

A SURVEY OF THE INFORMATION SERVICES PROVIDED  
BY THE KAIMOSI TEACHERS COLLEGE'S LEARNING  
RESOURCE CENTRE TO TEACHERS ADVISORY CENTRES  
IN HAMISI DIVISION, KAKAMEGA.

BY

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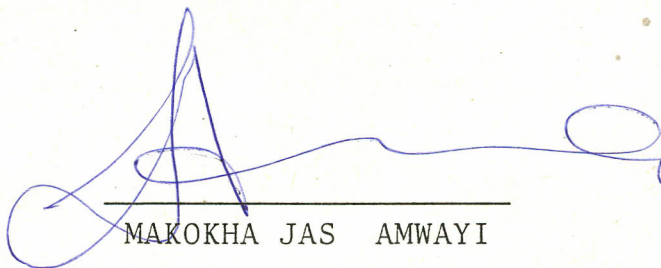


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DECLARATION

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



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



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(iii)

DEDICATION

To my wife Hellen Kavene, children Wanza,  
Were, Flora, Makokha and Malinda.

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ABSTRACT

→ This study traces the origins, development and the objectives of learning resource centres and teachers advisory centres in Kenya. It investigates whether these centres meet their stated objectives and the problems they encounter in Hamisi Division of Kakamega District, particularly in providing for the information needs of their clients.

The investigation was done through questionnaires, interviews, discussions and observation of the centres.

The findings are that 5 (100%) of the TAC tutors neither find the material in the LRC sufficient enough to meet their information needs nor do these materials meet the information demands of the schools and the local community in Hamisi Division. As such only 5 (16%) of the teacher population under the study visit TACs to borrow resources and 24(89%) of them have difficulties in accessing the information at TACs.

Hence 17(63%) of the respondents rated the TACs as useless in terms of their ability to provide resources and information support to them. On the other hand, 4(67%) of the local residents did not know how to rate the TACs in terms of their usefulness in providing information

services to them while 2(33%) rated them as being useless. None (0(0%)) rated them as either being useful or very useful.

Based on these findings, conclusions have been drawn and recommendations made towards the improvement of the information services provided by these institutions.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. BACKGROUND TO THE PROBLEM

Recent literature on education and development in the third world indicates there are drastic changes taking place to meet the socio-economic needs of these countries. These changes lay a heavy demand on the infrastructure of information existing in these countries. However, there is lack of standard policies, awareness and total disregard of information and communication in most of these countries.

Consequently, Africa for instance has been sidelined in the important arena of information flow. In fact African information and documentation infrastructure lags behind the rest of the world and now there is danger of the continent being denied access to the vast store houses of information and data banks that exist in developed countries due to lack of information, technological hardware and manpower (Iganji, 1990).

Iganji observes that the situation is:

"so critical that many African countries have decided to create national information networks". (Iganji, 1990, p. 10 col. 1).

Ready to come to their assistance is Pan African Development Information Systems (PADIS), an information and documentation organization established in 1980 under the auspices of the United Nations Economic Commission for Africa at Addis Ababa.

Iganji (1990) further observes that the gap of information existing in Africa and other countries is due to scarcity of skilled manpower in the field. He further notes that many countries used out-dated methods in data processing, storage and dissemination. They also have inefficient legislations and legal prescriptions in relation to banking of information. This has created a hindrance to proper management systems.

The low level of priority being given to information systems and severe shortage of middle level and managerial cadres, have all militated against the establishment of a strong information exchange in certain developmental initiative. Iganji (1990) notes that the attempts have not been effective due to rivalry among existing information and documentation centres. Some information managers refuse to exchange information with their counterparts as they think that they are relinquishing power and knowledge which should be guarded

for national and selfish interests.

In order to streamline information networks in Africa, PADIS has embarked on delivery of training and production of teaching materials relevant to information technologies. The centre has also expanded its bibliographic, statistical data and referral information resource base which is being connected to regional centres located in 20 countries.

In addition, the PADIS network has established comprehensive user services, studying user needs and production of information. This is out of the realisation of the fact that information is a resource which must be planned for. In education, it is even more imperative for this to be done to enable learners and the society at large to continue receiving adequate information services.

It is partly as a result of challenges arising out of educational and technological changes that the Kenya government decided to change education system from the previous one of 7-4-2-3 to 8-4-4 system. The following points explain the rationale for the programme according to Sifuna (1985).

1. Challenge for national development.

The concept of the 8:4:4 system is aimed at responding to the challenge of national development and participation of youth in development. Previous reports on education in Kenya include that the education system did not respond adequately to the needs of the country and its people. The 8:4:4 system of education is aimed at redressing this shortcoming.

2. Need for a more relevant shortcoming.

The education provided till 1981 did not cater for the greater number of pupils enrolled. There was therefore a need to provide a practical oriented curriculum that would offer a wide range of employment opportunities.

3. Equitable distribution of education resources.

The 8:4:4 system is meant to ensure that there are equal opportunities for all students regardless of their place of origin, creed or race by providing equitable distribution of educational resources.

#### 4. Technical and Vocational training

One of the significant features of the 8-year curriculum is its strong emphasis on the teaching of vocational subjects to provide basic pre-vocational skills, develop positive attitudes towards work and self-reliance. Kamunge, J.K. (1980) observes that the effective teaching of pre-vocational subjects requires the provision of adequate and appropriate facilities, equipment and qualified teachers. There is therefore need for schools and those concerned to appreciate the urgency of providing such equipment and materials and improve where necessary. Kamunge, (op.cit.) therefore recommends that local communities and parents associations to be encouraged to provide primary schools with libraries, adequate science and reading materials, science facilities and equipment for effective teaching and learning.

To cope with the requirements of these changes, it is realised that planning for information should be taken seriously just like other educational resources. This realisation prompted Hon. Aringo (1984) the then Minister

for Information then to urge the Kenyan Parliament to formulate a national information policy. He was of the opinion that such a policy would be invaluable as abundant information in the country would be harnessed, stored and systematically disseminated to the public and also form the basis for research.

Hon. Aringo (1988) further emphasized that under the new 8:4:4 system, students are required to start learning from an early age and also to grasp how to locate and use information effectively. As such learning resource centres (LRCs) and teachers advisory centres (TACs) have a crucial role to play in the transfer of such knowledge and skills in educational development. They can play a significant role in training of personnel in information management skills and production of teaching material. They can also provide bibliographic, statistical data and referral information services to the institutions, officers and society at large. At a more ambitious level, they should be potential infrastructure for PADIS. It is in view of this link that the author considers this study significant. The information services of LRC link the TAC with the knowledge and resources which can enable TACs to play an effective role in curriculum change and implementation.

## 1.2. STATEMENT OF THE PROBLEM

The Learning Resource Centre at Kaimosi Teachers College is intended to cater principally for information needs of students and staff at Kaimosi Teachers College. However, it is also supposed to be a contact between the college and the Teachers Advisory Centres in Hamisi Division (Ayot, 1981). This contact entails inter alia providing information services to the Teachers Advisory Centres (TACs). The TACs in return should disseminate the information to primary schools, local teachers and community and education officers. The LRC should therefore provide TACs with:

- (a) Support in their operational needs.
- (b) Reference services.
- (c) Production services.
- (d) Lending services.
- (e) Current awareness services.

TACs in return are supposed to:

- (a) establish a feedback between primary schools, teachers, local community, education officers and the college;
- (b) make the various schools and user communities aware of what is expected of them in education reforms.

- (c) provide current awareness to these communities.
- (d) Contribute towards the national curriculum research and development.
- (e) effect the process of educational innovation and change.
- (f) offer in-service courses to primary school teachers on acquisition of resources and new instructional techniques (Ayot, 1981).

A study carried out by Mse (1981) indicated that although there were three TACs and LRC in Hamisi Division, there was still an acute shortage of resources for teaching 8:4:4 subjects in the division. Both LRCs and TACs are creations of the late 1970's and early 1980's. They were instituted to cater for the desideratum for educational information technology and curriculum support. It was hoped that teachers would get from them professional support in form of resources since they were intended to introduce the idea of resource-based learning, apart from being local centres for dissemination and collection of information.

With the inception of the 8:4:4 system of education in 1981 came a plethora of changes which required rapid resource development and quick dissemination of information.

There was also heavy demands brought on the roles teachers were to play since they were required to teach subjects that were new to them. Many were not qualified to teach Masonry, Business Education, Carpentry and Agriculture yet they found themselves being allocated to teach these subjects. Despite this, the system was envisaged to produce graduates who were self-reliant and capable to undertake self or salaried employment. Teachers therefore expected to get a lot of support from the TACs and the LRC at Kaimosi Teachers College in order to cope with these challenges.

The study therefore concerned itself with investigating whether the TACs get the necessary resource and information services from the LRC at Kaimosi Teachers College. These services are supposed to augment their efforts to produce resources and information for schools in their respective zones.

Hamisi Division is located in Kakamega District. It borders Rift Valley and Nyanza Provinces on its southern and western ends. Due to this geographical location, it has a hilly land terrain. Since the roads are not graded, most of them are in a poor state making road transport and communication poor. It has no air or rail system of communication. The Post Office therefore

provides the only communication system, other than road, for it provides both telephone and mail services. However, these are also very limited since they are only available at the divisional and locational offices. The current demographic figures are not available but it was rated to have 62,365 inhabitants in the 1979 census. The population therefore relies heavily on radio for its daily information needs since it does not receive daily newspaper easily either.

It is in view of this that the five TACs in Hamisi Division are deemed to be central in providing for the information needs of both the schools and community in Hamisi Division. The TACs are spread out with the hope that they will be more accessible in view of the poor means of communication in the division. They are situated as follows:-

- (i) Northern Zone TAC at Kaimosi Teachers College.
- (ii) Southern Zone TAC at Goibei Primary School.
- (iii) Central Zone TAC at Erusui Primary School.
- (iv) Western zone TAC at Tambua Chief's Office.

There are 92 primary schools, 1,204 teachers and 32,341 pupils in Hamisi Division.

The study also provides recommendation on how the LRC and the TACs can help alleviate the problem of information services and scarcity of resources in schools in Hamisi Division.

### 1.3. THE PURPOSE OF THE STUDY

The study intended to gather and analyse data regarding the use made of and the demands made by the TACs in Hamisi Division on the LRC at Kaimosi Teachers College. To be able to do this, it examined the objectives of the LRC to find out whether they were being met or not. The study similarly investigated whether the objectives of the TACs were being met or not. To establish the level of information services provided, data were collected regarding the artifacts of information in both the LRC and TACs and the extent to which they meet the needs of the clientele of the centres. On the basis of the findings of this study, the researcher advances suggestions concerning necessary and useful changes in the system of communicating information between the LRC and the TAC.

