

**THE STATUS OF SCHOOL LIBRARIES IN KENYA: THE CASE OF
PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY**

BY

BENJAMIN KASYOKI MUTUNGI

SUBMITTED IN ACCORDANCE WITH THE REQUIREMENTS FOR THE
DEGREE OF

MASTER OF ARTS

IN THE SUBJECT

INFORMATION SCIENCE

AT THE

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF. MK MINISHI- MAJANJA

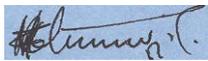
CO- SUPERVISOR: NAMPOMBE MNKENI-SAUROMBE

APRIL 2012

DECLARATION

Student number: 3565-495-3

I declare that *The status of school libraries in Kenya: The case of public secondary schools in Nairobi County* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Date: 05/09/2012

Benjamin K. Mutungi

SUMMARY

For school libraries to sufficiently contribute to better information skills' development and creation of a culture of lifelong learning among students, they require backing through well articulated policies both at national and individual school level. This study investigated the prevailing status of school libraries in public secondary schools in Nairobi County, Kenya. Using a survey research design, with a response rate of 68% for school principals and 66% for school librarians, this study established that although the majority of the schools had school libraries, these were individual schools' efforts. There were no government policies on school libraries and most of the schools lacked explicit library policies. Additionally, they had not embraced contemporary trends in technology and the major impediment was lack of financial support. The study concluded that school libraries in Nairobi County were inadequately resourced and supported and recommended that the government of Kenya should come up with national policies that will entrench school libraries in the education system.

KEY TERMS

School libraries; public secondary schools; International Federation of Library Associations (IFLA) school library manifesto; lifelong learning; school library policies; Nairobi County; Kenya vision 2030; information literacy; library media centers; school library management.

DEDICATION

To my family: Mirrium, Prisca and Immanuel for your loving support.

ACKNOWLEDGEMENTS

I could not have completed this work without the help of several very important people. First I want to thank my wife, Mirrium, for her undying support and prayer. Your patience and understanding have been invaluable.

Special thanks to my supervisor, Prof. M. K. Minishi-Majanja, and co-supervisor, Mrs. Nampombe Mkeni-Saurombe, for guidance and direction. Your insights, support and patience have been immeasurable and I lack the words to express my gratitude.

I acknowledge the invaluable inspiration and assistance offered by my colleagues: Cosmas, Terrence, Ann, Jullie, Regina, Celestine, Nelly and Judy. Guys you are going to be a positive inspiration to many people in your lives.

I thank all the respondents for their time in sharing information without which this study would not have been successful.

Thanks to Prof. Rosemary Maina for your encouragement. To God be all the glory.

LIST OF ABBREVIATIONS

AASL	American Association of School Librarians
ALA	American Library Association
BOG	Board of Governors
CD	Compact Disc
CHE	Commission for Higher Education (Kenya)
DEO	District Education Officer
DDC	Dewey Decimal Classification scheme
DVD	Digital Versatile Disc
EFA	Education for All
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations
KESSP	Kenya Education Sector Support Program
KLA	Kenya Library and information professional Association
LC	Library of Congress (classification scheme)
NBDCK	National Book Development Council of Kenya
NCC	National Consumer Council (England)
NGO	Non Governmental Organization
PDE	Provincial Director of Education
PTA	Parents Teachers Association
SCECSAL	Standing Conference of Eastern, Central and Southern African Librarians
TSC	Teachers Service Commission
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund

TABLE OF CONTENTS

DECLARATION	i
SUMMARY	ii
KEY TERMS	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
LIST OF ABBREVIATIONS	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 The concept: status of school libraries	1
1.2 Contextual background of the study.....	3
1.2.1 The education structure in Kenya.....	7
1.3 Statement of the problem	10
1.4 Aim of the study	10
1.4.1 Objectives of the study	11
1.4.2 Research questions	11
1.5 Justification for the study	12
1.6 Limitations to the study.....	13
CHAPTER TWO: LITERATURE REVIEW.....	14
2.1 The concept of a school library	14
2.2 Role of the school library	15
2.3 Image of the school library.....	17
2.4 Staffing in school libraries	19
2.5 The principal as a key player.....	23
2.6 Role of ICTs in school libraries	25

2.7 Importance of user education/ Information literacy	28
2.8 Collection development in school libraries	30
2.9 Role of school library policies	32
2.10 Resource sharing in school libraries.....	33
2.11 School libraries in Africa	34
2.12 School libraries in Kenya	37
2.13 Conclusion.....	38
CHAPTER THREE: RESEARCH METHODOLOGY	39
3.1 Introduction	39
3.2 Research design.....	39
3.2.1 Descriptive quantitative design	42
3.2.2 Survey research.....	43
3.3 The variables	44
3.4 The population of study.....	46
3.5 Sampling procedures	47
3.6 Data collection instruments	48
3.6.1 Questionnaires	48
3.6.2 Face-to-face interviews	53
3.7 Collecting the data.....	55
3.8 Data analysis techniques	56
3.9 Conclusion.....	57
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION	58
4.1 Extent to which public secondary schools in Nairobi County have libraries.....	58
4.1.1 Discussion.....	62
4.2 Extent to which school library policies exist and the quality of such policies...	63

