

**DETERMINANTS OF USE OF INFORMAL SETTLEMENT
COMMUNITY LIBRARIES BY CHILDREN IN SELECTED
INFORMAL SETTLEMENTS IN NAIROBI COUNTY, KENYA**

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THE DEGREE OF DOCTOR OF PHILOSOPHY (PhD) LIBRARY AND
INFORMATION SCIENCE IN THE SCHOOL OF EDUCATION
KENYATTA UNIVERSITY**

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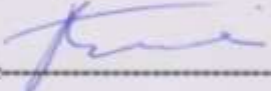
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DECLARATION

DEDICATION

This thesis is dedicated to my children Wahito, Kibugi, Wangari, my granddaughter Wambui and my departed parents with loving memories.

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ABBREVIATIONS & ACRONYMS

CBL - Community Based Libraries

CSR – Corporate Social Responsibility

EFA - Education for All

EIFL - Electronic Information for Libraries

ICMA- International City/County Management Association

IFLA- International Federation of Library
Associations and Institutions

ICT - Information Communications Technology

KNLS - Kenya National Library Services

LIS - Library and Information Services

MLA - Massachusetts Library Association

MYSA - Mathare Youth Sports Association

NGOs - Non-Governmental Organizations

PIRLS - Progress in International Reading and Literacy Study

PMC – Public Med Central

SIDAREC - Slums Information Development and Resource Centre

SLIN - Slums Library

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNICEF – United Nations Children’s Fund

UTAUT - Unified Theory of Acceptance and Use of Technology

ABSTRACT

The existence of libraries in Africa goes back to the colonial period. A number of African nations have legislated the establishment of national libraries through Acts of parliaments. From such legislation, the Kenya National Library Services (KNLS) was established by an Act of parliament in 1967, with a mandate to establish libraries in the country (Mulindwa, 2010). Due to lack of capacity, such libraries have done little to establish community libraries in the slums of Kenya, and the few ones that the donors have established have not succeeded in encouraging their use due to such factors as lack of funds to stock a variety of resources required by children. This study sought to find out the determinants of use among the children in middle childhood in informal settlements in Nairobi. Specifically, the study sought to find out how geographical location, services and activities, resources available in the library and children's perception about the library affect its use. The study was based on the theory of acceptance and use of technology. The study adopted correlational research design. The study was carried out in selected informal settlements community libraries in Nairobi. It covered six selected community libraries in the following informal settlements of Nairobi: Mathare North, Mathare 4A, Mradi Mathare, Mathare 2A, Korogocho, and Mukuru Kwa Njenga. The participants were selected through simple random sampling. The study covered 360 children, 36 Teachers and 18 library staff who were interviewed. Collected data was coded, classified and tabulated to facilitate analysis. SPSS was used to generate descriptive and inferential statistics. Descriptive statistics from the children, library staff and teachers produced results on means and frequencies of responses. Qualitative data gathered from open ended questions were contently analysed to provide results. Multiple linear regression was used to generate inferential statistics. From the study, it was evident that geographical location, the services and activities offered and the children's perception about the library contribute significantly to the use of the library. The study revealed that there was a positive correlation between the independent variables (geographical location, services and activities offered, resources available and children's perception of the library) and the dependent variable (library use). This means that an increase in either of the independent variables would result to an increase in the use of the library by the children aged six to nine in the community libraries. From the findings it was established that the informal settlement community libraries need to improve their services and activities in order to maintain children's interest in using them. The staff working in the informal settlement community libraries should form a network in which they can share success stories to demonstrate how their libraries serve children in middle childhood in the informal settlement community libraries. Finally, the community libraries should also strive to make their services and activities more attractive to children.

CHAPTER ONE

INTRODUCTION AND CONEXT OF THE STUDY

1.1 Introduction

This chapter introduces the study and elaborates the context of a community library as an alternative to public libraries. It paints a picture of libraries established to serve communities otherwise excluded from public libraries. The chapter further highlights the role of community libraries in the promotion of literacy development for young children. It also covers other sections as statement of the problem, objectives of the study, research questions, significance of the study, scope and limitations of the study, assumptions of the study, theoretical framework and conceptual framework in that order. This chapter ends with operational definition of terms.

1.2 Background to the Study

The commitment of a country to the culture of reading and learning can be measured by its investment in the provision of library services as pointed out by Maynard & Davies (2005). This means that libraries promote intellectual growth of countries and also create cultural awareness to communities within the nations.

The existence of libraries in Africa goes back to the colonial period. A number of African nations have legislated the establishment of National Library Services through Acts of parliaments. From such legislation, the Kenya

National Library Services (KNLS) was established by an Act of parliament in 1967, with a mandate to establish libraries in the country (Mulindwa, 2010). However this will change due to the current devolution phase where it is expected that each county to establish its own library system.

Maynard & Davies (2005) point out the important role of a library in the community and the need for each to operate in a unique local context. Their study further indicates that children's library is evolving and plays a crucial role in cultural enrichment and nurturing literacy. This view is further emphasized by an observation made by Kaunda as quoted by Lubuto Library Project (2010), who states that Real libraries start with a genuine understanding of the needs of the people they serve and do everything in their power to meet those needs.

The purpose of any dynamic public library service as stipulated in the UNESCO public library manifesto must be rooted in and evolve out of the needs, interests and conditions prevailing in the service area (IFLA/UNESCO, 1994). This view is also shared by ICMA (2011) which highlights that the effectiveness of a library in achieving its potential depends on how connected it is to the needs of the specific community it serves. The UNESCO manifesto further states that public libraries in Africa should seek to provide effective services for children and young people including requisite services for schools. This is an indicator that libraries play an important role in the development of literacy in young children.

While looking at the models of public library service inherited from the western world and left behind by colonialists. Rosenberg (1993) indicated that these models did not take into consideration either the local needs or the socio-political situation of African people. She continues to point out that the future of public librarianship in Africa would be to abandon the national systems and encourage the creation of libraries according to need at local and community levels. This thought is echoed by Dent & Yannotta (2005), who argue that as a result of the models imported from the western world, public libraries in Africa have failed to fulfil their role in the society, as stipulated in the revised UNESCO Public library manifesto that a public library is the local centre of information responsible for knowledge and information availability to its users (IFLA/UNESCO, 1994).

In Kenya however, Kenya National Library Services (KNLS) through funding by the government has set up libraries in various parts of the country. It can therefore be argued that it has not failed entirely to provide information to its users but it is also important to point out that it has not been possible for KNLS to set up libraries in all areas. This is due to lack of adequate funding (Atuti, 2001). This has resulted in some areas being left without libraries.

Dent & Yannotta (2005) observe that the absence of sustained efforts to achieve an alternative framework is seen as a failure of public library systems in Africa. KNLS has taken an initiative to address this by partnering with

communities in various parts of the country to establish Community Based Libraries (Atuti, 2001). This initiative is in line with IFLA/UNESCO (1994) which points out that the services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, nationality, language or social status. Their collections must be relevant to the needs of the community being served.

One of the key missions of a public library is to create and strengthen reading habits in children at an early age. This stimulates the imagination and creativity of children and young people (IFLA/UNESCO, 1994). While supporting this idea, Gorman (2016) highlights ten reasons to read which include; helping to become an interesting person; learning how to write correctly; develop imagination; it entertains; it is fun; takes one to places they have never been; introduces people to new ideas and teaches about unfamiliar things.

Challenges of public libraries in Africa are many. Issa (2000) clarifies Public library model was imported from the western countries. According to Goodman (2008) the concept of public libraries in Africa can never accurately integrate or represent the information needs of rich and diverse culture of the African population. LOR (2015) elaborates that to this date, public libraries have not been able to meet their original goals of widespread access because it ignored the pre-existing African village assembly which (Goodman, 2008), says is seen as a local institution in many African countries, which for centuries had facilitated the oral exchange of information.

Alemna (1995) notes that public libraries have failed to fulfil their role in society resulting to the establishment of community libraries as an alternative to public libraries. Cram as cited by Goodman, (2008) says that public libraries in Africa existed not to preserve the African traditions of communication and documentation which was oral, but to instead spread western traditions and values.

The history of community libraries in Africa is closely related to the need for more organic service to meet the information needs of communities. Community libraries have been seen as alternative to public libraries because they are established and developed to offer services to communities otherwise excluded from public libraries. Atuti (2001) points out the need for purpose built library buildings. He further gives one of the main aims of a community library as to encourage the community to identify its information needs and to involve its participation in the establishment of such new types of libraries for their use and mutual benefit. Atuti (2001) further asserts that the community library should be an advocate for the community's appreciation of the role and importance of a library. This research considers this view to be valid especially the responsibility of community libraries in the informal settlements in Nairobi to meet the needs of children living in those areas. This may be important in order to inspire the children to use books and develop their interest in reading.

Dent & Yannotta (2005) show that the rationale for community libraries lies in their essentially different sense of social purpose since they have shown great promise in providing communities with reading materials and other services. Community libraries may be found throughout Africa, examples being the village reading rooms in Botswana, the system of barefoot librarians in Tanzania, OSU initiated libraries in Ghana, Kitengesa community library in Uganda, Lubuto library project in Zambia, Slums Information Development and Resource Centres (SIDAREC), Mathare Youth Sports Association (MYSA) and KidsLibs all in Kenya.

Atuti (2001) acknowledges that even though KNLS is the single largest library network in Kenya, it has not coped with the growing actual and potential library user requirements, especially because of limited grants from the exchequer that it receives. This has left KNLS unable to establish libraries in the informal settlements in Nairobi and libraries to be found in these areas are those set up by donors and individuals.

Klorac (2005) gives a bleak picture indicating that typical African community libraries “originate from initiatives of a group of people or an aid agency, their birth is followed by a year or two of rapid growth then followed by a period of slow decline, the departure of the initiators, and finally the premises of the library being allocated to another activity”. This picture may indicate that community libraries have not been successful due to lack of strategies and policies on their establishment which might ensure that the needs

of the society are catered for. Some community libraries in the informal settlements close down after a donor leaves because sustainability procedures have not been put in place. This makes it especially more important to cater for the reading needs of the children living in the informal settlements whether there is a donor to establish a library or not.

While looking at the poverty level of people living in the informal settlements, Ravallion, Chen, & Sangraula (2007) observe that global poverty fell during the 1990s however the number of urban poor rose. This is echoed by UNICEF (2011), which indicates that more than half of Kenya's population live below the poverty line; on less than one dollar a day with the most vulnerable being families and children living in the urban slums. This implies that parents in the slums might not afford to buy reading materials for their children, hence the need for establishing libraries in these areas.

Maathai (2011) further elaborates that SIDAREC was established to create a conducive environment where children in the slums would access reading materials and also study. This is important since most families live in one roomed houses which serves as the kitchen, bedroom and living room. This scenario might indicate that, although a child's environment contributes greatly to the development of pre-reading skills, lack of reading culture may have contributed to children not reading, or not getting early reading skills in their homes.

Timkey (2015) explains that parents are the first teachers, and they greatly influence the reading habits of their children. However, this may not be the case in the informal settlements of Nairobi, where parents may be too poor to buy books for their children besides their literacy level being also low. This study dealt with children in middle childhood between six to nine years of age because it is assumed they are in lower primary and can read and write.

Availability and use of libraries at the age six and nine years would not only assist in reading but also language development but most importantly, the development of a reading culture. If children start reading at this age, then they may become readers for life since they might develop the reading habits to be sustained throughout their lives. The availability of appropriate and interesting reading materials in libraries may enhance a reading environment.

IFLA (2003) states that, libraries should be a place for all children regardless of their age, socio-economic status or even where they live. Reaching out library services to children in large populations suffering from various forms of deprivation such as poverty and illiteracy is a huge challenge (Kutoka Exodus Network, 2006). There are more than 200 slums in Nairobi (Amnesty International, 2009) which house more than two million people crammed in a mere 5% of the city's residential area.

The need to find out how information needs of children living in the informal settlements are catered for, why and how the children use the community libraries, informed the need for this study. The availability of library services

to children is important and may encourage, enhance and build early literacy skills. Celano & Neuman (2001) indicates that libraries are the first encounter with lifelong learning and introduce children to books and that is why the importance of libraries to children in middle childhood cannot be ignored.

Celano & Neuman (2001) continue to say that there is a widening gap between children who have access to reading materials and those who do not have access. This has been given as a potential reason for differences among children's interactions, behaviours and ultimately achievement in school and life. This reason may qualify the need for children to be encouraged to use the library from an early age in order to make them lifelong users of the library and also introduce them to the love of reading.

The importance to cater for the needs of the child is articulated in the United Nations Convention on the Rights of the Child (1989) which stresses the right of every child to the development of their full potential, the right to free and open access to information, under equal conditions for all, irrespective of age, sex, race, national and cultural backgrounds, language, social status or personal skills and abilities. This may not be the case for children living in the informal settlements in Nairobi because even though a child's environment contributes significantly to the development of pre-reading skills, early literacy skills and enhances the joy of reading, majority of the children living in the informal settlements might be disadvantaged in acquiring these skills. One of the

important roles of community libraries in the informal settlements may be to help children in middle childhood to read and attain literacy skills.

Unavailability of libraries may have contributed to low reading culture among children. Otike (2012) suggests that there's need to inculcate a reading culture, priority should be given to children by providing materials that attract their interest. This is so more important since Kenyans have a poor reading culture and the question is whether they carry the poor culture from their childhood. Goethe-Institute Kenya, (2012) points out that Kenya lacks a strong and consistent reading culture and students only read to pass examinations and rarely do people read for pleasure. This questions the role of teachers and parents in preparation of the children on readiness to read.

Peredo *et al.* (2015) notes that, in most homes there is lack of proper foundation for reading since most parents do not create time to ensure that their children read at home. It is against this background that this study attempted to find out how and why children in middle childhood use the community libraries in the informal settlements and if this use may promote and develop reading skills. This study sought to establish if there is a relationship between how children perceive libraries and the actual use of libraries.

In order to motivate children to use libraries, it is important to appreciate that providing library services to children is more than just reading to them and creating a welcoming environment for them in the libraries. It may also require developing partnerships and relationships with parents, social workers, health

workers, teachers and other stakeholders as suggested by Ellis-Barret (2010). Community libraries may not exist in every informal settlement and therefore children in these areas might not have a library within their reach. In Kenya, a number of national policies and legislation have been developed with key global priorities for children. This includes Children Act that domesticates the Convention on the Rights of the Child, Millennium Development Goal number two on Free Primary Education and Sustainable development goal number four on quality education. However, there is no policy that has been developed on how the information needs of children would be catered for. The current study sought to establish how this affected the state of libraries in informal settlements in Nairobi County.

UNICEF (2011) indicates that, although Kenya is well on track to achieve the Millennium Development Goals (MDGs) on basic education for all children by 2015 however over 1.2 million children of school going age are still not attending school in spite of the free primary education. A large percentage of these children might be living in the informal settlements and therefore disadvantaged by economic and geographical circumstances may benefit from using community libraries so as to help them attain early literacy and reading skills and help them develop to their full potential. Furthermore, poverty reduction strategies and national education plans rarely mention slums or libraries for children. This may have left majority of children in the informal settlements disadvantaged with either very few or no libraries to use. It is noteworthy to point out that Kenya's' Vision 2030 Social Pillar is concerned

with promoting equitable social development, raising the standards of the regions that lag behind in enrolment as a way of reinstating the goal of universal school enrolment (UNICEF, 2015).

Although The Constitution of Kenya (2010) guarantees access to information, lack of a comprehensive national policy on libraries may have led to lack of conceptualization and community involvement in the establishment of community libraries in the informal settlements. This situation may change once The County Library Services Bill, 2015 is operationalized. This Bill gives effect to paragraph 4(7) of part 2 of the fourth Schedule to the Constitution of Kenya 2010. The main object of this Bill is to promote the establishment and use of libraries in the counties. However this remains an idea on paper. The operationalization of this Bill may take a while before its effect is felt in the sub-counties and more so in the informal settlements. A good model of what can be achieved by libraries as partners for reaching the U.N. Sustainable Development Goals can be seen in Zambia where according to Lubuto Library Partners (2016), the Lubuto library model has played a leading role in the worldwide strategic plan to put libraries on the agenda of international development.

Despite a number of individuals, usually foreigners and non- governmental organizations (NGOs) taking initiatives of setting up community libraries in various slums, a large population of children in the informal settlements may still have limited or no access or may not be using the libraries. This study

attempted to find out the determinants of use of informal settlement community libraries by children in middle childhood.

1.3 Statement of the Problem

A person who won't read has no advantage over one who can't. Reading is essential in full participation in the society (Onyango, Indoshi, & Monica, 2015). A culture of reading is intertwined with availability of books and reading materials in general (Awoyemi & Yusuf 2016) i.e. you can't read what you don't have or can't access. A library plays a critical role in not only availing variety of books but also providing a quiet, safe and motivating environment to read (Akhtar & Abalkhail 2013; Iguehi & Idowu, 2014; Awoyemi & Yusuf 2016) a luxury that parents and children in the informal settlement cannot afford due to other competing needs of food, shelter and clothing (Teoh & Tan 2011, Haynes 2014).

For a library to be useful to the users, the materials and activities have to be relevant and appropriate (Teoh & Tan 2011), however this has remained to be the case of high end schools with well stocked libraries which naturally discriminate the learners from the informal settlement due to their cost. Even the support from the government in establishing alternative public libraries, has not done much as the funding remains a challenge (Atuti, 2001). Haynes (2014) further observes that children have been discouraged from the public libraries in sub-Saharan Africa because they are perceived to be noisy. Children in informal settlements lack welcoming places where they can access

information, learn and experience the joy of reading which are essential tools for unlocking their imagination. As result community libraries have remained to be the only saviour, however these libraries are plagued with lack of diverisity in children's reading materials, accessibiltiy and lack of funding for good furniture and activities such as storytelling, inter-school reading competitions (Naidoo, 2014). MLA (2010) indicates that childhood library usage has been found to be an important predictor of library usage later in life and that people who recall being positively encouraged to read as a child are also more likely to use libraries later in life.

1.4 Purpose of the Study

The purpose of this study was to find out the determinants of use of community libraries by children aged six to nine years in the informal settlements in Nairobi in order to make recommendation to various relevant bodies on how library use can be improved.

1.5 Objectives of the Study

Specific objectives of the study were:

- (i) To establish the relationship between geographical location and community library use by the children
- (ii) To establish the influence of library services and activities on community library use by the children
- (iii) To determine the relationship between information resources and community library use by the children

- (iv) To determine the extent to which children's perception about the library affects its use

1.6 Research Questions

The research was guided by the following questions:

- (i) In what way does geographical location relate to children's community library use?
- (ii) To what extent do library services and activities influence library use?
- (iii) To what extent do information resources affect community library use?
- (iv) How does children's perception about the library affect its use?

1.7 Scope and Limitations of the Study

1.7.1 Scope

The study focused on the determinants of use of informal settlements community libraries. The study concentrated on children in middle childhood aged six to nine years. The study covered six community libraries namely: MYSA Mathare, MathareNorth, Githurai, Korogocho, SIDAREC and SLIN. The study was carried out in the following informal settlements: Mathare, Mathare North, MradiMathare, Korogocho, Mukuru Kwa Njenga and Githurai.

1.7.2 Limitations

The study covered six community libraries in selected informal settlements in Nairobi as named above. This is because according to Kutoka Exodus Network, (2006), there are over 200 slums in Nairobi and it would not be possible to cover all of them. The study left out all other slums and therefore the findings cannot be generalized. The findings can however, have wide application in other informal settlements in Nairobi County and Kenya in general. The study also concentrated on children in middle childhood, library staff, and teachers of lower primary schools and left out parents and administrators.

1.8 Assumptions of the Study

The assumptions of the study were:

- Since the study focused on children in middle childhood aged six to nine years, these children are in lower primary and therefore it may be possible to get meaningful data from them.
- Children in middle childhood use informal settlement community libraries in Nairobi.
- The informal settlement community libraries have information materials appropriate for use by children in middle childhood.
- For children in middle childhood to use the libraries, the libraries need to be easily accessible.

1.9 Significance of the study

The findings of this study will be beneficial to:

(a) The informal settlement community libraries.

The study guides them on how to relate the use of their libraries by children with the services and resources offered and what children expect from the library. The study also elaborates on the pivotal role of the community library within the society. The study further shows the value of community libraries partnering and collaborating with each other for better management and greater exploitation of their information resources.

b) The Government of Kenya, especially the Ministry of Education; Ministry of Sports, Culture and the Arts to initiate partnerships with community libraries in promoting and sustaining a reading culture among the children living in the informal settlements in Nairobi.

c) County Government of Nairobi

The research will be an eye opener to the county government of Nairobi since it will provide information on the need for establishing community libraries to cater for children in order to facilitate access to information for children aged six to nine years.

d) The primary schools in the informal settlements

The study will highlight the need for the primary schools to collaborate and partner with the informal settlement community libraries to improve literacy and reading skills of the children.

