

AN INVESTIGATION OF READING HABITS IN PUBLIC
LIBRARIES WITHIN NAIROBI.

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*An investigation of
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ACKNOWLEDGEMENT

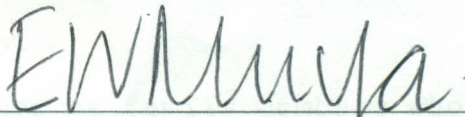
DECLARATION

The organisation of this research project and writing is entirely that of PAUL MIKWA. This is my original work and has not been presented for a degree in other university.



PAUL MATOMBI MIKWA

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



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This work is dedicated to my parents Mr. Gerald Mikwa and Laura Kaguri for their hard work to see me through the education system. Also to all those who believes in reading, and lastly to those who faithfully helped me.

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A B S T R A C T

This study set out to examine the state of readership in the public libraries within Nairobi. The problem of the study was to investigate the reading habits within Nairobi area. The method used in the gathering of data was mainly through questionnaire, though some interviews were administered to the librarians.

The study found that the readership in Kenya is quite discouraging. The public libraries are largely under utilized with most of the users being students. The other group which uses the library services are the workers undertaking proficiency test. It was discovered that the major documents used in the libraries are the newspapers and magazines. In essence public libraries are the peoples university and therefore should be used by all.

The study identified several obstacles which hinders the reading. They included: outdated books, lack of time, travelling expenses, lack of enough space in the libraries, lack of trained personnel to organise the information properly and assist the users among other things.

The research has recommended several solutions to the already identified problems with a view of making the library a suitable place to visit and books an appropriate companion. These includes : changing the opening hours, training of more personnel, improving the library stock, conducting user education and surveys among other things.

CHAPTER ONE

INTRODUCTION:

The concept of user survey in libraries is not a new one. It has been used from time immemorial in various countries to identify the users needs, wants and demands as well as measuring the influence of reading upon people. The users survey, reading, readership, use or user or whatever the investigation may be called is of enormous benefit to the library management. Libraries single major purpose is to facilitate communication that will serve the needs of the society. To fulfil this important role, librarians must understand the reading habits and the function reading serves. Other personalities who should have keen interest in reading studies are the authors. Publishers, the educators and the sociologists.

The librarians most common approach to the phenomenon of reading has been centred around the books. The traditional librarian have been reporting the number of newly acquired volumes, the volumes borrowed as a measure of readership. The trend has greatly changed towards the readers interest, motivation for reading and effect on reading. The emphasis is on the reader not either the books published or supplied. Chambers (1969 p.4) concurs with this when he says.

"...No matter how often or how much we congratulate ourselves on the literacy...No matter how much publishers claim to be in the forefront of our export industries...the fact remains that 60% of Britain ever overcrowded literate population rarely; if ever, buy a book, rarely if ever borrow a library

book; and at the books that are bought and borrowed, the greater number tend to be what libraries call non-fiction".

Similarly, many other statements have been echoed across the country describing the reading habits. The unfortunate fact that emerges is that reading in this country stops with the acquisition of a school certificate or a university degree.

On the same tone, Chakava (Nation 25, Aug, 1984 p.15 col.3) asserts

"It has been widely reported that Africans do not continue with reading once formal education was completed, that they derive more pleasure from oral and performing arts - Talking, dancing, singing and socialising than from the rather private and individual pre-occupation of reading a book"

The implication is that books are brought but users are virtually not there to use them. Thus the librarian should try to find out why and consequently match a book to its reader. Another similar outcry is by Umbima (maktaba vol.7 1980 p.66) who notes.

"Our intellectuals find reading to be extremely painful. It strains their eyes and brings headache. They would rather go and booze or display their fraudulently acquired wealth in chasing the opposite sex".

The point to note which is of great concern is over the inability of the Kenyans educated to read after leaving school. This study wishes to unearth the reason behind this poor reading habit, but the bigger challenge to carry out an immense study would lie to the Kenya National Library Service who have the personnel and logistics.

Reading habits and interests are wholly determined by two major basic factors. The ability to read and the facility to read. The ability to read is synonymous with the literacy. This is the constructive reading, high enough to allow self-discovery and personal growth which goes beyond the normal counting and reciting the letters of alphabets. Suzanne(1986 p.8) points that;

"A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is acquired for effective functioning in his group or community".

Literate person must make a contribution to his liberation and full utilisation of the natural resources for full development. Unesco(1973 p.131) notes,

"Literacy creates conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aim; it also stimulates initiative and his participation in the creation of projects capable of acting upon the world of transforming it and of defining the aims of an authentic human development."

Literacy in any society can be attained through two major processes. The most conspicuous is through the normal schooling establishment. This is when a child enrolls in a school and with time learns how to read and write. It is true that learning is an endless process. It does not stop for those who have began and everybody irrespective of age can always start. In Kenya, those who could not undergo through the normal school system were given yet a chance to start.

Kibaki was quoted in a seminar saying (std. August, 5, 1985 p.1. col.2.)

"...Every year about 300,000 adults go through the adult literacy class programme which means that adult illiteracy in the country is being wiped out at the rate of 6% annually".

Though the campaign started with a great vigour and vitality it soon cooled down but with tremendous achievements. Today, Kenya population is standing at about 25 million with national literacy rate calculated at 69.4% is far above the average for the proper and effective utilisation of the library collection (Nation March, 12,1994 p.1).

The other identifiable variable worth noting when considering the reading interests and habits are the libraries. The assumption here is that libraries are the only cost-effective way of providing reading materials to a large number of persons. Libraries are common literally laboratory, for all people of all ages with desires to read and therefore should be well stocked with relevant and enough materials to encourage and sustain good

reading habits. Monyenye quotes Penna(K/ Times June 5, 1985 p.14) arguing;

"...Reading on its part pre-supposes the availability of books which necessitates the need for a library".

Libraries are therefore essentially indispensable tool which should be utilized for information learning and for pleasure by everybody. The Kenya National Library Service

with one of its goal as (KT. June, 5, 1985.)

"To develop reading habits and capabilities for both children and adults and facilitating reading for profitable use of leisure time:.

has developed a number of branches country-wide to achieve this noble goal. All the provinces and majority of the districts in Kenya enjoys the service of Kenya National Library Services. Its motto 'reading is knowledge' which indicates, the library service major function of provision and dissemination of knowledge besides providing their leisure time in purposeful recreation of very ideal. The Nairobi (KNLS) houses the headquarters of the board. It has a big borrowing and reading room and a conducive cool environment for reading.

The Nairobi city council libraries supplements the work of the (KNLS). The MacMillan and its three branches in Kaloleni. Dagoretti and Eastlands plays their roles effectively. Besides, there are the embassy cultural libraries such as the British Council Library, American Cultural Centre, French Cultural Centre, among many. All these libraries provides materials for individual reading to the Nairobi population of 1.3 millions.

STATEMENT OF THE PROBLEM:

It is generally accepted that there is a general lack of serious interest in reading among the adults. The outcry is that the adults are displaying a poor reading habits by their

reluctance to read consistently, diligently and critically to isolate the information or for recreation (Wandera 1985).

The problem of this study is to investigate the poor reading interests and habits of adults library users in the public libraries within Nairobi. The study seeks to survey what adults read, why they read, what they want to read and what hampers their reading with view to determine what techniques should be used to promote reading among the adults.

The cause of this phenomenon is fairly difficult to determine as the reading habit vary considerably according to age, level of education, socio-economic background and the level of motivation. UNESCO (1977. p. 131 however argues.)

"The reasons most often given are lack of time, material, living conditions, the cost of books..."

Books are sometimes associated with hard work' and therefore useful if only one is studying for an examination. Ng'ang'a (Kenya Times, 5, June 1985) holds similar views. He points;

"The general apathy towards books is mainly due to the way the African are brought up in the modern schools system. Education inherited from the colonial days laid so much emphasis on the passing of examination that the majority of the Africans negated the reading of books as serving the purpose of passing the examination.

With the technological development in the new media especially the television and radio the reading is facing eminent threat. More people are becoming glued to their television sets than in reading. Lack of interests and

local reading materials set in African scene are also contributors to the present poor readership.

Of all the human relaxation methods available, none is free of guilt and so dignified as reading. From reading good books, one escapes from mental death, sharpens your sensibility and enables you to change your beliefs, morals and attitudes.

Many people are uncomfortable with the thought that reading is only for recreation. There is the information part of it. Reading is essential for survival of a nation as it is one of the cost effective means of dissemination of information. UNESCO (1977 0.131) observes;

'the most diversified, most easily handled and the least costly vehicle of thought books are a privileged instrument of knowledge reflection and expression'.

Reading produces a person who is well informed, knowledgeable, and wise. He is able to make proper decisions, harness the national resources for scientific technological and socio-cultural development becoming therefore a national asset. Kayoo reports in (Nation, June, 7 1985 p.7 col.5) that

"A society with reading habit which also reads beyond programmed reading, that is reading for schools, colleges or university examination or reading for professional qualification is likely to be more creative, innovative, dynamic and enterprising"

in support, UNESCO argues (Owiti 1986 p.23);

"Information has become an essential element in knowledge of all problems which determines or effect the lives of people and the evolution of societies as well as relations among nations. It constitutes a key element in decision making at all levels on account of the growing complexity of modern societies and the rapid changes to which they are subject.

As knowledge advances and its applications become more diverse and calls for further research, precise information concerning the state of a question is necessary before action can be taken in no matter what field."

It is a pity that graduates of the Kenya education system are not interested in pursuing reading in their area of specialization or for recreation. This attitude is tantamount to total rejection of information leading to ignorance in technological and social changes taking place elsewhere.

OBJECTIVES OF STUDY

The following is a summary of the objectives of the study.

1. To describe the characteristics of the adult library users in terms of age, sex, occupation, education background and income.
2. To find out and state the reasons for use of the libraries by adults.
3. To examine the relationship between the reading and socio-economic factors.
4. To establish the quantity and quality of reading by the adults

5. To identify the limitations that hinders effective reading among the adults.
6. To find out the materials the adults enjoy reading.

SIGNIFICANCE OF THE STUDY

1. The study can be used to guide the purchase and selection of library materials, especially, where findings on subject interests in non-fiction and favourite authors in fiction are the intended guide to the buying of materials.
2. The results of the study can be a good reference point on what to write and publish by the authors and publishers.
3. The reading research results can be of use in publishing work. The librarian would know the subjects to emphasis when living people to his library.
4. To justify spending huge sums of money on libraries.

Umbima (maktaba) 1982 p.77 notes.

"Beyond narrow utilitarian aims such as passing examination and making speeches, the country's society has very little use of books ...it would be difficult to justify spending large sums of money on expanding libraries which would be under utilized.

5. The study will help to create growth of knowledge in librarianship as a profession.

LIMITATION OF THE STUDY:

1. The time available for carrying out the research is fairly short. The research and class work usually runs side by side; leaving few hours for travelling to collect data.

2. The money set aside for the study is so little. This limits the scope of the survey. If I had enough money I could conduct house to house interview which is more elaborate and could expose non-users or the potential users.

CHAPTER 2

LITERATURE REVIEW

2.0. INTRODUCTION:

Good reading habit is prerequisite to proper dissemination of information within a country. This is particularly so in this era of information explosion. Much of this information comes in print media.

In Kenya, there is however a serious scarcity of literature to measure readership level of the adults. This condition is aggravated by the lack of sufficient funds and personnel to carry out a large scale survey. Nevertheless, we all agree that such a survey is a necessity rather than a luxury. We need to know the influence and relationship between books production, circulation of newspapers economic conditions, education level and sex to the readership of the adults. This kind of data would be very relevant to the book fraternity - authors. Publishers. Printers. Booksellers, Librarians and educational planners.

2.1. IMPORTANCE OF READERSHIP SURVEY

Readership survey enables the evaluation of both education system and the success of library and librarian within an establishment for future forecasting and comparison. (Staigner 1983) observes that the research can be used to develop techniques for educating adults to read better materials and develop reading interests. (Karetzky 1982) on

the other hand believes that understanding the uses of reading requires that we first learn about reading interests among other things.

I believe that the reading surveys help the readers to express their information needs and wants. This kind of information is important to the local writers in knowing the popular themes and subjects which they should concentrate on. Such surveys acts as 'market research' for the publishers. (Ward 1977 p.85) in an attempt to justify reading survey says:

"Users survey are helpful in showing the users in terms of such characteristics as age, sex, social and level of educational attainment".