4.2.1 Discussion.....	65
4.3 Relevance of IFLA / UNESCO school library manifesto as a guide in developing and executing policies and services in the quest for effective school libraries.....	66
4.3.1 Discussion.....	68
4.4 Mapping and auditing information resources in school libraries in Nairobi County.....	68
4.4.1 Seating capacity.....	69
4.4.2 Information resources.....	71
4.4.3 Discussion.....	72
4.5 Staffing and information resource management in school libraries.....	74
4.5.1 Discussion.....	80
4.6 The role and function of school librarians in secondary schools.....	83
4.6.1 Discussion.....	87
4.7 Role of the principals.....	89
4.7.1 Discussion.....	91
4.8 Interviews with Officers in the Ministry of Education.....	92
4.8.1 District Education Officer.....	92
4.8.2 Provincial Director of Education.....	93
4.8.3 Discussion.....	94
4.9 Interview with the professional body.....	95
4.9.1 Discussion.....	97
4.10 Chapter summary.....	98

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS..... 99

5.1 Summary of findings.....	99
5.1.1 Extent to which public secondary schools have libraries.....	99

5.1.2 Existence and quality of school library policies.....	100
5.1.3 Relevance of the IFLA/UNESCO school library manifesto	100
5.1.4 Information resources in school libraries in Nairobi County	101
5.1.5 Staffing and information resource management.....	102
5.1.6 The role of the principal in supporting school libraries	102
5.1.7 Support from the government.....	103
5.1.8 The role of the professional body in Kenya	104
5.2 Conclusions	104
5.2.1 School libraries in public secondary schools in Nairobi County	104
5.2.2 School library policies	105
5.2.3 Role of IFLA/UNESCO school library manifesto	105
5.2.4 Information resources in school libraries in Nairobi County	105
5.2.5 Management of school libraries	106
5.2.6 Role and function of the school librarian	106
5.2.7 Support of the school principal.....	106
5.2.8 Other challenges faced by school libraries in Nairobi County.....	107
5.3 Recommendations from the study.....	107
5.3.1 National policy on school libraries.....	107
5.3.2 Individual school library policies	108
5.3.3 IFLA/ UNESCO School library Manifesto	109
5.3.4 Guidelines for setting up school libraries.....	110
5.3.5 ICT in school libraries	110
5.3.6 Management of school libraries	111
5.3.7 The school principal and teacher's role.....	112
5.4 Recommendations for further study.....	113
5.4.1 Reading culture among Kenyan secondary school students.....	113
5.4.2 Trained school librarians	113

REFERENCES.....	114
APPENDIX A: QUESTIONNAIRE FOR THE SCHOOL PRINCIPALS	126
APPENDIX B: QUESTIONNAIRE FOR THE SCHOOL LIBRARIANS	131
APPENDIX C: INTERVIEW SCHEDULE FOR GOVERNMENT OFFICERS IN THE MINISTRY OF EDUCATION	137
APPENDIX D: INTERVIEW SCHEDULE FOR KENYA LIBRARY AND INFORMATION PROFESSIONAL ASSOCIATION (KLA) OFFICIAL.....	138
APPENDIX E: PERMISSION TO CARRY OUT STUDY	139
APPENDIX F: LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY	140

LIST OF TABLES

Table 1: Structure of the questionnaire for the principal.....	50
Table 2: Structure of the questionnaire for the school librarian.....	51
Table 3: Questions that relate to the various objectives of this research.....	52
Table 4: Do you have library facility in your school?.....	58
Table 5: Year of school library establishment.....	60
Table 6a: Full boarding schools and the presence of a library facility.....	61
Table 6b: Part boarding schools and the presence of a library facility.....	61
Table 6c: Full day schools and the presence of a library facility.....	61
Table 7: Presence of a school library policy.....	64
Table 8: Whether the policy is written.....	64
Table 9: Total sitting capacity of the library.....	69
Table 10: Total sitting capacity of the library.....	70
Table 11: Who is in charge of the school library? (Principal's response).....	75
Table 12: Title of your qualification.....	77
Table 13: Length of time as a librarian (in Years).....	78
Table 14: Do you have a catalogue in the library.....	80
Table 15: Invited to staff meetings whenever matters of students affairs are discussed.....	84
Table 16: Does the school allocate an annual budget to support the library?....	90