(e) The findings of study will contribute to the existing body of knowledge.

This is critical in that it elaborates on the determinants of use of informal settlement community libraries and the perception of library by children in middle childhood.

1.10 Theoretical framework

1.10.1 Theoretical framework

This study was based on the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Venkatesh, Morris, Davis, & Davis, (2003). The theory explains that user intentions to use an information system and subsequent usage comprises of four elements: Performance expectancy, effort expectancy, social influence and facilitating conditions.

Performance Expectancy is associated with an individual's belief that the outcome of using the system is to help them improve their performance. This study used the services and activities offered to children by the community libraries as likely factors to influence their decisions to use the library as a system since certain benefits will be achieved. This study looks at improved reading and children's belief that they will perform better in school and in life as positive outcomes of using the community library.

Effort expectancy is the degree of ease of the system. It is based on an individual's effort perception. Factors associated with the individual's effort expectancy are the person's belief about their ability to use the system. This study looks at the children's perception of finding information from the library, which if difficult, then they would perceive their ability to use the library to be low. In the context of this study, each individual child's acceptance to use the community library depends on the ease of its use as a facility and the social influence which affects the behaviour. This study attempted to look at the influence that important others may have on the individual child's acceptance to use the library. A child may accept to use the library if he/she perceives that family, teachers, friends and peers believe that he/she should use the library and this fulfils the social influence construct of the theory.

Facilitating conditions is concerned with the degree to which an individual believes that an organization and technical infrastructure exists to support use of the system. This study took the individual child beliefs that the library and its collection, exist to support him/her to develop reading skills and early literacy skills so as to enhance reading which then may lead to actual use as the facilitating conditions.

In order to satisfy the constructs of UTAUT, this study tried to establish if use of informal settlement community libraries by children in middle childhood is influenced by how easy the children can access them; what resources they can

access in the library and how easy they can use them and if they perceive the libraries to be important in their lives.

Since a system is not used if a user lacks the necessary knowledge to engage in the activity, this study tried to find out if the informal settlement community libraries exist under conditions that would facilitate their actual use by children in middle childhood. The researcher found Unified Theory of Acceptance and Use of Technology suitable for this study because of the understanding of the library as a system which enables its user's access to information. This means that a library is established as a result of people's need for information resources on one hand and on the other hand the availability of the information. The library therefore becomes a mediator between the information it stocks and the user. The library as a system has to define the needs of its potential users so as to select materials relevant to them if it has to attract people to use it.

The library also has to arrange the resources in a manner that will ensure that users can access them. This therefore would mean that the library offers an environment for access to information and reading as well as space and services to maximize opportunities for the child. The library as a system therefore becomes a connector between the information it stocks and the users of that information. The library should adequately organize the information resources and ensure the methods to access them.

The effectiveness of the library as a system depends on how well it operates and its usefulness to the user. Chiu & Wang (2008) applied the theory to carry out a study on Understanding Web-based learning continuance intention and established that performance expectancy has a positive influence on continuous intention to use Web-based learning. Koo & Choi (2010) in their study on knowledge search and people with high epistemic curiosity in Korea found that perceived ease of use has a positive effect on Korean users' intention to use knowledge search services and therefore indicates that a service should be easy to use.

While carrying out research on Adoption of ICT in a government organization in a developing country, Gupta, Dasgupta, & Gupta (2008) indicated that effort expectancy positively affects the use of ICT in a government institution. Wang & Shih (2009) applied this theory when carrying out a study to investigate why people use information kiosks in Taiwan from the citizen's perspective: a validation of the Unified Theory of Acceptance and Use of Technology. Their research established that although many governments implement information kiosks, citizens may not use them.

The success of information kiosks depends significantly on whether or not citizens were willing to adopt the new information technology. The results of the research also indicated that facilitating conditions had a significant positive influence on use behaviour and that the location of the information kiosk need to be highly accessible so that there can be high usage. Social influence affected the behavioural intention to use information kiosks.

In their study “Consumer Acceptance and Use of Information Technology: Extending the Unified Theory of Acceptance and Use of Technology,” Venkatesh, Thong, & Xu, (2012) adopted the UTAUT theory and defined performance expectancy as the degree to which using technology will provide benefits to consumers in performing certain activities. They looked at effort expectancy as the degree of ease associated with consumer’s use of technology; social influence is the extent to which consumers perceive that important others e.g. family and friends believe they should use a particular technology; and facilitating conditions refer to consumers’ perceptions of the resources and support available (Venkatesh et al., 2012).

UTAUT has also been used by Vaidyanathan, Sabbaghi, & Bargellini, (2005) in their study on user acceptance of digital library in which they point out that the success of the library as a system depends on the degree to which it provides the user with the information they are requesting. The information provided to the user must be meaningful for them to feel that the system is useful.

This theory was found to be suitable for this study because it helps in understanding the library as a system and to explain why children may use the library based on the identified four elements. The use of this theory was also coupled with the adaption of “Ecology framework for community library development proposed by Asselin & Doiron (2013). The framework comprises of four components namely: context/environment; equity/social justice;

partnerships/interactions; action/research. These components highlight the role of community libraries as an integral part of a community. The context/environment component points out libraries as physical locations to be key components of a community due to their strategic positioning. Equity/social justice component is concerned with community libraries organizing to cater for all people and being a facility that is inclusive and welcoming for everyone. Partnership component is concerned with partnerships and collaborations so that community connections are built. Action/research component takes up the new role of a librarian as a researcher in order to identify questions and problems to be solved in order to develop action plans.

1.10.2 Conceptual Framework

A number of variables may determine the use of informal settlement community libraries by children in middle childhood. The variables and their relationships with one another are shown in figure 1.1

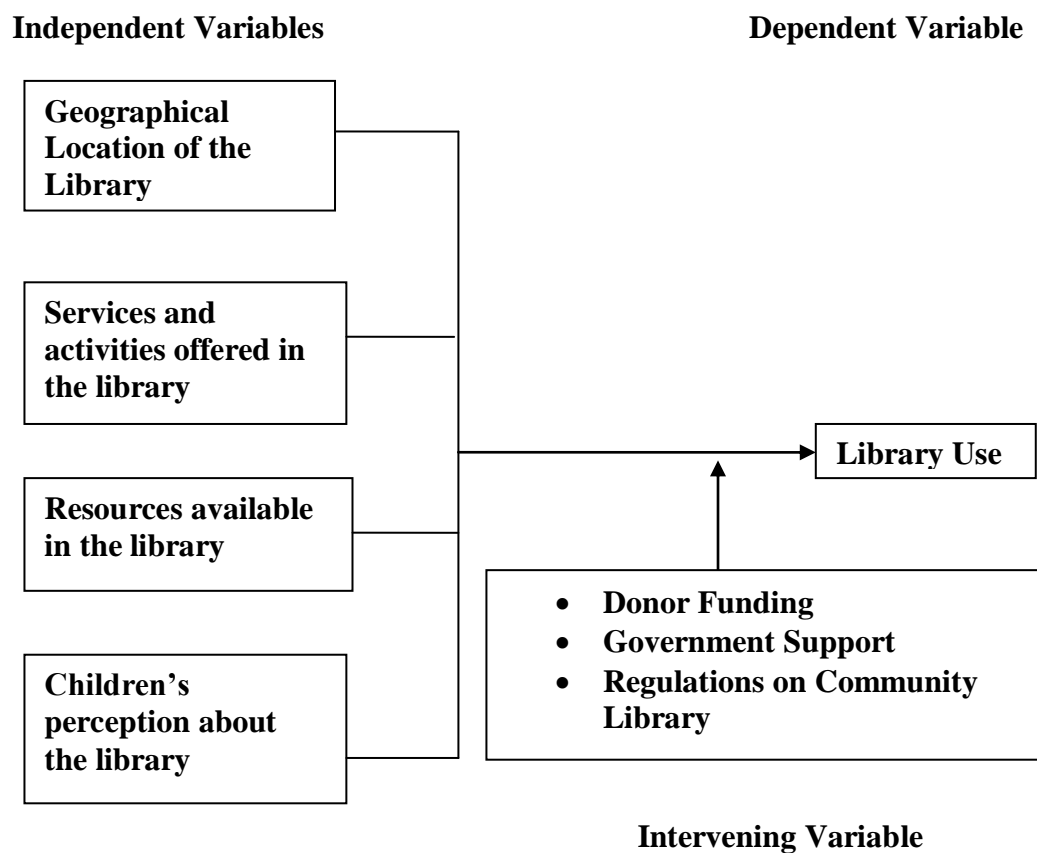


Figure 1.1: Conceptual Framework

Figure 1.1 shows that use of informal settlement community libraries by children in middle childhood may be determined by variables which relate to how libraries operate and how children perceive those libraries.

The main goal of community libraries lies in their education role to promote development of literacy and inculcate a reading culture in the children. Children need to be aware of how libraries can help them achieve better grades in school, know the world better and become habitual readers. The services and activities provided by the libraries are also variables that determine use of the libraries by children. If the services and activities are good, then children may be encouraged to use the libraries. If the children do not find the services and activities provided by libraries to be good and fun, then the use of the library may be low. Lack of age appropriate books may discourage children from using the library. In order for children to use the library, they need to be aware that the library exists and they can access it. If the library is not easily accessible, then children may not use it.

1.11 Operational Definition of Terms

The following elaborates the meaning of the terms in context to this study.

Accessibility The ability to access the functionality and benefit of libraries.

Child Any person aged between 2 and 12 years.

Children Plural of child meaning boys or girls between 2 and 12 years of age.

This study refers to children as persons of school going age especially in lower primary.

Children's library a place where there are books, children and committed and enthusiastic staff to assist the children to develop their reading skills.

Community library a library that originates with the community and is funded and run by the community.

Early literacy this is what children know about reading and writing before they actually learn to read and write.

Early literacy skills an activity performed by children in order to develop their language skills, including ability to read and write, done from an early age.

Informal settlement Unplanned settlements and areas where housing does not comply with specific planning and building regulations.

Library Use The act of using the library to read, access information resources or borrow materials

Literacy A set of tangible skills –particularly the cognitive skills of reading and writing

Middle childhood the stage of growth or development (six to nine) years of age.

Reading habit the behaviour which expresses the likeness of reading of individual, types of reading and tastes of reading.

Reading skills Specific abilities which enable a reader to read anything written with independence, comprehension and fluency.

Slum A rundown area of a city characterized by substandard housing and squalor (overcrowding) and lacking in tenure.

Use the act of using the library and the information.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews relevant literature on determinants of use of libraries in general and use of community libraries by children in particular. Available literature on public libraries is large but literature on community libraries in the informal settlements is limited. The chapter is organized on the following sub-topics: concept of community libraries; community libraries and literacy development; informal settlement community libraries in Africa, geographical location of community libraries; library services and activities for children; resources for children; children's perception of libraries.

2.2 Concept of community libraries

Mostert (1997) looks at the paradigm shifts that have occurred in the field of libraries since the first libraries were established, noting that the public library system transplanted on the African continent could not allow innovative and proactive services. She points out that community libraries were implemented by innovative library professionals as an alternative to public libraries in order to provide pro-active services based on each specific community's needs. This implies that a community library should not be imposed from outside the community but should be based on the needs of that community. This may explain why Asselin & Doiron (2011) say that community libraries represent the newest type of libraries in the developing world. This is a view shared by

IFLA (2013), which points out that 230,000 out of the 320,000 libraries in the world are in developing countries mostly public or community libraries.

A good example of a community library that serves its community well according to Mostert (1997), is the Pinetown Community Library which aims to bring an information service to its disadvantaged communities. Alemna (1995) has also provided a case for community libraries as a way to reach and provide more organic service to meet the information needs of communities. On the other hand, Aitchison (2006) gives the distinction between public and community libraries saying that community libraries are usually established in economically disadvantaged communities. She continues to point out that the service to be given to the community by the library is arrived at by means of consultation and participative research with community representatives. This is an indicator that community involvement is necessary when establishing a community library.

Community libraries would allow the whole society including children in a country to benefit from the services they offer. This view is shared by Naidoo (2014) who points out that those libraries have been recognized as trusted spaces that welcome children to explore, discover and connect to the larger world, and therefore they can play an important role in helping children appreciate and respect people from other cultural backgrounds. This view is also shared by OSU Children's Library Fund, (2013), which says that the basic

aims of community libraries have been to support the development of literacy skills and supplement the formal education provision.

The above view supports UNESCO's 1994 manifesto which, although formulated in 1990s, still remains pertinent today. It states that "libraries should focus on creating and strengthening reading habits in children at an early age besides stimulating their imagination and creativity". This view is also shared by IMapLibraries, (2013) which observes that libraries provide more than just books; they offer an alternative to the streets as a safe space in the local community for children to play, read and participate in learning activities. The library as a safe space for children is emphasized by Turner, (2012) when commenting on rural libraries in Thailand when says that although Chiang Rai Province is one of the poorest provinces in Thailand, and no particular effort has been taken to reform libraries, they still remain welcoming comfortable places which support reading and lifelong learning to children.

2.3 Community Libraries And Literacy Development

According to Under the Reading Tree (2010), literacy rates in Sub- Sahara Africa is among the lowest in the world and attributes this to inadequate financing for provision of textbooks and other reading materials for schools. It also points out that many teachers are not well versed in effective literacy training techniques, largely due to non-existence of books. This view is echoed by Otieno (2013) who brought to the attention of Kenyans that by class five, 33 per of the children cannot read and understand simple class two English stories,

or hadithi in Swahili. This was first pointed out by UWEZO (2012) in its annual learning assessment report. The report highlighted that seven out of 100 class 8 pupils can neither read simple English nor a Swahili story. Further the report asserts that over 50 out of 100 children in classes four and five cannot comprehend stories written for class two pupils. The report continues to indicate that seven out of 10 children in class three cannot do a class two work. Further 21 out of 100 children in classes six and seven couldn't understand class two level stories even when they could read them. This may be attributed to the view that school age children are not acquiring basic competencies in literacy at the right time. The report notes that seven out 10 schools do not have a library. This is a clear indicator on of disconnect between literacy development and access to community libraries.

According to IFLA (2003) the role of libraries in literacy development is critical. Libraries need to provide various activities for children in order to create opportunities for them to learn outside the school or family environment. This brings out the role of the library as an educator and an integral part of the education development of school children Aina, Ogungbeni, & Adigun (2011). The study argues that schools cannot achieve the goals of education successfully without partnering with libraries.

The link between libraries, children and literacy cannot be over emphasized and as MacLean (2008) points out, a library may ensure that children benefit from reading programs by adjusting their approach to reading. Children can benefit greatly from reading experiences because it helps their eyes to focus and also recognize objects and develop sensory awareness. The positive impact of books and access to secondary reading materials enhances reading achievement, creativity, developing language skills and sustaining literacy has been widely acknowledged as pointed out by Klorac (2005). However, this is a challenge because as pointed out by Under the Reading Tree (2010), that although community libraries may have a potential to fill this gap, there is little or no public funding available to establish and stock community libraries. The educational role of the community library is to offer a wide range of services in order to provide informal educational services as pointed out by Dent & Yannotta (2005).

2.4 Informal Settlement Community Libraries in Africa

Holt (2006) observes that community libraries become safe and welcoming community space where every child feels welcome, and is able to see and meet with friends. The current study interprets this observation to mean that one of the reasons why children would use the community library is because they feel safe and it is a meeting place where they can meet with their friends and peers. Holt (2006) questions safety of the community libraries if they cannot serve as safe harbours in bad neighbourhoods. The current study is in agreement with

this view that children have to feel safe when they visit the libraries for them to be encouraged to become perpetual users of the library and hence benefit from the services offered by those libraries. However, Haynes (2014) argues that libraries in Africa have failed to create places where children felt welcome and safe. He continues to point out that this view is in terms of physical environment and welcoming atmosphere and having activities that are fun and enjoyable among the children. According to Asselin & Doiron (2013), community libraries are the newest type of libraries and they represent a rapidly increasing phenomenon in Africa.

Lubuto Library Project (2010), describes Lubuto Libraries in Zambia as a special place where children can be safe. They are traditionally designed to give children profound and rich spaces in which they read and learn. The children learn about the world and become literate and improve their reading skills. The Lubuto libraries focus on the youngest and most vulnerable members of the society which makes the impact of the libraries especially powerful. The two Lubuto libraries have about 50,000 visits each in a year by vulnerable children.

According to Lubuto Library Project (2012), Lubuto libraries are non-circulating reading rooms because many of the children have no homes to which they can take books. This scenario of children not having conducive home where they can take books to is also common in Kenya's informal settlements. This is evidenced by Maathai (2010) who says that introduction of

SIDAREC community library in Kenya was a response to the lack of a conducive reading environment in the slums, where in most cases homes are made up of single rooms which serve as the bedroom, sitting room, and kitchen and this does not provide children with the environment they would require for reading. This study shares these views which indicate that conditions at home might not allow children to read or study. While talking about Fountain of Hope drop-in shelter, which is one of Lubuto Library which serves street children, Parker (2012) points out that younger children who go to the library have big problems reading and spelling words and even recognizing letters. He observes that teaching and learning in Zambia is still done by rote, and comments that local teachers and librarians need to create activities to engage and help children.

According to OSU Children's Library Fund (2013) which has seven libraries in Accra, Ghana young children may not be able to read and need to be attracted to the library and whenever possible, assisted with their reading skills. In Kenya, such informal settlement community libraries as Goal Kenya and KidsLibs which provided community based information centres in the slum areas of Nairobi where there is little or no access to information were set up with the help of foreign donors as pointed out by KidsLibs Trust, (2011). These libraries have since closed. However, Mathare Youth Sport Association (MYSA) has set up a number of libraries in the informal settlements of Nairobi. As a way to attract and retain children's interest to use the library, MYSA has used football in the community. It has come up with football clubs

of various ages. In the process, children are slowly introduced to the library as a relaxation and team building measure.

Under the Reading Tree (2010) points out that although community libraries may have a potential to fill this gap by stocking appropriate books and offering conducive environment for reading for those children who do not get a chance to read at home, there is little or no public funding available to establish and stock community libraries. Community libraries often provide informal educational services as pointed out by Dent & Yannotta (2005). The campaign to build a reading culture especially among children can be seen as an important reason for establishing community libraries in the informal settlements. Community libraries in the informal settlements can serve children so that they might have access to beautiful books that they would otherwise not be exposed to and this may change the lives of many children from vulnerable circumstances as observed by Lubuto Library Project (2012).

2.5 Geographical location of community libraries

Koontz 2008 emphasizes that location is paramount to the library's ability to be effective in the community because it affects use. He argues that less than optimal location may result in reduced access, lack of use and poor utilization of the library by the community. Koomtz continues to point out that research indicates that site selection may result in less than maximum potential

effectiveness of a library. Site selection for public libraries has always been difficult.

Many researchers have focused on the effect of distance on library use and the effects of distance on the library use of individuals and groups with specific demographic and consumer behaviour characteristics. This point is reinforced by IMapLibraries (2013) which points out that when libraries are nearby, children can walk from home or school but sees distance as a barrier to library use. This may be seen to mean that library use decreases as distance from the library increases. IMapLibraries (2013) continues to indicate that for low income households, when the library is far, there is the risk that many people especially children will simply not access libraries. Onal (2009) points out that the most effective location for children's services would be at the heart of the school and public libraries. He continues to say that in Turkey the 57,837 schools, each has a school library and every public library has children's library services. The site of the library may have a significant effect on the ability of people to use it (LIS, 2009).

Site location is an important factor impacting community use of a community library since they provide social spaces, access to resources and presence of staff willing to provide public service (Roy, 2006). The Community libraries may be located at focal points such as shopping centres within the community or near health centres, social halls or schools for them to have an impact on the society. The draft report of the American Inter-ministerial Working Group on Library and Information Services suggests that it may be ideal to have the

community library where it can be shared between schools and communities (LIS, 2009). This may be a joint school and community library since there must be books where children are, in order to help them develop early literacy skills. Although dozens of studies deal with aspects of library location, comprehensive theoretical models that could predict how location will affect use are not well developed (Koontz, 2008).

2.6 Library Services and Activities

2.6.1 Library services

According to ALA (2014), libraries have re-defined the nature of their services in response to community needs throughout their history. IFLA (2003) further observes that children of different ages require different services, activities and interactions. The study further stipulates that community libraries should provide various activities for children in order to give them opportunities for learning outside school and family environment. Provision of library services to children is seen as one of the most important areas of cultural enrichment of a country as pointed out by Davies (2005), a view supported by Prescott (2014). Davies (2005) further argues that few children learn to love books by themselves; someone has to lure them into the wonderful world of the written word. He continues to point out that exposing children to books will introduce new ideas. According to OSU Children's Library Fund (2013), for children in pre-school, it is more about encouraging them to notice words and numbers rather than teaching them how to read.

