>FACILITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBRARY</td>
<td>17</td>
<td>34</td>
<td>47</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>STAFF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The rating is also compatible with other factors conducive to the total use of the school library services (facilities, collections and staff). In Table 20, the overall rating in both grade and percentage is almost similar to all services, that is library collection, 72 respondents out of 181 (39.8%) rated is C, that is average, library facilities, 72 respondents out of 171 recorded highest or 42.1%
rated it as C and finally library staff, 66 respondents out of 166 recorded as highest or 39.8% rated it as C too, therefore library services offered to all surveyed schools are graded as "C", average overall.

LIBRARY USE

The purpose of establishing a school library is to have both students and teachers make definite use of the available resources. The researcher has used two questionnaires - "Students Questionnaire Appendix A" and Teachers' Questionnaire, Appendix D to find out how teachers and students use the library resources in their respective schools surveyed.

In section I of teachers' questionnaire, personal information was sought while section II dealt with information about the teacher's use of the school library.

Tables 21a and 21b show personal details about the teacher's experience, length of time the particular teacher has been in the current school and number of periods taught per week.
TABLE 21(a):

TEACHERS EXPERIENCE

\[ N = 63 \]

\[
\begin{array}{|c|c|c|}
\hline
\text{YEARS} & \text{FREQUENCY} & \text{PERCENTAGE} \\
\hline
\text{OVER 10} & 11 & 17.5 \\
\text{BETWEEN 5 - 10} & 15 & 23.8 \\
\text{BETWEEN 1 - 5} & 25 & 39.7 \\
\text{LESS THAN 1} & 12 & 19.0 \\
\hline
\text{TOTA}\text{L} & 63 & 100\% \\
\hline
\end{array}
\]

The majority of the teachers have been teaching for the last less than one year to 5 years, 58.7\% of the sample and 41.3\% have teaching experience of 5 to 29 years.

TABLE 21(b):

NUMBER OF PERIODS TAUGHT BY EACH TEACHER PER WEEK

\[
\begin{array}{|c|c|c|}
\hline
\text{PERIODS PER WEEK} & \text{FREQUENCY} & \text{PERCENTAGE} \\
\hline
10 - 14 & 8 & 12.7 \\
15 - 19 & 12 & 19.0 \\
20 - 24 & 25 & 39.7 \\
25 - 29 & 16 & 25.4 \\
30+ & 2 & 3.2 \\
\hline
\text{TOTA}\text{L} & 63 & 100\% \\
\hline
\end{array}
\]
From the above table, the majority of the teachers have a teaching load of 20 to over 30 periods per week or 68.3% of the sample and 8 or 12.7% teach 10-14 periods per week and 12 or 19% teach 15-19 periods per week. Comparatively, putting into account that in Kenya there is a general shortage of teachers in the secondary schools, then the teaching load presuggests that the schools visited were well staffed.

4.9.1 TEACHERS' USE OF SCHOOL LIBRARY

Table 22 shows how often the teachers use their current school library.

**TABLE 22:**

<table>
<thead>
<tr>
<th>TIME</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a day</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Once a week</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>Not at all</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
From the analysed Table 22, 35% of the teachers from the surveyed schools visited their school libraries once a week, and 28.3% of the sample did not at all visit their school libraries. When the researcher sought to know why they make little use of the library facilities they had among other reasons, that the libraries are poorly stocked, organised and managed and consequently they had lost interest in them. Others believed that the library stock was absolutely irrelevant to the present school curriculum and lacked proper reference books. They also complained of lack of time to visit their libraries of which the researcher does not approve (refer to Table 21(b) teaching load of the same teachers).

Table 23 shows an estimated time individual teachers spend in the library per week or month on average once they visit it.
In Table 23, 26.5% of the teachers of the sample schools who visit school libraries spend an hour in it doing various library activities. 28.6% is the category of those who spend two or more hours per week in the library. From the table, it can be seen that more than half the teachers spend at least an hour or more
hours a week in the library. 4 or 8.2% who visited the library and spend less than one hour, said that they did not need to spend much time in the library because the library was too crowded and therefore untidy with poor furniture especially chairs and reading tables with obsolete collections.

Table 24 illustrates library activities teachers engage in while in the library during their visits.

**TABLE 24:**

**LIBRARY ACTIVITIES TEACHERS ENGAGE IN**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEISURE</td>
<td>22</td>
<td>25.8</td>
</tr>
<tr>
<td>INSTRUCTIONAL PROGRAMS</td>
<td>28</td>
<td>32.9</td>
</tr>
<tr>
<td>PERSONAL RESEARCH</td>
<td>32</td>
<td>37.6</td>
</tr>
<tr>
<td>OTHER</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>100%</td>
</tr>
</tbody>
</table>
In the above Table 24, 37.6% of the teachers from the schools surveyed engaged themselves in personal research activities whenever they visited the school library, 32.9% engaged themselves in school instructional programs like lesson preparation, teaching library lessons etc., 25.8% engaged in the leisure activities like reading for pleasure, talking to library staff etc. and the least (3.5%) engaged in other activities which are not specified.

Reference materials form a very important part of the library. The table below shows the reference materials available to teachers and students in the seven libraries studied. Table 25 gives reference materials frequency and percentage indicate those who used them out of the sample.
### TABLE 25:

REFERENCE MATERIALS FREQUENCY AND PERCENTAGE OF THOSE WHO USE THEM.