### 1.4. OBJECTIVES OF THE STUDY

Specifically, the study aimed at the following:

- (a) To find out whether the LRC at Kaimosi Teachers College provides information services resources to the TAC in Hamisi Division.
- (b) To find out whether the LRC at Kaimosi Teachers College acts as a link between the college and the local school community.
- (c) To find out whether the LRC at Kaimosi Teachers College has any problems which hinder the LRC from realizing its objectives.
- (d) To find out whether the TACs in Hamisi Division offer any information services to the local community and schools.
- (e) To suggest ways of solving the problems identified in (a) and (d).
- (f) Make recommendations for future improvements.

#### 1.5. THE SIGNIFICANCE OF THE STUDY

As already observed, the LRCs were established to create an educational information infrastructure and it is through them that new innovations and research in education were supposed to be disseminated to and from the local schools. As a result the TAC tutors are attached to a

local teachers college LRC. Marience (1986) and Mariga (1988) in their studies in Kenya have concentrated on the administration, management and services offered by the TACs and LRC to their clientele. Their findings indicate that the centres are poorly managed and administered and provide poor information services to their clients. The LRCs are supposed to offer information services to TACs in order to support them in serving the schools in their zones and the local community. It is this aspect that the researcher intended to investigate. Its significance is that without efficient information services from the LRC, the TACs are likely to find it hard to meet their objectives. This is because most of them are poorly equipped and in some instances lack even buildings to house them. As such the attachment of the TAC tutor to a college LRC is meant to provide him with an information source and a contact with the college. From the latter the tutor can obtain information which can be disseminated to the clientele through the TAC. The study intended to look for ways of improving these services. An improvement in these services will:

- (a) improve the services offered by the LRC.
- (b) improve the services received by the TACs as clients of the LRC.

- (c) improve the services offered by the TACs to the schools and the local community.
- (d) enhance the roles played by the LRC and the TACs as research centres and infrastructures of information in education.

#### 1.6. RESEARCH QUESTIONS

The study attempted to survey the information services provided by the LRC at Kaimosi Teachers College to TACs in Hamisi Division in order to investigate the following:

- (a) Does the LRC provide information services to the TACs?
- (b) What problems does the LRC encounter in the process of providing these services?
- (c) How do these problems hinder the LRC from meeting its objectives?
- (d) How does the Tutor-Librarian go about those problems?
- (e) How can these information services be improved?
- (f) How does the LRC influence the extent to which the TACs meet their objectives?

### 1.7. LIMITATIONS OF THE STUDY

Since the study was undertaken in only one month, a full user study of the TACs was not possible to be conducted. However, the artifacts of information that were studied will give an indication about the information services centre. Therefore it was not possible to identify all the information needs to Teachers Advisory Centres.

### 1.8. SOME BASIC DEFINITIONS

In this study, it will be necessary to note the meanings which have been assigned to the following words and concepts:

1.8.2. A want is what an individual would like to have.

1.8.3. Librarian - One who has charge of the contents of a library, making the stock and the library services available to those who need them.

1.8.4. Library - A collection of books and other materials kept and arranged according to some specific order, so that any particular book may be found within the shortest possible time for reading, study, or consultation.

1.8.5. Teachers Advisory Centre

A centre, usually managed by a teacher's advisory centre tutor, where information and resources are collected and disseminated to teachers, education officers and the local community.

1.8.6. Data are groups of characters which present a specified value or condition. They provide the building blocks of information. (In this study data will be used to mean knowledge and resources).

1.8.7. Acquisition is the process of obtaining materials such as books for an LRC or library subsequent to their selection.

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

1.8.9. Client - A library patron or user.

1.8.10. Learning Resources Centre (LRC) in a library

A term used to emphasize the inclusion of non-book material offered by the LRC.

1.8.11. A demand is what an individual 'asks'. People normally believe they want the thing they ask for, but subsequently find that the requested item is

valueless. A demand, however, is a potential use.

1.8.12. A use is what an individual actually applies.

1.8.13. A requirement is that which is needed, wanted or demanded.

1.8.14. Information is data processed and assembled into meaningful form.

1.8.15. Tutor-Librarian - A librarian who gives lectures on the learning resource centre and how to make the best of it and sometimes on academic subjects as well as having some responsibility for the administration of the LRC.

1.8.16. User-Education - The training of users (students, tutors and other patrons) on how to make the best use of the LRC.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. INTRODUCTION

In order to understand the general problem and its content in depth, an attempt was made in this chapter to review literature related to the problem of study under the following sub-headings:

- (i) The origin and development of the concept of Learning Resource Centre.
- (ii) The development of learning resource centres in Kenya.
- (iii) The objectives and functions of the learning resource centres.
- (iv) The origin and concept of the Teachers Advisory Centre.
- (v) The development of teachers advisory centres in Kenya.
- (vi) The functions and objectives of the teachers advisory centres.
- (vii) The need for community information services.

## 2.2. THE ORIGIN OF THE CONCEPT OF LEARNING RESOURCES CENTRES

The Learning Resource Centre (LRC) is a term used to represent a place where print and non-print material is organized and kept for learning purposes. It is a conceptualized place intended to accommodate a whole range of resources readily accessible to both students and teachers. According to Beswick (1972, p. 10):

A resource of library is a resource collection organized and indexed for use as a book library but with production facilities.

In addition to having multi-media library, the resource centre is also supposed to have a production workshop, where tutors and students could produce materials to supplement learning. Burton (1985, 3 (4) p. 17) observes that:

The concept of the LRC may be said to have had its origin in the United States in 1928 when the Carnegie Corporation offered to assist colleges in acquisition of phonograph records. The records, it was thought, would augment print collections.

As a concept, learning resource encompasses all information and learning materials regardless of their

format, that are acquired to enhance learning process. Media centres are supposed to allow information to be delivered to the clients in a variety of forms. The information could be either in print or non-print format.

### 2.3. DEVELOPMENT OF LEARNING RESOURCES CENTRES IN KENYA

The term learning resource centre in education circles is quite recent in Kenya. It was adopted so as to popularise the idea of resource-based learning and teaching. Resource-based learning emphasized that pupils should use resources to discover knowledge for themselves. If learning becomes more resource-based and child-centred, then the LRC becomes an integral part of the learning process.

In this case, the role of the LRC cannot be separated from the nature of the educational process. The 8:4:4 system of education is terminal. The importance of resource-based learning is as such best seen in the light of this. The learning skills the pupils acquire as a result of resource-based learning will be beneficial when they transfer such skills to the learning outside school. In actual fact, the 8:4:4 system is meant inter alia to provide vocational education. This will ensure that the students graduating at every level

have some scientific and practical knowledge that can be utilized for self-employment, salaried employment or further learning.

The development of LRCs in Kenya began in 1976. The LRC project was initiated and followed up by the International Development Association (IDA), a subsidiary of the World Bank. However, the concern for LRCs was reinforced by Primary Education Project (PEP) when it identified both LRCs and Teachers Advisory Centres (TACs) as being instrumental for curriculum innovation at both pre-service and in-service levels and to improve the quality of education.

Most colleges had their LRCs completed between 1983 and 1985. Hitherto, there are 14 LRCs in the Primary Teachers Colleges established in their compounds. The aim of establishing these centres was to improve on the quality of education (primary). Through the use of a wide range of classified resource materials, the teacher trainees are supposed to be equipped with the necessary skills which will help them continue with the pursuit of knowledge even after the completion of their training. In 1980, lecturers from Teacher Training Colleges who were going to head the LRCs underwent training at the then Kenyatta University College. The objectives of the training were to:

- (i) acquaint the trainees with the concept of LRC and impress upon them the importance of establishing such a centre.
- (ii) introduce and develop the concept of educational technology and its systematic approach to educational problem solving.
- (iii) provide the trainees with various skills required to organise and manage a centre effectively and efficiently.
- (iv) prepare the trainees to carry out an innovatory role in respect to primary educational methodology.

(Mulaha 1983, 15(2), p. 213).

This one year training programme for LRC managers was followed by another programme for the LRC assistants in 1981. It can be noted therefore, that the establishment of LRC in the colleges was geared towards providing a tool to develop individual learning among teacher trainees through independent study and reading.

#### 2.4. THE FUNCTIONS AND OBJECTIVES OF LEARNING RESOURCE CENTRES

The LRC is first and foremost supposed to support

the varied educational strategies by offering a learning environment within which learners can acquire techniques of enquiry and research. Second, it is meant to support the college curriculum and also assist trainees in colleges learn to search for information and knowledge by themselves. As such, it is a centre for learning since it offers a wide range of facilities and activities. It has actually been conceived to be:

a reading centre, a material centre, a teaching agency and a service agency.  
(Jamaica Library Association, 1971 p. 2).

Another function of the LRC is to provide facilities for the production of learning resources for the students and the TAC tutors. During an opening speech of LRC seminar at Kenyatta University in 1981, the then Director of Basic Education in Kenya emphasized the importance of the LRC's production function by stressing that:

teaching aids will be produced at  
teaching aid workshops in the centres.  
(Omondi, 1981).

Therefore the LRC should be a place where teachers and students can produce materials to aid teaching and learning.

In addition, the LRC shoulders the responsibility of selection and acquisition of a comprehensive collection of learning materials in different formats for use by its clients. It should therefore be actively involved in curriculum development within the college and in collaboration with institutions such as Teachers Advisory Centres.

The LRC should also play the role of organising all relevant learning and teaching materials within the college by compiling a catalogue, accession lists, and classifying the material. This systematic organisation helps the LRC clientele to retrieve the material easily from the LRC collection.

It should also provide user education to its clientele. This could consist of orientation, follow-up sessions, guides and guiding to enable them utilise the resources effectively. Ray (1979, p. 24), argues that an LRC should:

develop an effective resource use by training users in the skills and techniques of using a collection as a basis for continuing library use in adult life.

Maleche and Krystal (1974, 1974, 1(1), p. 8) further suggest that through user education, the users are supposed to acquire skills such as:

rapid skimming of great bulk of material, of selecting important points, of filing together bits of pieces of a variety of sources, come primarily from exposure to a wide range of materials and the demand to organise it into usable form for some purpose.

Maintaining a suitable loan service of materials to users is yet another function of the LRC. Its clientele should therefore be allowed to borrow books and non-book material from the LRC for a specified period of time. The charging system enforced by a particular LRC should depend largely on the LRC's clientele, the size of the stock and the need to restrict the number of items which the LRC can have on loan.