LIST OF FIGURES

Figure 1: Organizational structure in the Ministry of Education-Kenya.....	9
Figure 2: Older and newer library models.....	27
Figure 3: Challenges faced by libraries in Africa	37
Figure 4: Awareness of the IFLA manifesto.....	67
Figure 5: Awareness of the existence of IFLA/UNESCO school library manifesto.....	67
Figure 6: Total number of current students.....	71
Figure 7: Loertscher's older school library model.....	74
Figure 8: Level of qualification of school librarian (Principals' response).....	76
Figure 9: Librarian training.....	76
Figure 10: Years as a librarian.....	79
Figure 11: Classification system.....	79
Figure 12: Interaction levels.....	84
Figure 13: Budget responsibility.....	85
Figure 14: Teacher-librarian consultation level.....	85
Figure 15: Responsibility for selection and acquisition.....	87
Figure 16: Existence of school library during their school days.....	89
Figure 17: whether importance was ever mentioned.....	90

CHAPTER ONE

INTRODUCTION

1.1 The concept: status of school libraries

Libraries are, first and foremost, cultural centers charged with the duty of selecting, acquiring, processing, storing and disseminating the appropriate information to the users, with the aim of informing, enlightening, educating, provision of recreation and inspiring their users through their information holdings (Ocholla 1993, p. 2). The school library has been defined as a library in a public or private elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff, usually managed by a school librarian or media specialist (Reitz 2007). An adequate school library is one which provides for its users (teachers and students) services and facilities for executing their curricular and co-curricular activities (Ojoade 1992, p. 268). Such facilities include the provision of recorded knowledge relevant to their academic and recreational needs and available in various formats, organized and managed appropriately by trained personnel. These are in print as well as non print e.g. video, audio, films, microforms or e-format (Ojoade 1992, p. 268).

In a campaign for Wisconsin Libraries, it was noted that libraries were “essential partners in creating educated communities because they provided opportunities for self education, lifelong learning and self improvement”, as well as being “places of opportunity because they leveled the playing field, making the world of information available to anyone seeking it” (The Wisconsin Library Association Foundation 2006, p. 1). The school library, on its part, has been described as an educational instrument, an indispensable part of every school. In a White House conference on school libraries held in June 2002, Bush in her opening remarks underscored the importance of the school library by saying that they “allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open” (Bush 2002, p. 68). Bundy (2006, p. 1) observed that “School libraries and public libraries should be pivotal to the 21st century educational experience and the base for a positive attitude by young people towards information skills development, lifelong learning and enhancing their life chances.”

In 1999, IFLA/UNESCO developed a school library manifesto, whose main purpose was to help create adequate school libraries which fulfill their objectives by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff (IFLA/UNESCO 2002). The main highlights of the manifesto include the following:

- *The mission of the school library:* where every school library's mission should be to offer learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats.
- *Funding, legislation and networks:* where every local, regional and national authority needs to support the school library by specific legislation and policies as well as adequate and sustained funding.
- *Goals:* Where the goals of the school library must be integral to the education process, which is essential to the development of literacy, information literacy, teaching, learning and culture.
- *Staff:* Where the school librarian(s) should be professionally qualified and responsible for planning and managing the school library as well as work together with all members of the school community.
- *Operations and management:* Where the school library should operate in such a manner as to ensure effective and accountable operations.

To establish the status or the current standing or condition of the school libraries is essential for it in turn helps to point out areas that need strengthening, action or a total shift in direction as regards the school libraries in an attempt to create adequate libraries in line with the IFLA/UNESCO school library manifesto.

An adequate school library is the heart of a school learning community. It provides a flexible place for learning, where project work, individual study, research, reading and the teaching of ICT can all take place (Lonsdale 2003, p. 1). By supporting and giving access to a broad range of information resources, the adequate school library can motivate pupils and stimulate learning and creativity, providing the means to freely pursue subjects that engage them and promoting wider reading. Adequate libraries can also support teachers in adopting a broad range of teaching strategies.

The term 'Secondary School' is used to describe an educational institution that falls between the primary or elementary school and the higher or university institution (Oxford English Dictionary 2011). Secondary schooling in Kenya is a four-year process which follows an eight year period of elementary or primary schooling. In 1985, Kenya introduced the system of education known as the 8-4-4 system. Under this system, eight years of primary schooling are followed by four years of secondary schooling and four years of first degree studies at university (Kenya Education System Overview 2011). The introduction of the 8-4-4 education system was based on the need to expand middle level colleges (Republic of Kenya 1999, p. 312). This was in line with the need for a broad-based curriculum that prepared students for self-reliance, vocational training and further education. Among secondary schools in Kenya is a category known as public secondary schools which refers to secondary schools where the government is responsible for payment of teachers' salaries as well as providing other subsidies in terms of supervision, curriculum development and pedagogical development. In some public schools the non teaching staff salaries are met by local authorities (city or county councils) (Onsomu 2004, p. 13).