Similarly, such surveys are essential to correct or confirm certain popular beliefs which condemns certain races to be poor reader.

2.2. READING HABITS DEFINED

Reading is simply the recognition and interpretation of symbols. It is the process through which the literate person can analyze a more varied and clearly record of yesterday, have a correct perception of current event and can build a valid reality on his environment. Reading, unlike viewing or listening calls for training. Sigel(1982 p.33)asserts:

"Reading is an acquired skill mastered with effort and usually with great guidance over a span of years".

The point I am pin pointing is that reading calls for

skills beyond normal biological functioning of human body. In essence, once a person has mastered the basic reading skills, he has to develop a reading habit. This acquired habit of reading is the focus of this paper. This is the voluntary reading of books. Magazines, and newspapers for the purpose of knowledge, recreation and good citizenship. It is not the reading activated by the need to pass the examination or be rewarded by a good job.

In a broader definition of reading (Chall, 1967 p.13) argues:

"The process of reading should be defined broadly to include as a major goals right from the start not only word recognition but also comprehensive interpretation, appreciation and application of what is read to the study of personal and social problems".

Reading involves the mental operation and the fusing of ideas with the previous experience. For the habit to be effective, reading should start at early age. Staigner(1983)

"A child's enjoyment of reading in the future can depend on whether he learned to read easily at the beginning".

Reading child matures up to a reading adult. The teachers and parents should ensure that the children they are entrusted with reads. (Khamala 1980 p.9) argues:

"Good reading habit are perceived by the parents and teachers to be as a result of a proper foundation that includes...encouragement of reading at school and home, access to good facilities and availability of reading materials.

Provision of proper environment and good reading materials is likely to trigger our children to become readers. (Guthrie 1984) strongly believes that the definition of reading can be more fuller if the element of quantifying is introduced. This is describing the reading into content, medium and volume.

Karetzky (1976) distinguishes two kind of reading. He calls one utilization or instrumental reading or the reading to perfect in doing an activity or looking for relevant information. The other kind of readers read for pleasure to be liked, to belong to a group or to have their values confirmed.

Although both of the readings are essential it is unfortunate that the utilitarian reading stops with the finding of the relevant information. This reading should be encouraged to graduate to terminal reading or reading for enjoyment. Africans have been accused to belong to the former group.

2.3. WHY READ

Books convey information which is both unique and national resource. This may be the basic reason for reading but should not be the only motivational drive needed to start and maintain the reading. Psychological factors such as group membership, Security, achievement, social approval, status or acquisition of properties can play a big role.

(Sullivan, 1976 p.10) comments the following about reading motivation:

"Many people develop an internal motivation to read, recognising that it will help them to improve their lives...the person must first understand his needs can be satisfied through reading and finally be provided with the skills to read and with the reading materials that will in fact help him to improve his life".

The motivation to read may come from the outside environment. In Kenya, the high rate of unemployment may stimulate reading about job agencies and opportunities. As the shock wears off the reader may turn to vocational literature for adjustment then to light literature to relax. Reading and therefore education is equated with development.

Chakava(1988 p.2)looks at reading as an emblem of development. He argues:

"Education and therefore reading is thus seen as an escape route from poverty a means of personal development and development of material lots of the relative of the educated young man".

Emile,(1980 p.46)correctly concurs with the above statement when he remarks:

"If reading is a factor in intellectual initiative and individual development then non-reading books remarkable is like rejection of development. The non-reader stands little chance of moving with his time.

Most of the information needed for daily use can be got from books and therefore reading should be taken as good as eating and encouraged for this matter. Reading enables us to master our ever-changing environment for the benefit of man

kind. Through reading, we keep up to date with the new discoveries, technological inventions new ideas and strategies. Besides, people read for pleasure and mind stimulation.

Sigel(1982 p.25)reports:

"There is a reading of novel or book of popular non-fiction. The way words are put together, the flow of the story, the description of the characters all those aspects of a book transports the reader, stimulates the imagination and gives pleasure.

Reading rejuvenates the mind and adds the required vigour for the efficient functioning of the body. In comparison between reading and viewing a film, (Ewing 1984 p.30) says:

If I were to show a film starring Richard Burton and Elizabeth Taylor, everyone of us would see those two people almost the same way. But if you were able to read a story which the two characters played by those actors were described by the author, then everyone of us would flush out those characters in a slightly different way.

In reading we bring to play our personal and individual imagination abilities.

Reading can also be looked at as a social function.

Chubaryan(1976 p. 51)outlines.

Reading increasingly is becoming one of the most important means of forming people and the political and ethical conviction and the values of modern man. ... as an instrument for implementing the task of consuming education and raising the peoples cultural standards and as a means of increasing professional knowledge and skills.

People read for many reasons. To discover why people read books, (Sabine 1983 p. 27) distributed questionnaires to people to state the books that made a difference in their

lives and what difference it was. Some of the answers he got were ;

"A man named a book that helped him develop a healthier lifestyle after his heart attach, a book comforted a man grieving after his mother's death, a book bolster a minister moral strength a book inspired a young man to become an actor, books led two people to find mates...

Reading also has a profound effect upon the inmate (sick, imprisoned etc). It tends to inspire the institutionalized to overcome their problems. This effect is called bibliotherapy (Mathai 1983).

The author wishes to summarise the reasons as to why people read as - a form of habit, to fill time, to know and understand the current happening, to meet practical demands of the daily living, to further vocational training, to meet socio-economic demand, to satisfy intellectual demands and to satisfy the spiritual demands (Staigner 1983)

2.4. READING PROBLEMS IN AFRICA;

For meaningful reading to take place, certain conditions needs be fulfilled first. Besides conducive environment, High literacy level is a crucial element.

Recent study revealed the literacy level of some of African countries as follows (world Almanac 1982).

1.	Kenya	63.9%	(1994)
2.	Tanzania	85%	(1984)
3.	Zambia	76	(1984)
4.	Libya	67	(1982)

5. European Countries 790 (1984)

The literacy level in this country (Kenya) is quite impressive. 63.9% is above the average for adequate utilisation of library resources; unlike in 1982 when it stood at 46%.

Reading in Africa is also affected by factors such as homes they come from. (Bgoya 1980) argues that majority of African are peasant farmers with very little income and spends most of their day time in the field. In the evening when they come from the field, there is no light. Much of time is spent looking for firewood, cooking, and the rest of evening is finished by visiting and socialising with neighbours. Thus no time is set for reading. Poverty and lack of time results into not reading.

Lack of enough and proper distribution of books in Africa contribute to the poor reading habits. According to statistical year book (1989 p.6-11), the number of titles per million inhabitant in 1987 were as follows:

Africa	25
America	227
Asia	67
Europe	586

This imbalance production of books discourages reading. Further more, the few books available are set outside Africa with European audience in mind. Very few titles are written in the African language.

On the reason for poor reading habit, (chakava 1980) argues.

" Education was brought by missionaries. They forced people to go to school and to read books they though were good for them. Reading and religion were therefore sold as a package. People had no motivation to read. They were promised spiritual rewards, Jobs. In the end, those who attained those rewards stopped reading. There was nothing else to read for. Those who could not get them stopped in frustration".

Reading is considered a 'foreign' and very boring. It attempts to make a person anti-social which contradicts the African culture.

According to the Kenya National Library Service Board (KNLS), the arguments for poor adult readership is as follows (Nation, 1st April p 5 col.3).

"The main reason why adults in Kenya do not read is because they were not exposed to books in their lives in school when their habit should have been developed...The majority of the people who read, do so or have done so in the pursuit of some kind of certificate, A programmed kind of education...people who read for certificate as their goal rather than knowledge and education become virtually uneducated a few years after leaving school or colleges. These people are poor in knowledge."

In a support to the (KNLS) board observation Hon. Kibaki, then Kenyan minister for finance and planning had this to say when opening a conference in 1973 on dissemination of research findings and technology in Kenya (Kaungamno 1986 p.1)

"We who deal with planning are not aware that we do not make full use of the available information and knowledge in this country. More important, we are not aware that we don't have enough information in the fields in which we do have to make decision...The greatest problem in

public institution is the fact that the people who leave universities and are employed by government...make up their minds that they have enough education. You meet that same brilliant student 5 years later and he has gone back to becoming illiterate...They don't read anything now and are not aware of new challenges...They have not been kept informed because many of them are unwilling to read".

The above lamentation is true today as it was in 1973. In reality, most of the highly educated Africans find reading a book anathema and never touches anything beyond a newspaper.

In my view, African fail to read due to lack of interest. Otherwise, how do they find time to watch television set, afford to go to discos, attend football matches and have time and money to go to bars and restaurants.

2.5 VOLUME OF READING

The commonly read materials in descending order of preference in Kenya are: **Newspapers, magazines, and books.** In the year, 1990, the following were the Daily/weekly average newspapers circulation in Kenya.

1. Daily Newspapers

- a. English 318,600
- b. Swahili 81,900

2. Other newspapers

- a. English (weekly) 356,700
- b. Swahili (weekly) 90,500

Source: (statistical abstract 1991 p.170)

The figures in the circulation of newspaper shows a fair flow and therefore displays a fairly good reading society.

In the recent study, (Gault (1982) reports the following about American use of leisure time

	Books	Newspapers	T.V.
Working man	5 min	25 min	95 min
working woman	4 min	20 min	60 min

Generally, it is held that men are better readers than women. The above American case prove this, but it should be noted that, women in the evening spends a considerable amount of time in the kitchen and this gives a man an upper hand or reading time.

In a recent study (Khamala 1980) also observes that 3/4 of the pupils in Nairobi spends 1/2 hours reading for pleasure and 30% of the questioned students spends more than 2 hours in reading. This is fairly a good indication for the want of the young Kenyan to read for pleasure. More important is when one notes that large numbering children spends a lot of time in classroom and travelling. An encouraging point here is that once a child accepts to read as a form of recreation, then the country will be heading towards upright society like in Western countries where people have accepted a reading as a forum of passing time instead of idling.

In a study carried out in Tanzanian public libraries, Kaungamno (1979 p. 205) reports:

Majority of the library users came from full time students...Majority borrowed books, second highest read newspapers then magazine came last.

In a parallel study carried in Nigeria. Ogunshenye (1976 p. 82) says:

"Reading public consists of clerical workers and students. Both these groups are found to include candidates for academic or professional examinations and their aim is to improve their production skills"

In Bulgaria, the situation is not very much different. Simeonov (1980) says that reading comes second among the cultural pursuit. A Bulgaria devotes 16 minutes a day reading books and newspapers and in average 58 minutes viewing television.

2.6 ROLE OF LIBRARIES IN READING HABITS.

The public library manifests of 1949 states.

"The public library should offer children, young men and women, opportunity and encouragement to educate themselves continually; to keep abreast of all field of knowledge...to be better citizens social and political citizens of their country...to develop their creative capacities and powers of appreciation in arts and letters...to use their leisure time to promote personal happiness...Reading interest should be stimulated.

Libraries should be the focal point in the promotion of reading for pleasure. It has been variously described as the peoples university, and I endorse it. The reader must have access to a book. This can happen only through - buying

receiving as a gift, borrowing, stealing or from libraries. Libraries should be therefore properly situate and well stocked. This on the other hand depends on the books production and distribution.

Hatt (1970 p.33) further adds.

" The existence of a reading public depends on the existence of well organised systems of book distribution"

Staigener (1983) p.46) outlines,

"Most planners in many countries view libraries as the most logical cost effective means of providing for the greatest number of readers".

A well stocked library with equally well trained personnel is an asset. The librarians play a big role in ensuring that the materials are appropriately being utilized. This is achieved through the use of numerous locating aids- ranging from computers, card catalogues, indexes, abstracts, to bibliographies.

In Kenya; the growth of libraries is greatly taken care of by the Kenya National Library Service Board. Some of the boards functions are: (KNLS Board Act cap. 225),

- a. to promote, establish, equip, manage and develop libraries in Kenya as a national library service
- b. to plan and co-ordinate library and documentation and related services in Kenya

c. to provide facilities for the study of and for training in the principles, procedures and techniques of librarianship and such other related subjects.

d. to participate and coordinate campaigns for the elimination of illiteracy

e. to stimulate public interest in books and to promote reading for knowledge information and enjoyment

In a nutshell, the Kenya National Library Service Board strategy in improving reading is through improving of the libraries by means of making them more accessible, making their collection more relevant to people's need and educating the public about the value of libraries

Kinyanjui (1984) believes that libraries should create a free and friendly atmosphere in order to promote conducive learning which would promote the actual potential users to know all the available resources and be able to utilize them effectively. Libraries should teach and popularize library skills to attract more users.