<table>
<thead>
<tr>
<th>REFERENCE MATERIAL</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCYCLOPEDIA</td>
<td>26</td>
<td>21.1</td>
</tr>
<tr>
<td>DICTIONARIES</td>
<td>33</td>
<td>26.8</td>
</tr>
<tr>
<td>DIRECTORIES</td>
<td>8</td>
<td>6.5</td>
</tr>
<tr>
<td>YEARBOOKS, ALMANACS</td>
<td>8</td>
<td>6.5</td>
</tr>
<tr>
<td>BIOGRAPHIES</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>MAPS, ATLASES AND GLOBES</td>
<td>21</td>
<td>17.1</td>
</tr>
<tr>
<td>HANDBOOKS AND MANUALS</td>
<td>20</td>
<td>16.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>123</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Teachers used these references to prepare lesson notes, for personal research activities or equip themselves with answers to students' questions if in case they did not have ready answers in class. From the table analysed above, dictionaries are abundantly used with 26.8% with Biographies least used only 5.7% of the teachers from the sample schools studied.
The researcher asked the teachers of the sample schools if they use the professional section of the library, 22 or 40% answered in the affirmative, 33 or 60% in the negative. When the researcher asked those who did not use the professional section they said that their school libraries did not have professional sections, others said their professional sections in their libraries did not have materials relevant or related to their subject areas, and others said their professional sections were bare.

Table 26 shows how often the professional section of the library is used.

<table>
<thead>
<tr>
<th>WHEN USED</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAILY</td>
<td>3</td>
<td>6.5%</td>
</tr>
<tr>
<td>WEEKLY</td>
<td>19</td>
<td>41.3%</td>
</tr>
<tr>
<td>HOURLY</td>
<td>1</td>
<td>2.2%</td>
</tr>
<tr>
<td>NOT AT ALL</td>
<td>23</td>
<td>50.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the table it can be observed that at least 50% of the teachers made use of the professional section of the library ranging from 3 or 6.5% daily, 19 or 41.3% weekly and 1 or 2.2% hourly and half the total number of the respondents did not at all make use of it, a very discouraging fraction.

When the researcher asked the teachers how adequately the present library collection meets the needs of the school, 3 or 5.4% said they meet over half of the needs, 18 or 32.7% said they meet half of the needs, 29 or 52.7% said they meet less than half the needs and 5 or 9.1% said that the present library collections do not meet the needs of the school at all. It is encouraging to note that over 80% of the respondents affirmed that at least the present library collections meet the needs of the schools studied ranging from less than half to over half.

Table 27 shows the availability of library collections to teachers whenever they wanted to use them.
Except older fiction books and magazines/Newspapers whose availability in studied school libraries have 5.4% and 56.4% respectively, the rest of other collections are below 50% available to teachers. The majority of the collections are either haphazardly or never at all are they available to the teachers.
Asked if they gave students work that they could only do using the library to complete, 26 or 42.6% answered in the affirmative and 35 or 57.4% answered in the negative. Asked further the reasons why the 35 or 57.4% did not give assignments to students that they can only use the library to complete, they gave several reasons—12 or 32.4% complained that the present school libraries lacked relevant stock, 13 or 35.1% complained of lack of library study time in their respective libraries and 12 or 34.4% complained of several trivial reasons like being noisy, crowded, poor stocking, irrelevant materials stocked etc.

4.9.2 STUDENTS USE OF THE LIBRARY

In order to investigate students use of the library, the researcher designed a questionnaire which had fifteen questions dealing with the way they use the library. The inquiry form is found in Appendix A.

The following tables and subsequent discussions summarise the findings.
TABLE 28a:

NUMBER OF TIMES STUDENTS USED THE LIBRARY

<table>
<thead>
<tr>
<th>TIMES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONCE A MONTH</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>ONCE IN TWO WEEKS</td>
<td>6</td>
<td>4.2</td>
</tr>
<tr>
<td>MORE THAN ONCE IN A WEEK</td>
<td>129</td>
<td>90.2</td>
</tr>
<tr>
<td>NONE AT ALL</td>
<td>7</td>
<td>4.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>143</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE 28b:

ACTIVITIES STUDENTS ENGAGE IN THE LIBRARY

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDY USING PERSONAL BOOKS</td>
<td>22</td>
<td>13.5</td>
</tr>
<tr>
<td>CONSULTATION WITH LIBRARIAN</td>
<td>92</td>
<td>56.4</td>
</tr>
<tr>
<td>READ MAGAZINES AND NEWSPAPERS</td>
<td>40</td>
<td>24.5</td>
</tr>
<tr>
<td>BORROW AND READ VARIOUS BOOKS</td>
<td>9</td>
<td>5.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>163</td>
<td>100%</td>
</tr>
</tbody>
</table>
### TABLE 28c:

**TIME STUDENTS VISIT THE SCHOOL LIBRARY FOR STUDY**

<table>
<thead>
<tr>
<th>TIME</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFORE 8.00 A.M.</td>
<td>9</td>
<td>6.2</td>
</tr>
<tr>
<td>LUNCH HOUR</td>
<td>12</td>
<td>8.3</td>
</tr>
<tr>
<td>GAMES HOURS</td>
<td>35</td>
<td>24.1</td>
</tr>
<tr>
<td>PREP-TIME (EVENING)</td>
<td>89</td>
<td>61.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>145</td>
<td>100%</td>
</tr>
</tbody>
</table>