State Library New South Wales (2012) points out that the services to be provided by the public library and the service population it will serve form the basis for the design of the library. McGrath, Rogers, & Gilligan (2010) indicate that borrowing of books still remains the most popular service, followed by accessing information, followed by using libraries for study. OCLC (2010) agrees with this view and points out that the most popular activities among American library users still revolve around reading and the top activity remains borrowing books followed by leisure reading.

McGrath, Rogers, & Gilligan (2010) continue to point out that provision of services to primary schools especially facilitating class visits shows engagement between local libraries and schools but requires strong commitment on both sides. This view is also shared by ALA (2014) which indicates that partnership programs provide libraries with many different ways of serving the community needs. Leicestershire County Report (2014) while agreeing With McGrath and ALA says that interaction with schools such as library visits has been seen as an important driver to children's first getting involved with libraries.

2.7 Library Activities

ALA (2014) further shows that for most school-age children, it was the activities offered in the libraries that first attracted them and kept them going to the library. The report continues to indicate that many children were enthused by fun activities such as reading challenges and winning prizes. Once attracted into libraries, children find their own interests and reasons for carrying on using them. IMapLibraries (2013) argues that libraries provide more than just books because they offer an alternative to the streets as a safe space in the local community for children to play, read and participate in learning activities. Once children get hooked to using the libraries, then the impact of the library on the children can be measured by the number of children and the number of times they have visited the library within a given period of time.

This study sees this argument as important for children using informal settlement community libraries in Kenya. Libraries should, however, not assume that all reading is good because many children are reading books which are either too easy or too difficult for them and this makes a number of them to be put off reading for pleasure with devastating effects on their academic success. OSU Children's Library Fund (2013) sees story times which include telling stories, reading stories, listening to stories as the most important services for children. This is especially important for children who do not know how to read well. These activities do not only help the children build up their vocabulary but also allow them to improve their listening skills.

The most important factor in a child's acquisition of literacy is the reading practices of the parents. McCoy and Cole (2011) observe that parents are a child's first educator and their involvement with reading activities has significant positive influence on the reading achievement of children. McCoy and Cole continue to point out that parental attitude and their socio-economic status and education level may have an impact on their children's literacy development. This view is supported by the Progress in International Literacy Study as cited by Krolak, (2005) showing that in Sweden, the amount of books and reading material in a family was the deciding factor influencing the reading scores of pupils.

Krolak (2005) continues to cite German Foundation Stif Tung Lesen which carried out a study in 2004 on "Reading behavior in Germany in the new century" which revealed that positive attitude of parents and the availability of reading materials at home are the most important factors in creating positive lifelong reading motivation in children. The link between libraries, children and literacy cannot be over emphasized. MacLean (2008) points out that a library may ensure that children benefit from reading programs by adjusting their approach to reading. Children may benefit greatly from reading experiences because it helps their eyes to focus and also recognize objects and develop sensory awareness.

The positive impact of books and access to secondary reading materials enhances reading achievement, creativity, developing language skills and sustaining literacy has been widely acknowledged (Klorac, 2005). For some children, reading in libraries is a very important issue especially getting immersed in books as indicated by Leicestershire (2014) where one 7 year old boy said that when he goes to the library, he gets a sense of warmth because there are so many books to read.

IFLA/UNESCO (1994) manifesto stipulates that it is in early life that a taste for books and the habit of using libraries and their resources are most easily acquired. Children of all ages must rely on the library to supplement the facilities provided by their schools. The manifesto further asserts that all age groups must find material relevant to their needs. High quality and relevance to local needs and conditions are fundamental. The use of libraries and the effect it may have on children might be explained by what Mandela as quoted by OSU Children's Library Fund (2013) said ***“It is my wish that the voice of the storyteller will never die in Africa, that all children in the world may experience the wonder of books, and that they will never lose the capacity to enlarge their earthly dwelling place with the magic of stories”***. Hansen (nd) observes that one of the best tactics to get children excited about reading is to coordinate library reading events for them because children learn best when they are having fun and continues to suggest that if kids are given fun activities that also provide an appreciation for reading.

However, children in the informal settlements in Nairobi may lack such opportunities because as IFLA/UNESCO (1994) point out, many children may remain underserved if they have no access to a library or they have no one to take them to the library. Besides storytelling, OSU Children's Library Fund (2013) observed that those other important activities are: drama, visiting author and illustrator programs, games and puzzles, dancing, homework assistance, and book clubs.

A fundamental principle of the public library is that its services must be available to all and should be based on the culture of the country in which it operates because if it is based on the model introduced from another country with a different culture, then it would not succeed (IFLA/UNESCO, 2001). Library systems adopted in Africa have been based on the Anglo-American model of librarianship with little or no adaption to local circumstances (Mostert, 1997). This may explain why Alemna, Mostert and Rosenberg as quoted by Dent and Yannotta (2005) assert that public library services left behind by the colonizers have failed to adequately fulfil their role in society because they did not consider either the local needs or socio-political situation of African people.

Issak (2000) points out that public libraries in Africa are facing problems, mainly related to their role in the community and their financial constraints which have given rise to problems in the provision of their services. The study further observe that as a result of these problems, alternatives to the public library systems have emerged as community libraries. The study is quick to

point out that, although the introduction of alternative services is welcomed, there is need to balance the services offered which requires financial commitment for sustainability. The amount of funding that a library receives directly influences the quality of its services (ALA, 2013). Many public libraries in Africa are underfunded because of the low priority accorded libraries by decision makers in the government (Otiye, 2012).

By providing a wide range of materials and activities, libraries provide an opportunity for children to experience the enjoyment of reading and the excitement of discovering knowledge and works of imagination (IFLA, 2003). IFLA continues to point out that public libraries have a special responsibility to support the process of learning to read and that one of the purposes of a public library is creating and strengthening reading habits in children from an early age which may make them to remain users in future years. LIS (2009) says that children have special needs which can be met in a special section designed for them, with fittings, facilities and retrieval tools adapted to their needs.

This may emphasize the special responsibility of the children's library to meet the needs of the children. IFLA/UNESCO (2001) stipulate that if children are inspired and encouraged to use the library at an early age, this will make them more likely to remain users in future years. Sutherland, Monson and Arbuthnot (nd) point out that an understanding of children's needs, cognitive abilities, psychological crises, and moral and social development can help librarians serving children in selecting the kinds of books and reading related activities that would be most satisfying to a child of a particular age.

IFLA (2003) points out that a quality children's library equips children with lifelong learning and literacy skills. IFLA continues to observe that the goals of a children's library is to facilitate the right of every child to information, reader development, lifelong learning, and to encourage children to become confident and competent people. This view is shared by Mittermair (2007) who points out that, in Singapore, 41 children's libraries for use by children under ten years of age have been established since 1992, while in South Africa, a model reference library for children and young adults in Pietermaritzburg was designed to set national standards for services to children (Carnegie Corporation, 2012)

In Kenya however, there is no evidence of a library that has been established exclusively as a children's library and therefore, children are served by the children's sections in public and community libraries.

According to Sharkey & Sarjant (2011), book clubs in libraries encourage children to read, improve grammar and writing and also to enhance comprehension skills besides building self-confidence. The importance of a library having a book club for children cannot be overemphasized. Dublin City Council, in giving tips for running a book club says that the groups should be kept small with not more than 10 members, preferably with children of the same age to cater for their common interests. Having regular book club meetings as suggested by African Library Project, (2012), for children to discuss books they read makes reading interesting. There are various methods

of conducting book clubs. The group in the book club can read the same book if there are multiple copies in the library or they can all read different books, then discuss in their own words (African Library Project, 2012). While giving reasons to start a book club, National Library of New Zealand, (2016), points out that book clubs allow children to share and explore thoughts and feelings about their reading making them practice public speaking. This gives them opportunities to share their love for books which in turn helps to create a strong reading culture because they are encouraged to read more.

IFLA (2003) indicates that in the information age, libraries should ensure that children can access the internet as freely as possible. Libraries in the western world have facilities for those children who would like to use computers in the library. Pasadena Public Library (2016) says it has computers for children equipped with educational software and the Kids Catalog for searching library materials and limited internet access. The library has an internet policy for kids. The need for rules for children's use of computers is emphasized by Dublin City Council. In the policy, children under 12 years must either be accompanied by a grown up or supervised by an adult who could be a library staff, for them to use internet-based computers available in the library. According to Tameside Library, (2015), children have to book the use of computers in 30 minute time slots and they are also allowed to access the internet as long as they have signed permission from either the parent or guardian. The 30 minute time slot allows more children to have access to the

computers and also avoids a situation where few children may dominate the computer usage.

According to United States Department of Education, (2000), the increasing numbers of computer software programmes available in libraries are of particular interest to children and these libraries offer training courses for children in using different software or educational programmes. In Africa, the use of computers in libraries can be seen in Lubuto Laptops which according to Unesco (2014), provide access to the One Laptop Per child for children using the libraries so that they can build their skills in technology. It continues to point out that The Lubuto Libraries have also created 100 computer-based reading lessons in each language. In Kenya, KNLS Kibera Community Library, provides tablet hour to train children on how to use tablets to access online information at the library (Kenya National Library Services, 2016).

There are no limits to the various kinds of activities that a library can offer to children to try and encourage them to use the library. The other activities which can be offered by libraries in order to encourage children to use libraries include: drama, dance, puppet shows, puzzles, games and sports such as football among many others. These activities make libraries interesting places to be in. As OSU Children's Library Fund (2010) points out, puzzles and games add value to libraries because they encourage cooperation among children and also promote social skills. This view is shared by Busayo (2011), who says that the best source of reading skills for children is playing meaningful and

interactive games. African Library Project (2012), sees games as useful for children because they help build literacy skills and increase confidence. As a result, this makes them want to visit the library because it becomes enjoyable. A good example is when children are required to read something before they can move to the next step of the game and this is not only interesting, it motivates them.

2.8 Library Resources (Materials) for Children Libraries

African Library Project (2012) emphasizes that a library should have books that are useful for readers, and fun to read. When children discover that the library has books of their interest, they may start to spend some of their leisure time reading in the library. This view seems to support what IFLA, (2003) pointed out that Children's libraries need to have variety of developmentally appropriate materials which are high quality, current, and age appropriate. Alemna (1995) is also of the same view and says that a community library should offer materials which are different from those offered by the public library. This is to mean that community library services should be specific to the community. As a focus the needs of that community should be the priority for that library. OSU Children's Library Fund (2013) indicates that the books need to be colourful and well written so that children may enjoy. However, EFIL (2011) points out that adequate funding is required by libraries in order for them to acquire appropriate resources, which is not the case for public libraries in Africa.

The researcher observes that if materials stocked in libraries have local relevance, they might be of greater use to the readers than donated materials without any local relevance. Lubuto Library Project (2012) notes that local language materials for children are very few and as a result of this problem, the project has partnered with the Zambia Library Association to establish the Zambian Board on Books for Young People so as to bring together writers and publishers to produce high quality and bilingual literature for children. Dent & Yannotta (2005), note that Kitengesa Community Library in Uganda, has a collection of books in both English and Luganda. This expands the reach of the library to those who do not read English. In addition, almost all the books in the collection have come from Ugandan publishers, making the collection very relevant to the local population. Such kind of scenario may prove quite difficult in Kenya given the lack of legal framework of establishing community libraries. Kenya is also not doing well in children's literature because as Makotsi (2004) observes, the local publishing industry scenario is not encouraging and she indicates that Africa produces 2% of the world's books, despite having 12% of the world's population. It would be difficult to tell how much of the 2% actually children's literature is. This view is also shared by Rollins as cited by Naidoo (2014) who observes that the problem of lack of diversity in children's materials is a long standing one, giving an example that there are very few children's books depicting African Americans available. He continues to point out that those stories of white characters and animals predominate in children's literature while stories of people of colour are relegated to townships. It can be clearly observed that the

absence of a child's culture from books in the library can make the child interpret that their culture is not important enough.

Dickson *et al.* (2012) points out that those books written for children use well-formed sentences, bold colours and depict objects and animals that appeal to children. It is easy to observe how storybooks conspire to help children maintain their attention. Children can interact with stories on a regular basis in the library and they love seeing images that reflect themselves and encounter stories in their native language and within the context of their personal cultures (Naidoo, 2014). Meyers as quoted by Naidoo, (2014) says that diverse culturally authentic materials in library collections allow children to meet people like themselves and they develop an atlas of their world and their relationship with others.

Books in the library should be representative of a wide range of perspectives and cultures because children need a global perspective on the world in order to develop cultural competence and move beyond their immediate environment. The community libraries in the informal settlements in Nairobi may lack local content, enough pre-school and primary school books, Kiswahili books, African languages and oral literature (Maathai, 2010). Many informal settlement community libraries might not afford to buy adequate books in appropriate languages, and as Krolak (2005) observes, they might therefore rely on foreign book donations which may not be relevant to the needs of the local children in middle childhood. Due to lack of firm

government policy, most primary schools have no libraries or adequate reading materials (Githiora, Kiplang'at and Otike, 2009). This is further confirmed by Uwezo (2012), which indicates that 7 out of 10 primary schools in Kenya do not have libraries. This may have led to some individuals and NGOs to establish community libraries in the informal settlements in Nairobi. The United Nations Convention on the Rights of the Child (1989) Article 13 states that the child shall have the right to freedom to seek, receive and impart information. Article 17 of the convention states that: a child shall have access to information and material from a diversity of national and international sources.

Maathai (2010) observes that in the slums people live in congested rooms which are not conducive for studying and she points out that community libraries in the informal settlements may create conducive environments where children can access reading materials and also study. The role that a library plays in early childhood development cannot be overlooked because as Shren (2012) observes, library materials offer opportunities to children for exposure to important skills in early literacy. Shren continues to indicate that those children who received access to reading and literacy materials have displayed greater reading gains than those who did not have such chances.

According to O'Connor (2011), access to books motivates children to visit and use library. He continues to say that the more effective the library becomes for children, the more attractive it will become. Leicestershire (2011) indicates that

it is important for a library to have a good age-appropriate choice of books for children to meet the needs of their particular age. This would avoid some children saying they end up picking up books which are for younger or older children due to lack of a variety of age appropriate ones.

African Library Project (2012) says that a library should have books that are useful for readers, and fun to read so that once children discover the library has books of their interest, they may start to spend some of their leisure time reading in the library. This view supports what IFLA (2003) pointed out those Children's libraries need to have variety of developmentally appropriate materials which are high quality, current, and age appropriate. IFLA goes on to suggest that the library collection can have 60% fiction and 40% information materials. The same argument is fronted by UNESCO Library Manifesto (UNESCO, 1994), which asserts that all age groups must find material relevant to their needs. High quality and relevance to local needs and conditions are fundamental.

Alemna (1995) agrees with UNESCO's view and says that a community library should offer materials which are different from those offered by the public library. This is in line with what United States Department of Education (2000), stipulates that a library should have a variety of very informative nonfiction books. This study takes this point to mean that since the community library services a specific community, the needs of that community should be the priority for that library. OSU Children's Library Fund (2010), indicates that

the books need to be colourful and well written so that children may enjoy. However, as EIFL (2011), points out that adequate funding is required by libraries in order for them to acquire appropriate resources, which is not the case for public libraries in Africa.

2.9 Children's Perception of Libraries

In Venkatesh, Morris, Davis & Davis (2003) UTAUT' theoretical framework adopted by this study, children's perception as a determinant of library use can be influenced by important others. An individual child may accept to use a library due to social influence if he/she perceives the family, friends, teachers and peers believe he/she should use the library Today's library exists in a highly competitive environment. Libraries have to compete with various types of media, hence the need for librarians to understand that children are important users not only when they are young but as they grow old. The librarians also need to be aware that a child's impression of a library is influenced by a librarian's reception as pointed out by Eriksson (2011). Changes and evolutions in a child's life occur as they grow up, just like changes and evolutions in any adult information consumer occur, especially in the attitude and perception of libraries.

According to OCLC (2010) in a report on perceptions of libraries, it emerged that the library brand is "books" and the first thing that occurs in anyone's mind when thinking about the library is books. In comparison with library use, relatively few published studies have focused on exploring children's

perceptions of a library especially below the age of 10 (MLA, 2010). Although childhood library usage has been found to be an important predictor of library usage later in life and that people who recall being positively encouraged to read as a child are also more likely to use libraries later in life, it was not established what motivates children to use libraries (MLA, 2010).

OCLC, (2010) reports that a survey carried out in USA on perceptions of libraries established that 75% of Americans said books are the first things that come to their mind when thinking about the library, while EIFL (2011) indicates that over 70% of users of public libraries in Kenya associate libraries with information and knowledge storage, and another 70% associates libraries with books. These views clearly show that library brand is books. OCLC continues to indicate that for teenagers aged 14-17, the most important role of a library for them is the provision of a place to read, while Haynes (2014) indicates that children see a library as a place they go to after school and during the holidays to read, play, make friends and grow up as children. Haynes (2014) continues to point out that younger children have been discouraged from using public libraries in sub-Saharan Africa because they are perceived to be noisy. This discouragement may have caused children to have limited exposure to libraries in many countries.

This limited exposure may deny children from looking at libraries as places which are created to make them feel welcome and safe, and with fun activities that support reading for pleasure and learning. EIFL (2011) agrees with Haynes

that although libraries are seen as essential to the individual and to the community, children's views on their perception of libraries were not dealt with. It suffices that libraries are valuable community assets as places to learn, read and support literacy. If libraries take these roles seriously, it is evident that children would appreciate and value libraries when they know that using libraries can add value to their lives.

Garrick and Gekler (2013) link exposure to perception. In their study, they argue that how well someone is exposed will affect how they perceive certain things. While limited exposure is common in many countries in Sub-Saharan Africa, children in Leicestershire start using libraries at a very early age of 4 or 5 years because they accompany their parents hence developing positive attitude towards libraries and reading habits (Wilby, 2014). OCLC (2010) points out that provision of information still remains to be the main purpose of the library and this shows that the library continues to be used and perceived as an important source of books, a view shared by African Library Project (2012) which says that libraries provide a source of information and promotes literacy. This may mean that the library is perceived as an important asset to communities as a place to learn and read. This research points out that there is no evidence of any research that has been carried out in Kenya dealing with children aged six to nine years about their perception of libraries hence the need for this research to establish if children's perception of libraries is a determinant of use. Although in a report by EIFL (2011) points out that only 5% of library users talk about libraries with children which indicates that

children have been left out as far as their views about libraries are concerned. O'Connor (2011) says that although Auckland libraries know what books children borrow when they use the library, and how often, they acknowledge that they know little about children's perception of libraries.

Books are the first things that come to mind when thinking about the library (OCLC, 2010). Miller, Zickuhr, & Rainie (2013), indicated that 94% of parents viewed libraries to be important for their children while 79% viewed libraries to be very important for their young children. 84% of these parents said the main reason they wanted their children to have access to the library is because libraries help their children to inculcate love for reading and books ; while 81% said libraries provided their children with information materials not available at their homes; while 71% said libraries are safe places for children. EIFL (2011) indicates that over 70% of users of public libraries in Kenya associate libraries with information, knowledge storage and books. The current study sought to find out to the extent to which this is true among the children in middle childhood in the informal settlement communities in Nairobi. Even though relatively few published studies have focused on exploring children's perceptions of a library especially below the age of 10 in comparison to library use (MLA, 2010).

Haynes (2014) observes that Children regard the library highly as they children see a library as a place they go to after school and during the holidays to read, play, make friends and grow up as children. This indication had earlier been

observed by Miller, Zickuhr, & Rainie (2013), who paint a very interesting scenario on why children use libraries. In the findings 87% of children visited the library to borrow books, 55% to do school work, 46% to attend library event, 37% to use internet, 37 to socialize with their friends and 32% went because of book clubs.

According to Haynes, (2014), younger children have been discouraged from using public libraries in sub-Saharan Africa because they are perceived to be noisy. This discouragement may have caused children to have limited exposure to libraries in many countries. This has led the children to develop a negative attitude towards use of the libraries. This highlights the fact that children require their own section in the library that takes into account their own learning needs such as storytelling and reading loudly without being considered to be noisy. The researcher agrees with this view and points out that, children are encouraged by their friends to read from the library and therefore tend to visit the library in groups.

Changes and evolutions in a child's life occur as they grow up, just like changes and evolutions in any adult information consumer occur, especially in the attitude and perception of libraries. According to OCLC (2010) in a report on perceptions of libraries, it emerged that the library brand is "books" and the first thing that occurs in anyone's mind when thinking about the library is books. In comparison with library use, relatively few published studies have

focused on exploring children's perceptions of a library especially below the age of 10 (MLA, 2010).