The LRC should provide accessible reference materials where the LRC users can search answers to specific questions. Reference materials are only meant for consultation purposes within the centre. In addition to this, it should also be able to provide literature search for its clientele.

Jamaica Library Association (1971 p. 5) says that

the LRC should also:

maintain the collection in good condition by regular discarding of out-dated information and replacing these with current materials.

This process ensures that there is up-to-date data for users hence efficient information services to the users. The workshop in the LRC can also be used for conservation purposes. The clients can save money by conserving the stock in their holding hence utilize the finances available to purchase new titles.

In certain cases, documents may not be easily available to the client because the library has a limited number of its copies. To ensure that as many clients as possible have access to it, the LRC should provide photocopying facilities to enable patrons to obtain copies. Where recording can be required, it should put the material on cassette and provide dubbing services to enable its clients get copies of the cassette.

The LRCs should be equipped for photographic and video recording purposes. It can therefore be possible to produce audio-visual aids for the clients. The TACs should also utilize the studios in LRCs for recording

of sessions and playbacks during in-service programs for teachers.

However studies carried out by Marience (1986), Mariga (1988), Komen (1985) and Lwangasi (1985) reveal that LRCs are faced with staffing, management, and financial problems. They point out that there is a glaring problem regarding the adequacy of LRC staff for classification, cataloguing, organizing and shelving of stock. These are aspects of the library which greatly influence the type of services it can offer to its clientele. Forthergill (1973, p. 5) has in fact emphasized this fact in his observation that:

Many education libraries do not have staff to cope with the work of providing a detailed subject catalogue, but failure to do so reduces the use of the materials.

The problem is compounded by failure to retain qualified staff in the LRC. This problem was found to affect most of the university, college and school libraries in Kenya. The National Library Services is no exemption. As Ng'ang'a observes:

Two problems which the board of the KNLS has been facing are training of adequate staff and the ability to retain those finally trained. These problems have been caused by lack of adequate finances and poor terms and conditions of service. (Ng'ang'a, J.M., p. 144).

A third problem pointed out by the above researchers is that those who are trained in teaching management and organization of the LRC are deployed to teach other subjects. This hinders them from spending much time in the LRC which they would have used in improving the LRC's organisation. Furthermore, it is pointed out that there was no clear budgetting policy for the LRC. Most of them lacked finances for improving their stock and purchasing software for the machines in the audio-visual unit of the LRC. Hence this unit ended up serving more as a storage space than an instructional unit of the LRC.

Such a low level priority that is given to the LRC by the colleges administration is likely to result in what Iganji (1990) views as a hindrance to proper management of information systems. As such there should be a budgetting policy to cater for the management of the LRCs.

2.5. THE ORIGIN AND DEVELOPMENT OF THE CONCEPT OF  
TEACHERS ADVISORY CENTRES

After the successful launching of the Soviet Sputnik into space in 1950s, United States, Britain and Western European countries began to question the relevance of science teaching in their schools. Special science and mathematical programs were launched. Many foundations poured money to develop and support programmes considered to be relevant to the education of their children.

By 1962, Britain was fully involved in reforming the science curriculum in order to catch up with other countries such as U.S.A. and U.S.S.R. Nuffield Foundation spent large sums of money launching science courses and in training teachers. The Nuffield programme attracted many teachers in Britain because it allowed teachers to plan, develop and organize their classrooms. In so doing, many meaningful changes in the classroom were introduced. Centres were formed in which teachers in their local areas met after school to exchange ideas on science. These made centres become community information centres for teachers and provide the origin of Teachers Advisory Centres.

2.6. THE DEVELOPMENT OF TEACHERS ADVISORY CENTRES  
IN KENYA.

Maranga (1980) in his discussion paper "Teachers Advisory Centres: Education Change Through Teachers and Material Development in Kenya" reports that two factors both internal and external are responsible for a decision to establish TACs in Kenya. A major factor includes the need to improve the quality of education provided in schools through strengthening the in-service education component.

In the same study he observes that there was great dissatisfaction among the people of Kenya on the type and quality of education that was being offered in schools then. A similar realization by the Kenya government should be the basis upon which it changed its education from 7:4:2:3 to 8:4:4. In another study he found out that:

The schools are poorly equipped and staffed, infrequently supervised by those less qualified obscurantist inspectors. They provide poor inter-teacher and inter-school communication and above all they have a poor professional assistance from the infrequent visits by the inspectors. (Maranga 1979, p. 251).

He goes on to say that:

Although attempts are being made to improve salaries of teachers, in the past these salaries were poor and unable to attract adequately qualified teachers, and therefore, they have remained poorly motivated, poorly qualified and poorly trained where little guidance in teaching is provided. The teachers have also little resources to help them in their teaching.  
(Maranga, 1971 p. 252).

The pupils on the other hand, he found, come to school from poorly equipped homes in terms of materials. They are poorly brought up lacking the inquiring attitude necessary for active learning. They are brought up to be passive and thus lack motivation to learn.

A major important external factor which is responsible for the decision to establish Teachers Advisory Centres in Kenya was the reform in the science teaching in the primary schools (Maranga, 1980). A second one is the increased activities in the science curriculum development for the primary schools in the world. Furthermore, by late 1950s and early 1960s most educational planners in both industrialised and developing countries understood and saw the importance of Brunner's statement in the context of teaching and learning in primary schools in which he observed that:

By knowing nature and by being adept in the ways of thinking of science and mathematics, men would not only appreciate nature but also would feel less helpless before it and would achieve the intellectual dignity inherent in his own scientist. (Brunner, J.S. 1973, p. 108).

In which case child-centred approach to learning gained prominence and science teaching was a medium through which all round human development could be fostered.

In Kenya, science teaching in the primary school was conceived in terms of the recommendations of the Kericho Conference of 1966 for rapid rural development. After this conference, reports were prepared and projects established to improve the quality of education in primary schools. One such project established jointly by the then Ministry of Education, Science and Technology and UNICEF/UNESCO was the Teacher Education Extensive Services (TEES). These are the forerunner services to the Teachers Advisory Centres.

Hamisi Division has five TACs spread in each of its five educational zones - that is the Northern, Southern, Central, Eastern and Western zones. The TACs have been spread in order to be locally based in each zonal community with the hope that they will be more accessible to teachers. The level of accessibility will enable the TACs to be more

effective in communicating information.

2.7. THE OBJECTIVES AND FUNCTIONS OF TEACHERS  
ADVISORY CENTRES IN KENYA

Odhiambo (1980) and Ayot (1981) concede that the ideal and intended functions of the Teachers Advisory Centres are to play the role of improving teachers' quality and help teachers fit comfortably into their classrooms. They point out the functions of Teachers Advisory Centres to be as follows:

- (i) In-service education centre.
- (ii) Feedback and dissemination centre.
- (iii) Research in primary methods.
- (iv) Local curriculum development centre.
- (v) Research centre.
- (vi) Educational counselling centre.
- (vii) Receiving centre.
- (viii) Teachers college contact centre.

Apart from the above mentioned intended functions of the TACs, the government expects them to serve the community and to help integrate other government functions especially in the local areas. (Ayot, 1981, p. 62). These functions can be multi-purpose activities within the

community. The activities can be educational or non-educational. They include loan and conservation, exhibition centres, social centre and community development centre.

In the Kenya Development Plan 1974-79, Part I-II it is reported that the general aim of these TACs is to provide direct support in the field for major changes in the educational process. They are supposed to provide in-service training for teachers and contribute to the Curriculum Research Unit (CRDU). Forty One (41) of these centres had been equipped by 1974, and the government intended to seek donor assistance to develop new centres. This was in line with the government's policy of spreading educational support over less developed as well as more developed districts. The plan envisaged seven centres of such TACs in each district consisting of a Mobile Unit, a Resource Centre and facilities for in-service training of teachers. In most districts, each educational zone has a Teachers Advisory Centre at the moment.

However, researches by Okumu (1986) and Maranga (1979) reveal that the facilities present at the TACs are inadequate and their conditions are below the standards required to meet the stated objectives. Some TACs were found not to be even existing physically although a TAC

tutor was employed to use other TAC centres to serve his zone.

The two researches revealed that work expectations in the TACs were too much for one centre tutor and recommended that more officers be employed to share the work at the centres.

In certain extreme cases, the TACs were found to have no buildings of their own but were placed within vacant classrooms in primary schools. Such a primary school was necessarily placed in a central point where all the teachers could have easy access to the centre.

All in all, the TACs were found to be run and managed with a lot of problems. It is in this respect that the LRCs can be seen as having a significant role to play in the TACs information and material needs if the TACs have to meet their objectives.

## 2.8. THE NEED FOR COMMUNITY INFORMATION SERVICES

Community information services have been conceived to be services which assist individual and groups with their daily problem solving and with participation in democratic process. The services are directed to the needs of those who do not have access to other sources of assistance and on the most important problems that people have to face on a daily basis in their homes, jobs.

rights as citizens, etc.

The first use of the expression of this word - Community Information Service - was in U.S.A. where it was adopted to describe the services set up in response to the Kahn Report on British Citizens Advice Bureau. Arising out of the American War on Poverty Programme in 1960s, a number of libraries were set up:

- (i) to link the client with a problem to the appropriate agency that could help solve their needs.
- (ii) to supply the services needed with feedback from the users.

(Working Party on Community Information, 1980, p. 8).

Because these services were neighbourhood-based and because they were fulfilling a sign-posting function to both charities and services within the State Welfare System, the term Community Information Services was adopted to describe them. This need is not unique to America, for in Britain they have been designated the responsibility of serving as:

- (a) agency information services which made no discrimination in favour of any group.
- (b) acting as sign-posting agencies to other services and build-up detailed local information files and publishing directories.

- (c) agencies that concentrate mainly on those in lower economic groups and assisting them either individually or collectively on problems in housing, employment, family and personal matters etc. (Bunch, 1982, p. 2).

Their central purpose therefore is to serve the public. Such services have however, not been adequately developed in Africa. For instance Iganji (1990) decries this situation and cautions:

The lack of standard policies and total disregard of information and communication mechanisms has sidelined Africa in the arena of information flow.  
(Iganji, 1990, p. 10, col. 10).

Even though Pan African Development Information Systems was established in 1980, only 34 countries have set up co-ordinating centres with it. As such, many countries do not have access to its comprehensive data bank. The number of countries that have established centres is however, significant enough to evidence the realization that information is an essential resource for National Development.

In Kenya, it has similarly been recognized that information is an important tool for national development. For instance Githenji (1984, p.10 col. 6) observes that

knowledge and information are vital inputs for development and many otherwise feasible projects have failed due to lack of vital information and knowledge at critical stages. His contention is that it is unfortunate that in most cases, knowledge and information was available in one form or the other but it was not accessible to people in need of it at the right time and form in Kenya.

