A STUDY OF THE ROLE OF THE LIBRARY IN EDUCATION AS PERCEIVED BY SECONDARY SCHOOL HEADS IN SELECTED SECONDARY SCHOOLS IN IVETI SOUTH DIVISION MACHAKOS DISTRICT

BY

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DECLARATION

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

Michael Kitetu Mukuvi

"This project Report has been submitted for examination with my approval as university supervisor".

P. G. Mwathi

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NAIROBI.
DEDICATION

To my wife Ruth who suffered the inconvenience of my absence for the two years, and our children Wnzila, Mutindi, Mutuku and Kitetu who were denied the chance to be with 'daddy' during the course of my study.

And, my father and mother who made sure that I never lacked anything in my pursuit of education.
I am grateful for the Ministry of Education, Science and Technology scholarship which enabled me to pursue this study.

I am especially grateful to my supervisor, Mr. P. G. Mwathi for his professional guidance and wise counsel. Appreciation also goes to Mr. J. M. Ng'ang'a, the Librarian, who gave me plenty of documents that were invaluable in my literature review.

I am indebted to my lecturers in Library Science, Mr. P. G. Mwathi, Mr. J. R. Njuguna and Mr. E. W. Muya, whose commitment and enthusiasm in teaching the course has been a great inspiration to me.

Lastly, special thanks go to all the head teachers, teacher-librarians, teachers and students for their co-operation in supplying the information requested in the questionnaires.
The purpose of this study was to find out what role heads of secondary schools think a school library should play in education. The study also tried to find out whether the heads' perceived role of the school library is reflected in the provision and utilization of library facilities in their schools.

The study was conducted in Iveti South Division of Machakos District. The Division has 26 secondary schools but only 7 have central functional libraries. Five schools were therefore randomly selected for the study. Time constraints made it impossible to study the total population of seven schools.

In the five selected schools, a questionnaire was administered to all the heads, all the teacher-librarians, 25 teachers and 50 students. The heads' questionnaire, the teacher-librarians', the teachers' and students' questionnaires were different and were designed to get different information from each group. The researcher also visited each school library in the five schools and observed the situation prevailing in each library.

With minor variations, the study found that heads of secondary schools were poorly informed on the role of school library in education and, as feared, this was reflected in the poor provision of resources and services in the school libraries.
Several recommendations were made. One of these was the re-education of serving secondary school heads on the important role of the school library in education. It was also recommended that all teacher training institutions both primary and secondary teach a compulsory and examinable course on School Librarianship to all their trainees.
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CHAPTER ONE

1.1 INTRODUCTION

Since Independence, Kenya has made great strides in Education. Enrollment at both primary, secondary and tertiary cycles of Education has risen. The curricula at all levels has continued to be redesigned to make it more relevant to the socio-economic needs of the country. Attempts have been made to improve educational facilities in schools. To this end, the teacher training institutions have been increased with a view to turning out greater numbers of trained teachers to man our schools.

As other educational facilities continue to be improved, the library unfortunately continues to receive little attention from educational administrators. Since independence, school librarianship has not made any significant improvement. The researches that have been made on the area of school librarianship in Kenya point either to the scarcity of school libraries or their poor quality where they exist. Maleche (1973), Gakobo (1973), Kaguti (1985) and Mwiti (1985) collaborate the above view.

Yet, as school libraries continue to be poor in Kenya, research in educational methods and child psychology continue to underline the important role of the school library in education. The child is now recognised as an individual with individual differences. Such differences are best catered for through individualized
learning which a library makes possible. It is now realized too, that information is best presented through varied media such as films, tape recordings, photography in addition to the traditional print form. A modern school library will house these varied resources making it possible for teachers and students to use them in the process of teaching and learning. The need for a school library therefore assumes greater urgency more than ever before.

It becomes necessary therefore to understand the factors that have continued to contribute to the poor state of school libraries in Kenya.

This study is therefore an attempt to understand the problem of the continued poor state of school libraries better by studying secondary heads' perception of the role of the school library. This researcher begins with the premise that school heads may be a contributory factor to the present state of school libraries.

1.2 STATEMENT OF THE PROBLEM

Researches done in the area of school librarianship in Kenya have attributed the poor development of school libraries in Kenya to shortage of funds, lack of standards, and the absence of a government policy on school libraries. Gakobo\textsuperscript{1} and Kinyanjui\textsuperscript{2} have for example both blamed the poor development of school libraries in Kenya to the factors mentioned above. Yet, in secondary schools in Kenya, funds are being spent every day on
the construction of dining halls, workshops and classrooms. This leads one to suspect that the reason(s) behind the poor development of libraries in Kenya is more than absence of standards, policies and shortage of funds.

It is evident that the past researches on school librarianship in Kenya have failed to isolate the key factor in the development of school libraries in Kenya. None of the researches done on school librarianship in Kenya has focused on the head teacher. Yet, when policies and standards on school librarianship will be formulated, it will be the head teacher who will implement them. The success or failure of the policies and standards will depend on the perception of the headteacher as to the role the school library plays on the education of students and its importance as an educational facility.

Yet, so far, we in Kenya do not know the perception of the head teacher with respect to the role of the school library in education. We do not know for example, how the head teachers rate the library vis-a-vis other facilities in the school.

This study is intended, therefore, to find out what role the head teachers in secondary schools attribute to their school libraries.
It is likely that:

'Schools with educationally effective school libraries have headteachers who favour a learner-centred approach to education. The headteacher has the power to determine the school's approach to resources, their organization and exploitation, and can ensure that teachers become aware of the potential of the school library'.

1.3 PURPOSE AND SIGNIFICANCE OF THE STUDY

Changes in education are already making the library the most important resource in the school. There is too, a definite move towards individualized learning. It is now realized that students have individual differences and would learn better if these differences are taken into account and students are allowed to progress at their own pace.

Since the 1970's, resource-based learning has become a reality. This is a move from relying wholly on teacher-based learning where the teaching method was one of recitation with the teacher citing and students reciting.

Further, it is now realized, as Irving (1978) maintains, that information is an important part of a Nation's resources and access to it is a basic human need. Droog (1976) adds that awareness of the need for information should be imparted at the earliest stages of human growth and that every potential user of information must be taught where and how to find the necessary information and how to handle it in accordance with his/her level of education.
All these changes in education, the need for information, and knowledge of searching, analysing and organising information to satisfy one's needs combine to make the library the most important resource in the school. The library houses the resources that make resource-based learning a reality. It is the school librarian who will show students and staff where and how to find the necessary information and how to handle the information in accordance with their level of education.

However, whether a school is going to have a library or not, the part that library will play in the educational process in the school, will depend on what the head of that school thinks about the role a library is supposed to play in education.

This study will, therefore, attempt to do the following:

(1) Find out what role heads of secondary schools think a school library should play in education.

(2) Find out whether their perceived role of the school library is reflected in the utilization of library facilities in their schools.

(3) Make recommendations arising from the findings.

This study will, therefore, make a contribution to education by revealing secondary school heads' perception of the role of the school library. This knowledge, it is hoped, will persuade the Ministry of Education, Science
and Technology make plans to re-educate the serving school heads on the role of the school library and its importance.

By revealing the poor status of school libraries in terms of resources and services, it is hoped that educational planners and school administrators will plan and provide effective libraries in all schools if the rapid enrollment that we are witnessing is not to dilute the quality of education.

Finally, this study will add to the scanty literature on school librarianship in Kenya and has opened a new avenue of research by focusing attention on those people who implement educational policies: the school heads.

1.4 **SCOPE AND LIMITATIONS**

This study was limited to those secondary schools that had central and functional school libraries.

Geographically, it was limited to schools in Iveti South Division of Machakos District. Iveti South Division has only 26 secondary schools and only seven out of that number have central and functional libraries.

Due to a severe time constraint, only five out of the 7 schools were included in the study.

The study however encompassed any type of secondary school whether government maintained, harambee or private provided the
School head: In this study refers to a teacher appointed by the Teachers' Service Commission or the Board of Governors in the case of Harambee Schools to administer, and supervise the school and its activities on behalf of the Ministry of Education or the Board of Governors.

Teacher-librarian: In this study is used to refer to a teacher who combines his/her normal teaching duties with managing the library on a part-time basis. He/she may or may not be a trained librarian or teacher.

School library: Refers in this study to the whole stock of books and other learning resources in a school or the room or rooms where such stock is kept and used.

Central library: In this study refers to the arrangement of all library resources and services in one place where they are made available to all teachers and students in the school.

Resources: Also referred to as stock in this study. These refer to the materials kept in the library for consultation that aid in the process of teaching and learning. They may be books, maps, films, cassettes or real objects.
Library Catalogue: A list of books, maps, and other items arranged in some definite order; recording and describing the resources of the library.

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

Role: In the study was used to refer to the part played by the library in aiding teaching and learning by providing various resources and services to students and teachers.
REFERENCES


2.0 REVIEW OF RELATED LITERATURE

2.1 AIMS OF EDUCATION IN KENYA

All countries formulate the aims of their educational systems and then provide the educational facilities that will help to achieve those aims.

In Kenya, the aims of education have been clearly stated. Indeed, the Kenya Government appointed a commission to draw up educational objectives and policies. This is the commission that was known as 'The National Committee on Educational Objectives and Policies'. It produced its report in 1970.

According to the report, the aims of secondary education in Kenya are:

'to facilitate national unity, good citizenship, .... promotion and development of culture, promotion of individual self-fulfilment, ... the student is expected to acquire knowledge and show that he can use it. He should also acquire the habit of learning and motivation to continue learning for the rest of his life'
The report does not however detail the kind of educational facilities that are necessary to realize the stated educational aims.