The library should be in the fore-front in assisting the users to find the text and the correct one for his needs. This would correct the notion that libraries are dormant information store. The librarians have a role to ensure that books do not go unread and that they are read by all people of all ages and conditions and to see that the book is the most useful means of communication.

CHAPTER THREE.

METHODOLOGY

3.1 INTRODUCTION

The study was designed to reveal the reading interests and behaviour of adults in Kenya. The area that was included was at least four libraries within Nairobi.

3.2 SAMPLE:

The four libraries were as follows.

1. Kenya National Library Service headquarters (Nairobi branch).
2. Kaloleni. Nairobi City Council Library
3. Eastland branch, branch of the MacMillan Library
4. Macmillan library in Nairobi

The choice of at least two libraries in the city centre and two outside the city influence was to reach the people where they are and to get large number of varied patrons.

3.3. SAMPLING PROCEDURES

I used random sampling procedures in which I gave every second person who visited the library a questionnaire to fill in. In my absence, I requested the person at the entrance or reception to do likewise on my behalf. The respondents were users 18 years of age.

3.4 DATA COLLECTION

I visited the libraries to distribute the questionnaires. I encouraged the patrons to fill as I wait. Those who could not fill the questionnaires immediately, did it later and left it with the librarian where I collected it later.

3.5 TESTING THE INSTRUMENTS

To ensure the questionnaire works effectively, I pre-tested it. I gave 10 samples to public library users randomly and analyzed the answers provided. I altered the questions where it was necessary.

3.6 DEVELOPMENT OF RESEARCH INSTRUMENTS:

There were questionnaires for the library users. At least 10% of the registered library users were covered in each library. Approximately 120 number of users were covered in all four libraries.

I also used interview method for the librarians. Both methods were run at the same time.

3.7. INTERVIEW

There was a structured interview directed to the librarian. The information I was looking for includes the following.

1. Number of professionally and semi-professionally qualified librarian.

2. History of the library. the expected number of users, the registered number of users and the environment it serves.
3. The number of users served per day and the classes or the subject, and documents heavily used
4. Which hours of the day is the library heavily used and by which class of the patrons.
5. Effect on reading over the opening and closing hours of the library.
6. Whether the users have anything to do with books selection.
7. His attitude towards reading for pleasure and his views on why this practice is not widely practiced
8. What he is doing to encourage wider utilization of the library.

3.8. USERS QUESTIONNAIRE:

This is the main instrument of the study. The success of the study definitely depended on this method. The users questionnaire contained the following parts.

PART I PERSONAL DATA:

This section enabled me to get information such as the educational level of the users, economic background, age, sex, occupation and place of residence. This information is relevant for comparison with the reading habit displayed.

PART II NEWSPAPERS READING

The information looked for in this section includes: how often one reads a newspaper. What particular news do one read, how many newspapers are read per week, the subject read and reason for reading.

PART III: READING OF MAGAZINES:

This section was designed to extract information on the readership of the magazines. Information such as how often one reads magazines per week, which is their favourite magazines and the amount of time spent in reading magazines was sought.

PART IV: READING OF BOOKS

The survey wished in this section to know if there is any book read in the last 3 months, the subject commonly read in these books, the reasons mostly cited for reading, the time devoted and sources of reading materials.

PART V: LIBRARY USE

The surveyor wanted to know why the user uses the library, how he behaves in looking for his materials, the amount of motivation, whether he borrows books for non-library users. Also I tried to enquire why people don't use libraries or read.

PART VI: USE OF LEISURE TIME:

The main aim of this section was to collect data on the patrons use of his free time. This is to enable a comparison with reading. Here, time devoted for film, and T.V. watching was recorded.

Section deals with the methods used for data collection from the library users. It explains the clear methods used and how they have been used where appropriate. All the data at least a significance on the results.

Response:

The response to the questionnaire was very high. The data and survey - five questionnaires were distributed to public libraries in Nairobi. The questionnaires have been fully completed and returned. The response rate is 80 per cent as shown below:

Category	Number of questionnaires	Percentage
Total questionnaires distributed	100	100%
Questionnaires returned	80	80%
Questionnaires not returned	20	20%

The following figures are the research results:

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0. INTRODUCTION

This section deals with the presentation and analysis of the data collected from the library users within Nairobi area.

Simple but clear methods such as tables, percentages, have been used where appropriate. All the figures presented have at least a significance on the readership level of the adults.

4.1. Response rate:

The response rate or turn out was fairly good. One hundred and thirty -five questionnaires were distributed to various public libraries in Nairobi. One hundred and eight questionnaires have been fully completed and returned. The rate is 80 per cent as shown below.

Table 1:

	NO.	%
Total number of distributed questionnaires	135	100
Respondents	108	80

The working figure for the research results is 108 library patrons.

4.2. USER CHARACTERISTICS:

The respondents were asked to indicate their sex in question number 2. The summary of the results is as follows in Table 2.

Table 2: Distribution of library users by sex

	NO.	%
MALES	85	79
Females	23	21

Majority of the library users were found to be males. The number of males and females were 85 and 23 respectively.

The user were asked in question 5 to state their ages. These ages were grouped to make the library users feel at ease for most of them would not want to disclose their ages. The results are as follows:-

Table 3: Distribution of the readers by sex and ages:

AGES	MALES	FEMALES	TOTAL	%
18-20	14	9	23	21
21-25	40	8	45	44
26-30	12	6	18	17
31-35	9	0	9	8
36-40	5	0	5	5
40-50	4	0	4	4
50++	1	0	1	1
TOTAL	85	23	108	100

In table 3, 65 per cent of the library users are of ages between 18 and 25, between 26 and 30 years which is the prime age, there is only 18 percent. 51 years and beyond which is the retirement age, we have only 1 per cent.

In item number 4, the users were asked to indicate the highest level of education attained. The results was as follows:-

Table 4: Distribution of readers by Education standard and sex:

STANDARDS OF EDUCATION	MEN	NO.	%	WOMEN	NO.	%
STD. 1-8		0	0		0	0
FORMS 1-4		15	18		7	30
DIP./CERT.		45	53		11	48
DEGREE		25	29		5	22
TOTAL		85	100		23	100

The results shows that the majority of the library users are diploma holders or are studying for a diploma. This forms 53 per cent of the total population. Those of education standards 1 - 8 do not use the library at all.

In an attempt to find out the users of the public libraries in terms of social status (occupation), question 6 required the users to specify their occupation. The results are summarised below:

Table 5: Distribution of readers by social status (occupation):

OCCUPATION	NO.	PERCENTAGE
Professional	26	24
Clerk, Typist etc.	11	10
Technician	2	2
Manual Workers	4	4
Students	53	55
Unemployed	5	5
Retired Officers	1	1
TOTAL	103	100

The table above shows that only 1 per cent of the retired officers ever visits the library. Most of the library users are composed of students who form 55 per cent. The professionals and paraprofessionals together form 34 per cent. It was encouraging to see unemployed people in the library who form 5 per cent.

In item number 3, the users were requested to state how far they travel to the library. The results are summarized below.

Table 6: Distribution of distances in kilometers between the users place of residence and library:

DISTANCE COVERED KM	NO OF PERSONS	PERCENTAGE
1	30	28
2	16	15
3	9	8
4	6	6
5	11	10
6	7	7
7	4	4
8	2	2
9+	22	21
TOTAL	107	100

It is evident that 51 per cent of the library users in Nairobi commute a distance of 1 - 3 kilometers to the library. Those who live 9 kilometers and beyond form 21 percent of the library users.

4.3. READING OF NEWSPAPERS

Users were asked to indicate the number of newspapers they read daily. The responses was as follows. Those who said that they read four newspapers daily formed 7 per cent, three newspaper reader formed 21 per cent, two newspaper 49 per cent and those reading one newspaper and none were 21 per cent and 2 percent respectively.

Readers were requested to indicate the language in which the newspaper they read most is written. The following are the results.

Table 7: Language commonly used.

LANGUAGE	%
ENGLISH	96
KISWAHILI	4
VERNACULAR	0

English written papers are read by 96 per cent of the library users while 4 per cent read Kiswahili written papers. There was no indication of vernacular readers whatsoever.

The users were required in item's 9 and 20 to indicate the source of newspapers and journals they read respectively. The following is the summary of the findings.

Table 8: Sources of Newspapers and Journals

SOURCE	NEWSPAPER		JOURNAL	
	NO.	%	NO	%
Street Vendor	44	33	51	38
Borrowed from friends	43	33	54	41
Work place	15	11	19	14
School/Training				
Institute	26	20	7	15
Others	4	3	1	1
TOTAL	132	100	132	100

It appears that most library users depend on newspapers and journals gotten from friends and relatives. This accounts for 33 per cent and 41 per cent respectively. Street vendors accounts for 33 per cent for newspapers and 38 per cent for journals. Work place supply 11 per cent of newspapers and 14 per cent of Journals. The rest gets from school or training institutes, accounting for 20 percent for newspaper and 15 percent for Journals. Others get through subscription or office visited.

It was unfortunate to note that Macmillan Library does not supply its readers freely with journals and newspapers. They have to pay a weekly subscription fee of Ksh. 20.

The users were asked in item number 10 to indicate the frequency in which they read a newspaper. The results were as follows; 75 per cent said they read newspapers every day; 15 per cent read five times a week; 6 percent reads four times a month, 1 percent read once per month and 3 percent rarely reads the newspapers. On average the users indicated that they spend approximately 48 minutes reading newspapers daily.

In item number 12, the users were asked to indicate the items they read from the newspapers and amount of time they spend on each. The results were as follows

Table 9: Items read (subject) in newspapers and amount of time spent on each:

ITEMS	TIME	%.
Local and international news	17	22
Ads., radio and T.V programmes	7	21
Sports, Hobbies, Stars etc.	8	18
Education, History, Science	13	16
Editorials	9	18
Books review etc.	10	5
TOTAL	64	100

Table 8 above shows that the most read feature in the newspaper is the local and international news which allows for 22 per cent; Announcements, advertisement and T.V. programmes accounts for 21 per cent, both editorials and sports, hobbies, starts and recreational materials carry 18 per cent each. While education, history and science feature accounts for 16 percent book review and other feature which include items such

as cartoons, weekend magazines, new cassette release charts, to-days in history, whispers, where it matters, letter to the editors as well as filing in the cross-word puzzle accounts for 5 per cent.

4.5. READING OF JOURNALS OR PERIODICALS

Majority of the library users indicated that they are fully aware of the existence of journals and periodicals.

Item number 14 required the users to indicate whether they had read anything from a journal in the past 3 months, the results were as follows: 73 per cent of the library users had read at least one journal in the past three months. 27 per cent had not read any journal prior to the interview.

The readers were asked to indicate their favorite magazines or periodicals in item number 15. The following were some of commonly mentioned journals.

Table 10 Commonly read journal

JOURNAL/MAGAZINES	FREQUENCY	%
Parent	30	25
Weekly Review	24	20
Step	10	8.3
Business Trend	10	8.3
Law Monthly	6	5
Newsweek	6	5
Today in Africa	6	5
couples	4	3.3
Economic Review	4	3.3
Ebony	3	2.5
Society	3	2.5
Finance	3	2.5
ICPAK Journal	3	2.5
Accountants	2	2
Mirror	2	2
Readers digest	2	2
spectators	1	1
Cosmopolitant	1	1
TOTAL	120	100

The above list of journals are the commonly or favorite journals of the readers. These journals or periodicals are

found and read in the library or at home.

In item numbers 16 and 17, readers were asked to indicate the number of days they read their favorite journals and their daily time expenditure. The results were; the majority of the people read magazines 4 days a month, that is once per week, spending minimum of 44 minutes each day.

Users were requested to indicate the item they read most in their favorite journals. The results is as shown below:

Table 11. Item read in magazines

ITEM	NO	%
Local and International news	63	31
Editorial in magazines	49	24
Science, Education, History	29	14
Fictional stories, hobbies, Recreational materials	54	27
Others	7	4
TOTAL	202	100

Apparently, it appears the local and international news is quite striking as it is read by 31 per cent of the respondent.

This is seconded by the fictional stories, hobbies and other recreational materials which accounts for 27 per cent. Editorials in magazines account for 24 per cent while science, education carries 14 per cent of the respondent. Others accounting for 5 per cent includes features such as sports, advertisements, christian stories and word puzzle.