Similarly, with the inception of the District Focus for Rural Development strategy, the Kenya government realized the need for comprehensive rural information services. Since the government was vesting the responsibility for planning on the districts through the District Development Committee (DDC), such services were essential to back up district level planners. Such officers require easily accessible information in order to formulate appropriate and timely plans for the development of the districts. The officers also require an information infrastructure through which the government policies can be efficiently communicated and feedback from the community received.

As a result of this realization, District Information Development Centres (DIDCs) were established in most districts. However, these have limited clientele and most of the rural communities have persisted to experience a scarcity of information services. It is due

to this scarcity that Granheim (1984 p. 13 col. 2) urges the Third World countries to develop public libraries into Community Information Centres to give more people access to information. She observes that it is extremely important to develop such library centres where everybody, villages as well as inhabitants of densely populated areas can have access to information, so that they may more effectively contribute to the development of both the local community and society as a whole.

It therefore appears that Hon. Aringo (1984 p. 4 col. 2) was right when he urged the formulation of a national information policy to harness, store and systematically disseminate information to the public and also set a basis for research. The same concurs with Iganji's (1990, p. 10 col. 1) observation that the information policy was poor in African countries. For without such a policy Aringo feels that it is not possible to anticipate any genuine development of *information services for the Kenyans*.

For such a policy to be effective, Muya (1979) observed that knowledge of user needs is a prerequisite if we expect to give an effective information service. This is because the user forms an important element of the system. The user sets the goals, influences its

mechanisms and limits its possibilities.

The National Information System (NATIS) also emphasizes that:

a detailed analysis should be made of the information needs of the government for its tasks and of the various users in such areas as industry, research and education to ensure that the national information is planned to meet these needs. (Muya, op.cit., p. 48).

Despite this concensus on the need for community information services in Kenya, researches carried out reflect very poorly on the infrastructure for information. For instance in his study, Murage (1983) found out that the rural areas in Kenya suffered from acute information poverty. The only avenues through which a limited quality of information flowed were:

- (i) The Kenya National Library Services.
- (ii) The Ministry of Information and Broadcasting.
- (iii) The extension Services Workers.
- (iv) The local newspapers.
- (v) The traditional or customary services.

However, all the above avenues of information flow, except for the traditional or customary source, are either urban based or require a high literacy level. It therefore becomes difficult for them to serve rural populations that have a 60% illiteracy ratio. They are also not easily accessible due to their very location because they are based in district headquarters. The traditional or customary source on the other hand lacks organization and is vulnerable to inaccuracies. The TACs, therefore are best placed to act as avenues of information to the local community. They can disseminate and receive information from the local community informally and are more accessible than all the other avenues mentioned above.

## CHAPTER THREE

### METHODOLOGY

#### 3.1. INTRODUCTION

This study intended to prove whether the TACs in Hamisi Division of Kakamega District receive any information services from the LRC at Kaimosi Teachers College and whether they in turn provide such services to schools and the local community in the division. It was conducted by means of a survey. The information gathered can be considered to be representative of the structure of information flow in the schools within the division since the TACs are the sole source the schools turn to when in need of resources and information.

#### 3.2. DESCRIPTION OF POPULATION

The population of the study included:

- (a) 5 TAC tutors
- (b) 1 LRC tutor librarian
- (c) 1 assistant education officer or assistant primary schools inspector.
- (d) 15 primary school teachers.
- (e) 15 primary school headmasters.
- (f) 15 stratified sampled school P.T.A. Committee chairmen, one from each school.

- (g) 10 stratified sampled residents from the community in the division selected on the basis of accessibility, from each zone.

It was anticipated that this sample would be representative of the population. There are five (5) educational (which incidentally are the politico-administrative or roughly sub-locations) zones in Hamisi Division. There are 92 primary schools and 1204 teachers in the division distributed thus per zone:

Northern Zone - 21 schools and 290 teachers.  
Eastern Zone - 14 schools and 185 teachers.  
Southern Zone - 12 schools and 155 teachers.  
Central Zone - 18 schools and 250 teachers.  
Western Zone - 27 schools and 324 teachers.

Three schools were chosen from each zone. A total of fifteen (15) schools were thus chosen on equal basis for each zone. Due to the wet weather conditions and poor state of roads, the schools, PTA/School Committee chairmen and local residents were chosen on the basis of their accessibility.

### 3.3. INSTRUMENTATION

The study entailed the use of a questionnaire

administered personally to the respondents, a discussion with them and an actual visit to the LRC and TAC centres.

### 3.4. QUESTIONNAIRE DEVELOPMENT

#### 3.4.1. Learning Resource Centre Tutor-Librarian's Questionnaire

The six research questions were developed into questionnaires categorized under staffing, information services offered by the LRC to the TACs, resources available at the LRC, problems encountered by the LRC in the course of providing information services and a self-appraisal of the LRC Tutor-Librarian on how well the LRC meets its objectives.

Each category was expanded to cover various aspects of the survey under it. The questions were both structured and unstructured.

#### 3.4.2. Questionnaire for the TAC Tutor APSI or AEO

Again basing on the six research questions, information search was categorized under five sections. These are documentary information services received by the TAC from the LRC, use of the LRC by the TAC Tutor/ APSI/AEO, TAC loan and information service system, resources available at the TAC and a personal appraisal

of the TAC's success in meeting its objectives.

#### 3.4.3. Questionnaire for Headmasters and Teachers

The questionnaire was meant to be an independent evaluation of the actual use made by the teachers of the TAC's resources and information services. Its purpose was therefore primarily to evaluate the actual services offered by the TACs. The questions developed for this purpose were basically probing the respondent on how much use and benefit he makes of the TACs and the problems encountered in the process. A total of seventeen (17) structured and unstructured questions were generated to elicit this information.

#### 3.4.4. Questionnaire for PTA/School Committee Chairmen/Local Residents

The questionnaire intended to find out whether the respondent was aware that the TAC has a vital role to play in providing for the local information needs especially in the field of education, recreation and daily information requirements. It also sought to find out what problems the residents encounter in the course of obtaining such information and their suggestions on how to improve the information flow from the LRC and the TACs. A total of ten (10) questions were generated for

this purpose. They were both structured and unstructured and were administered in English, Kiswahili and Luhya where need arose.

#### 3.4.5. Discussion

The respondents were interviewed informally prior to completing the questionnaire. The interview/discussion assisted in establishing rapport with the respondents and explaining any items that the respondents would find difficulty with. An interview schedule was drawn consisting mainly of the questionnaire items. The interview also provided a check against the questionnaire responses.

#### 3.4.6. Observation Check-list

The five TACs and one LRC were visited for the purpose of establishing the actual resources and facilities in their holdings. The check-list was meant to validate the responses of the TAC tutors and Tutor-Librarian. The information collected was subsequently combined with the information from the APSI/AEO/TAC tutor's and tutor-librarian's questionnaire and the discussion held with them in making the final report.

The investigator carried out a pilot testing to validate the tools. The piloting involving the TAC tutor, AEO and APSI, Headmaster and teachers, and PTA/School Committee Chairman and local residents was done in Maseno Division of Kisumu District. It involved one (1) respondent with characteristics that were relevant to the actual respondent. The validity of the questionnaire was then tested and on the basis of the results, the questionnaire and discussion schedule were revised.

### 3.5. ADMINISTRATION

The investigator visited the various respondents and held an informal interview with each one of them. The researcher then handed a questionnaire to each of the identified respondents and asked them to complete it within a period of one week. For TACs and LRCs, observation was done on the same day and the check-list completed.

The respondents were informed what the purpose of the research was and that information collected from them would be used for purely statistical purposes. They were not required to give their names and those of their stations unless they wanted to. Completed

questionnaires were personally collected from the respondents by the investigator.

### 3.6. STATISTICS AND ANALYSIS

Each item in the questionnaire belonged to one of the areas under survey. The responses to it were therefore added together to get the total number of responses per item. These were grouped according to the type of response made. The responses were expressed as percentages of the survey sample. The information was then tabulated and presented in Chapter IV.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.1. INTRODUCTION

This chapter deals with the responses of the interviewees to the questionnaires. A total of forty seven (47) interviewees from each of the zones in Hamisi Division, education administration and the LRC at Kaimosi Teachers College were involved. All completed the questionnaires though some sections of their respective questionnaires were unsatisfactorily completed as will be observed in data involving school committee chairmen and local community members in table 8.

The five (5) TACs and the LRC at Kaimosi Teachers College were visited for observation. Although the data obtained from the observation are not reported separately in this chapter, it is used to validate, where necessary, some responses in the questionnaire.

Analysis of data is in the form of raw scores. Percentages are then calculated from these. Subsequently, an explanation and discussion of data is offered. The data regarding the information services provided by the LRC at Kaimosi Teachers College and the TACs in Hamisi Division were analysed and discussed in the following aspects:

- (i) the establishment and strength of the staff at the LRC.
- (ii) the level of training of the LRC staff in resource management.
- (iii) the resources available at the LRC.
- (iv) the demands for information services made by the TACs on the resources at the LRC.
- (v) the extent to which these demands are met and problems experienced by the LRC while offering the services.
- (vi) the information services offered by the TACs to the local schools.
- (vii) the information services offered by the TACs to the local communities.
- (viii) the problems the TACs encounter in providing these information services.

These aspects would illustrate whether the LRC and TACs are providing an appropriate infrastructure for information hence meeting their objectives as information collection, dissemination and research centres.

4.2. ESTABLISHMENT, STRENGTH AND PROFESSIONAL TRAINING  
OF LRC PERSONNEL

The LRC's ability to provide information services is dependent on a number of factors. Prime among them are the presence of properly trained staff and sufficient number of resources (Kinyanjui, W.G., p. 15 col. 1). At present the accepted number of staff required for Learning Resource Centre is nine (9) as can be observed in Table 1.

TABLE 1: ESTABLISHMENT AND STRENGTH OF THE LRC AT  
KAIMOSI TEACHERS COLLEGE

CATEGORY OF STAFF	ESTABLISHMENT		STRENGTH	
	NUMBER	PERCENT	NUMBER	PERCENT
LRC Head	1	100	0	0
Deputy LRC Head	1	100	0	0
Tutor Librarian	1	100	1	100
Library Assistant	1	100	1	100
Clerk Typist	1	100	0	0
Technician	1	100	1	100
Graphic Assistant	1	100	0	0
Library Attendant	1	100	1	100
Cleaner	1	100	1	100

KEY: 0 - denotes vacant.