Many scholars, both Kenyan and foreign have nonetheless written on the type of educational facilities that are necessary in achieving the educational aims such as those that Kenya has set for herself. Most of the scholars who have written on the subject have unanimously identified the library as the most effective facility in realizing the educational aims such as those that Kenya has set forth.

Thomas Landau is drawing a close relationship between a school library and education itself when he writes:

'the need for a school library arises from the nature of education itself, with its concern for the development of the whole personality'2

It is also the aim of the Kenya Government to provide quality education to its citizens. Evidence for the Government's objective to provide quality education is shown by the fact that several commissions have been appointed since independence to study the education system in Kenya and advise on ways and means of improving the education system. These are commissions such as the Ominde Commission, the Gachathi Commission and the McKay Commission. Indeed, at present, a commission is studying the education system and one of its terms of reference is to advise the government on how to establish centres of excellence in the education system.
There is ample evidence, therefore, that since independence, the Kenya Government has been deeply concerned about how to provide quality education to its citizens. What has not been done so far, is a concrete, detailed and documented plan outlining the type of educational facilities that would help to produce efficiency, and quality in the education system. 'The National Committee on Educational Objectives and Policies', made some useful recommendations on how to improve the content of education, the duration, and the teaching Methodology. The Committee did not however, address itself seriously to the educational facilities that would help to achieve the recommendations that the Committee made on the other areas of education.

For those interested in promoting quality in their educational systems, The American Association of School Libraries has offered useful advice:

'Whatever form the soul-searching regarding the education of youth may take, sooner or later, it has to reckon with the adequacy of the library resources in schools.'

Any of the recommendations for the improvement of schools, currently receiving so much stress and attention, can only be fully achieved when the school has the full complement of library resources, personnel and services.13

The American Association of School Libraries concludes that:

'In the education of all youth, from the slowest learner in Kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential.'4

This is so because:

'These resources are the basic tools needed for the purpose of effective teaching and learning.'5
The 'National Committee on Educational Objectives and Policies' recognized the importance of effective teaching methods when they recommended that secondary school teachers use teaching methods that:

'promote a spirit of inquiry and innovativeness by use of discovery methods in the secondary school Curriculum.'

Without a school library, it is difficult if not impossible for a teacher to use the discovery method. To use the discovery method, a teacher needs a school library with a variety of resources both visual and aural. Where such resources are available, the teacher in collaboration with the librarian guides students in their use so that students discover facts and learn on their own.

Where no school library exists, or where one exists but teachers do not use it either out of ignorance as to its role in education, or where the library is so poor in resources to be of much use, a situation arises similar to one described by Trehan in India where teachers reported that:

'We don't make use of the school library books as a vital part of the teaching process....'

The method the teachers used was one where:

'A teacher transmits facts passively from text books to pupils memory and the pupils transfer the facts from the memory to the examination answerbooks.'

Though Trehan did his study in India, experience shows that many Kenyan teachers have the same attitude towards the library and do indeed use a similar method as the Indian teachers.
studied by Trehan.

In a study done in Kenya, Kinyanjui found a similar disinterest towards the library among Kenyan school teachers. Consequently, very little use of the library was made by the teachers. In his study, Kinyanjui found that:

'The teachers were not concerned with what went on in that room (library) in general, thus creating the suspicion that the value of the school library was not emphasized....'

A teacher who does not use the resources of a library is likely to rely on a textbook or the notes he made in college for his teaching. With the modern day explosion of knowledge, no single textbook can document this knowledge explosion. One can only keep track of knowledge of such magnitude by making use of a variety of resources such as books, discs, tapes, films, magazines, newspapers and even real objects. These resources are only to be found housed and organized in a library. Not to use them in teaching is to do a great disservice to the students on the part of teachers.

Unless educational administrators and teachers recognize the vital role of the library in the educational process, we shall find ourselves in the same predicament as Professor Taneja wrote about India:

'We bemoan the deteriorating Educational Standards'

According to Professor Taneja, the one factor responsible for the decline in educational standards is:
Kenya has made great strides in Education since independence. Enrollment in all cycles of the education system has risen, the content has been made more practical and more relevant to the needs of the country as is evidenced by the 8-4-4 system. What is needed now is a concerted effort to improve the quality of education. The best way of achieving that goal is by recognizing the role of the library as an effective tool of teaching and learning and making it mandatory for every school to have one.

2.2 SCHOOL LIBRARIES IN KENYA

Before independence, the British Colonial Government did not make any effort to provide libraries for the Africans in Kenya.

As John Harris (1970) maintains, libraries are instruments of power being the repositories of all the explosive thoughts of mankind. Those in the seats of power have always understood this. The British Colonial Government's fear to expose the Kenyan Africans to the liberating power of the literature in libraries, coupled with the unwillingness to spend money on the colonies, accounted for the poor library provision before independence. The few public libraries that existed in Kenya before independence were established by private individuals and non-governmental organizations.
With regard to school libraries before Independence, one writer has observed:

‘the few school libraries that existed were mainly in the secondary schools reserved for European children…”12

After independence, there was some little improvement in library provision in Kenya. The most notable achievement in library provision in post-independence Kenya was the establishment of the Kenya National Library Services by an act of parliament in 1967. However, the Kenya National Library Services is in essence a public library though it does give some service to schools against deposit of a hundred shillings. The Kenya National Library Services can however, serve only a few schools who are aware of the service and can afford the deposit. Even if all schools were aware of the service Kenya National Library Services offers and could afford the deposit, its resources are grossly inadequate to meet such a need.

Apart from the limited service offered to very few schools by the Kenya National Libraries Services, most of the secondary schools in Kenya have no libraries.

In a study done in Central Province of Kenya, Kinyanjui13 found that only a few of the secondary schools had a library. Kaguti in a study done in a different part of Kenya found:

‘not a single school had a purpose-built library. Equally, none had a room converted into a central library. Only two schools (33.3%)—had class libraries'14

The findings of Kaguti and Kinyanjui have been collaborated by Gakobo (1973) who in a study done in the Nairobi area, found that the school libraries were found only in a few schools. The available literature on school libraries in Kenya therefore, underlines their paucity.
For the few schools in Kenya that have libraries, the stock is poor. The words of Ekpe (1961) when describing the quality of stock in Africa do accurately describe the quality of stock in many Kenyan schools today. Ekpe had noted that the stock emanated from:

'London's second-hand bookshops or else the refuse of a hundred dusty attics' \(^{15}\)

Because of the shortage of funds to buy books, schools gladly accept these donations and include them in their library collections. It is possible that schools including such stock in their library collection without first selecting the books on the basis of their suitability are unaware of the harm that irrelevant stock can do to the utilization of the library stock.

The stock in the few Kenyan schools that have libraries is not only poorly selected but also hardly organized in any recognized manner. Kaguti reported that:

'Not a single school under the study organized its book stock in any systematic way' \(^{16}\)

Kaguti's findings support what Gakobo (1973) had found earlier. Gakobo had found that school libraries in Kenya were characterized by poor selection of stock, which was also dusty, unkempt and poorly organized.

The stock in most of the schools that have libraries also lacks variety. It consists mainly of books. In a survey done in Central Province of Kenya, the researcher found:

'No school, however, kept non-book materials in the library' \(^{17}\)

With the increased amount of knowledge that students are expected to learn today, library stock that lacks variety by presenting information
only in book form, as is the case in school libraries in Kenya, can not play an effective role in the teaching and learning of students. As Chase Dane says:

'the need to learn more and learn it better, has emphasized the the fact that the printed word is not the only or sometimes even the best way of presenting information' 18

If school libraries in Kenya are to play their important role as educational tools in the teaching-learning process, then, they must include both book and non-book materials in their collections. Chase Dane (1970) reports that it is known that some students learn better by hearing than by seeing and that some learn better by a combination of hearing and seeing. It is therefore important for school libraries in Kenya to change from being mainly book-based and include a variety of resources in their collections that would exploit the students' visual and aural senses in the learning process.

A school library is as good as the librarian. Without a trained librarian, it is difficult for the school library to be anything more than a bookstore.

In Kenya, very few schools have trained librarians. Very little literature exists on school librarianship in Kenya and especially on the qualifications of the people that man the school libraries. But the little literature that exists points to the fact that hardly any school in Kenya has a trained librarian. Kinyanjui, in a study of the Central Province of Kenya found the following:

'Among all schools, only one teacher-librarian was qualified in library skills. ... Among the others, 12 teachers had some experience in organising school libraries. The rest had no training and no experience in this kind of work.
In one high school, they employed a full-time attendant—who had neither secondary education nor any library skills.'19

The findings of Kinyajui are similar to those of Gakobo who laments the lack of trained librarians in Kenyan schools. Gakobo reports:

'Unfortunately in Kenya there is no establishment for a school librarian and, typically the library is run as a part-time (mainly spare-time) duty by a member of the teaching staff... Some school libraries are even managed by library clerks or library attendants who have to learn the fundamentals of library routines through practice on the job....'20

It is important to realize the central role of a trained librarian in the school library and provide them in our schools. The importance and function of a trained librarian in a school library has been very well stated by Viswanathan when he writes:

'The school librarian is perhaps the most important factor in a full program of service. A professional librarian who knows books and knows how to select, organize, and interpret them; a teacher who understands children and knows what the school should do for them; and a practical executive who is skilled in organizing a variety of forces to produce effective action— all are needed in the person of the successful school librarian.'21

The poor quality of school libraries in Kenya has been attributed to several factors. Maleche (1973) attributes it to lack of a specific government policy on school libraries. Lack of funds has also been cited as a factor contributing to the poor quality of school libraries. However, this researcher agrees with Ng'ang'a that the most important factor contributing to the continuing poor quality of school libraries is lack of awareness among the public and educational administrators about the vital role of the library in the education process. Ng'ang'a pinpoints the problem accurately
when he writes:

'But above all, it appears that the source of the problem has been lack of appreciation on the part of all concerned, of the role that the library can play especially in the development of education.'