### TABLE 28d:

**LENGTH OF TIME STUDENTS SPEND IN THE LIBRARY STUDYING**

<table>
<thead>
<tr>
<th>DURATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 HOURS</td>
<td>51</td>
<td>37.8</td>
</tr>
<tr>
<td>1 HOUR</td>
<td>64</td>
<td>47.4</td>
</tr>
<tr>
<td>½ AN HOUR</td>
<td>13</td>
<td>9.6</td>
</tr>
<tr>
<td>LESS ½ AN HOUR</td>
<td>7</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>135</td>
<td>100%</td>
</tr>
</tbody>
</table>
TABLE 28e:

IMPORTANCE OF STUDENTS' VISITS TO THE SCHOOL LIBRARY

<table>
<thead>
<tr>
<th>USEFULNESS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIMPORTANT</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>DOUBTFUL</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>IMPORTANT</td>
<td>61</td>
<td>41.5</td>
</tr>
<tr>
<td>EXTREMELY IMPORTANT</td>
<td>79</td>
<td>53.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>147</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

TABLE 28f:

REASONS FOR USING LIBRARY FACILITIES

<table>
<thead>
<tr>
<th>REASONS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEISURE ACTIVITIES</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>SCHOOL PROGRAMS</td>
<td>28</td>
<td>19.0</td>
</tr>
<tr>
<td>PERSONAL RESEARCH</td>
<td>113</td>
<td>76.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>147</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
8.00 a.m. in the morning. As already observed those who use it during lunch and games time are students who are day scholars and those who use it during prep time and before 8.00 a.m., that is before official school instructional programmes start are mainly boarders from boarding schools.

The majority of the students, 64 or 47.4% and 51 or 37.8% that is a total of 115 or 85.2% spend at least one or more hours respectively in the library studying and 20 or 14.8% spend less than one hour in the library studying.

79 or 53.7% of the sample find their visits to their school libraries extremely important, 61 or 41.5% find them important and 7 or 4.8% find them either doubtful or unimportant.

113 or 76.9% of respondents strongly argue that they use the library facilities for personal research in an attempt to either complete their given class assignments, make notes or revise for both public and school examinations and so forth, 28 or 19% visit the school libraries basically to attend library classes and language skills improvement practices and 6 or 4.1% say that their visits are purely for enjoyment namely reading magazines, newspapers and dailies.
Students in all schools studied made use of the library, 129 or 90.2% of the sample used the library more than once a day, another 6 or 4.2% used their library once in two weeks, 1 or 0.7% once a month and 7 or 4.9% never used it at all.

On the activities students engage in their respective school libraries visited, 92 or 56.4% consult their librarians for assistance in finding materials or information for use, 40 or 24.5% read magazines and newspapers, 22 or 13.5% study using their personal books and only 9 or 5.5% borrow and read various books available in the library. The reasons why very few of them borrow books is that most libraries do not allow them to borrow books outside the libraries and also many of them are poorly stocked to attract borrowing.

89 or 61.4% of the sample visit the library for study in the evenings, 35 or 24.1% use it during games time, 12 or 8.3% use it during lunch time and only 9 or 6.2% use it before
FINDINGS AND RECOMMENDATIONS

5.0.0 SUMMARY

The general purpose of this research project was to investigate the present status of selected secondary school libraries in Bungoma District as reflected by the organisation, management and use of their facilities - human, material and financial.

The researcher hoped through the study to reveal the existing state-of-art secondary school libraries in the terms analysed above providing thereby information which would be of value to educators.

The sample of 7 schools was selected for study. Out of these schools, 143 students, 63 classroom teachers, 7 headteachers and 7 teacher-librarians responded to the questionnaire pertinent to each of them. During the study, the researcher also used in addition to the questionnaires, observations and interviews to gather the required data.
The study also reviewed literature on librarianship in Kenya and elsewhere related to library facilities in schools, personnel, organisation, management and use, basing it on scholarly researches and texts.

In Chapter IV, data collected was analysed and I present the findings here below.

5.1.0 FINDINGS

5.1.1 PHYSICAL FACILITIES

From the analysis of the report in the preceding Chapter, it was observed that all (100%) selected secondary schools in Bungoma District had a building or room set aside as a school library with books and other library materials serving the whole school population (Table 6). Out of seven schools surveyed, five schools (71.4%) had purpose built and centralized libraries. The remaining two schools (28.6%) had utilized "converted rooms" which were formerly staffroom and classrooms respectively. 87.7% of the sample schools had a seating capacity of at least 10% of the total school population at any one time.
In the same study, it was found that all schools studied had bookshelves and 51.1% of them had library catalogue while the rest labeled the shelves to guide users around the library. All of the schools in the study had charging and discharging tables, and magazines, racks in their libraries.

5.1.2 LIBRARY PERSONNEL

All the schools sampled had 100% teacher-librarians in charge of each of the school libraries. 85.7% of the teacher-librarians had no training in librarianship except one (14.3%) who had undergone some training at his previous Teachers College. 42.9% had undertaken inservice courses in librarianship lasting for two to four weeks respectively. Four schools (57.1%) had full time library assistants who had no training at all in librarianship. All schools utilized the services of the library prefects who assisted either or both the teacher librarians or library assistants during free time - during long breaks, weekends and public holidays.
and 57.1% of the cases receive their library stock from Harambee Fund Raisings. Without exception all schools studied suffer from chronic shortage of library books as a result of meagre funds they get from their sources which most oftenly are inadequate, unreliable, censored and indefinite.

5.1.3 FINANCE

It was found that schools do not have a regular source of funds for the purpose of establishing, developing and running the school libraries. The library budget varied from one school to another. One school (14.3%) had budgeted for over 10,000/-, 28.6% budgeted between shillings 5,000/- to 10,000/- and 28.6% again had budgeted for less than Kshs. 1,000/- for last financial year 1985/86. Schools' headteachers had different plans concerning development of their respective libraries and at the same time had their own priorities which adversely affected school libraries.