2.10 Summary and Research Gaps

A number of research gaps can be identified from the literature reviewed. Literacy level among the children in Sub Sahara Africa is among the lowest in the world. One study reported that over 50 out of 100 children in classes 4 and 5 cannot comprehend stories written for class two pupils. Further review reveals that even if a number of studies deal with aspects of library location, comprehensive theoretical models that could predict how location will affect use have not been developed. While a number of studies agree that parental attitude towards reading has a significant influence on reading habits of children, there is no evidence that parents in the informal settlements in Nairobi County have influenced their children into reading.

There is no evidence in Kenya of a library that has been set up exclusively for children. Materials stocked in libraries have a great influence on use of the libraries. Few published studies have focused on exploring children's perception of libraries. There is no evidence of a study dealing with perception of libraries by children aged six to nine years. There is also no evidence of a study dealing with the determinants of use of informal settlement community libraries by children aged six to nine years in Nairobi informal settlement hence the need for this research.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the research design chosen, dependent and independent variables, location of the study and the target population. It also describes the sampling techniques, sample size and research instruments which were used in the study. The chapter also explains the pilot study and how validity and reliability were established. Data collection techniques, logistical and ethical considerations and data analysis are also discussed.

3.2 Research Design and Locale

3.2.1 Research Design

This study adopted correlational research design. Upagade & Shende (2012) defines correlational research design as the use of two or more variables to measure the extent related change in a given pattern. Joy & Idowu (2014) clarifies that in order set up a correlational research design, a study need to identify two or more measurement for each individual variable. Mugenda and Mugenda (2003) points out that correlation coefficient is used to measure the strength and direction of the linear relationship. Joy & Idowu (2014) notes that The main purpose of a correlational study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used to make predictions to a population. The current study sought to

find the extent to which geographical location, services and activities offered by a library, resources available in the library and children's perception about the library affects its use.

The design guided the study in exposing these four objectives through descriptive and inferential statistics to establish the extent of the relationship between these variables and library use

3.2.2 Location of the study

The study was carried out in selected informal settlements community libraries in Nairobi. It covered six selected community libraries in the following informal settlements of Nairobi: Mathare North, Mathare 4A, Mradi Mathare Mathare 2A, Korogocho, and Mukuru Kwa Njenga. The six libraries were selected on the basis of their diverse nature and the fact that they demonstrated to have established community libraries. Amani Community Library in Kibera was used for the pilot study. Kibera was selected for the pilot study because it is the largest slum and with similar characteristics with the population of interest i.e. other informal settlement under study.

3.2.3 Target Population

The target population of the study comprised 5,603 children, 18 library staff and 36 teachers. Table 3.1 gives a summary of the target population.

Table 3.1: Target Population

No	Target population	Total Number
1.	Children in Middle Childhood (six to nine years)	5, 603
2.	Library Staff	18
3.	Teachers (Class 1 -3)	36

3.3 Sampling Techniques and Sample Size

3.3.1 Sampling Techniques

The study adopted simple random sampling. Saunders Lewis & Thornhill, (2009) elaborates that this is the purest form of probability sampling as each member of the population has an equal and known chance of being selected. The sampling technique only applied to the children in middle childhood of six to nine years only. The teachers and the librarians were all included in the study as their population was of considerable size both in time and resources. This is to mean all the teachers and librarians on the targeted school libraries in the informal settlement were interviewed.

3.3.2 Sample Size

For the children sample, the researcher used the formula by Saunders, Lewis and Thornhill, (2009). The formula is as shown below.

$$n = \frac{Z^2 * (p)(q)}{e^2} \qquad n = \frac{n}{1 + \frac{n}{N}}$$

Where; n = Minimum sample size required,

p = the proportion belonging to the specified category, which is 50% in this case

q= the proportion not belonging to the specified category, which is 50% in this case

Z = the z value corresponding to the level of confidence required

e = the margin of error, where in this case the margin of error used is 5%

This formula was preferred because it allowed the researcher to get the minimum sample size required, give the level of certainty that the characteristics of the data collected represented the characteristics of the whole population, and the margin of error that can be tolerated. The desired confidence level for this study is 95 per cent and the corresponding score value is 1.96 while the margin of error adopted was 5%.

The substituted values in determining the sample size for a large population are as follows:

$$n = (1.96)^2 * (0.5)(0.5)$$

$$n = \frac{(0.05)^2 \cdot n=384.14}{1 + (384 \div 5603)}$$

$$n = 360$$

Therefore the sample size used was 360

For library staff, the researcher considered the entire population. The total number of library staff was 18. The researcher regarded the library staff to be a substantial number to conduct a census. This means that the researcher involved all the library staff from all the informal settlement libraries in the research. This was also the case with the teachers. The total number of teachers was 36 and the researcher considered it possible to conduct a census. The researcher considered the population of the teachers to be economical enough to conduct a census. See Table 3.2 for more details of children sample.

Table 3.2: Sampling Grid for Children in the Individual Library's Sample

No	LIBRARY	TARGET POP. OF CHILDREN	SAMPLE SIZE	PROPORTION OF THE SAMPLE
1	Githurai	800	51	14%
2	Korogocho	900	58	16%
3	Mathare North	730	47	13%
4	MYSA Mathare	1673	107	30%
5	Sidarec Embakasi	600	39	11%
6	SLIN	900	58	16%
TOTAL		5,603	360	100%

3.4 Research Instruments

The research adopted an interview schedule for data collection. This was greatly contributed by the fact that the target population for this study was mainly children in the middle childhood (six to nine years), a number of whom could not confidently read and write. They had to have someone to read, write and guide them through the questions. The researcher, with the help of research

assistants conducted the interview while making any clarifications in cases where the children needed as well as translating the questions for them when necessary. Interviews were preferred as it was easier talking to the children in their natural setting. Interviews also gave first-hand information that could be directly observed and may also be difficult to put down in a questionnaire. The personal contact was also beneficial to the researcher in order to capture the meaning beyond words and also clarify answers that were not clear.

A signed cover letter explaining the purpose of the research accompanied each interview schedule.

3.4.1 Interview schedule for children

The interview schedule for children was used to gather information from children aged six to nine years. Besides questions on general demographic information, questions on geographical distribution of libraries, services and activities provided, availability and accessibility of information resources were also included.

3.5.2 Interview schedule for library staff

The interview schedule was used to collect data from library staff. Questions for the library staff were formulated in order to clarify and explain deeper the issues already dealt with in the interview schedule for children

3.5.3 Interview schedule for teachers

The interview schedule for teachers was used to gather information from teachers from schools near the libraries under study. Specifically the researcher was interested in teachers who taught the lower primary. This was because children aged six to nine years are in lower primary. The teachers were able to clarify a number of issues pertaining to factors contributing to library use by children.

3.6 Pilot Study

According to Masaiti & Naluyele (2011), a pilot study is mainly conducted to test comprehension, phrasing, sensitivity and length of the questions. Saundres, Lewis & Thornhill, (2007) notes that a pilot study is able to provide the researcher with ideas, approaches and clues one may not have foreseen before conducting the pilot study: such ideas and clues increase the chances of getting clearer findings in the main study.

The researcher conducted a pilot study. The pilot study was carried out in Amani Community Library in Kibera. The main reason for selecting Kibera for the pilot study is that it is the largest slum in Nairobi, thus giving a diverse and much realistic nature of the actual picture of slums in Nairobi. The pilot study was mainly to check the validity and reliability of the interview schedule used in the study.

3.6.2 Validity

Mugenda and Mugenda (2003) define validity as the extent to which research instruments in fact measure what they are intended to measure. The definition is also consistent with Tavakol & Dennick, (2011). Peat, (2002) details that validity is divided into three types: content, criterion and construct validity. Twycross & Shields (2004) describe content validity as face validity. They further argue that such can be tackled by the researcher asking a few people to check if the tool covers all areas. In this research, content validity was ensured by sharing the instrument with a number of experts in the field of library and information sciences for advice.

Following their input, a number of adjustments were done. As one of the strategies to ensure validity, the researcher made sure that the pilot study was carried out only in Kibera slum which was therefore excluded from the actual research and was only used in pre-testing the research instruments. The researcher ensured that every theme under investigation was represented adequately. The language used in the instruments was simple. The instrument was developed objectively.

3.6.3 Reliability

Mugenda and Mugenda (2003) define reliability as a measure pertaining to the accuracy and consistency of measures. The study ensured that the instrument provided consistent results across items. Data obtained from the pilot study was

used to determine the reliability of the various items in the instrument. To ensure that the same results were consistently obtained from the study, during pilot testing the instrument was administered by different people at varying conditions of time of day in Kibera.

To determine the internal consistency of each test item in the instruments, a correlation coefficient was determined using Cronbach correlation coefficient. From the data collected, the researcher carried reliability and validity test on 31 questionnaires. Tavakol (2011) acknowledges that accepted value of Cronbach's Alpha is 0.70 to 0.95 and a Cronbach's Alpha of 0.75 was realized, hence accepted in this study. See Table 3.3 for details.

Table 3.3: Reliability Statistics

Cronbach's Alpha	N of Items
0.75	31

3.7 Data collection techniques

The researcher used an interview schedule for data collection. This technique was considered to be appropriate because the researcher was concerned with

getting in-depth information about the use of informal settlement community libraries by children. Such information is best collected through interviews because the personal contact may help encourage interviewees to respond fully and the researcher may probe and clarify issues with the respondent. Children in middle childhood might not be able to respond to questionnaires effectively. The researcher ensured a friendly and nonthreatening atmosphere when interviewing. The researcher obtained permission in advance from the interviewees through their library staff to record their responses in an interview schedule when carrying out interviews.

3.8 Data Analysis

Collected data was coded, classified and tabulated to facilitate analysis. Statistical Package for the Social Sciences (SPSS) was used to generate descriptive and inferential statistics. Descriptive statistics from the children, library staff and teachers produced results on means and frequencies of responses. Qualitative data gathered from the open ended questions were contently analysed to provide results.

To effectively measure the objective a number of indicators were considered. Table 3.4 illustrates the objective and the associated indicators, data types and the output to be generated.

Table 3.4: Descriptive Statistics Data Analysis Model

	Objective	Indicator	Data Type	Analysis/Measure
1	Geographic	<ul style="list-style-type: none"> • Number of libraries near the child's home • Distance to the nearest library • Accessibility of the nearest library • Security of the road leading to the nearest library 	Qualitative and Quantitative	Mean, Minimum and Maximum ANOVA f -statistics the significance level R ² measure the strength of the Relationship
2	Library Services and activities	Story telling Book club services Inter-school reading competitions Computer lessons services School library visits	Qualitative and Quantitative	Mean, Minimum and Maximum ANOVA f – statistics the significance level R ² measure the strength of the Relationship
3	Resources Available	Mother tongue story books Swahili story books Size of the circulation Variety of the books in circulation Accessibility of the books	Qualitative and Quantitative	Mean, Minimum and Maximum ANOVA f – statistics the significance level R ² measure the strength of the Relationship
4	Children perception of the Library	<ul style="list-style-type: none"> • Quietness of the library • Friends' influence on use of the library • Chance of understanding the content While at the library • Conduciveness of the environment for reading • Importance of the library to a child's life 	Qualitative and Quantitative	Mean, Minimum and Maximum ANOVA f – statistics the significance level R ² measure the strength of the relationship

The researcher went further to assess the inferential statistics using Multiple Regression Model. The inferential statistics were used to show the extent of the relationship among the variables under study, so as to ascertain the extent of the relationship among the variables under study.

A regression model was used to test the significance of the influence of the independent variables on the dependent variable as the research has more than one independent (causal) variable and one dependent (effect or outcome) variable. The model is as shown below.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Use of the library,

X₁ = Geographical location,

X₂ = Services and activities offered by the libraries,

X₃ = resources available in the libraries,

X₄ = children perception about the libraries,

β_0 = the constant term,

$\beta_i = 1 \dots 3$ was used to measure the sensitivity of the dependent variable (Y) to unit change in the predictor variables.

e = the error term which captures the unexplained variations in the model.

3.9 Legal and ethical considerations

The researcher sought for approval from all the libraries where the research was conducted. She also obtained official authority to conduct research from National Commission for Science, Technology and Innovation (NACOSTI) before embarking on the research. Prior Informed Consent was also obtained before interviewing the children

Due to the difference in levels of understanding between the children as participants and the researcher, strict observance of ethical principles was maintained throughout the study. The researcher took extra precautions to protect the children by seeking out their views when gathering information and also ensured a degree of sensitivity to their needs and assured them that they could stop or withdraw from the interviews at any time during the interviews. Children to be interviewed were encouraged to give their consent to participate freely and independently. Consent was also sought from appropriate adults such as parents, guardians or library staff. The researcher was respectful of boundaries and the privacy of the children and ensured that they were comfortable when being interviewed and did not use incentives to influence participation.

All participants were assured of privacy and confidentiality and they were also informed about the purpose of the study. It was made clear to all respondents that data collected would only be used for the purpose of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussion of the study. The findings are presented in line with the literature review and guided by the UTAUT theory. The chapter starts with general and demographic information and followed by the specific sub-headings. Under each sub-heading, findings are given first followed by interpretation and discussions. In general, the chapter is structured under each objective. The study is arranged in line with the following specific objectives:

- (i) To establish the relationship between geographical location and community library use by the children
- (ii) To establish the influence of library services and activities on community library use by the children
- (iii) To determine the relationship between information resources and community library use by the children
- (iv) To determine the extent to which children's perception about the library affects its use

4.2 General and demographic information

4.2.1 Response rate

The study had three categories of respondents: teachers, library staff and children. The respondents were drawn from Mathare Area 2, Mathare 4A, Korogocho, Mukuru Kwa Njenga and Githurai.

The teachers were drawn from schools nearest to the libraries under study. The libraries included: MYSA Mathare, Mathare North, MYSA Githurai, SLIN, SIDAREC and St. John's Community Library Korogocho.

Table 4.1: Response rate

Category	Response	Total Respondents	Percent age (%)
Teachers	30	36	83.3
Library Staff	18	18	100
Children	360	360	100

From the findings, 30 out of 36 teachers were interviewed giving a response rate of 83.3%. For the library staff, a total of 18 staff were interviewed.

The composition was as follows: MYSA Mathare (4), Mathare North (3), Githurai (3), St. Johns Korogocho (3), SLIN (3) and SIDAREC (2). This

constituted 100% response rate. A total of 360 children were interviewed. They were distributed as follows: MYSA Mathare (107), Mathare North (47), MYSA Githurai (51), SLIN (58), SIDAREC (39) and St John’s Community Library Korogocho (58). This represents a 100% response rate. It was possible to get 100% response rate for children and library staff because the researcher visited the libraries a number of times.

4.3 Demographic characteristics of the respondents

This section provides the demographic characteristics of the respondents in terms of the informal settlements, age and gender. The area concentrates on children as they are the main group of focus.

4.3.1 Distribution of the respondents by informal settlement

Table 4.2: Names of Informal Settlements

Names Of Informal Settlement	Respondents	Percentage
Mathare Area 2	138	38.3
Mathare 4a	116	32.2
Korogocho	31	8.6
Mukuru Kwa Njenga	13	3.6
Githurai 44	62	17.2
Total	360	100

It is evident that majority of the children were from Mathare area 2. with 138 respondents, translating to 38.3%. This was closely followed by those from

Mathare area 4A with 116 respondents translating to 32.2%. There were 62 respondents from Githurai 44 translating to 17.2%. This was followed by 31 respondents from Korogocho translating to 8.6% and finally 13 respondents from Mukuru Kwa Njenga translating to 3.6%. See Table 4.2

Table 4.3: Distribution of Children by Gender

Gender	Frequency	Percentage
Male	165	45.8
Female	195	54.2
Total	360	100

From the findings above, it is evident that majority of the children respondents were female. The study could not explain why more girls used the library than boys.

4.3.2 Distribution of the children respondents by age

Table 4.4: Distributions of the Children Respondents by Age

Age	Respondents	Percentage
6	109	30.3
7	109	30.3
8	48	13.3
9	94	26.1
Total	360	100

It is evident that majority of the respondents were those from age Six (6) and Seven (7). Data collected showed that 109 out of 360 respondents aged six years used the library. This translates to 30.3%. This is also the same for respondents aged seven years.

On the other hand, only 48 out of 360 respondents aged 8 years used the library. This translates to only 13.3 %. There was no explanation why there was this big drop in usage of the library for this age category. The number rises at age nine in which 94 out of 360 respondents representing 26.1% used the library.

4.3.3 Distribution of children according to their ability to read

It was important to establish if children aged six to nine knew how to read.

When asked whether they knew how to read, all 360 children interviewed indicated that they knew how to read.

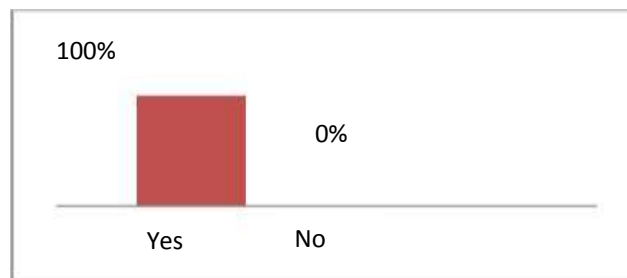


Figure 4.1: Ability to Read

From the findings majority of the respondents said that they could read. The study further sought to establish how well the children could read because reading is one of the greatest motivators of using libraries. To attain this the children were requested to pick their favourite book and read loudly to the researcher and the research assistants. This activity enabled the researcher to place the children in three levels: those who could read fluently, those who could read slowly and those who could read very slowly. The findings are as shown in figure 4.2.

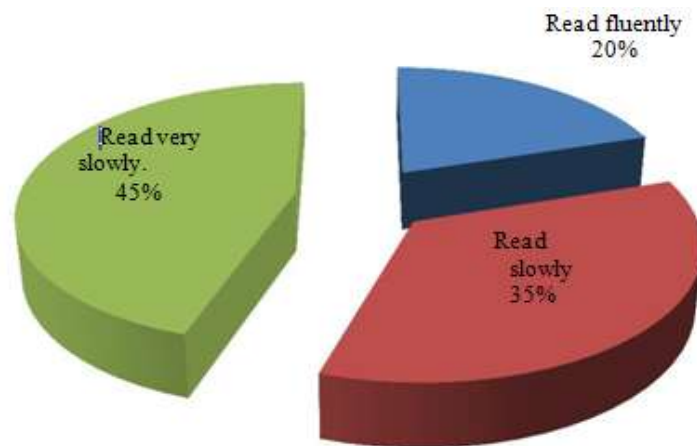


Figure 4.2: How Well Can You Read

From the findings, it was revealed that majority could read very slowly. This was followed closely by who could read slowly and finally those who could read fluently. In general those who could read slowly comprised of eighty percent (80%). From the above findings the community libraries have a task ahead in trying to create reading confidence through various activities and services provided among other child friendly initiatives.

The study further wanted to assess the level of comprehension among the children. They were then grouped into those who could read very slowly, those who could read slowly and those who could read fluently. After reading, each child was asked to explain what the passage that they had read said. The findings are as shown in figure 4.3 below.

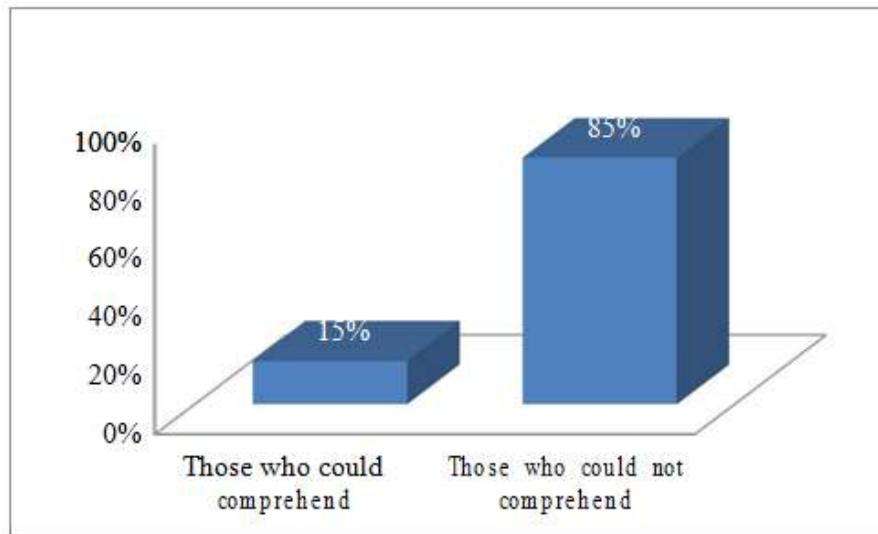


Figure 4.3: Reading with Comprehension

From the findings, majority of the children could not comprehend what they read.