The problem of lack of awareness about the role the library can play in Education has also been identified by Trehan (1980) in India which is a developing country like Kenya.

After a study of school libraries in India, Trehan came to the conclusion that:

'By and large, secondary school libraries in India are not functioning as effective instruments of education.'

Exactly the same conclusion can be made about secondary school libraries in Kenya.

Before secondary school libraries in India can become effective instruments of Education, Trehan has identified one major problem that has to be solved. The problem is:

'How can the administrator be made to see the library as part of the teaching programme?'

If school libraries in Kenya are to become effective instruments of education, some concrete steps have to be taken. First, educational planners and administrators, and the general public must be educated on the role of the library in education. An administrator who is fully aware of the role the library plays in education will always strive to have one in his school.

The Ministry of Education, Science and Technology must make it mandatory for all schools to have libraries. In Nigeria,
Ndulue (1971) points out that no school can be allowed to open without a library. Also, a school cannot be allowed to sit National Examinations without a library. Kenya should follow the Nigerian example. Nigeria has also set minimum standards for school libraries. Other countries such as Britain and America have also formulated standards for school libraries.

Training should be provided for Kenyans so that all school libraries would be manned by trained librarians. Only a trained school librarian will be able to make the school library a dynamic centre of the learning process in the school.

The government is committed to providing quality education to its citizens. There are encouraging signs that the importance of the library in education is slowly being recognized. All teacher training colleges now have libraries. Teacher-trainees in some Diploma Colleges are now being taught school librarianship with the hope that they will go start and manage school libraries in their schools. These are encouraging signs.

2.3 ROLE OF THE LIBRARY IN EDUCATION

'A school library has a vital role to play in any good system of education. In fact, the library is one important area of educational resources without which the learning process in the school cannot take place at a satisfactory level.'
Sr. Lucilla concludes that the school library is:
'a priority without which the school would inevitably be poorer, no matter how many other facilities it provides.'

Other scholars have also written on the important role the school library plays in the process of Education. Obi (1977) underlines the important contribution the school library makes in teaching methods in schools. She wrote:

'Good teaching demands that students consult many sources of information and select and organize their contents into a usable form for a determined purpose.'

The views of the writers cited above shows clearly that the vital role of the school library in education has been recognized by scholars. However, experience and current practices in our schools would seem to indicate that not all educators are aware of the important role of the school library in the education of youth.

Many writers have written about the specific roles the school library plays in the process of education in schools. Ndulue (1971), Obi (1977), Onadiran (1977), Blocksma (1967), Trehan (1980), Scott (1955), Maleche (1973), Gakobo (1973), Dane (1970), Sr. Lucilla (1981), have all written and outlined specific roles that the school library plays in education.

What these writers have outlined is, however, only the role that the good and effective school library plays in education. It is possible to have a school library that is not effective and that will not play any of the roles that the above writers attribute to the school library. Whether a school library will play a part
as an effective instrument of education or not, will depend on several factors about the library. One of the factors that influences the contribution the school library makes to education is the quality and variety of resources that the library has. As Obi has so clearly put it:

"The school library in order to be the school's central teaching/learning laboratory must become a media centre which houses not only books and other printed materials such as magazines, pamphlets, and newspapers, but non-print materials such as pictures, transparencies, maps, films, filmstrips, tapes, slides, recordings, models of various types and even natural materials."

A library with such a wide variety of resources as outlined by Obi above is likely to play an effective part in the teaching and learning process. The wide variety of resources makes it possible for information to be presented in the best way possible. The song of a bird is better presented in a sound recording than on printed pages. The horror and ravages of war would come alive more on a film than on the pages of a book.

Unfortunately, most school libraries in Kenya have only books as their resources. Their role as instruments of education are, therefore, severely limited.

Though Obi has clearly outlined the variety of resources necessary for a school library to have in order to become an effective tool of education, she omitted to mention that the wide variety of resources must also be carefully selected to meet the needs of staff and students. Careful selection of resources is also a factor that influences the performance of a school library as an educational tool.
A factor of paramount importance too in determining what role the school library plays in the teaching and learning experience in a school is the attitude of the head teacher towards the library and his awareness of its role in education. Trehan states this fact very clearly:

'The success of the central library in a modern school, depends upon the administrator---making the library a functional part of the child's everyday experience....'

The head teacher can make sure that the library is integrated into the teaching process if his attitude towards the library is positive and is aware of the role of the library in education. The head teacher, if aware of the role of the library in education, can also ensure that the library has a steady budget and that the library remains open for as long as possible.

Whether a school library is managed by a trained librarian or not is yet another factor that will influence its success or failure as an educational tool. As Bennett has observed:

'If libraries spend less on books and more on an educated staff, far better results would be achieved.'

The value and contribution of a professional librarian in a library cannot be over-emphasized. A trained librarian is able to select, organize and display materials for maximum utilization. A trained librarian is able to guide students in the use of books and libraries. He/she will greatly enhance the educational role of the library.

The library building, its location, the physical facilities housed there, the manner in which the stock is accommodated, and the appearance of the library, do also play a part in determining the
contribution that the school library will make towards the educational enterprise in the school. A dull, small, poorly lighted, dusty library is unlikely to attract students to it. A library where the stock is physically separated from the users is likely to be nothing more than a study hall.

Where a professional librarian has managed the school library in such a way that all the factors cited above are positive, a living, dynamic and effective school library is created. Such a library is a true educational tool and becomes the heart of the teaching/learning process.

There has been very little research that has addressed itself specifically to the question of the role of the library in education. However, the available literature from both Kenya and foreign sources indicates the following to be the specific roles that an effective school library plays in the education of students. Ndulue\(^3\), cites the following as the role of the school library:

(i) A School library supplements and enriches work done in the subjects taught in the classroom. A school library is able to do this because it provides material for background information and also materials that go beyond the contents covered in the class. This way, students are able to broaden their knowledge of the subjects taught in the class.

(ii) It provides material to arouse and satisfy a child's variety of personal interests developed outside the scope of the curriculum. These interests may be intellectual, imaginative or practical.
Modern school systems try to make learning pleasant and interesting for the child. The library is the facility in the school that helps towards this goal by providing material that caters for individual interests of students outside the parameter of the curriculum. These are materials for recreational reading such as games, music and dance.

(iii) A school library also trains students in the use of books and libraries as sources of information.

It must be realized that the mere contact with books and libraries is not a guarantee that the student will be able to extract the information he/she wants. Only a trained librarian will be able to guide students in the use of books and libraries, to gather needed information. The current practice in our schools of delegating the duty of teaching the use of books, to the English teacher is unsatisfactory because the English teacher does not have the skills of information searching and handling that a trained librarian has.

(iv) It introduces children to the University and public library systems.

Students who have used their school libraries with ease and have seen the benefits of such use are likely to use the university and public library systems. First, such students are, by the time they leave their schools, familiar with the use of books and libraries for information. They will also have noted how their use of the school library improved the quality of their assignments and made them more informed individuals. Such students, are likely to be better users of the university and public libraries than students who did not have a school library in their schools.
Dorothy S. Obi is even more specific about the role the school library plays in education. She focuses on the unique role of the school library in developing certain skills and abilities in students. She sees the role of the school library as being:

(i) To promote the development of reading skills and encourage long-term learning habits through reading, listening to and viewing a variety of learning materials.

The significance of the above role will become more obvious when it is realized that a student who learns to read does not automatically become a continuous reader. The habit of reading must be cultivated and sustained through the provision of interesting and challenging reading materials for both study and recreation.

She goes on to add that a school library will be able:

(ii) To provide a framework for academic achievement in present schooling and increase students' chances of success in institutions of higher education or other professional pursuits.

A student exposed to a library is able to broaden his intellectual horizon, has a deeper insight into issues due to exposure to divergent points of view. Such a student, as Obi notes, has increased chances of success in higher education.

After school, a student will need employment. In this, the school library also plays a part. As Obi further notes, a school library will be able to:
(iii) Provide students with vocational information leading to the choice of a suitable career.

If students are to get into jobs suited to their abilities, it becomes imperative that they get all the necessary vocational information. Realizing too, that no adequate provision is made in our schools for the imparting of vocational information, the role of the library in providing vocational information is invaluable.

One of the aims of education in Kenya is to develop the full potential of the individual. In this, the school library makes a notable contribution. Obi has listed one of the roles of the school library as:

(iv) To help discovering and developing the special gifts and talents of students.

To become self-reliant in study and later in life, students need training in studying independently. Obi and others such as Trehan (1980) and Maleche (1973) have identified one role of the school library as:

(v) To train students to study independently by providing a wide range of materials for class projects, individual reports and class assignments.

We are living in the age of the 'knowledge explosion'. Everyday, new discoveries, ideas, are proclaimed and are soon superseded by others. Only a school library will enable teachers and students to keep track of these rapid changes in knowledge. One of the roles of the school library according to Obi is therefore:
(vi) To provide up-to-date resources to keep staff and students abreast of new developments in knowledge.

Another writer who has contributed some literature on the role of the school library is Trehan. He identifies two major roles of the school library as:

(i) To give civic and social training in observance of democratic principles; and:

(ii) To provide teachers with material needed in the teaching work and for their own professional growth.