5.1.4 ORGANISATION

In all the schools studied the researcher found that selection of library resources was done in
LIBRARY COLLECTIONS

All schools surveyed had library stock varying in numbers, lowest being 600 volumes and highest with over 9,000 volumes. 57.1% bought new books last financial year 1985/86 and 42.9% bought this year 1986/87.

As for non-book media, it was found that all schools had maps, 42.9% had globes, 14.3% had charts and all of them did not have slides, films or transparencies.

From the study, all schools had reference books for both students and teachers. 14.3% of the sample schools had a wider spectrum of various titles of reference books but others occasional types, shallowly stocked and imbalanced.

All schools subscribed to magazines and newspapers scantly in terms of the number and titles.

Sources of library collections were noted to be many and varied. 85.7% of the sample schools buy their books from bookshops, 28.6% receive their library books from gifts and donations.
many different ways, for instance books to be bought were selected from a given recommended list from the Ministry of Education, Science and Technology. Since the list was not exhaustive, other unsystematic methods of buying books were used... from bookshops with hard cash, teachers suggesting books to be bought and heads of various subjects compiling lists of recommended books for students to buy.

As for library classification, 57.1% of the schools classified their books according to broad subject areas treated and 42.9% used Dewey Decimal classification scheme. Only one (14.3%) of the teacher-librarians knew the proper applications of Dewey Decimal classification scheme and the rest of the teacher librarians did not although they wished to be inserviced.

57.1% of the schools surveyed fully catalogued their library books, 14.3% partly catalogued the library holdings and 28.6% did not catalogue their stock.
57.1% of the sample schools studied carried out the inventories of their library collections regularly and 42.9% did it haphazardly. All the school libraries studied from the analysis lost books ranging from 3 to 80 volumes annually.

5.1.6 LIBRARY BOOKS USED BY TEACHERS FOR TEACHING
From the sample schools studied, a total of 562 volumes were used by the teachers to teach various subjects on the curriculum. It was found that most of the subjects suffered a great deal due to lack of library books to support their teaching. Subjects like Drawing and Design and General Paper had no single book for use in the library. Others which suffered are physical education with 0.5%, social ethics with 0.7% and Home Science with 1.1% of the total volumes listed.

On sufficiency, it was found that 72.6% of the teachers who used them found them sufficient in terms of content quality and 73% found them sufficient in terms of comprehensiveness.
5.1.7. **LIBRARY SERVICES AND USE**

The researcher found that from all the seven selected schools, libraries were opened between 8.00 a.m. to 5.00 p.m. and 9.00 a.m. to 1.00 during the weekends. Those schools without library assistants, opening hours were regulated by the amount of free time the teacher-librarian had from school timetable. (71.1%) schools studied had official encouragement for students to use the library and all the schools had at least a system of issuing and returning library books, and a circulation policy.

In all schools studied, teachers had on average a light load of teaching periods. 68.3% of the sample of teachers taught between 20-24 periods per week. 35% visited their school libraries once a week and 28.3% did not at all. 40% of the sample of the teachers affirmed that they use professional section of the library. 80% of the teachers studied affirmed that at least the present library collections meet the needs of the schools studied. 42.6% of the teachers gave work to students that required using library services and books.
90.2% of the sample of students used the library regularly. 56.4% of the students who were studied engaged themselves in consultations with the library assistants and finding materials for gathering information. 61.4% used the library during preptime. 85.2% of the cases studied spend one or more hours in the library. 57.7% of the sample find their visits to their respective school libraries extremely important, 41.5% find them important and 4.8% find them unimportant. 76.9% of the respondents strongly argue that they use library facilities for personal researches, completion of their class assignments, making notes and revising for public examinations.

5.2.0 CONCLUSIONS

From the analysis of the report in the preceding chapter it became apparent that the majority of the secondary schools have either a building or a room set a side for a school library. 71.4% of the schools studied had purpose built libraries and 28.6% had converted staffroom and classrooms into school libraries respectively. The findings are in confirmation with Kinyanjui 1 assertion that

all schools have room that could be called a library. In his project report Mwiti exonerates the importance of purpose-built libraries:

Purpose built libraries are very essential for schools so that children can grow with books and develop the important habit of reading not only for recreation but also for serious study.2

In this study it was found that purpose built libraries were initiated and established by respective school heads, parents and staff through self-help effort and consequently the researcher concludes that schools without purpose built libraries should employ similar approach before and until that time the government will take over the entire responsibility of establishing libraries in all secondary schools throughout the country.

After analysing both teachers' and students' questionnaires, I came to conclusion that teachers do not use libraries extensively and effectively as students nor do they encourage the students to use them at all. If school libraries are to grow and serve the purpose for their establishment,

some basic knowledge of librarianship is necessary for the serving teachers through a variety of means namely seminars, circulars, public lectures and inservice courses.

It was also found that the majority of the stock is student based hence low use by teaching staff. Something worthwhile has to be done to improve the current library stock particularly at selection stage because the more informed a teacher is, the more likely he is to help the students to use the library facilities.

The situation of personnel is pathetic in school libraries. 14.3% of the schools studied had a teacher-librarian who had some library course and 85.7% of the same sample had none. Such situation seriously inhibits the school headteachers, parents, staff and others' effort to improve the school libraries. 100% of the schools studied had no full time trained librarian except 71.4% who had employed part time library assistants with no training at all in librarianship. Worst still, there is no guidelines on how to run these libraries in form of circulars or seminars from any knowledgeable source at all. Libraries are run the way
the teacher-librarians and school headteachers feel like which has led to diverse forms of libraries.

