

A SURVEY OF LIBRARY SERVICE OFFERED IN  
PRIMARY SCHOOLS IN NAIROBI

A REPORT SUBMITTED IN PARTIAL  
FULFILMENT FOR THE DEGREE OF  
MASTER OF EDUCATION: PRIMARY  
TEACHER EDUCATION - M.ED(P.T.E.)

by

GACHIRA, W.

1986

SUPERVISOR:

P.G. MWATHI  
B.ED, M.ED, B.L.S., M.L.S.  
SENIOR ASSISTANT LIBRARIAN

and

LECTURER IN LIBRARY SCIENCE,  
KENYATTA UNIVERSITY  
NAIROBI

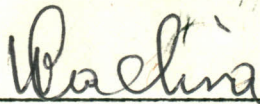
Gachira, Washington  
*A survey of library  
service offered in*



87/164833

DECLARATION

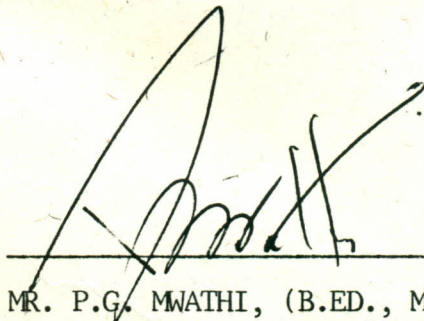
This Project Report is my original work and has not been presented for a degree in any other university.



---

WASHINGTON GACHIRA

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



---

MR. P.G. MWATHI, (B.ED., M.ED., B.L.S., M.L.S.)

(iii)

DEDICATION

THIS WORK IS DEDICATED TO THE FOND  
MEMORY OF MY PARENTS -

GRACE WAKONYO

and

THE LATE MR. KARIUKI

for

THE GIFT OF LIFE

ACKNOWLEDGEMENTS

This project reports the findings of a study on library service as it is offered in primary schools in Nairobi.

A report of this nature cannot be successfully written without the cooperation of many institutions and individuals. To all these, the author owes a great credit and wishes to express sincere appreciation.

The writer is also indebted to the Ministry of Education, Science and Technology and Kenyatta University for having provided for the scholarship and the educational facilities for this study.

I owe a great debt of gratitude to my teachers, Mr. P.G. Mwathi, Mr. J.R. Njuguna and Mr. E.W. Muya who combined efforts in order to initiate me into the ABC of library science.

Most sincere thanks go to my supervisor Mr. P.G. Mwathi for his tireless guidance, patience and encouragement from the start to the completion of this study.

I also owe a debt of gratitude to my sister Rosemary Njeri for her sincere concern about my welfare during the study.

Special thanks also go to Muthiende, Musasia, Kiriti and Christopher Njuguna who provided the relaxation atmosphere whenever I needed it.

Last, but not the least, I desire to place on record my sincere thanks to Mrs. Okello for typing both the proposal and the report of the study diligently and patiently.

TABLE OF CONTENTS

	<u>PAGE</u>
TITLE ... ..	i
DECLARATATION ... ..	ii
DEDICATION ... ..	iii
ACKNOWLEDGEMENT ... ..	iv
LIST OF TABLES ... ..	vi
CHAPTER I: 1. INTRODUCTION ... ..	1
1.1 STATEMENT OF THE PROBLEM ..	6
1.2 OBJECTIVES OF THE PROJECT ..	7
1.3 SIGNIFICANCE OF THE STUDY ..	8
1.4 DEFINITION OF THE TERMS ... ..	12
1.5 SCOPE AND LIMITATIONS ... ..	12
CHAPTER II. 2. REVIEW OF RELATED LITERATURE	13
2.1 STAFF ASSISTANCE ... ..	17
2.2 USER EDUCATION ... ..	22
2.3 ACCOMMODATION ... ..	25
2.4 THE LIBRARY STOCK ... ..	28
2.5 LENDING OF BOOKS ... ..	32
2.6 BIBLIOGRAPHICAL REFERENCE	36
CHAPTER III. 3. METHODOLOGY ... ..	40
3.1 SUBJECTS ... ..	40
3.2 INSTRUMENTS ... ..	40
3.3 PROCEDURE ... ..	41
3.4 FIELD ADMINISTATIVE PROBLEMS	42

	<u>PAGE</u>
CHAPTER IV    4. ANALYSIS OF DATA COLLECTED    ...	44
4.1 WHETHER THE SCHOOL HAD/HADN'T A LIBRARY	44
4.2 SIZE OF THE COLLECTION    ...	45
4.3 ORGANIZATION OF THE COLLECTION    ...	46
4.4 CURRENCY OF THE MATERIALS    ...	47
4.5 LENDING BOOKS TO USERS    ...	49
4.6 ACCOMMODATION    ...	51
4.71 STAFF ASSISTANCE    ...	52
4.72 USER EDUCATION    ...	52
4.8 INTER-LIBRARY LOANS    ...	54
4.9 PUPILS INVOLVEMENT WITH THE LIBRARY	54
CHAPTER V    5. DISCUSSION OF THE FINDINGS    ...	56
✓ 5.11 ACCOMMODATION    ...	57
5.12 SIZE OF THE LIBRARY STOCK    ...	57
5.13 LENDING BOOKS TO PUPILS    ...	58
5.14 STAFF ASSISTANCE IN THE LIBRARY    ...	59
5.15 USER EDUCATION    ...	60
5.16 INTER-LIBRARY LOAN    ...	61
5.2 CONCLUSION    ...	62
5.3 RECOMMENDATIONS    ...	65



LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
I	LIBRARY FACILITIES IN SCHOOLS ...	45
II	SIZE OF THE COLLECTION ...	45
III	SCHOOLS WITH OPEN OR CLOSED SHELVES ..	47
IV	BOOKS ADDED TO THE STOCK ...	48
V	NUMBER OF BOOKS LENT TO PUPILS ANNUALLY	50
VI	SIZE OF READING ROOM ... ..	51
VII	SEATING CAPACITY ... ..	51
VIII	PROVISION OF A LIBRARY LESSON ...	53
IX	LIBRARY MEMBERSHIP ... ..	55
X	TYPES OF MATERIALS THAT PUPILS BORROW	55
XI	SOURCES OF BOOKS THAT PUPILS USE IN DOING THEIR HOMEWORK ... ..	55

ABSTRACT

This research project set out to investigate the nature of library service that is offered in primary schools in Nairobi. The researcher hoped to reveal the existing state of library service in primary schools.

The study covered ten primary schools that were randomly selected from seventy-two schools in Nairobi.

Three different questionnaires each one of them specially designed to suit the target respondents, that is, the Headteacher, the librarian and the pupils were used in the collecting of the information.

The researcher also interviewed the Headteachers and the librarians to get more information about the school libraries.

The findings were as follows:-

1. Most schools did not have purposely built library buildings. Most of them had classrooms converted into library rooms.

2. Class libraries were more common than central libraries. However, in most cases, those libraries, whether class or central, were very poorly organized.
3. There was a misconception of a library its role and function among the Headteachers and teachers.
4. There was lack of trained personnel to run and manage school libraries.
5. Although library lesson was on the school timetable, it was not given the emphasis and treatment it deserves.
6. Pupils did not make use of their school libraries as would be expected due to the fact that most libraries had very old and out of date books.
7. Inter-library loan system was a phenomenon that was not common among primary school libraries.

## CHAPTER I.

### 1. INTRODUCTION

Kenya like any other developing country places education high up among its priorities because education is actually the basis of any country's development strategy.

A country can educate its people through institutions such as schools, colleges, Universities, community centres, just to mention a few.

In educational institutions like schools, colleges and universities, various activities geared towards achievement of educational goals and objectives are carried out. These activities include pupil's involvement in finding out information on their own among other things. In other words, a pupil is made to rely more on himself than on the instructor (the teacher) as far as looking for information is concerned.

For any institution to be able to promote initiative of whatever kind in students, it has to have the necessary infrastructures. One of the infrastructures that can help in promoting self-initiated learning, that is learning that requires the pupil to look for information on his own is a library. In fact a library can also be of great use in teaching many other concepts and skills that can help the library and

the school, to achieve the goals and objectives that they aspire to. Colin Ray in her book entitled "Library Service to Schools and Children" describes the school library as the centre of a school's intellectual life.<sup>1</sup>

However, in some educational institutions especially the primary schools, a library has not struck those concerned with the teaching and learning resources as one of the many learning resources that teachers can use. Because of this, the libraries we have in our primary schools remain inadequately stocked and poorly built in most cases.