Maleche sees the role of the school library as being to prepare productive citizens. He urges that a school library enables students to analyse and organize information for problem solving. Such students, he adds, are innovative and self-reliant. This is a view he shares with Obi (1977). Students who have the services of a school library, Maleche further notes, are always aware of possibilities and alternatives to issues and problems due to their great exposure to divergent views, attitudes and approaches to established phenomena. Such students do not wait for teachers to tell them what to do and how to think. They see themselves as capable of solving problems on their own. Such innovative, self-reliant and self-confident students are an asset to any nation.

Gakobo has also added to the literature on the role of the school library. He shares Thairu's view that the school library:

'has the special role of stimulating the child's curiosity and a quest for knowledge'.
Gakobo further notes that the school library plays a unique role by providing:

'an atmosphere of quietness for study, thinking and reflection'\(^{37}\)

2.4 THE HEAD TEACHER AND LIBRARY PROVISION

Though no full fledged research on the relationship between the head teacher and library provision in schools was available, several scholars have written on the subject.

Gakobo, after his study of libraries in the Nairobi area observed:

'The provision of school libraries, however, depends on the type of authority responsible for managing the schools'\(^{38}\)

The most important factor determining whether a school has a library or not, he noted was:

'the importance which the school head attaches to the library'\(^{39}\)

In secondary schools in Kenya, the heads have the powers and ability to start many school projects. Though the head has to channel these projects through his/her Board of Governors, it is usually the head of school who knows the needs of his/her school better, who moots these projects. It is the head of school who tables the school's requirements and his priorities to the Board. The head of school is therefore in a position to determine whether his/her school has a library or not. This, will depend on the importance he attaches to the library.
In a survey of school libraries in Nigeria, Ndulue who was inspector of schools in charge of school libraries observed that:

'Some educationists who unfortunately had had no library awareness during their school days rashly chose to remain in culpable ignorance of the essential roles of a school library.'

As Ndulue has noted, unless the head of school is fully aware of the vital role of the school library, he is unlikely to make any effort to build one for his/her school.

The relationship between attitude towards the library, on the part of educators and library provision was noted by Scott (1980) in a comparative study of school libraries in France, United Kingdom and United States. Scott found that the attitude of French educators was comparatively less positive towards the school library than in United Kingdom and United States.

Significantly, library provision in schools was poorer in France than in the other two countries. Scott found for example that only 15% of high schools in France had central libraries in 1969. The average number of books per student in France was 2.6 compared to between 6-10 books per student in United States and United Kingdom. French school libraries could only sit 2.5% of the total student population in each school as compared to the minimum standard of 10% recommended by British and American authorities.

There are indications that the same relationship between the head's awareness of the role of the school library and school library provision in Kenya schools exists. Maleche (1973), Ng'ang'a (1979) and Gakobo (1973) all attest to the fact.
Even when a school has established a library, unless the head teacher is interested, co-operative and committed towards the school library, the library is unlikely to perform its duties as an effective tool of learning at a satisfactory level. Blocksmá supports this view when she writes:

'The honest co-operation of an interested principal and a capable teacher-librarian will result in a library which is an integral part of its education system.' 41

The head teacher is such a central factor in school library provision and performance of the library that his perception of the role of the library in education needs to be known. The future of school libraries in Kenya may lie in this direction.
REFERENCES


4. Ibid.

5. Ibid.


8. Ibid.


11. Ibid.


24. Ibid.


26. Ibid.


28. Ibid. p. 2


30. Ibid. p. 31


36. R. W. Thairu. 'Role of the Library in Education' Maktaba Vol. 5 (1) 1978, p. 28


38. Ibid. P. 38

39. Ibid. p. 74


CHAPTER THREE

3.0 METHODOLOGY

3.1 THE PROCEDURE USED

The area under the study has 26 secondary schools. It consists of three educational zones. viz: Central, Iveti and Kaviani Zones. Of the 26 schools, 5 are government maintained, 7 are government assisted, 2 are harambee and 12 are private schools. Among the five government maintained are three of the oldest and well established secondary schools in Machakos District.

Not all the 26 secondary schools have libraries. A list of the secondary schools with central and functional libraries was drawn with the assistance of an Education Officer in the District and some heads of schools. The schools with functional and central libraries were only seven. Five schools were chosen using the simple random method from the list of seven schools. To maintain anonymity so as to elicit maximum co-operation from the heads of the schools, the schools were given code names: 1, 2, 3, 4 and 5.

A questionnaire was therefore taken to the head of each of the five schools. In each school, apart from the head of the school, a questionnaire was also taken to the teacher-librarian, 10 form 4 students and five members of staff.

The ten form 4 students were chosen by using the simple random method. A questionnaire was administered to this sample of ten.
The choice of form 4 students was based on the fact that they have stayed in their schools longest and would give more authentic data with respect to their school libraries.

The five teachers from each school were chosen from a stratified sample. All the teachers in each school were grouped into four strata. Languages; consisting of English and Kiswahili, Sciences; comprising physics, chemistry and biology, humanities, and mathematics. One teacher was chosen at random from each of the four groups of subjects. All the names from the four strata were mixed in a container and a fifth teacher chosen at random. This ensured that the five teachers chosen were representative of the whole spectrum of teachers in each school.

Since there is only one head teacher and one teacher-librarian in each school, they were automatically chosen.

The questionnaires were given personally by the researcher to each respondent. The researcher came round collecting the questionnaires from all the respondents. This ensured a 100% return rate and also that each questionnaire was filled in full.

3.2 RESEARCH TOOLS USED

Three tools were used. The questionnaire, informal interview, and observation. Four different questionnaires were used. One questionnaire for the head teacher, the teacher-librarian, teachers and students.
The head teachers' questionnaire aimed at finding out what role the head thought a school library plays in education, his value of the school library and his opinion on some concepts of the school library.

The teacher-librarians' questionnaire attempted to find out the qualification of the teacher-librarians in library work, the resources of the school library, and the services it offers to staff and students. The teacher-librarians' questionnaire also attempted to find out how the teacher-librarians evaluated the resources and services of their libraries.

Both the teachers' questionnaire and the students' questionnaire were aimed at finding out whether staff and students use the school library, what uses they made of it, if they did, and their evaluation of the school library in terms of its adequacy or otherwise in meeting their reading needs.

The researcher also visited every school library in the survey. The researcher made casual observation of the size of the collection, its variety, its organization, and its physical condition. The researcher also observed the number of chairs and tables available and the general environment of the school library.

The researcher also had informal discussion with each teacher-librarian in an attempt to verify some of the point covered in the questionnaire and others not raised in the questionnaire. Some useful information related to the library and its problems was thus acquired.

The data collected was analysed by using frequency of occurrences and percentages.
CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 HEADS' PERCEPTION OF THE ROLE OF THE SCHOOL LIBRARY

4.1.1 HEADS' AWARENESS OF THE ROLE OF THE SCHOOL LIBRARY

Among a list of ten roles of the school library that have been identified and recognised by professional librarians and educators, heads of schools were asked to indicate from the list the items that show what role the school library plays in education.

The findings are summarized in the table below:

**TABLE 1: HEADS' AWARENESS OF THE ROLE OF SCHOOL LIBRARY**

<table>
<thead>
<tr>
<th>HEAD</th>
<th>ROLES AWARE</th>
<th>PERCENTAGE</th>
<th>TOTAL NO. ROLES</th>
<th>TOTAL PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>40</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>30</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
The data shows low level of awareness of the role of the school library among heads of schools. As can be seen, only two (40%) were aware of eight of the ten roles. None (0%) was aware of all the ten roles. Three (60%) out of the ten heads of schools in the sample were not aware of more than half of the roles.

On analysing specific roles on the list of ten, it was found that none (0%) of the heads was aware of the role of the school library in the promotion of culture or the cultivation of a sense of nationalism in students.

Only two (40%) heads of schools were aware of the role of the school library in improving students' fluency in languages.

Two heads (40%) were not aware of the school library's role of supporting the curriculum in the school. Also, two heads (40%) did not think the school library had a role of providing information.

Three heads (60%) were aware of the school library's role of catering for individual differences in learning. 40% were not.

Only two heads (40%) were aware of the school library's role of making study interesting.
All the heads (100%) were aware that the school library plays the role of supplementing textbooks. This is the only role that all the heads of schools were all aware of.

Asked to indicate what plans they had in the near future of making the library offer better services than it was offering at present, four heads (80%) reported that they planned to acquire more books. None of the school libraries studied had any non-book materials. None of the heads had reported any plan to acquire non-book resources in his/her plans to improve library services.

Though no school in the sample studied had a trained librarian, only two heads (40%) reported intention to hire a trained librarian.

Only two heads (40%) reported intention to increase the hours the library was in use though no school studied had its library open all the time during school time. Most of the libraries were open for a few hours only. These are reflections on the level of awareness of the heads.

4.1.2 HEADS' VALUE OF THE SCHOOL LIBRARY

In an attempt to find out the value attached to the school library by secondary school heads, the heads were presented with five educational facilities and asked to indicate their priorities in acquiring the five educational facilities if they
did not have any one of them. "1" was the highest priority and '5' the lowest priority. The priorities of heads of secondary schools were found to be as follows:

**TABLE 2: RANKING OF LIBRARY BY HEAD TEACHERS VIS-A-VIS OTHER EDUCATIONAL FACILITIES**

<table>
<thead>
<tr>
<th>HEADS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY (RANKING)**

1 Highest rank
2 Second highest
3 Third highest
4 Fourth highest
5 Fifth highest
✓ Rank chosen
The results show that none (0%) of the heads of schools ranked the library the highest among the five educational facilities. Only three (60%) ranked the library second among the list of five Educational facilities. One (20%) ranked the library as third. Another ranked it fourth among the list of five educational facilities.

4.1.3 HEAD TEACHERS’ ATTITUDE TOWARDS THE SCHOOL LIBRARY

All the heads (100%) were favourable to the view that the school library enables students to appraise and criticise what they read. All the heads of schools agreed with the opinion that the school library makes it possible for students to see issues from different angles.