The funds to establish, equip and maintain those libraries were insufficient and unreliable.

5.3.0 RECOMMENDATIONS

On the basis of the data collected, analysed and the findings, the researcher recommends that:

5.3.1 Serving teachers and teacher-librarians in the field should urgently be exposed to basic knowledge of school librarianship through a variety of means namely inservice courses organised and administered by the Ministry of Education, Science and Technology-Inspectorate, be given up to date circulars, public lectures by both local and overseas specialists, and be served with school library manuals to guide them on how to utilise and run their respective school libraries.

5.3.2 It should become a government's policy that all secondary school libraries employ full time library assistants with some basic skills in librarianship. The library assistants be employees of the Board of Governors of the school concerned.
5.3.5 A library-purpose building should be constructed in every school with a seating capacity of at least 10% of the school total population.

5.3.3 The library should have its own budget with money levied through Parents/Teacher Associations like building fund or activity fund. Whenever money is available reference books and other nonfiction books should be bought to support teachers in their teaching and maintaining the Library facilities.

5.3.4 Teachers should encourage students to use the library by giving them work that they can only complete by using the library, and by so doing, the students will develop permanent reading habits.

5.3.5 While buying library stock for libraries, teachers' interests should be taken into account seriously as they are integral part of the school and also a consideration of buying a variety of non-book media be looked into.
5.4.0 SUGGESTIONS FOR FURTHER RESEARCH

5.4.1 There is a genuine need for a similar research to be conducted in many other areas of Kenya for the purpose of generalization.

5.4.2 A study is required to determine the extent the needs and interests of the school community are being met under the existing conditions. Except to a small degree, this research did not attempt such evaluation scholarly.

5.4.3 There is necessity to investigate into the whole problem of standards - personnel, finances, organization and physical facilities.

5.4.4 A research is necessary to establish whether the availability and use of library facilities contribute to the performance in public examinations.

5.4.5 A research should also be carried out to determine the attitudes of school administration, teachers and students towards school libraries.
B I B L I O G R A P H Y


APPENDIX A

STUDENTS' QUESTIONNAIRE

Please tick (√) against what you consider to be the most accurate answer in your view.

1. Write the name of your school __________________________

2. Your Form __________________________

3. How often do you visit your school library?
   (a) Once a month __________________________
   (b) Once in two weeks __________________________
   (c) More than once a week __________________________
   (d) None at all __________________________

4. Indicate one of the following activities which you engage yourself during your visit to the library.
   (a) Studies in the library using my own books __________________________
   (b) Consult the librarian for assistance in finding materials or information for use __________________________
   (c) Read magazines or newspapers __________________________
   (d) Borrow and read various books for pleasure __________________________

5. Indicate how many of each of the following materials you are allowed to borrow for use outside the library.
   (a) Fiction book __________________________
   (b) Nonfiction books __________________________
6. Estimate the nearest hour and duration of your visits to the library.

(i) (a) Before 8.00 a.m. 
(b) Lunch time 
(c) Games time 
(d) Prep time 

(ii) (a) For two hours 
(b) For one hour 
(c) For half an hour 
(d) Less than half an hour 

7. In your own opinion how would you rate (grade) the following collections found in your school library that you use. (Rate materials you do use only)

(i) New fiction books 
(ii) Old fiction books 
(iii) New nonfiction books 
(iv) Old non-fiction books 
(v) Magazines and newspapers 
(vi) Reference books 
(vii) Radios, record players and cassettes etc.

Use the following four point scales provided to rate the materials above.
(a) extremely good
(b) good
(c) poor
(d) very poor

8. In your personal judgement how easily available are the items you want to study in each of the following collections that you use in your school library?

(i) New fiction books
(ii) Old fiction books
(iii) New non-fiction books
(iv) Magazines and newspapers
(v) Old non-fiction books
(vi) Radios, record players and cassettes etc.

Use the following four point scales provided to rate the materials above.

(a) almost always
(b) through difficulty
(c) irregularly
(d) never

9. Indicate your personal degree of agreement or disagreement with each of the following of your school library. Use the four point scales provided preceding the statements.
(i) is noisy

(ii) is clean and neat

(iii) it doesn't have enough places to sit

(iv) has an easy arrangement to use

(v) is a pleasant place to visit

(iv) is too crowded

Use the following four point scales to indicate your degree of agreement or disagreement.

(a) I strongly disagree

(b) I disagree

(c) I agree

(d) I strongly agree

10. Indicate as you have done above your degree of convenience or inconvenience with each of the following hours of using your school library.

(i) Before 8.00 a.m.

(ii) Between learning sessions

(iii) During prep time

(iv) During school break hours

Use the following four point scales provided to indicate your degree of assessment.
11. Indicate your degree of agreement or disagreement with each of the following statements about your school librarian.

(i) is friendly
(ii) tries to be helpful
(iii) is too busy to assist properly
(iv) appears to be competent

Use the following four point scales provided to indicate your degree of judgement:

(a) I strongly disagree
(b) I disagree
(c) I agree
(d) I strongly agree

12. If you were to give the library an overall grade for its services it offers to you, what grade would you give it? Indicate your grade parallel to each of the following services in the provided blank space
(a) library collection
(b) library facilities
(c) library staff

Use the following grades to indicate your overall grade per every service.