The data in Table 1 exhibit a fair level of strength in the management of the LRC at Kaimosi Teachers College. As can be observed, 9(55%) of the establishment exists. However, it is significant that the establishment that the establishment has 0 percent strength for the head of the LRC, Deputy Head, Clerk/Typist and Graphic Assistant.

These are officers whose roles in the acquisition, management, and utilization of the resources in the LRC are pivotal. Earlier findings by Mariga (1988) observed a similar phenomenon where the tutor-librarian took charge of the LRC and at the same time taught other academic subjects, with the consequences that he lacked sufficient time to concentrate on the LRC management.

The 0 percent presence of the clerk/typist is even more significant since the LRC relies on the officer in the production of catalogue cards, library bulletins, newsletters, and typographic services.

Table 2 on the next page exhibits the extent to which the existing strength is trained in resource management.

TABLE 2: PROFESSIONAL TRAINING OF THE STRENGTH IN  
RESOURCE MANAGEMENT

CATEGORY	STRENGTH	PERCENT	WITH TRAINING	PERCENT	WITHOUT TRAINING	PERCENT
Tutor Librarian	1	100	0	0	1	100
Library Assistant	1	100	1	100	0	100
Technician	1	100	1	100	0	0
Library Attendant	1	100	0	0	1	100
Cleaner	1	100	0	0	1	100
TOTAL	5	100%	2	40%	3	60%

It can be observed from the table that only 5(40%) of the staff have training in resource management. 60 percent of the staff, which include the tutor-librarian lack any form

of training in resource management. Earlier findings by Furthergill (1973) indicated that many educational libraries do not have staff to cope with the work of providing a detailed subject catalogue which consequently reduces the use of the materials. Without such training a tutor-librarian is unlikely to provide this essential service which is focal in the provision of information services.

#### 4.3. THE RESOURCES AVAILABLE AT THE LRC

As already observed above, resources available at the LRC are another major determinant of the information services that such a centre can offer. The LRC at Kaimosi Teachers College serves a total of 1,000 students, 60 tutors and five TAC tutors. The total number of its clients is therefore one thousand and sixty five (1,065). Each student is allowed to borrow two items from the library at a go whereas tutors i.e. the college and TAC tutors, are not limited in the number of items they can have in their holding at any given time. It has a sitting capacity of one hundred which makes it too small for its clientele.

From the table below it can further be observed that the material available for reference purposes is

scant, but sufficiently current.

TABLE 3: REFERENCE MATERIAL AVAILABLE AT THE LRC

ITEM	GRAND TOTAL	NON- CURRENT	PERCENT	CURRENT	PERCENT
Atlases	5	0	0	5	100
Almanacs	2	2	100	0	0
Dictionaries	30	8	27	22	73
Encyclopedia	2*	0	0	2	100
Gazeteers	1	1	100	0	0
Yearbooks	1	1	100	0	0
Journals	10*	6	60	4	40
Serials	3*	0	0	3	100
Directories	2	1	50	1	50
Globes	1	0	0	1	100
TOTAL	57	19	33	38	67%

KEY: X - denotes series and not copies.

The table exhibits that the reference material is 67 percent current. However, resources for current awareness like almanacs, gazeteers and yearbooks are 100 percent non-current. Also significantly exhibited

is that 10(60%) of the journals are non-current and so are 2(50%) of directories. Mariga (1988) in a study of the organization and management of the Kamwenja Teachers Training College LRC found that the print material therein are inadequate due to insufficient funds available for their purchase. There were insufficient novels for recreational reading and out-of-date Britanica books of the year and encyclopedia. This researcher found out that lack of clear budgetting for the Kaimosi LRC affected its ability to avail sufficient material for current awareness. Usually, the infrequent funds allocated for the library are shared out among the departments for tutors to purchase their source books. This leaves the tutor-librarian without funds for up-dating the current awareness sources hence their obsolescence.

The library has 10,000 texts on circulation. Given that it has a clientele of 1,065 the number appears sufficient for circulation. The LRC has adequate hardware resources such as tabulated below:

TABLE 4: NON-BOOK MATERIAL IN STOCK AT THE LRC:

ITEM	NUMBER OF ITEMS IN STOCK
Typewriter	1
Duplicating machine	1
Cameras	2
Screens	2
Television sets	4
Video cassettes	10
Video cassette players	2
Video recorders	1
Video editor	1
Cassette players	2
Cassette packs	15
Film projector	1
Film reels	6

However, the LRC lacks a radio and sufficient software to enable most of these hardware resources to be put to optimal use. As such the different user needs in various subjects are not being adequately met. In fact

most of the non-book material is kept under closed access which discourages its use. The LRC has a qualified technician who is in custody of the non-book material and who assists various users in operating the machines. The researcher found out that the college allocates a vote for the LRC at Kshs.100 per student per year. However there is no allocation made for other users such as the TAC. In which case, the TACs are not covered in the LRC's acquisition policy. The TAC tutors are therefore supposed to choose from what is meant for students that which best meets their needs.

#### 4.4. DEMANDS MADE ON LRC RESOURCES BY TACs

In terms of demands made on these resources by the TACs, book loan requests were rated by the LRC tutor-librarian to be most intense. This was followed by reference and literature search requests. Although there were photocopying requests, the LRC did not provide these services since the only photocopier in the college was not stationed in the LRC. There were also requests for current awareness, bibliographic aids and translation from English to mother tongue of material for lower primary classes in subjects like Science, GHC, Music, Art and Crafts, their order of intensity of demand following the same order. Since the library does not

produce bulletins at regular intervals, there was no demand recorded for them.

#### 4.5. USER EDUCATION PROVIDED BY THE LRC TO TAC TUTORS AND APSI/AEO

The LRC provides a limited form of user education to TAC Tutors in the form of orientation tours to the LRC. It also provides guides but there are no follow-up sessions or seminars.

The audio-visual section provides studio recordings and playback services to the TAC tutors during in-service courses and seminars, although these are rare. However, despite the LRC having cassette recording facilities, there are no requests for recording services. A reason given by the tutor-librarian as possibly why such requests are not made is that the TACs and primary schools do not have cassette players. Therefore it would not be logical to expect them to own cassettes.

Although the LRC has a darkroom and two cameras, these resources are not utilized and are kept under closed access. The reason given for their non-utilization is that the LRC lacks the software to be used with them.

A significant finding here however is that the non-book media is not sufficiently catalogued nor classified. This creates a problem of their retrieval. Their only record of presence is in the accession lists and inventory books. In an earlier research, Mariga (1988) found this problem to exist in the LRC at Kamwenja Teachers College with similar repercussions.

#### 4.6. PROBLEMS ENCOUNTERED BY THE LRC

##### 4.6.1. Personnel

As already observed in Table 2, the LRC personnel is predominantly, 60 percent untrained in resource management. This reduces its efficiency in acquisition, cataloguing, classifying and managing the resources. Consequently the centre lacks efficiency in information management. Compounding this is the fact that the LRC lacks full-time head and deputy head. The tutor-librarian, apart from having to teach other academic subjects, is not trained in resource and information management. Furthermore, the researcher found out that there have been three different officers acting as tutor-librarians in the past three years due to staff changes. This has in the process denied the LRC stable leadership since the Library Assistant and technician have to act independently. Consequently proper resource management

for the efficient accessioning by the clients has been lacking. The LRC also lacks a clerk/typist whose role in typing catalogue cards and other reprographic services is indispensable in the whole process of resource and information management. Consequently, most resources are not properly classified and catalogued.

#### 4.6.2. LRC Policies

The LRC lacks comprehensive policies that incorporate all its clientele. The TACs for instance are not covered in their acquisition policy, nor are their tutors consulted to determine their needs and those of the schools they are supposed to link with during acquisition. The loan policy is not clear about how the primary schools, local community and educational administrators can utilize the resources at the LRC through the TACs. In fact the attachment of the TAC Tutor to the college is not covered by any elaborate legislation. As such, the TAC tutors are treated as marginal clients by the LRC and they themselves feel as if they do not belong to the college. This hinders them from exploiting the resources therein fully.

The college budgets for the LRC at Kshs.100 only per student. With a student population of one thousand, the vote totals to Kshs.100,000 only. This amount is not sufficient to cater for the information and resource needs of the LRC. Consequently neither the software for use in the audio-visuals nor the current awareness and reprographic resources are acquired.

#### 4.6.3. Public Awareness About The Information And Resource Needs of the TACs

In order to provide information services, it is necessary to enquire first about the information needs and requirements of users. So far, there has never been such an enquiry done by the LRC. Therefore, it does not understand the resource and information needs of the TACs. The services it offers them does not therefore seem to be very useful as can be observed in Table 5 below.

TABLE 5: USE OF THE LRC BY TAC TUTORS

ITEM	T	PERCENT	YES	PERCENT	R	PERCENT
Find the LRC useful in daily operation	5	100	2	40	3	60
Makes use of material at the LRC	5	100	2	40	3	60
Has difficulty in using the LRC	5	100	4	80	1	20
Material in the LRC meets the TAC information needs	5	100	0	0	5	100
Material in LRC meets the information demands of the TAC's local primary schools	5	100	0	0	5	100

KEY: R = Individual responses.

T = Total number of respondents.

The table exhibits that 100% of the TAC tutors neither find the material in LRC sufficient enough to meet the needs of their TAC's information nor do they meet the information demands of the schools served by their centres. It is also significant that 5(80%) of the TAC tutors have difficulty in using the LRC. Furthermore, 60% of the tutors do not find the LRC useful in their daily operation. Similarly 5(60%) of the TAC tutors do not make use of the material at the LRC.

Consequently, the TACs do not receive sufficient support from the LRC as is exhibited in Table 6 on the next page.

TABLE 6: DOCUMENTARY INFORMATION SERVICES RECEIVED BY  
THE TACS FROM THE LRC

ITEM	TAC CENTRES					T	PERCENT	R	PERCENT
	1	2	3	4	5				
Literature search									
Yes	1			1		5	100	2	40
No		1	1		1			3	60
Loan services									
Yes	1			1		5	100	2	40
No		1	1		1			3	60
Bibliographic aids									
Yes						5	100	0	0
No	1	1	1	1	1			5	100
Library Bulletins									
Yes						5	100	0	0
No	1	1	1	1	1			5	100
Current awareness									
Yes	1					5	100	1	20
No		1	1	1	1				80

KEY: 1- Northern Zone TAC  
2- Central Zone TAC  
3- Southern Zone TAC  
4- Western Zone TAC  
5- Eastern Zone TAC

R- Individual responses  
T- Total number of respondents.