One head (20%) agreed with the view that the school library should confine itself only to catering to the needs of the curriculum. Three heads (60%) disagreed with the view. One head strongly disagreed with the view.

Eighty per cent (80%) of the heads of schools agreed that the school library can encourage or discourage the habit of reading for pleasure. One head (20%) was undecided on the view.

Four heads (80%) disagreed with the view that the school library should only be a room or rooms where students go to study. One head (20%), however was undecided on the view.
Three heads (60%) agreed that the library is a collection of books. Only two (40%) disagreed with the contention.

On whether it is necessary to train students on how to use the library or simply let them discover how to use the library on their own, three heads (60%) agreed it is necessary to train students on how to use the library. One (20%) was undecided and one strongly agreed it was necessary to train students on how to use the library.

All the heads disagreed with the opinion that students dislike reading and cannot be encouraged to read.

On whether a school can educate its students well without a library, 40% of the heads were undecided. 40% thought it was impossible for a school to educate students well without a library. 20% strongly disagreed that a school can educate students well without a library.

On the view "without a library, there will be too much teaching and too little learning in the school," all the heads held different views. One (20%) strongly agreed with the view and another, strongly disagreed. The third, agreed while the fourth disagreed and the fifth was undecided.
4.2 LIBRARY FACILITIES AND ORGANIZATION

4.2.1 PERSONNEL

In all the schools in the survey, none (0%) had a trained librarian. The libraries were run by teacher-librarians who had no training in librarianship.

All the teacher-librarians only worked part-time in the library. They helped in the organization of the library during their free time. Four (80%) of the teacher-librarians had a teaching load similar to that of other teachers. Only one (20%) reported that her teaching load was lighter than that of the other teachers.

In all the schools in the sample, it was found that the only other staff who work in the library were student assistants. In all the schools, it was also found reference work such as assisting students to locate materials, in the library was done by the student assistants.

4.2.2 STOCK

In three schools (60%) in the sample, the libraries had a book collection of about 2,000. In one school, (20%) the size of the book collection was over 10,000. The fifth school had about 500 books in the library.

The library stock in all the schools lacked variety.
None (0%) of the school libraries had any non-book materials in its collection. The stock in all the libraries in the survey consisted entirely of books, magazines, and newspapers.

All the school libraries received some journals (magazines) regularly. However, none of the libraries received a professional journal related to any subject taught in the school. Most of the regular journals were donations. The libraries received such journals as: United Nations News, Outlook, Arab World, Courier, Kindness Magazine and The Weekly Review.

Each one of the libraries in the study received at least one daily newspaper published in Kenya such as Nation, Standard and Kenya Times.

All the school libraries in the sample had books that were published more than 30 years ago. In 60% of the libraries, about half of the stock was published more than 30 years ago. About 10% of the stock in 40% of the libraries consisted of books that were published more than 30 years ago. In one school library, a book entitled: The Life and Times of Our King and Queen and Their People, 1865-1935 edited by Phillip Gibbs was found. A casual observation gave one the impression that relevance of the stock to the needs of students was not taken seriously.

The library stock in four libraries (80%) was in poor physical condition. Most of the books were torn and dusty.
Only in one library (20%) was the stock in good condition, clean and attractive.

4.2.3    STOCK MANAGEMENT

None (0%) of the school libraries studied catalogued its materials.

All the libraries, classified their books in broad classes such as: 'chemistry', 'English language', 'Science'. Three (60%) libraries used the broad classes of Dewey. Under the number '500' would be put all books on science. Under '800' would be placed books on all literatures.

None (0%) of the libraries however used these Dewey numbers consistently throughout the stock. Some shelves did not have Dewey numbers on them.

Two libraries (40%) did not use the Dewey numbers to mark their broad classes. They had books under shelves marked simply: 'History', 'religion', 'Science' 'K.C.E. books'.

In four libraries (80%) the library book stock was physically separated from users. In these libraries, the library consisted of two rooms; a slightly bigger reading room and a smaller room where all the books were kept. The reading rooms in these libraries did not have any library resources. They had a few chairs and tables. A common borrowing procedure was found
to be operated by the four libraries. A few students at a time would be allowed into the room with books by student attendants, browse for a few minutes, take a book which is recorded under the student's name. The student may then go back to read the book in his/her class or read in the empty part of the library. In one of these four libraries, students were not even allowed into the room with books. The teacher-librarian informed the researcher that students stand outside the window of this room and call for the book title they want. A student library attendant then issues the book to the student. The teacher-librarian informed me that the books were so few that the students knew all titles.

In one of the libraries (20%) the book stock was not separated from the users. The books were arranged in shelves along the wall of the library, and students used the central part of the room for reading.

4.2.4 **ACCOMMODATION**

60% of the school libraries studied did not have a purpose-built library. The rooms now used as libraries were built for other purposes. Consequently, none of these libraries was centrally located in relation to the other buildings in the schools such as dormitories and class-rooms.

80% of the libraries could not accommodate the recommended 10% of the student population at any one time.
Two libraries (40%) in the survey were purpose-built libraries. But, only one (20%) could seat the recommended 10% of the total student population at any one time.

In 80% of the libraries in the survey, the library consisted of two rooms. One room with a few tables, chairs, and without any books, and a smaller room where the books were kept.

One library (20%) consisted of a single room with books arranged in shelves along the wall and the central part of the room serving as the reading area. This was the only library that was attractive. It was spacious and nice photographs had been placed along the walls. It was neat and clean and radiated an inviting study environment.

None (0%) of the libraries had either an office for the teacher-librarian or a room for the processing of library materials.

4.3.0 UTILIZATION OF LIBRARY RESOURCES AND SERVICES

4.3.1 BY STUDENTS

In one of the school libraries studied, 40% of the students reported that they did not use the school library. Only 60% used the school library.

In the other four schools, all students (100%) in the sample reported that they used the school library.
The following table shows what use students made of the school libraries in their schools in the order in which the resources and services are used.

**TABLE 3: UTILIZATION OF LIBRARY RESOURCES AND SERVICES BY STUDENTS**

<table>
<thead>
<tr>
<th>USE MADE OF LIBRARY</th>
<th>NO.</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing story books</td>
<td>36</td>
<td>50</td>
<td>72</td>
</tr>
<tr>
<td>Borrowing books on subjects studied</td>
<td>34</td>
<td>50</td>
<td>68</td>
</tr>
<tr>
<td>Reading for background information on subjects studied</td>
<td>27</td>
<td>50</td>
<td>54</td>
</tr>
<tr>
<td>Consulting reference books</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Reading magazines and Newspapers</td>
<td>24</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>Looking for material to assist in doing homework</td>
<td>23</td>
<td>50</td>
<td>46</td>
</tr>
<tr>
<td>Checking and confirming facts</td>
<td>21</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Reading my own notes and/or books</td>
<td>17</td>
<td>50</td>
<td>34</td>
</tr>
<tr>
<td>Finding out from librarian the latest books on subjects studied</td>
<td>16</td>
<td>50</td>
<td>32</td>
</tr>
<tr>
<td>Reading and/or borrowing books on games</td>
<td>3</td>
<td>50</td>
<td>6</td>
</tr>
</tbody>
</table>

The data shows that libraries in the schools are used heavily for borrowing story books.
Students also use the libraries a lot to borrow books on the subjects that they study. This is the next highest use (68%) made of the school libraries.

Third highest use made of the school libraries was reading for background information, consulting reference books, and reading newspapers and magazines.

At the bottom of the list, with only three students making use of the service, is reading and/or borrowing books on games. Students too, did not make much use of the library and librarian to find out the latest information on what they study. Only 32% of the students made use of the service.

4.3.2 BY STAFF

It was found that a high percentage of teachers in some of the schools surveyed did not consult the librarian on materials that they needed for their teaching. In one school, 80% of the teachers in the sample reported that they did not consult the librarian for material they needed for their teaching. Only 20% consulted the librarian.

A similar trend was found in a second school under survey where 80% of the teachers also reported they did not consult the librarian for materials they needed in their teaching.

In a third school, 40% of the teachers reported that they did not consult the librarian on material that they needed.
for their teaching. 60% reported that they did consult the librarian for such material.

In the other three schools, all the teachers (100%) in the sample reported that they consulted the librarian about material they needed in their teaching.

It was also found that many teachers in the sample did not use the resources available in their school libraries to prepare their lesson notes and/or teaching aids. The table below summarizes the findings:

**TABLE 4: USE OF SCHOOL LIBRARY RESOURCES FOR THE PREPARATION OF LESSON NOTES AND/OR TEACHING AIDS BY STAFF**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>USE</th>
<th>DON'T USE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO.</td>
<td>%</td>
<td>NO.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>64</td>
<td>9</td>
</tr>
</tbody>
</table>
The data shows that as high as 80%, 60%, 40% of the teachers in the sample in three schools reported that they did not use the resources in their school libraries in preparing lesson notes and/or the preparation of teaching aids.

Only in two school did all the teachers in the sample report that they used the resources of their school libraries in preparation of lessons and/or teaching aids.

Taking the total sample representing all the schools in the survey, the findings showed that 36% of the teachers did not use the resources of their school libraries in lesson preparation. 64%, the results showed did use their school libraries in preparing notes and/or teaching aids to assist them in their teaching.