1.2 Contextual background of the study

The study focuses on the administrative area of Nairobi County. Kenya is divided into administrative sections called provinces which are further subdivided in to smaller units called districts. There are eight administrative provinces which are divided in to 47 districts¹. In August 2010, Kenya promulgated¹ a new constitution which created a new devolved governance structure with 47 counties as the administrative units (Burugu 2010, p. 1). According to Burugu (2010, p. 4), the essence of the county is to make citizens make optimal use of resources for socio-economic development. Nairobi County is located in Nairobi province and it includes Nairobi city, the capital of Kenya. According to Kenya's 2009 population and housing census (GoK 2010, p. 16), the county (which formerly was the Nairobi district) occupies a total land area of 696 kilometers square and is home to more than 3.1 million people. Nairobi County is largely cosmopolitan and multicultural. Most of the inhabitants of the County are people from all over the country, who come to Nairobi in search of employment. It is

¹ In early 2007, 37 new districts were created by the government. Many more districts have been created since then such that there were 254 districts by July 2009. On September 4th 2009 however, the High Court of Kenya declared all districts created after 1992 illegal.

primarily children from such inhabitants who attend Nairobi schools, which are largely urban in nature. The County however has some semi-rural schools especially in areas outside and away from Nairobi city.

At independence, the government of Kenya recognized that education was the basic tool for human resource development, improving the quality of life and cultivating nationalistic values (Onsomu 2004, p. 22). The country has achieved significant development in the education sector with the number of learning institutions increasing gradually since independence (Onsomu 2004, p. 22). Kenya is committed to the EFA (Education for All) goals of the provision of quality education for all school going age population by 2015 (Onsomu 2004, p. 22). EFA is a global commitment to provide quality basic education for all children, youth and adults, which was launched in 1990 by UNESCO, UNDP, UNFPA, UNICEF and the World Bank. This commitment requires all participants to universalize primary education and massively reduce illiteracy by the year 2015 (UNESCO: The EFA Movement 2011). The government, parents, communities, NGOs and private entrepreneurs provide, in partnership and through the cost sharing policy, primary and secondary education in Kenya (GoK 1999, p. 227).

The government of Kenya recognizes the strategic importance of raising the overall education level of Kenyans within the context of poverty reduction and economic growth. Education is not only a welfare indicator; it is also a key determinant of earnings and therefore, an important exit route from poverty. As a result, increased investment in human capital, including health and education is identified as one of the four pillars of the government's overall economic recovery strategy (GoK 2003, p. 32). In 2007, the Kenyan government developed a strategic plan for the country dubbed "Kenya Vision 2030". In it, Kenya recognizes that the education and training of all Kenyans is fundamental for it equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those of the entire Kenyan society (Government of Kenya 2007, p. 78). The vision (Government of Kenya 2007, p. 79) recognizes that though the education sector has faced serious challenges over the years (particularly those relating to access, equity, quality and relevance), significant achievements have been made.

All schools in Kenya are registered by the Ministry of Education, and are expected to comply with certain minimum conditions in terms of teacher qualifications, norms and standards, length of school day, health standards, inspection and physical standards (GoK 2004, p. 13). According to the Kenya Education Sector Support Program – KESSP (Republic of Kenya 2005, p. 202), the Kenya government seeks to expand and improve quality in secondary schools by acting on the following:

- i) Provision of bursaries for the needy students.
- ii) Construction of more classrooms and provision of ‘basic’ equipment and facilities.
- iii) Provision of science equipment.
- iv) More teacher recruitment and orientation.
- v) Provision of ICT facilities.
- vi) Introduction of open and distance learning.

Interestingly, the requirement in respect of school libraries is not addressed among these areas that need attention and funding.

School libraries ought to be integral to the education process if quality education is to be achieved. Lonsdale (2003, p. 1) pointed out that adequate school libraries motivate pupils and stimulate learning and creativity as well as support teachers in adopting a broad range of teaching strategies. The status of school libraries in Kenya is not clear. In the *Kenya Vision 2030* (GoK 2007, p. 86), one of the strategies of ensuring quality education is cited as “improving the textbook to pupil ratio, by increasing textbook grant to schools.” It is not explicit as to whether the textbook grant will be to help to set up school libraries. Without clear guidelines or policy on the establishment of library infrastructure as well as the employment of trained librarians to manage school libraries, the government effort to purchase books faces a huge challenge.

In Africa in general, whilst the need for education has been recognized, the need for school libraries in many countries has not. For instance, Kakoma (1997, p. 188) noted that, for most of the countries in the region (Africa), the battle for establishing the

school library, which contributes to the image of a good school, needs to be started from the drawing board. Rosenberg (1994, p. 247) had earlier noted the fact that libraries in Africa barely existed and the problem was to do with their sustainability. According to a study conducted by the World Bank (2008, p. 71), the lack of adequate provision for secondary school libraries was a serious issue for secondary education. According to World Bank (2008, p. 72), of the countries reviewed (which included Togo, Cameroon, Rwanda, Cote d'Ivoire, Mali, Burkina Faso, Senegal, Lesotho, Kenya, Tanzania, Malawi, Uganda and Botswana), only Botswana had a good basic secondary school library system in all schools. The World Bank's (2008) study was, however, rather broad and did not give much details as to what the real issue in the Kenyan situation was. There is therefore need to build on to this study by seeking to establish specifics as to what the real situation was as well as identify some of the issues that made the school library system in Kenya poor.