In item number 22, the users were required to state the reasons why they read journals. Most users choose more than one reason. The results are summarized below:

Table 12.Reasons for reading journals and periodicals

REASON	NO	%
To keep abreast of knowledge as the most current information and discoveries in various fields are reported in periodicals	59	37
To gain knowledge in general	49	31
To gain knowledge on how to do certain things	23	16
To help pass examinations	15	9
To help improve performances in my field of work	9	6
Others	3	2
<u>TOTAL</u>	<u>158</u>	<u>100</u>

The above table shows that majority of the people read periodicals to discover new developments. This accounts for 37 per cent. This is closely followed by 31 percent who read periodicals to gain knowledge in general, 16 per cent read these journals and periodicals so as to gain knowledge on how to do specific things better and only 9 per cent read for examination purposes. 6 per cent for proficiency; that is so as they may improve their performances in their places of work. There are those who read for general entertainment career development and faith in christ enrichment.

4.6. READING OF BOOKS

Library users were asked to indicate whether they had read anything from a book in the past 3 months. 89 per cent answered in affirmation and only 11 percent answered negatively. When the users were further asked to indicate the number of days they read the books, majority indicated 19 days per month.

In item 25, the library users were required to state the number of hours they spend reading books per day. The results are summarized as follows:-

Table 13: Time spent in reading books

TIME	NO.	%
Below 30 minutes	3	3
30 min.-1hour	25	25
1-3hours	35	35
3-4hours	20	20
5-7hours	10	10
8-10hours	6	6
total	99	100

Only 3 percent of library users spend below 30 minutes per day reading books. 60 percent of the library users spend between 30 minutes and 3 hours with 36 per cent spending between 1 - 3 hours. 20 percent spend a range of 3-4 hours while 16 percent spend five hours and beyond in reading per day.

In item number 26, the library users were asked to indicate the language in which the books they read was

written. The findings are as follows:

About 98 per cent read books written in English and only 2 per cent acknowledged reading books written in Kiswahili. There was no indication of a person reading a vernacular written book from the library.

The users were requested to indicate the subject or items they preferred reading in the books. The response is shown below:-

Table 14; Subject read in books

SUBJECT/ITEM.	NO.	%
Politics, Business, Commerce	56	43
Non-Fiction books	21	16
Fictional materials	32	24
Reference work materials	22	17
TOTAL	133	100

According to the table above, it shows most library users read professional course books which form 43 per cent of the total number, second rank is that of fictional stories and other recreational material which carries 24 per cent. Respondents reading other non fictional materials form 16 per cent while 17 per cent is comprised by those respondents doing reference works in manuals and encyclopedia.

When the respondents were requested to state the reasons as to why they read the books in item number 29, they responded as shown below:

TABLE 15: Major reasons for reading

REASONS	%.
To learn	62
For Specific information	26
To relax	12

The above table indicates the reasons in percentages on reasons for reading books. 62 per cent of the library users read books to learn in general, 26 per cent to attain the vital information which they are in need of while 12 per cent read for relaxation and pleasure.

Table 16: Distribution of readers according to social status and reasons for reading a book:

TIME	30MIN	1-2HR	2-3HR	3-4HR	5-7HR	8-10
Professionals bankers etc	1	6	13	3	2	2
Clerks, Typist technicians etc	0	2	6	1	1	0
Manual Workers	0	0	1	2	0	0
Student	1	13	11	14	10	3
Unemployed	1	0	3	3	0	3
Retired officer	1	0	0	0	0	0

The table above leads us to concluding that most of the library users in the public libraries are students. They are the people who spend the most hours in reading in comparison to the other groups.

In another instance, the readers were asked to indicate their favorite writers. The following table shows the commonly mentioned and read writers.

Table 17: Readers favorite writers

WRITERS	NO	%
Kenyans	19	29
African writers outside Kenya	16	25
European writers	28	43
Asians	2	3
<u>TOTAL</u>	<u>65</u>	<u>100</u>

NB: The writers names have been grouped according to locality. Not all respondents were able to name their best writers. According to the table the percentage of the African writers compared in that of the European writes was 54 per cent and 43 per cent respectively. Asians writes stood at 3 per cent. The respondents mentioned both fictional and commercial courses writers.

In item number 30, the readers were asked to state the challenges they experienced on reading a book. They gave the following views:

Table 17:challenges on reading books

CHALLENGES/IMPACT	NO	%
Has learnt to know/observe cultural values	7	6
Has helped to improve ones career	16	16
Helped one to live as honest/good citizen	10	10
Helped one pass the examinations	8	8
Enlightened one on day to day life	8	8
To succeed requires hard work	8	8
I have been able to appreciate love and respect others	15	15
Taught me on health science (Aids,Mental)	12	12
Its a source of inspiration e.g. writing playing	8	8
Has led to reinforcement of believe/faith in Christ	6	6
Helped ones to relax	4	4
<u>TOTAL</u>	<u>102</u>	<u>100</u>

It is important to note that at least every book has a

message to portray to its readers. This shows the readers are able to extract important and essential information from the books they read which benefit them in life.

In item number 31 the library users were asked to indicate other sources of books they read besides the ones gotten from the library. According to the respondents 28 per cent of readers got their books from friends and family members 26 per cent from the bookshop, 17 per cent from schools and colleges 14 per cent from the streets and auction centres and only 7 per cent got their books from their working places.

4.7. USE OF THE LIBRARY

In item number 32 the respondents were asked to give their personal reasons of visiting the library. The following are the results.

Table 19: Reason for visiting the library

REASON	NO	%
To read newspapers/magazines	17	15
Reference work	17	15
To borrow books	11	10
To prepare for exam/homework	58	52
To relax	5	5
Others (Work, prepare summons) meet	3	3
<u>TOTAL</u>	<u>111</u>	<u>100</u>

According to the table above 52 Per cent of the library users come to the library to do classwork/homework and prepare for their exams. Both those who come into the library for reference purposes and read newspapers and magazines account for 15 per cent each 10 per cent is formed by those coming to borrow books from the library, 5 per cent accounts for readers who have intention of relaxation and 3 per cent is comprised of the others who include such people who work in the library those come to meet friends etc.

In item number 33, the users were asked to indicate whether they carry into the library their own text books from the outside apart from those borrowed from the library. 77 per cent answered in affirmation while 23 per cent answered negatively. This led to the conclusion that the library is inadequately equipped.

Item number 34 requested the readers who carried in books in the library to state the reasons to why. They gave the following reasons:

Table 20: Why people carry in books to the library:

REASON	NO	%
Books needed are out to stock and those available are irrelevant	42	55
The copies are insufficient for all	4	5
I use the library for reading and Examination preparation only	16	21
Not sure of how to locate books	4	5
To make quick references on my books	7	9
I have enough copies	4	5
TOTAL	77	100

From the above table 55 per cent of the library users come with their books in the library because according to them the library does not provide relevant books. Most of the books found there are outdated, 21 per cent use the library only for reading for their exams only 9 per cent prefer using their books so that they can be able to make quick references in their books. There are those who have enough of their copies and those not sure of how to locate the books in the shelves. These account for 5 per cent each.

Item number 36 required the library users to state what they do in case of failing to trace a book they seriously need from the library.

Table 21: Action taken in case of failure to trace a book

<u>ACTION</u>	<u>NO.</u>	<u>%</u>
Seek help from Librarian	51	46
Look for alternative document	25	23
Visit another library	18	16
Curse the day and go home	13	12
Others(buy, borrow etc)	3	3
<u>TOTAL</u>	<u>108</u>	<u>100</u>

Those who seek help from the librarian on failure to trace a book account for 46 per cent while 23 per cent account for those who seek for alternative documents, 16 per cent visits other libraries, 12 per cent surrender and go home 3 per cent of the library users opt to buy or borrow the necessary book.

On asking the users whether they had ever borrowed a book for a friend or relative from the library, 48 per cent gave an affirmative while 52 per cent gave a negative response. The readers were required to speculate the reasons that encourage this passive use of the library. The results can be summarised as follows

Table 22: Reasons for not using the library

REASON	FREQUENCY	%
Distance factor	16	19
Lack of time	15	18
Not registered members	14	17
Commitment in the office	10	12
Poor books in the library	8	10
Not knowing of the services	10	12
Ignorance of knowledge	7	8
Invalid (sick, handicapped)	4	5
<u>TOTAL</u>	<u>84</u>	<u>100</u>

The above table clearly shows that the people who would be very highly interested in using the library services are hindered by various factors. For instance 19 per cent of them complain of the distance from their residences to the library, other factors include those who are not registered as members, this comprise 17 per cent others lack time to attend the library (18 per cent), 12 per cent have various commitments. Those not able to use the library properly also comprise 12 per cent. 10 per cent comprise of those who find the books stocked in the library as being irrelevant and outdated, 8 per cent are ignorant of reading and knowing and 5 per cent have

various problems. These include sickness, handicapped etc.

In item number 39, the library users were asked to give reasons as to what may hinder their reading for pleasure. The results were as follows:

On the limitations on reading for pleasure, it was indicated that there was a very high percentage of lack of facilities in the libraries. This was due to the fact that the librarians lacked enough capital to buy/purchase the books needed by the readers. Another limitation is that of lack of appropriate literature in the library. Most of the literature found in the libraries is outdated and irrelevant. There is also lack of time. Most library users expressed the pressure they suffered when trying to divide the hours of attending the library and their other things such as work in the office and exam pressure.

The above can be shown as follows:

Table 23: Limitation on reading for pleasure

LIMITATION	NO.	%
lack of facilities	46	34
Lack of capital	43	32
Inappropriate literature	23	21
Time factor	18	13

The Library users were asked to suggest various solutions

to cure the above problem so as to encourage adult readers to reading books. The following were the suggestions given by various users:

Table 24: Suggestions on how to improve the readership

SUGGESTIONS	O	%
Equipping the libraries appropriately	27	23
Introducing of mobile library	12	10
Lower books prices	11	10
Establishing more libraries	11	10
Public relations promotion	10	9
Increase reading hours	11	10
Improve living standards of people	8	7
Promotion (display advertisement)	11	10
Seminars on library use(user education	14	12
TOTAL	133	100

The most important activity is to carry complete overhaul and equip the library with appropriate materials which carry about 23 per cent, 10 per cent comprised of those suggesting on introduction of mobiles, those suggesting on establishing more libraries and those suggesting on promotions. Such as advertising and displays. Also 10 per cent includes those

suggesting on increasing the reading hours and those who suggested on lowering the book prices. Other suggested that there should be more publishing and general improvement on the standard of living.

4.8. USE OF LEISURE TIME

In item number 41, the library readers were asked whether they watch the television sets in their homes. 27 per cent claimed that they owned no television sets in their houses while 72 per cent claimed to have them. Those having the television set at home spent at least 3.06 hours on watching their favorite programmes.

Below is a comparison between those people who watch the T.V. those who read the books and those who read newspapers among the public library users.

Table 25: Time spent in watching T.V. , reading books and reading newspapers

ACTIVITY	TIME
T.V. viewing	3.06 hours
Reading a book	1-3 hours
Reading a newspaper	48 minutes.

In item number 43, the readers were asked to specify the most appropriate reason for their watching the T.V. 40 per cent said they watched T.V. so as to get information and educated in all subjects; 38 per cent for entertainment and 22 per cent for relaxation.

Item number 44 required the library readers to indicate other ways in which they spend their leisure time, the results were as tabulated below:

Table 26: Use of Leisure Time

ACTIVITY	NO	%
Visiting friends/relatives	54	28
Watching films	26	14
Going to the Discos, theaters	12	6
In bars	7	4
In prayers, fellowship	37	19
Talking	39	20
Stadium	10	5
Others	6	3
TOTAL	191	100

The data above shows that 29 per cent of the respondents spent their leisure time visiting friends or relative; 19 per

cent on talking, 14 per cent on watching film; 6 per cent on discos, 5 per cent in the stadium, 4 per cent in bars and 3 per cent in other activities such as sleeping, being alone, domestic works or listening to music.

In item number 43 the readers were asked to specify the most appropriate reason for their watching the T.V.

40 per cent said they watched T.V. so as to get informed and educated in all subjects, 38 per cent for entertainment and 22 per cent for relaxation.

4.9. RESULTS OF INTERVIEW

Part two of the research instrument consisted of a short, structured interview with the librarians. The interviews covered at least one person from the following libraries. The Kenya National Library Services (Nairobi). Macmillan, Eastlands and the Kaloleni branch.

The librarians were asked to indicate the total number of their workers and to categorically state whether trained or untrained. The table below is the summary of the findings.

