A SURVEY OF THE LEARNING RESOURCE MATERIALS IN SELECTED PRIMARY SCHOOLS IN NAIROBI: MANAGEMENT, ORGANIZATION AND USE.

BY

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A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT OF MASTER OF EDUCATION DEGREE. KENYATTA UNIVERSITY.

SEPTEMBER, 1986.
THIS RESEARCH PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY.

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DEDICATION

This project is sincerely dedicated to my dear wife Esther Wanjiru, for her understanding, patience and untiring encouragement throughout my studies at graduate level.

To my beloved father for his concern for my education and motivation to read.

To my beloved mother for the tender care during my infancy and for her wise advice.

To my dear brothers and sisters for the inspiration they gave me.
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To them all, thanks a lot.
ABSTRACT

The researcher's aim was to survey the learning resource facilities and materials with emphasis on available types, sources of finance, management, organization and use. This study also attempted to establish human resources, personnel available and the problems associated with them in primary schools.

The study was carried out using a simple survey design where questionnaires, interviews and observation were used. The research was done in Western, Eastern and Northern Divisions of Nairobi City Commission. The sample consisted of heads of schools, teacher-librarians, classroom teachers and standard 6-7 pupils.

Information gathered was then analysed and presented as percentages and this was then interpreted.

The findings gave a number of revelations. They showed that there is shortage of teaching and library personnel. There is poor organization of teaching and learning resource materials for use. It was also shown that there are more learning resource materials in primary schools within the Nairobi City Commission than in the schools in rural areas.
It was also found out that while heads of schools attach importance on use of learning resource materials, they see libraries in the context of language development per se. Teachers use both book media and non-book media in teaching although little planning is done for the latter.

Lastly, suggestions to alleviate the problems related to management, organization and use of learning resource materials were given. It was suggested that there is need for an independent department to be formed, to train manpower, coordinate and standardize school librarianship. To develop good reading habits, pupils should be taught use of books from early stages.
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Education is a necessity for everyone and every community. Therefore every effort should be made to ensure that there is provision of equal opportunities for education. For a great majority of Kenyan youths, primary education is the only form of education available. However, from the time the first school was established in Kenya at Rabai Mpya in Mombasa in the 19th Century, the political social and economic state of affairs before and after independence has continued to influence the establishment of educational facilities in the country.

During the colonial era education was provided on racial basis. This resulted in Africans being offered inferior education, which was geared towards serving the needs of their colonial masters. At the attainment of independence about 50% of children in the primary school age group were attending school and there were pressures to increase the proportion. This situation was compounded greatly in the late 1960's when education was seen as a means to getting white-collar jobs. There was hence great demand for education. And in 1973, determined to provide free primary education, the government waived fees from standard one to four. This led to a big increase in enrolment of the pupils in primary schools and resulted into shortage of educational provisions.
Kenya being a young country, has been and continues to experiment on various educational methods based on influences from outside and within the country. Due to these influences since the late 1950's many changes in teaching methods have taken place. These changes have consequently accelerated the approach towards wider use of multi-media learning resources used by pupils in individual and group study as well as by teachers in teaching.

Learning resource materials are a vital element in any educational system. They are important in the socialization of the child and development of lasting interest in education. Unfortunately, there are no teachers or other people trained to organize these materials, leave alone having structures purposely built to house them in primary schools.

There has been ushered in a new 8-4-4 education system with a more practical orientation and an increased number of disciplines to be taken at primary level. This further calls for a change in the teaching methods and increased use of teaching and learning resources.

An important aspect connected with the learning resources in any educational institution and community is the library. The pathetic situation however is that Africans had to wait until 1950 for a library service to be designed for them.
Worse still public librarianship started ten years later. The establishment of primary school libraries has been even a slower process when compared with other areas of school development.

There has been very little research carried out covering establishment and development of resource facilities in Kenya. The research done points to the fact that,

Very few primary schools have libraries
The few that have are mainly confined to urban centres. This means that the majority of primary schools have no library facilities

It is also implied by Maleche, A. and Krystall, A. (1973) that there is minimal literature on primary school learning resource materials Therefore from the available literature the researcher gathered that there is a big gap in research on primary school learning resource materials in urban areas in Kenya, since most of the researches carried out have confined themselves to rural primary schools. It is with this


reason in mind that the researcher undertook to carry out a survey research in primary schools within the Nairobi City Commission.

1:2 Statement of the problem:

The world all over, it is recognised that libraries have an important role to play in the socialization of people and education at large. To stress this point says Nyerere (1979),

"Literacy is a tool. To be useful it has to be used. And using it to the full involves reading books".

For poor nations a library service is vital to develop an educational system and to say you cannot afford a national library service is not very sensible. Schools and adult classes can do more than provided the tools for learning and understanding that the world's knowledge can be tapped by sharing ideas through discussion through listening to the radio and through books. Books provide the means through which we can learn from the world's past experience and from people we shall never meet even if they come from our own country ..."3

While the role of library cannot be overemphasized, it should be noted that books and other resource materials go along way to supplement the teachers notes and recommended books.

One problem that plagues many schools, particularly primary schools in Kenya, is lack of library facilities.

Many of these schools have other problems. Among these problems are lack of trained personnel overcrowding in classrooms, poor buildings and shortage of the learning-teaching resource materials. The irony however is that many school administrators, teachers and parents do not seem to cope with those problems posed in educational development.

It is with the above aspects in mind that the researcher opted to carry out a survey research. The purpose of the study was to survey the resource materials with the main thrust on the available types, finance, how they are acquired and organized for use, human resources, personnel and the problems.

1.3.0 Objectives of the Research:

To investigate the following:

1.3.1 Resource materials ranging from printed, non-book to realia, which of them are available.

1.3.2 How the learning resource materials are acquired.

1.3.3 How the materials are organized and retrieved for use by pupils and teachers.

1.3.4 Where these materials are kept.

1.3.5 The types of personnel available and what their professional and academic qualifications are.
1.3.6 What problems are related to learning resource materials.

1.3.7 What the appropriate suggestions related to resource materials are.

1.4.0 Significance of the Study:

There had so far, not been any research carried out intensively in relation to the learning resource materials in the primary schools within Nairobi City Commission. Resources are important elements contributing to teaching and learning. They contribute greatly towards performance of schools in external examinations. Schools within the Nairobi City Commission have generally been performing better in external examinations when compared to rural schools. And the consensus has been that Nairobi schools have better teaching and learning facilities and resources. The study hence aims at establishing the view that primary schools in Nairobi have more abundant and better teaching and learning resources.

Efficient and effective utilization of resources solely depends on qualifications and experiences of teachers and personnel managing and organizing the resources. The study hence aims at finding out their qualifications and experiences, and whether they are trained to run these libraries.
There is no government policy on establishment, management, organization and utilization of primary school libraries. The establishment of any libraries in schools has been through the initiative of each individual school and private donors. Therefore the study attempts to establish whether there is help from both private and public institutions in establishing and development of school libraries.

Due to the cosmopolitance of Nairobi, establishment and development of libraries is likely to be unique to this City. The findings of the study may therefore be compared and contrasted with primary schools in rural areas and other towns.

There are also suggestions which if considered by the relevant authorities might be of importance in the development of appropriate resources and organization for efficient utilization in schools.

Being only a survey, the findings of this research might open avenues for more research to be done in this field.

1.5.0 Research Questions

The questions were closely tied to the objectives, and they were generally in the following areas:-
1.5.1 What is the concept of learning resource materials?

1.5.2 Are the learning resources centralized or decentralized?

1.5.3 Which learning resource materials are available and what factors influence their selection?

1.5.4 What are the academic and professional qualifications of the teachers and other personnel who are associated with learning resource materials?

1.5.5 Do teachers draw specific programmes for use of learning resource materials.

1.5.6 Do teachers use the resources appropriately in the teaching-learning situations? To what extent are they concerned with effective utilization of resource materials?

1.6.0 Scope and Limitations

The focus was on primary schools within the Nairobi City Commission. This does not therefore give a comprehensive picture of the state of learning resources in the whole country.

Even among the divisions that were selected, it will be noticed that only 3 out of 5 divisions were studied. Compared with the number of schools in Nairobi alone, the sample was less than one tenth of the total number of schools. This is mainly due to the limited time given to this project.
Although the selection of the sample was random it was unavoidable to have certain influences, from the City Commission Office in the choices.

Compounded by the financial limit, it was not possible to carry out a detailed and extensive research.

1.7.0 **Definitions of terms:**

For the purpose of the study, the following terms were used with the meanings provided in mind. The researcher acknowledges these terms are capable of being assigned different meanings depending on the context in which they are used.

**Resources** - Whatever that accounts to facilitating learning. They include books, non-book materials, buildings, equipment and people who work on these materials.

**Learning Resource materials** - range from press cuttings and the duplicated sheet to the slide-tape package and the multi-kit, the map, the periodical and the printed book.

**Accommodation** - room facilities for use by pupils and teachers in the library. These room facilities are also meant to include space for housing of library staff and stock.

**Book-media** - includes all reading materials that are in form of a book and are stocked in the library—books, serials, pamphlets.
Librarian - a professionally trained person in library skills and is responsible for the general functioning of the school library.

Library - (i) A collection of books and other materials kept and organized for reading, study and consultation.

(ii) A place, building, room or rooms set aside for the keeping and use of a collection of books etc.

Acquisition - The process of obtaining materials for library. It includes materials selection, ordering, obtaining by purchasing, gift or exchange.

Book - A non-periodical printed publication of at least 49 pages exclusive of cover pages.

Pamphlet - A non-periodical publication of at least 5 pages but not more than 48 pages exclusive of the cover pages.

Serial - Any publication issued in successive parts, appearing at intervals usually regular ones and as a rule, intended to be continued indefinitely.

Media - Channels used for the transmission of the messages. Resources in the library that aid in learning but cannot specifically be classified as books. e.g. films, slides, charts, maps, globes etc, they do not fall within the definition of a book, pamphlet or a serial.
Learning - A process involving the acquisition of knowledge, skills etc from a given source.

Resource based Learning - A method or style of acquiring knowledge skills etc by employing a variety of materials to enhance learning. It encourages the learner to learn at his own pace.

Clientele - Persons who have been given opportunity to use the facilities in the library i.e. users.

Sitting capacity - The number of seat units available within the library for users.

Subjects - All those persons who are used in this study to respond to the questionnaire. They are alternatively referred to as respondents.

Organization - A social unit formed for the purpose of accomplishing some objective.

Teacher-Librarian - A Librarian who teaches on library and how to make the best use of it and teaches academic disciplines as well as having responsibility for the administration of the library.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Various studies have been carried out by various scholars. Some of their findings indicate that while there is little research done on school libraries, more has been done on secondary schools. Most library researchers have carried out their studies in secondary schools in urban areas. But when it comes to research on primary schools, there is apparently a bias towards the up-country schools. This may be clarified through literature review.

A Nigerian school librarian, Onadiran (1981) has pointed out that there are very few studies that deal exclusively with school libraries, and those which are carried out show that there are very few library resources. This case is akin to the Kenyan situation where there is either very little or no mention at all on primary school librarianship.

Citing Maleche and Krystall, Gitari (1985) says "Very little literature exists on primary school libraries in Kenya, and the literature that there is focuses on public libraries."


2 Gitari, K.J. A Study of Library facilities in Selected Primary schools in Nthi Division, Meru District. University of Nairobi Project 1985, 9.
He further goes on to point out that,

no research so far has been conducted on primary school library facilities.

Other surveys have been carried out on the subject of school libraries but they have only been dealing with urban cases, Kinyanjui (1979) citing Yahya contends. Also Maleche and Krystall (1978) point out that generally nothing specific is yet known of the situation outside Nairobi.

From the foregoing views it is clear that all of them agree that there is more literature on urban school resource materials. However this is not true for primary schools because the literature available is mainly on primary schools in rural areas and secondary schools in urban areas. Precisely, Mwiti (1985) summarises it this way:

"Incidentally the studies done above were mainly based on secondary school libraries except Yahya's which was carried out in Nairobi City Council Libraries children's section.

2.1.0 The role of the library in primary school education:

Primary schools cater for children right from the time they enter the educational system up to the time they go to secondary school, observes Ray (1982). This stage is very

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3 Gitari, J.K. opcit 17-18
crucial for the child because there is need to lay a strong foundation on use of libraries for his individual benefit. The library here, should not just be seen as something static or dead. It should be conceived to be dynamic and where materials for aiding the teaching programme are provided. These materials should support the school curricular and stimulate pupils' curiosity and quest for more knowledge. Supporting this view, Murungi quoting Davies describes a learning resource centre as a force for educational excellence and an intergral support component of the total teaching learning enterprise. Further, Jones (1973), calls a school library as a Centre of Intellectual life of a school. Mwiti (1985) also 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 organized library can be a good incentive for further learning as well as efficient method of relaxation. Abundance of suitable resource materials may instil in minds of pupils urge to use them for serious study and recreation.

Of necessity the library resource materials need to be organized and fully utilized to meet all the requirements.

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10 Mwiti, J. Opcit, 2.
of children youthful ends, thus from the time they enter up to the time they leave primary school. In a proposal which aims at establishing school libraries the Kenya National Library Service Board stresses the necessity of libraries because they are the only powerful means exposing learners to the world of books and knowledge and means of developing a reading habit because generally Kenya is not a reading society. On the same point, Klara (1984) says "every school worthy its name should have a fully equipped library ... a library is not only an essential component of any school but is also a reference centre for the community around the school.

On the type of libraries that are suitable for primary schools there have been various views expressed. Osborne (1966) had this to say, "the experience of most teachers is that children are so dependent on their classroom base in the infant school and the lower part of the junior school that the class library is more important at these stages than a central library."