For those teachers (16) who did use the resources in their school libraries, the following was found to be the use which teachers made of their school libraries. The findings are summarized in the table below.
TABLE 5: UTILIZATION OF SCHOOL LIBRARY RESOURCES AND SERVICES BY TEACHERS

<table>
<thead>
<tr>
<th>USE MADE OF SCHOOL LIBRARY</th>
<th>USED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO.</td>
<td>%</td>
</tr>
<tr>
<td>Reading Newspapers</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Borrowing books on teaching subject</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>Reading books on teaching subject</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Consulting reference books</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>Reading and/or borrowing books on general knowledge</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td>Reading and/or borrowing books for leisure reading</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>Reading own books</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

For the teachers who used the resources in their school libraries, the highest number (81%) used the libraries to borrow books on the subject(s) that they taught. 69% used the library to consult reference books. The data also shows that teachers did not use the school libraries very much for borrowing or reading books for leisure. Only 44% used the libraries for this purpose. No teacher (0%) in the sample used the library to read his/her own books.
4.4 RESPONDENTS' EVALUATION OF THE RESOURCES AND SERVICES OF THEIR LIBRARY

4.4.1 STUDENTS

When asked to evaluate their school libraries in terms of their adequacy in meeting their reading needs for books and other materials, students in the schools in the sample responded as shown in the table below.

**TABLE 6: EVALUATION OF THE SCHOOL LIBRARY BY STUDENTS IN TERMS OF ITS ADEQUACY IN MEETING THEIR READING NEEDS FOR BOOKS AND OTHER MATERIALS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ALL</th>
<th>MOST</th>
<th>A FEW</th>
<th>NONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO.</td>
<td>%</td>
<td>NO.</td>
<td>%</td>
<td>NO.</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>SATISFACTION OF READING NEEDS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>MOST</td>
</tr>
<tr>
<td>NO.</td>
<td>%</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
As can be seen from the data above, students' satisfaction with the resources and services of their school libraries varies from school to school.

In the first school, it was found for example that students were completely dissatisfied with the resources, and services of their school library. All the students in the sample (100%) reported that their school library satisfied only a few or none of their reading requirements.

In the third school, students were fairly satisfied with the services of their school library as 20% reported that all their needs were met by the school library. 80% reported that most of their needs were satisfied by the school library.

Taking the whole sample comprising of the five schools, it can be seen that 56% of the students were satisfied by the services of their school libraries as they reported that all or most of their needs were met by the school library.

On the other hand, 44% of the students were dissatisfied with the resources and services of their school library as they reported that the school library satisfied either a few or none of their reading needs.

4.4.2 BY STAFF

The teaching staff evaluated their school libraries in terms of their ability to satisfy staff reading needs for materials
useful to the staff in their teaching subjects as shown in the table below.

**TABLE 7: EVALUATION OF SCHOOL LIBRARY RESOURCES AND SERVICES BY TEACHERS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SCHOOL LIBRARY ABILITY TO MEET TEACHERS' NEEDS</th>
<th>TOTAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VERY ADEQUATE</td>
<td>FAIRLY ADEQUATE</td>
<td>INADEQUATE</td>
</tr>
<tr>
<td></td>
<td>NO.</td>
<td>%</td>
<td>NO.</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

The data shows that none (0%) of all the teachers in the survey thought the resources of their own school libraries were very adequate.

Also the data shows there were variations in the evaluation of the school libraries by teachers from school to school. In the first school from example, 60% of the teachers evaluated the school library resources
as either inadequate or very inadequate. 40% evaluated it is either adequate or fairly adequate.

In the fifth school, 80% of the teachers evaluated the resources and services of the school library as inadequate. Only 20% thought the resources and services were fairly adequate.

Taking the whole sample consisting of the five schools, the overall picture is one of dissatisfaction with the resources and services as either inadequate or very inadequate. Only 48% thought the resources were fairly adequate.

4.4.3 TEACHER-LIBRARIANS

Evaluation of the resources and services of school libraries by the people who manage these libraries was found to be as follows. None (0%) of the teacher-librarians was very satisfied with the resources and services his/her library offers. 40% were satisfied, 40% fairly satisfied and 20% not satisfied with their school libraries' resources and services. Taking the overall picture, 60% of the teacher-librarians were either fairly satisfied or not satisfied with the resources and services of their own libraries. Only 40% were satisfied.
The teacher-librarian, it was found, felt the following problems made their libraries not to offer as good services to staff and students as they would wish: 80% of them thought the problem was the limited number of books in their libraries, 20% thought the problem was lack of money, 40% thought the problem was lack of a trained librarian and 20% thought the problem was insufficient time to work in the library.
5.1 DISCUSSION OF FINDINGS

It was found that most of the head teachers were not aware of many of the roles of a school library. From a list of ten accepted roles of the school library, none (0%) of the heads was aware of all of them. 40% of the heads were however aware of 80% of the roles of a school library from the list of ten provided.

Significantly, it was found that the school libraries of these 40% of the heads who could be said to be fairly well informed about the role of the school library were significantly better than the school libraries of the other schools. For example, one of the heads who was aware of 80% of the roles of the school library from the list given, was making plans to hire a full-time trained librarian. All the other schools did not have a trained librarian and yet none had such plans. In the other school where the head also proved to be well informed about the role of the library, the library had been made very attractive by making wall pictures that were hung along the walls. Significantly too, this was the only school where stock was not physically removed from the users. Students read in the middle area of the library and books were placed in shelves near the walls. All the other school libraries had their books in a separate room and an empty reading area.
When books are separated from the users as was found to be the case in 80% of the school libraries, students are denied the possibility of browsing and coming into contact with a good book even by chance. To make this problem even more serious, no school library had a catalogue, making it extra difficult for students to know what books are in the library. This researcher was informed that the system of locking books in a separate room had been devised for security reasons. But, books, as Ranganathan stated in one of his laws, are for use. If students are to derive maximum benefits from the school libraries, books must be displayed in the reading area and a different security system devised to cope with the new system. A library prefect could be stationed at the outer door of the library to check on students going out.

It was also found that in one of the schools (school 2) where the head teacher was only aware of 20% of the roles of the school library from the list of ten given, his low awareness was reflected in the resources and services of his school library. It was found that this school library had only 500 books in the library. The school is a big one with 'A' level classes. The teacher-librarian informed me that he had problems trying to convince the headteacher to buy books for the library. The head teacher according to the teacher-librarian preferred to buy textbooks. This assertion by the teacher-librarian was collaborated by the fact that a good proportion of the stock of 500 books were class textbooks. It was also found that in this school, students usually borrow books through a window and rarely go into the library. The teacher-librarian informed me that the books are so few that students know their titles. A student just calls for the title he wants, a student librarian issues it to
him/her and is given through the window.

Because of little awareness about the role of the library, as was found in the study where 60% of the school heads were not aware of over half the roles of a school library, there is a tendency to equate the school library with a textbook store. With the present day explosion of knowledge, no textbook can contain all this knowledge. The school library, therefore, to be effective must stock a wide variety of resources, this way, a school library can hope to trap a fair proportion of the knowledge explosion.

None (0%) of the school heads was aware that the school library has a role to play in the promotion of culture and a sense of nationalism among students. Yet one of the aims of education in Kenya is the promotion of national unity. A sense of nationalism is conducive to national unity. The African Culture and Image has been subjected to a lot of distortion and abuse during the era of Colonialism. Schools have a duty to set the record right by providing materials in their school libraries that inform students about their culture and present the African Culture and Image positively.

One of the roles of a school library is to support the curriculum. This is one of the core roles of the school library. However, it was found during the study that 40% of the heads were not aware of this role. The school library supports the curriculum by providing materials that help teachers to prepare lessons and provides students with resources that supplement and reinforce what was taught in class. A library that does not provide such material cannot
become an integral part of the teaching-learning process which an effective school library should be. The first step would however, appear to be to make heads of schools aware of this role of the library, then they will provide the necessary resources to achieve it.

Equally surprising was the finding that 40% of the school heads did not think the library has a role to play in providing information. Yet this is an important role of the school library. Students need to be well informed. They need to know what is happening in their country and outside. For this reason, daily newspapers both national and international are key resources that every school library should have. Students need information both in the form of news and also factual information as can be got from quick-reference books such as biographies, handbooks and manuals. So important is information in peoples lives that sources of information outside the formal school such as television, have been baptized 'the parallel school' in the West in recognition of their contribution to education.

None of the heads (0%) rated the school library highest in his priorities of educational facilities. For those who are aware of the role of the library in education, it is difficult to imagine a teaching-learning facility more important than a library in a school. This is much more so today with the information boom and the changes in educational methods and philosophy. As many writers have correctly observed:
Emphasis is shifting from teaching to learning; from the learning of facts to the understanding of principles, from the learning of knowledge to learning how to learn, from the acquisition of knowledge to the development of personal and social attitudes.

Without a school library, there will be too much teaching but little learning. But the emphasis has shifted to learning. A library makes it possible for students to discover facts and principles on their own. The discovery method is now a reality. Educational psychologists have now established that people learn more and better when they are actively involved in the process of teaching-learning. There is less learning when a teacher reads his notes or a textbook to students who passively listen. Unfortunately, this is the situation prevailing in many of our secondary schools due to lack of libraries. With a library, the teacher can give an assignment to be done by consulting the resources in the library. That way, students discover the facts and principles on their own. That, is learning.

Even for those heads (60%) who thought the library was second highest in their priorities of educational facilities, there was little actual evidence that the library was regarded that important. No head had a regular annual budget for the library, the buying of books for the library was sporadic. 80% of the teacher-librarians taught as many lessons per day as any other teacher in the school. This left them only their free time to manage the library. A head teacher who attaches a lot of importance to a school library would reduce the teaching load of his/her teacher-librarian to allow the teacher-librarian more time
for the management of the library. This was not the case except in only one school. These facts show that head teachers did not rate the library very highly as an educational facility.