Just recently, the Kenya Government through the Ministry of Education, Science and Technology launched a new education system, the 8-4-4. In this new trend of education, a pupil is required to develop his thinking capability so as to become a self-reliant person in every walk of life. Such a kind of thinking individual can be created only if he is initiated into the channels which lead him in the right directions for proper development of his mind.<sup>2</sup> This will only be possible if the individual is involved in such enriching experiences as use of a school (or any other library) among others. That is, a library must be seen as a resource; a place where knowledge can be retrieved.

Once an individual is introduced into the library and how to go about looking for this or that information, then such an individual is likely to develop a reading habit and hopefully read widely. Wide reading is useful because it increases the chances of an individual interacting with great thinkers through the latter's books, acquiring insights into life's problems by reading novels and other related materials. A person is, as a result, able to form his independent judgement of the problems facing him.<sup>3</sup> Of all the resources that a school can offer to students, a library is one of the most important ones since as was stated above, a library is seen as a schools centre of intellectual life. To develop an individual's intellect, good library service is actually indispensable. The importance of a good library service in education is so great that it is difficult to over-emphasize it. To underscore the importance of a library service in education, Dr. R.L. Mittal states that:

Education bereft of library service is like a body without soul, a vehicle without an engine and an edifice merely a collection of bricks without cement.<sup>4</sup>

However, although a library is of great importance to any school, the Kenya Government does not have a clear policy about establishment of school libraries according to observation that was made by Dr. Maleche and Krystal.<sup>5</sup> However, even this being the case, the government encourages schools to set up libraries. As a result the

headteachers, teachers, parents and some charitable organisations combine efforts and raise funds which are then used in putting up a library in a school. Libraries that are put up however, tend to be different since the parties that cooperate to put up libraries in different areas always have different financial abilities and interests especially towards establishment of an infrastructure like a library. This variations are also reflected in the quality of libraries set up in any given region.

From the above paragraph, one can actually say that the kind of Library service given in schools must also be varied. The researcher will therefore be interested in finding out the differences and similarities among other aspects of the library service given in selected primary schools in Nairobi.

It is important to note that however varied library service may be in a given region, there are certain services that are considered essential if a library is to be effective. Mary Peacock Douglas<sup>6</sup> says that the following services are considered essential in order to have an effective school library.

- (1) It must build up a well-balanced collection of books, pamphlets and audio-visual aids appropriate to the needs and objectives of the school.

- (2) It must make readily available its resources and those of other libraries to pupils and teachers.
- (3) It must recognize children's interest and help them to expand the interests through reading.
- (4) It must help boys and girls broaden their fields of knowledge through the use of books.
- (5) It must teach and encourage the use of library tools and materials.
- (6) It must provide assistance in finding instructional materials and share with teachers the guidance and stimulation of children's reading.
- (7) It must relate the school library to the public library and encourage pupils to build personal libraries.

In order to provide the above services, the author goes on to say that the following factors are indispensable for essential service:

- (1) A collection of books carefully selected to supply children with a variety of reading experiences with scientific budget provision for additions and replacements.

- (2) A library room with suitable furniture, adequate lighting, necessary shelving and reading space sufficient for at least one-half more than the average number of children in one class.
- (3) A fully trained librarian who has also had teacher's training and whose salary is commensurate with training and ability.
- (4) Opportunity for children to use the library any time throughout the school hours.
- (5) The Headteacher alive to the possibilities of an active library within the school and who utilize classroom work through the wide resources of the library.

1.1. STATEMENT OF THE PROBLEM:

On the basis of the essential services and indispensable factors that go with these essential library services, the researcher intended to carry out a survey that would bring into light the kind of library service that is offered in a few selected primary schools in Nairobi.

1.2. OBJECTIVES OF THE PROJECT:

The aim of the survey was to collect information about primary school library service with a view to analysing , interpreting it and then making recommendations.

SPECIFIC OBJECTIONS:

- (i) To acquire data concerning primary school facilities in selected primary schools in Nairobi.
- (ii) To determine the proportion of primary schools with libraries.
- (iii) To determine the types of libraries that are in existence in the selected schools.
- (iv) To determine the adequacy of facilities as found in these libraries.
- (v) To determine the type of personnel that man the type of library that may be in existence.
- (vi) To determine the relationship between the school libraries and the Kenya National Library.
- (vii) To determine the role of the library that may be in existence with respect to the school curriculum.

- (viii) To determine the method of acquisition and selection of library materials.
- (ix) To determine what kind of user education pupils get from their teachers or librarians.
- (x) To determine the length of time that school libraries remain open.
- (xi) To determine the accessibility of books by pupils.
- (xii) To make recommendations on the basis of the data collected and its analysis.

### 1.3 SIGNIFICANCE OF THE STUDY:

R.L. Mittal in his book entitled "Library Administration Theory and Practice", states that education and Library service are twin sisters and one cannot live apart from the other. Recently the Kenya's Ministry of Education, Science and Technology launched a new education system called 8-4-4. In the system, practical knowledge and making a pupil self-reliant during his/her school days and even thereafter have been given special emphasis.

For an education system to produce such an individual, it has of necessity to introduce the individual into the channels which lead him into the right directions for proper development of his mind. The education system has also to make learning pupil-centred so that pupils are actively involved in the process of learning. Once learning has been made learner-centred, the environment in which the learners are must be such that the learner is motivated to work on his own. One of the things that most people have come to realize is that a library in an institution can be of great help to the learners and other scholars if it is properly managed. According to Colin Ray, some experts on library organisation and management have described a library as the centre of a schools intellectual life .<sup>7</sup>

However, one must note that in any learning situation, some kind of guidance is in fact indispensable. Guidance is even more important in primary schools where children tend to be very young. Teachers that are given the difficult task of guiding and teaching the young have of necessity to be devoted to their work to say the least. The teacher who is charged with the responsibility of providing library service is not spared at all. It is generally accepted that the best time to introduce a child to basic skills of any nature is during his early years of life. If library skills are to be taught to a child, then it is only fair that the skills are

are introduced to the child right from the primary school if not the kindergarten. A child should also be exposed to various fields of knowledge so that early experiences can later on act as foundation on which new experiences can be built. If the child is then to grow into a self-reliant, self-supporting individual during his school days and even thereafter, skills that may help him/her to get information from stores of knowledge such as libraries must be mastered at the earliest time possible. Schools in developed countries like USA and Canada, just to mention a few have realised this. As a result, library facilities and well managed ones exist right from the kindergarten.

Guided by their aims and objectives libraries do try to provide services to their clients as adequately as possible. Libraries found in most Kenyan schools are not well developed due to lack of finances and also clear government policy as concerns their development as was observed by Maleche and Krystal<sup>8</sup> in the paper they presented in a Conference held in Nairobi in 1973. This state of affairs has as a result made some scholars who are particularly interested in Library service to carry out some research about the facilities that exist in the libraries that exist in schools with a view to making recommendations that can be used as a guide by whoever might be interested in them. J.K. Gakobo<sup>9</sup> carried out a research on organization and development of secondary school libraries in Nairobi Area. Yahya<sup>10</sup> from Nairobi's Department of Social

Services also carried out her research in Nairobi on the type of library facilities that existed in both primary and secondary schools with a view to establishing a way of improving the service of libraries in the city to pupils in primary and secondary schools. The recommendations she made pertained to the improvement of service of libraries in Nairobi to pupils in primary and secondary schools. Due to carrying out the study on primary and secondary schools simultaneously, the researcher felt that primary school libraries needed a more close look.

It is hoped that the findings in this research will provide valuable information to those interested in improvement of education of children. It is also hoped that the information provided will be of interest to scholars who might decide to study this aspect of library science, that is, library service.

1.4 DEFINITION OF TERMS:

A LIBRARY In this project, a library was taken to be a collection of books or the physical accommodation in which such a collection was housed.

A LIBRARIAN This was taken to be the person charged with the responsibility of running the library.

LIBRARY SERVICE This was taken as the work done by the people charged with the responsibility of running the library in giving provisions to the user so that the latter derives maximum benefit from the use of the library.

HEADTEACHER This was taken to be the person responsible for the running of the whole school.

1.5 SCOPE AND LIMITATIONS:

The study was carried out in Nairobi area only. Out of the present 72 schools in this area, only 10 schools were selected and the selection was done randomly.