Expressing the same sentiments, Shifrin says:

In primary schools, believing that young children should be surrounded by books and that each classroom should therefore have its own collection some schools have taken the curious view that the central collection is not necessary. 14

He however, adds that,

Since the practice is now to divide... flexible schools into functional areas it would seem quite natural for a centrally organized collection to develop in the library, reading/quiet/area, especially since there are no longer class teachers each with a vested interest in preserving intact 'his own' collection. The new flexibility should encourage the continued use of books in comfortable corners and learning areas throughout the whole school. 15

From the above views it would be expected that those schools with library facilities have carefully planned to cater for the interests of both the young children at lower primary and older ones in upper primary. However, this does not seem to be the picture in most primary schools in this country.

14 Shifrin, M. Information in school library. An Introduction to the organization of non-book materials

15 Ibid, 14-15
Changing Nature of the Library:

The idea of school libraries is a new phenomenon and particularly so, a primary school library. Ray (1982) says that, when the idea of primary schools having libraries began to find favour in the late 1950s there was controversy about desirability of having a central collection, which resulted into some primary schools being provided with small rooms as libraries. She further says that other schools have only circulation space designed in such a way that an area of it can be used as a central library.

Mungai (1983) on the other hand says that library in the primary school is a recent development but its effectiveness in the learning process has been demonstrated so that it is firmly established as a necessary part of a good modern library. True on the Kenyan soil and particularly in primary schools, libraries are very recent.

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16 Ray, G.S. Op cit, 5
17 Ibid
The traditional library mainly had printed media, but with the encroachment of technology into the library and stress on learning rather than teaching, its nature appears to be changing drastically. This has had an effect on the terminologies used as well. In fact one wonders whether the term library should still be appropriate, or should the term cover wider aspects. To exemplify this in the words of Leopold (1972),

We have in recent years seen the word library go out of fashion and several collections of new words come into and go out of use, such as instructional media centre came into favour and later the term educational media centre became the name to confine.

The major cause of changes seems to emanate from the changing roles of the library and the holdings within it. On this issue Beswick (1972) argues,

the rapid changes in teaching methods have accelerated the trend towards a wider use of multi-media learning resources used by pupils in individual and group study as well as by teachers in class teaching.

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Shifrin (1973) concurs with Beswick when he says,

There have been teachers who have used audiovisual aids to enliven their lessons and stimulate the interest and imagination of their students. Now the old lantern slide lecture is developing into the tape-slide presentation, or a series of diagrams transformed into an animated filmloop capable of repeating itself for as long as required ... perhaps most important of all is the changing attitude of the teacher to the so called non-academic child and the manner in which he is to be educated.

Mungai (1983) also seems to share this view by saying that the primary school of the past was entirely dependent upon the text teaching, but today learning is accelerated and broadened by use of many and varied devices and methods. At this point it should be crystal clear that not only does the library supply enrichment materials in all areas, but also supplies materials at all levels of difficulty. Mungai (1983) goes on to say, its store of books, pictures, pamphlets, maps, filmstrips, recordings and all other printed media makes it a goldmine for teachers and pupils. In nutshell Beswick (1972) says the learning resources come in all forms from the press cuttings and the duplicated sheet to the slide tape package and multiple kit, not forgetting these well established learning resources: the map, the periodical and the printed book.

21 Shifrin, M. Op cit, p 7 - 8.
22 Mungai, O. Op cit, p. 15
23 Ibid.
24 Beswick, N.W. Op cit, 5
From the literature available, it appears therefore that modern school libraries are experiencing tremendous transitional changes. There is a departure from merely handling materials such as books pamphlets and serials only to handling both book-media and non-book media. The latter include maps, globes, video-tapes, zoological and botanical items, and also community based resources. To summarize all the above Gitari (1985) puts it this way:

This concept of learning resource centre is a product of innovations in education with a conspicuous preference for heuristic learning to groupwork. The second influence is technology, relatively cheap apparatus such as the radio are now available. Consequently the library has become an integral point of learning process particularly in the West.  

2.3.0 Library Facilities:

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-visuals, space for office and processing work and other services. In order to carry out all functions of the library well, adequate accommodation is essential. The situation however does not seem to be encouraging. In his studies in Meru Gitari (1985) observed that,  

25 Gitari, K.J. Op cit, 15
Only one school ... could claim that her books were safe from being easily pilfered by pupils ... being destroyed by pests 26

He adds that,

Not a single school had a purpose build 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 book store 27

This view is shared by Oure (1985) in his research in Amagoro division Busia district, where he found out that in all the schools studied there was no library purpose building and children studied in classrooms. Stores in which books were kept were all purpose 28 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 29

Mwiti (1985) however came up with different findings. Thus 33.3% of the selected schools had centralized and class libraries, and there were books kept in 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 30 Whereas Kinyanjui (1977) in his survey of secondary school library facilities found out that only 17% of schools showed total lack of library

26 Gitari, K.J., opcit, 56
27 Ibid, 31-32.
28 Oure, A.L. A Survey of the learning resources in selected Primary schools of Amagoro Division Busia District, Kenya. Project University of Nairobi, 1985, 56.
29 Gitari, K.J. Op cit, 5.
30 Mwiti, J. Op cit. 19
accommodation; 53% of schools had rooms designated as libraries and 28% had a place they kept library books. The storage was usually in form of cupboards or in the staff room. The implication is that there may be certain primary schools upcountry that compare favourably with urban schools in terms of establishment of libraries, and that secondary schools have better facilities than primary schools.

2.4.0 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 library association (1977) states thus:

It is essential that there is adequate capital grant to cover the cost of fixed and loose furniture, floor coverings and equipment including shelving, storage and display for both books and non-book materials, study and work facilities, catalogue cabinet and other equipment for information retrieval audio-visual hardware and typewriters. There must also be a grant for the initial stock of the school library resource centre ...


As. Oure (1985) points out,

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 payment of teachers, school milk and school equipment.  

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

Generally funds for constructing of primary school facilities are generated from various sources. Olembo (1985) states some of the sources as follows: Charity organizations, County councils, the Ministry of Education Science and Technology, the Ministry of Culture and Social Services, the treasury department, Municipal Councils, Locational councils, even Church organizations and also harambee fund raisings. Olembo adds thus to emphasize the role of harambee:

The primary section pressed with inadequate educational facilities, reverted to harambee as one of the means of raising funds for the construction of buildings, particularly tuition blocks... in the early stages of establishing primary schools educational facilities were constructed through contributions from members of communities.

35 Ibid, 27
Harambee fundraising do not exclude any able persons, not even the pupils. This is exemplified by Olembo (1985) when he says,

One example of primary school pupils being involved in harambee fundraising for the construction of facilities that were badly needed at their school is that of Westlands primary school in Nairobi. The pupils of the school realized that their school needed a laboratory and a library. They organized and sponsored walk which raised Ksh.400,000=.

The implications of the above are very vivid. The primary schools do not have regular sources of funds to establish library facilities, purchase resources, and hire full-time and qualified personnel. This also means that schools in more developed parts of the country and where there are many influential people can attract more money at fundraisings and donations towards establishment of library facilities and acquisition of resources. Hence schools in urban areas, industrial areas and rich agricultural areas have better facilities.

2.5.0 Resources:

What makes up a library is not a mere building. There are various elements that are necessary in serving the community for it to be called a library. These are resources. Beswick (1972) defines a resource as anything which may be an object of study or stimulus for the pupils.

He lists the following as resources: books, periodicals, newspapers, press cuttings, pictures, diagrams, maps, charts, photocopies, film loops, films, records, audio-tapes, radio and T.V. programmes, video-tapes, slide-tapes and strip tape record combinations, multi-media kits, programmed materials, specimens, realia, and individuals in the community.

2.5.1 Printed-media:

Murungi (1985) stresses that,

There is need to have a wide selection of books without which it is impossible to proceed far in academic work. The categories of books to be there include subject collections (Standard works in each subject field); general books (current and background material cutting across lines of academic disciplines) reference collections and recreational reading which includes contemporary fiction, drama, travel, essays, biography etc.

It is important to note here that in a library meant for the primary schools, the collections should cater for children and hence should include fiction, non-fiction standard works and audio-visuals. The collections should also cater for the interests of teachers. Besides, they should be up-to-date and

37 Beswick, N.W. Op cit, 10
38 Murungi, M. Op cit, 18.
relevant in supporting the school curricular. However Umbima (1982) found out in Nairobi that,

Some libraries may be seemingly well stocked but on closer examination however, the stocks are usually of irrelevant and outmoded materials. Rarely are they organized in a systematic or predictable manner most schools have not even enough money to build a modest collection. 39

The kind of printed media in the library should not be detrimental to the behaviours of children because this is an important stage where children's behaviours and habits begin to be formed. Attitudes towards culture are also formed during primary school stage, hence books covering various cultures should form part of the resource collections. Local collections should also be included. Supporting this Lynes (1974) suggests that local collections in the library should include resources which contribute to knowledge of the area in which the institution is situated. Apart from printed media there can be included pictures, recordings, maps and realia 40

A library should have primary sources of information. These sources include dailies and weeklies, and Mwiti (1985) has this to say about them;

Magazines and newspapers form a very important collection of a library. They are primary sources and most up to date as some newspapers like dailies report what happens each day within the shortest time.

Important as periodicals may be, Mwiti (1985) however found out that only 38.3% of the schools subscribed to any magazine or newspapers.

2.5.2 Reference Materials:

In any library it is important to have a reference section. Agreeing with this view, Hicks and Tillin (1977) say that reference is an area which provides direct aid to user in finding and using the resources of the collection. Reference materials should include encyclopedias, yearbooks, almanacs, atlases, directories and miscellaneous reference books like Guinness Book of World Records, Oxford Dictionary of Quotations etc. In his research in Meru Mwiti (1985) found out that,

All the schools surveyed were found to have some reference books for teachers and pupils ... some schools have sets of encyclopedias.

41 Mwiti, J. op.cit. 69
42 Ibid., 70
44 Mwiti, J. op.cit. 67
2.5.3 Non-book Materials:

There is need to have both book and non-book materials and the equipments to handle them in primary school libraries. Children learn better when several channels are used in teaching. This makes learning more effective interesting, and caters for individual differences. They also make pupils to socialize more in their educational endeavours. It is therefore necessary for audio-visual materials both hardware and software to form part of library collection. The problem however is that the trend discriminates against non-book materials being part of the library collections.

2.6.0 Organization:

Good organization is central to the success of any institution and libraries being important in schools should also be organized. According to the L.A. (1977),

A well organized school library has a major contribution to make to both teaching and learning.45

45 Library Resource provisions in schools. op.cit., 7
The L.A. (1977) adds,

The organization of the school resource centre should be designed to serve the special needs (cultural and recreational as well as educational) of each particular school community. Such organization ... will be affected by existing resources within the school, location and arrangement of resources, the use of resources, selection, creation and withdrawal of materials, promotion and display.46

Unfortunately the present situation reflects that there is very little organization of libraries done in Kenyan primary schools. This is confirmed by Gitari (1985)

Not a single school under the study organized its book stock in any systematic way.7

2.6.1 Classification:

The principal purpose of classifying material in the library is to ensure that materials of one subject or related topic is shelved together or close to ease finding. From his studies, Kinyanjui (1979) found that;

A number of schools are known to keep an accession register where they record date of acquisition, accession number, title, and publisher but no classification number.48

46 Ibid, 12
47 Gitari, J.K. Opcit, 39
48 Kinyanjui, W.G. Opcit, 79
On the other hand Mwiti (1985) found that, 83.3% of the schools surveyed classified books according to broad subject areas and only 16.7% used Dewey Decimal classification.

2.6.2 Acquisition

According to Mwiti (1985) acquisition is, the searching, ordering, accounting and receiving of 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 within limited budget and within time they are required.

On the acquisition of materials, Mwiti (1985) found out that for 66.7% the schools acquired books through K.S.E.S. or parents who buy them from bookshops. The other 33.3% ordered through private bookshops. Gitari (1985) on the other hand found that only 33.3% of schools received books in form of donations and in all cases from Kenya book foundations. Oure (1985) points out that acquisition is based on recommendations of ministry of education.

Science and Technology.

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56 Mwiti, J. op.cit.
These findings point to the fact that very few materials are acquired for primary school libraries and that the book-box scheme was a major boost in the provision of resources to schools. This also points to the fact that very few non-book media are acquired by schools for use in libraries.

2.7.0 Personnel:

In order for the school library to inculcate in the pupils a desire to use books both for serious study and recreation it should be well organized. To organize it, requires qualified manpower. To emphasize this point, Gitari (1985) says,

Even a small pack of well selected books arranged in a small room furnished with comfortable seats can work wonders in the life of a child at school if there is a skilful and resourceful individual with imagination and inspiration to work with the readers.

He further points out,

Crucial to the development of school libraries is the recruitment of a cadre of librarians who have skills to select, organize and disseminate materials to readers. Indeed this is an area where a country like Kenya should consider seriously before even thinking of putting... what lacks in majority of such cases is guidance on how to go through the available resources and organize them systematically for easy retrieval.

Gitari, J.K. Op cit, 11

Ibid, 20
While personnel is vital to the mainstay of any library, Mwiti (1985), Gitari (1985), and Oure (1985) say that there is no trained manpower to run libraries. To compound the problem, there is a shortage of teaching staff and pupils are therefore taught by poorly educated and untrained teachers. In some cases, the libraries are either run by overworked deputy headteachers or talented but overworked interested teachers. In fact Umbima (1982) supports the same sentiments by saying,

A teacher with heavy teaching load or no experience in library techniques is usually made in charge of the library.

2.8.0 Use of Library Stock and Development of Reading Habits:

In any primary school, the purpose of starting a library is to assist pupils and teachers to exploit the available teaching and learning resources to the full. In order to achieve this, a lot of stress in the 8-4-4 educational system should be placed on resource-based learning.

In resource-based learning, various approaches are used to cater for individual differences of the learners. This view is supported by Komen (1985) who says,

Resource-based learning lays emphasis on individual and small group work thus enabling pupils to work at their own pace depending on their interests and in what they are really interested in that they become motivated to learn and therefore learn better.

The importance of utilization of learning resource materials is also under-scored by the sessional paper No 5 of 1976 on educational objectives. This paper puts it that,

Books and other educational materials are basic tools for educational development and must be made available to the learner in adequate quantity at the time they are required and at the cost the learner can afford.