The attitudes of some head teachers indicated that they did not clearly understand the role of the library in education. For example, 40% reported that they were undecided on whether or not a school can educate its students well without a school library. This is an issue that does not call for indecision. Educators and librarians are clear on this point. H. G. Wells puts it very forcibly: 'A school without a library is really scarcely a school at all...'. It is impossible to educate students well without the resources and services of a school library.

It was found too, that no school (0%) had a trained librarian. The libraries in all the schools were managed by teacher-librarians who had no training in librarianship. As a result, no library had a catalogue because the teachers either did not know its use in a library or did not know how to prepare one or both. Classification of the stock was haphazard, incomplete or in broad classes such as 'science', 'literature', or 'K.C.E. books' where it existed at all.

It is important for a library, even one with a small collection to prepare a catalogue. This will enable students to know what books exist in the various subjects. It should also be realized that one of the roles of a school library is to prepare
students for using the public library when they leave school. Unless students become familiar with the use of the catalogue in school, they will have difficulties in using the catalogue of the public library and/or the university library. It is important, therefore, that head teachers hire full-time trained librarians to manage their school libraries. It may be easier, and cheaper for the Ministry of Education, Science and Technology to train teachers in librarianship so that they can man the school libraries.

Only a trained librarian can teach students how to search for information, analyse the information and evaluate it in accordance with their needs. Only then, will the school library play its role in the teaching-learning process in the school effectively.

✓ The stock in all the school libraries consisted entirely of books, magazines and newspapers. No school had any non-book resources in its library. A school library that has books only cannot play a very effective role in the teaching-learning process in the school. Many scholars have highlighted the limitations of a library consisting only of books. Dane (1970) for example, noted that such a library will only be of use to those students who could read and liked to read. The other students who either cannot read, do not like reading, or are poor readers will not benefit from such a library. But a school library should also serve them. Today information is fortunately, available in many forms such as films, phono discs or tapes. A
school library should therefore house these non-book media so as to serve students who cannot read or do not like reading.

Further, it has been demonstrated by research and experience that no one form of media can present all forms of information satisfactorily. Each form of media has its unique characteristics which makes it suitable for presenting certain types of information. The movement of a glacier can best be presented by a film. The working of a four-stroke engine would be better understood when presented through an audio-visual machine. The meaning, mood and style of a song can best be captured by either a phono disc or a tape. Non-book media also provides clarity in instruction, enriches learning and increases interest in learning. Our schools are therefore limiting the role a library can play in education by stocking only books. This is a great disservice to our students. School libraries should provide a variety of media both visual and aural.

It was also found that the stock in the school libraries did not only consist of books only but also that the books were very old. All the libraries (100%) had books that were published more than 30 years ago. For 60% of the libraries, the books that were over 30 years old were about half the whole book stock. Again, school libraries having most of their books being more than 30 years old are limited in the role they play in education. In the first place, teachers cannot use the resources of such libraries to update their information. Given the rate at which knowledge is increasing in scope and depth, and the rapid rate in which knowledge
is changing, the resources of libraries with books that were published more than 30 years ago are rapidly becoming out of date and irrelevant. In one school library, a book entitled *The Life and Times of Our King and Queen and Their People 1865-1935* edited by Phillip Gibbs was found. Such a book is of little use to students in Kenya.

With regard to utilization of library resources and services, it was found that a high percentage of students in the schools did actually use their school libraries even with their poor resources. In 80% of the schools, all students reported that they did use the school library. This is another reason why these school libraries must be improved.

40% of students in one school however reported that they did not use the school library at all. One student volunteered a reason for not using the school library. 'There are no books there', he stated. The school library in question actually had about 2,000 books. What the student most likely meant was that there were no books that met his needs.

Asks to evaluate the resources and services of their school libraries, 56% of the students were satisfied. 44% of the students were not satisfied. If the students were fully aware of what resources and services their school libraries should be offering to them, the percentage of those dissatisfied would be higher. The libraries, as the data shows, were generally poor.
52% of the teaching staff were dissatisfied with the resources and services of their school libraries. Only 48% of the teaching staff were satisfied with the services of their school libraries.

Among the teacher-librarians, the people who manage the school libraries, 60% were not satisfied with the resources and services of their own libraries. This collaborates the overall finding that school libraries were poor.

The findings of this study support the findings of Gakobo (1973) who found the same poor state of school libraries in Nairobi area. Kaguti (1985) found also a similar trend of poor libraries in Nithi Division of Meru District. It appears school libraries have not improved and are not likely to improve unless concrete steps are taken.

5.2 RECOMMENDATIONS

From the data gathered, analysed and the findings, it is strongly recommended that:

5.2.1 The serving secondary school heads be inserviced on the important role of the library in education. The heads should be educated on: What resources a school library should have, how these resources should be managed, and what role these resources play in the process of teaching and learning. Only when heads of schools become
fully aware of the role of the school library will they take steps to establish libraries in their schools. This inservice can be organized by the Ministry of Education, Science and Technology and taught at Kenyatta University which has the personnel in the Library Science department. Such inservice can be conveniently done during the school vacations.

There is a serious shortage of trained personnel to run school libraries. The Ministry of Education, Science and Technology should take the necessary steps to train personnel. All teacher training colleges, both primary and secondary should teach a compulsory and examinable course in librarianship. The course should lay stress on school librarianship and the mechanics of classification, cataloguing and management of school libraries. Kenyatta University should increase the intake of Masters students who are specializing in Library Science so that they can teach the library studies courses at the teacher training colleges.

Kenyatta University should also offer a course in school librarianship to the undergraduate education students. These measures would alleviate the current shortage of personnel qualified to run school libraries. That would be a big step towards effective school libraries.
5.2.3 Teacher trainers in colleges and the university should train their students on how to use discovery methods in their teaching. The discovery method is resource-based rather than teacher-based and lays emphasis on pupils' ability to utilize library resources to learn. This method leads to more use of the resources of the library and therefore more learning and less teaching.

5.2.4 The resources in the school libraries were found to be poor in variety consisting of books, magazines and newspapers only. Schools should therefore diversity their stock and buy some non-book materials such as tapes, films and phonodiscs. Books are not the only medium of presenting information. In some cases, they are not even the best. A school library should have resources that utilize all the senses through which people learn. These are visual and aural senses. Schools should also acquire professional journals in the subjects taught in school. These journals will enable teachers to update their information and point at the current trends in various subjects. The size of the stock should also be increased. Proper selection should also be done to ensure
that the books are relevant to the needs of the students.

5.2.5 The Ministry of Education, Science and Technology should make it compulsory for all schools, primary and post-primary to have a library. This has been done in the west and even in developing countries. In Nigeria for example, no secondary school can be allowed to start without a library. In Nigeria, no post-primary educational institution can be allowed to take the national examination without a library in the school. They have an Inspector of schools in charge of school libraries. Kenya should follow the Nigerian example.

Past experience has shown that policies and directives that have the weight of the Ministry of Education, Science and Technology behind them are implemented very fast by schools. The time has come for the Ministry to issue a directive making libraries compulsory in all schools. The Ministry should also assign somebody in the inspectorate to be in charge of school libraries.

5.2.6 The public should be educated on the importance of school libraries through the radio, TV, newspapers and barazas. The Kenya Library Association should play a part in this campaign. A public more aware
of the role of the library in education will be more willing to provide the necessary finance to start and maintain school libraries.
REFERENCES


14. Maleche, A. J. and Krystall. 'The Library as an Educational Tool' Paper read at the World Confederation of the Teaching Profession. 1973


Dear Sir/Madam:

I am pleased to inform you that your school has been selected to participate in an educational research project.

The participation of your school will not interrupt classes or any of your other activities at all. It will only take a little of your time to fill a short questionnaire.

The information given will be used purely for research purposes and will be treated in strict confidence.

A copy of the research findings may be given to you on request.

Do not indicate your name or that of your school anywhere on the questionnaire.

It is hoped that the findings of the research will help educational planners to improve educational facilities in schools.

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

MICHAEL KITETU MUKUVI

KENYATTA UNIVERSITY
(i)

HEAD TEACHERS' QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING QUESTIONS.

TICK (✓) TO INDICATE YOUR ANSWER.

1. What is the category of your school?
   (a) Private
   (b) Harambee
   (c) Assisted
   (d) Government maintained

2. Please tick (✓) against the item or items that you think describe what role a school library plays in education.
   (a) Improves students' fluency in languages
   (b) Can influence use or non-use of public libraries in future
   (c) Cultivates a sense of nationalism in students
   (d) Promotes culture
   (e) Provides information
   (f) Supplements textbooks
   (g) Supports the curriculum
   (h) Provides material for assisting teachers to prepare their lesson notes
   (i) Caters for students' individual differences in learning
   (j) Makes study interesting.
3. Please list down any other role(s) (if any) that you think a school library plays in education.

4. If you did not have any of the following facilities, please indicate what would be your order of priority. (Put "1" for the highest priority, '2' for next highest and so on)
   - Assembly hall
   - Classroom
   - Library
   - Dining hall
   - School bus.

5. In discussions about what is taught (content) in the various subject departments, is the librarian (or teacher-librarian) invited?
   (a) Yes
   (b) No

6. In your opinion, can the school library contribute in any way to a teacher's teaching method?
   (a) Yes
   (b) No

7. Do you inform your school librarian (teacher-librarian) about changes in curriculum?
   (a) Yes
   (b) No

8. Do you inform your school librarian about the educational objectives of your school?
   (a) No
9. Is your librarian allowed to attend staff meetings if he is not already a member of the teaching staff?
   (a) No
   (b) Yes

10. Do you usually use the library to get material that could be helpful to you in your administrative and teaching duties?
   (a) Sometimes
   (b) Often
   (c) No

11. Do you require the school librarian to submit an annual written report on the library to you?
   (a) No
   (b) Yes

12. If yes, do you discuss the report with the librarian?
   (a) Yes
   (b) No

13. The following statements represent opinions, please indicate your opinion as the statement first impresses you.
    Put 'a' for 'I strongly agree'
    'b' for 'I agree'
    'c' for 'I disagree'
    'd' for 'I am undecided'
    'e' for 'I strongly disagree'
    (i) A school library will enable students to appraise and criticize what they read
    (ii) A school library will enable students to see issues from different angles.
(iii) A school library should confine itself to catering for the needs of the curriculum only.