CHAPTER II

2. REVIEW OF RELATED LITERATURE

Malan states that the library educates through its service, or provides information with a view to the improvement of the client as an individual and as a social being and with a view to ensuring that he is better able to fulfil his task, especially insofar as this is in the interests of the community.<sup>11</sup>

In order to provide the education through its service efficiently, libraries have categorized their services. Whittaker<sup>12</sup> has categorized library services as follows:-

- (i) staff assistance
  - (ii) training of readers
  - (iii) books to take home (lending of)
  - (iv) other materials for borrowing (e.g. non-book materials)
  - (v) facilities for study
  - (vi) books for reference
  - (vii) request and reservation
  - (viii) inter-library loans
  - (ix) circulating materials and information
  - (x) indexes
- etc.

The above types of services have been endorsed by Colin Ray<sup>13</sup> and he goes on to say that although the above services may be given by any library, the needs of a school will be unique to that school. However, schools situated in the same region will have the same educational objectives and patterns of a country have common ground and coherence and hence the patterns and structure of school libraries will have elements, at least, of similarity and in many countries will follow a consistent pattern. Elements of difference will also be found in all schools as was observed by Allen. She states that "provision of school libraries in Africa, appears to vary greatly not merely between country and country, but also between school and school".

In Kenyan schools, libraries that exist actually differ quite greatly. Yahya<sup>14</sup> found for example that there were primary schools in Nairobi that had both the class libraries and the school libraries when at the same time and in the same locality there were schools without a library of either kind at all.

The Kenya government has upto very recently been spending upto 35% of its national budget on education. This considerable portion of the budget that was spent on education alone underlined the great importance the government attached, and it still does, to education. However, various aspects of the school have been undergoing development at the expense of one very important one, the library. Mittal says that education and library service are twin sisters and one cannot line apart from the other.<sup>15</sup> Libraries in Kenya as was observed by

Mwathi<sup>16</sup> are not give the emphasis they deserve and hence little wonder that even after apportioning a large part of the budget to education, library facilities remained least developed when compared to other educational facilities. Bullock Report (1975)<sup>17</sup> stated that if the large sums being spent on education are to be seen to be effectively spent on education, a much higher proportion of education expenditure must be devoted to the provision and development of all aspects of library services to education. Establishment of libraries in Kenya is to a very great extent the responsibility of the individual schools. The reason for this is that the government does not have a clear policy on the establishment of libraries in schools.

However, of late, resource centres have been put up in teacher training colleges. According to Mwathi<sup>18</sup>, a course in Librarianship has also been incorporated in the curricula of these colleges. This is an indication that the government is determined to improve library services in colleges and hopefully in secondary and primary schools. These are some of the things that the government should have given priority from the very beginning since as has been stated above, library service and education are twin sisters and one cannot live apart from the other. Bullock Report urges those concerned with the education of the young people to give very serious consideration to a re-appraisal of priorities with a view to

satisfying the growing needs for library service to schools. Upto now, library services haven't been given the priority they deserve in Kenyan schools. As Colin Roy<sup>19</sup> advocates, a library must be recognized as a part of the educational system, with funds to enable it to commence. It also needs the assurance of continuing funds to let it grow and develop, however gradually. This means not only the provision of financial resources but some means of making sure that they are actually devoted to library purposes.

2.1 STAFF ASSISTANCE:

This basically refers to the help that the staff gives to the users. For a school librarian to help the library users adequately, he is required to have skills that fall into three broad areas.

- (a) Teaching skills
- (b) Bibliographic skills
- (c) Technical skills

Teaching skills in this respect involve an appreciation of the role of the library in the work of the school.<sup>20</sup>

Bibliographic skills includes awareness of the materials and the ability to consider materials critically and with an appreciation of the contribution the material can make to the schools work.<sup>21</sup>

Technical skills may be taken to include the organization and carrying out of routines of library operations, such as procedures for loan of materials, the clerical skills of books and material acquisition.<sup>22</sup>

IF again a school librarian is to help the library users adequately, according to Mary Peacock he/she must understand

children or the pupils themselves and have the ability to manage and direct them. He must also have a wide variety of interests, vitality, good health, tact, enthusiasm, energy and ability to work with adults<sup>23</sup> as he does with children.

Primary schools are usually made up of very young children all in the range of 7-14 years of age. Serving such young people may require a person to have certain characteristics or qualities. Colin Ray<sup>24</sup> says that a librarian in a place like a school be a person that loves children. The person should also be a disciplinarian. The person should also be trained in the value of library and library materials for children in particular, a desire to promote these and a willingness to develop unrivalled knowledge of the materials available for children and young people at the various stages in their development.

The importance of having trained manpower or librarians which of course means that there is need to have good service in libraries is underlined by the following statement by Arnold Bennet:

If libraries spend less on books and more on an educated staff far better results would be achieved.<sup>25</sup>

STAFF ASSISTANCE IN KENYA:

Library facilities are not well established in Kenya generally. This can also be said about trained librarians or library assistants. Kenya Polytechnic trains Library Assistants and as Wachira pointed out, the output from this polytechnic cannot meet the need of library assistants in Kenya Schools. A small library can give great help to users if it is managed by a professional librarian. Ng'ang'a<sup>26</sup>, in recognition of this gave the suggestion that the training of manpower should be given urgent attention. This infact was a good suggestion especially when one realises that it is people with knowledge about the operations of a library that can help the authorities set up and establish libraries.

As a matter of priority, Ng'ang'a<sup>27</sup> again suggested that Kenya Polytechnic course in library science be expanded to take in more students and also offer a diploma programme. He further suggested that an undergraduate and post-graduate course be established at Kenyatta University College (now Kenyatta University) or at University of Nairobi to supply teacher librarians that are urgently required in schools and colleges.

Teachers so trained would be expected to establish school libraries without waiting for the availability of professionally trained librarian. Already a two-year post-graduate course is in progress at Kenyatta University for teacher trainers. An undergraduate course has also been introduced at Moi University.

What is happening in school libraries is that a teacher is given his normal work load and then given the responsibility of running the school library as a part time job as is observed in a book written by Library Association entitled "Library Resource Provision in Schools."<sup>28</sup> In schools where student population is high, the teacher may select a few responsible students to help him/her in carrying out various library activities e.g. issuing books and also organizing the library materials.

As a person or a human being, serving a large group of students with different needs single handedly can be quite taxing. This can as a result, make the service rendered substandard. In other words, the teacher librarian or an assistant librarian or even a professional librarian can be made to appear inefficient due to the amount of work and the number of people he is required to serve all alone and also he might sometimes be required to do something else like teaching if he happens to be in a school where library service is seen as an extra job.

It must be pointed out that as Yahya (1972)<sup>29</sup> and Mwiti (1985) observed, teachers in some primary schools who have been given the responsibility of running the school libraries have tried to provide catalogues in their libraries. Dewey Classification or generally classification of library materials has been done to some extent. This is clearly a good attempt to assist the users to trace their materials. However, as whether pupils take advantage of the arrangement will depend on whether they are aware of the use of a catalogue or classification of materials in a library.

## 2.2 USER EDUCATION:

Sheila Ray<sup>30</sup> states that, during the 1970s, considerable interest in user education in school libraries was observed due to the fact that it had become more generally recognised that, it was at school that information, library and study skills could be easily acquired. The acquired skills were increasingly essential to individuals who had to adapt to a rapidly changing society.

This same author<sup>31</sup> goes on to say that the teaching of the above skills, that is, information, library and study skills should be integrated with the rest of the teaching that goes on in school. All teachers should be involved in showing pupils how to find relevant resources and then how to use those resources.

Colin Ray<sup>32</sup> however cautions that training in the use of the library should be aimed at not the production of amateur librarians but on making the most effective use of a well organised library for finding information needed. Things like, purpose and nature of a library, its general principles and practice of organisation and arrangement, the basic nature

of the classification scheme in use; and the use of a catalogue to trace specific items or material on particular topics.

From the survey of library facilities that was carried out by Yahya(1972)<sup>33</sup>, 94.5% of the schools she studied had a library lesson on their timetable. In his study, Mwiti<sup>34</sup> found that all the schools he selected for study had a library lesson on their timetables. However, these two researchers did not say what exactly happens during library lessons. Since a primary school has children at different levels of development, their needs will definitely be different. Colin Ray<sup>35</sup> suggests that a plan of training in the use of a library or giving user education can be as below:

Years 1&2 - awareness of books etc, as physical objects and as sources of interest and enjoyment.