From the three questions it is quite clear that majority of the children can read, majority of those who can read can only do so very slowly. It is also clear that majority of the 360 children cannot understand what they read. This findings depicts a picture where little or nothing is being done to encourage children to develop a strong reading culture that will build on their level of comprehension.

4.3.4 Distribution of children by where they read from

The researcher sought to establish from the children interviewed how many of them read at home. This indicator was important because it is a measure of the

reading habits and reading culture of children living in the informal settlements. The findings are as shown in Figure 4.4

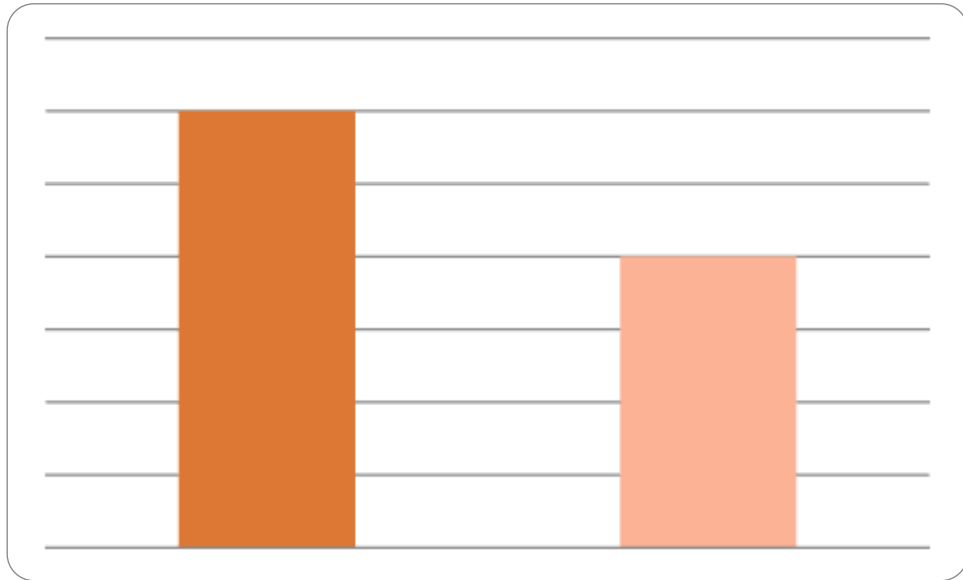


Figure 4.4: Distribution of Children by How Many who read at home

From the findings it is clear that the majority of the children indicated that they read at home. 234 out of 360 respondents which translate to 65% said they read at home. On further interrogation, it was established that children considered doing homework as reading. The children also preferred to do their homework at home as opposed to reading. The number of respondents who said they did not read at home was 126 out of 360 constituting 35%.

The researcher was curious to find out whether the children are forced to read or it was a voluntary initiative and whether they received any guidance from their parents. Studies have shown that parents are the first teachers of a child and the first to encourage a child to read. As pointed out by (Dent &

Goodman, 2015), the home environment has a great influence on the reading culture development. Children whose parents read are likely to be readers more than children whose parents do not read. A few of the children said their parents read at home. Further clarification showed that the parents either read bibles or just checked their children's homework. Very few said their parents read for leisure. This therefore limits the behaviour transfer from parents to children.

4.3.5 Distribution of the children respondents by who introduced them to the library

In order to determine if social influence affected library use by children, the researcher sought to establish who introduced the children to libraries. This indicator was important because encouraging children to use libraries need to be seen as a collective responsibility of the society. The children were therefore asked the question on who introduced them to the library. The findings are as shown on Table 4.5.

Table 4.5: Who introduced you to the library the first time?

Who brought you to the library the first time	Frequency	Percentage
Mother	29	8.1
Father	9	2.5
Teacher	47	13.1
Friends	143	39.7
Others(siblings, uncles aunties and cousins)	132	36.7
Total	360	100

From the findings, it is evident that majority of the children were introduced to the library by their friends. 143 representing 39.7% said they were introduced to the library by their friends and they tended to go to the library as a group. This was closely followed by those who were introduced by others. Others represented siblings, relatives, library staff and self. 132 translating to 36.7 % said they were introduced either by brothers, sisters, cousins, uncles, aunties, or they simply discovered the library by themselves.

The least of them were introduced by the fathers. Only 9 respondents out of 360 which represent 2.5% said they were introduced to the library by the father. This shows that fathers have not encouraged their children to use the library. It is evident that the mother is more influential and supportive in the

use of the library as compared to the father. This is confirmed by the fact that 29 respondents out of 360 translating to 8.1% said they were introduced to the library by their mothers. The teacher remains more influential to read in the library compared to both parents combined. Data collected showed that 47 out of 360 constituting 13.1% were introduced to the library by their teachers.

4.3.6 Distribution of the children respondents by the number of books read in a month

The researcher sought to find out the extent of reading in a given month. This was measured by the number of books read in a given month. This was important as it is an indicator of conduciveness of the environment and the importance of reading at home. Table 4.6 outlines the findings.

Table 4.6: Number of Books Read in a Month

Number of Books Read in a Month	Frequency (N)	Percentage
0 Book	5	1.4
1 Book	59	16.4
2 - 4 Books	158	43.9
5 -7 Books	50	13.9
8 - 10 Books	87	24.1
More than 10 Books	1	0.3
Total	360	100

Looking at the table, majority of the children read two to four books in a month. This was followed by those who read 8-10 books. Those who read more than 10 books were the least. It is interesting to note that there were some children who never read any book in a given month. According to (Dent & Goodman, 2015) easy access to appropriate reading materials play a role in motivating children to read. This study raises the question on whether those children who have not read a single book or just one book in a month could be as a result of not finding any suitable book in the library that interests them. The research notes that the children who read 8-10 books or even more than 10 books could probably be reading books which are either too simple for them or books which are not age appropriate.

4.4 Descriptive Statistics

4.4.1 Use of the library

This was the dependent variable and the researcher sought to find out the extent of library use by the children in their middle childhood. This was based on the elements stipulated by UTAUT the theoretical framework adopted by this study which was developed by Venkatesh, Morris, Davis & Davis (2003). The researcher looked at a number of indicators to measure this: the frequency of visits to the library, ability to achieve to read all the books as planned at a given time, attitude of the library staff on whether they were friendly and supportive to the children as reasons for using the library, and safety and

comfort of reading from the library. The study also sought to establish if children visited the library to read, do homework, storytelling, dancing and drama lessons or borrowing books. This was necessary in order to determine what factors cause children to use the library.

The first indicator was the frequency of visit to the library. In this indicator the researcher sought to find out the extent of frequency of visits to the library. The children were asked to assess the extent to which they visited the library when they got the chance to. The findings are as shown in Table 4.7.

Table 4.7: I Often Visit the Library When I Get a Chance

The Attributes	Frequency (N)	Percent age
Never (Never)	1	0.3
Rarely (Once a term)	27	7.5
Less Frequent (Once a month)	1	0.3
Frequent (Once a week)	239	66.4
Very Frequent (Daily)	92	25.6
Total	360	100

From the findings majority of the children agreed that they visit the library once a week or rather frequently when they get time to. Quite a significant

number agreed that they visited the library daily or rather very frequently when they get a chance to.

The second indicator on the use of the library was the ability to achieve to read all the books as planned at a given time. In this indicator the researcher sought to find out whether the children would get to read the books they plan to. This is an important indicator in use of the library as it points directions towards availability of the books, how encouraging the library environment is towards reading, willingness and ability of the readers to read their books at the library. The children were asked the extent to which they finished reading all the books they had planned to read. The findings are as shown in table 4.8.

Table 4.8: I read all the books I plan to read at a given time

Attributes	Frequenc y	Percentag e
Not at all (not at all)	3	0.8
Less extent (rarely)	150	41.7
Indifferent (occasionally)	3	0.8
Some extent (sometimes)	182	50.6
Great Extent (Always)	22	6.1
Total	360	100

From the findings, majority of the children confirmed that, they sometimes finished reading the books they planned to read and was closely followed by those who rarely finished all they had planned to read in a given month. This is an indication that either the library has enough books so as to give a child time to finish reading his/her book or the library has conducive environment that ensures a child concentrate on reading a certain book while the opposite is true to those who rarely finished reading all the books they had planned to.

The third indicator of use of the library was the safety and comfort of reading from the library. In this indicator, the researcher sought to find out the extent to which safety and comfort of the library encouraged the use. This also gave an indication of children's perception of the library. Therefore, the children were asked to assess the extent of the safety and comfort while reading in the library. Their responses were as recorded in Table 4.9.

Table 4.9: I feel safe and comfortable reading in the library

Attributes	Frequency	Percent
Not at all	10	2.8
Less extent(occasionally)	2	0.6
Indifferent (not sure)	21	5.8
Some extent (often)	296	82.2
Great extent (Always)	31	8.6
Total	360	100

From the findings, majority of the children often felt comfortable and liked reading in the library. Very few occasionally felt safe and liked being in the library. Some were not sure whether they felt safe or did not feel comfortable at all. It is important to point out that few children felt completely comfortable in the library.

4.4.2 Geographical distribution of community libraries

In order to satisfy the constructs of UTAUT, it was important for this study to determine if use of informal settlement community libraries by children was influenced by how easy the children could access them. In trying to realize this research objective, it was important for the researcher to establish if the community libraries in the informal settlements were easily accessible to children in terms of their location. This information would help the researcher to find out if location of the library determines or affects its use.

A number of variables were identified and used to collect data regarding this objective. These included: the extent of the number of libraries near the home and school, the extent of the nearest library to the home, the extent of accessibility of the nearest library to the home and finally the extent of the road security between the home and the library. The following outlines the various variables and the associated findings.

The first indicator in this objective was then number of libraries near the children’s home or school. In this indicator the study sought to find out how the number of libraries near their home or school affected the use of the library. See the findings in table 4.10

Table 4.10: The extent to which the number of libraries near the home affected the use of the library

Attributes	Frequency	Percent
Not at all	340	94.4
Less extent	13	3.6
Some extent	4	1.1
Great extent	3	0.8
Total	360	100

In line with the view of (Dent & Goodman, 2015), this research sought to establish if geographical location had an effect on the use of library. From the findings, majority of the children felt that the number of libraries near their home or school doesn’t affect their use of the library. Only a few agreed to a less extent that there was more than one library near their home and that the distance affected their use of the library.

The second indicator in this objective was the distance of the nearest library to the home. In this indicator, the study sought to find out the extent of the distance between the library and the home. The children were asked to indicate the distance between the home and the library they often used. This was measured in terms of the length of time used from home or school to get to the library. The findings are as shown in Table 4.11.

Table 4.11: The library I often use is near my home

Attributes	Frequency	Percent
Not at all(strongly disagree)	16	4.4
Less Extent (Disagree)	17	4.7
Indifferent(Neutral- neither agree or disagree)	2	0.6
Some extent (Agree)	239	66.4
Great extent (Strongly agree)	86	23.9
Total	360	100

From the above findings, majority of the respondents agreed that the distance between the libraries they often use is to some extent near their home. This can be attributed to the fact that the informal settlements do not occupy vast area of land since the buildings are crowded in a very small area.

Accessibility of the library from home was the other indicator of geographical location on use of the library. In this indicator, the study wanted to find out how accessible the library was library from the children’s homes. The children were asked to what extent they agreed with the statement that they can easily access the library from home. The findings are as shown in Table 4.12.

Table 4.12: I can easily access the library from my home

Attributes	Frequency	Percent %
Not at all (Strongly disagree)	7	1.9
Less extent (Disagree)	14	3.9
Some extent(Agree)	224	62.2
Great extent(strongly agree)	115	31.9
Total	360	100

In their response, majority of the respondents agreed that the library was to some extent accessible and they did not face any sort of impediment while accessing the library. This was closely followed by those who strongly agreed that they easily accessed the library from home. Only a few strongly disagreed with the statement acknowledging that they faced difficulty accessing the library. The findings agree with Joy & Idowu (2014) that location of the library is a factor that affects use.

The level of security on the road between the home and the library is the other indicator. In this variable, the study sought to find out how the security on the road between the library and home affects the use of the library. The children were asked to measure their agreeability with the extent of security on the road. The responses are presented in Table 4.13.

Table 4.13: The road leading to the library is secure

Responses	Frequency	Percent %
Not at all (Strongly Disagree)	6	1.7
Less extent (Disagree)	17	4.7
Indifferent (Neutral- neither agree or disagree)	9	2.5
Some extent (Agree)	264	73.3
Great extent(Strongly Agree)	64	17.8
Total	360	100

From the findings, majority of the children agreed to some extent that the road between the library and their homes was secure. This was followed by those who strongly agreed that the road was secure to a great extent. Only a few acknowledged that the road was not secure at all.

In order to confirm the state of affairs and teachers' opinion on the distance between the library and the school, the study asked the teachers to give their opinion on the distance between the school and library. Figure 4.5 below gives findings.

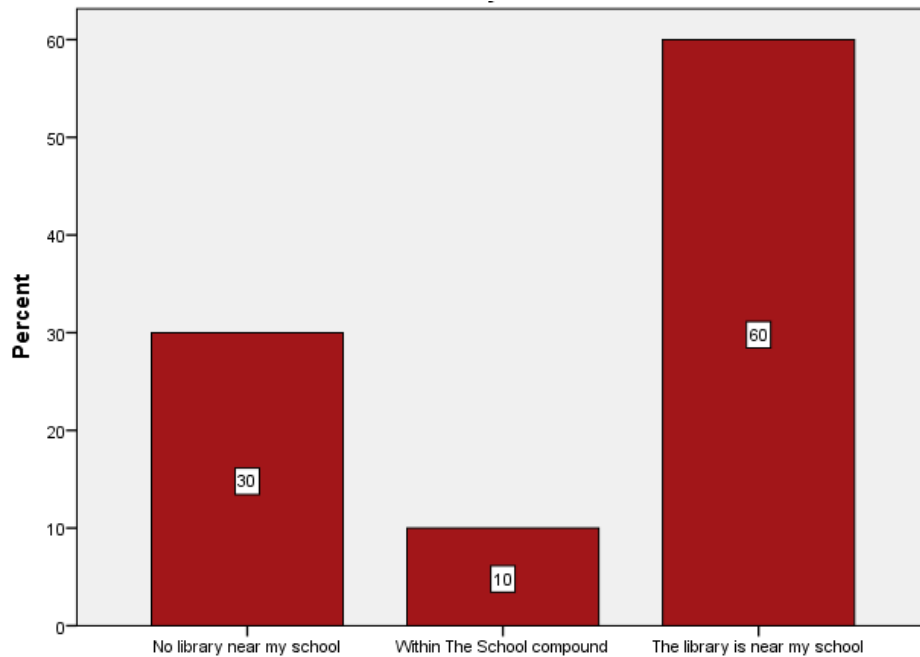


Figure 4.5: Distance between the school and the library

From the findings, majority of the teachers confirmed that the library was actually near the school. A few didn't have a library near their school.

The findings are in line with Koontz (2008) who emphasized that location is paramount to the library's ability to be effective in the community because it affects use. He argues that less than optimal location may result in reduced access, lack of use and poor utilization of the library by the community. The findings of this study are also in line with IMapLibraries (2013), which points

out that when libraries are nearby, children can walk from home or school to the library easily. Koontz (2008) explains that the distance between the home and the library or the school is a great barrier to library use by children especially if it is insecure and long.

The study further asked the library staff's opinion on accessibility of the library by the children. Figure 4.6 below outlines the findings.

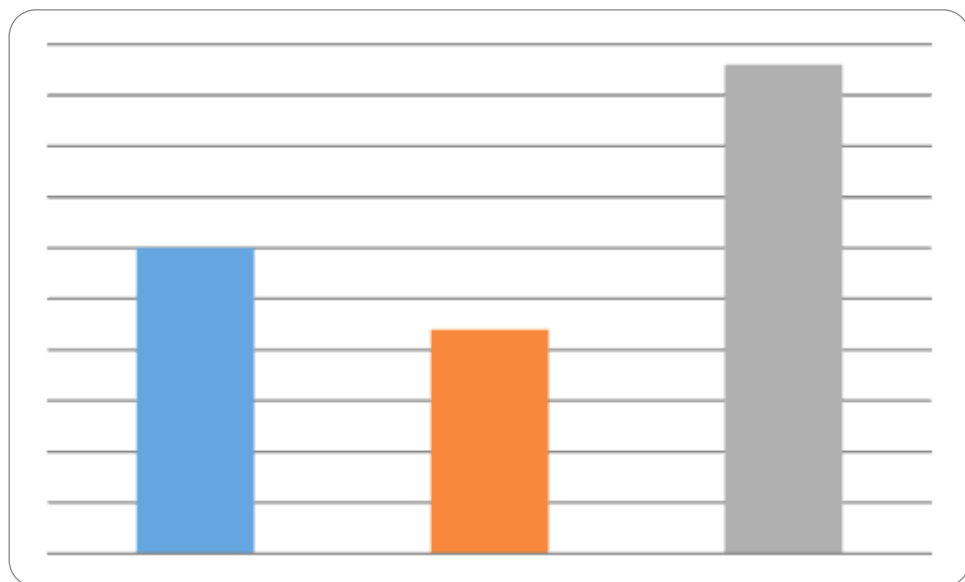


Figure 4.6: Accessibility of the Library

In their response, majority of the library staff agreed that the library was easily accessible by the children from the surrounding schools. However, there was also a significant number of those who were not sure and those that confirmed it was not easily accessible. This was attributed to the fact that the research assistants may have not been specific it is accessibility by children from which neighbourhood.

The teachers strongly agreed that majority of their schools do not have libraries and they therefore depend on the community libraries near their school for reading and information needs of the children. An interesting pattern was noted by the study and research assistants in that the children clarified that it is not just enough for the library to be near the school but also near their home. This is an area that would require further research. It is important to find out the best location for the community libraries targeting school children. This is to ascertain whether it should be nearer the school or nearer the children's home.

IMapLibraries (2013) elaborates that people from low income households; especially children will simply not access libraries when it is far. This was the case in this study. The library staff agreed that children whose homes were far from the library were more likely to have poorer attendance to the library than their counterparts whose homes were nearer the school. The children further clarified that they would want to spend more time in the libraries without worrying how they will get home.

4.4.3 Library services and activities offered

One of the elements of UTAUT indicates that facilitating conditions encourage use. This means that engaging children in activities that interest them may result in use of the library. From literature, children of different ages require different services, activities and interactions. This study sought to establish

whether the services and activities offered by the community libraries to children were determinants of use. In this objective, the study sought to find out whether the services and activities offered affected library use among the children in the middle childhood. The services and activities offered by a library can encourage or discourage children from using the libraries.

A number of indicators were used to assess the library services and activities. These included: storytelling, reading, book club services, inter-school reading competitions, school library visits and computer lessons. Story times which include telling stories, reading stories, listening to stories are the most important services for children especially those who do not know how to read well as pointed out by OSU Children's Library Fund (2010).

Story telling at the library was the first indicator of library services and activities to be assessed. In this indicator the study considered story telling as one of the services offered in the library to motivate children. The children were asked to tell the extent to which the story telling is allowed in the library whereby they either told stories or listened to stories. The need for this indicator was to establish whether libraries used oral literature to encourage and motivate children to use libraries. Oral literature helps children not only to appreciate their own culture but also to know and understand various cultures. The findings are presented in Table 4.14.

Table 4.14: Story telling is allowed in the library

Attributes	Frequency	Percent %
Not at all (Strongly Disagree)	6	1.7
Less extent (Disagree)	85	23.6
Indifferent (Neutral)	14	3.9
Some extent (Agree)	238	66.1
Great extent (Strongly Agree)	17	4.7
Total	360	100

Majority of the respondents agreed to some extent that story telling was allowed and conducted in the library. Some disagreed to a less extent that story telling is allowed and conducted in their libraries. Only a few strongly disagreed that story telling was not conducted at all in the library.

The need for reading is illustrated by United States Department of Education (2000), by pointing out that ages 7-9 are critical time for children because these are the years they transit from just hearing and looking at pictures to actually reading independently for enjoyment and learning. Sharkey & Sarjant (2011) pointed out that those children who are exposed to reading from the time they are very young have an easier time in learning. This is a good reason why community libraries need to take their place in developing and promoting

reading culture among children since the best age for forming reading habits is when children are young. According to Busayo (2011), when children are taught how to read, they develop the love for books and they remain in touch with books, while those who never acquire reading habits even later in life.

The findings revealed that many children are reading books which are either too easy or too difficult for them and this makes a number of them to be put off reading for pleasure which can cause devastating effects on their academic success. Further it was established that although children seemed to enjoy reading, their reading was uncoordinated because no one checked how the reading was going on. This may be attributed to the fact that libraries did not have adequate staff and those that are available are also not trained in children's librarianship. Majority of the staff are volunteers.