It can be observed from the table that 3(60%) of the TACs do not receive literature search done for them by the LRC. Similarly 3(60%) of the centres do not get loan services from the LRC, while 5(100%) neither receive bibliographic aids nor library bulletins. Also significant to note is that 5(80%) of the centres do not receive current awareness services. It is possible that the Northern Zone TAC, which is on the Kaimosi Teachers College compound benefits from its proximity to the LRC and gets more of these services than the rest. However, the case is not the same for the Central Zone at Erusui Primary School which is four (4) kilometres away. Instead it is the Western Zone at Tambua Chief's Centre, about twenty kilometres away which falls second in receiving these services. The others are situated as follows: Southern Zone TAC (15), Eastern Zone TAC (19) kilometres away. Distance from the LRC does therefore appear to be a crucial determiner of the level of services received, especially given the fact that there is poor communication infrastructure in the division. Also the LRC only provides its services personally to its clients. The absence of postal and telephone services at the LRC deprives these centres of alternatives through which they can have been served.

4.6.4. The Information Services Offered By The TACs  
To The Local Schools

TACs have not been effective in providing information services to the schools in Hamisi Division as can be observed from the table below.

TABLE 7: USE MADE OF THE TACS BY THE TEACHERS

ITEM	T	PERCENT	R	PERCENT
Visits to TAC in a term -				
1-3 times	19	63	30	100
More than 3 times	8	27		
Never	3	10		
Reasons for visiting TAC				
(i) To collect teaching aids	6	22	27	100
(ii) To attend seminars/ exhibitions	8	30	27	100
(iii) When summoned	24	88	27	100
(iv) To borrow resources	5	16	27	100
Has attended seminars/ exhibitions at TAC				
Yes	7	29	27	100
No	20	71		

TABLE 7: (CONTINUED)

ITEM	R	PERCENT	T	PERCENT
Has benefitted from seminars/exhibitions organized by TAC				
Yes	5	71	7	100
No	2	29		
Access to information at the TAC				
(i) Have difficulties to access information.	24	89	27	100
(ii) Have no difficulty to access information.	3	11		
Causes of difficulties				
(i) lack of materials	21	77	27	100
(ii) poor transport	7	11	27	100
(iii) lack of finance	9	30	27	100
(iv) lack of offices	12	44	27	100
(v) officer is inaccessible	18	66	27	100
(vi) lack of faith in TAC tutor	12	44	27	100

TABLE 7: (CONTINUED)

ITEM	R	PERCENT	T	PERCENT
(vii) TAC tutor plays role of the APSI.	19	69	27	100
Rating of TAC services				
(a) Very useful	3	11	27	100
(b) Useful	7	26		
(c) Useless	17	63		

KEY: T = Total number of respondents.

R = Number of individual responses.

It can be observed from the table that 19(63%) of the teachers in the sample visit the TAC one (1) to three (3) times in an academic term, 8(27%) visit it more than three (3) times while 3 (10%) never visit them at all. Among reasons given for visiting the TAC, 24 (88%) of the respondents indicate that they do so when summoned. This supports the fact that 19(69%) of the teachers indicated that TAC tutors play the role of APSI (Assistant Primary School Inspectors). One teacher actually felt that the TAC tutors had "turned

into walking sticks of the Assistant Primary School Inspectors. Others look upon it as a stage towards promotion into educational administrators". Consequently, they cease to provide the information and resources required by teachers to support their instructional needs.

It is significant to note that as a result of TACs playing the role of zonal inspectors only 5(16%) of the respondents indicated that they visit the TACs to borrow resources and that 6(22%) visit them to collect teaching aids. Only 8(30%) of the teachers visit TACs to attend seminars or exhibitions and 7(29%) of the population under study have attended such seminars or exhibitions at TACs. Also exhibited is that 20(71%) of them have not attended any such seminars or exhibitions. However, 5(71%) of those who have attended such seminars indicate that they have benefitted from attending them. Only 2(29%) have failed to benefit from such attendance. This underscores the important role that the seminars play in providing support information and resources to teachers.

The table further exhibits the fact that a significant 24(89%) of the respondents have difficulties to access information at the TACs. One reason given for this

inaccessibility is that three of the five TACs are based in the zonal inspector's office at the chief's camps. These are Gisambai for Southern Zone, Tambua Chief's Centre for Western Zone and Shamakhokho Chief's Camp for Central Zone. Because of the negative attitude that most of the teachers have towards the zonal inspectors, the close association the latter have with TAC tutors by virtue of housing them discourages teachers from visiting their centres.

Furthermore, these offices are open only during weekdays up to five O'clock in the evening, a period when teachers are attending to their normal duties at schools. Since they never open in the evenings or during the weekend, teachers find it difficult to get time to visit them. The resources there are also kept under closed access and are neither catalogued nor classified since the tutors lack skills necessary for these processes.

However, 21 (77%) of the respondents indicated that one of the causes of difficulties encountered in accessing information at the TAC was lack of material at the centre. The researcher found out that only the Northern Zone and Western Zone TACs had some scanty

resources at their centres. The Southern Zone TAC at Goibei Primary School had an empty block whereas the Central Zone TAC had no physical facilities. The TAC tutor as such operates from the zonal inspector's office which is too small to hold anything else except for the furniture used by the officers. The situation was similar for the Eastern Zone TAC at Gisambai Chief's Centre. Only 7 (11%) of the respondents cited poor transport as a cause of the inaccessibility while 9 (30%) cited lack of finance. 12(44%) cited lack of office for the teachers advisory centre while a significant 18 (66%) cited the cause as being the TAC tutor's inaccessibility. As mentioned earlier, 19 (69%) of the respondents cited the fact that they have difficulties in accessing information at the TACs because the TAC tutor plays the role of Zonal Inspector of Schools. They therefore see him as their mentor rather than a dependable comrade. In fact 12(44%) of the respondents cited lack of faith in TAC tutors as causes for their inability to access information from them.

Generally, the table exhibits the fact that 17(63%) of the respondents rated TACs as useless, 7(26%) rated them as useful while only 3 (11%) rated them as very useful in providing resources and information services

to them.

4.6.5. The Information Services Offered By The TACs  
To Their Local Communities

Data on information services received by the local community from the TACs are presented in TABLE 8 below. A full user study was not also possible here and the researcher intended to generally establish whether the local community was aware of the fact that it can benefit from the information services offered by the TAC.

TABLE 8: INFORMATION SERVICES RECEIVED BY THE LOCAL  
COMMUNITY IN HAMISI DIVISION FROM THE TACS

ITEM	R	PERCENT	T	PERCENT	
(i) Have you heard of the TAC?	Yes	6	60	10	100
	No	4	40		
(ii) Do you know where the TAC is situated?	Yes	4	67	6	100
	No	2	33		
(iii) Do you know the distance from home to TAC?	Yes	4	67	6	100
	No	2	33		
(iv) Have you visited the TAC?	Yes	4	67	6	100
	No	2	33	6	
(v) Do you know the TAC tutor's name?	Yes	5	83	6	100
	No	1	17		
(vi) Do you obtain information from TAC?	Yes	2	33	6	100
	No	4	67	6	100

ITEM	R	PERCENT	T	PERCENT
(vii) Do you have problems obtaining information from TAC?				
Yes	4	67	6	100
No	2	33	6	100
(viii) Have you attended seminars organized by TAC?				
Yes	0	0	6	100
No	6	100	6	100
(ix) What is your assessment of TAC? -				
- Very useful	0	0	6	100
Useful	0	0		
Useless	2	33		
I don't know	4	67		

The table reveals that 6(60%) of the local community have heard of the teachers advisory centres in their localities while 4 (40%) have not. Most of them (67%) also know where it is situated and can tell the distance from their homes to the centres. This could be attributed to the fact that 60% of the centres are situated in the chief's centres where the public visit for various

reasons including attending chiefs' assemblies. Most of the respondents (67%) have also visited the centres and know the TAC tutor's name (83%).

However, a majority of the residents (67%) do not obtain any information from the TAC. The few (33%) of those who obtain information from the centres point out that they visit the centres only to find out about teacher recruitment into employment and college training. This is usually in the course of attending the chief's assemblies. A significant 4(67%) of the respondents indicated that they have problems in obtaining information from the TACs and all of them (100%) have never attended seminars of any nature organized by the TACs. Most of the respondents (67%) found it difficult to assess the usefulness of the TACs in terms of their providing them with information needs because they were not aware that the TACs had such a role. To them, they were just other office at the chief's centre. In fact they regard the personnel there as being the chief's clerks.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

It is apparent from this study that both the LRC and the TACs in Hamisi Division are run with a lot of problems. These include shortage of trained personnel in information management, absence of clear policies and the need to study and understand their user needs. Both centres are, however, acknowledged to be suitable information infrastructures for the rural communities.

To begin with, the LRC lacks adequate strength in its establishment. It lacks the Head and Deputy Head who are instrumental personnel in the promulgation of policies, management and information collection and dissemination. The tutor-librarian lacks sufficient time to devote to the centre's operational needs such as cataloguing and classification of resources since he has to teach other academic subjects. The centre also lacks adequate personnel to provide current awareness services to its clientele. The existing staff only act as custodians of the resources in the library and audio-visual unit because they lack proper direction on how to extend their services beyond that of the college community. This is worsened by the frequent changes that have occurred in the office of the tutor librarian resulting in novice officers taking charge of its

management.

Similarly, the LRC lacks a clear budgeting policy because there is no clear stipulation of the time when the scanty vote meant for it per student is to be utilized. Worse still, the vote ends up being utilized for purchasing source books for use by college tutors. These are unlikely to be of much relevance to the TAC tutors since they are meant for academic purposes at the college for teacher trainees rather than serving teachers in the field. The college therefore lacks an adequate acquisition policy that covers its entire clientele, particularly the TACs.

At the same time shortage of funds has led to most reference sources being obsolete. The LRC is not able to acquire current journals, almanacs, yearbooks, encyclopedias, directories and sufficient serials. Consequently, the existing stock of these resources is both scanty and out of date.

The financial situation has also adversely affected the potential use of the audio-visual facilities since the LRC is unable to acquire sufficient software to use with the cameras, video sets and cassette recorders in its holding.

Consequently, these are kept under closed access since they cannot be used without the software. Indeed the audio-visual section of the LRC acts more or less like a store than a resource unit since the resources here are neither catalogued nor classified. Some of the equipment also lack the essential accessories which the researcher learnt were to be delivered by the personnel from the Kenya Institute of Education who were supposed to install the equipment. This mainly affected the use of the video recording and editing machines and two television sets which were acquired by the centre two years ago through the Overseas Development Agency.