Years 3&4 - Elementary understanding of collection and organization of books; the range of topics and other materials; retrieval of books etc.

Years 5&6 - Systematic organization of the library, common types of reference, tools and retrieval of specific facts; printed materials other than books.

Years 7&8 - Sophisticated skills in library use; range of library and other information sources;

simple comparative use of books;  
ability to retrieve information  
from various sources.

The above skills according to Colin Ray should be a subject of a planned and gradual programme from the age of about seven upwards leading to the growing conceptual skills of the child to the extent to which they can be used.

ACCOMMODATION:

The size of a school library in most Kenyan schools depends on many factors. In schools where the headteacher and the members of the Board of Governors or the parents teacher association appreciate the value of a library in the education of their children, fund raising activities are organized and the money that is realized is used in the building of a school library whose standards that may compare favourably with the standard set by international library associations.

In some other schools, the headteacher and a few other teachers may decide to convert one classroom into a library block. In some schools, the library can be the size of a cupboard. It was not a wonder then that class libraries accounted for the largest proportion of libraries found in primary schools selected by Yahya<sup>36</sup> for her research. Yahya also found that some schools had school libraries - that is a library that is for the whole school.

According to recommendations and guidelines produced by the Library Association<sup>37</sup> of UK, as a general guideline, 8% of the teaching space of the school should be allocated to the library subject to a minimum area of 40m<sup>2</sup> since the library cannot operate effectively even with very limited number of

pupils if it is below this size.

Libraries that are put up for the whole school should not accommodate all the students at a go. However, according to recommendations and guidelines from the Library Association<sup>38</sup>, any school library should be able to accommodate 10% of the school's total student population or generally 10% of the population it serves. This, the guideline continues, can be converted into actual area on the basis of allowing  $3\text{m}^2$  per pupil (a compromise between the recommendations in for example Australia and Canada of  $3.25\text{m}^2$  and Singapore standard of  $2.8\text{m}^2$ ). It is important to note that these countries have come to appreciate the importance of libraries in education. What is more is that libraries get financial support from the government or the authorities under which they may be. In a developing country like Kenya where library facilities are also developing, provision of very large space to a reader may not be easy.

A library user needs chairs, tables, shelves, just to mention a few. Harrod<sup>39</sup> suggests that tables, in a children's library should have sloping tops. The chairs should have upright backs. There should also be browsing area which means the shelves in this area should have a slanted top.

Libraries should also be well ventilated and also properly lit. Further to this Harrod<sup>40</sup> says that a children's library should be gay but not bizare. The style of decoration should not be obtrusive.

or juvenile . More elderly children will resent using a room that is painted to cater for young children. All this is done in recognition of the fact that a child should see the library as a place that provides a good environment to read.

## 2.4 THE LIBRARY STOCK:

In order for a library stock to be of use to the students, the person charged with the responsibility of selecting the materials to buy must be very competent in selecting materials especially for children. Trehan<sup>41</sup> says that teachers and librarians while choosing books for children must be able to discriminate between good and poor, reading material. He suggests the following pointers:

- (i) What a child is able to read.
- (ii) What might capture and extend his interest.
- (iii) What a child might need at a particular stage of development.
- (iv) What we consider to be the value of the book.

The stock selected must be balanced so that one type of books is not over-stocked at the expense of another. To have a balanced collection in a school library, Trehan<sup>42</sup> suggest that books may be roughly divided as under:

- (i) Basic reference books
- (ii) Information literature
- (iii) Aids to thinking and acting - inspirational books

- (iv) Literary master reading
- (v) Recreational reading
- (vi) Pedagogical literature for teachers
- (vii) Bibliographical aids
- (viii) Books for retarded readers
- (ix) Literature on vocational guidance
- (x) National building and character building literature

Harrod<sup>43</sup> says that the number of books for a basic stock cannot be predetermined but a large children's library should contain about 2,000 different titles (not copies) a third being non-fiction and two-thirds fiction, all especially chosen for their good quality. He probably suggests a big proportion of fiction materials because in primary schools, children are mainly being introduced to books and as such books that can provide enjoyment, books that are inspirational and so on are given priority so as to help in instilling reading habit in pupils.

Harrod<sup>44</sup> goes on to say that most provision should be made for the age range from which most members of the school come. In his case he says provision should be made for 8-11 group as it is from children of these ages that most of the members come. In Kenyan situation where pupils start school at the age of 6 or 7

years the range that may provide the largest users of the library might be different - may be 10-14 years of age.

In addition to lending books upto 900 reference books are also needed, the number depending on the size of the library. These would primarily consist of dictionaries, gazetteers, atlases, literally text of various kinds, annuals giving all kinds of information about different countries etc.

A library can also base its stock acquisition on the size of the school. Trehan<sup>45</sup> says that for a school with an enrolment of upto 500 pupils, there should be a basic collection of 800-1500 well selected books, exclusive of dictionaries, text-books and government publications to meet curricula needs and need for recreational and inspirational reading. In addition, there should be one set of approved encyclopedias and dictionaries and one or two good general newspapers and about five periodicals suitable for pupils use. For enrolment of 501-1000 pupils, there should be a basic collection of 1500 well selected books of the type specified above, approved encyclopedias, about ten periodicals suitable for pupils use.

Some schools in Kenya have a school library as well as classroom libraries. Some have classroom libraries only. The stock described above is for libraries that are supposed to be used by the

whole school. Just like a school library, a classroom library also needs to have enough stock that can be used by pupils. Ray<sup>46</sup> in her book "Library service to schools" says that a classroom library should have a collection of 200 items while the school library should have a collection of 1500-2000 items of stock.

Most school libraries in Kenya are not well established. Most of them do not even have enough books or what might be called the basic stock. Yahya(1973)<sup>47</sup> found that, in Nairobi, out of the schools she selected for research, 54.6% of them had less than 1000 items. She also found that items in various schools varied from 107 to 2,500. Schools that were formally for whites according to Gakobo<sup>48</sup> tended to be better equipped than the schools that had a different background.

2.5 LENDING OF BOOKS:

In both public and school libraries, books can either be read within the library or outside the library. For a person who has a lot of time to spare, it might be possible to read in the library. However, this may not be possible to a person who might be occupied with other activities during the day. Students in school might be busy with their school work throughout the day and as such may not find time to read a story book from the library during the day.

In connection with lending books to readers, Mittal<sup>49</sup> says that it is necessitated by the fact that books in a library are not for preservation, it would also not be physically possible to provide enough space for accommodating thousands or hundreds of readers who will come to the library if they know that they cannot take home the books for reading purposes, and it would not be economical anyway.

A school library lends its books to both students and the teaching staff. The staff may not always need the books that students use and as such a library needs to have books that can be of use to the staff in particular e.g. pedagogical materials among other things.

Kaguti (1985)<sup>50</sup> found that pupils in the schools in which he carried out his research were allowed to borrow and keep a book for about one week. The pupil however was allowed to renew the book if he/she wanted. Mwiti (1985)<sup>51</sup> observed the same thing in his area of research in Meru. However he (Mwiti) does not say whether pupils could renew books or not.

Both Mwiti<sup>52</sup> and Kaguti<sup>53</sup> have not mentioned anything in connection with the lending of books to teachers. However, Mwiti<sup>54</sup> says that in schools where his research was based on, books for teachers' reference were found in different places in schools. In some schools, teachers' reference materials were found in the library, in some in Head's office and in some others in both the staffroom and the library.

Apart from the normal reference materials e.g. encyclopedias, dictionaries and other similar works, libraries do provide others like newspapers and periodicals, newspaper and periodical clippings, illustrations, maps etc. Mwiti(1985) found encyclopedias, dictionaries maps, globes in some of the schools he did his research on. From his work, it is clear that most reference materials are used by teachers.

Primary school libraries like many others do not have to be self-sufficient. That is they cannot give to their clients all the

materials they (the clients) may need. Most primary schools, especially those in urban areas supplement their collections with books from Kenya National Library. The teacher-librarian with the help of other teachers can encourage pupils to become members of the Kenya National library. OR he can again, with the help of teachers, select books to be borrowed in a box from the Kenya National Library. Cooperation with the teachers ensures that a selection of books that is of maximum benefit to the pupils and teachers is enhanced. These two types of use of the Kenya National Library services are already in use in a number of schools as was observed in Meru by Mwiti. Individual membership is the commonest method of using Kenya National Library. However, schools do also invite the Kenya National Library Service (Mobile Unit), to their schools.