To enable the pupils to learn some skills in using the resource materials it is necessary for the teachers together with the librarians to encourage them to use the learning and teaching resources. Teachers are also duty bound to utilize the library resource materials in teaching various subjects and introducing pupils to the services of public library at the lowest convenient level in primary schools. In doing this Mwiti (1985) says that,

...pupils have to be taught to use the library in their period a week allocated to the library ... In upper primary pupils may be taught basic routines as it applies to users for example borrowing and returning of books, care and simple explanation of books and how they are used.

In order to teach children basics in user library education there is need for an adequate number of resource materials and also training of the teachers. However as Oure (1985) observed in Amagoro,


62 Mwiti, J. Opcit p. 44
Some subjects apart from the syllabuses and schemes available, had no books. Among these are Music, Art Craft, Home Science and physical education.

On the part of teachers' background in use of libraries, Mwiti (1985) found out that most teachers did not use the libraries much during their college days and particularly so with those who have teaching experience of more than 10 years. This hence means that there is need to inservice the teachers in user library education and establish well stocked libraries in primary schools.

To use the library effectively the teacher requires to shift his role from being the provider of information to a guide. This will go a long way in providing for self sufficiency and independent study habits in pupils. Also the pupils will acquire ability and interest in searching information on their own.

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63 Oure, L.A. Op cit p. 85
CHAPTER THREE

3.0 METHODOLOGY

3.1 Design

This study was conducted using a simple survey design where questionnaires, interviews and observation were used. Specifically it was a simple survey of the resource materials in primary schools within Nairobi. The researcher was concerned with gathering the available information and reporting it as it is, frequencies and percentages. The information gathered was then described as representative of those schools within Nairobi City Commission.

3.2 The Sample Selection:

The area covered by the research was the schools in Northern, Eastern and Western Divisions of Nairobi. The respondents were drawn from heads of primary schools, Classroom teachers, teacher-librarians and pupils in standard 6 - 7. Out of these only 12 schools were needed for the study. From the Standard 6 - 7 pupils only one stream was chosen randomly if there were more than one.

In selecting schools random sampling was done but bearing in mind accessibility and convenience in order to allow the researcher minimal time in moving from one place to another.
3.3. **Instrumentation:**

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

3.3.1 **Questionnaires:**

Structured questionnaires covering various aspects in the survey were constructed by the researcher. There were four different questionnaires and in all the cases the respondents were required to fill in the blank spaces.

Questionnaire 'A' was filled by either heads of schools or their deputies in case of absence of the former.

Questionnaire 'B' was completed by all the classroom teachers, questionnaire 'C' by teacher librarians and questionnaire 'D' by pupils.

3.3.2 **The Interviews:** This was not an alternative to the questionnaire but was employed for purposes of establishing rapport with the respondents in order to gauge the reliability of responses they made. The interview was also an opportunity for eliciting slightly more detail than what the questionnaire gave. Basically the interview covered the same areas that the questionnaire covered, but allowance was made for the subjects to respond in more detail.
The interview also sought to explain to the respondents where they did not understand clearly.

3.3.3 Observation: An observation schedule was used to observe various aspects of interest to the researcher to get tangible and more objective evidence of the true picture of the learning resource materials.

The observation dealt with whether the schools had inventories, resource materials made by pupils and teachers, how materials are organized and utilized in teaching. Also books not recommended by K.I.E. and yet used by teachers in teaching and learning were observed.

3.4.0 Procedure for data collection:

The researcher made an application to the office of the President (Republic of Kenya) through Kenyatta University for a permit to collect data from schools. The researcher also reported to the Nairobi City Commission Education Officer, for further permission, but more important for collecting a list of all the primary schools within the city commission and get other useful data.

A letter from the City Commission Education Officer was written to inform the heads in advance of the visits to enable the researcher to be put in contact with their
teachers, teacher-librarians, pupils and learning resource materials. Teacher-librarians helped in giving details about their library facilities and learning resource materials.

The researcher requested them for time they were available for interviews of not more than an hour duration each.

Actual collection of data was done by the researcher. It was carried out within three weeks and was completed by the time schools closed for the August holidays. In all the cases questionnaires were personally delivered to the subjects, and to ensure full response the researcher personally collected them in completed form from the respondents.

During the interview subjects were informed of the purpose of the study they were participating in, so as to enlist their cooperation. They were also informed that the information provided was only for statistical analysis and not for evaluating or assessing them as individuals.
3.5.0  **Analysis of data and Interpretation:**

Statistical analysis was done after questionnaires were returned. Complicated mathematical computations were avoided. The calculation of statistics was in descriptive form. Items were grouped and tally marks were done resulting into frequencies of responses being summed up. Then percentages were calculated. The findings were in some cases presented using tables whereas in some cases figures were given without tables. The results were then analysed and interpreted.
CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

The sample survey of the learning resource materials was from primary schools in the Nairobi city commission. The sample consisted of heads of primary schools, classroom teachers, teacher-librarians and pupils in standard 6-7.

In collecting the data there were four different questionnaires. Questionnaire 'A' was completed by headteachers of schools or their deputies in event of their unavailability. This questionnaire contained items in relation to general information about the school, teaching personnel, library facilities, finance and general organization of school programmes related to library-schedules and external assistance.

Questionnaire 'B' was completed by classroom teachers. This questionnaire dealt with teachers' backgrounds in library user education, their teaching workload, experience, utilization of resource materials in supporting teaching-learning process and their reading habits.
To be completed by the teacher-librarians was questionnaire 'C'. This questionnaire was intended to collect information concerning library collection, personnel, library organization and services.

The pupils in standard 6-7 answered questionnaire 'D'. This questionnaire required information on the reading habits of pupils, the learning resources they are bought by their parents and whether they are encouraged to read at home.
<table>
<thead>
<tr>
<th>School</th>
<th>No. of Streams</th>
<th>SEX</th>
<th>Total</th>
<th>Average per stream</th>
<th>Boarding/Day</th>
<th>Sponsor</th>
<th>Year started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenyatta University Primary</td>
<td>3 Std I-IV</td>
<td>Boys 488 Girls 455</td>
<td>943</td>
<td>47</td>
<td>Day</td>
<td>NCC</td>
<td>1978</td>
</tr>
<tr>
<td></td>
<td>2 Std V-VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nile Road Special School</td>
<td>1</td>
<td>Boys 68 Girls 50</td>
<td>118</td>
<td>15</td>
<td>Day</td>
<td>NCC</td>
<td>1966</td>
</tr>
<tr>
<td>Kassarani</td>
<td>1 Std II</td>
<td>Boys 392 Girls 315</td>
<td>707</td>
<td>39</td>
<td>Day</td>
<td>NCC</td>
<td>1958</td>
</tr>
<tr>
<td></td>
<td>2 Std I,III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VI, VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Std IV, V, VII</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westlands</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>Day</td>
<td>NCC</td>
<td>-</td>
</tr>
<tr>
<td>Karura Forest</td>
<td>2</td>
<td>Boys 250 Girls 216</td>
<td>466</td>
<td>29</td>
<td>Day</td>
<td>NCC</td>
<td>1965</td>
</tr>
<tr>
<td>Lavington</td>
<td>3</td>
<td>Boys 545 Girls 476</td>
<td>1021</td>
<td>42</td>
<td>Day</td>
<td>NCC</td>
<td>1961</td>
</tr>
<tr>
<td>Highridge</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Day</td>
<td>NCC</td>
<td>1958</td>
</tr>
<tr>
<td>BuruBuru I</td>
<td>4 Std I-IV</td>
<td>Boys 720 Girls 724</td>
<td>1444</td>
<td>52</td>
<td>Day</td>
<td>NCC</td>
<td>1974</td>
</tr>
<tr>
<td></td>
<td>3 Std V-VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muthaiga</td>
<td>3</td>
<td>Boys 611 Girls 535</td>
<td>1146</td>
<td>48</td>
<td>Day</td>
<td>NCC</td>
<td>-</td>
</tr>
<tr>
<td>BuruBuru II</td>
<td>1 Std VIII</td>
<td>Boys 416 Girls 412</td>
<td>828</td>
<td>52</td>
<td>Day</td>
<td>NCC</td>
<td>1982</td>
</tr>
<tr>
<td></td>
<td>3 Std V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ofafa Jericho</td>
<td>3</td>
<td>Boys 416 Girls 404</td>
<td>865</td>
<td>36</td>
<td>Day</td>
<td>NCC</td>
<td>1983</td>
</tr>
</tbody>
</table>
General Information about the Schools

All (100%) of the primary schools surveyed, incidentally are sponsored by the Nairobi City Commission and Ministry of Education Science and Technology. All of them are fully mixed day schools. Except for Nile Road special school (8.3%) all have more than one stream. Of the total pupil population, 46.8% are girls and 53.2% are boys.

Library Facilities

Out of the 12 primary schools, 4 (33.3%) have purpose-built libraries. These schools are situated in the upper class zones of Nairobi and they include Lavington, Westlands, Highridge and Muthaiga. The latter however does not use its library for the purpose it was built due to lack of classroom space. It has therefore been converted into a classroom. Westlands built its library through funds raised via a harambee walk. Eight (66.7%) of the schools do not have purpose built libraries, although two schools are in the process of building. These are Jogoo Road and Kassarani.

At Kassarani library books are kept in the Deputy Headmaster's office. The Deputy Headmaster serves pupils when they go to borrow them. This room
is the size of two classrooms and is multi-purpose. These books are however arranged well in lockable shelves, according to broad subjects. In Jogoo Road the books are kept in the Headmaster's office in the cupboard. There is a teachers' library in the staffroom.

In all the primary schools there are class cupboards where class readers are kept. These are also used by 50% of the schools as class libraries.

The recommended sitting capacity of a library should be between 10% and 25% of the total population being served. However Lavington Central library can only hold a maximum of 5.9% of the total population at a go; whereas Highridge can accommodate 4.4%; Muthaiga 3.3% and 5.8% for Ofafa Jericho. But it should be noted that at Ofafa Jericho, it is just a classroom converted into a library with desks and benches.

The other schools with central libraries have chairs and tables in them. Highridge has short chairs and tables well suited for primary school age.
Lavington, Highridge and Westlands have standard bookshelves. In fact Westlands has shelves comparable to those of Kenyatta University Library.

In Muthaiga the purpose-built library has been converted into a classroom as mentioned earlier.

All the schools have neither temporary nor semi-permanent buildings. They all have permanent buildings with lockable shutters and doors. The resource materials are therefore not vulnerable to pests, rain and theft. It is only one (8.3%) school where a case of theft was reported. This is Kenyatta University Primary School.
<table>
<thead>
<tr>
<th>School</th>
<th>Central/class library</th>
<th>Sitting capacity</th>
<th>Management</th>
<th>Catalogue</th>
<th>Discharging Desk</th>
<th>Tables</th>
<th>Shelves</th>
<th>Magazine Rack</th>
<th>Cupboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenyatta University</td>
<td>Class</td>
<td>-</td>
<td>D/HM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nile Road</td>
<td>None</td>
<td>-</td>
<td>D/HM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kassarani</td>
<td>Class</td>
<td>-</td>
<td>D/HM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Westlands</td>
<td>Central</td>
<td>60</td>
<td>D/HM</td>
<td>-</td>
<td>6</td>
<td>10</td>
<td>1</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Lavington</td>
<td>Central</td>
<td>60</td>
<td>Library Assistant</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>10</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Highridge</td>
<td>Central</td>
<td>40</td>
<td>None</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Karura Forest</td>
<td>Class</td>
<td>-</td>
<td>None</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BuruBuru 1</td>
<td>Class</td>
<td>-</td>
<td>D/HM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Muthaiga</td>
<td>Central</td>
<td>38</td>
<td>D/HM</td>
<td>-</td>
<td>6</td>
<td>8</td>
<td>None</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>BuruBuru 2</td>
<td>Class</td>
<td>-</td>
<td>D/HM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ofafa Jericho</td>
<td>Central</td>
<td>50</td>
<td>Teacher-Librarian</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>-</td>
<td>Desks</td>
<td>3</td>
</tr>
<tr>
<td>Jogoo Road</td>
<td>Class</td>
<td>-</td>
<td>D/HM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 3: Showing 1986 Library budget and School expenditure on library resources per pupil

<table>
<thead>
<tr>
<th>School</th>
<th>1986 Budget (KSH.)</th>
<th>Expenditure per pupil (KSH.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenyatta University</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nile Road</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kassarani</td>
<td>10,000</td>
<td>14.10</td>
</tr>
<tr>
<td>Westlands</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lavington</td>
<td>30,000</td>
<td>29.48</td>
</tr>
<tr>
<td>Highridge</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Karura Forest</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Buru Buru I</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Muthaiga</td>
<td>2,000</td>
<td>1.75</td>
</tr>
<tr>
<td>Buru Buru II</td>
<td>41,400</td>
<td>50.0</td>
</tr>
<tr>
<td>Ofafa Jericho</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jogoo Road</td>
<td>60,000</td>
<td>53.0</td>
</tr>
</tbody>
</table>
4.3 Finance

Although all the schools studied are sponsored by the Nairobi City Commission, not all had a budget for the library in 1986. Seven (58.3%) schools did not have any budget. Two (16.7%) had a budget of KShs. 10,000/= and less; while 3 (25%) schools had a budget of over KShs. 11,000/=.

The latter group includes Lavington which had so far spent KShs. 11,864.85 to purchase library resources by June 1986, from KShs. 30,000/= donated by UNESCO for the library. Others are Jogoo Road which had spent KShs. 60,000/= to put up a library, and BuruBuru II. In the case of BuruBuru II however this money (KShs. 41,400/=) includes that for all of the children's provisions.

The schools that have a budget exclusively for the library do not get these funds from the sponsors, rather they raise it through fundraisings and donations. Those schools that do not make initiatives of raising funds on their own hardly make any headway.