Ikenwe & Adegbilero (2014) pointed out that library services offered influences use of the library. In view of this the study sought to establish, how book club services have contributed towards use of the library. Book clubs have been used as a method of encouraging children to read and share ideas. The children were asked to assess the extent to which the book club services are offered in their various libraries. The findings were as captured in Table 4.15.

Table 4.15 Book club services are not offered in the library

Attributes	Frequency	Percent %
Not at all (Agree)	359	99.7
Some extent (Disagree)	1	0.3
Total		100

Majority of the respondents agreed that book club services were not offered at all in their libraries. This is a very critical findings as it demonstrates the grey areas that libraries need to rally their strategies around in order to win the children's heart and mind. Book clubs can be formed according to age. Various methods of conducting book clubs can be used.

Inter-school/library reading competition was the other indicator. In this indicator, the study sought to find out to what extent does interschool or inter library reading competition being adopted in the informal settlement community libraries and how such has influenced the use of the library. The children were asked to indicate the extent to which the inter-schools/library reading competition services were offered in their libraries. Their responses were as indicated in Table 4.16

Table 4.16: The library arranges for inter school library reading competitions

Attributes	Frequency	Percent %
Not at all	353	98.1
Less extent	7	1.9
Total	360	100

From the findings, majority of the children acknowledged that the libraries did not offer the inter-school/library reading competition at all. Only a few noted that the service was offered in their library. On further clarification, it was established that children who said that the libraries offered inter-school/library reading competitions did not fully understand this question. It is therefore important to note that the informal settlement community libraries do not arrange for inter-school/library reading competitions.

The findings revealed that although the community libraries in the informal settlements arrange for library visits, they do not organize for inter-school/library reading competitions which could motivate children to read. The findings also revealed that some of the teachers regarded reading contests/competitions very critical in encouraging children to use the library. All the library staff acknowledged that they have never conducted inter-school/inter-library reading contest or storytelling contests. They attributed this

to lack of funds as such activities are costly and such cannot be transferred to the children's parents as they are willing but not able to.

Majority of teachers acknowledged that the children in middle childhood did not have enough exposure to the library and noted that reading contests would help in making the children use the library. The inter-schools/library reading competitions could also be a strategy to make teachers get involved in planning library services which can bring about school/library partnership which is crucial for the literacy development of the children and the promotion of the reading culture.

In the information age, libraries should ensure that children can access the internet as freely as possible (IFLA, 2003). Pasadena Public Library (2016) agrees with this and points out that it has computers for children equipped with educational software and the Kids catalogue for searching library materials. Limited internet access is also available to children. However, Policy on internet use is necessary. This study sought to find out if community libraries in the informal settlements offered computer services to children. In this indicator, the study sought to find out if the services are available, to what extent the services were being offered in various libraries and how they have affected library use among the children in middle childhood. The children were asked to measure the extent to which computer lesson services were being offered in their libraries. Their responses were as indicated in Figure 4.7.

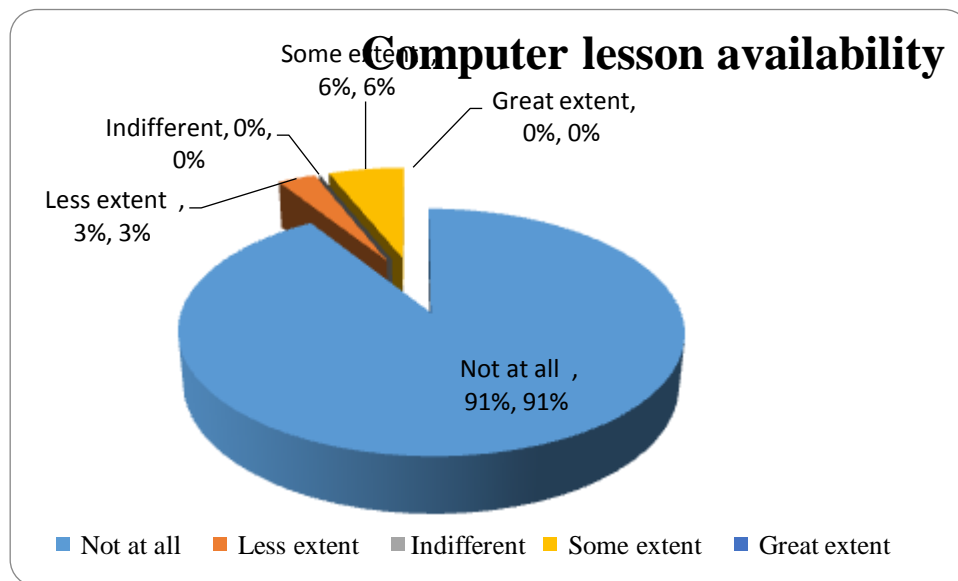


Figure 4.7: Computer lessons availability in libraries

Majority of the respondents stated that computer lessons services were not offered at all in their libraries. However, only a few indicated presence of computer services/lessons in their libraries. Further interrogation revealed that only SIDAREC library offered computer services to children. However, data collected revealed that most of those computers were not working.

Majority of library staff and teachers also acknowledged that libraries did not offer computer services to children. On trying to find out why there were no computer services in the libraries, 95% of the library staff indicated that finances could not allow them to acquire computers for use by the children.

Studies have shown that lack of ICT service in the libraries affect use. Agreeing with this view Iguehi & Idowu (2014), assert that most public

libraries lag behind in the provision of ICT services. IFLA (2003) points out that living in such an information age, libraries should provide children with access to computer lessons services. The findings of this study revealed that community libraries in the informal settlements do not offer computer services to children. Lack of funding has been portrayed by Dent & Goodman (2015) as one of the challenges affecting libraries in Africa. This agrees with (Ikenwe & Adegbilero, 2014), view that adequate funding should be provided to improve library services.

School library visits was the other indicator. In this indicator, the study sought to find out the extent of adoption of school library visits and how such has contributed towards the use of the library. Noting that having a library is not a pre-condition to establish a school, this has resulted in lack of school libraries in the informal settlement primary schools. With this view in mind, this study looked at school library visits as a strategy for partnership between schools and community libraries to promote literacy development.

School library visits can be an effective method of introducing children to libraries and encouraging them to be library users. The children were therefore asked to measure the extent to which the library arranges for school library visits. The findings are as captured in Table 4.17.

Table 4.17: Does the library arrange for school library visits?

Attributes	Frequency	Percent %
Not at all (Strongly Disagree)	3	0.8
Less extent(Disagree)	54	15.0
Indifferent (Neither agree nor disagree)	7	1.9
Some extent (Agree)	244	67.8
Great extent (Strongly agree)	52	14.4
Total	360	100

From the findings, majority of the respondents agreed that the library arranges for school library visits to some extent. A few were distributed between those who felt “to a less extent and a great extent” as the case in their libraries. Although the findings from the interview indicated that libraries arrange for library visits, further clarification revealed that even if the library visits are something the children look forward to, these visits are not well coordinated. The children are too many for the few library staff to manage them and most of the times the teachers do not accompany them. The study noted that the library staff get overwhelmed by the numbers. Data collected also revealed that due to the large number of children going to the library during the library visits, it would not be possible to tell what book each child is reading. However,

children agreed they were happy to be in the library and they felt they benefited from these visits.

According to Dent & Goodman (2015), reading frequency strengthens literacy development in children. This was confirmed by majority of teachers who indicated that the library has been a great place for building reading confidence among children. They felt that the libraries greatly helped the children acquire early literacy skills. They were also happy that even if their schools did not have libraries, the community libraries were offering reading opportunities to the children. Majority of library staff said that the visits played a significant role in encouraging the children not only to visit the library, but also to read. They therefore felt that the libraries were fulfilling their education role of promoting literacy development among children in middle childhood.

Borrowing services was the other indicator of the services and activities provided by the libraries. In this indicator, the study sought to find out the extent of borrowing services in the community libraries. McGrath, Rogers & Gilligan (2010) point out that this is one of the major services offered by libraries, a point which is echoed by OCLC (2010). OCLC (2010) confirms that the most popular activities among American library users still revolve around reading and the top activity remains borrowing books followed by leisure reading. This view is further emphasised by O'Connor (2011) who indicates that children feel that the best thing about a library is when they borrow books and get them out of the library. O'Connor (2011) further

highlights that children felt disappointed when they find that the books they would want to borrow have already been borrowed out by other children. The findings established that few libraries allowed children to borrow books. On trying to find out the reasons why the libraries did not offer borrowing services to children, the library staff pointed out that they did not have adequate books in their stock and they were also not sure about the safety of books if they lent them out. On this part, children felt disappointed that they were not allowed to borrow books to take home.

IFLA, (2003) emphasizes that libraries need to provide various activities for children in order to provide opportunities for them to learn outside the school or family environment. Agreeing with this view, OSU Children's Library Fund (2010), says that children of different ages require different library services, activities and interactions. This view is also supported by IMapLibraries (2013) by pointing out that libraries provide more than just books because they offer an alternative to the streets as a safe space in the local community for children to read, play and participate in learning activities.

Start a Library (2016) emphasized that one such activity to be offered by the library is reading opportunity. They argue that reading helps children to learn better the language of study because without proper comprehension of the language of instruction, children will not understand the other subjects and will therefore not excel in school. Therefore providing services and activities that would encourage reading is critical to introducing the children into the culture

of reading which in the end improves understanding and reading confidence and independence.

From the findings, it was interesting to note that majority of the respondents read between two and four books per month, followed by those who read one book per month. A minimal number of respondents did not read any book per month. These findings reveal that majority of the children who visit the informal settlement community libraries manage to read a book. This implies that reading is among the primary objectives why children use libraries.

According to the findings, majority of the teachers felt that the community libraries in the informal settlements offer reading opportunities to the children. This is an important fact because as MacLean (2008), points out, librarians are in their own way teachers- not teaching children the mechanics of how to read but teaching children how to love to read. Librarians serving children can lay the early literacy foundations which are required for reading success. This is an aspect that library staff in the informal settlement community libraries has not embraced as evidenced by the findings. Prescott as quoted by OSU Children's Library Fund (2010), observes that few children learn to love books by themselves; someone has to lure them into the wonderful world of written word. The research findings revealed that friends have played a great role in introducing the children to the library followed by siblings and cousins. Parents, teachers, and library staff have not contributed much in introducing

the children to libraries. This is a challenge to the parents, library staff and teachers to encourage children to read from library.

Imap Libraries (2013) on the other hand argues that libraries provide more than just books because they offer an alternative to the streets as a safe space in the local community for children to play, read and participate in learning activities. According to MacLean (2008), story times are much more than reading books. Story times form the awakening of imagination, widening of the mind and planting seeds of lifelong learning.

The importance of storytelling can be appreciated from the quote by Mandela as quoted by OSU Children's Library Fund (2010) who said “It is my wish that the voice of the storyteller will never die in Africa, that all children in the world may experience the wonder of books, and that they will never lose the capacity to enlarge their earthly dwelling place with the magic of stories” This view is shared by Sharkey & Sarjant (2011), who say that story times are very popular with children. Story times should be considered part of a daily library routine and can be conducted in various ways.

This is practiced by Lubuto Story time which according to UNESCO Institute of Lifelong Learning (2016), carries out daily reading and read-aloud sessions which they see as essential components for literacy development and also allows them to draw from Zambia’s oral culture. OSU Children's Library Fund (2010), observes that telling stories can build up the children’s vocabulary and

improve their listening and observational skills. It continues to point out that storytelling which includes telling stories, reading stories and listening to stories is very important to children especially those who do not know how to read.

The study found this to be very important especially in the informal settlements where many children come from homes where their parents are not able to read or do not read stories to their children. As pointed out by Dent & Goodman (2015) educational level of parents and geographical location are factors that determine the availability of reading materials in homes. Storytelling can either be done by reading a story loudly, then opening up a discussion or telling a story in English or in a vernacular and explaining it to other children. This implies that story times can provide opportunities for children to interact with one another and encourages peer learning.

From the findings above, quite a number of children do not consider storytelling a significant objective of why they should be encouraged to use the library. The teachers, on other hand, acknowledged that very few libraries in the informal settlements have customized storytelling sessions and activities in place.

4.4.4 Resources available in the library

According to African Library Project (2012), a library should have books that are useful for readers especially children so that they can start to enjoy reading.

This view is in line with IFLA (2003), which points out that children’s libraries should have variety of developmentally and age appropriate materials. Noting these two views, in this objective the study sought to find out the availability of the various reading resources for children and how such resources contribute towards the use of the library among the children in their middle childhood. The objective was measured using a number of variables: availability of books the children require, availability of story books in the children’s mother tongue, availability of story books in Swahili, the variety of books stocked in the library and if the books were friendly for children. The following presents the findings of the various indicators.

Availability of books the children require was the first indicator in this objective. In this indicator, the study sought to find out the extent of ease in accessing the books children require. The children were asked to measure the extent to which they agreed with the question. The findings are as shown in Table 4.18.

Table 4.18: I always find the books that I want in the library

Attributes	Frequency	Percentage
Not at all (Strongly Disagree)	4	1.1
Less extent (Disagree)	267	74.2
Some extent (Agree)	87	24.2
Great extent (Strongly Agree)	2	0.6
Total	360	100

The findings revealed that majority of the respondents disagreed that they get the books they are looking for every time. Very few strongly agreed that they get books they want. This is pointer that the community libraries do not have adequate books or even age appropriate books and this may explain why majority of the children do not always get the books they wanted to read at any particular time. A few respondents agreed that they find the books they look for from the library to some extent. The rest were thinly distributed between those who did not find the books they wanted at all and those who did find to a great extent.

Availability of story books in mother tongue was the second indicator. In this indicator, the study sought to find out the extent of availability of books written in mother tongue. The children were therefore asked indicate to the extent the library stocked story books in their mother tongue. The responses were as indicated in Table 4.19.

Table 4.19: I get story books written in my mother tongue in the library

Attributes	Frequency	Percent %
Not at all (Never)	348	96.7
Less extent (Rarely)	8	2.2
Some extent (Sometimes)	2	0.6
Great extent (Always)	2	0.6

Total	360	100
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The responses recorded in table 4.19 show that, majority of the respondents did not find story books written in their mother tongue in the library. On further clarification, respondents who said they found books in their mother tongue considered Swahili to be their mother tongue. Very few agreed that they rarely get books in their mother tongue.

Availability of story books in Swahili was the other indicator. In this indicator, the study sought to find out the availability of books in Swahili at the library. The children were asked to what extent they found the books written in Swahili in the library. The responses were as indicated in Table 4.20.

Table 4.20: Availability of Books written in Swahili

Attributes	Frequency	Percent
Not at all	4	1.1
Less extent	206	57.2
Neutral (Neither agree nor disagree)	32	8.9
Some extent	115	31.9
Great extent	3	0.8
Total	360	100

From the findings, majority of the respondents agreed that they did find books written in Swahili to a less extent. There was quite a significant number who did find to some extent books written in Swahili in their libraries. This is unlike the situation in Kitengesa Community Library in Uganda, which has a collection of books in both English and Luganda (Dent & Yannotta, 2005). In addition, almost all the books in the collection have come from Ugandan publishers, making the collection very relevant to the local population.

African Library Project (2012), notes that library play a key role in children's reading confidence and further says that a library should have books that are useful for readers, and fun to read so that once children discover the library has books of their interest, they may start to spend some of their leisure time reading in the library. For some children, reading in libraries is a very important issue especially getting immersed in books as indicated by Leicestershire (2014). The study noted a case where one 7 year old boy said that when he goes to the library, he gets a sense of warmth because there are so many books to read.

In the findings of the current study, teachers acknowledged that for such experience to be attained, the libraries should stock books that relate to the children. Such can be attained by use of comic characters, interesting pictures and a language they could easily identify with. African Library Project (2012)

explains that library staff always needs to evaluate if the books they have stocked are written at the level of children.

According to EIFL (2011), 64% of Kenyans aged 16-70 years indicated that relevant books in libraries are an important motivator and therefore a key determinant of future use of libraries. This is supported by O'Connor (2011), who says it is all about books and children are attracted to use libraries because of the books they find in those libraries. This is an indication that libraries need to stock materials which are useful to the needs of users. A fact emphasized well by Naidoo (2014) that children can interact with stories on a regular basis in the library and they love seeing images that reflect themselves and encounter stories in their native language and within the context of their personal cultures.

While looking at the book collections in the community libraries in Uganda, Books Open the World (2011) indicated that even if most of the books are donated from the western countries, the libraries bought books in the local languages and by Ugandan writers. The same scenario was found in the informal settlement community libraries under study, where the findings revealed that majority of books are donations from foreign countries. The books therefore lack the local characters, wordings and language that the children in the Kenyan informal settlement community libraries can easily identify with.

In the findings, the study noted that majority of the children, to a less extent, find the books that they want in the library, to a less extent do they get books written in Swahili, they agreed to a less extent that the library stocked a variety of books. In fact, they noted that the libraries do not stock any books in their vernacular language. Yet it is considered the children's first language that they can easily identify with. The teachers on the other hand clarified that books in the library are not middle childhood friendly. Leicestershire (2014) identifies this as common in many libraries. He further explains that the middle childhood learners would either get books for younger or older children and very few for this age bracket.

In this research, the teachers, the library staff and the children all agreed that the libraries had not stocked materials or resources on the various local languages. The local language materials are important as they expand the reach of the library to those who do not read English. According to literature, such kind of scenario may prove quite difficult in Kenya given the lack of legal framework of establishing community libraries.

According to library staff, the major source of their books were from donations and only purchased a few once they obtained funds to. The sizes of collections from majority of the libraries were between 2,000 and 5,000 books. The lowest library in collection was between 20 and 2,000 books. It was noted that majority of the libraries in the visited informal settlement have a ratio of 1:5 (one book to five children). If this is probed further it is easy to imagine a

scenario where one book shared between five children yet the books are not captivating, the question lingering here is “will the children have interest in using library?” To probe it further, there were no other interesting and captivating services and activities that the children can take as an alternative. The conclusion drawn here is that something needs to be done urgently about the library stock.

In order to increase the collection, EIFL, (2011) pointed out that adequate funding is required by libraries for them to acquire appropriate resources. This is not the case for public libraries in Africa. Majority of the library staff in the findings revealed that their annual expenditure on informational material is less than KES 10,000. This explains why the materials are minimal and why children could not find the kind of material they required since there was no variety. Findings revealed that due to lack of adequate age appropriate books, children read books which are either too easy or too difficult for them. This may be one of the reasons that children are not highly motivated to read. It was especially noted that books relevant for class three pupils were few which may explain why there was a drop in the use of library by children in class three aged 8, resulting in their few numbers being interviewed for this study.

4.4.5 Findings on the Extent to Which Children’s Perception affect how they use it

The constructs of UTAUT stipulate that each individual child's acceptance to use the community library depends on the ease of its use as a facility and the social influence which affects behaviour. It was therefore important for the researcher to determine if children's perception as a determinant affects use.

In this objective, the study sought to determine the extent to which children perception about the library affects its use. In order to gather data on this objective, the following indicators were looked at: children's interest in libraries, perception on parents support to use the library, perception on friends' support on use of the libraries, perception on teachers' support to read from the library and perception on the conduciveness of the library.

The first indicator was children's interest in libraries. In this indicator, the study sought to establish whether children liked being in the library and why they thought it was important to use the library. The children were therefore asked to assess the extent to which they liked being in the library. Their responses were as indicated in Table 4.21.

Table 4.21: I like being in the library

Attributes	Frequency	Percent %
Not at all (Strongly Disagree)	1	0.3
Less extent (Disagree)	5	1.4
Some extent (Agree)	171	47.5

Great extent (Strongly Agree)	183	50.8
Total	360	100

Responses from the table shows that majority of the respondents strongly agree that they liked being in the library to a great extent. This was closely followed by those who liked going to the library to some extent. From the findings, very few respondents never liked being in the library.

Perception on the parents' support in the use of the library was the second indicator. This indicator was important as one of the elements of UTAUT whereby influence of important others contributed to the child's acceptance to use the library. In this indicator, the study sought to find out the children's perception on their parents' support to use the library. The children were therefore asked to what extent they agreed with the statement on their parents' support. Their responses were as indicated in Table 4.22.

Table 4.22: My parents encourage me to read from the Library

Attributes	Frequency	Percent %
Not at all (Strongly Disagree)	304	84.4
Less extent (Disagree)	30	8.3
Some extent (Agree)	26	7.2

Total	360	100
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In the findings, majority of the respondents strongly disagreed that their parents do encourage them to read in the libraries. This is to mean that they acknowledged that their parents never supported them to read from the library. The rest were thinly distributed between those whose parents did support them to a less extent and to some extent.

The third indicator was perception on friends' encouragement to read from the library. In this indicator the study sought to find out the children's perception on how their friends have contributed towards their use of the library. The children were therefore asked to state the extent to which the statement was true, and their responses were as indicated in Table 4.23.