Inter-library loans especially at school level seems very rare if at all it takes place, The size of the stock which seems to be more or less equal in all schools or in most of them may be one of the reasons.

According to Whittaker<sup>55</sup>, some libraries allow readers to take home periodicals, holiday guides and other pamphlet material, gramophone records, tape recordings, films, illustrations, slides etc. In a Kenyan situation, some or most of these materials may not

be there at all. However, certain school libraries do have them.

Apart from the services discussed in the above paragraphs, Whittaker<sup>56</sup> says that the library is also required to offer such other services as photocopying, providing facility for request and reservation of materials, translating and supplying or circulating information about new materials acquired by the library etc.

2.6 BIBLIOGRAPHICAL REFERENCES

1. RAY, COLIN. Library Service to Schools and Children. Paris, UNESCO, 1979 p.10
2. MITTAL, R.L. Library Administration - Theory and Practice, 4th ed. Metropolitan Book Co. 1978 pp 13-14
3. Ibid. pp 13-14
4. MALECHE, A.J. AND KRYSTALL, A. "The Library as an Educational Tool" Maktaba, Nov. 1973, pp 30-39
5. PEACOCK, MARY. The Primary School Library and its Service: Douglas, UNESCO, 1961
6. RAY, COLIN. Op. Cit p.10
7. MALECHE, A.J. AND KRYSTALL, A. Op. Cit pp 1-2
8. GAKOBO, J.K. Organization and Development of Secondary School Libraries in Nairobi (Thesis) Kampala, Feb. 1973
9. YAHYA, A.S. "Libraries for the Young: A Survey of Library Facilities for Young People in Nairobi". Maktaba, 1973 pp 18-24
10. MALAN, S.I. Library and Information Service - a General Orientation, Durban, Butterworth, 1978. pp 121-128.
11. WHITTAKER, KENNETH. Using Libraries 3rd ed. Andre Deutsch/ Grafton, 1972. pp 35-37
12. RAY, COLIN. Op cit p.10

13. ALLEN, JOAN. The Organization of Small Libraries.  
London, Oxford University Press, 1961  
pp 53-57
14. YAHYA, A.S. Op. cit pp 18-24
15. MITTAL, R.L. Op. cit pp 13-14
16. MWATHI, P.G. Education for School Librarianship  
in Kenya. M.L.S., University College of  
Wales, 1983.
17. LIBRARY ASSOCIATION: Library Resources Provision in  
Schools: Guidelines and Recommendations,  
London, 1979
18. MWATHI, P.G. Op. cit p8
19. RAY, COLIN Op. cit pp 98-104
20. Ibid pp 98-104
21. Ibid pp 98-104
22. Ibid pp 98-104
23. PEACOCK, MARY. Op. cit
24. RAY, COLIN Op. cit pp 98-104
25. TREHAN, G.L. AND MALHAN, I.V. School Library Management,  
New Delhi; Sterling Publishers, 1980
26. NG'ANG'A, J.M. "Libraries and Librarianship in Kenya,  
Background Paper", International Library Review:  
No. 14, 1982, pp 306-336
27. Ibid pp 306 -336
28. LIBRARY ASSOCIATION. Op. cit p.10

29. YAHYA, A.S. Op. cit p 103
30. RAY, SHEILA G. Library Service to Schools 3rd ed. London, Library Association, 1982. pp 25-26
31. Ibid pp 25-26
32. RAY, COLIN Op. cit p 103
33. YAHYA, A.S. Op. cit pp 18-24
34. Ibid pp 18-24
35. RAY, COLIN Op. cit pp 102-103
36. YAHYA, A.S. Op. cit pp 18-24
37. LIBRARY ASSOCIATION. Op. cit p.10
38. Ibid p.10
39. HARROD, L.M. Library Work with Children with Special Reference to Developing Countries, 1969 pp 64-65, pp 170-190
40. Ibid pp 170-190
41. TREHAN, G.L. AND MALHAN, I.V. School Library Management, New Delhi, Sterling Publishers, 1980 p.41
42. Ibid pp 52-53
43. HARROD, L.M. Op. cit pp 67-80
44. Ibid pp 175-190
45. TREHAN, G.L. AND MALHAN, I.V. Op. cit p.52

46. RAY, SHEILA G. Op. cit p. 10
47. YAHYA, A.S. Op. cit pp 18-24
48. GAKOBO, J.K. Op. cit p 20
49. MITTAL, R.L. Op. cit pp 453-454
50. KAGUTI, J.G. A Study of Library Facilities in Selected Primary Schools of Nithi Division, Meru M.Ed (PTE), Kenyatta University, 1985.
51. MWITI, J. A Study of Libray Facilities in Selected Primary Schools of Imenti Division, Meru District, M.Ed(PTEC), Kenyatta University, 1985.
52. Ibid pp 85-98
53. KAGUTI, J.G. Op. cit p 36
54. MWITI, J. Op. cit pp 95-96
55. WHITTAKER, KENNETH. Op. cit p 35
56. Ibid pp 36-37

CHAPTER III

3.0 METHODOLOGY

3.1 SUBJECTS:

The researcher used the Headteacher, the librarian and pupils in standard seven and eight from the randomly selected schools to provide the necessary information.

SAMPLING TECHNIQUES:

The researcher wrote numbers 1 to 72 on small pieces of paper and then folded each paper into a small ball. The small balls were then put into a container and shaken thoroughly. Ten balls were then drawn from the container. The numbers on the pieces of paper drawn were then matched with the numbers on a list of primary schools in Nairobi that the researcher had acquired from the City Education Office to determine the schools to be visited.

3.20 INSTRUMENTS:

3.21 QUESTIONNAIRES:

Three different questionnaires, each one of them specially designed to suit the target respondents, that is, the Headteacher,

the librarian and pupils were used. The questionnaires were used to collect data on the following aspects of library service:

- (i) staff assistance
- (ii) user education
- (iii) accommodation
- (iv) lending of books to users
- (v) the library stock

22 INTERVIEWS:

The researcher also interviewed the Headteachers and the librarians. In the interview, the researcher solicited clarification on some of the responses on the questionnaire.

23 PERSONAL VISITS TO THE LIBRARIES:

The researcher also made personal visits to the libraries to see how they were and what records existed.

3 PROCEDURE:

The researcher delivered the questionnaires to be selected to schools personally to avoid any losses or delays.

Administration of the questionnaires to the Headteacher and the librarian was done by the researcher. However, administration of the questionnaire to the pupils was done by the research with the help of the class teachers.

As for the personal visits to the libraries, the researcher took note of any observation that he thought could be of use to his study. For example, the researcher observed that some schools could have a library room without chairs or tables.

#### 3.4 FIELD ADMINISTRATIVE PROBLEMS:

One of the problems that the researcher encountered was that even after making the teachers aware of the purpose of the study, they still felt that there was something else up his sleeves. As such, there was a tendency on the part of teachers to give information that gave the impression of the library service as it should have been rather than the way it was.

The other problem was that all the teachers seemed to have a concept of library service that was lacking. As such in some schools, the Headteacher and the library teacher requested the researcher, with a lot of respect, that they be advised on how they could improve their service to the pupils and the teachers. Not

wanting to appear an authority, the researcher always turned round and gave his considered opinion in the course of the conversation. The requests were usually made after filling the questionnaire and as such the fear of influencing the answers to questionnaires was not there at all. The researcher wishes to add that the conversation that he held with the teachers was very enriching.

## CHAPTER IV

### ANALYSIS OF THE DATA COLLECTED

#### 4.1 ANALYSIS ON WHETHER THE SCHOOL HAD OR DID NOT HAVE A LIBRARY:

The researcher visited all the ten selected schools in order to study library service that is offered in them. The finding was that most of the schools did not have a building that had been purposely put up as a library. Most of the schools that had a library facility had converted one of the classrooms into such an infrastructure. However, the researcher discovered that some schools reconverted library rooms back into classrooms when they ran out of classrooms after the introduction of '8-4-4' education system. Nevertheless, most schools had class libraries although they were poorly organised. It was also found that most class libraries were in lower classes. Class libraries were not common in upper classes. As a result of that, pupils in upper classes who happened to be in schools where a central library did not exist, never got any kind of library service within their school.