TABLE:27 LIBRARY STAFF

K N L S

MACMILLAN

	NO.	%		NO.	%
Professionals	11	32		14	27
Non-professionals	23	68		38	73
TOTAL	34	100		52	100

The number of trained personnel in the public libraries is quite low. Only 32 per cent of KNLS and 27 per cent of Macmillan have had any sort of training. The rest are untrained.

USERS

The librarians were asked to comment on the number of the expected users, the registered members and the area or environment served.

RESULTS:

The librarians of both libraries agreed that majority of the library users are students undertaking one or two commercial courses. Indeed very few adults in normal circumstances use the library. They observed that each library draws its customers from the surrounding residential areas. However, users outside Nairobi are not uncommon

SITTING CAPACITY

The libraries so far visited have varied sitting capacity. The following is the number of students that can be accommodated in the adult section at a given time.

TABLE 28:a: SITTING CAPACITY

Library	Persons
Macmillan	56
Kaloleni	30
Eastlands	168
KNLS	200

It is important to note that during the examination period, the libraries are packed to the brim. Infact, there is literary queuing of few available seats in the macmillan

REGISTERED MEMBERS

The following is a list of registered members of the library users in KNLS and Macmillan and its branches. KNLS requires only an indemnifier for one to be registered as a user. In contrast, the Macmillan and its branches requires one to pay Khs. 20 for any loaned item in the library.

TABLE:28:b: 1993 REGISTERED LIBRARY USERS

	Adults	Children	Total
KNLS	464	245	709
Nairobi C. Lib.	1293	418	1711

It can be noted that the city council libraries are playing a crucial role in the dissemination of information. 1711 members per year is a good figure.

ITEMS LOANED TO ADULT USERS (1993)

In order to get the number of the heavily borrowed class of books, I decided to tabulate the total number of items borrowed in 1993.

TABLE;29; ITEMS ISSUED

CLASS	KNLS	MACMILLAN	KALOLENI
000	0	59	0
100	0	314	18
200	636	262	12
300	1382	787	78
400	283	77	3
500	1154	512	41
600	2080	988	83
700	413	455	36
800	347	316	19
900	512	559	41
Fiction	2409	341	21
Swahili	19	2808	409
Biography	2428	2467	388

The above table shows that in KNLS, the heavily borrowed class is the fiction technology and social sciences in descending order similarly, in Macmillan and Kaloleni, in ascending order, we have Biography, technology and social sciences.

The librarians in both libraries concurred that the library is heavily used in the morning section

READING HOURS:

The reading hours in all public libraries is very limited. Time set for this activity extends from 8.00a.m. to 5.00p.m. The librarians noted that libraries usually close when other public and private offices close. They also claimed that there has been complain from the users of the short period the libraries are opened on Saturday. Users would like the libraries to be opened on public holidays as well.

LIBRARIANS ATTITUDE TO READING FOR PLEASURE

Most librarians have positive attitude or inclination to reading for pleasure. They claim that they are overtly excited when they see people coming or borrowing books to read for the sake of reading rather than preparing for an examination. This makes them feel proud and worth the profession. Nevertheless, the librarians expressed great concern over the poor utilization of the library facilities.

It was a surprise to hear a person in charge of the Eastland library together with his staff apologetically confess that they have no interest in reading, they would rather chat amongst themselves.

REASONS CONTRIBUTING TO POOR READERSHIP

There were various points raised which are assumed to explain the poor readership. The following are some of the voiced points.

1. General illiteracy among the adults. It was assumed that large number of Kenyans adults are functionally illiterate.
2. Mistrust between spouses. Wives and especially housewives are supposed to keep the house, and more so the kitchen. When they go out, their husband thinks that they are arranging dates with other men.
3. Kenyans and Africans in general is not a reading community and reading is therefore alien.
4. Education system is also to blame. The education puts more emphasis on the education for jobs achievement than gaining knowledge and reading therefore stops with attaining of a job or certificate.
5. Financial status of the majority of people. Many people are poor and the level of poverty is ever increasing day after day. Poor people thinking of how to make the ends meet will never have time to read or visit libraries.
6. Language barriers. Majority of people cannot speak and

read fluently in English or Kiswahili and the number of vernacular books are very limited.

Librarians were asked what can be done to influence positively the reading.

THE FOLLOWING WERE THEIR VIEWS

1. Early exposure of children to books and world of reading, Since these are potential library clientele books should be their companions from the start.
2. Elimination of illiteracy and vigorous campaign on reading.
3. Improving the economic status of the general community to create more leisure time.
4. More translations and vernacular writing to be done to break the language barriers.

CHAPTER FIVE

DATA INTERPRETATION, DISCUSSION AND RECOMMENDATION

5.0.0. Introduction:

This chapter will present interpretations, discussion and data analysed as presented in Chapter Four. The interpretation and the discussion of the data revolve around the objectives of the project namely:-

1. To describe the characteristics of the adult library users in terms of ages. Sex, education background and socio-economic factors.
2. To find out and state the reasons for use of the library by the adults.
3. To establish the quality and quantity of reading by adults.
4. To identify the materials the adult library users enjoy reading.
5. To find out the limitations that hinders effective reading by adults.

USER CHARACTERISTICS:

5.1.2.SEX:

The summary of table (2); of the previous chapter, illustrates clearly that majority of Nairobi adults library users are males who comprises 79 per cent as compared to the female who are 21 per cent. This shows males to be more active in reading than females. The reason could be because males are seen as the future bread winners hence would like to build their careers early enough. Riria (1983) concurs with this when she says:

"In most Third World tradition holds very firm the man who is supposed to be the provider for the family is supposed to be all knowing".

On the other hand, females are found to be poor users of library being represented by barely 21 percent. Riria (1983) reports that this is common to African woman who are overburdened and have absolutely no time to spare. Most of them have to work in the kitchen to feed and look into the most welfare of the entire family. If one has children, it is worse, its very difficult to leave them behind, she coincides.

On the other hand, the percentage of girls in school is lower than that of boys. For instance, statistical abstract (1991) reveals that in 1990, the total enrolment in secondary school was 618,461 of which 264,766 were girls,

representing 43 per cent. Boys were 353,695 or 57 per cent. This is due to high drop out for reasons such as early pregnancies, early marriage as well as traditions such as female circumcision which make them run away from schools.

Surveys done elsewhere (Robinson, 1981) reports that girls are better readers than boys in Australia. Similarly, Gault (1982) reveals that working men spends 5 minutes in reading books and 25 minutes in newspapers while a working woman spends 4 minutes in reading a book and 20 minutes in reading a newspaper, while housewives read better than all. Those figures show that the Kenyan women are poor readers by any standards.

5.1.2. AGE:

The researcher found out that most of the clientele of the public libraries in Nairobi are young adults of ages 18-25 years. According to the available evidence, these adults are the products of the education system and therefore had contact with libraries in schools. This makes them value the potentiality of the libraries as the carriers of important and indispensable ideas. This group forms 61 per cent of the total library users.

As one's age advances, one tends to spare little time for the library use. For instance those of ages 31-35 years

were found to be 8 per cent only. Those of ages 36-40, 5 per cent and over 51 years were 1 per cent.

Elsewhere, Barugh (1984) reports the results of public libraries done in 1969 in America revealing that more young adults males than females used the library in the 19-26 years old age group for sport related interests, job information and race and cultural related problems. He concludes by saying:-

"All library use --- seem to decline with age and among the 50 years old and more, only two out of ten ever visits the library --- middle age between 35-49 years tend to ((be heavy users".

The research reveals that there is generally poor use of library facilities by the middle aged adults, unlike the above reported figures. In Kenya, those aged 31-35 years were only 8 per cent. The reason could be that these people have already completed their education system and with no examination to read for, finds the library worthless. Also, this particular group, especially the women could be tied at home by young children. Perhaps, the only lot one can expect little from are those who are past retirement age, due to their weakening body mechanism. In the study, only 1 per cent was found to use the library Blaise (1984) reports that decline in intellectual capacity is usual if not universal and unstable with advancing age. On the reasons for not using the library, 5 per cent indicated invalid (Sickness and handicap) . The information needs of

aged and elderly is very different. This group falls in a special category and requires books written in large prints and actually delivered to their place of residence.

Reading in the Kenya public libraries is almost reserved for the young adults. They are the 'mainstay' in the use of the services offered. Age seems to be a strong determinant, since as one advances in age, the less he tends to be pulled to the libraries.

5.1.3. EDUCATION BACKGROUND

Table [4) shows a comparative relationship between the use of the library facilities and the level of education attained. In the just concluded survey, it was revealed that those who dropped their formal education in the primary level were very poor users of the public libraries. It was found that majority of the library users are diploma holders, accounting for 52 per cent, closely followed by University degree holders at 27 per cent. Those who had reached up to form four formed 21 per cent. Primary school drop out were conspicuously absent in the library. In essence, majority of library users is drawn from the clientele with diplomas in education in various disciplines and those who had completed secondary school education. The zero percent represented by primary level of education indicates how easily people becomes frustrated when their

educational goals are not achieved. This group in few years time after leaving school lapses into illiteracy and cannot read anything beyond a simple newspaper. The above trend is easily related to the education system in the country. People read to pass the examinations or for academic purposes. The 53 per cent and 27 per cent representing the diplomas and degree holders respectively are actually reading for a reason, mostly the examination. The primary school leavers have become discouraged and disillusioned consequently withdrawing from reading completely as there is nothing to gain. (Chakava (1992) observes:-

"Kenyans have been known not to read beyond completion of their formal education. This is true of the older generation who were brought up under British colonial system. That system emphasized education for achievement rather than education for life."

Reading to majority of Kenyans is not a priority even to the highly educated individuals. Murgor (1987) once observed the following which is true up to date:-

"The Kenyan public hardly reads for the sake of it. Even among our educated, once they are out of school the reading habit dies ---. The image created by the education system right from the onset is that reading is for passing examination. Reading is then taken as taxing and punishing affair which should be forgotten as soon as the school time is over".

In general reading and use of library facilities is greatly influenced by ones school experience. The public libraries in Kenya are used by fresh graduate of the education system

with education level above primary level. This is because in our education system the primary school libraries are not emphasized anywhere. It is therefore unrealistic to expect people who have never used libraries in their school life to use them on leaving school. This group of persons have very limited sources of information. I believe this group relies on other people - peers, public barazas and radio for their information need.

5.1.4. Occupation:

The largest single group of public library users were students, accounting for 55 per cent. The professional and para-professionals, 34 per cent while the manual workers and unemployed accounted for 4 and 5 per cent respectively.

The large number of students use the library for examination preparation. This is expressed by 52 per cent of the total library users.

The full time employed people were represented by 34 per cent. The low turn out of this category of people is perhaps due to lack of time. It should be noted that the libraries are open when majority of workers are in their offices and closes at 5.00 p.m. This denies the working class ample opportunity to use the library facilities. In fact, 13 per cent of the active user indicated time limitation as the major reason for not using the library

effectively. It was very exciting and pleasurable notion to see a number of unemployed and manual workers, making full use of the library facilities. I expect with the rise of un-employment in Kenya to see more and more people use the library in search of jobs opportunities or career development and body relaxation.

The distribution of users in social classes shows that those below middle class as per occupation tends to use library more than those in the middle class. Indeed, 66 per cent of the users are either students or non-waged persons.

Normally, we should expect people who are socially and economically comfortable to use the library more than the lower class ones, who have to fend for themselves against the economic hardship and other daily problems. The problem with the Kenyans is the lack of priority in reading.

Dumbutshena (1993) says the following about Zimbabwean:-

"Even in the more affluent homes --- one would not find books being read for pleasure. In these homes books are not a priority - chicken, rice and beer are".

I believe similar situation is taking place in Kenya as described above. People should read for the sake of it.

5.2 REASONS FOR USE OF LIBRARIES

Table 19, in the previous chapter indicates that majority of the users of library were those who had come to do class work or for examination preparation. This

particular group was represented by 52 per cent. Those who come into the library to do reference work or borrow a book account for 10 per cent each while those coming to read newspapers or magazines formed 15 per cent. Only about 5 per cent accounts for readers who come to relax.

The research established that among those who use the library for examination preparations, some are full time students while others are clerks and other professionals sitting for a private examination or proficiency test in various discipline. Similar observation is reported in Nigeria by Ogunshenye (1976). She says:-

" Reading public consist of clerical workers and students. Both these groups are found to include candidates for academic or professional examination and their aim is to improve their production skills".