There exists a very loose and undefined relationship between the LRC and the TACs. The TAC tutors therefore do not fully utilize the LRC since they feel they are treated as marginal clients. Most of them are also not aware that they can borrow resources from the LRC to enable them improve the information services they provide to schools and the local community despite being aware that they are attached to the LRC. This is because there is no explicit government policy or legislation that elaborates the relationship that should exist between

the LRC and client TACs.

The TACs, as mentioned elsewhere in this study, lack trained personnel in resource and information management. The few centres that had scanty resources had them held under closed access and did not have any form of classification or cataloguing available to guide their users. The other centres had empty rooms or lacked rooms at all and had the officers operating from the chief's centres. The image they portrayed to the teachers and local community was that of government officers rather than agents of information and innovation. They therefore have failed to provide the assistance required for acquisition of resources for the implementation of the 8:4:4 curriculum which is resource based. The centres lack resources for current awareness and teachers find them useless in terms of their support to the 8:4:4 curriculum research and implementation. The teachers however acknowledge that the TACs can play a significant role in supporting curriculum implementation and providing information services to schools if they are staffed with competent personnel trained for the challenges the centre is meant to face. Most teachers felt that the TAC tutors failed to project themselves as

colleagues and posed as school inspectors. This trend was accentuated by the tendency of most school inspectors being recruited from those who have served as TAC tutors. The TAC tutors therefore act as inspectors in aspiration of becoming schools inspectors. The general finding therefore is that the TACs have totally failed in meeting their objectives.

Further, the TACs are not adequately open throughout the week when teachers can assemble there for consultation among themselves. Their location, one in the Kaimosi Teachers College compound, three in chief's centres, do not allow them free access to the premises in the evenings and on weekends. These premises are usually closed. As such, it denies them a forum where they can exchange ideas.

Members from the local community also lack the awareness that TACs are supposed to offer them information services. They look at them more as teacher employment bureaux since the only information they get from them is concerned with teacher recruitment into employment or training. Otherwise they are just other government offices where one does not expect to go when in need of general information.

### 5.1. GENERAL RECOMMENDATIONS

The conclusions reached and recorded elsewhere in this project lead to certain definite but general recommendations:

- (a) There is need for a comprehensive policy on learning resource centres and TACs which stipulates through legislation their working relationship.
- (b) Such a policy should stipulate their role in the national information collection and dissemination in their respective localities and should designate them national information development centres to help alleviate information poverty in rural areas.
- (c) The centres should be covered in the annual budget of the Ministry of Education to enable them have a financial base for their operational needs.
- (d) The local community should be made aware of the significant role that these centres can play in the information and resource needs of both the community and schools.

Through such awareness there will arise local effort to equip them which will augment the ministry's vote.

- (e) The resource centres should be fully equipped with reference sources for teachers and equipment that can be used for circulation among schools. This can alleviate the shortage of resources in schools since these are pivotal in the execution of the 8:4:4 curriculum in local schools.
- (f) Priority should be given to the training of personnel in the LRC and TACs in information and resource management. Those so trained should be suitably deployed and confined to rendering services in the centres without being given other duties. This will enable them concentrate on improving services at these centres.
- (g) The centres should undertake studies in their user needs in order to be able to cater for the information needs adequately.

- (h) The centres should develop their inter-library loan systems to be able to benefit from resources in public and academic libraries and other information centres. Schools and the public can then access them from the centres.
- (i) The Kenya National Library Services should establish a School Libraries and Resource Centres Authority (SLRCA) which would be charged with co-ordination of the systems and services of these centres as the organization is "psychologically prepared to handle the formative stage of a school library" (Kigotho W. 1991, p. 15 col. 1).
- (j) The infrastructures, currently being enjoyed by KNLS should be harnessed and integrated in serving the schools in the country. With the establishment of school libraries and resource centres sections at Kenya National Library Services, in cooperation with the Learning Resource Centres and Teachers Advisory Centres, library services can

be developed in schools to further spread the infrastructure of information and make it more accessible to schools and the local community. This would help alleviate the book and resource crisis that is now facing schools in Hamisi Division.

- (k) Such a section should also be vested with the responsibility of providing appropriate and qualified personnel in all branches that would be charged with assisting the LRC, TACs and schools to develop their own information centres.
  
- (1) The school libraries and resource centres authority would provide the LRC, TACs and school libraries with the following services:
  - (i) Training of personnel responsible for day to day running of the resource centres and school libraries.
  
  - (ii) Solicit, collect and distribute relevant books and other learning resources for the centres and school libraries.

- (iii) Advise the government and non-governmental organizations on matters relating to educational resource centres and school libraries.
- (iv) Extend the mobile library services to the resource centres to boost the local communities and schools' information services.
- (v) Establish the school library association in order to bring together teachers, information and resource managers.

## 5.2. RECOMMENDATIONS FOR FURTHER RESEARCH

The importance of information services in the rural areas hardly needs to be over-emphasized. Further research could throw light on:

- (a) Information needs of the TACs in Kenya.
- (b) Information needs of the rural community in Kenya.
- (c) The effect of basing information systems in administrative centres on demand for information by the public.

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APPENDIX I

QUESTIONNAIRE FOR THE LEARNING RESOURCE

CENTER TUTOR-LIBRARIAN

I. GENERAL INFORMATION

- (a) Name of the LRC \_\_\_\_\_
- (b) Name of Tutor-Librarian \_\_\_\_\_
- (c) Location of the Office \_\_\_\_\_
- (d) Academic qualification of LRC Tutor-Librarian  
\_\_\_\_\_
- (e) Professional qualification \_\_\_\_\_
- (f) Length of service as LRC Tutor-Librarian \_\_\_\_\_  
\_\_\_\_\_
- (g) Other assignments in the college apart from this  
one \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II. STAFFING

- (a) (i) Name and title of the officer(s)  
in-charge of the library records.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- (ii) Length of time he/she/they have been in charge  
\_\_\_\_\_
- (iii) His/her/their academic qualifications \_\_\_\_\_  
\_\_\_\_\_
- (iv) Professional qualifications \_\_\_\_\_  
\_\_\_\_\_
- (v) Other duties or functions performed by the officer(s) in charge of the library records.
- (b) (i) Name and title of the officer(s) in charge of the workshop \_\_\_\_\_  
\_\_\_\_\_
- (ii) Length and time he/she/they have been in-charge \_\_\_\_\_
- (iii) His/her/their professional qualifications \_\_\_\_\_  
\_\_\_\_\_
- (iv) His/her/their academic qualification \_\_\_\_\_  
\_\_\_\_\_
- (v) Other duties or functions performed by the officer(s) in charge of the workshop section.

### III. INFORMATION SERVICES OFFERED TO TACs

#### (a) LIBRARY SECTION

- (i) Does your library section receive any information requests from TACs? YES/NO.

- (b) (ii) If Yes list them below \_\_\_\_\_
- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

Use an extra page where need arises.

- (iii) From the list below place a number against each in the order of the intensity of their demand:

- (a) book loan requests
- (b) photocopying requests
- (c) translation of material
- (d) bibliographic aids
- (e) library bulletins
- (f) current awareness

Reference and literature search requests.

- (iv) From the list below tick (✓) against the services the library offers the TACs

- (a) Loan services
- (b) Photocopying services
- (c) Translation services
- (d) Current awareness services
- (e) User education in the form of:

- (i) seminars
- (ii) guided tours
- (iii) tutorials
- (f) Reference and literature search.

**(6) RESOURCES AVAILABLE IN THE LRC**

Indicate the number of items in your holding for each of the following:-

- (i) Typewriters ii Photo copiers iii Gramophones
- (iv) Gramophone records
- (v) Textbooks on circulation \_\_\_\_\_
- (vi) Textbooks on reference \_\_\_\_\_
- (vii) Journals \_\_\_\_\_
- (viii) Almanacs \_\_\_\_\_
- (ix) Encyclopaedia \_\_\_\_\_
- (x) Year books \_\_\_\_\_
- (xi) Serials \_\_\_\_\_
- (xii) Cameras \_\_\_\_\_
- (xiii) Television sets \_\_\_\_\_
- (xiv) Radios \_\_\_\_\_
- (xv) Cassette Recorders \_\_\_\_\_
- (xvi) Recorded cassettes \_\_\_\_\_
- (xvii) Video editing machines \_\_\_\_\_
- (xviii) Video cassettes \_\_\_\_\_

- (xix) Maps and diagrams \_\_\_\_\_
- (xx) Periodicals \_\_\_\_\_
- (xxi) Directories \_\_\_\_\_

(d) (i) By which of the following means do clients make their requests \_\_\_\_\_

- (a) Personally
- (b) By phone
- (c) By letters

(ii) How many items i.e. printed and non-printed material can each of the following groups of clients borrow from your LRC at once?

- (a) TAC Tutor \_\_\_\_\_
- (b) Teaching Staff at the college \_\_\_\_\_
- (c) Students at the college \_\_\_\_\_
- (d) People from the local community \_\_\_\_\_

(iii) List the files for circulars from the Ministry of Education and other agencies in your holding \_\_\_\_\_

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

- (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_

(iv) Do you have files for your correspondence with TACs YES/NO.

(v) In which areas? \_\_\_\_\_  
 \_\_\_\_\_

(a) AUDIO VISUAL SECTION

(i) Does the section receive any information requests from the TACs? YES/NO.

(ii) If Yes list them below \_\_\_\_\_

- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_

Use an extra page where need arises.

(iii) From the list below tick (✓) against the most common request.

- (a) Cassette recording  
 (b) Video recording  
 (c) Photographic services  
 (d) Studio recordings

(iv) List below which of the services in (iii) above are offered by this section to the TACs.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(f) PROBLEMS ENCOUNTERED

(i) List the problems that hinder your library section from providing information services efficiently to the TACs.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(e) \_\_\_\_\_

Use an extra page where need arises.

(ii) List the problems that hinder your audio visual section from providing information services efficiently to the TACs.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

Use an extra page where need arises.

(iii) List the types of Audio Visual Materials you have in your audio visual section.

(a) \_\_\_\_\_ (d) \_\_\_\_\_

(b) \_\_\_\_\_ (e) \_\_\_\_\_

(c) \_\_\_\_\_ (f) \_\_\_\_\_

(g) \_\_\_\_\_

(iv) What do you think should be done to improve the services offered by your centre to the TACs?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(v) How well does the LRC meet each of the following objectives.

	Well	Not Well
(a) Supporting the varied educational strategies by offering a learning environment within which learners can acquire techniques of inquiry and research.		
(b) Supporting the college curriculum.		
(c) Providing facilities for the production of learning resources.		