TABLE I LIBRARY FACILITIES IN SCHOOLS

LIBRARY FACILITIES IN SCHOOL	FREQUENCY	PERCENTAGE
No Library at all	2	20
Central & Class Library	4	40
Class library only	4	40
TOTAL	10	100

4.2

SIZE OF COLLECTION:

The researcher found that most schools had a very small collection of books. Some had no books that they could call library books because they did not have a library of any kind. However, a few schools especially the ones that were in Westlands had rooms set aside as library rooms and had also a fair collection of books.

TABLE II SIZE OF THE COLLECTION

SIZE OF THE COLLECTION	FREQUENCY	PERCENTAGE
No books at all	5	50
500 - 1000	0	0
1000 - 2000	2	20
2000 - 3000	1	10
3000 - 5000	2	20
TOTAL	10	100

In all the schools that were under study, the greatest proportion of the library stock comprised of fiction materials.

4.3 ORGANIZATION OF THE COLLECTION:

Proper organization of a library collection is important if the collection is to be used fully and effectively. On the whole, the researcher found that all the schools that had central libraries had realized the importance of an orderly arrangement.

All the four schools that had a central library had used broad classification such that all fiction books would be put together, all history books put together etc. Dewey Decimal Classification scheme was found in use in only one school out of the four that had central libraries. All the books were stored in open shelves, that is shelves that enabled pupils to pick books and browse through them in 50% of the schools that had central libraries. The other half had libraries with closed shelves, that is shelves that could be locked although a pupil could still see the title of the book since the shelves had glass doors. In such a case, the pupil had to ask the librarian to give him/her the book that he had chosen by looking at the titles through the glass.

TABLE III      SCHOOLS WITH CLOSED OR OPEN SHELVES

TYPE OF SHELVES	FREQUENCY	PERCENTAGE
Closed	2	20
Open	2	20
None	6	60
TOTAL	10	100

Easy retrieval of a book is made easier if a library has catalogued its books. Only two of the four schools that had a central library had catalogued its books. However, the teachers informed the researcher that pupils did not use the catalogue. Teachers too did not use the catalogue when asked why they did not make use of the catalogue, the teachers said that the collection was too small and one could easily trace a book of his choice quite easily. Pupils usually borrowed a book they had seen with another pupil or just retrieved one from the shelves. The researcher noticed that the whole purpose of a catalogue was vague to the teachers, more so to the pupils.

41      CURRENCY OF THE MATERIALS:

The researcher found that most of the books that were in the libraries were very old. The teachers concerned with the libraries

informed the researcher that it is almost impossible to buy new books these days because of the more urgent needs like putting up and equipping workshops among other things.

When the researcher requested the librarians to indicate how many books they had added to their stock in the last two years, he found that very few schools added new books to their library stock.

TABLE IV            BOOKS ADDED TO THE STOCK ANNUALLY

BOOKS ADDED TO THE STOCK	FREQUENCY	PERCENTAGE
No book at all	8	80%
200 - 700	2	20%
TOTAL	10	100%

4.42 OTHER INFORMATION MATERIALS:

REFERENCE MATERIALS

Reference materials are very important to all the library users. They are even more important to teachers and pupils in a learning institution like a school. The researcher found that, only

30% of the ten schools that were under study had reference books like dictionaries, encyclopedias, atlases, manuals etc.

Other sources of information like newspapers, magazines are important as sources of information. The researcher found that only 20% of the schools that were under study did buy newspapers and other magazines like Newsweek, Weekly Review etc., for its teachers and pupils.

#### 4.5 LENDING BOOKS TO USERS:

Out of the four schools that had a central library, only three had lending facilities. The one out of four that did not have lending facilities had gone dormant due to lack of a teacher who could be in charge of the library and also due to lack of new books since the ones that were in stock were too old hence pupils did not feel encouraged to borrow them.

However, the other three libraries were operating fairly well although only a few books were circulated since most of the stock was made up of very old books in most libraries. One school, though, had a rare luck of being strong financially and therefore able to get new additions for its library quarterly - not annually!

TABLE V                      NUMBER OF BOOKS LENT TO PUPILS ANNUALLY

BOOKS BORROWED IN A YEAR	FREQUENCY	PERCENTAGE
No book at all	7	70%
0 - 180	1	10%
180 - 500	1	10%
500 - 700	1	10%
TOTAL	10	100%

A pupil who borrowed a book was allowed to keep it for one week after which he could return it or re-borrow it.

4.6 ACCOMMODATION:

The ability of a library to accommodate its users by providing both the seating and the reading space is a sign of a desire to give the users the best service it can possibly provide. The researcher was as such interested in finding out how much space was given to the reader where central libraries existed. Four schools had central libraries. One of them was out of use though.

TABLE VI                      SIZE OF READING ROOM

READING ROOM SIZE M <sup>2</sup>	FREQUENCY	PERCENTAGE
18	1	25
36	1	25
52	2	50
TOTAL	4	100

The seating capacity in the above libraries was as under:

TABLE VII                      SEATING CAPACITY

SEATING CAPACITY	FREQUENCY	PERCENTAGE
0 - 15	1	25
15 - 24	1	25
24 - 45	2	50
TOTAL	4	100

4.71 STAFF ASSISTANCE:

Users of a library make use of library materials properly when they are given assistance by the library staff or anybody else who might be running the library. The use of the library materials becomes even enhanced when the library assistants are well trained about the running of a library and how best to help the users. In the schools that the researcher studied, there wasn't a single trained librarian. This was reflected in the kind of assistance that the researcher found in existence even in those schools that had a reasonable collection of books. In most cases, the librarians just charged and discharged books. The researcher thought some form of education on the use of a library or even books was given to the users but that was not the case.

4.72 EDUCATION OF THE USERS:

A library lesson was on the timetable of all the sampled schools except in one school which was upto standard four. It was a very young school anyway. A library was more of an idea than a reality in this school.

TABLE VIII PROVISION OF A LIBRARY LESSON

PROVISION OF LIBRARY LESSON	FREQUENCY	PERCENTAGE
No lesson at all	1	10
One 35 minute lesson	9	90
TOTAL	10	100

When asked what they taught during a library lesson, the teachers concerned said that they allowed pupils to read books that could be from the class library or one of the textbooks given in class since a library lesson was always one lesson out of a double English lesson. There wasn't a clear programme that would be followed to teach anything that goes on in the library. Worse still, the library teachers did not think a library lesson should be all that involving. In other words, they did not think anything more than allowing children to read story books should be done during a library lesson. Little wonder then that 90% of the teachers wrote N/A (not applicable) when the researcher requested them to indicate exactly what they taught during the library lesson.

#### 4.8 INTER-LIBRARY LOANS:

All the schools indicated that they did not borrow any books from other libraries at all. When the researcher asked the teachers why they did not borrow books from other libraries, they said it was a bit difficult to do that because of lack of time. After all, the teachers did not know whether libraries like the Kenya National Library loaned books to schools. When the researcher visited the Kenya National Library Headquarters in Nairobi, he was informed that service to institutions was suspended two years ago due to lack of funds. However, individual membership from schools is encouraged by the National Library.

#### 4.9 PUPILS' INVOLVEMENT WITH THE LIBRARY:

The researcher was also interested in finding out the kind of library oriented habits that pupils had. The researcher was as such interested in what type of books pupils read, he also wanted to know how many were members of any library, how many used a library, be it a class, school or public library. The researcher gave a questionnaire to 200 pupils in Standards Seven and Eight all randomly picked.

TABLE IX LIBRARY MEMBERSHIP

	FREQUENCY	PERCENTAGE
Members of a Public Library	40	20
Non-Members	160	80
TOTAL	200	100

TABLE X TYPES OF MATERIALS THAT PUPILS BORROW

TYPE OF BOOKS	FREQUENCY	PERCENTAGE
Fiction	136	31.34
Science	84	19.35
Mathematics	31	14.75
Geography	64	17.74
History	77	9.68
Kiswahili	42	7.14
TOTAL	434	100.00

TABLE XI SOURCES OF BOOKS THAT PUPILS USE IN DOING THEIR HOMEWORK

SOURCE	FREQUENCY	PERCENTAGE
Library	120	38.96
Teachers	79	25.65
Friends	109	35.39
TOTAL	308	100.00

CHAPTER V

5.0 DISCUSSION OF THE FINDINGS

The aim of this project was to collect information about primary school library service with a view to analysing and interpreting it and then making recommendations. As such, the researcher studied such service aspects as accommodation, staff assistance, user education just to mention a few.