(i) A - (for the best)
(ii) B - (for good)
(iii) C - (for average)
(iv) D - (for below average)

13 How important to you are your visit to the school library?

(a) unimportant
(b) I do not know
(c) Important
(d) extremely important

14 Select one of the following styles of library materials and services that better describe the way you use your school library:

(a) use materials and services inside the library
(b) use materials and services inside the library at home or in my private study room
15 Why do you use library facilities?

(a) Primarily for leisure activities

(b) primarily for school programs

(c) primarily for personal research

16 How much of the items/materials that you want from the library collections in your school library do you get?

(i) more than half

(ii) half

(iii) below half

(iv) other (specify)

17 Mention two important occasions that your school library was particularly useful to you

(1) 

(2) 

THANK YOU VERY MUCH
THE TEACHER - LIBRARIAN'S QUESTIONNAIRE

SECTION I: GENERAL INFORMATION ABOUT THE LIBRARY

1. Your name ____________________________________________

2. Position _______ Sex _______ Age _______________________

3. Name of the school ____________________________________

4. (a) Number of streams:
    Form I __________ Form II __________
    Form III __________ Form IV __________
    Form V __________ Form VI __________

(b) Total enrolment (as of June 1986) __________

Please tick (✓) against what you consider to be the most accurate answer in your view as required.

SECTION II PHYSICAL FACILITIES:

5. In addition to the school library the school has
   (a) Study hall __________________________
   (b) Reading room ______________________
   (c) Both study hall and reading room ________________
   (d) None of the above ____________________

6. What is the sitting capacity of your library at any one time? __________________________
7. What among these do you have as a centralized library?
   (a) A reading room _________________________
   (b) Conference room _________________________
   (c) Library room _____________________________
   (d) Exhibition and demonstration areas
       _________________________________

8. Tick what you have among the following:
   (a) Card catalogue _________________________
   (b) Charging desk __________________________
   (c) Bulletin board or noticeboard
       _______________________________
   (d) Shelves _________________________________
   (e) Magazine rock ___________________________
   (f) Book shelves _____________________________
   (g) Chairs / forms ___________________________
   (h) Reading table ____________________________
   (i) Other furniture (specify)
       _______________________________

SECTION III PERSONNEL

9. Please give current number of personnel in the library per week for each person in the table provided.
<table>
<thead>
<tr>
<th>LIBRARY STAFF</th>
<th>NUMBER</th>
<th>HOURS IN THE LIBRARY FOR EACH PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full time Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Part time Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Library Prefects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Is there a full time Librarian?
   Yes ____ No ____

11. If there is what is his/her qualifications in Librarianship?
    ______________________________

12. Where did your full time librarian train?
    ______________________________

13. Are you a trained librarian? Yes____ No____

14. Where were you trained?
    ______________________________

15. What are your qualifications?
    (a) Academic __________________
    (b) Professional _______________
16. For how long have you worked in the Library? 

_________________________ Years.

17. If you have attended any course on library services for how long was it? ____________ Years/months.

18. Where did you attend the course or courses?

1. ____________________________________
2. ____________________________________
3. ____________________________________

19. What subjects do you teach in addition to your library responsibilities?

1. ____________________________________
2. ____________________________________
3. ____________________________________

20. What are your rewards as a teacher librarian?

(a) Have less teaching periods ____________
(b) Job satisfaction ____________________
(c) Additional salary ____________________
(d) No reward __________________________
(e) Other (specify) ______________________

SECTION IV: LIBRARY ORGANIZATION

21. Is an inventory of the school library collection taken at regular intervals?

Yes_________________________ No ____________________
22. When is it taken? ____________________________

23. What is the average annual loss? ________

24. Is there any annual report made to the school head about the library? Yes _____ No ______

25. Is the book collection classified? Yes _____ No ______________________

26. If yes, what type of classification scheme do you use?

(a) Dewey Decimal classification scheme ______________________

(b) Library of congress classification scheme ______________________

(c) Simplified Decimal classification ______________________

(d) Other (specify) ______________________

27. Are the books in the school library catalogued?

(a) All catalogued ______________________

(b) Part catalogued ______________________

(c) None catalogued ______________________

28. Do you have any scheduled library classes for students? Yes ______ No ______________________

29. How long are ______________________
30. For how long is the school library open for services? Indicate the number of hours per day and number of days per week the library is open in the chart below.

<table>
<thead>
<tr>
<th>WEEK IN THE PERIOD</th>
<th>NUMBER OF HOURS PER DAY</th>
<th>NUMBER 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 &amp; before end of Prep time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) On Saturdays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) On Sundays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) During school holidays</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION V: LIBRARY COLLECTIONS

31. What is the total number of books in the library?
32. How many books have been bought for the library in recent years? 1985 ____________________________ 1986 ____________________________
(a) None ____________________________
(b) 1 to 50 books ____________________________
(c) 50 to 100 books ____________________________
(d) More than 100 books ____________________________

33. Who does the selection of these books?
(a) the school librarian ____________________________
(b) the head teacher ____________________________
(c) the teaching staff ____________________________
(d) other (specify) ____________________________

34. Where do you get these books from?
(a) Booksellers ____________________________
(b) Book donors ____________________________
(c) Gifts ____________________________
(d) Harambee basis ____________________________
(e) Other (specify) ____________________________

35. What selection tools do you use in selecting your library books?
(a) Publishers catalogues ____________________________
(b) Bibliographies ____________________________
(c) Books in print ____________________________
(d) Other (specify) ____________________________
35. What kind of reference materials do you have in your reference section?
   1. Dictionaries
   2. Encyclopedias
   3. Directories
   4. Atlases, Maps and Globes
   5. Handbooks and Manuals
   6. Yearbooks and Almanacs
   7. Biographies