Table 4.23: My friends encourage me to read from the library

Attributes	Frequency	Percent %
Not at all	4	1.1
Less extent	10	2.8
Some extent	15	4.2
Great extent	331	91.9
Total	360	100

The findings revealed that majority of the respondents were encouraged to a great extent by their friends to read from the library.

Children's perception on teachers' role in encouraging them to read from the library was the other indicator. In this indicator, the study was interested in finding out the extent to which teachers have encouraged the children to use the library. Their responses were as indicated in Table 4.24.

Table 4.24: My teachers encourage me to read from the library

Attributes	Frequency	Percent
Not at all	318	88.3
Less extent	21	5.8
Some extent	19	5.3
Great extent	2	.6
Total	360	100

The findings revealed that majority of the respondents felt that their teachers have not played a role in encouraging them to read from the library. The rest were thinly distributed among those who felt that the teachers encouraged them to a less extent, some extent and great extent.

Facilitating conditions as one of the elements of UTAUT is concerned with the degree to which an individual believes that a system exists to support him/her. Perception on the conduciveness of the library was the other indicator. In this indicator, the study sought to find out whether the library is friendly enough to encourage the children to use it. The children were asked to assess the extent to which the library was conducive for the studying and how it encouraged them to use of the library.

Table 4.25 Our library is very quiet and peaceful for learning

Attributes	Frequency	Percent %
Not at all	7	1.9
Less extent	31	8.6
Indifferent	14	3.9
Some extent	299	83.1
Great extent	9	2.5
Total	360	100

In the findings, majority of the children felt that the library was conducive to some extent. The rest were thinly distributed among those who felt to a less extent, some extent, those who were indifferent and those who didn't agree at all that the library was conducive. The study further conducted summary descriptive statistics of the above objective.

The study links perception to exposure. The study argues that how well someone is exposed will affect how they perceive certain things. Limited exposure is common in many countries in Sub-Sahara Africa, children in Leicestershire start using libraries at a very early age of 4 or 5 years because they accompany their parents hence developing positive attitude towards libraries and reading habits (Wilby, 2014). This was also noted from the data collected in this study. Lack of variety of resources and lack of unique interesting services and activities have resulted to a low regard of the

perception of the library to the children. In the findings majority of the teachers said the children are not well exposed when it comes to library use.

They recommended to the libraries to adopt ways to expose the children in middle child hood to library use. They suggested more library visits to schools to create awareness of the library's services and activities, parents' enlightenment on their role to create positive attitude and stocking of variety of resources at library. This is in line with literature, which suggested that books are the first things that come to mind when thinking about the library (OCLC, 2010).

Miller, Zickuhr, & Rainie (2013), indicated that 94% of parents view libraries to be important for their children while 79% viewed libraries to be very important for their young children. 84% of these parents said the main reason they wanted their children to have access to the library is because libraries help their children to inculcate love for reading and books ; while 81% said libraries provided their children with information materials not available at their homes; while 71% said libraries are safe places for children.

EIFL (2011) indicates that over 70% of users of public libraries in Kenya associate libraries with information, knowledge storage and books. The study sought to find out to what extent is this true among the children in middle childhood in the informal settlement communities in Nairobi. Even though relatively few published studies have focused on exploring children's

perceptions of a library especially below the age of 10 in comparison to library use (MLA, 2010).

Haynes (2014) indicates that children see a library as a place they go to after school and during the holidays to read, play, make friends and grow up as children. This implies that they regard the library highly. This is also observed in this research. Majority of the children expressed that the library is to a great extent important to their life. They proceed to agree that they liked being in the library as they understood better when they read from the library than anywhere else. This was so because other children don't make noise and distract them from reading. This has to some extent made the library quiet and peaceful for learning.

Miller, Zickuhr, & Rainie (2013), paints a very interesting scenario on why children use libraries by pointing out that 87% of children visited the library to borrow books, 55% to do school work, 46% to attend library event, 37% to use internet, 37 to socialize with their friend and 32% went because of book clubs. He continues to point out that younger children have been discouraged from using public libraries in sub-Saharan Africa because they are perceived to be noisy.

This discouragement may have caused children to have limited exposure to libraries in many countries. This has led the children to develop negative attitude towards use of the libraries. This highlights the fact that children

require their own section in the library that takes into account their own learning needs such as storytelling and reading loudly without being considered to be noisy. The study found out that to a greater extent children are encouraged by their friends encourage them to read from the library hence the reason why they always visit the library in group.

4.5 Inferential Statistics

This study was designed to establish the relationship between determinants of library use (geographical location, services and activities offered, resource available and children perception about the library) and the actual use of the library.

The data collected was analysed using multiple regression analysis, and the results interpreted according to the values of t , R^2 and F values at the 95% level of significance. Regression analysis requires a study to establish whether the regression results meet requirements raised by the key assumptions. The assumptions are captured as presence of linear relationship among variable, multivariate normality, No or little multicollinearity, No auto-correlation and Homoscedasticity (PMC, 2012).

According to PMC (2012) visual inspection of the distribution may be used for assessing normality, although this approach is usually unreliable and does not guarantee that the distribution is normal. The journal further concludes that main tests for the assessment of normality are Kolmogorov-Smirnov (K-S) and Shapiro-Wilktests. This is further supported by Oztuna, Elhan, & Tuccar,

(2011) who investigated four different normality tests in terms of type 1 error rate and power under different distributions. In their findings they concluded that Shapiro-Wilk was a much reliable measure of normality. The test is even further supported by Ghasemi, Syedmoradi, Zahediasl, & Azizi, (2012). Therefore the study adopted the Shapiro-Wilk test to determine the normality. The test is as shown in the table below.

According to Ghasemi et al (2012), data is normally distributed if the significance level of the variables is greater than 0.05 sig. In this case, all the data is normally distributed as they all greater that the 0.05 significance level. See the Table 4.26 for more details.

Table 4.26 Normality Tests

Objective	Shapiro-Wilk		
	Statistic	Df	Sig.
Children's use of the Library	0.997	360	0.650
Library's Geographical Location	0.997	360	0.822
Service and activities Offered in the library	0.992	360	0.058
Resource available in the library	0.996	360	0.518
Children perception on library use	0.998	360	0.908

Field, (2005) and Hair, Anderson, Tatham, and Black, (1995) suggest use of the Variance Inflation Factor (VIF) to ascertain multicollinearity. For acceptable levels, the VIF should range between 1 and 10.

Table 4.27: Collinearity Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
Children's use of the Library	0.995	1.005
Library's Geographical Location	0.987	1.013
Service and activities Offered in the library	0.992	1.008
Resource available in the library	0.996	1.004

a. Dependent Variable Bi:

The other assumption of regression is that there is no autocorrelation among variables under study. Autocorrelation means correlation between the elements of a series and others from the same series separated from them by a given interval. PMC, (2012) identifies Durbin-Watson as a unique measure of autocorrelation. The Durbin-Watson statistic is always between 0 and 4. A Durbin-Watson value of 2 means that there is no autocorrelation in the sample, while values approaching 0 indicate positive autocorrelation and

values toward 4 indicate negative autocorrelation (Oztuna, Elhan, & Tuccar, 2011). From the findings, the study obtained a Durbin-Watson measure of 1.97 as show in the table 4.28.

Table 4. 28 Model Summary^b

Model	Durbin-Watson
1	1.979 ^a

a. Predictors: (Constant), Children perception, Geographical location, Services and activities offered, resources available and Children perception

b. Dependent Variable: Library use

The value is within the acceptable limit of between 0 and 4. This value is nearer 2. This implying that there is no auto-correlation among the variable.

The Regression Model used in this study is as shown below;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Use of the library,

X₁ = Geographical location,

X_2 = Services and activities offered by the libraries,

X_3 = resources available in the libraries,

X_4 = children perception about the libraries. In the model,

β_0 = the constant term while the coefficient

$\beta_i = 1 \dots 3$ was used to measure the sensitivity of the dependent variable (Y) to unit change in the predictor variables.

e = is the error term which captures the unexplained variations in the model.

The table 4.29 gives the summary of the model.

Table 4.29 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.717 ^a	0.5141	0.509	0.291	1.646

a. Predictors: (Constant), x1, x2, x3, x4b. Dependent Variable: b

The regression model explains 51.4% of variation in use of the library as accounted for by the four determinants of use of the library ($R^2 = 0.5141$).

The R^2 -value of 0.514 1implies that Geographical location, Services and activities offered by the libraries, Resources available in the libraries and

Children perception of the libraries explains about 51.4% of use of the library by the children.

The study used ANOVA to establish the significance of the regression model from which an f-significance value of 0.00 was attained. The $p < 0.000$, which is less than 0.05, and thus indicates that, overall, the model applied can statistically significantly predict the outcome variable. This implies that the regression model has a less than 0.000 likelihood (probability) of giving a wrong prediction. The details are shown in the table 4.30.

Table 4.30: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.459	4	2.365	19.917	0.000 ^b
Residual	42.150	355	0.119		
Total	51.610	359			

a. Dependent Variable: b

b. Predictors: (Constant), f, c, d, e

The table below (*Coefficients*) provides us with information on each predictor variable. This gives us the information we need to predict use of the library

given the geographical location, services and activities offered, resources available and the children perception of the library. It is evident from the table below that the constant ($p = 0.000 < 0.05$), geographical location ($p = 0.000 < 0.05$), the services and activities offered ($p = 0.002 < 0.05$), and the children perception ($p = 0.002 < 0.05$), contribute significantly to the use of the library.

Table 4.31 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.275	0.221		5.779	0.000
Geographical location	0.208	0.033	0.306	6.314	0.000
Services and activities	0.207	0.066	0.161	3.155	0.002
Resources	0.044	0.056	0.041	0.782	0.434
Perception	0.201	0.065	0.168	3.120	0.002

a. Dependent Variable: Use of the library

Given the coefficients, the regression equation attained is;

$$Y = 1.275 + 0.208 (X_1) + 0.207(X_2) + 0.044(X_3) + 0.201(X_4)$$

The study further used the multiple regression equation above to assess the effect of the independent variables on the dependent variable. To achieve this, the study replaced the scores of the various X_1 , X_2 , X_3 and X_4 from the study as

No.	Independent variable (Value of X)	Scores
X_1	Geographical Location	4.0
X_2	Services and Activities offered by the library	4.8
X_3	Resources available in the library	3.0
X_4	Children's perception of the library	3.0

summarised in the table 4.32.

Table 4.32 Summary mean score from various objective indicators

The following are the workings;

$$Y = 1.275 + 0.208 (X_1) + 0.207(X_2) + 0.044(X_3) + 0.201(X_4)$$

$$Y = 1.275 + 0.208 (4) + 0.207(4.8) + 0.044(3) + 0.201(3)$$

$$Y = 3.8356$$

$$Y \approx 4$$

Where

5 = Great Extent, 4 = Some-extent, 3 =fair, 2 = Less extent, 1 = Not at all

As shown in the calculations, the study concluded that the four variables are determinant of use of the library by the children. As they to some extent affect

the use. As shown in the equation above, it is clear that an increase in either of the variable would result to an increase in the use of the library by the children aged six to nine in the community libraries.

These findings are in line with Ikenwe & Adegbilero (2014) who argues that that libraries' services and activities are a critical component in use or non-use of the library. This is to mean an increase in services and activities will result to increase use and vice versa. This point is further emphasized by Julius, et al., (2015) who argues that there is a positive relationship between geographical location and library use. In their findings, those students who reside closer to the library tend to use the library more than those who reside further from the library. This is further elaborated by Isaac and Godwin (2016) who assessed how availability of information resources and services affects use, in their findings they found out that there is a positive relationship between availability of resource in the library, an increase in the resources will result to an increase in the use of the library.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to find out the determinants of use of community libraries by children aged six to nine years in selected informal settlements in Nairobi specifically Mathare, Mathare North, Githurai, Mukuru Kwa Njenga and Korogocho. The study mainly focused on the following six informal settlement community libraries: MYSA Mathare, Mathare North, MYSA Githurai, SLIN, SIDAREC and St John's Community Library Korogocho.

This chapter summarizes the major findings as discussed in chapter four, makes conclusions and suggests recommendations. The chapter finally gives suggestions for further study.

5.2 Summary

5.2.1 Library use among the six to nine year old children

The study established that majority of children who used the community libraries were aged six and seven years. According to the findings only 15% of children could read fluently, an indicator that literacy levels were very low. Most children did not have parents who read at home despite the fact that

parents are the first people who should teach and encourage their children to read.

It was evident from the research that friends introduced these children to the libraries they visited from time to time. This was followed by siblings then teachers and mothers who introduced the children to libraries, only 2.5 % of children were introduced to libraries by their fathers. This implies that the children play the highest role when it comes to influences of the children to read and the least influence was from the fathers.

Most of the children read between two-four books per month, followed by those who read eight-ten books. There were some children who did not read a single book in a month. Very few children read more than ten books in a month. This means that libraries have not come up with activities that can encourage reading for leisure and enjoyment. The implication of this is that Kenya may not achieve a reading culture unless strategies are put in place to encourage children to read more.

Majority of the children to some extent visited the library when they had a chance to do so while only a few children to a great extent visited the library every time they had a chance to do so. This implies that children do not always use the library when they have a chance to do so. This is an indicator that libraries are not the first choice of a number of children to be in. It means that librarians working in the informal settlement community libraries have to come up with innovative ways of making their libraries interesting places to be in.

Only 22 out of 360 children to a great extent are able to read all the books they plan to read at a given time. 182 out of 360 children to some extent read the books they plan to read. This implies that not all children read the books they plan to read. This shows that the library stock lacks diverse and interesting books with the language and level of readership that appeals to many children.

To some extent the children felt safe and comfortable when in the library while only 31 indicated that to a great extent they felt safe in the library. A significant number of 150 children did not feel safe and comfortable in the library. This is an implication that children in the informal settlements do not view the community libraries as safe havens for them, an indicator that those libraries have not managed to make children feel completely safe and comfortable in the library. The furniture and the libraries in general may not have an appeal to the children.

5.2.2 Geographical location of libraries

Majority of the children indicated that there was a library they could use which was not very far from either their school or home. The implication of this is that the informal settlements do not occupy a lot of land and therefore it is only logical that children would get to a library without going long distances.

A significant number of children also indicated that they could easily access the libraries either from their homes or school. This is an implication that

libraries are easily accessible and children would not refuse to use the libraries because they are inaccessible. Majority of the children felt the roads leading to the libraries were secure and only a few said the roads were not secure. This means that the children move in a familiar environment and would therefore not feel unsafe on the roads. The geographical location of the library is a great determinant of library use. Since most of the primary schools in the informal settlements do not have libraries, they depend on the community libraries to satisfy the information and reading needs of the children. The children indicated that the library should not only be near their school but also near their homes so that they could spend more time in the libraries.

5.2.3 Services and activities offered by the library

Some of the libraries had storytelling as one of the library activities. The storytelling sessions were however, not organized very well. If libraries want to encourage children to use the library for storytelling, they need to structure the storytelling sessions well. Stories form part of the reasons most children use libraries and the community libraries, need to understand the value of storytelling as one activity to encourage more children to use the libraries. There is no library that had programmed their story telling in a manner that would help the children enjoy and learn from the stories. The libraries did not invite older people to share stories and folklore with the children which would be a great encourager to library use. They also did not invite local authors to

tell stories to children which would also make the children interested in reading. The implication of this is that if libraries have to encourage children to use libraries, they have to come up with innovative methods of doing this and foster partnerships with other people.

Reading independently made children feel good. Most children only read when they were in the libraries. Reading aloud did not seem to be one of the activities that libraries encouraged. Due to limited book stock, some children read books which were either too easy or too difficult for them. This is an implication that libraries will not be able to inculcate a reading culture unless they improve on the stock. The children will lose interest of using the libraries unless they can find books of interest for them to read. This also implies that the community libraries have not laid great emphasis on reading.

Only one library had a book club but which was not fully functional. This implies that community libraries in the informal settlements have not embraced book clubs as an activity that can encourage reading and use of libraries. If literacy levels in Kenya and particularly in the informal settlement have to go up, then libraries would have to do more than they are doing in encouraging children to read. The library staffs do not seem to fully appreciate the role that book clubs play in literacy development. This may be as a result that they are not professionally trained as librarians.

The informal settlement community libraries do not organize either inter-schools or inter-libraries reading competitions. The implication of this is that children do not have chances of showcasing their reading capabilities and they are also not encouraged to read. If these activities were arranged, majority of children would read since they would want to compete.

Although all the libraries arranged for school visits, they are carried out in a haphazard manner. The findings revealed that most of the teachers did not accompany the children and the library staff gets overwhelmed with the many number of children. Since the library staffs are few the reading activities during the library visits are not coordinated. The implication of this is that the library visits do not achieve the required objectives. The library visits if programmed well would be the most effective method of encouraging children in middle childhood not only to use the library but also to read as a way of improving literacy. This would also encourage partnership between the libraries and the schools.

The informal settlement community libraries do not offer computer services to children. The only library offering some kind of computer services was SIDAREC although most of the computers were not in working condition. This implies that due to limited finances, the informal settlement community libraries are unable to acquire computers. With the primary school lap top project, if the libraries are not able to offer computer services to the children, it is possible they will lose a number of children who may not find reasons to visit the library. 95% of library staff confirmed that they did not have finances

to acquire computers. This is one service that can be used to encourage more children to use the libraries in this digital age.

Although borrowing of books would encourage children to use the library and also promote reading, this is not happening in a number of informal settlement community libraries. Some reasons may be that the library collection is not large and if books are borrowed out of the library, other children may not get books to read. Other libraries are not sure that the children would not lose the books and they are also not sure how the books would be at home. The implication of this is that if libraries have to encourage more children to use the libraries and be in the forefront of promoting literacy development, they have to incorporate borrowing of books as a key service.

5.2.4 Resources available in the library

The resources as a determinant of library use by children in middle childhood are a critical need in the informal settlement community libraries. The available books need to not only be adequate, age appropriate but they also need to be diverse in order to be of interest to the children by depicting characters they can identify with. Diversity of materials is also important for children to learn about other people and different cultures of the world. Most informal settlement community libraries rely on donated books by foreign donors. The implication of this is that the libraries may be having books which are not of

great interest to the children and which lack local content. There are no books in local languages and very few in Swahili. 267 children out of 360 said they rarely get books that they are looking for. This is an indicator that the community libraries need to re-evaluate their stock in order to cater for the needs of the children. If they did this, they would not only attract children to read but would also ensure that the literacy level goes up and children read for enjoyment.

Majority of the children said they did not find story books written in their mother tongue. They indicated they would enjoy reading books written in their mother tongue. The rest agreed to a less extent that they find books in their mother tongue considered Swahili to be their mother tongue. The implication of this is that if promotion of indigenous knowledge is to be achieved, the informal settlement community libraries would need to find ways of stocking books in local languages as part of their collection. This calls for library staff to be proactive in looking for donors and especially publishers who could donate books in local languages. The library staff can take advantage of the corporate social responsibility (CSR) which most organizations have embraced as a method of getting book donations from local publishers.

Majority of the children felt that the libraries did not stock variety of books. The implication of this is that the children did not feel that the resources found in the libraries had not played a role in their usage of the library. The diversity of the collection would ensure that books stocked were useful to the children.

This can be seen from the point of view that relevant become an important motivator and therefore a key determinant of future use of libraries. The implication of lack of diversity in the collection is that library staff lacks the skills to look for funding which could be used to buy books which would be diverse in nature.

5.2.4 Children's perception of the library

Children perceived libraries to be important in their lives and they loved being in the libraries because they assisted them to learn how to read and gain confidence in reading. This implies that children consider libraries to be very important in their lives. This implies that for the children to maintain this interest libraries have to design activities that will sustain this interest even for future use. Libraries also need to come up with strategies on how to make children who already use the libraries to be library ambassadors and encourage other children to use the libraries.

Most of the children felt that the library was quiet and they could read without disturbance and they considered this to mean that the library was conducive. The children were not worried about the furniture or lack of it. The implication of this is that even at home furniture was not of any importance. They also did not have a point of comparison with other libraries and therefore, they were satisfied with whatever furniture was available in the library.

A few children had parents who supported their use of the library to a great extent while majority of the children did not get support from their parents to use the libraries. This is an implication that libraries have not managed to get parents support which translates into lack of community involvement in the matters of the libraries. This would call for library staff to popularize libraries among parents so that more children can use the libraries once their parents embrace the important role of libraries in their children's lives.

According to the children, friends played a significant role in encouraging and supporting children in the use of the library. Majority of the children had been supported to a great extent by their friends to use the library. This is an implication that social influence as a determinant of library use affected behaviour. When children were convinced that their friends as important others in their lives felt they should use the library they found it interesting to visit the library. This is an indicator that social influence played a significant role in the use of libraries by children in middle childhood.