80% of the schools that were studied had either class libraries or school libraries. 20% of the schools that were studied did not have central libraries nor did they have school libraries. In all the schools that had class libraries, the libraries existed in lower primary only. They were not there in upper classes, that is Classes 6,7 and 8. As such, in schools where central libraries were not in existence, upper classes got little library service if at all they got any. However, some of the pupils in such schools happened to be members of the Kenya National Library or MacMillan Library.

The researcher found that only 40% of the selected schools had central libraries. However, one of these four libraries was not operating at all. The reason was that there were just enough teachers to teach the normal lessons in that school. As such it was not possible to give anybody the responsibility of running the library without straining them. However, the other three libraries

were operational, but to a limited extent only. The main problem was the type of books that was in stock. Most of the books were very old.

#### 5.11 ACCOMMODATION:

The researcher also found that only one of those three operating libraries could accommodate a whole class. The other two were tiny rooms that could only accommodate 5 and 24 pupils at any given time. Needless to say that the amount of space that can be set aside for a user in such a library can be really small. When the researcher asked the Headteachers whether there were any plans of putting up bigger libraries in their schools, they all responded in the affirmative. However, they were quick in adding that libraries were far down on the priority list. Right now all efforts and attention is on the completion and equipment of workshops.

#### 5.12 SIZE OF LIBRARY STOCK :

When the researcher asked the respondents to indicate the number of books they had in their libraries, they indicated varying sizes of stock. The range however was from 0-5000 copies. Except in one school where new books were added whenever they were available in bookshops (since money was not a problem in this particular school) others had to make do with a few fairly new books and a large collection of very old books.

When the researcher asked the Headteachers what they intended to do to update their stock, they said that requesting parents (at least at the moment) to make contributions towards stocking the library would be a bit difficult especially when the workshops are not yet complete. However, the teachers told the researcher that they intend to ask for donations from parents, or any other organizations in one way or another. One school requested parents to donate a library book. The parents bought books and those books were given a label that indicated the person who had donated it. Some Headteachers also told the researcher that they intended to ask the parents and other members of the community to donate to the school books that their children might have outgrown. There are setbacks that go with donations but the researcher thought that the idea was a good one.

5.13

LEADING BOOKS TO PUPILS:

All the schools that had libraries both class and central had lending facilities. However, due to outdateness of most of the books, only a few books got borrowed in a week in those school libraries (10% of the total under study) that were lucky to have fairly new books. According to the librarians, most children especially those in upper primary schools are very interested in reading fiction books. However, due to inability of school libraries to

acquire new books, pupils have stopped borrowing books from the school library and have turned to their friends and the National Library. The Kenya National Library is actually not within easy reach to most children due to its location. As such children who might be far from the National Library and do not have friends who like reading books may go through the whole primary level without realizing the value of a library.

5.14 STAFF ASSISTANCE IN THE LIBRARY:

The assistants that the researcher found in existence were the English teachers in all the ten schools that were chosen for study. All the libraries that were studied were very small and comprised of very few books. Broad-subject arrangement was used in all the schools and as such, it was very easy for a user to spot the location of his book of interest. As for the users soliciting advice on the books available from the librarians, pupils rarely did it. As such, the teacher had to go round looking for pupils with reading problems and helping those that had already been identified as having a certain inability at least in their reading. Some pupils had to be helped in choosing books that measured up to their reading ability. Unfortunately, only two schools endeavoured to do the above.

5.15

USER EDUCATION:

There was a library lesson in 90% of the schools that were under study. However, the researcher noticed that the library lesson which was 35 minutes long was always a part of a double English lesson. In all the schools, this lesson was generally taken as a reading lesson with the teachers, in most cases, playing a very passive role. For instance, all a teacher did was to make sure that the pupils read books quietly. Little wonder then that when the researcher asked the librarians what kind of user education they gave to the users, they stated that they did not give any.

The researcher attributed the above to lack of trained librarians. A trained librarian would be in a position to relate a library, its materials and education of users very well. What is more is that the concepts of various library operations and activities would be very clear in his mind,

The researcher also noticed that although there was a library lesson on school timetables the teachers told the researcher that they did not have a written programme that can be followed during the library lesson the way one has a teaching programme in form of syllabus to be followed when teaching Mathematics or Science. As such, the teachers had just to have a double English lesson one of which could be called a library lesson may be to satisfy curious researchers like the writer of this project. Well, this is the researcher's opinion.

5.16 INTER-LIBRARY LOAN:

Although all the schools had either no book at or very few books, interlibrary loan system was not known to most teachers. The researcher tried to find out the reason(s) why from the teachers and found that teachers thought that they already had a lot of work in their hands and going out to look for books to borrow would be a bit too involving. Some teachers however were aware about the institution service by the Kenya National Library but had forgotten so (if the researcher may quote them). Could they have conveniently forgotten this service? Nobody knows.

However, when the researcher visited the Kenya National Library Service, he was told that, service to institutions such as schools is no longer there since there is a shortage of funds. He however added that the service has only been suspended but not done away with.

5.2 CONCLUSION:

The conclusions presented are based on the data secured and analysed as a part of the study; upon extra information provided by the respondents; primary school teachers of the schools under study; personal experiences in the area under study and reviews of literature.

1. Most schools do not have libraries and most of those that do have them have a poorly organized stock made up of very old books.
2. Most of the schools that have libraries have class libraries. The few that have central libraries (the school library) have very small seating capacity. There wasn't a single school that could accommodate 10% of the school population.
3. The Headteachers and other teachers had a narrow concept of a library. This probably was the reason why any collection of books e.g. class text books out-dated torn books could quickly be gathered to be shown to the researcher as library books.

4. Although most schools had a library lesson on the timetable, this lesson was not treated like the other lessons. It was merely a reading lesson. The researcher had thought that the lesson was used in educating pupils on various aspects of using the library and its materials. There wasn't any active activity for either the pupil or the teacher the way one might observe in a Mathematics lesson.
5. Saying that there was a shortage of librarians in schools would be an overstatement. Infact there were no trained librarians in all the schools that were under study.
6. Due to failure of providing modern books to the libraries, pupils seem to have lost confidence in their school libraries. One librarian told the researcher that pupils ask him whether there are new books that have been added to the stock at the door of the library. When he tells them "No", they don't bother to get in. They just walk away.
7. Although service to institutions from the Kenya National Library has been suspended, most Headteachers and teachers

did not appear very eager to use it. Probably this would have been due to the extra effort one had to add on top of an already packed timetable.

The researcher feels compelled to add that although the Headteachers felt that a library was an important thing to have in a school, there were more urgent needs like construction of extra classrooms, constructing and equipping the workshops, buying textbooks etc, which could not wait. It was therefore, difficult for any Headteacher to put sufficient money aside to be used in the maintenance of a structure like a library whose use had yet to be known (at least to him). So as the researcher moved from one school to the other he noticed that where a library existed, it always looked like something that resembled a library. Well, the place where this research was carried out happens to be in one of the developing countries. As such, it is hoped that, as the country continues to develop all services including library service will continue to change for the better.

5.3 RECOMMENDATIONS

1. All schools should have class libraries in all the classes so that pupils who are in certain classes in schools without central libraries are not denied some kind of library service.
2. Schools should be encouraged to have a central library where pupils of all classes can be going to browse and borrow books and also have a chance to see what other types of books for reading do exist apart from the ones they are familiar with.
3. Modern supplementary reading materials should be provided at least annually so that reading habits in pupils may be cultivated.
4. The teachers, parents and the school Board of Governors should find ways of making annual allocation of funds so that the library is maintained properly.
5. Now that a course in librarianship has been incorporated in teacher-training curriculum, teachers who graduate as teacher librarians should be provided with the course syllabus so that they can be following it during the library

lesson. However, a library lesson should be a lesson on its own. It should not be a part of a double English lesson.

6. A library lesson should be more than a reading lesson and therefore it should be prolonged so that it takes more than 35 minutes. The librarians should be using this lesson to teach children such things as diary writing e.g. of books read, taking notes for assignment work, compilation of book list, use of index, use of a catalogue just to mention a few.
  
7. The Ministry of Education Science and Technology should impress on schools the importance of library service by providing funds and personnel to run and manage school libraries.