37. Indicate total number of general magazines' titles subscribed to by the school library.

38. How many newspaper titles are subscribed by the school library?

39. Does the library provide professional books to improve teachers knowledge? Yes

40. If yes where are they kept?

41. How many books are there in the library in the teachers collections?

42. Please indicate the audio-visual materials available in the school or library and how many times each of them is borrowed for use per week?
<table>
<thead>
<tr>
<th>AUDIO-VISUAL MATERIAL</th>
<th>NUMBER IN THE LIBRARY</th>
<th>NUMBER 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>
</tr>
<tr>
<td>(f) Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43. For the year 1985 / 86 how much money was budgeted for the library?

44. What is the average budget per pupil expenditure for library books in 1985 / 86?

(a) Less than shs. 20/=  
(b) Shs. 20/= to shs. 50/=  
(c) More than shs. 50/=  
(d) other (specify)
SECTION VI LIBRARY SERVICES

45. Do you have a system for issuing and returning of books?
   (a) NCR (non carbon required) forms system
   (b) B/C (book issue card) system
   (c) The Browne system
   (d) Ticket book or cheque book charging system
   (e) Islington system
   (f) Other (specify)

46. What official encouragement is there to use the library services?

47. Are there statistics taken to provide a basis for understanding, planning and carrying out circulation of materials in terms of users demands and characteristics?

48. Is there a reserve collection? If so how does it operate?
49. What is your circulation policy regarding the following collections?
   (a) Reference materials
   (b) Fiction and non fiction books
   (c) Magazines and newspapers
   (d) Shortloan materials
   (e) Other (specify)

50. What is the role of library prefects, if you have any?
1. 
2. 
3. 
4. 

51. List briefly the major problems your school library faces.
1. 
2. 
3. 
4. 
5. 

52. How much time do students spend in the library doing the following activities?
(a) Completing their assignments
(b) Reading for pleasure
(c) Browsing through the books
(d) Other (specify)
Do you like the present status of the library?
Yes _______________ No _______________

Do you welcome suggestions on how to improve the organization, services and management of the library? Yes __________ No ______________

How do you go about welcoming suggestions?
1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________

How much time do teachers spend in the library carrying out the following activities?
(a) personal research _______________
(b) reading for relaxation _______________
(c) preparing their lesson notes ___________
(d) other (specify) _______________

What are some suggestions would you like to see in operation in the library?
1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________
5. ___________________________________________________________________

THANK YOU VERY MUCH
THE HEADTEACHER'S QUESTIONNAIRE

SECTION 1: GENERAL INFORMATION ABOUT THE SCHOOL

1. Person completing the questionnaire ____________________

   , Position ____________________ Sex ____________________ Age ____________

2. Name of school ____________________

   Management: ____________________

   (a) Number of streams:

   Form I ____________ Form II ____________
   Form III ____________ Form IV ____________
   Form V ____________ Form VI ____________

   (b) Total enrolment as of June 1986 ____________________


   (a) All boarding ____________________
   (b) Boarding and Day ____________________

4. Type of library in the school Tick (✓)

   (a) Centralized library ____________________
   (b) Class libraries ____________________
   (c) Centralized library and class libraries ____________________

5. Where is your library located?

   (a) in the centre of the school ____________________
   (b) away from the tuition block ____________________
   (c) in the administrative block ____________________
   (d) other (specify) ____________________
SECTION 11: LIBRARY FACILITIES

6. Where do your pupils and staff read?

(a) in study hall
(b) in the library
(c) no definite place
(d) other (specify)

7. If the school total enrolment is over 400 students, does your school library have a seating capacity of at least 10% of that population? Yes _________ No __________

8. What is the seating capacity of your main library?

(a) 10 to 40 students
(b) 40 to 70 students
(c) 70 to 100 students
(d) over 100 students

9. What among these do you have as your main library? Tick (✓) what you have.

(a) A reading room
(b) A conference room
(c) Library room
(d) Exhibit and demonstration areas

10. Tick (✓) what you have among the following:
(a) Card catalogue
(b) Charging desk
(c) Bulletin board on notice board
(d) Shelves
(e) Magazine rack

SECTION III

11. For the year 1986/87, how much money is budgeted for the library?
   (a) Less than Shs.1000/= 
   (b) Shs. 1000/= to 5000/= 
   (c) Shs.5000/= to shs.10000/= 
   (d) More than shs.10000/= 

12. Write in order of priority what you feel you urgently require in your library.
   (a) 
   (b) 
   (c) 
   (d) 

THANK YOU VERY MUCH
APPENDIX D

THE TEACHERS QUESTIONNAIRE

Please answer all the questions.