(d) Collecting and organizing relevant learning and teaching material.		
(e) Providing user education		
(f) Maintaining a suitable loan service.		
(g) Providing photographic and recording services.		
(h) Acting as a contact point between the college and the local teacher community through TACs.		
(i) Providing current awareness to its clientele.		

APPENDIX IIQUESTIONNAIRE TO BE COMPLETED BY TUTORS OF  
TEACHERS ADVISORY CENTRES IN HAMISI DIVISION1. GENERAL INFORMATION

- (a) Name of the Division/Zone
- (b) Name of the Officer
- (c) Location of the TAC/APSI/AEO's Office.
- (d) Number of working years as a teacher \_\_\_\_\_
- (e) Number of working eyars as TAC Tutor/APSI/  
AEO \_\_\_\_\_

2. DOCUMENTARY INFORMATION SERVICES RECEIVED FROM  
LRC AT KAIMOSI COLLEGE

- (a) Do you get any literature search done for you  
by the LRC? YES/NO
- (b) Do you borrow books from the LRC?  
YES/NO.
- (c) Do you receive any current journals from the  
LRC? YES/NO.
- (d) Do you get any accession lists from the LRC?  
YES/NO.
- (e) Do you get any bibliographic aids e.g.  
catalogues from the LRC? YES/NO.
- (f) Do you get any library bulletins from the LRC?  
YES/NO.

2. (g) Do you receive any current awareness services from the LRC? YES/NO.

3. NON-DOCUMENTARY INFORMATION SERVICES

- (a) Do you get any photocopying services from the LRC? YES/NO.
- (b) Do you have access to the LRC equipment? YES/NO.
- (c) Do you receive any cassette recording done for you by the LRC? YES/NO.
- (d) Do you receive any video recording services done for you by the LRC? YES/NO.
- (e) Indicate which of the following elements of user education you get from the LRC.
- (i) Orientation
  - (ii) Follow-up sessions
  - (iii) Guides and guiding.

4. USE OF THE LRC

- (i) Do you find the LRC useful in your operation? YES/NO.
- (ii) If Yes, how does it help you in your work?  
\_\_\_\_\_
- (iii) Do you make use of the materials in the LRC for any purpose? YES/NO.
- (iv) If Yes, explain how \_\_\_\_\_  
\_\_\_\_\_

(v) If Yes, mention some of the difficulties

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(vi) What type of assistance do you get from the LRC personnel in overcoming these difficulties?

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(vii) Do the materials in the LRC meet your needs? YES/NO

(viii) Do the materials from LRC meet the information demands of the Primary Schools? YES/NO.

5. RESOURCES AVAILABLE AT THE TEACHERS ADVISORY CENTRE.

(a) Do you have an established building? YES/NO.

Indicate the number of items in your holding for each of the following:-

- i) Typewriter(s) \_\_\_\_\_
- ii) Photocopier(s) \_\_\_\_\_
- iii) Text books for circulation \_\_\_\_\_
- iv) Reference books \_\_\_\_\_
- v) Journals \_\_\_\_\_
- vi) Almanacs \_\_\_\_\_
- vii) Encyclopaedia \_\_\_\_\_
- viii) Year books \_\_\_\_\_
- ix) Serials \_\_\_\_\_

- (x) Cameras \_\_\_\_\_
- (xi) Televisions sets \_\_\_\_\_
- (xii) Radios \_\_\_\_\_
- (xiii) Recorded cassettes \_\_\_\_\_
- (xiv) Gramophones \_\_\_\_\_
- (xv) Gramophone records \_\_\_\_\_
- (xvi) Video cassettes \_\_\_\_\_
- (xvii) Video recorders \_\_\_\_\_
- (xviii) Video editing machines \_\_\_\_\_
- (xix) Maps and Diagrams \_\_\_\_\_
- (xx) Periodicals \_\_\_\_\_
- (xxi) Directories \_\_\_\_\_

(b) By which of the following means do clients make their requests \_\_\_\_\_ (place a (✓) against it or them)

- (a) Personally
- (b) by phone
- (c) by letters.

(c) How many items i.e. print and non-print material can each of the following groups of clients borrow from your TAC at once?

- (a) Teachers \_\_\_\_\_
- (b) Local Community members \_\_\_\_\_
- (c) LRC Tutor/Librarian \_\_\_\_\_

(d) Do you have a reading space in your TAC? YES/NO.

(e) List the number of files for correspondence between you and each of the following groups:-

- (a) Teachers \_\_\_\_\_
- (b) Teachers College \_\_\_\_\_
- (c) Learning Resource Centre \_\_\_\_\_
- (d) Kenya Institute of Education \_\_\_\_\_

APPENDIX IIIQUESTIONNAIRE FOR HEADMASTERS AND TEACHERS1. GENERAL INFORMATION

Name of Officer \_\_\_\_\_

Name of School \_\_\_\_\_

Respondent's title \_\_\_\_\_

Length of service in this post \_\_\_\_\_

II. TEACHERS ADVISORY CENTRE SERVICES1. Approximately how many days do you visit the TAC  
in a term? \_\_\_\_\_2. List your reasons for visiting the TAC in order  
of importance e.g. to borrow books, obtain news  
letters, teaching aids, consultation with  
colleagues etc.

(a) \_\_\_\_\_ (d) \_\_\_\_\_

(b) \_\_\_\_\_ (e) \_\_\_\_\_

(c) \_\_\_\_\_ (f) \_\_\_\_\_

3. Have you attended any seminars/in-service course(s)  
or exhibition organized by the TAC Tutor this  
year? YES/NO.

4. If Yes, how many times? \_\_\_\_\_

5. List the benefits you got from the in-service  
course(s) in respect to the implementation of

- (a) \_\_\_\_\_ (d) \_\_\_\_\_  
(b) \_\_\_\_\_ (e) \_\_\_\_\_  
(c) \_\_\_\_\_ (f) \_\_\_\_\_

Use an extra page where necessary.

6. Do you encounter any difficulties in getting information and materials from the TAC? YES/NO.
7. If Yes, what do you think is the course(s) of these difficulties?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. When you have difficulties in getting the material you want, what do you do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Do you readily receive the help you need from TACs? YES/NO.
10. Do the materials in the TAC satisfy your current information needs? YES/NO.
11. Do they satisfy your instructional needs? YES/NO.
12. Do they encourage you to be innovative? YES/NO.
13. Does the TAC assist you in getting information and material from Kaimosi Teachers College? YES/NO.

14. What do you feel the TAC should do to improve its information services to you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
15. Give your own assessment of the information services provided to you by the TAC.
- (a) Very useful \_\_\_\_\_  
 (b) Not very useful \_\_\_\_\_  
 (c) Useful \_\_\_\_\_  
 (d) Useless \_\_\_\_\_
16. Tick against any of the following which you get from the TAC.
- (i) Newsletters \_\_\_\_\_  
 (ii) Circulars from the Ministry \_\_\_\_\_  
 (iii) Recreational material for reading \_\_\_\_\_  
 (iv) Current information on publications etc \_\_\_\_\_  
 (v) Orientation tours to the LRC at Kaimosi Teachers College. \_\_\_\_\_  
 (vi) Informal communications of information \_\_\_\_\_
17. List three objectives which you think the TAC should aim at achieving.
- (a) \_\_\_\_\_ (d) \_\_\_\_\_  
 (b) \_\_\_\_\_ (e) \_\_\_\_\_  
 (c) \_\_\_\_\_ (f) \_\_\_\_\_

APPENDIX IVTHIS QUESTIONNAIRE WILL BE TRANSLATED INTO  
KISWAHILI FOR ADMINISTRATIVE PURPOSESQUESTIONNAIRE FOR SCHOOL COMMITTEE LIBRARIAN/LOCAL  
RESIDENTS.GENERAL INFORMATION

1. Name of Respondent \_\_\_\_\_
2. Title held \_\_\_\_\_
3. Name of Location \_\_\_\_\_

INFORMATION SERVICES OFFERED BY THE TAC.

4. Do you know where the TAC is situated in your location?  
YES/NO.
5. If Yes, how far is it from your home? \_\_\_\_\_  
If No, have you heard of it? YES/NO \_\_\_\_\_
6. What is the name of the TAC Tutor? \_\_\_\_\_
7. Have you ever visited it? YES/NO. \_\_\_\_\_  
If Yes, how many times this year?
8. List your reasons in order of importance for going to the  
TAC e.g. to get information on development issues, to get  
information on 8:4:4, to meet with colleagues for  
consultation etc. (Make the list at the bottom of  
the page).

9. Do you 'encounter' any difficulties in getting information from the TAC? YES/NO.

If Yes, what do you think is the cause(s) of these difficulties?

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10. Do you attend any seminars organized by the TAC? YES/NO.

11. Tick against any of the following which you get from the TACs:-

- (i) Newletters.
- (ii) Orientation tours at the TAC.
- (iii) Circulars from the Government Ministries.
- (iv) Current information.
- (v) Informal communications.
- (vi) Recreational Material.
- (vii) Directional information.

12. List what you think are your roles in the implementation of the 8:4:4 system of education.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_

13. List from the above those which the TAC tutor has assisted you to understand as your roles.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_

14. Suggest how the TAC can assist you fulfil these roles.

\_\_\_\_\_  
\_\_\_\_\_

15. Are there any information services you need which the TAC cannot provide? YES/NO.

16. If Yes, which ones are they?

- |           |           |
|-----------|-----------|
| (a) _____ | (d) _____ |
| (b) _____ | (e) _____ |
| (c) _____ | (f) _____ |

17. According to you, what should be the main objectives of the TAC?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. How do you think this objectives can be achieved?

Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Give your own assessment of the TAC \_\_\_\_\_

- (a) Very useful
- (b) Useful
- (c) Not very useful
- (d) Useless

20. How can the TAC be improved so as to offer you efficient information services? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPENDIX VOBSERVATION CHECK LIST

1. Name of centre being observed \_\_\_\_\_

2. EQUIPMENT/RESOURCES AVAILABLE

CENTRE

EQUIPMENT/RESOURCE	1	2	3	4	5
1. Building					
2. Telephone					
3. Photocopiers					
4. Typewriter					
5. Duplicating machine					
6. Radio					
7. Radio cassette					
8. Film projector					
9. Films					
10. Video					
11. Video cassettes					
12. Television					
13. Reading room					
14. Stacks					
15. Cabinets					
16. Cupboards					
17. Chairs					
18. Tables					
19. Catalogue					
20. Reference services					
21. Circulation system					
22. Relevant books					
23. Teaching aids					