Although teachers would be considered to play a great role in supporting and encouraging children to use libraries, this is not the case in the informal settlement community libraries. 318 children out of 360 did not get any support from their teachers to use the library and only 19 had the support of their teachers. This is an implication that in Kenya the problem of lack of use of libraries is deep rooted. Lack of teacher's support to use the library implies that the teachers do not use the libraries. This calls for the informal settlement

community libraries to foster partnerships with teachers in the use of libraries. Once teachers appreciate that when children use libraries they become better readers and their performance in school improves, then they will support and encourage the children to use the libraries. After all any teacher would be happy if the performance of their school at the national examinations improves.

Children all over the world use libraries for different reasons. The greatest of them being to borrow books, do homework, use internet, attend an event and socialize with friends. In the informal settlement community libraries, a number of these services are not available. The implication of this is that children in the informal settlements use the library either to read or listen to stories or to see friends. Many of the children said they used the library because of drama, dancing classes or football. This is an indicator that children are interested in cultural activities. It therefore becomes evident that these are activities that can be used by the informal settlement community libraries to attract more children use the libraries. These activities can also be used to nurture talent in children according to their interest. It also implies that the informal settlement community libraries have failed to offer crucial services such as homework services, internet services, book clubs and reading competitions which would greatly encourage children to use the libraries. The introduction of such services may increase usage of the libraries.

5.3 Conclusion

The purpose of this study was to find out the determinants of use of community libraries by children aged six to nine years in selected informal settlements in Nairobi specifically Mathare, Mathare North, Githurai, Mukuru Kwa Njenga and Korogocho. The study established that majority of the children who used the community libraries were aged 6 -7 years. The literacy level was very low and very few children could read fluently. Although a large number of children visited the library often, very few of them were able to read all the books they intended to read at a particular time.

The study established that the geographical location of the library was a significant determinant of library use by children in middle childhood. Most children could easily access the library either from their school or home. From the regression analysis, it was evident that an increase of various geographical indicators such as accessibility would result to an increase in the use of the library. This implies that the two are positively correlated.

The study established that library services and activities are great determinants of library use by children. Most children used libraries to read, listen or tell stories or through the library visits. It was however evident that story telling sessions were not well structured. Although library visits were carried out in all the libraries, they were done in a haphazard manner and may not achieve the required results of promotion of reading habits and literacy development

among children in middle childhood. It was noted that the libraries did not offer computer services and book clubs.

The study also established that a number of libraries did not allow borrowing of books and this could be a deterrent of library use by children. It was established that a number of children used the libraries because of cultural programmes such as dancing and drama. Others used the library because of the football club. This indicates that a library can identify an area of children in a given locality and use that activity as a motivator to library use.

The study further revealed that although the libraries had reading resources, they lacked diversity in their collection. Books in local languages were almost non-existent. This was due to over dependence on foreigners for book donation, children lacked books which were of interest to them or with characters they could identify with. Some children read books which were either too easy or too difficult for them due to limited choice of reading materials.

The study established that majority of the children perceived the library to be important in their lives because it assisted them to read well and therefore perform better in school. They found they could read better when in the library than when they were anywhere else. Majority of the children used the library because they were introduced and encouraged by their friends. It was however evident that parents and teachers had not supported children in the

use of the library. This calls for libraries to involve the parents and teachers in the matters of the library so that they could become partners in the promotion of reading and literacy development. More children may use libraries if encouraged by their parents and teachers. Librarians have to show the value of libraries to the community.

This study therefore concludes that although children aged six to nine years used informal settlement community libraries, it is evident that those libraries have not put any strategies in place to attract children. The services, activities and information resources need to be improved if libraries wanted to fulfil their educational role of promoting literacy and also to attract and encourage more children to use libraries. This could lead to greater usage. This study therefore makes the following recommendations.

5.4 Recommendations

From the summary and conclusions highlighted, a number of recommendations were made which the informal settlement community libraries can adopt in order to increase their usage, promote reading and literacy development.

- (i) The informal settlement community libraries need to improve their services and activities by using innovative methods in order to maintain children's interest in using them.

- (ii) They libraries need to stock more relevant and age appropriate books in order to attract and encourage more children to use the libraries.

- (iii) In order to encourage and promote reading and literacy development, the informal settlement community libraries should strive to make their services and activities more attractive to children by: Organizing inter- library reading competitions frequently and the winners rewarded forming book clubs in order to ensure that children get fluency in reading, read independently and increase the number of books read in a month and the love of books is nurtured. The book clubs can organize holiday reading camps and these would attract many children. Structuring story telling Programmes as one of the great determinant of library use. During Such competitions the libraries could invite local publishers and government officials. This way they could bring funding and other donations that could enhance library resources.

- (iv) If well structured, storytelling programmes would get children hooked to visiting the library because every child loves to hear a good story. The children would also develop listening skills and asking questions, which are important social skills. The libraries should endeavour to introduce borrowing services. This is important because children feel good when they are allowed to borrow books.

- (v) The informal settlement community libraries can partner with Library and Information Science training schools to put in place internship programmes for professionally trained librarians. This would help in in-house training of the staff working in those libraries.
- (vi) This study further recommends that the informal settlement community libraries should draw up strategies to engage the staff working in the informal settlement community libraries should engage the community especially parents so that they can support their children in library use. This will also have a positive influence on children's perception of library use.

5.5 Contribution of the study

The findings of this study are major contribution to knowledge in general and to literature on determinants of informal settlement community libraries by children.

- The study has established that geographical distribution of libraries, Library services and activities, information materials and perception of the library by children are determinants of library use
- The study has determined that lack of diversity of reading materials has contributed to children not being encouraged to read
- The findings are in agreement with the findings of (Iguehi & Idowu, 2014). Who observed that the satisfaction of users greatly influence utilization

- The findings are also in line with what was observed by Dent & Goodman, (2015). Who observed that having appropriate reading materials help in literacy development

The findings of this study indicate that the informal settlement community libraries do not have book clubs, they have not structured story telling sessions and therefore they have not attracted many children to use the library.

5.6 Recommendations for further study

This study recommends that a study on “Use of Informal Settlement Community Libraries by young adults” Such a study would establish if young adults formed the habit of using the libraries at their middle childhood stage and therefore continued using the libraries.

The study further recommends a study on “The relationship between library use and performance in schools in the informal settlements” be done. If it is undertaken, such a study may bring out the value of informal settlement community libraries in supporting schools to achieve better performance and literacy development in particular.

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Appendix A: Letter of Introduction

Kenyatta University,
Department of Library and Information Sciences,
P.O. Box 4384, Nairobi.

Dear Sir/Madam

RE: REQUEST

My name is Sarah W. Kibugi. I am a PhD student at Kenyatta University, Department of Library and Information sciences. I am carrying out a study on the Determinants of Use of Informal Settlement Community Libraries by Children in middle childhood in selected informal settlements in Nairobi County, Kenya.

The purpose of this letter is to request you to complete the attached interview schedule which will enable me to collect data on the topic under investigation. From the findings, I hope to purpose recommendations on what can be done to enhance utilization of the community libraries by children. I would like to assure you that the information you provide will be treated with utmost confidentiality and will only be used for the purpose of this research. Thank you for taking time to respond to the interview schedule.

Yours Faithfully,

Sara Kibugi

Appendix B: Interview Schedule for Children

(To be filled by the researcher or Research assistant)

Section

a) General Information

1. Name of the library _____
2. Name of Informal settlement _____
3. Name of constituency _____
4. What is your name? _____
5. How old are you? _____
6. Do you go to school? Yes No
7. What is the name of your school? _____
8. How many books do you read in a month? _____
9. Please tick appropriately
10. Who told you about the library? *Please tick appropriately*

Mother	Father	Teacher	Friends	Others

11. Who brought you to the library the first time? *Please tick appropriately*

Mother	Father	Teacher	Friends	Others

NB; in the sections below the scores represent the variables as highlighted; 5

= Great Extent, 4 = Some-extent, 3 =fair, 2 = Less extent, 1 = Not at all

b) Use of the Library

Attributes	5	4	3	2	1
I often visit the library when I get the chance to					
I read all the books I plan to read at a given time					
The library staff are friendly and supportive					
I get help when I face any problem while in the library					
I visit the library to read					
I visit the library to do my homework					
I visit the library to tell and listen to stories					
I visit the library because it has drama and dancing lessons					
I am allowed to borrow books from the library					
I feel safe and comfortable studying in the library					

c) Geographical Distribution of Community Libraries

Attributes	5	4	3	2	1
There are quite a number of libraries near my home					
The library I often use is near my home					
I can easily access the library from my home					
The road leading to the library is secure					

d) Library Services and activities Offered

Attributes	5	4	3	2	1
Story telling is allowed in the library					
Book club services are offered by the library					
The library arranges for inter-school reading competition					
The library offers computer lessons services to the children					
I am involved in the running of the library activities					
The library arranges for school library visits					

e) Resources available

Attributes	5	4	3	2	1
I always find the books that I want in the library					
I get story books written in my mother tongue in the library					
I get story books written in Swahili in the library					
I easily find the books I need					
In case I don't get, I always get assistance from the librarian					
The library stocks variety of books and materials					
The books in the library are friendly for the children					

(f) Children perception about the library

Attributes	5	4	3	2	1
Children don't make noise and destruct others from reading in the library					
I Like being in the library					
I understand well when I read from the library than anywhere else					
My parents encourage me to read from the library					
My teachers encourage me to read from the library					
My friends encourage me to read from the library					
Our Library is very quiet and peaceful for learning					
The lighting is very conducive for me to read					
To what extent is the library important to your life					

Open Questions

- What books, toys or games would you like the library to have?

- What other Services and activities would you like the library to introduce to encourage more children your age to use the library?

Appendix C: Interview schedule for Library Staff

Section A: General Information (For All Questions Please Tick or Fill in the Gaps)

1. Name of Library _____

2. Name of Informal Settlement _____

3. Name of constituency _____

4. When was the library established? _____

5. Who established the library?

Government Donor Local Community NGO

Individuals Don't know

Others (please specify)

6. Reasons for establishing the library were:

To have a safe place for children to visit and interact with others

To have a place where children can read, interact and do homework

At the request of the community

The initiative of a donor

Any other (please specify)

7. How many staff do you have?

8. Are they trained in children's librarianship? Yes No

9. Do you have volunteers working in your library? Yes No

10. Do you involve the community in running the library? Yes No

11. Do you think the county government should set up and fund informal settlement community libraries in the informal settlements in Nairobi?

Yes No

12. What is the total number of children between six to nine years who use your library weekly?

20 -50 50-100 100- 200 200-500 More than 500

None

13. Average use per age group in a month:

6 yrs. _____ 7 yrs. _____ 8 yrs. _____ 9yrs _____

14. How many children have used your library in the last six months?

Section B: Geographical Distribution of Community Libraries

15. Is the location of your library easily accessible to children living in the informal settlements? Yes No

16. Does the location of the library have any effect on its use by children in early childhood? Yes No

If yes please

explain _____

Section C: Why Children Use Libraries

17. Please explain what you do to make children in middle childhood to visit and use your library

Section D: Information Resources

18. What is the size of your library's collection? _____

19. What types of information resources are available for children in middle

childhood in your community library? Story books/ comics

Magazines Text books Books in mother tongue Toys Games

Others (please specify)

20. Information materials in your library adequately meet the needs of children in early childhood

Strongly agree Agree Disagree Strongly disagree don't know

21. Do you stock books in vernacular languages for children in middle childhood years?

Yes No

22. How do you acquire information materials for your library?

Purchase Donations/Gifts Exchanges Any other (please specify) _____

23. Do you ask children the books they would like the library to acquire before selecting information materials? Yes No

24. What is your library's Annual total expenditure on information materials? Kshs. _____

Section E: Library Services

25. Please indicate which of the following services/activities are offered by your library to children in middle childhood

- | | |
|--|--|
| <input type="checkbox"/> Reading groups | <input type="checkbox"/> Holiday events |
| <input type="checkbox"/> Class visits | <input type="checkbox"/> Storytelling |
| <input type="checkbox"/> Reading loudly | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Games / sports | <input type="checkbox"/> Computer services |
| <input type="checkbox"/> Teaching children to be self-reliant in searching and using information | |
| <input type="checkbox"/> Any other (please specify) | |

26. Do you lend out books to children? Yes No

If No why?

27. Do you charge children for overdue Books? Yes No

If yes how much?

28. Do you have services and activities specifically designed for children in middle childhood years? Yes No

If yes please list and describe

each_____

29. How do these activities benefit children in middle childhood in their interest and ability to read? _____

30. Does the library have computers for use by children in middle childhood?

Yes No

31. At what age do you allow children to use the computers?_____

32. For what purposes do children use computers?_____

33. Are children taught how to use the computers? Yes No

If yes, who teaches them?_____

34. Do you offer outreach services? Yes No

If yes please indicate which ones

35. Does the library involve the local community in planning the services to be provided?

Always Not always never

36. Do you collaborate with other agencies involved with children?

Yes No

If Yes which

ones?_____

37. List the services/activities you would like to offer in order to attract and encourage children to use your library. _____

38. How do you promote your library services to the children in the community? Leaflets Joining packs schools
 others (please specify) _____

39. Please indicate which of the following influence use of your library by children in their preference order: Very high = 5, High= 4, average =3, Low = 2, Very low = 1

Factor	5	4	3	2	1
Opening/ closing hours					
Location of the library					
Distance of the library from homes					
Familiarity with the library					
Finding information					
Skill of the child					
Age of the child					
Gender of the child					
Adequate resources					
Availability of books					
Easy access to library					
Comfortable chairs					
Adequate and comfortable furniture					
Library space					
Attitude of library staff					
Relevant materials					
Activities offered					

40. Do you face any challenges when providing services to children? Yes

No

If yes which

ones _____

41. How would you rate your library services?

Excellent Very good Good Poor Very poor

42. Briefly describe the future plans you have for the library

Section F: Perception of the library

43. Briefly describe the children's perception of the community library

44. Do children think that the library is important? Yes No

If yes why?

Thank you for the co-operation and valuable time that you have spent in filling the questionnaire,

Sarah W. Kibugi

Appendix D: Interview Schedule for the Teachers

Interview Schedule for the Teachers (To be filled by the researcher)

Section A: General Information

Name of Informal Settlement _____

1. Name of school _____

2. Type of school _____

3. Number of children _____

4. What classes do you teach? _____

5. What age groups in early childhood years do you teach?

6. Does your school have a library? Yes No

7. Is there a community library near your school or home?

Yes No

8. Do you use the community library? Yes No

9. Do you take the children to the library? Yes No

10. Do you encourage children to visit and use the community library?

Yes No

11. What role does the library play in developing early literacy skills for children in middle childhood years?

12. Do you have a formal agreement with the community library for

children in your school to use it? Yes No

Section B: Geographical Distribution

13. How many community libraries are near your school?

14. How far is the nearest library from your school?

15. Is the library easily accessible by children from your school?

Yes No

16. Is the library in a secure location? Yes No

Section C: why children use libraries

17. What are the reasons that make children in middle childhood use libraries? _____

18. What are the reasons that may make children not use the library?

Reason	Tick
The library is too far from where they live	
They don't know what the library does	
Nothing interests them in the library	
They don't like reading	
Books in the library are not interesting	
It is difficult for them to access the library building	
Opening hours	
They don't feel welcome in the library	
They can't read	
Staff in the library are not helpful	
There are not enough interesting activities in the library	
There are not enough seats in the library	

19. What can libraries do to encourage more children to use the libraries?

Section D: Information Resources

20. What type of information resources are in the community library near your school?

21. Are the resources appropriate for children in middle childhood years?

Yes No

22. Do you borrow books from the community library for your pupils?

Yes No

23. Does the community library seek advice from you on what resources they should acquire for children in middle childhood years?

Yes No

24. What resources would you like the community library to stock in its collection for children in early literacy years?

25. A library can help children in middle childhood years develop early literacy skills.

Strongly agree Agree Disagree Strongly disagree don't know.

Section E: Library Services

26. What services and activities are offered by the community library near your school?

27. Are those services appropriate for children in middle childhood?

Yes No

28. Do those activities help in early literacy development? Yes

No

29. Which other services/activities would you like the community library to introduce for children in early

childhood? _____

30. How would you like the library to involve you in developing activities

to encourage children in middle childhood to use the community

libraries more

31. Should the library collaborate with other agencies dealing with early literacy work well with children in middle childhood? Yes
 No

If Yes why?

32. Would you volunteer to work in the library during your free time to help children in middle childhood? Yes No

33. Please explain if there are any challenges you face when using the community library near your school. _____

34. What skills would you recommend the library staff to have in order to help children in middle childhood?

35. Does your school partner with the local community library to assist children in early childhood develop early literacy skills?

Yes No

If yes please explain _____

36. Does the library have a favourable environment for children to be in?

Yes No

37. Is the furniture appropriate for children in early childhood?

Yes No

38. Does the library have adequate space for children in early childhood?

Yes No

39. What would you recommend the library to put in place to improve the physical environment of the library?

40. How should the local community support the library to render better services to children in early childhood?

41. Should the County Government be involved in setting up and maintaining community libraries in the informal settlements?

Yes No

42. If yes what should the County Government do?

Section: F Perception of the library

43. Do you think the children are aware of the community library?

Yes No

44. Do you think children in middle childhood have enough exposure to the library?

Yes No

If no what should be done to give them adequate exposure?

44. Do you think children in middle childhood think that libraries are important? Yes No

If no what should be done to change their attitude towards the library?

Thank you for the co-operation and valuable time that you have spent in filling the questionnaire,

Sarah W. Kibugi

Appendix E: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

30th April, 2014

NACOSTI/P/14/8648/1200

Sarah Wambui Kibugi
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Determinants of use of informal settlement community libraries by children in selected informal settlements in Nairobi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **29th May, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix F: Prior Informed Consent Form

TITLE OF RESEARCH

DETERMINANTS OF USE OF INFORMAL SETTLEMENT COMMUNITY LIBRARIES BY CHILDREN IN SELECTED INFORMAL SETTLEMENTS IN NAIROBI COUNTY, KENYA

Name of researcher: Sarah W. Kibugi
PhD Student (E83/11026/07) Kenyatta University

PURPOSE OF THE RESEARCH: As part of the requirements for PhD at Kenyatta University, I have to carry out a research study. You are being requested to give consent for your child/pupil/user to participate in this study designed to find out the determinants of use of community libraries by children aged 6-9 years in the informal settlements in Nairobi.

VOLUNTARY PARTICIPATION: Your child has been selected to participate in this study because the researcher believes they can give important information. The researcher would appreciate if you allowed the child to participate in this study. However, you are free to decide for the child to participate or not to participate.

PROCEDURES: The researcher will interview children aged 6-9years in selected informal settlements of Nairobi County. If the child does not want to answer any question during the interview, they may say so and the interviewer will move on to the next question. Tape recorders will be used during the interviews but the information recorded will be confidential. The interviews will take approximately 40 minutes.

POSSIBLE RISKS: There are no anticipated risks

POSSIBLE BENEFITS: There will be no immediate benefit to the child but the child's participation is likely to help the researcher find out more of what services and activities the community libraries in the informal settlements should provide.

CONFIDENTIALITY

The identity of the child in this study will be kept confidential. Any information the child gives will be treated with utmost confidentiality.

TERMINATION OF RESEARCH STUDY

If you decide at any point during the research to withdraw this consent or withdraw the child from participating, you are free to do so.

CONSENT

I have been asked to give consent for my child/pupil/user to participate in this research study which will involve them being interviewed. I have understood the purpose of the study and I consent voluntarily for my child/pupil to participate as a participant in this study.

NAME OF PERSON GIVING CONSENT _____

SIGNATURE OF PERSON GIVING CONSENT _____

DATE: _____

Statement by the researcher: I confirm that the person giving consent has not been coerced into giving consent and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form has been provided to the parent/guardian/teacher/librarian giving the consent.

Name of the researcher _____

Signature of the researcher _____

Date: _____

Appendix G: Research Clearance Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA


**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A. **1511**

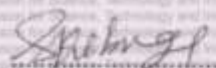
CONDITIONS: see back page


THIS IS TO CERTIFY THAT:
MISS. SARAH WAMBUI KIBUGI
of KENYATTA UNIVERSITY, 0-200
Nairobi, has been permitted to conduct
research in Nairobi County

Permit No : NACOSTI/P/14/8648/1200
Date Of Issue : 30th April, 2014
Fee Received :Ksh 2,000

on the topic: **DETERMINANTS OF USE
OF INFORMAL SETTLEMENT COMMUNITY
LIBRARIES BY CHILDREN IN SELECTED
INFORMAL SETTLEMENTS IN NAIROBI
COUNTY, KENYA**

for the period ending:
29th May, 2015


Applicant's
Signature


Secretary
**National Commission for Science,
Technology & Innovation**