It is important to note that the school principal is a key player in the establishment of school facilities (such as the school library) that enhance quality education. Haycock (1990, p. 48) noted that projects that have the active support of the principal were more successful than those without. Therefore, the degree to which the principal understood and supported the school library program was the degree to which the program became successful. Are principals in Kenya prepared and sensitized about the important role of the school library in the education process as well as ways to support school libraries? This study sought to clarify this position.

In summary, the Government of Kenya is determined to provide quality education for its entire citizenry. It is, however, not clear at the government level if, in efforts to provide quality education, Kenya recognizes the role that an adequate library will play. There are no recent studies to show the current status of school libraries in Kenya. It is also not clear if the school principal who is the leader in secondary schools fully understands the role of the school library in the education process and how they can support the establishment and management of effective school libraries. This study thus comes in handy in establishing the prevailing status of school libraries in the context of funding and policy both at national and at the school levels. It further sought to establish to what level the school principals provided support to the library

both in terms of funding and staffing and what role the school librarian played in the management of the school library as well as in the education process.

1.2.1 The education structure in Kenya

Kenya, as a nation, is faced with the heavy responsibility of putting into position appropriate systems and mechanisms to deal with challenges of the 21st century. Such systems include the cultivation and maintenance of a strong sense of national unity, rekindling of the original and traditional culture of mutual social responsibility, enhancement of lifelong learning and adaptation in response to the changing circumstances, as well as creating the necessary environment for accelerated technological developments (GoK 1999, p. 1). In 1983 Kenya introduced the 8-4-4 system of education which was designed to provide eight years of primary education, four years of secondary and four years of university education. Primary education is the first phase of the 8-4-4 education system and serves students between the ages of 6 and 14 years. The main purpose of primary education is to prepare students to participate in the social, political and economic wellbeing of the country, and prepare them to be global citizens (International Association of Universities 2006). At the end of the eighth year, the Kenya Certificate of Primary Examination (KCPE) is taken and the results are used to determine placement at secondary school on a merit basis. Secondary school education begins around the age of fourteen. Secondary school education in Kenya is aimed at meeting the needs of the students who terminate their education after secondary school and also those who proceed onto tertiary education (International Association of Universities 2006). It is at this level of basic education that learners are expected to acquire proficiency in both academic and some applied subjects (GoK 1999, p. 285). At the end of the four years in secondary school, the Kenya Certificate of Secondary Examination (KCSE) is taken in preparation for tertiary and higher education. Public secondary schools are funded by the government, local communities or non-governmental organizations and are managed through boards of governors and parent teacher associations (GoK 1999, p. 227).

The Ministry of Education is in charge of ensuring education for its citizens (Ministry of Education 2011). The task of the Ministry includes: employment of teachers for public schools, distribution of learning resources and the implementation of education policies. It is responsible for early childhood education and pre- primary education,

primary education, special needs education, secondary education, teacher education (primary teacher education, diploma teacher education and in-service training programs) (International Bureau of Education 2004, p. 16). The mission of the Ministry of Education in Kenya is to “provide, promote and coordinate lifelong education, training and research for Kenya’s sustainable development. To focus on priority areas within overall education goals, notably towards attaining universal primary education by 2005, within the context of the wider objective of education for all (EFA) by 2015” (Ministry of Education 2011). Figure 1 shows the organizational structure in the Ministry of Education in Kenya:

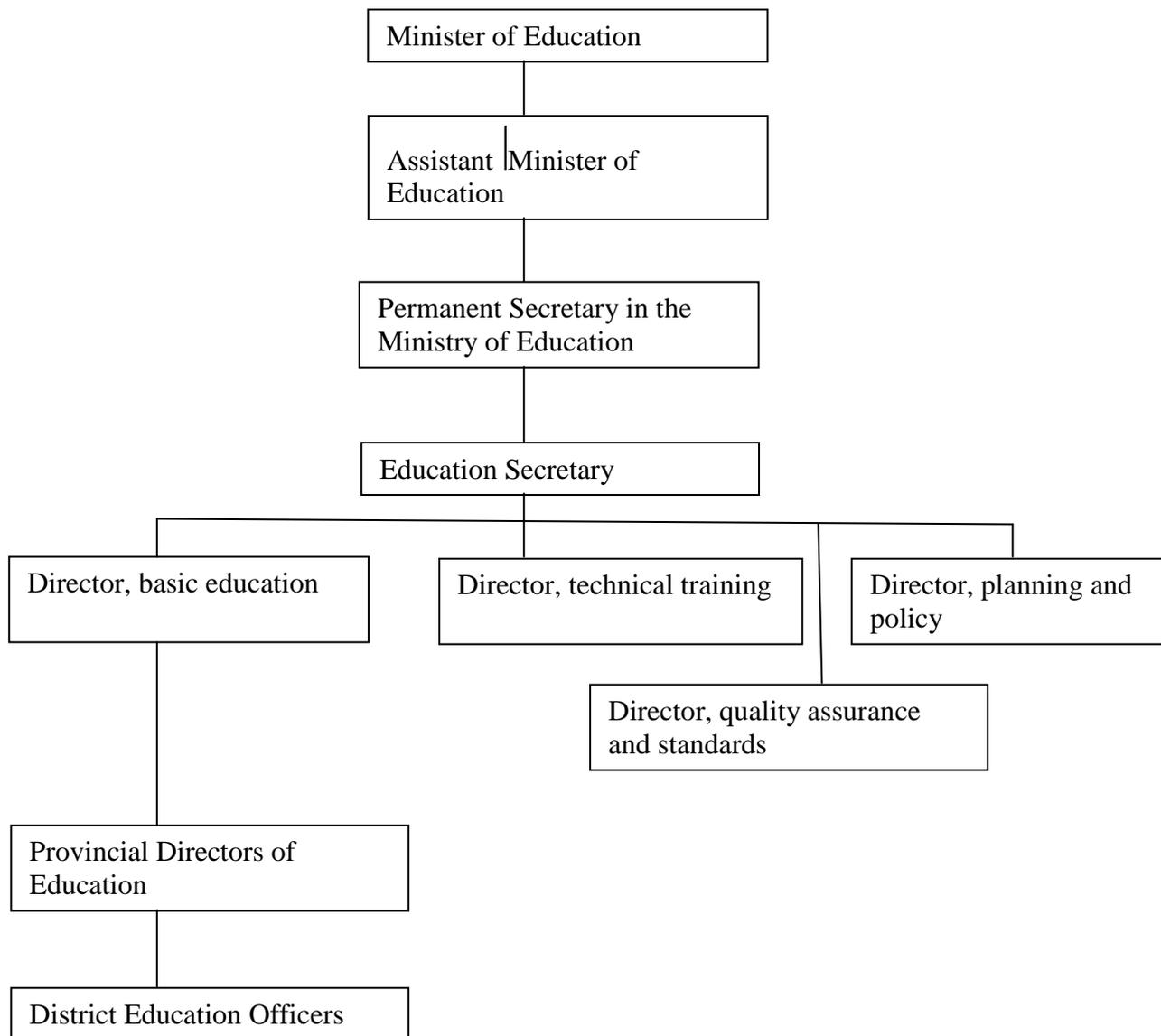


Figure 1: Organizational structure in the Ministry of Education-Kenya (Official Kenya Education Directory 2008)

Kenya strives to provide quality education. Quality education ensures the sustainable acquisition of knowledge, be it intellectual or practical capable of developing the individual and contributes to national and global development. The process of providing quality education begins with proper planning for financial, human and physical resources and curriculum (International Bureau of Education 2004, p. 18). The provision of an adequate school library program ought to be part of the resources necessary for provision of quality education, for there exists a positive correlation between the presence of adequate library media centers staffed with library media

specialists and higher academic achievement (Lance, Rodney & Hamilton-Pennel 2005, p. 14).

1.3 Statement of the problem

School libraries help to inculcate a culture of lifelong learning among students (Winsconsin Library Association 2006, p. 1). Even though a school library is an essential facility in the school, the Ministry of Education in Kenya does not enforce it as a mandatory requirement during the establishment or management of a school. Public secondary schools are the mandate/responsibility of the Ministry of Education and hence the lack of an official directive for schools to have school libraries implies that every school is left to determine for itself and chart their own course. This state of affairs may have resulted in the different secondary schools in Kenya placing a different emphasis as to the importance of the school library. Furthermore, each individual secondary school has circumstances that are unique such as the school governing body, location among others, which impact on the manner in which a school library may be viewed or developed. There is, therefore, a need to establish the prevailing status of school libraries in Kenya, particularly to determine if schools have any policies in place for setting up and managing the school library. It is not clear how well the school libraries in Kenya are funded and managed. A further consideration stems from the fact that relevant learning institutions in Kenya are affiliates of UNESCO (via Kenya's government) and IFLA (Kenya Library Association and the library fraternity) and, hence, it is important to establish whether the existence of the IFLA/UNESCO school library manifesto has any significance in helping raise the status of secondary school libraries in Kenya. Thus the problem of this study centered on the fact that there is a lack of concrete information regarding the status of secondary school libraries in Kenya. For this vacuum to be filled, it is imperative that a study be conducted to firstly establish the current status.

1.4 Aim of the study

The aim of this study was to investigate the status of school libraries in public secondary schools in Nairobi County, establish the gaps and propose recommendations for improvement.