4.4 The Library Collections

During the year 1985, eight (66.7%) schools did not buy any library books, two (16.7%) schools bought between 0-50 books and 2 (16.7%) schools bought over one hundred books. In 1986 only
Table 4: Showing library stock and acquisition in 1984, 1985 and 1986

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenyatta University</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nile Road</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kassarani</td>
<td>2,000</td>
<td>24</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Westlands</td>
<td>7,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lavington</td>
<td>6,795</td>
<td>-</td>
<td>263</td>
<td>222</td>
</tr>
<tr>
<td>Highridge</td>
<td>6,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Karura Forest</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Buru Buru I</td>
<td>2,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Muthaiga</td>
<td>4,000</td>
<td>-</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>Buru Buru II</td>
<td>300</td>
<td>60</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Ofafa Jericho</td>
<td>800</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jogoo Road</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>
Lavington and Muthaiga bought library books. These two schools happen to be in the upper class zones of Nairobi.

Although all the schools indicated that they buy new books for the library only two (16.7%) schools buy them once a term, three (25%) buy them irregularly while five (41.6%) do not keep records on when they buy them.

On the overall number of library stock, by June 1986, three (25%) had between 2000-4999 books, while two (16.7%) schools had less than one thousand items. However four (33.3%) respondents did not know the size of their stock. Suffice it to say that schools with the biggest stock are situated in the upper class region of Nairobi.

All the schools surveyed elicited evidence of books which were published more than ten years ago. Two (16.7%) schools had between 1-50 books, two (16.7%) had between 51-100 books, four (33.3%) schools had more than one hundred while four (33.3%) schools did not have records of the number of schools.
Table 5: Showing sets of encyclopedias

<table>
<thead>
<tr>
<th>School</th>
<th>Sets of encyclopedias with copyright dates</th>
<th>Total No. of sets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before 1975</td>
<td>After 1975</td>
</tr>
<tr>
<td>Kenyatta University Primary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nile Road</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Kassarani</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Westlands</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lavington</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Highridge</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Karura Forest</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Buru Buru I</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Muthaiga</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Buru Buru II</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ofafa Jericho</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Jogoo Road</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>
4.4.1 *Encyclopedias*

There are various important reference materials. These include: encyclopedias, dictionaries, directories, bibles and atlases.

On the part of encyclopedias seven (58.3%) of the schools had them. Two (16.7%) of the schools had more than ten sets each. These are Kassarani, possessing 17 sets and Lavington having 47 sets. These two schools happen to be some of the oldest in the survey, having started in 1958 and 1961 respectively. Thirty six (52.1%) sets out of 69 had copyright dates before 1975 and thirty three (47.8%) of the sets had copyright dates after 1975.

4.4.2 *Non-book Media*

All the teacher-librarians indicated that they had various types of non-book media either within the library or school.

Out of the twelve schools, 91.7% (9) of them possessed globes, 75% possessed maps and 66.7% had charts.

All the schools possessed radios, typing and duplicating machines. Two (16.7%) schools had mouth organs and pianos and these are Muthaiga...
Table 6: Showing Percentage of schools that possess various non-book items

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency of 12</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globes</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>Maps</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Charts</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Cassette</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Radio</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Duplicating Machine</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Transparencies</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slides</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Films</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Piano</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Mouth organ</td>
<td>2</td>
<td>16.7</td>
</tr>
</tbody>
</table>
Westlands. Whereas only one school indicated it had films. However films were hired from Kenya Film Corporation and projectors are also hired. None of the schools had slides and transparencies.

4.4.3- Magazines and Newspapers

In only 8.3% of the schools did we have subscriptions to newspapers made. The newspapers subscribed to were Kenya Times, Daily Nation, Taifa Leo and the Standard. On top of these newspapers, there are periodicals distributed free to schools. These include among others, Swara, Komba, Plain Truth, etc.

In some cases old newspapers and magazines were said to have been donated by parents and teachers to schools, for example in BuruBuru II primary school.

Although not many schools subscribed to magazines and newspapers, teachers bought them on their own. These included dailies, weeklies and monthlies. Suffice it to note here that pupils do not use them except when they have been deposited in the libraries.
### 4.4.4 Problems in School libraries

#### Table 7a: Showing rating of problems in school as seen by 85 teachers.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of resources</td>
<td>51</td>
<td>60.0</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>12</td>
<td>14.1</td>
</tr>
<tr>
<td>Old &amp; irrelevant books</td>
<td>10</td>
<td>11.8</td>
</tr>
<tr>
<td>Too much noise &amp; discomfort</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Lack of time</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Does not open</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>No manpower</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

#### Table 7b: Showing rating of Problems in school libraries as seen by heads of schools.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of manpower</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Lack of resources</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Losses of books and tear</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>
Lack of resources as viewed by 51 (60%) of teachers and 5 (41.7%) of head teachers, is the worst problem facing many schools. Facilities are seen to be another handicap by 12 (14.1%) of teachers and 5 (41.7%) of school heads. They rate it as the second handicap. Lack of manpower is rated highest by heads of schools, but this is rated lowest by teachers. Other problems include old and irrelevant books, too much noise and discomfort in the libraries, lack of time, libraries not being opened, and lastly losses and tearing as it can be discerned from the tables above.

Personnel

It is clearly evident that there is shortage of personnel in organization, management and utilization of resources in primary schools. In only two (18.2%) of the schools that responded do we have full-time librarians. These schools are Lavington and Ofafa Jericho. However, in Ofafa Jericho the teacher librarian teaches when there is shortage of staff; otherwise she only attends to library work when there is enough staff.

In 9 (81.8%) of the schools that responded there are no full-time librarians. In any case there is only one respondent who can claim to have a fully trained librarian. This is in Lavington
primary school, whose librarian after completing 'A' level she trained at the Kenya Polytechnic for one year to earn her a certificate in Librarianship. She is fully in charge and responsible for the running of the library. In other schools deputy headmasters are fully responsible inspite of their heavy work loads elsewhere.

On the issue of having assistants to help teacher librarians, four (33.3%) of the schools did not have them; three (25%) had one each, and three (25%) had between 2-5 of them. Those that did not have them included Lavington, Karura, Highridge and Nile Road. In fact in Highridge, at the time of doing the research the beautifully designed purpose-built library had been closed for some time due to lack of personnel.

In all the schools that responded there were neither pupil assistants nor library prefects. This is mainly because of attempts to minimize loss of resources. In Ofafa Jericho (8.3% of schools) however, it was indicated they are only required to tidy up the library and arrange books occasionally, and to help in the writing of catalogue cards.
The great majority of teacher-librarians spent very little time in doing library-related duties. Only one (8.3%) indicated that she spent 40 hours per week doing library work. This is in Lavington primary school. Another one (8.3%) spent two hours per week in the library. Those who did not indicate the number of hours spent in the library were 83.3%. But judging from the many other responsibilities they have, it would be concluded that they spent a lot of time doing duties unrelated to libraries. For example, six (75%) of those who responded to this item had other responsibilities. Only 25% did not have other responsibilities. Those who did not have other responsibilities were the teacher-librarian in Ofafa Jericho and the librarian at Lavington.

Many of those who had other responsibilities were deputy heads who formed a bulk of six (54.5%) out of eleven; store keepers were two (18.2%) and those involved in extracurricular activities and teaching were two (18.2%) and one (9.1%) respectively. In many cases a single person performed more than one duty.

A lot of time was spent doing other duties in school. Out of the four respondents one (25%) spent less than four hours, two (50%) spent between eight and ten hours and one (25%) spent
over ten hours doing other duties in school. This clearly reflects that very little time is spared for library activities.

4.6.0 Organization

For the sake of convenience under organization will be included:- selection, acquisition, classification, cataloguing, stock-taking and charging/discharging system.

4.6.1 Selection

From the number of those who responded, all the eleven indicated their teachers participated in book selection; three (27.3%) indicated that heads of schools and their deputies participated while only one (9.1%) indicated that librarians participated. Parents and pupils did not participate in the selection process. It should be noted here that in some cases teachers, librarians, heads of schools, deputies and senior teachers, all participated.

In selecting books to be bought, five (45.4%) of those who responded indicated that they used publishers' catalogues; two (18.2%) made use of visits to bookshops, Kenya Institute of Education,
and library exhibitions to select books; one (9.1%) used lists from Ministry of Education, Science and Technology; while the other one (9.1%) showed that they made use of publishers' visits to schools. In the latter case the publishers visited schools and displayed some of the materials and teachers made orders. This was particularly evident at BuruBuru I and BuruBuru II where they had bought encyclopedias such as The New Book of Knowledge (a set of 21 volumes) through this method.

A trained library assistant fully in charge of Lavington primary school library pointed out that a number of factors are put into consideration when selecting books. Among them are, books with big well spaced letters, with attractive pictures (if possible coloured). They also put into consideration whether the books are popular and interesting to pupils. The ability of pupils to read these books is also put into account, hence they buy easy fiction for lower primary and fiction for the upper primary. They also look at whether the books to be bought can support the curriculum; more important is to serve all the areas of the school curriculum.
Another aspect that was vitally important was teacher reference books. Some of these books are too advanced for the pupils but necessary for teachers in teaching. Also books not suitable for pupils were reserved for teachers' use only and therefore they were put in closed access section of the library. She also indicated that even donated books have to be selected to ensure that they are the right books for pupils and school community at large.

4.6.2 Acquisition

Table 8: Showing those who provide school resources and percentages of schools that are recipients.

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>BOOK-MEDIA</th>
<th>NONE-BOOK MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency of schools</td>
<td>%</td>
</tr>
<tr>
<td>NCC/KSES</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>DONOR</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The above table shows the frequencies of recipient schools of book and non-book materials from the given sources. It will be seen that a school does not entirely receive books and non-book materials from one source alone. Nine (75%) out of twelve schools get their book materials from Nairobi City Commission and Kenya School Equipment Scheme. From the parent teacher association, five (41.7%) schools are recipients of book resources. The schools receive least from private donors, thus only 25% of schools benefit from them.

The same trend is seen in the non-book media area. Ten (83.3%) of the schools benefit from N.C.C./K.S.E.S. in the supply of non-book media. Again \( \frac{1}{3} \) of the schools benefit from parent-teacher associations. This is followed by teachers who contribute non-book media to three (25%) of the schools. Private donors are again the least contributors in the field of non-book media. Teachers however mainly contribute in the area of newspaper cuttings, collected materials from the environment, improvised items, pictures and other locally available materials. There is also improvisation by pupils under the guidance of teachers.
4.6.3 Classification of Resource Materials

Five (41.7%) of the schools have at least some form of classification of books. These schools include Lavington, Ofafa Jericho, Highridge, Westlands and Kassarani.

Two (16.7%) of the schools have used the Dewey Decimal Classification. These are Ofafa Jericho and Lavington. In both cases the Dewey Decimal Classification Symbols are clearly written on the boards.

In Lavington Primary School classification is based on *Introduction to Dewey Decimal Classification for British Schools* by Marjorie Chambers F.L.A. 1968, and *A Classification Guide to School Library* by Nairobi City Education Office. Being the most organized library, Lavington follows Dewey Decimal Classification thus: - F=Fiction, E=Easy Fiction, Non-Fiction; and then Dewey numbers are used for the various classes of books. The classes of books are namely: - 000, 100, 200, 300, 400, 500, 600, 700, 800, 900. All these classes of books are indicated on the manilla paper and posted on the board in the library.
Vertical files are made for some non-book media. Also flashcards for pre-unit and standard one children are made by the librarian and teachers and kept in the cupboard. Since they are at pre-reading stage and pre-writing stage they are required to play with these items in the library.

In Westlands primary school the books are arranged according to the levels from those suitable for standard one upwards to those suitable for standard eight.

4.6.4 Cataloguing

In two (16.7%) of the schools, the library stock is catalogued. These schools are Ofafa Jericho and Lavington. But while in Ofafa Jericho the catalogue cabinet is improvised well cut carton boxes, at Lavington they have a standard catalogue cabinet. In the latter school the library assistant uses Anglo-American Cataloguing rules to write descriptions of the resource materials under Author/title cataloguing.

4.6.5 Stocktaking

Nine (90%) of those who responded indicated that they do not do stocktaking. Only one (10%) of those who responded did stock taking, and this
was Muthaiga. The deputy headmaster-cum-teacher-librarian did it at beginning and at end of every term. Indications also pointed to the fact that except for 10% of the schools they did not make annual reports. The library assistant at Lavington primary however expressed desire to henceforth do the stock-taking frequently. She had been in her job for less than three months.

4.6.6 Circulation System

Only four (40%) of those who responded had some form of charging/discharging system; six (60%) of schools did not have any. Those that had charging systems include Lavington, Jogoo Road Ofafa Jéricho and Muthaiga. Lavington had the most organized system. They used the Browne System.

Lavington had printed cards and readers tickets kept by the librarian for safety. Pupils got their tickets from the librarian after identifying books to borrow. The book cards were inserted in the readers' tickets and then kept in the card trays on borrowing.
In Mutháiga primary school some form of Browne system was used, but this was just improvised. The pupils from each class were given cards on which they wrote their names, classes and titles of books borrowed and the cards for each class kept in one envelop, and kept in the deputy headmaster’s office.

In Ofafa Jericho and Jogoo Road the borrowers’ names were entered in exercise books and on returning the books the names were cancelled.

4.7.0 Library Use

Table 9a: Showing Academic Qualifications of Library Lesson Teachers

<table>
<thead>
<tr>
<th>ACADEMIC QUALIFICATIONS</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.C.E./E.A.C.E. 'O'</td>
<td>22</td>
<td>61.1</td>
</tr>
<tr>
<td>K.A.C.E./E.A.A.C.E. 'A'</td>
<td>8</td>
<td>22.2</td>
</tr>
<tr>
<td>K.J.S.E.</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Unindicated</td>
<td>4</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
In most schools a lot of importance is attached to the library. This is reflected in the choice of teacher-librarians to manage libraries. Most are a highly qualified cadre of primary school personnel thus mainly 'A' level holders and 'O' level holders.