BIBLIOGRAPHY

1. ALLEN, JOAN. The Organization of Small Libraries, London Oxford University Press, 1961.
2. BLOOMBERG, MARTY. Introduction to Public Service for Library Technicians. Colorado, Libraries Unlimited, 1977.
3. FERGUSON, S.W.L. Acquisition in the Developing Countries: Problems and Possible Solutions: The Jamaican Experience", International Federation of Library Association, 1984.
4. GAKOBO, J.K. Organization and Development of Secondary School Libraries in Nairobi, Thesis, Makerere University, 1973.
5. HARROD, L.M. Library Work with Children with Special Reference to Developing Countries. London, 1969.
6. KAGUTI, J.G. A Study of Library Facilities in Selected Primary Schools in Nithi Division, Meru District, M.Ed(PTE) Project, Kenyatta University, 1985.
7. LIBRARY ASSOCIATION. Library Resources Provision in Schools: Guidelines and Recommendations. London, 1979
8. MALAN, S.I. Library and Information Service: a General Orientation, Durban, Butterworth, 1978.
9. MALECHE, A.J. and KRYSTALL, A. "The Library as an Educational Tool", Maktaba, Vol. I No. 1, Nov. 1973
10. MITTAL, R.L. Library Administration - Theory and Practice, 4th ed. New Delhi, Metropolitan Book Co. 1978
11. MWATHI, P.G. Education for School Librarianship in Kenya, M.L.S., University College of Wales, Aberystwyth, 1983.

13. NG'ANG'A, J.M. "Libraries and Librarianship in Kenya, a Background Paper", International Library Review: No. 14, 1982.
14. PEACOCK, MARY. The Primary School Library and Its Service: Douglas, UNESCO, 1961.
15. RAY, COLIN. Library Service to Schools and Children: Paris, UNESCO, 1979.
16. RAY, SHEILA G. Library Service to Schools 3rd ed. Library Association, 1982.
17. TREHAN, G.L. and MALHAN, I.V. School Library Management, New Delhi, Sterling Publishers, 1980.
18. WAMBUGU, C.K. Studies in Management with Reference to Libraries, Nairobi, Karfa, 1982
19. WHITTAKER, KENNETH Using Libraries, 3rd ed. Andre Deutsch/Grafion, 1972.
20. YAHYA, A.S. "Libraries for the Young: A Survey of Library Facilities for Young People in Nairobi", Maktaba, Vol. I No. 1 1973.

APPENDIX 1

QUESTIONNAIRE TO BE FILLED BY THE  
HEADTEACHER

1. NAME OF THE SCHOOL \_\_\_\_\_
2. When was the school established? (19\_\_\_\_)
3. What is the total number of children in the school?

4. Which of the following types of libraries exist in your school?

(a) Class Library/Libraries

(b) School Library

(c) Both types i.e. (a) and (b)

5. Is there a teacher who is given the responsibility of running the Library in your school?

Yes

No

6. If your answer in (5) is yes, are you the one who gives the responsibility?

Yes

No

7. What qualities or qualifications does a teacher have to have in order to win your appointment as a Librarian if your answer in (6) is yes?

(a) .....

(b) .....

(c) .....

8. Do you have a Library Committee?

Yes

No

9. Do you have a budget for the Library?

Yes

No

10. Do you personally use the Library?

Yes

No

11. Is there anything else about the Library that hasn't been touched upon by the above questions and you would like to comment on?

.....  
.....  
.....  
.....  
.....  
.....

APPENDIX 2

QUESTIONNAIRE TO BE FILLED BY THE

LIBRARIAN

A: LIBRARY STOCK:

1. How many books are there in your school Library?  
\_\_\_\_\_ books.

2. If your school has class libraries, state the average number of books in each Library.  
\_\_\_\_\_ books.

3. How often do you check your stock to get rid of unwanted books or old editions?

Annually

Biannually

Other (specify) .....

4. How many books has the school bought for the library in the last two years .....books.

5. Are the books in the open shelves?

Yes

No

6. What percentage of the total collection do fiction books account for? Put a tick against the correct answer.

50%

33%

25%

75%

Other (specify) .....

7. What is the total number of general magazines that are bought for the Library by the school regularly?

8. Please name Daily Newspapers subscribed to you by the Library.

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....



B. LIBRARY ACCOMMODATION:

1. Was the school library specially designed as a library?

Yes  No

2. What is the area of the library in square feet or square metres?

.....sq. ft.

.....sq. m.

3. How many students can be seated for study in the Library at any one time.....

4. Is there a separate Librarians Office?

Yes  No

5. If your answer to (4) is yes, approximate its area.

.....sq. ft.

.....sq. m.

C. BOOK SELECTION:

1. Is book selection done chiefly by the Librarian?

Yes  No

2. Do other teachers contribute suggestions and recommendations

Yes  No

3. Do students contribute suggestions and recommendations?

Yes  No

4. List major types of book selection tools or aids used, e.g. reviews, bibliographies, publishers' catalogues etc.

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

D. USE OF THE LIBRARY:

1. What are the opening hours on weekdays?

.....  
.....  
.....

2. How many hours per week is the Library open for borrowing books?

.....  
.....

3. How many books were borrowed to be used outside the Library in 1985?

.....

4. How many periodicals were borrowed to be read outside the Library in 1985?

.....

5. How many pupils borrowed books from the school library last month? (Give the approximate figure)

.....

6. Does the school library borrow books from other Libraries e.g. KIE Library or Kenya National Library on behalf of the pupils?

Yes  No

7. If the answer to (6) is yes, state the other libraries that you borrow from.

(a) .....

(b) .....

(c) .....

(d) .....

8. Is the library used by teachers frequently?

Yes  No

E. STAFFING OF THE LIBRARY:

1. Are you a full time Librarian? Yes  No
  
2. Have you had any training in Librarianship?  
  
Yes  No
  
3. If the answer to (2) is yes, how long did the training take? .....
  
4. What certificate(s) if any, did you obtain at the end of your training?
  - (a) .....
  - (b) .....
  - (c) .....
  
5. For how long have you worked as a Librarian? .....
  
6. Indicate the number of assistants that you have in the Library. ....
  
7. What experience do they have as Librarians?  
Working in a Library-  
.....  
.....  
.....

8. Apart from library work, indicate any other responsibility that you have been given in the school if at all there is any?

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

9. What do you enjoy most, teaching the other subjects or doing library work?

.....  
.....

10. Do you get assistance from students in the running of the library?

Yes  No

11. If your answer to (10) is yes, what criteria do you use in appointing a student as a library assistant?

- (a) .....
- (b) .....
- (c) .....

F. ORGANIZATION OF THE LIBRARY:

1. Does the school keep an accession register?

Yes  No

2. Does the library have a catalogue?

Yes  No

3. If the library has a catalogue, is it dictionary?.....  
or classified? .....

4. Is the catalogue used by students?

Yes  No

5. Is the library collection classified?

Yes  No

6. If the answer to (5) is yes, give the classification  
scheme used

.....  
.....  
.....

7. Do you keep records of the books borrowed?

Yes  No

8. If the answer to (7) is yes, how do you do the recording?

.....  
.....  
.....  
.....

USER EDUCATION

1. Are all the students given orientation of the use of the library?

Yes  No

2. Is there a library lesson on the school time table?

Yes  No

3. What do you teach during the Library lesson?

(a) .....  
.....

(b) .....  
.....

(c) .....  
.....

(d) .....  
.....

(e) .....  
.....

4. Which of the following school activities take place in your school or school library?

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| (a) Book displays   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (b) Lectures and talks on books   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (c) Book festivals and exhibitions  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (d) Use of attractive and conventional catchwords and captions for display boards | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (e) Publication of issue statistics on the school notice board every month etc.   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (f) Visiting other libraries e.g. Kenya National Library?                         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

APPENDIX 3

QUESTIONNAIRE TO BE FILLED BY THE

PUPILS

1. How many times do you go to borrow books from your Library?

.....

2. Are you a member of any public library (e.g. are you a member of Kenya National Library?)

Yes  No

3. Which of the following types of books do you borrow from the Library?

(a) Story books Yes  No

(b) Science books Yes  No

(c) Mathematics books Yes  No

(d) Geography books Yes  No

(e) History books Yes  No

(f) Kiswahili books Yes  No

4. Where do you like to borrow books that can help you in doing your homework?

(a) School Library Yes  No

(b) Kenya National Library Yes  No

(c) Class Library Yes  No

(d) Teachers Yes  No

5. When you go to the Library to borrow a book, which of the following do you use to select a book of your choice?

(a) The Librarian                      Yes     No

(b) The Catalogue                      Yes     No

(c) Both (a) and (b)                      Yes     No

(d) None of the above                      Yes     No