1.4.1 Objectives of the study

The following are the main objectives of this study:

1. To establish the extent to which public secondary schools in Nairobi County have libraries.
2. To determine the extent to which school library policy exists and the quality of such policies in terms of explicitly focusing on funding and staffing matters.
3. To assess the relevance and implementation of the IFLA/ UNESCO school library manifesto as a guide in developing and executing policies and services in the quest for effective or adequate school library.
4. To map and audit the information resources in school libraries in Nairobi County, Kenya.
5. To assess the organization and management of the information resources in the library as well as the competence of the professional managing the library.
6. To map and audit the role and function of school librarians in public secondary schools in Nairobi County, Kenya.
7. Establish the extent to which the school principals' understanding of the role of the school library affects the funding and staffing for the library.
8. To determine the challenges faced by school libraries in public secondary schools in Kenya and make recommendations for improvement.

1.4.2 Research questions

1. To what extent do secondary schools in Nairobi County have school libraries?
2. Are there policies both at national and school level that entrench the school library in the education process?
3. To what extent does the IFLA/ UNESCO school library manifesto influence the quality of school libraries in Nairobi County?
4. What type of information resources are stocked in school libraries in Nairobi County and how are they organized and managed?
5. Do school librarians participate as equal partners with teachers in the education process in Nairobi County?

6. Do principals of secondary schools in Nairobi County understand their role in the provision of adequate school libraries?
7. What challenges face school libraries in Nairobi County?

1.5 Justification for the study

The status of school libraries is intricately related to student performance (Lance 2001, p. 1). If the statement by Bush (2002, p. 68) that school libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open is anything to go by,, then the school with a well stocked and staffed library is likely to lead to better information skills development, creation of a culture of lifelong learning and enhancing life chances among students.

This study looked into the existing situation in Nairobi County with a view to address the factors that enhance or inhibit the development of school libraries as well as to suggest solutions for the establishment and running of adequate school libraries. According to the World Bank (2008, p. 71), the lack of adequate provision for secondary school libraries was a serious issue for secondary education. According to the World Bank (2008, p. 72), of the countries reviewed for this study, which included Togo, Cameroon, Rwanda, Cote d'Ivoire, Mali, Burkina Faso, Senegal, Lesotho, Kenya, Tanzania, Malawi, Uganda and Botswana, only Botswana had a good basic secondary school library system in all schools. In Kenya, only a few well established and prestigious secondary schools (both government and private) maintain effective school libraries. The World Bank study is however rather broad in nature and does not highlight the specific scenario in Kenya. This research will therefore be more specific to Kenya in order to provide further details of the status of school libraries. This study is significant, in the following ways, to:

- i) School administrators, teachers and parents who will be interested in an adequate school library because they want students to read better, to research effectively, to discover new ideas, learn more and, ultimately, improve achievement.
- ii) The government of Kenya, because the study will shed light on weaknesses inherent in school libraries with a view to determine the points of

intervention, and the magnitude of the effort required to attain excellence in school libraries. This study could, therefore, play a part by contributing relevant information that the government could use in coming up with a policy to stipulate both the standards and implementation strategy for management of school libraries in Kenya.

- iii) Scholars and academicians, who may wish to use the findings of this study for further research on this subject.

1.6 Limitations to the study

This study only focused on public secondary schools in Nairobi County because of time and funding constraints. However, the researcher believes that the results can be generalized to other public secondary schools in Kenya because public secondary schools in Nairobi County are representative of other public secondary schools in Kenya. This is because Nairobi County offers a wide spectrum of public secondary schools, ranging from large to small, schools in up market suburbs to schools in slums, day schools as well as boarding schools, girls only schools, boys only schools and co-education schools, hence the spectrum of schools is representative of the country. Nevertheless, the fact that Nairobi is largely metropolitan and being occupied mainly by the capital city of Kenya will be borne in mind before generalizing the findings, especially to rural Kenya.

CHAPTER TWO

LITERATURE REVIEW

This literature review discussed the various aspects of the school library in ideal circumstances. The situation in Africa in general and Kenya in particular will be reviewed based on existing studies done. The review is limited to school libraries at the secondary school level of education.

2.1 The concept of a school library

School libraries are essential to the development of learning skills (Darrow 2009, p. 78). Herring (1988, p. 5) gave a simple definition of a school library as all types of library or collection of materials in schools whether staffing of any kind is provided or not. Although the roots of the modern school library lie in the past, the movement is rightly considered a twentieth century development. According to Cole (1959, p. 87), at the beginning of the twentieth century, only few schools had libraries that were regarded primarily as depositories for certain volumes and were under the supervision of a school custodian or clerk who had no formal librarianship training.

Since the turn of this century, information professionals concerned about the status of school libraries have conducted studies that, for most part, reveal that though the importance of the school library has been emphasized, normally the situation that exists is different (Library Association 1996, p. 31). One such study conducted by the United Kingdom's Library Association (1996, p. 31) into library services for children in the UK revealed that 75 percent of the locations visited, services and resources were found to be sub-standard, and that the situation in school libraries was particularly bad. The study further noted that in secondary schools only £4.18 per head was spent on books and other library resources and only 20 per cent of schools reached the Her Majesty Inspector of schools (HMI) minimum recommended level of 13 resource items per head.