In some cases the role of teacher-librarian is given to language teachers and in most cases as part of English language lessons.

Table 9b: Showing professional qualifications of teacher librarians

<table>
<thead>
<tr>
<th>QUALIFICATIONS</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained teacher</td>
<td>4</td>
<td>11.1</td>
</tr>
<tr>
<td>P2</td>
<td>6</td>
<td>16.7</td>
</tr>
<tr>
<td>P1</td>
<td>21</td>
<td>58.3</td>
</tr>
<tr>
<td>S1/Diploma</td>
<td>4</td>
<td>11.1</td>
</tr>
<tr>
<td>Approved teacher</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
Here again the majority of respondents who are teacher librarians and assistant teacher librarians are P1s, and they account for 58.3% of the total population. However the majority of them have experience of less than one year. Those who have less than one year experience account for 41.7%; eight of them or 22.2% have between 1-10 years experience, while 36.1% have more than 10 years experience.

4.7.1 Responsibilities

Some teachers are overworked and this will be shown in the following table.

Table 10: Percentages of teachers participating in the given responsibilities out of 88 respondents

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Club patrons</td>
<td>48</td>
<td>54.5</td>
</tr>
<tr>
<td>Class/House teachers</td>
<td>31</td>
<td>35.2</td>
</tr>
<tr>
<td>Games teachers</td>
<td>14</td>
<td>15.9</td>
</tr>
<tr>
<td>*Stores</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>Others</td>
<td>30</td>
<td>34.1</td>
</tr>
</tbody>
</table>
Out of 150 teachers only 88 (58.7%) have other responsibilities. The responsibilities they hold include club patronizing, games, store keeping and others. Those who do not have other responsibilities form 41.3% (62) of the teachers. Worse still one may have more than three different responsibilities apart from teaching. This is true of hardworking teachers.

4.7.2 Teaching Load

Table 11: Shows the number of periods taught by teachers per week

<table>
<thead>
<tr>
<th>PERIODS PER WEEK</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Less than 30</td>
<td>25</td>
<td>16.7</td>
</tr>
<tr>
<td>31-40</td>
<td>50</td>
<td>33.3</td>
</tr>
<tr>
<td>41-50</td>
<td>74</td>
<td>49.3</td>
</tr>
<tr>
<td>51 and over</td>
<td>1</td>
<td>0.7</td>
</tr>
</tbody>
</table>
On the teaching load, 50% of the teachers teach more than 41 periods per week, 33.3% teach between 31-40 periods while only a small percentage (16.7%) teaches less than 30 periods. But the majority of those teaching less than 30 periods have many other responsibilities. In most cases these are senior teachers who are usually in charge of examinations, discipline and help headmasters and their deputies in various aspects.

4.7.3. Teachers' Background on Use of Library

The majority of teachers thus 130 (86.7%) had libraries in their colleges or schools. But many of those who did not have libraries in colleges are those who trained more than 15 years ago. Those who did not have libraries read in various places. Those who read in classrooms were 10%, 0.7% in halls, while 1.3% read elsewhere.
Table 12: Summary of information on teachers' experience in use of library in the institutions last attended

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>130</td>
<td>86.7</td>
</tr>
<tr>
<td>No Library</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>U.T.</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

84% of the teachers at least have had library lessons, therefore are expected to have been given library orientation.

Table 13: Length of library periods in colleges (schools) as indicated by individual teachers

<table>
<thead>
<tr>
<th>NUMBER OF HOURS</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>Less than 1 hour</td>
<td>73</td>
<td>48.7</td>
</tr>
<tr>
<td>1 hour</td>
<td>18</td>
<td>12.0</td>
</tr>
<tr>
<td>More than 1 hour</td>
<td>35</td>
<td>23.3</td>
</tr>
<tr>
<td>No Library</td>
<td>18</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>
On the issue of classification of library materials, 84.7% (127) out of 150 indicated that the library's resources were classified although many indicated that it was based on broad subject classification. Only 19.3% (29) were not taught user education; whereas 67.3% (101) were taught user education during their college days. Out of 150, 38% were taught by librarians, 28.7% by teacher/tutors while 20.0% taught themselves.

4.7.4 Current Use of Library Resources by Teachers in Teaching

Table 14: Showing how often teachers use the current school library

<table>
<thead>
<tr>
<th>NUMBER OF TIMES</th>
<th>FREQUENCY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a day</td>
<td>11</td>
<td>7.3</td>
</tr>
<tr>
<td>Once a week</td>
<td>15</td>
<td>10.0</td>
</tr>
<tr>
<td>Once a month</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Once a term</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Not at all</td>
<td>35</td>
<td>23.3</td>
</tr>
<tr>
<td>No response</td>
<td>84</td>
<td>56.0</td>
</tr>
</tbody>
</table>
Only 21% of the teachers go to use the school library resources. This is a very small proportion of teachers. This reflects the laxity in the use of the resource materials therein. At the same time this may be caused by lack of relevant materials for teachers in libraries dominated with resources for pupils. Merely 7.3% of teachers go to the library everyday, 10% go there once a week; 2% and 1.7% go there once a month and once a term respectively.

There are various reasons that make teachers go to the library. In Jogoo Road for example there is a professional section in the staffroom, in which there are various books. These books include, source book for geography teaching, Modelling, Building and Curving, Teaching of Science in tropical primary schools, Radio and Television etc.

Of all the teachers who responded, 39.6% use bibles, 35.8% use encyclopedias, 20.8% use dictionaries and 3.8% use atlases. These are some of the major reference materials that teachers turn to in their teaching profession.
### Table 15: Showing use of reference materials

<table>
<thead>
<tr>
<th>Reference Materials</th>
<th>F</th>
<th>% of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encyclopedia</td>
<td>19</td>
<td>35.8</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>Bibles</td>
<td>21</td>
<td>39.6</td>
</tr>
<tr>
<td>Atlases</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>Directories</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Text books are indeed the most important source books for precise and most comprehensive information for teaching purposes. For this reason they are heavily relied upon by teachers in teaching and learning situations.
Table 16: Number of books in absolute frequency as used by teachers in teaching

<table>
<thead>
<tr>
<th>Subject</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>436</td>
<td>36.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>196</td>
<td>16.5</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>146</td>
<td>12.3</td>
</tr>
<tr>
<td>C.R.E.</td>
<td>141</td>
<td>11.9</td>
</tr>
<tr>
<td>G.H.C.</td>
<td>77</td>
<td>6.5</td>
</tr>
<tr>
<td>Arts &amp; Crafts</td>
<td>25</td>
<td>2.1</td>
</tr>
<tr>
<td>Science &amp; Agriculture</td>
<td>82</td>
<td>6.9</td>
</tr>
<tr>
<td>Home Science</td>
<td>46</td>
<td>3.9</td>
</tr>
<tr>
<td>Music</td>
<td>30</td>
<td>2.5</td>
</tr>
<tr>
<td>Business Education</td>
<td>4</td>
<td>0.3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1188</td>
<td>100</td>
</tr>
</tbody>
</table>

English accounts for 36.7% of books that teachers use in teaching. This is followed by mathematics accounting for 16.5% and Kiswahili which accounts for 12.3% and C.R.E. 11.9. These subjects have been taught for long in Kenyan primary schools and therefore their resources are readily available. Otherwise, the newly introduced subjects are disadvantaged.
Physical Education accounts for a mere 0.4%, Business Education 0.3%, Music 2.5%, Home Science 3.9% and lastly Arts and Crafts account for 2.1% of the books used by teachers.

Table 17: Teachers who use non-book media in teaching, frequencies and percentages out of 150 teachers.

<table>
<thead>
<tr>
<th>Items</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts/maps</td>
<td>38</td>
<td>25.3</td>
</tr>
<tr>
<td>Nature Tables</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Realia/objects/specimens</td>
<td>29</td>
<td>19.3</td>
</tr>
<tr>
<td>Flash Cards</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>Radio/Tapes</td>
<td>29</td>
<td>19.3</td>
</tr>
<tr>
<td>Counters</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>Pictures/cuttings</td>
<td>17</td>
<td>11.3</td>
</tr>
<tr>
<td>Models/Globes</td>
<td>11</td>
<td>7.3</td>
</tr>
<tr>
<td>Bulletin: Boards</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>Slides</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>T.V. -</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Community based Resources</td>
<td>6</td>
<td>4.0</td>
</tr>
<tr>
<td>Games/Puzzles</td>
<td>7</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Various non-book media are used by teachers in teaching. The most commonly used resources are charts and maps and to exemplify this, 25.3% of the teachers use them. These are followed by realia/objects/specimens and Radios/Tape recorders respectively,
both with each accounting for 29% of teachers using them in teaching. In some cases teachers use more than one item in one single lesson.

There were many different reasons given by teachers for use of these resources. The reasons included, forming of permanent impressions, better understanding, encouraging activities in classes and drawing attention of pupils.

As for those who used Televisions and slides they did not indicate when and where they used them. To utilize community based resources, trips were made to museums, zoos, animal orphanages game parks etc. Resource people were also occasionally invited to talk and demonstrate to pupils.

4.7.5 Pupils' use of Resource materials

All the schools except one have library periods on the timetables.
Table 18: Number of times pupils go to the library in a day

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>171</td>
<td>36.6</td>
</tr>
<tr>
<td>1</td>
<td>213</td>
<td>45.6</td>
</tr>
<tr>
<td>2</td>
<td>83</td>
<td>17.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>467</td>
<td>100</td>
</tr>
</tbody>
</table>

Out of 467 pupils 36.6% do not go to the library, 45.6% go to the library once and 17.8% go there twice in a day.

Among the subjects that pupils like, English and mathematics lead. English is liked by 54.17% of the pupils and mathematics is liked by 50.3% of the pupils. This can be clearly discerned in the table below.
Table 19: Showing most favourite subjects to pupils out of 467

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Frequencies</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Agriculture</td>
<td>94</td>
<td>20.12</td>
</tr>
<tr>
<td>Maths</td>
<td>235</td>
<td>50.3</td>
</tr>
<tr>
<td>English</td>
<td>253</td>
<td>54.17</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>66</td>
<td>14.13</td>
</tr>
<tr>
<td>Art &amp; Crafts</td>
<td>21</td>
<td>4.49</td>
</tr>
<tr>
<td>Music</td>
<td>20</td>
<td>4.28</td>
</tr>
<tr>
<td>G.H.C.</td>
<td>120</td>
<td>25.69</td>
</tr>
<tr>
<td>C.R.E.</td>
<td>37</td>
<td>7.9</td>
</tr>
<tr>
<td>Home Science</td>
<td>47</td>
<td>10.06</td>
</tr>
<tr>
<td>Buseiness Education</td>
<td>30</td>
<td>6.4</td>
</tr>
</tbody>
</table>

Among the books the pupils like borrowing on their own are story books which account for 64.4%. Textbooks account for 29.8% and drama books account for 15.8%. Whereas 8.6% of those who responded borrow comics and this was noticed particularly in Lavington, Westlands, and Highridge primary schools. This trend is also reflected in the types of books they borrow from public libraries.

Subjects that pupils do borrow books from are English which accounts for 55.2%, G.H.C. 38.5% and
Kiswahili accounting for 22.8%. However in Kiswahili pupils in standard 6 and 7 at Lavington are coerced to at least borrow a book in Kiswahili whenever they go to borrow books from the library. This is because teachers would like to improve the Kiswahili of the pupils via reading story books.

In 75% of the schools pupils borrow books, but in 25% they do not borrow any library materials. In both Lavington and Ofafa Jericho primary schools the standard I and II pupils are not allowed to borrow books; and the major reason is that they are still in pre-reading and pre-writing stage. Apart from that, they are not able to take care of the books.

In all the cases where books are lent to pupils, records are kept. Out of the nine schools that allow pupils to borrow books the period varies. Those that borrow for less than one week are 11.0%; and 55.6% allow one week, 33.3% allow two weeks while 11.1% allow pupils indefinite time for borrowing books.
Table 20: Showing number of books borrowed by pupils per week, month and term.

<table>
<thead>
<tr>
<th>Period</th>
<th>Number</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>0</td>
<td>226</td>
<td>48.4</td>
</tr>
<tr>
<td></td>
<td>1 - 2</td>
<td>179</td>
<td>38.3</td>
</tr>
<tr>
<td></td>
<td>over 2</td>
<td>62</td>
<td>13.3</td>
</tr>
<tr>
<td>Month</td>
<td>0 - 4</td>
<td>407</td>
<td>87.1</td>
</tr>
<tr>
<td></td>
<td>over 4</td>
<td>60</td>
<td>12.9</td>
</tr>
<tr>
<td>Term</td>
<td>0 - 10</td>
<td>298</td>
<td>63.8</td>
</tr>
<tr>
<td></td>
<td>Over 10</td>
<td>169</td>
<td>36.2</td>
</tr>
</tbody>
</table>

From the above it will be seen that pupils' use of resource materials in the library is low. 48.4% do not borrow any book from the library per week; in a month 87.1% borrow merely between 0-4 books each, per month. Whereas in a full term more than half (63.8%) of the pupils read between 0-10 books. This clearly portrays the low rate there is in the use of the learning resources.

4.8.0 Reading Habits

In gauging whether the schools make efforts to teach reading habits, only 33.3%(4) indicated that
they use the public library. 66.7% do not use public libraries. This may have resulted from the fact that only 41.7%(5) of the schools have public libraries between 1 - 2 k.m. away, thus within their proximity. These schools include Jogoo Road, Kenyatta University (Academic library), Ofafa Jericho, Nile Road and Buru Buru II. The rest thus 58.3% are more than 2 kilometres from any library. This was of particular concern to the deputy headmaster of Kassarani primary school. This school is more than 10 kilometres to the nearest public library.

On the nine point rating scale about activities that teachers perform in teaching pupils how to use the library; 83.5% of the 91 teachers who responded indicated that they teach poor or backward readers as the good or fast readers read on their own. 56% of them supervise the library lessons while only 38.5% use the lessons for teaching good reading habits. In some cases however, respondents performed more than one activity during library lessons.