I can comfortably state that the 52 per cent of the library users are working for a higher certificate. This certificate may increase their earning power in the years to come. The librarians also testified that majority of their library customers are students. Those coming to read newspapers were represented by 15 per cent. Newspapers readers indicated that majority read the local, international news item and the editorial. At least, 98 per cent indicated that they read newspapers daily. Despite the libraries being the cheapest source of information for the mass, few, still come to read newspapers there. The rest gets their newspapers from the street vendors or borrow from

friends each accounting for 33 per cent, while 20 per cent reported that they get from their school or institution libraries provides opportunities and variety of materials to its clientele cheaply. The prices of magazines, newspapers and books are ever increasing beyond the capacity of the common man and the only way to provide materials conveniently is through libraries. For instance, a newspaper in 1980 used to cost Kshs.1.20 while the average salary for a graduate was Kshs.3,000. Now, in 1994, the same newspaper costs Kshs.15 while a graduate earns Kshs.5,300. The picture is that the newspapers have gone up by 1150 per cent while salaries have risen by only 76 per cent. This makes them unaffordable. About 5 per cent of the library users indicated that they had come to relax. This is the group that uses the library for recreations or amusement. They come to the library not because they are in need seriously of a particular piece of information, but to relax their mind. Though this group forms a small percentage, it is quite important in a young nation like Kenya. It is true that this group consist of people who keeps pace with the immense growth of information in all spheres. Other people indicated that they come to borrow a book in the library. this accounted for 11 per cent.

The surveyor did not come across a person who claimed to be a teacher, tutor or a lecturer from an institute of higher learning. It is up to these learned people, I

believe, who should lead by examples. If they are seen reading, their students will read.

Majority of the library users indicated they come to the library with great hope of their information needs to be met and satisfied. They expect their expressed needs and wants to be matched with the information sources available.

This is the role of librarian. For instance, 46 per cent disclosed that they seek assistance from a librarian in case of a failure to trace a document. this is very encouraging.

It can be attributed to the users realisations of their rights to be informed. Also, the modern librarianship

training equips the librarians to be public relations officers - approachable and accessible. About 23 per cent

said they seek alternative document if they cannot get the original materials. The challenge is to the librarianship

administrators to provide enough books to satisfy the users need adequately, to retain the present users and attract the

potential users. It is good for the librarian to note that people read books that are available and if books they want

to read are not available, they don't read sometimes.

5.3. MATERIALS ADULT ENJOY READING

Libraries act as banks of information. This information can be made available to customers inform of newspapers, periodicals, books and even microforms.

The daily newspapers is definitely the most widely read document as it is read by 98 per cent of the library users. Those who read at least two newspapers are 49 per cent, while 21 per cent read three newspapers. The most popular news item is the national and international news, closely followed by the announcements, advertisements and television programmes represented by 22 per cent and 21 per cent respectively. This implies that most of the newspapers readers are interested in politics, both national and international as well as the jobs related announcements and advertisements.

Besides the newspapers offering good and current information in both politics and socio-economic areas, they also act as a good source of leisure materials. In fact, 18 per cent indicated they read hobbies and other recreational materials in the daily newspapers. Features such as where of matters, book serialisation, if any, whispers and filling the cross-word puzzle accounts for 5 per cent, and therefore part of the popular themes. If the parents could form the habit of reading newspapers daily, and especially in the presence of their children, they would pick the reading habit and extend to books and other documents.

The periodicals are also widely read documents, both in the library and at home. Indeed, 37 per cent of the library

users indicated they read to keep abreast of knowledge as the most current information and discoveries in various fields are reported in periodicals. The periodicals however were rated low as sources of examination preparations. Only 9 per cent indicated reading periodicals for examination purposes. The magazines are very popular with the general public as a source of light recreational materials. Indeed, 31 per cent said they read periodicals for leisure. Generally, 73 per cent indicated having read a periodical in the past three months.

The common type of the periodicals in the Kenyan libraries are the ones most people refer to as the commercial journals. Those are popular and exciting to the general public due to the topics they deal with. In Kenya those periodicals have gone further to specialise in the kind of news item they offer to their audience for instance, we have parents magazines which deals with family life, more specifically on children and parenthood, step magazines is whole concerned with Christian life. While magazines such as Cosmopolitan, Women Mirror, Ebony deals entirely with women. Other magazines including the society, Finance, Weekly Review, Newsweek are general magazines with great proportion dealing with politics. The emphasise is that Kenyans are good readers of periodicals. The most preferred magazine or periodical is the Parent, indicated by 25 per cent of the library users, followed by Weekly Review at 20

per cent, Step and Business Trend were each selected by 9 per cent. Scholarly journals dealing with serious research work should be included in the library. The only fear is that many of them may go unread because of the language barrier, as most of the scientific works are written in technical language unique in that particular discipline. If professional journals such as accountants and ICPAK journals are finding their readers, though at 3 per cent, scientific journals would similarly have readers if the language can be simplified.

The other document type kept and widely read in the libraries are the books. Books are the most stocked compared to other documents in the public libraries. In fact, 89 per cent of the readers confessed having read a book in the past three months. Most of the library users specified they read books to learn. This accounted for 62 per cent, while 26 per cent read to locate information. Those two groups making up 88 per cent are in one way or the other indicating that their major intent of reading is to isolate factual information for one reason or the other.

Among the readers, 12 per cent said they read to relax. These are the lots who take books as any other source of enjoyment or entertainment such as films, discos, parties, dramas and so forth. This category of readers is the one which the library authority should seek and encourage to use the library more and more. This group can be encouraged

by investigating their information needs and consequently satisfying them adequately.

The language choice is also a very important factor in determining what a person reads. Other factors could be awareness of what is available in the market, and having a good conducive environment for sharing what they have read. In this survey, it was observed that books written in English are more popularly read than books written in Kiswahili or the vernacular languages. As high as 98 per cent indicated they prefer books written in English compared with only 2 per cent in Kiswahili. In the area of publishing a similar picture is reflected. For instance, Chakava (1992) gives a summary of publications in Kiswahili, mother tongue and English over five period extending between 1985 - 1989. Out of 1,045 titles published, 777 titles were in English, while 219 titles (21%) were in Kiswahili leaving mother tongue with 44 titles (4%). This high use of English documents can correctly be attributed to the prominence English language has been given in the schools as the language of instructions as well as the official language in the country. The publishers being business minded individuals, tends to publish in a language which appeals to majority of people, both locally and internationally. This has resulted into negligence of Kiswahili and the mother tongue language.

However it should be noted that (Chakava, 1982) among the

1,200 languages spoken in Africa, only 600 can be written in. In Kenya, we have 42 languages excluding Kiswahili and English and if publishing could be done in at least 20 languages, we would be sure that majority of the Kenyans and especially those living in rural areas will have adequate access to information which can result in improved economic performances. The undisputable fact is that people read in a language they are proficient in. According to an article in Daily Nation, 18, November, 1981, Kiswahili is the second language for the majority of Kenyans. About 10 millions Kenyans can use Kiswahili in their day to day activities. 5 million Kenyans know only their mother tongue and only a one-sixth of the population (2.5 million) can use English. The present researcher believes therefore that good books written in Kiswahili or vernacular could easily become best sellers. In fact, books written in 'Sheng' a bred language between Kiswahili and English can be very popular among the Nairobi adolescents because they can simply understand the language and identify it with themselves.

Vernacular written books also can turn into thrillers. A title by Ngugi CAITANI MUTHARABA-INI in Kikuyu proved this point. Simply put, the books had the correct content, style, characters and plot. If translations are done from English vernacular of the popular books it would have the effect of turning people into apt readers. Similarly,

vitimbi, Njia Panda, Vioja Mahakamani programmes in Kiswahili are very popular among the Kenyan than the Neighbours, or 'The Rich also Cry' when screened in television, why? Because the language barrier is cut off and it becomes as natural as sucking when reading our best language.

Table (29 p. 64) shows that more library users are reading the books at home than physically using the library. The increased number of loaned items from the library indicates the improved living conditions back in our homes.

Also it could indicate the increasing number of passive users, assuming the borrowers are not the actual users. It was found that fiction and biography are the books in demand followed closely by technology subjects and social sciences in the third position. The high demand on science and technology is due to the high value placed on scientific and technological development and also others are reading the social sciences with a hope of making it to high paying offices.

To the happiness of many, more people are turning into reading the fictional and other recreational materials in their homes than in the libraries. Of the total borrowed books, 5,645 were fictional materials, 3,152 technology and 2,247 in social sciences among others. Reading is a habit which can be copied from one person to another. If young children see their parents reading, they will read too. In fact, parents and other concerned parties should be actively

involved in their children's reading and show an interest in whatever books they bring home from schools and libraries.

The percentage of the African writers preferred compared to that of the European writers was 54 percent and 43 percent respectively. Asian writers stood lowly at 3 percent. This means the African writers write popular exciting and good books easily understood by fellow Africans. In the Kenyan scene, books such as Ngugi wa Thiong'o's *River Between*, David Maillu's *After 4.30*, Ochieng' and Karimi's *The Kenyatta Succession*, Francis Imbuga's *Betrayal In The City*, Meja Mwangi's *Kill Me Quick*, among others are quite popular among the Kenyans.

The African writer will always write good books for the African reader because the style; characters and the setting of the scenes depicts the way of life of Africans, and the book visualise on the things the reader can see around himself and even experience directly or indirectly. This could be in politics, social-economic or in the cultural circles. The reading habit can be improved if the Kenyans, Tanzanians, Nigerian, the African can write good books.

The present research established that the books people enjoy reading at least shapes or changes their lives and their perception in one way or the other. Many library users agreed that a book has developmental value in so far as it provides stimulus situation for new pattern or as it influences and reinforces desirable values and attitudes of

the reader. When requested to state a challenge one got from reading a book, 16 per cent indicated they were able to improve on their career, 15 per cent were able to appreciate and reciprocate love from others, while 12 per cent indicated they gathered information on AIDS, the dreadful disease that has no cure. The point is that books are worth reading and most of the books have meaning or messages if they are read by the right people at the right time at atmosphere.

5.4.0 VOLUME OF READING.

The efficiency in reading can be measured partly by approximating the amount of time spent in reading a certain document per day.

In the newspaper reading, it was observed that 75 per cent of the Library users read newspapers daily spending approximately 48 minutes, skimming, or reading their popular news items such as the national and international news, editorials, advertisements, announcements and the weekend magazines among others. Most readers confessed that they spend more hours on weekend newspapers as they contain more interesting leisure features than news.

The reading of periodicals is also very encouraging. A close to 73 per cent of the library readers acknowledged spending 4 days per month reading their favourite journals, taking about 44 minutes per day in reading.

The users indicated they read books, irrespective of quantity, 19 days per week. About 61 per cent of the library users acknowledged reading for between 30 minutes and 3 hours. This is a good time range if one considers the many hiccups, such as lack of appropriate materials, time and a distance has to travel. In general, Kenyans do read, but only for academic purpose. Reading for pleasure is not established.

5.5.0 READING PROBLEMS:

The following are some of the problems that hinder the effective utilisation of the libraries, as revealed by the users.

For one, there are many people who are too far away from the facilities to exploit them fully. Libraries are heavily used by people who live in the immediate vicinity. Among the reasons given for not using the library 19 per cent cited distance. Indeed, 50 per cent of the readers travel a distance of between 1-3 kilometres to the libraries whenever they need to use the facilities. The problem of distance brings in the transport fare, congestion in public services vehicles and other problems associated with travelling.

Another obstacle to appropriate use of the library facilities is that of locations. It is a fact that most libraries are situated within towns, and especially those

under the Kenya National Library Services (KNLS). This incident of locality makes it impossible for the people who seriously need their services. Indeed, 10 per cent of the users were of the opinion that if libraries are established in areas such as Korogocho, Kibera, Mathare, Mukuru etc. reading could be improved. Another 10 per cent of users believed that introduction of mobile libraries to some areas can save the situation. The problem with the mobile unit is the frequent breakdowns and lack of money to repair the vehicles.

Another acute limitation to the use of the libraries is the question of space. This particular problem is more experienced in Macmillan Library than anywhere else. Its sitting capacity of 56 persons makes it hard, if not impossible to accommodate the ever coming users. Users are literally made to queue for the few seats available on the first come first served basis. The fact is that 34 per cent of the users cited the hindrance of the facilities in libraries as the major problem. In addition some basic facilities such as toilets, good light, appropriate ventilation and water taps are lacking making the users patience and concentration very low. The panacea to the above problems is extension and renovation of the existing library building. The space available must reflect the population growth in the city.