SECTION I: GENERAL INFORMATION

1. Your Name

2. Name of your school

3. Years of experience

4. How long have you taught in this school?

5. What subjects do you teach in the school

(a) Subjects

<table>
<thead>
<tr>
<th>Number of periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

Total No. of periods

SECTION II: LIBRARY USE

6. What books do you use for teaching each subject?

List down all of the titles below as per subject that you teach?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>11.</td>
</tr>
<tr>
<td>2.</td>
<td>12.</td>
</tr>
<tr>
<td>3.</td>
<td>13.</td>
</tr>
<tr>
<td>5.</td>
<td>15.</td>
</tr>
</tbody>
</table>
6. ______________  16, ______________
7. ______________  17. ______________
8. ______________  18. ______________
9. ______________  19. ______________
10. ______________  20. ______________

7. Are these books sufficient in terms of:
   (a) Content quality? Yes ________ No ________
   (b) Comprehensiveness? Yes ________ No ________

8. Do you read other books not related to your teaching?
   Yes ________ No ________

9. Where do you get those books from?
   (a) Bookshops ______________ 
   (b) School library ______________ 
   (c) Public library ______________ 
   (d) Personal library ______________ 
   (e) Other (specify) ______________ 

10. How often do you make use of the school library?
    (a) Once a day ______________ 
    (b) Once a week ______________ 
    (c) Less than once a month ______________ 
    (d) Not at all ______________ 

11. What library activities do you engage yourself in during your visits to the library?
    1. ______________ 
    2. ______________ 
    3. ______________ 

12. Can you estimate how much you spend in the library per week or month on average?  
(a) An hour per week  
(b) Two, or more hours per week  
(c) All free periods (convert them to hours per week)  
(d) Less than one hour per week  
(e) Other (specify)  

13. Name the titles of newspapers and magazines you read in the library:  
Newspapers  
1.  
2.  
3.  
4.  
Magazines  
1.  
2.  
3.  
4.  

14. What reference materials do you use in the library?  
(a) Encyclopedias  
(b) Dictionaries  
(c) Directories,  
(d) Yearbooks, Almanacs  
(e) Biographies  
(f) Maps, Atlases and Globes  
(g) Handbooks and Manuals  

15. Do you use the professional sections of the library if there is any? Yes  
No
16. How often do you use it?
   (a) Daily ________________________________
   (b) Weekly ______________________________
   (c) Hourly _______________________________
   (d) Not at all ____________________________

17. For what purposes do you use the library?
   (a) for leisure activities __________________
   (b) for school instructional programs ______
   (c) for personal research __________________
   (d) other (specify) ________________________

18. Do you give students assignments that they can only use the library to complete? Yes ______
    No ____________________________________

19. If yes, how much in your opinion does it satisfy this role?
   (a) fully ________________________________
   (b) half _________________________________
   (c) less than half _________________________
   (d) other (specify) _______________________

20. If no, for what reasons then don't you want them to use the library?
   (a) lack of better services _________________
   (b) lack of library study time ______________
   (c) other (specify) _______________________
21. Do you have a library period on the school time table? Yes _________ No. _________

22. If yes, how do you use it?
   (a) teaching simple library skills _________
   (b) students to complete the assignments _________
   (c) private study _________
   (d) other (specify) _________

23. Some recent research studies have found that secondary school library collections are under used. Do you agree with this statement? Yes _________ No _________

24. If yes, give reasons for the cause.
   (a) lack of encouragement on the part of the teaching staff _________
   (b) irrelevance of the contents to the school curriculum _________
   (c) lack of clear library objectives _________
   (d) other (specify) _________

25. Give a three brief suggestions you would like to see happen in order to improve the current status of your school library.
   1. _________
   2. _________
   3. _________
   4. _________
26. About how many books does your library have?

(a) less than 1,000 titles
(b) between 1,000 to 5,000 titles
(c) between 5,000 to 10,000 titles
(d) over 10,000 titles

27. How adequately do they meet the needs of the school?

(a) over half
(b) half
(c) less than half
(d) not at all

28. Indicate your personal degree of agreement or disagreement with each of the following statements describing the physical facilities of your school library:

(i) is noisy
(ii) is clean and neat
(iii) it doesn't have enough places to sit
(iv) has an easy to use arrangement
(v) is a pleasant place to visit
(vi) is too crowded
Use the four-point scales provided below to indicate your degree of agreement or disagreement.

(a) I strongly disagree
(b) I disagree
(c) I agree
(d) I strongly agree

29 Indicate your degree of agreement or disagreement with each of the following statements about your school librarian:

(a) is friendly ____________________________
(b) tries to be helpful ____________________
(c) is too busy to assist properly __________
(d) appears to be competent ________________

30 Use the following four-point scales to indicate your degree of judgement.

(a) I strongly agree
(b) I agree
(c) I disagree
(d) I strongly disagree

31 If you were to give the library an overall grade for its services it offers to you, what grade would you give it. Indicate your grade parallel
to each of the following services:
(a) library collections
(b) library facilities
(c) library staff

Use the following grades to indicate your grade per every service.
(a) A (means best)
(b) B (means good)
(c) C (average)
(d) D (Below average)

Taking all the services into consideration, (eg. collections, facilities, staff etc.) how satisfied are you with your school library?

Use the following grades to indicate grades to indicate your satisfaction?
(a) extremely satisfied
(b) satisfied
(c) dissatisfied

In your own judgement, how easily available are the items you want in each of the following collections that you use in your school library?
Use the following four points scale provided to rate the materials above:

(a) always
(b) haphazardly
(c) Never at all

In your own judgement how would you rate the following collections found in four school library that you use?

(Do rate those materials that you do use only)

(a) Fiction books
(b) Non-fiction books
(c) Magazines and newspapers
(d) Reference books
(e) Audio-visual materials
(f) Professional section materials
34 In your own opinion, how much does the present library staff (personnel) contribute towards the well being of the library?

(a) alot more ______________________________
(b) average ________________________________
(c) below average __________________________

35 Are your school librarian(s) trained and fulltime employed?

(i) Trained Yes ___________________________
    No _________________________________
(ii) Full-time employees Yes ____________
    No _________________________________

THANK YOU VERY MUCH