Library resources are used by teachers in supporting the school curricular. Out of 150 teachers,
40% indicated that they guide pupils in the use of resources in the library, 19.3% give assignments and 8.7% tell pupils to read any book. However 29.3% do other things not related to fostering of reading habits amongst pupils.

On the reading habits of the teachers themselves, only 50% read books outside their teaching subjects. They read fiction, non-fiction and text books.

Several reasons were given for reading. Out of 150 teachers 36.7% read for purposes of gaining knowledge (information), 31.3 read for purpose of entertainment (leisure, enjoyment, relaxation), while 1.3% read to prepare lessons. Those who read for their own career advancements accounted for 4.7%, while the rest (26.0%) gave no reasons for reading. Some teachers however gave more than one reason for reading.

On the use of leisure time, only 48% of the respondents read; 52% do other things not related to reading.
Two librarians commented on the reading habits of teachers. The Lavington primary school librarian indicated that teachers like borrowing different types of materials ranging from fiction to reference. In Jogoo Road, while the teachers like reading there are no suitable materials for them to read. There are very few library materials and hence it was difficult to gauge their true reading habits.

On the reading habits of pupils 98.7% like reading. Newspapers are read by 93.4%. Generally pupils like reading and this is reflected in 92.5% being interested in reading magazines, newspapers and books. But only 36.2% like reading for fun, 16.3% for examinations only, and a very small percentage (3.9%) do not like reading. This is enough evidence to show that pupils are avid readers.

Parents do help a great deal in encouraging their children to read at home. It will be seen that only 12.8% of the pupils did not have books bought by their parents. On the overall 30.4% had between 1-5 books bought for them, 16.7% received 6-10 books from their parents while 13.3% got between 11-15 books.
Some had even more books bought for them; 11.8% received 16-20 books and 14.8% got over 20 books from January up to June 1986. In fact some indicated that they have had more than 75 books bought for them.

Children also read in their homes in the evenings. Only 3.4% read for less than one hour, 54.6% read for between 1-2 hours, 35.1% for 3-4 hours and lastly 6.9% read for over four hours. This reflects that pupils actually do a lot of reading.

One way of fostering pupils reading habits is by providing study rooms at home. From the respondents 51.8% of the pupils have reading rooms at home, while less than half do not have reading rooms. Many of those who do not have reading rooms are from the lower class parents, and this was evident at Karura.

The great majority of pupils are encouraged by their parents to read; 93.6% are encouraged directly to read and only 6.4% are not encouraged. Several methods are applied by parents in encouraging their children in reading. 48.8% of the pupils are
told to read, 28.9% are encouraged by buying books, while 9.0% get questions set by parents. Some parents (9.9%) practically teach their children. Other pupils (3.4%) are given newspapers by their parents to read.

Very few pupils go to public libraries. This is evidenced by the fact that only 35.3% indicated they do so. From those who go there merely 13.9% of all the pupils carry their books, 21.4% do not, however the remaining majority did not indicate.

Librarians gave their views on the reading habits. In Lavington the librarian commented that pupils like reading particularly story books and comics. They are however biased towards English. They are therefore only forced to read Kiswahili. They are also fast readers according to her. In Ofafa Jericho lack of library materials discourages them. Hence they are at times told to carry their own books to read during library lessons. Otherwise both concur that pupils are good readers.

4.9.0 Role of the Library

Most teachers view the role of the library in
the context of its educational benefits. This is evident from the 63.3% of the teachers seeing it as a support for attainment of school curricular. Another role that is rated high is research which is given second highest rating (56.0%). Other roles mentioned include:- provider of information (53.3%), relaxation place (18.7%), study place (15.3%), fostering cultural heritage (12.0%) advancement of career (9.3%) and fostering reading habits (2.0%).
CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

5.0 Introduction

The research was aimed at investigating the resource materials with emphasis on the available types, finance, acquisition, organization, human resources, personnel, utilization of resources and the problems associated with them.

The purpose of the research was to establish the level of development of the learning resource materials in Nairobi primary schools, to establish qualifications and experiences of teachers and personnel and whether there is help from private and public institutions in establishment, management, organization and utilization of school libraries.

The literature review centered on the background information and recent findings on primary school librarianship. This was focused on the role of the library in primary school education, changing nature of the library, establishment of library facilities, financing, resource materials, use of learning resources
and development of reading habits.

In conducting the research, a simple survey design was done using questionnaires, interviews and observation. The area of the survey covered was Northern, Eastern and Western divisions. Twelve schools were selected at random to form the sample of the population. The subjects were drawn from headteachers, classroom teachers, teacher librarians and pupils. The questionnaires were delivered to subjects and collected personally. The data was then analysed and computed.

5.1.0 Findings and Conclusions

5.1.1 Facilities

The learning resource materials are safe from theft, pests and rain as they are accommodated in well designed permanent buildings. Except for the 33.3% of the schools studied, none has a purpose build library. However all the schools have some form of libraries be it centralized or class libraries.
Funds to meet the cost of facilities and resource materials including buildings are raised by the community in which the school is situated. These funds are raised through private donations, walks, public or international institutions giving aid and harambee fundraisings. Since parents in places such as Lavington, Westlands, Parklands and Muthaiga hold influential positions politically, socially and economically they are able to solicit for more funds to build libraries. Schools such as Lavington, Westlands Highridge and Muthaiga have benefited from one or the other of these ways. For instance through a harambee fundraising Westlands Primary School was able to raise funds for construction of the library and laboratory.

There has been a steady increase of pupils in primary schools since independence. Together with the high population growth rate, and declaration of free primary education in 1973, the 8-4-4 education system has led to a higher pupil population in primary schools. Yet central libraries have not expanded. The most spacious library in relation to pupil enrolment can only accommodate a maximum of 5.9%
of the total school population. This vividly indicates that the libraries are too small to accommodate pupils comfortably.

Save for schools in upper class zones (Parklands, Westlands, Muthaiga, Lavington) of Nairobi, there is lack of library facilities. This is reflected in the fact that 33.3% of the schools have purpose build libraries. These same schools have other essential library facilities such as shelves, chairs, tables and discharging desks. Other schools in the less endowed areas lack these facilities. Compared with rural schools which do not have libraries such as Amagoro in Busia and Nthi in Meru, all schools in Nairobi have at least some form of libraries be it class or central. Besides, while schools in Busia have semi-permanent structures all of the schools in Nairobi have permanent buildings.

5.1.2 Financing

Schools do not have a regular source of funds for the purpose of establishment and development of libraries. There is dependence on Parent-Teacher Association, charity walks, harambee fundraisings, donors and in the past sponsors. The amount of money raised depends on
where the school is situated, influence of heads of schools, parents and politicians. This is reflected in the fact that 58.3% did not have any budget for the library in 1986, whereas one school received KShs. 30,000.00 from UNESCO purposely for the library. This has caused differences in library facilities and resources that schools have. Schools such as Lavington, Westlands, Muthaiga, and Highridge receive more funds than those in Karura Forest, Kassarani, and Eastlands (middle and lower class) areas.

From the schools viewpoint they have other urgent priorities to put into account. The school administrators and Parent-teacher associations are busy constructing standard eight classrooms, workshops, home science rooms and trying hard to accommodate the steady increase of standard one intake. Because of these and the meagre funds available there has been decrease in purchase of library resources. The fact that more than half the number of schools did not have a budget for the library in 1986 indicates that schools do not have votes for libraries. Financing of the library is at the discretion of heads of schools and Parent-teacher associations. Therefore votes for libraries can help in alleviating the problem of
giving priorities to other projects and leaving out libraries.

5.1.3 Resources

The findings revealed that 50% of schools surveyed had stocks of over 2,000 items. However there was a big disparity between schools in terms of library stock. Only 25% of schools had a library collection of over 5,000 items while 16.7% had less than 1000 items. Hence the school with the largest stock relative to number of pupils has an average of 7 items per pupil while the school with the smallest stock relative to the number of pupils has 3 pupils per item. Schools in upper class areas have more resources (e.g. Lavington had more than 6000 books) while schools in lower class areas have fewer resource materials (e.g. BuruBuru II had only 300 books).

The most dominant resources are in those subjects that have been taught in primary schools for a long period of time. These are in areas of English, Mathematics, Science subjects, and Kiswahili. Newly introduced subjects namely Music, Business Education,
Physical Education and Home Science have less materials. For example English accounts for 36.7% of the materials teachers use in teaching while P.E., Business Education, Music, Home Science and Arts and Crafts all put together account for only 9.2% of the total number of textbooks. There is therefore need to equally cater for all the subjects taught in schools to alleviate this anomaly.

There are different types of non-book materials in schools but these are not considered by many teachers as part of library collections. These materials are usually kept in either heads' offices or deputy heads' offices in a campaign to over-protect them. These items include radios, typewriters and duplicating machines. Other materials especially software are kept in the book stores.

Although magazines and newspapers are important primary sources of information only 8.3% of the schools subscribe to the three English dailies namely The Standard, Kenya Times and Daily Nation, and the Kiswahili Taifa Leo. Others such as Komba, Swara, Wildlife, Pied Crow
are acquired either free of charge or donated by teachers and parents.

Because of high costs of resource materials and other urgent priorities namely building of classrooms, homescience rooms, workshops and buying of textbooks there is a big disparity in terms of quantities between learning resource materials held in school libraries. Otherwise schools surveyed have more and better facilities than most rural schools.

66.7% of the schools surveyed indicated they had old books in their library collections and 52.1% of encyclopedias in all the schools were published before 1975. While the figures of old stock given varied from one school to the other; on actual observation it was estimated that over half the stock in each school was published before 1975. This clearly potrays that more than half the stock is outdated and irrelevant to the present education curricular and hence it should be discarded.
5.1.4 Personnel

There is a big shortage of personnel in schools ranging from teaching staff to librarians. Only one school has a full-time librarian in the real sense of the word; and in other schools teacher librarians who have other heavy workloads besides librarywork are in charge. 66.7% of schools have either deputy headteachers or classroom teachers assigned library duties. There are no library assistants hired to help them; and because of fear of losing learning resource materials, neither library prefects nor pupil assistants are involved in library organization.

Although the majority of trained teachers indicated they had library user orientation during their college days, they seem not to have been given a background training in library management, organization and utilization. This means they cannot efficiently and effectively run libraries. Untrained teacher-librarians have proved not to be a convenient solution to the lack of fully trained teacher librarians. They have a greater attachment to teaching subjects than to library organization and management.

When there is shortage of teaching staff teacher-
librarians are called upon to abandon their library roles in preference for teaching. In fact a lot of time is spent doing duties not related to librarianship. It is the feeling of one teacher librarian, and this researcher agrees with her that for proper running of libraries there should be people permanently assigned to run them undisturbed. The researcher views this to mean teacher-librarians who are trained but assisted by library assistants.

5.1.5 Organization

The mainstay of proper functioning of a library is in the proper organization of the resource materials. Bearing in mind that most of the personnel is not trained in librarianship, organization of the resources is in poor state in many aspects.

In selection of resource materials to be acquired by the library, there are no laid down guidelines to be followed in almost all schools. The methods of selection vary from school to school due to lack of laid down procedures from relevant authorities. Many teachers and teacher-librarians showed ignorance in selection methods.
Only in Lavington Primary School do we have a librarian who uses professional methods of book selection.

Schools acquired resources or funds to buy resources from various sources: private donors, parent-teacher associations, Nairobi City Commission/Kenya School Equipment Scheme, teachers, public institutions and bookshops. But the greatest suppliers are parent-teacher associations and the sponsors. In fact, 75% of schools get books from N.C.C./K.S.E.S., and 41.7% of schools receive from parent-teacher associations.

Stock-taking which is a vital element in determining the size of the library stock and assessing which areas need boosting, and which materials need weeding, is neglected by virtually all the teacher librarians except one. In Muthaiga, where it is done it is simply counting of books and recording the number at every beginning and end of the term basing on the entries in the inventory. For the schools that do not do stock-taking, it is because it has not been made mandatory for them to do so.
It is therefore difficult to know the exact losses and to assess which areas need acquisition of resources.

To ensure efficient and effective circulation of resources schools need a charging/discharging system. However only 40% of schools use some organized charging/discharging system; and only 8.3% use a conventional charging system (Browne System). This means that in many schools the systems they use are not efficient. There is need for standards to be set in charging and discharging systems to improve on this.

Classification which is the arrangement of materials in a library in an order useful to users and management, is vital in a primary school library. 41.7% of schools have at least some form of classification of resource materials particularly books. Out of these only two schools use Dewey Decimal Classification and the other three use broad subject classification. This means that 59.3% do not have any form of classification and hence arrangements of these materials are haphazard. This problem is worse in non-book media as none at all is classified in any form in all the schools. Therefore retrieval
of resources is difficult to the users. Also, children pass through the primary school stage not having been introduced to any form of library classification. This has far reaching negative effects in the later school years of the child and after school in the use of libraries.

Cataloguing on the other hand is the listing and description of all the holdings in the library. Without a catalogue it is difficult to know which resource materials are available in the catalogues, and only 8.3% have standard catalogues. So, in spite of the importance of catalogues to users in the utilization of resources, they have not been given the serious considerations they deserve. Usage of materials is hampered by lack of awareness on what resource materials are available in the library. This makes retrieval of information from available resource materials unnecessarily difficult.

5.1.6 Use of Resources

Most headteachers attach importance on the immense contributions the school library can make to education. However many have misconceptions or at most foggy visions of the specific contributions made by libraries. For instance libraries are seen as a basis of teaching and learning language
This is reflected in the big number of fiction and non-fiction in English and to a lesser extent in Kiswahili languages. Fiction collections are estimated to form more than half the total number of library collections. In fact, library lessons form part of English language lessons in most cases. In the schools where there are assistant teacher librarians they are appointed from language teachers who take pupils to the library during one of their language lessons in a week. In Lavington for instance pupils are forced to read Kiswahili books to improve their language proficiency.