(iv) A school library can encourage or discourage the habit of reading for pleasure.

(v) A school library should only be a room(s) where students go to read.

(vi) A school library is a collection of books.

(vii) It is not necessary to train students on how to use the library; students will discover how to use the library on their own given a chance to visit the library.

(viii) Students dislike reading; it is not possible to encourage them to read.

(ix) A library is a very expensive facility; schools can still educate their students well without one.

(x) Without a school library, there will be too much teaching and too little learning in the school.

14. Do you have any plans in the immediate future intended to make the school library serve you better than it does?

(a) No

(b) Yes

15. If yes, please indicate these plans below.

THANK YOU VERY MUCH
Dear Sir/Madam:

I am pleased to inform you that you have been selected to participate in an educational research project.

Please, supply the information requested in the attached questionnaire.

The information that you will give will be used purely for research purposes and will be treated with strict confidence.

Do not indicate your name or that of your school anywhere on the questionnaire.

It is hoped that the findings of the research project will help educational planners to improve educational facilities in schools.

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

MICHAEL KITETU MUKUVI
KENYATTA UNIVERSITY
LIBRARIANS' QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING QUESTIONS

TICK (✓) TO INDICATE YOUR ANSWER

1. Are you a trained librarian?
   
   (a) Yes
   (b) No

2. If yes, please indicate your qualification

3. Do you work full-time or part-time in the library?

4. If you also have teaching duties, is your teaching load
   
   (a) lighter than that of other teachers
   (b) similar to that of other teachers
   (c) heavier than that of other teachers

5. How many books do you have in the library?

6. Apart from books, what other resources do you have in the library?
   
   Please list these other types of resources below.

7. Does the library have books that were published more than thirty years ago?
   
   (a) Yes
   (b) No
8. If yes, roughly what is the proportion of these in relation to the total number of books?
   (a) about 10%
   (b) about 50%
   (c) more than 50%

9. Please tick (✓) the reference books listed below that your library has.
   (i) Encyclopedias
   (ii) Almanacs
   (iii) Handbooks
   (iv) Yearbooks
   (v) Dictionaries
   (vi) Atlases
   (vii) Gazetteers
   (viii) Indexes
   (ix) Abstracts
   (x) Bibliographies
   (xi) Biographies

10. Please list below the titles of the journals (magazines) that your library regularly acquires. (If none, write 'none' in the space provided)

    ______________________________________________________
    ______________________________________________________
    ______________________________________________________
    ______________________________________________________
    ______________________________________________________
    ______________________________________________________
11. Please list below the Daily Newspapers that your library regularly acquires (If none, write 'none' in the space below)


12. Please fill in the table below about the numbers of hours the library is open.

<table>
<thead>
<tr>
<th>Days per Week</th>
<th>Number of Hours</th>
<th>Days per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Fri.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 a.m.-4 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4 p.m.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturdays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sundays</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Are your books classified and catalogued?

   (a) Yes
   (b) No
14. How are your books selected?
   (a) by myself
   (b) by the head teacher
   (c) by myself in consultation with head teacher
   (d) by myself in consultation with head teacher, staff and students.
   (e) other (specify)

15. Do you have any money set aside for the library every year?
   (a) No
   (b) Yes

16. When did the library last buy new books?

17. How much money was spent on buying books for the library in 1985?

18. Are new students (e.g. form ones) taken round the library when they join the school?
   (a) Yes
   (b) No

19. Have students been taught how to use the library catalogue to locate books in the library?
   (a) No
   (b) Yes
   (c) No catalogue in library

20. Are students given any assistance to locate books on the shelves if they can not do so on their own?
   (a) Yes
   (b) No
21. If yes, who gives this assistance?

22. Do students approach you or your staff for assistance in locating specific information which is intended to enable them write their class assignments?
   (a) Yes
   (b) No

23. Do you usually display posters of new books and other materials that the library has acquired for students and staff to see?
   (a) No
   (b) Yes

24. Are you aware of what is taught in the various subjects in the school?
   (a) Yes
   (b) No

25. Do you make recommendations to teachers about materials that you have in your library that would assist the teachers in the courses they teach?
   (a) No
   (b) Yes
   (c) Sometimes

26. Does the teaching staff consult you for the latest information on educational trends and research in their subject areas?
   (a) No
   (b) Yes
27. Do you inform the teaching staff about resources (books and non-book resources) in other libraries that would be of use to the staff?
   (a) Yes
   (b) No

28. If you are not already a member of the teaching staff, do you attend meetings of the teaching staff?
   (a) No
   (b) Yes

29. How satisfied are you with the services that the library is offering to students and staff?
   (a) very satisfied
   (b) satisfied
   (c) fairly satisfied
   (d) not satisfied

30. What problems (if any) do you think make the library not offer as good services to students and staff as you would like? (please specify the problems)

THANK YOU VERY MUCH
Dear Sir/Madam:

I am pleased to inform you that you have been selected to participate in an educational research project.

Please, supply the information requested in the attached questionnaire.

The information that you will give will be used purely for research purposes and will be treated with strict confidence.

Do not indicate your name or that of your school anywhere on the questionnaire.

It is hoped that the findings of the research project will help educational planners to improve educational facilities in schools.

Your assistance will be highly appreciated.

Thank you.

Yours faithfully,

MICHAEL KITETU MJUKUVI

KENYATTA UNIVERSITY
Please answer the following questions.

Tick (✓) to indicate your answer.

1. Do you consult the librarian about material that you need in your teaching?
   (a) No
   (b) Yes

2. If yes, how often do you use this material?
   (a) Frequently
   (b) Rarely

3. Do you think the school librarian can make a contribution to your teaching?
   (a) Yes
   (b) No
   (c) Do not know

4. Do you use the resources available in your library to prepare your lesson notes or teaching aids?
   (a) No
   (b) Yes

5. Do you make suggestions about books and other resources that you think the school library should acquire for your needs and those of the students you teach?
   (a) Yes
   (b) No

6. If the answer is yes, does the school library acquire the suggested books and other resources?
   (a) Yes
   (b) No
   (c) Sometimes
7. Does the librarian notify you about the existence and/or arrival of new material in your subject area?
   (a) Yes
   (b) No

8. Do you use the library?
   (a) Rarely
   (b) Often
   (c) Sometimes
   (d) Never

9. If you do use the library, please indicate what use you make of the library.
(Place a tick (✓) against the use or uses that you make of your school library)

   (i) read newspapers
   (ii) borrow books on my subject area
   (iii) read books on my subject area
   (iv) consult reference books
   (v) read and/or borrow books on general knowledge
   (vi) read and/or borrow books for leisure reading
   (vii) read my own books
   (viii) other (please specify)
10. Please evaluate your school library in terms of its adequacy in meeting your reading needs for material of use to you in the subject(s) that you teach.

(a) very adequate
(b) fairly adequate
(c) inadequate
(d) very inadequate
Dear Student:

I am pleased to inform you that you have been selected to participate in an important educational research project.

Please supply the information requested in the questionnaire. Please note that the questionnaire is not a test but merely a means of getting information from you.

The information that you will give will be used purely for research purposes and will be treated with strict confidence.

Do not indicate your name or the name of your school anywhere on the questionnaire.

It is hoped that the findings of the research project will help educational planners to improve educational facilities in schools.

Your assistance will be highly appreciated.

Yours faithfully,

MICHAEL KITETU MUKUVI

KENYATTA UNIVERSITY
APPENDIX A - 4

(i).

STUDENTS' QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING QUESTIONS

TICK (✓) TO INDICATE YOUR ANSWER

1. Have you been taught how to use the library?
   (a) Yes
   (b) No

2. Does your school library have a catalogue?
   (a) Yes
   (b) No

3. If yes, do you know how to use the catalogue to find and locate the books you require in the school library?
   (a) No
   (b) Yes

4. Which method do you use to find books you require in the school library?
   (a) asking the librarian
   (b) asking other students
   (c) looking through the shelves
   (d) using the library catalogue

5. Do you use the school library?
   (a) Yes
   (b) No

6. If yes, how often?
   Indicate how often ____________________
7. What do you use the school library for?

(Please put a tick (✓) against the use or uses which you make of the school library)

(i) To check and confirm facts that I am not sure of.

(ii) To read to get background information on the subjects I am taught.

(iii) To look for material (such as books) that will help me to do my homework.

(iv) To borrow books on the subjects that I study.

(v) To find out, from the librarian if possible, the latest books on the subjects that I study.

(vi) To read magazines and newspapers.

(vii) To borrow story books.

(viii) To read and/or borrow books on games.

(ix) To read my own notes and/or books.

(x) To consult reference books. (such as encyclopedias, almanacs, handbooks, dictionaries, atlases, indexes and abstracts).

8. Does your school library satisfy your needs for books and other reading material? Please indicate the level at which your reading needs are satisfied by your school library.

(a) It satisfies all my needs

(b) It satisfies most of my needs

(c) It satisfies a few of my needs

(d) It satisfies none of my needs
9. Do you use any other library apart from your school library?
   (a) Yes
   (b) No

10. If yes, please specify which one______________________________

THANK YOU VERY MUCH