The skyrocketing prices of books due to inflation, fall

of shilling against the world major currencies and the structural adjustment programmes (SAP) have made the books unaffordable. It was observed that 66 per cent of the newspapers readers depended on friends or relative or college, while only 38 per cent of journal readers buy leaving 62 per cent on other sources. Similarly, 60 per cent of books readers borrow from library, friends and only 40 per cent buys either second hand or in a shop. In fact, books are too expensive in Kenya making them out of reach to the common man. Njagi (1994) blames this on the high taxation imposed on them. He observes:-

" Books can be cheaper and affordable if paper was exempted from duty and value added tax (VAT) --- Paper constitute about 70 per cent of book production costs and drew both VAT and Duty --- the British low priced textbooks cost about a one-third less than similar books on Kenya market due to subsidy".

The fact is that books are too expensive in Kenya. Reading for pleasure can be improved if prices were lower. Actually, 10 per cent of the library users indicated that lowering of the prices could positively improve the love for books.

Most libraries are working on a very tight budget. Despite the rising cost of books, their vote is not reflected in the same margin. This could be due to lack of finances or lack of commitment among the administrators on the library needs. Among the users, 55 per cent indicated they bring with them books to the library because the books

they need are out of stock and those available are irrelevant and un-usable. There is a great need for up-to-date information if the libraries are to be accorded their value, especially in this era of information explosion.

Another real problem experienced in the public libraries is that related to the information retrieval practices. 12 per cent of the users indicated they fail to make appropriate use of the library resources because they cannot correctly use the public catalogues or any other retrieval tool. This has the impact of deterring the users. On this issue, 12 per cent of the library users suggested that user education is of great use if the libraries are to be exploited fully. This problem hits even harder in the absence of trained personnel to run the libraries. For example, in the Kenya National Library Services (KNLS - Nairobi), the number of those with at least basic training accounts for 32 per cent and in the Macmillan it is only 27 per cent. This leaves the majority of the workers in the public libraries with no skills to organize the information for easier retrieval and use, hence hindering the appropriate use of the libraries and the reading patterns. The opening and closing hours of the public libraries is an area of hot debate. Although it can be correctly argued out that the public library workers (Librarians) fall under the civil servants rules and regulations, therefore subjected to open at 8.00 am.m. and

close at 5.00 p.m., their services calls for more time. In fact, 13 per cent indicated time pressure as the limitations for reading, while another 10 per cent wished the reading hours in the library to be increased. In reality, library services offer essential services similar to those given by police, doctors or the transport services, in that we need information in our day to day activities. Libraries therefore merits to be kept open for a bit longer period than the present situation. It is unwise for the libraries to close their doors when the other civil servants are leaving their offices. This denies them the opportunity to use the library hence leaving the books unused and the information untapped.

Reading for pleasure is facing a great challenge and may be overtaken soon or later by other forms of entertainment. With the great technological advances being made, the world is turning electronic. The use of videotapes, videodiscs, tape recorders and television set have penetrated already in those areas which were preserved for books, such as : vehicles (buses), train and its also replacing the popular bed time reading. The research established that the library users spend 3.06 hours in watching television compared to 1-3 hours of serious reading.

Similar fears have been expressed elsewhere in the world. Sunday Standard (1994) reports:-

"A survey done in France in 1990 and reported in the Figaro revealed that 15 per cent of the France

populace were functioning illiterate because of television".

Another survey, in USA (Standard 1994) had almost similar results. The results indicated that quite a number of Americans could not read or write intelligently or follow simple instructions because of too much exposure to television. Kenya may not be far a way from this with the great improvements on the radio and television transmissions. The only consolation, is words from (Matyn Goft 1982) who stresses that television is not a threat but a stimulus to the use of books as entertainment. He correctly argues that the active users of other forms of entertainment are also good book readers, as they expose one to know about books. To save the libraries, they should be equipped with all the possible carriers of information - Television set, video tapes, cassettes, film etc as all of them are carriers of information and are based on written word. This writer holds that the books are there to stay especially in the poor developing countries where it remains the only way to disseminate information to mass. What the writers, publishers, librarians and the teachers should do is to make books accessible to people.

The other danger the reading is facing is actually due to the Africans traditions and culture. Africans have been generally regarded as performing people. Activities such as talking, dancing, singing or takes the central roles.

Achebe (1965) emphasises this when he says:-

"Okwonkwo is a man of action not of thought, but in the absence of work talking was the best".

Okonkwo is depicted as a typical African man who likes talking, socialising, dancing, working but not reading. The research found out that 29 per cent of the respondents spend their leisure time visiting people, 20 per cent in prayers and 19 per cent just talking. The conclusion is that 68 per cent of the library users spend their leisure time in a group talking or praying. To improve the reading habit as Africans, we seriously need to revise our traditions. We need to sever the cords of some of the traditions and believes. Okot p'Bitek (1970) says:-

"It is a taboo to throw down water pots with water in them, but taboos must be ((broken, taboo are chain around the neck, chain of slavery; shatter that pot, shatter taboos, customs, traditions".

Books and reading must replace the tradition methods of information transmission and entertainment. Readers are certainly not isolated people nor are they escapist. Reading, in reality turns one to be a good listener of others, and saves time which would have been spent in attending dances and talking 'sessions'. It's a pure way of relaxation.

The tradition links can be cut off by providing the correct books in the libraries. The researcher is of the opinion that the writers should write books, especially the fictions in poetry or play forms which introduces the aspect of two or more people talking with aspect of dances, riddles

etc. Generally there are various aspects of inequality in access to information in Kenya, which hinders library use. The research has identified some as geographical barriers, individuals, un-awareness of existence of information, unavailability in a form suited to their use. To sum up, libraries must spread information about information in order to popularise reading.

5.6. CONCLUSION:

The National Development of Kenya rests directly on how much the present generation reads. A reading society is a very important national asset of a country since the reading is a very effective way of dissemination of ideas leading to innovation in various section of the economy. Reading is also a good leisure activity that keeps the mind and imagination active and clear.

The concluded survey gives answers to questions such as who is the reader?, what does the reader want?, what is the text?, how does the reader and the text come together and what is the nature of the reading.

Who is the reader is indicated by such factors as their ages, sex, social class and their educational attainment. It was observed that most of the public library users are young people, aged between 20-30 years. True, is also that these young people had fairly good educational standards of

form 4 and beyond of which a considerable number was composed of students. Boys were generally found to be better users of the library services compared to girls.

What the readers want is expressed in terms of values attached to reading and preferences. The Nairobi public library users showed high preference of newspapers and periodicals. In fact 98 per cent said at least they read a newspaper while 73 per cent admitted reading a periodical in the past three months. The most read feature in the newspapers is the local and international news, followed by hobbies and fictional stories and editorials in both newspapers and periodicals. Similarly, 89 per cent of the users indicated reading a book in the past three months. The most popular subjects in the books is the Politics, Business, and Commerce, followed by fictional stories and light recreational materials. Those who borrowed books, showed preferences to fiction and biographies, technology, science and social sciences in that order.

The majority of the books readers in the public libraries observed that they read to prepare for examinations or class work activity. Very little percentage indicated that they read for body relaxation. Those reading periodicals, 37 per cent indicated they read to keep abreast with the current information and only 3 per cent read for entertainments. In general, the reading is goal oriented i.e. to pass the examination or to be informed of the

political happenings within and without the country.

How do the readers and the books come together is partially answered by looking at the source of the documents and geographical situation of the library. It is evident that 51 per cent of the library users in Nairobi commute a distance of 1-3 kilometres to the library. Library is therefore the meeting place. It is also discovered that majority of the users apart from the library, depends on friends, and relatives for the source of the newspapers, periodicals and books.

It was revealed also that the tools used in public libraries for retrieval of information is least understood by majority of the library users. Most users indicated the use of public catalogue as a very frustrating and tedious exercise. This aspect may therefore hinder the process of the book and reader coming together.

On the nature of reading, majority of the books readers indicated reading for a period of 1-3 hours per day. Readers of which students are the majority indicated reading more than 3 hours per day. Those reading newspapers reported to be spending 48 minutes every day while those reading periodicals said they read them 4 days a month spending minimum of 44 minutes per day.

Kenya is far from harbouring citizens who can forgo a bread or any other basic commodity to buy a book, unless it is a class book text. Unlike the western world, which is a

reading society, an average Kenyan would never budget for a book. A Kenyan will budget for films, discos, to buy a T.V. set or a vehicle, but not a book. This is simply because of the poor or lack of reading habit.

The library users indicated some hindrance to the use of library materials. The reasons ranged from the poor and outdated library stock, lack of time, distant factors, to not being aware of the services offered in the library.

5.7. RECOMMENDATIONS:

In the view of the findings, the researcher has the following recommendations to make:-

1. Love of reading should be introduced at the tender ages. For effective reading habit to take roots, parents must play the leading roles. The reading habit seeds must be sown or not in the early childhood. All schools, right from primary to tertiary levels, should have a library with adequate collections of well selected books in all areas of life. The Ministry of Education for this matter, should enact a legislation aimed at introducing, equipping and maintaining school libraries. Presently, the decision to have, or not to have a school library is entirely the prerogative of the school managements. This is very dangerous as majority of the school administrators attach more importance on the

physical structures such as swimming pools, electricity, buying of school track among other things than on libraries. It should be noted that if we expect to have a reading society, people who read for the sake of reading, must be got from the present school products. The reading habit therefore has to be inculcated among them now and not tomorrow.

2. It is important that once a school manages to have a library, and not a 'bookstore' should acquire the services of a trained personnel. It is my suggestion that library skills be made compulsory to teacher education with aim to promote the use of books as the core subject. Presently, English teacher doubles as the librarian, though he has no formal training in that area.

3. Libraries should be taken to the people. Books should be taken to places where books and reading is absent. We should not concentrate good libraries, stadia, good schools, museums in towns only. Rural areas and slums are good places for establishment of libraries. The KNLS should take the challenge to start libraries in places such as Dagorreti, Kibera, Korogocho, Mathare, Githurai and many other places. The use of mobile libraries should be revived. It is very important that information should be made available and accessible whenever and wherever they're

needed by all people of all ages.

4. There is need to maintain the structures of the already existing libraries. The present libraries should be renovated to become more conducive for use by the majority of the people. For people to use this library, especially the young adults, it must be appealing physically. Also essential infrastructures such as toilets, good furniture, bathrooms, water taps should be installed. Macmillan library lacks the above mentioned facilities and this has the effect of deterring potential users besides, maintaining the present ones.

5. Public libraries should be free to all people with aim of sustaining the quality of life in all its aspect - educational, economic, industrial, scientific and cultural. It is truly disgusting to see a clause in the Macmillan rules and regulation saying that all borrowers must pay Kshs.20 for every item loaned and in addition, those who wants to use the 'African ' materials which actually includes newspapers, periodicals and books written by African author pays Kshs.20 per week. This rule serves no interest whosoever. It should be scrapped off before people lost interest in libraries as it drives away the potential users especially those who cannot afford to pay for these services.

6. Books play a crucial role in the life - long education both in schools or out of the schools. People who read books for information or enjoyment have better chances of broadening and widening their knowledge in many fields. The current prices of books makes reading a luxury. Books of all categories are too expensive to the ordinary people who have interests to read. The high prices makes it even impossible for the students to buy books to supplement the class readings.

The government should therefore reduce the taxes imposed on book production items such as the papers, inks, films and plates. The libraries also be allowed to import books freely without too much restrictions. The government should therefore promote all the activities that may in one way or another encourage the production of cheap but high quality books such as maintaining the copyright law strictly and offering subsidies to the local firms.

7. Some public libraries are noted for stocking only encyclopedia and dictionaries and other outdated materials. Libraries should stock the most current information poor, incorrect and outdated information is very dangerous to the person as well as the nation. The sponsors of the libraries should ensure that they provide enough money to acquire the current books and journals. People will have confidence in libraries if only their demands will be met appropriately.

Similarly the libraries should solicit for gifts, and donation from charitable and non-governmental organisation in the name of building a comprehensive and up to date collection.