The teachers abilities to plan and programme for effective use of teaching and learning resource materials are limited due to having a lot of work. Half the number of teachers have over 41 teaching periods per week. Those with less teaching periods are either senior teachers or deputies or headteachers who are overworked in other fields. It is therefore necessary to give priority to the training of qualified manpower to cater for all aspects in teaching and learning to utilize the learning resource materials.
Many (74%) of the teachers appreciate the importance of libraries. They view the role of the library in providing support for attainment of educational curricular, relaxation, fostering cultural heritage, career advancement and fostering reading habits. This may be as a result of the user education they received during their training. However, their current use of libraries is very low (only 21% of them use the school libraries) due to laxity, lack of relevant books, and lack of time due to a lot of teaching workload. The few that go there utilize resources mainly as reference materials in teaching.

Teachers use various textbooks in teaching learning situations. Suffice it to point out that established subjects have more teaching and learning resource materials than newly introduced subjects. To exemplify this, subjects such as English, Kiswahili, G.H.C. and science have more materials than new subjects such as Business Education, Music, Home Science, Arts and Crafts and P.E. The newly introduced subjects have a very small range of materials to choose from for teaching and learning.
Teachers also use a wide range of non-book media in teaching and learning situations. Among those materials, the ones used most are charts, realia and radios. But one setback in the use of these materials is that teachers and teacher-librarians neither make lists of available resources nor plans to utilize them within the schools and community in teaching and learning.

Except for those pupils who do not have libraries in their schools, 63.4% of pupils are frequent users of the library facilities. This is a reflection that they have high interests in reading. On the contrary however 48.4% do not borrow even a single book in a full week and in a whole term 63.8% borrow less than ten library books. This may reflect that children have poor reading habits as they take a long period to read books they borrow. However this number of materials borrowed is higher than that read by pupils in rural areas.

Like the bias of provision of learning resource materials, pupils borrowing of books is biased towards well established subjects in primary schools. This is because there are very
few resources in the recently introduced subjects in primary schools. Here again English and Kiswahili account for the greatest number.

In 75% of the schools standard 6-7 pupils are allowed to borrow books. However standard one and two pupils are not allowed to borrow books particularly in Lavington and Ofafa Jericho. The length of borrowing books varies from school to school. It ranges from less than one week to indefinite. In order to ensure that pupils are given a chance to share use of these scarce resource materials an average of one week allowed for book lending is advisable.

Almost all (91.7%) of the schools have library periods on the timetable either as separate periods or as part of English lessons. But these periods are not fully made use of in utilizing library resources. Half of the teachers have more than 41 teaching periods and others are overworked as games teachers, deputys, senior teachers and headmasters.
Reading Habits

The general trend is that many schools do not encourage pupils to use public libraries. Only 33.3% have arrangements with public or academic libraries. Although many headteachers argued that distance is the major drawback this is not the major reason. Very few teachers go to public libraries and only 38.5% of the teachers use library lessons to teach reading habits. Those who teach reading habits, help pupils to read silently and without lip movement. They also teach pupils to read fast at the same time comprehend what they read. They give assignments and teach backward readers as fast readers read on their own.

Teachers are poor readers. Only 50% read books outside their teaching subjects and only 48% read during their leisure time. Those who read do it for purpose of relaxing, knowledge, preparing lessons, and career advancement. The rest do other things not related to reading such as games, cooking, visiting, talking to people, watching films, listening to radios and watching television. It is therefore difficult for them to help pupils develop positive reading habits when they themselves are non-readers. Besides only 17.3% of the teachers go to the
library at least once a week. It would therefore not be plausible for them to easily convince pupils to read without them giving an example.

Pupils however seem to be interested in reading since 93.4% indicated that they like reading. Their parents encourage them in various ways. These include provision of reading rooms, buying books, supervising of their work and even literally telling them to read. But only 35.3% use public and academic libraries to read. They usually go to the public libraries to read story books and other books related to their learning subjects.

5.1.8 Role of the Library

Most teachers view the role of the school library in the context of its educational value to support school curricular. They usually use library resource materials to teach language proficiency by telling their pupils to read story books. They also use the library resource materials as reference materials. Very few see it as a place of fostering cultural heritage and recreation. This may explain why many teachers do not go to the library during their leisure time.
5.2.0 Recommendations

5.2.1 A library is a very important institution in a primary school as it forms part and parcel of the teaching and learning environment. Public libraries are however not very near the schools and yet school timetables are overcrowded. It is therefore too difficult to fit the use of public libraries in the teaching programmes. Therefore as much as possible, schools should avoid making arrangements for pupils to use public libraries during school hours. Instead school libraries should be established in all the primary schools under guidance of qualified librarians. There should be also a revival of the school book box programme by the Kenya National Library Services to lend books to schools. Programmed visits however, can be made occasionally for familiarization under close supervision of teachers.

5.2.2 In order to raise funds for initiating and developing libraries in primary schools, there is need for government coordination. The government can coordinate municipal councils, local councils, urban councils and the Nairobi City Commission to levy a certain amount of money as school library tax. There should be a legislation to support and legalize taxing for
development of school libraries. This can go a long way to establish and develop libraries all over the country and ensure a steady supply of funds for resources and provide for running costs.

5.2.3 The nature of libraries is changing with time from traditionally having exclusively printed media collection to having both book media and non-book media collections. Libraries are beginning to stock both printed materials and non-book materials because of their changing roles. The primary school library should therefore not be left behind. It should have both book and non-book materials and be integrated with the teaching programme. To achieve this there should be a very wide range of resource materials for all areas and levels for primary school pupils and their teachers.

5.2.4 In order to integrate the library with the teaching programme, there should be a shift of emphasis of teaching methods from teacher centred to resource-based and from teaching to learning. This should therefore be emphasized during the training of teachers and also during inservicing of teachers. For the teachers who
are already in the field, inservicing can be done at the Teacher Advisory centres through workshops and seminars. In fact it is high time a core course were introduced on usage and improvisation of learning resource materials in primary teacher training colleges.

5.2.5(a) As primary school teachers who are duty bound to help pupils improve their methods of library use, they need to have some form of user education. User education should have basic techniques in library use, organization and methods of information retrieval. (b) Educating pupils in the use of learning resources is important as a service subject to all other subjects in the primary school. It facilitates teaching and learning other subjects. It is therefore wrong for it to be reduced to a secondary component of languages. (c) There is need to develop reading habits in the children at an early age; because it is at this stage that pupils form permanent habits and behaviours. To do this there should be a systematic curriculum in the use of books. This can best be done if a comprehensive syllabus for user education is developed. This subject should be taught as a discipline on its own, right from standard three to standard eight.
5.2.6  It is also advisable for standard one and two pupils to be programmed on the timetable to attend library lessons in the library. However these children are not likely to have attained writing and reading skills. Their concentration span is also short. It would therefore be advisable for their materials to contain specially assorted learning resources to cater for their level of development. These materials can be kept in special rooms. The materials may include flash cards, work cards, pictures, newspaper cuttings, special picture books, models and realia.

5.2.7  There is need for teacher librarians to be trained to run school libraries. These teacher librarians should have dual qualifications, thus in both librarianship and teaching. They should have the necessary skills in management, organization, processing, use of resource materials, and provision of efficient reference, inquiry and circulation services. They should also be trained in various teacher oriented skills. In order for them to be respected they should be the best qualified members of staff in the school.
Because they are usually called upon to step in when there is shortage of teaching staff every school should strive to either have a qualified library assistant to help the teacher librarian or one who is untrained but under the tutelage of a trained teacher librarian should funds be available.

5.2.8 There is need for a policy decision taken to establish a committee or independent department both in the Nairobi City Commission and Ministry of Education, Science and Technology charged with the responsibility of developing school libraries. This will go a long way to standardize school libraries. An inspectorate should be formed to ensure that minimum standards for primary school libraries are attained. The inspectorate should comprise of educationists who are trained in librarianship. It should ensure that building of the library puts into account appropriate sizes of central libraries; and should also be based on forecasting of future increase in number of users to avoid overcrowding after construction of the library.
Standardizing library organization can also be made possible through supervision and guidelines by inspectorate. They can help in ensuring that the right and qualified people are charged with duties to run the libraries. This implies that there should be proper procedures and ways stipulated to select, acquire, accession, classify, catalogue, shelf, display resources, charge and discharge resources and provide necessary services. There should be guidelines to all administrators, teachers, librarians and teacher librarians to this effect.

For this to be possible Teacher Advisory Centre tutors can be very instrumental in supervising and assisting teachers in establishing libraries so long as qualified manpower is posted there.

There is need also to simplify cataloguing system, classification system, charging and discharging system so that children can easily use the conventional methods but at an elementary level. In cataloguing, there is need to use the title/author catalogue. In classification there is need to use Bibliographical Classification of Bliss or Dewey Decimal Classification at a simplified level. Charging and discharging
can adopt the Browne System like the one in Lavington.

Catalogues can be improvised where carton boxes can be cut and cards made in such a way that they play the same role as factory made ones.

5.3.0 Suggestions for Further Research

5.3.1 A similar research done in other urban councils, municipalities and country councils of Kenya would help in comparing and generalizing for the whole country.

5.3.2 It is necessary to carry out a research to establish whether the availability of library facilities has anything to do with the performance of pupils in external examinations.
BIBLIOGRAPHY


APPENDICES

APPENDIX A

QUESTIONNAIRE A

A SURVEY OF LEARNING AND TEACHING RESOURCE MATERIALS IN SELECTED PRIMARY SCHOOLS IN NAIROBI

To be filled by H/M of the school or Deputy H/M.

SECTION I: General information about the school

1. Name of person completing the questionnaire

2. Position Sex Age

2(a) Name of school

When it started

Sponsored by

Number of streams in std 1

2.

3.

4.

5.

6.

7.

8.
(b) Total enrolment as of June, 1986

Number of boys

Number of girls

3. Boarding facilities: Tick (✔) where appropriate
   (i) All boarding
   (ii) Day pupils only
   (iii) Boarding and day

4. Type of library in school. Tick (✔) the correct answer.
   (i) Centralized library
   (ii) Class libraries
   (iii) Centralized & Class libraries

5. If your library is centralized, where is it located?

6. In the table below give the names of library class teachers their qualification and number of years they have taught.
<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Professional qualification</th>
<th>Exper. No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g. K.J.S.E., K.C.E.)</td>
<td>(e.g. P_1, P_2, P_3, etc)</td>
<td>of Years</td>
</tr>
<tr>
<td>K.A.C.E.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 2: LIBRARY FACILITIES AND RESOURCES**

7. Do you have a purpose-built library?
   - YES ______________________
   - NO ______________________

   If yes, where is it located? ______________________
   ______________________ If no, why? ______________________

8. What is the total number of library books? _______

9. Are new books bought for the library?
   - YES ______________________
   - NO ______________________
If yes, how often?

- Once a term
- Once a year
- Irregularly
- I do not know

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

11. How many books were bought for the library in 1985?

12. Are there any books in your library that were published over 10 years ago?

- YES
- NO

If yes, indicate the proportion of these books against the right figure

- 01 - 50
- 51 - 100
- Over 100 books

13. Where do your pupils do their private studies while in school?

14. If you have a central library, what is the sitting capacity?
15. What among these do you have as a centralized library? Tick (√) what you have:
   (a) A reading room
   (b) Conference room
   (c) Library room
   (d) Exhibition and demonstration areas
   (e) Other (specify)

16. Does your school library receive books in form of gifts (or donations)? YES______ NO______

17. If you have the main (central) library, indicate the number of each item of furniture found there:-
   Book shelves
   Chairs/benches
   Reading tables
   Cupboards
   Other furniture (specify)

18. Tick what you have among the following facilities
   (a) Card catalogue
   (b) Charging desk
   (c) Bulletin board or board
   (d) Magazine rack
19. If the school has class libraries, where are the books kept?
   - Cupboards
   - Bookstore
   - Bookshelves
   - Other (specify)

SECTION 3: FINANCE & ORGANIZATION

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

21. How much have you spent on library in 1986? 

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

23. If you have neither a main library nor class libraries but you have library books, where do you keep them? 

24. What is the size of the main library in square metres? 

25. Indicate whether the books are safe where they are kept, from the following:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being stolen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being destroyed by pests eg. termites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being destroyed by rain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. Who selects the books to be bought for the library?
(Put a tick against the correct choice)

The Head teacher ________________
The teachers ________________
The teacher librarian ________________
The pupils ________________
If none of the above, please explain.

27. What methods are used in selecting the books?
Tick the correct ones.

(1) By visiting book exhibitions ________________
(2) Visiting K.I.E. ________________
(3) By visiting other libraries ________________
(4) Visiting bookshops ________________
(5) Using publishers' catalogue. ________________

28. Is there any library period in the timetable?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

29. Are pupils allowed to take library books home?
30. Are these issues recorded?
   YES _____  NO _____

31. For how long are the pupils allowed to keep the books they borrow?
    ______________________

32. Are books organized in any systematic way in your library?
    YES _____  NO _____

   If yes, how are they arranged?
   By subject ______________________
   By author/title _______________
   By size _______________
   By colour _______________
   Other (specify) _______________

33. Has any member of staff in your school been trained to be a librarian?
    YES _____  NO _____

34. Apart from text-books are there any books lying around the school though they could be used in the library?
    YES _____  NO _____
If Yes indicate the number.

01 - 50 books ____________
51 - 100 books ____________
Over 100 books ____________

35. Do you have non-book materials in the school library or in the school (eg. radio, T.V., slides, realia etc).

YES _________ NO ____________

If yes name them ____________________________________________

36. Who supplies them to the school (eg. K.I.E., K.S.E.S.)

1. ________________
2. ________________
3. ________________

37. Where are non-book materials stored?

__________________________________________

38. List briefly the major problems your library faces.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

39. Is there a public library near your school
40. Do you use a public library in teaching/learning?

YES ______ NO ________

41. Which teaching/learning materials are suitable for the pupils? Name four in order of preference:

1. ______________________
2. ______________________
3. ______________________
4. ______________________

42. When do pupils go there?

(i) during school hours ________
(ii) after school hours ________
(iii) during weekends ________
(iv) other (specify) ________

43. How many hours does each class spend there per week

Less than 2 ______________
2 - 4 ______________
5 - 7 ______________
44. Do you have special arrangements between the school and the public library?

YES

NO

If yes which arrangements?

___________________________

___________________________

___________________________
APPENDIX B

QUESTIONNAIRE B

A SURVEY OF TEACHING AND LEARNING RESOURCE MATERIALS
To be filled by a subject teacher (one who actually teaches).
Please answer all the questions. Don't write your name.

SECTION I

1. Name of college attended

2. Did it have a library?
   YES
   NO

3. If no, where were you doing your private studies?

4. If yes, were the books classified?
   YES
   NO

5. Were you taught how to use the library
   YES
   NO

6. Who showed you how to use the library?

7. If you had any library period(s) on the time table how long was it/were they?
SECTION 2

8. How many periods do you teach per week? _________

9. Name four favourite subjects in order of preference
   (i) ______________________
   (ii) ______________________
   (iii) ______________________
   (iv) ______________________

10. In the table below for each subject you have named in question 9 above, list the titles of books you use for teaching.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TITLES</th>
</tr>
</thead>
</table>
| 1       | 1  
          | 2  
          | 3  
          | 4  |
| 2       | 1  
          | 2  
          | 3  
          | 4  |
| 3       | 1  
          | 2  
          | 3  
          | 4  |
| 4       | 1  
          | 2  
          | 3  
          | 4  |
11. Are the books you have listed sufficient in terms of (Tick correct answer/answers).
(a) Content YES ______ NO ______
(b) Comprehensiveness YES ______ NO ______

12. Do you have other responsibilities?
YES __________________
NO __________________

13. If yes, name them
1 __________________
2 __________________
3 __________________
4 __________________

14. (i) If you have library lesson/lessons, how many per
(a) week ______________
(b) Class ______________

(ii) If you have library lesson, what do you do during that period?
Tick the correct sections that apply
(a) Teach the poor/backward readers as the good/fast readers go on their own ______
(b) Supervise the library lessons _____________
(c) Read my own books as the pupils read theirs _____________
(d) Do my work e.g. marking as pupils read theirs _____________
(e) Do my own reading to improve my career as a teacher __________________

(f) Do my work but allow interruptions by those pupils who need help in what they are doing __________________

(g) Use the lesson for teaching other subjects __________________

(h) Use the lesson for teaching good reading habits __________________

(i) Other (specify)

15. What responsibilities and duties do you fulfil as a teacher in charge of library lessons?
   Name them
   1. __________________
   2. __________________
   3. __________________
   4. __________________

16. Name the titles of newspapers and magazines you read in the library or in school
   1. __________________
   2. __________________
   3. __________________
   4. __________________

17. How do you use the library resource materials in supporting the school curriculum?
(i) I give assignments to pupils involving reading in the library ________________
(ii) I tell pupils to read any books in the library __________________________
(iii) I guide pupils in the use of resources in the library __________________________
(iv) Other (specify) __________________________

18. Do you ever use non-book materials in the teaching and learning situations in the school?
   YES __________________________
   NO __________________________

19. What reference materials do you use in the library or school?
   (a) __________________________
   (b) __________________________
   (c) __________________________
   (d) __________________________

20. List down 5 items that are non-book media that you use in teaching
   (a) __________________________
   (b) __________________________
   (c) __________________________
   (d) __________________________
   (e) __________________________
21. Do you use the professional section of the library (e.g., teaching aids section, library science section etc.)

YES

NO

22. How often?

(a) Every day

(b) Once a week

(c) Once a month

(d) Once a term

(e) Not at all

23. List down four titles of books not related to your teaching subjects that you have read this year

(a) 

(b) 

(c) 

(d) 

24. Why do you read them?

25. Where do you get them from?

(i) From friends

(ii) Other schools

(iii) Public library

(iv) I buy them

(v) Other (specify)
26. When do you read them?
   (i) during school hours
   (ii) after school hours
   (iii) during weekends
   (iv) during holidays
   (v) other (specify)

27. What do you do during your leisure time?

28. What role should the library play in your school?
   (Tick the correct answer/answers)
   (i) It should support the school curriculum
   (ii) It should be turned to for relaxation after heavy classroom work
   (iii) It should be turned to for research assignments
   (iv) It should be a study place, where pupils go to do their homework
   (v) It should be the basis for maintenance of our cultural heritage
   (vi) Other (specify)

29. State two of the non-book media that you like using in teaching and say why
   (a) 
   (b) 

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30. Name the resources in the library that you use privately in order of importance

1. __________________________
2. __________________________
3. __________________________
4. __________________________

why do you use them? __________________________

31. Of what use is the library organization to you?

Give your answer in order of importance

1. __________________________
2. __________________________
3. __________________________
4. __________________________

32. What problems do you experience in using the school library? __________________________

_________________________________________

_________________________________________

Thank you.
APPENDIX C

QUESTIONNAIRE C

A SURVEY OF THE LEARNING AND TEACHING RESOURCE MATERIALS.
To be completed by teacher-librarian.

Name of the school ________________________________________

SECTION I : LIBRARY COLLECTION

1. What is the number of books in the library?
   __________________________________________________________

2. How many books have been bought for the library in the following years
   1984 __________________________
   1985 __________________________
   1986 __________________________

3. Who buys these books? ____________________________________

4. How do you acquire text-books? ____________________________

5. Who selects the books to be bought?
   _________________________________________________________

6. How is the selection done?
   (i) Parents suggest books _________________________________
   (ii) By visiting bookshops, K.I.E., other libraries and exhibitions _________________________
(iii) Using publishers' catalogues

(iv) Other (specify)

7. How many sets of encyclopedias do you have with copyright dates

(a) Before 1975 _______ sets
(b) After 1975 _______ sets

8. Please indicate total number of general magazine titles subscribed to by the library or school

9. (i) Does the school or library provide reading materials outside the curriculum?

   YES __________________________

   NO __________________________

(ii) If yes, which among these are there:-

   1. Materials that enrich individuals' imaginative and creative life

   2. Material on foreign cultures _______

   3. Geography of other continents _______

   4. Most recent scientific findings _______

   5. Other (specify) _______________________

(iii) Where are they kept?
10. Which are the agents that supply non-book materials
   1. Kenya school equipment scheme _________
   2. Bookshops ____________________________
   3. Private donors _________________________
   4. Sponsors ______________________________
   5. Parents ______________________________
   6. Teachers ______________________________

11. How do you acquire the non-book materials?

   ______________________________________
   ______________________________________
   ______________________________________

12. How much money do you spend on non-book materials
    ______________________________________
    ______________________________________

13. Is this integrated together with books?
    ______________________________________
    ______________________________________

14. Please indicate audio-visual materials available in the school or library

   (a) Globes
   (b) Maps
   (c) Charts
   (d) Transparencies
   (e) Films
   (f) Slides
   (g) Others (specify)
15. How many times is each borrowed per week?

Fill in the table below

<table>
<thead>
<tr>
<th>Item</th>
<th>No of times borrowed per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 2 : PERSONNEL

16. Please give the current number of library personnel and hours spent in the library per week for each person in the table below

<table>
<thead>
<tr>
<th>Number</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-librarian</td>
<td></td>
</tr>
<tr>
<td>Library prefects</td>
<td></td>
</tr>
<tr>
<td>Student assistant</td>
<td></td>
</tr>
</tbody>
</table>

17. Is there a full-time librarian?

YES

NO
18. If there is, what is his qualification?
   (a) Academic
       (i) C.P.E. ____________
       (ii) K.J.S.E. __________
       (iii) K.C.E. ____________
       (iv) K.A.C.E. __________
       (v) Other (specify) ______
   (b) Professional
       (i) Assistant Librarian ______
       (ii) Library assistant ______
       (iii) Any other (specify) ______

19. Where were you trained in librarianship?

20. Do you have other responsibilities? YES ______
                     NO ________

   If yes, name them (i) ________________
       (ii) _______________________
       (iii) _______________________

21. If you have other responsibilities, how much time do you spend on them per day

       1 hour ________________
       2-4 hours ______________
       5-7 hours ______________
       8-10 hours ______________
       Over 10 hours ___________
22. For how long have you served as a librarian?

   (i) Less than 2 years
   (ii) 2-4 years
   (iii) 5-7 years
   (iv) 8-10 years
   (v) Over 10 years

23. Do you have an assistant?

   YES
   NO

24. For how long has she/he served as a librarian

   (i) Less than 2 years
   (ii) 2-4 years
   (iii) 5-7 years
   (iv) 8-10 years
   (v) Over 10 years

25. What other subjects do you teach?

   (i)
   (ii)
   (iii)
   (iv)

26. Have you attended any course on library service.

   YES
   NO

   If yes, for how long?

   (a) weeks
   (b) months
   (c) years
27. Where did you attend the course or courses?
   (i) __________________________
   (ii) __________________________
   (iii) __________________________

SECTION 3: LIBRARY ORGANIZATION

28. Is stock-taking of the school library collection done at regular intervals?
   YES __________________________
   NO __________________________

29. When is it taken?
   1. At the beginning of every term ______
   2. At the end of every term _________
   3. At the end of the year ___________
   4. At the beginning of the year ______
   5. Any other (specify) ______________

30. What is the average annual loss?
   (i) NIL __________________________
   (ii) 1-25 items _________________
   (iii) 26-50 items _______________
   (iv) 51-100 items _______________
   (v) Over 100 items _____________

31. Is there any annual report made to the head of school about the library?
   YES __________________________
   NO __________________________
32. Do you have a system of charging (issuing) and discharging the resource materials?

YES

NO

If yes, what system?

(i) The Browne system

(ii) Book Issue Card system

(iii) Ticket book or Cheque Book charging

(iv) Any other (specify)

33. Is the book collection classified?

YES

NO

If yes, what kind of classification scheme is used?

(i) Dewey Decimal classification

(ii) The Bibliographical classification of Bliss

(iii) The Universal Decimal classification

(iv) Home-made classification

(v) Any other (specify)

34. Are books in the library catalogued?

YES

NO
If yes which physical form of catalogue is used?

(i) Sheaf
(ii) Card
(iii) Any other (specify)

Which kind of catalogue is used?

(i) The dictionary catalogue
(ii) Classified catalogue
(iii) Subject catalogue
(iv) Any other (specify)

35. Do you have any scheduled library classes for pupils?

YES

NO

36. If you have student librarians assisting you, what is their role?

37. Fill in the table below with appropriate information regarding the hours or number of days per week the library is open.
### How much time do pupils spend in the library per week?

<table>
<thead>
<tr>
<th>Time</th>
<th>No. of hours per day</th>
<th>No. of days per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>During regular school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After regular school day and before end of prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Saturdays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Sundays</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Are they supervised

- **YES**
- **NO**
39. How much time do teachers spend in the library per week

0-2 hours
3-4 hours
5-6 hours
7-8 hours
Over 8 hours
Not at all
Not known

40. What feelings do teachers have about library organization? State them in order of importance.

1.
2.
3.
4.

Thank you.
APPENDIX D

QUESTIONNAIRE D

A SURVEY OF THE LEARNING AND TEACHING RESOURCE MATERIALS
To be completed by pupils in either standard 6 or 7.
Please answer the following questions as accurately as possible. This is not a test. Do not write your name.

SECTION A

1. Write the name of your school __________________

2. Your class __________________

3. How many times do you use the library per day? __________________

4. Name two subjects that you like most in school
   (a) __________________
   (b) __________________

5. How many books do you borrow from the library per
   (a) Week __________________
   (b) Month __________________
   (c) Term __________________
6. When you are reading in the library, which books do you like?
   (a) Story books
   (b) Text books
   (c) Drama books
   (d) Others (name them)

7. When you are borrowing books to read outside the library in which subjects do you like borrowing most
   (a) 
   (b) 
   (c) 
   (d) 

SECTION B

Tick ( ✓ ) only the correct answer

8. I like reading story books
   YES
   NO

9. I like reading newspapers
   YES
   NO

10. I like reading newspapers, magazines and books
    YES
    NO
11. I like reading for fun
   YES _______________________
   NO _______________________

12. I like reading for examinations only
   YES _______________________
   NO _______________________

13. I do not like reading
   YES _______________________
   NO _______________________

SECTION C
Answer the following questions in the spaces provided.

14. How many books have your parents bought for you since January 1986? _______________________

15. How many hours do you spend reading in the evening? _______________________

16. Do you have a reading room at home
   YES _______________________
   NO _______________________

17. Do your parents encourage you to read? _______

18. If yes, how do they encourage you to read? ____________________________________________

19. Do you ever go to a public library?
   YES _______________________
   NO _______________________
20. Do you go with your own books to the public library to read there?
   YES ____________________________
   NO  ____________________________

21. If you ever borrow books from there which ones do you like?
   (a) Story books  _______________________
   (b) Text books  _______________________
   (c) Drama books  _______________________
   (d) Others (name them)  _______________________

Thank you
APPENDIX E

SURVEY OF THE LEARNING AND TEACHING RESOURCE MATERIALS

1. Name of school

2. Do you have an inventory?

3. What resources are produced by teachers?
   Name them
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.

4. What resources are made by pupils?
   1.
   2.
   3.
   4.
   5.
   6.
   7.
5. How much space do you have for storage?

6. How are the materials organized?

7. Do pupils have responsibility to look for the materials? If so how much time does a pupil have for looking for materials?

8. Which of the materials listed below do you use for teaching?

(a) Text-books
(b) Wall charts and pictures
(c) Drawings
(d) Radios
(e) Flash cards
(f) Models
(g) Tape-recorders
(h) Radio-cassettes
(i) Objects

How is each used

(a) ____________________________
(b) ____________________________
(c) ____________________________
(d) ____________________________
9. Which books do you use that are not recommended by the Ministry of Education, Science and Technology?

(a) 

(b) 

(c) 

(d) 

(e) 