8. All libraries should set up a department of promotion and public relations. Some people do not use the public libraries due to the fact that they are not aware of the services offered. Though this may be termed as ignorance, by some people, I would say, its their right to be informed. Libraries could use simple methods such as producing of bulletins, pamphlets and magazines to announce what they have and the services they offer. Television set, radio and magazines can be very influential if properly used to promote the use of libraries. Other promotion measure could include library staff reviewing books, authors visiting schools, The most important concern of the librarians these days is to try to match user with information. In other words, the users needs and wants must be established and then satisfied appropriately. This calls for the libraries and other related institutions dealing with disseminations of information to carry out from time to time the community information analysis. These user surveys serves to ensure that libraries stock the materials the users wants or demands. There is no use to stock a library with information that nobody is interested in. This is a waste

of resources. Libraries offer a very essential services to its clientele just like the hospital and police stations. In fact, the libraries being the centres of information dissemination are like power house, since information is power. Librarians therefore ought to remain open for a considerable long period than it is presently. It is ridiculous to have libraries closed at 5.00 p.m., when the majority of the users are leaving their places of work. The librarians in the public libraries are very willing to extend their services up to 8.00 p.m. if the managers of these libraries are willing to offer transportation. This is a chicken feed condition which the administrators of these libraries should jump to utilise.

11. User education must be provided to all new users of the libraries. Some people fail to use the library because they cannot retrieve the materials they need. When this happens, they go home as very frustrated people and may decide not to use the library again. To avoid this, teach the people how to exploit the materials.

12. The government and the professional bodies involved with books should try to establish the national book council. The council will try to address itself to the problems

concerned with the preparation, production, promotion and distribution and the use of books. It will coordinate, advice plan and train the members of the book fraternity, who includes the librarian. National book council will be a blessing as one of its major objective is generating and promoting the reading. It can promote the reading by encouraging the coming up of book clubs, reading clubs, competitions, sponsoring local authors to write on popular topics etc.

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Appendix A.

QUESTIONNAIRE FOR THE LIBRARY USERS:

This questionnaire is aimed at getting information on readership level of the adult library users in Nairobi. The information will be useful in the provision of the right reading materials to the library users by the librarians, authors and publishers. The information you supply will be treated confidentially. Please feel free to provide the most appropriate responses.

PART A Personal Information: (Specify please)

1. Name (option)-----
2. Sex: (Please tick).
Male -----()
Female _____()
3. Nationality:-----
4. What is the highest level of education attained? (Please tick) tick).
 1. Primary (std. 1-8)_____ ()
 2. Secondary (form 1-4)_____ ()
 3. College (certificate or dip)_____ ()
 4. University (degree etc.)_____ ()

5. Which of the following age group do you belong (put a tick)

1. 18 - 20 years _____ ()

2. 21 - 25 years _____ ()

3. 26 - 30 years _____ ()

4. 31 - 35 years _____ ()

5. 36 - 40 years _____ ()

6. 45 - 50 years _____ ()

7. 51 - and over _____ ()

6. What is your occupation? (Specify please)

a. Professionals e.g. Bankers, Lawyers, Managers etc. _____

b. Clerks, Secretaries, Typists, Small businessman etc. _____ ()

c. Technician, for example Plant operators _____ ()

d. Manual workers, (etc) _____ ()

e. Student (full time) _____ ()

f. Retired officer _____ ()

h. Others (specify) _____ ()

7. a. What is your place of residence _____

10. How often do you read newspapers? (Please tick)

b. How many kilometers is your place of residence away from this library? (km) _____

Four times per month _____ ()

Once per month _____ ()

PART B: READING OF NEWSPAPERS: Do you spend reading

Examples of newspapers are: Kenya times, D/nation, Standards, Sauti ya pwani, Guardian etc.

8. How many newspapers do you read (please tick)

1. None _____ ()
2. One _____ ()
3. Two _____ ()
4. Three _____ ()
5. Four _____ ()
6. Others (specify _____) ()

8.b. In what language are the newspapers you read most written?

1. English _____ ()
2. Kiswahili _____ ()
3. Vernacular _____ ()

9. What are the other sources of the newspapers you read apart from the library? (please tick)

1. Street vendors (bought) _____ ()
2. Borrowed from friends/relatives _____ ()
3. Work place _____ ()
4. School or training institute _____ ()
5. Others (specify) _____ ()

10. How often do you read newspapers? (Please tick)

1. Every day _____ ()
2. Five times per week _____ ()
3. Four times per month _____ ()
4. Once per month _____ ()

11. Approximately how many minutes do you spend reading newspapers per day? (Min)-----

12. Which of the following features do you read in the newspapers, and how much time do you spend on each. (Time in minutes)

1. Sports, hobbies and recreation, stars----- (

2. Education, Science, History----- (

3. Editorials etc _____ (

4. Local and International news -----

5. Announcements, Advertisements, Radio and T.V.

programmes (please specify)

6. Books review ----- (

7. What other features do you read? (Please specify)

19. Which magazines would you want to read but are not

PART C: READING OF JOURNALS, AND PERIODICALS

The term 'periodical' or 'journal' is taken to mean a publication which is usually issued regularly without predetermined point. The frequency of issue could be weekly, fortnightly, monthly, etc. included are general magazine such as: Weekly review, Drum, Parents, Viva, and professional journals such as Medical journals, Psychology, Kenya farmers etc.

14. Have you read anything from a magazine in the last one

14. Have you read anything from a magazine in the last one month? (please tick)

1. Yes----- ()

2. No.----- () If no go to Qn.21.

15. What is the name of the magazine you spent most time reading-----

16. How many days do you read this magazine per month-----
----- ()

17. How many minutes do you spend reading this magazine per day
----- ()mins.

18. What other magazines do you read? (please specify)

- 1. -----
- 2. -----
- 3. -----
- 4. -----

19. Which magazines would you want to read but are not available in this library?

- 1. To gain knowledge in general _____ ()
- 2. To gain knowledge on how to do certain things _____ ()
- 3. To help to pass examination _____ ()
- 4. To help improve performances in my place of _____ ()

20. What are the other sources of periodicals you read apart from the library (please tick)

- 1. Bookshop, Newspaper _____ ()
- 2. Street vendors _____ ()
- 3. Borrowed or exchanged with friends/relatives_ ()
- 4. School or training college _____ ()
- 5. Work place _____ ()
- 6. Others specify----- ()

21. Which of the following features or subjects do you read in your favourite magazine? please tick

- 1. Local and international news----- ()
- 2. Editorials in magazines _____ ()
- 3. Science, Education, History-----
- 4. Fictional stories, hobbies and other recreational materials- ----- ()
- 5. Others (specify) ----- ()

22. Among the following reasons, which one do you consider most important for your reading periodicals?

- 1. To keep abreast of knowledge as most current information and discoveries in various field are reported in periodicals _____ ()
- 2. To gain knowledge in general _____ ()
- 3. To gain knowledge on how to do certain things__ ()
- 4. To help to pass examination _____ ()
- 5. To help improve performances in my place of

PART D: READING OF BOOKS

Reading a book includes a quick reading to get facts, use of manuals for directions or formulae, or reading the whole book either in the library, at home or in any other place. With this in mind, please answer the following questions.

23. Have you read anything from a book in the last three months?

Yes -----() No -----().

24. If the answer is yes, How many days do you read those books per month?------()days.

25. How much time do you spend in reading books per day?
(please tick)

1. below 30 minutes_____ ()

2. 30 minutes - 1 hour_____ ()

3. 1-3 hours_____ ()

4. 3-4 hours----- ()

5. 5-7 hours_____ ()

6. 8-10 hours_____ ()

26. What language are the books you read most written in?
(please tick).

1.English_____ ()

2.Kiswahili_____ ()

3.Vernacular_____ ()

4.Others(specify)_____ ()

27. Which subject do you prefer reading most in books?
(tick).

- 1. Politics, business, etc _____ ()
- 2. Non-fiction books (library, science) etc. ____ ()
- 3. Fiction stories, Recreational materials ____ ()
- 4 reference work- Encyclopedia, Manuals etc. ____ ()

28. What can you say is the major reason for your reading a book

- 1. To learn _____ ()
- 2. To locate information _____ ()
- 3. To relax _____ ()
- 4. Others (specify) _____ ()

29.a. Who is your favourite writer? -----

29.b. Can you name a book that you read and it made an impact in your life?

Title of book-----

30. What was the impact it brought?-----

31. Besides the library, which are the other sources of your books (please tick)----- ()
1. Bookshop,----- ()
 2. Bought in auction/street vendors----- ()
 3. Family or friends----- ()
 4. Work place----- ()
 5. School, college----- ()
 6. Gift----- ()
 7. Others (specify)----- ()

PART E: USE OF THE LIBRARY

32. Why did you visit this library today? (Please tick)
1. To read a newspaper/magazine----- ()
 2. To refer to a book (reference work?)----- ()
 3. To borrow a book----- ()
 4. To do classwork/prepare for exam----- ()
 5. To relax ----- ()
 6. Others (specify)----- ()

33. Do you usually come with your books in the library?(tick)
 Yes ----- () No ----- ()

34. If the answer to question 31 is Yes, state your reasons

35. If you came in this library to borrow a book, did you locate it? Yes -----() No ----()

36. When you miss to trace a book you seriously need, what do you do next. (please tick)

- 1. Seek help from the librarian----- ()
- 2. Look for alternative documents (book)--- ()
- 3. Visit another library----- ()
- 4. Curse the day and go home----- ()
- 5. Others (specify)-----
----- ()

37. Have you ever borrowed a book for a friend, relative or a close person. Yes ----() No----- ()

38. If the answer to question no.35 is yes, why do you think these people fail to use the library? (please state)

- 1. -----
- 2. -----
- 3. -----
- 4. -----

39. What limitations do you think can hinder or hinders your reading for pleasure? (please tick)

- 1. Lack of enough facilities in the libraries---- ()
- 2. Lack of enough money to buy books----- ()
- 3. Lack of literature----- ()
- 4. Others ----- ()

40. What do you think can be done to promote and encourage the taste of reading by adults.

- 1.
- 2.
- 3.
- 4.

PART F: USE OF LEISURE TIME

41. Do you have a T.V. set in your home? (please tick)

Yes -----()

No. -----()

42. If Yes how many hours do you watch per day? -----

43. Among the following reasons, tick appropriately the one you consider most important for your watching T.V.

1. To get informed and educated on all manners of subject-----
2. For entertainment----- ()
3. For relaxation----- ()
4. Others (specify)----- ()

44. How else do you spend your leisure time? (please tick)

1. Visiting friends/relatives----- ()
2. Watching film----- ()
3. Going to discos, theatre----- ()
4. In bars (having one or two for the road)--- ()
5. In prayers, fellowship----- ()
6. In stadium (football matches)----- ()
7. Talking----- ()
8. Others (specify)----- ()

45. How often do you engage in this activity (tick please)

1. 7 days a week ----- ()
2. 6 days a week----- ()
3. 5 days a week----- ()
4. 4 days a week----- ()
5. 3 days a week ----- ()
6. 2 days a week----- ()
7. 1 day a week----- ()

APPENDIX B.

INTERVIEW FOR LIBRARIANS.

There was a structured interview directed to the librarian. The information I was looking for includes the following.

1. Number of professionally and semi-professionally qualified librarian.
2. History of the library. the expected number of users, the registered number of users and the environment it serves.
3. The number of users served per day and the classes or the subject, and documents heavily used
4. Which hours of the day is the library heavily used and by which class of the patrons.
5. Effect on reading over the opening and closing hours of the library.
6. Whether the users have anything to do with books selection.
7. His attitude towards reading for pleasure and his views on why this practice is not widely practiced
8. What he is doing to encourage wider utilization of the library.

KENYATTA UNIVERSITY LIBRARY



KENYATTA UNIVERSITY

MOI LIBRARY

P.O. Box 43844
Nairobi, Kenya
Telephone: 810901-12.

Our Ref..... L/GLE/V/694

Your Ref.....

Date..... 18th May, 1994

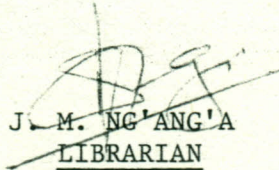
TO WHOM IT MAY CONCERN

The bearer of this letter Mr. Paul Mikwa is a student in our Library Education Unit. He is currently pursuing studies leading to the award of a masters degree in Library and Information Science. As part of his studies, he has to undertake research and write a thesis.

Mr. Mikwa is undertaking research on the following topic:-

"Reading habits and interest among the adults in the Public Libraries within Nairobi."

requires to use your Library resources and I would be grateful if you could give him the necessary assistance.


J. M. NG'ANG'A
LIBRARIAN

c.c. Deputy Librarian (to see on file)

JMN/rwn

KENYATTA UNIVERSITY LIBRARY