Carrol (1981, p. 12) says that a large number of people in the world understand and accept the description of a school library as it was in the seventies, that is, a collection of books and audio-visual materials centralized in a school under the supervision of a person with appropriate educational qualification. Times have changed and with the

rapid developments in Information and Communication Technologies (ICTs) it would be grossly inappropriate to believe that information in school libraries will be print or audio-visual only. That explains the term 'school media and e-centers' used recently to describe school libraries.

The school library is directed towards definitive educational objectives, which students, teachers and librarians or teacher/librarians must know. Herring (1988, p. 6) states that the objectives of the school library should include the following:

- To support the teaching and educational work of the school by supplementing classroom work with further reading.
- To equip students with skills that will enable them to learn more effectively through using the variety of materials held within the library.
- To develop in students the habit of reading both for pleasure and for the purpose of gathering information which is not taught as part of the curriculum.
- To develop in students an enquiring mind that will continue to prompt them to use the library in later life.

The school library provides information and ideas that are fundamental to functioning in today's information and knowledge based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens (IFLA/UNESCO 2002). By the development of the school library manifesto, IFLA/UNESCO pointed out that the school library would fulfill these objectives by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

2.2 Role of the school library

International organizations have acknowledged the importance of the school library. The International Federation of Library Associations (IFLA), in partnership with UNESCO, in the year 2000, published a school library manifesto which stated, in part:

The school library is essential to every long term strategy for literacy, education, information provision and economic, social and cultural development. It has been demonstrated that when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem solving and Information and Communication Technology (ICT) skills (IFLA/UNESCO 2002, p. 1).

The above manifesto also detailed the core school library service goals as follows: developing and sustaining in children the habit and enjoyment of reading and learning and the use of libraries throughout their lives and offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment” (IFLA/UNESCO 2000, p. 1).

As education in Kenya as well as in many parts of the world becomes increasingly student centered, students are required to know how to problem solve, work in teams, and use available resources effectively. According to American Library Association (1998), it is evident that school libraries play an important role in the education process. Students and teachers in secondary schools rely on their school libraries for access to research material, reading materials and instructional materials that support the school’s curriculum. With the revolutions in ICT, students have resorted to the use of ICT as a source of information. Lance (2001, p. 1) notes that the school library media centre has become not only the hub of academic research, but also the hub of technology and the 21st century tools and is integral in helping students attain information skills. According to research (Lance 2000, p. 14) there exists a positive correlation between the presence of adequate library media centers staffed with library media specialists and higher academic achievement. This suggests a large role played by school libraries in improving academic achievement.

Apart from providing support for academics, school libraries also help students with personal development (Bundy 2006, p. 1). Strong school library programs have never been needed more. Businesses, organizations and school districts realize that information handling is and will continue to be important. Information literacy, the ability to access, process and communicate information is recognized as a universal life skill today (Koechlin & Zwaan 2002, p. 21).

Bush (2002, p. 68), from a general perspective of the library, notes that the library is meant to satisfy the curiosity of the curious and provide a place for the lonely where they may enjoy the companionship and the warmth of the word. The library supplies handbooks for the handy, novels for the insomniacs, scholarship for the scholarly and makes available works of literature to those people they will eventually haunt so successfully. She further noted that libraries allow children to ask questions about the world and find the answers, and that once a child learns to use the library, the doors to learning are always open.

2.3 Image of the school library

According to Green (1994, p. 21), the images of libraries as institutions, whether school or otherwise, are barriers to use. Grand deteriorating buildings or large modern structures with perceived petty rules and bureaucracy deter entry.

Students attach different meanings to the school library. In a study conducted by Limberg and Alexanderson (2003, p. 6) among seven schools in four municipalities in Sweden for a period of one year, the following dimensions of meaning of the school library were identified:

- i) A warehouse for books and facts: The most obvious meaning of the library was a warehouse for books, that is, the meaning of the library is to provide physical material for project work, mainly books. The aim of searching for or borrowing a book or browsing any print source was often the motive for the students to visit the library.
- ii) Opaque information system: Most students had blurred understanding of the information systems of the library, both as regards systems for shelving and systems for cataloguing and classification. To them, therefore, one meaning of the library would be that of an opaque or incomprehensible information system where you need assistance in accessing a document.
- iii) Leisure-Refuge: Some students used the library as a place for leisure and a place for refuge. Students who wanted to get away from the classroom during lessons would use the library as a refuge. It appeared that, in many cases, students' intentions in using the library during class periods were to achieve

freedom from the classroom. Other times they would use the library space for games, chatting or other relaxation. The notion of the library as a refuge was also taken to mean a place for quiet, concentrated reading.

- iv) Strict order and quiet: Some students perceived the library as a place for strict rules and order. In some schools in the study, students needed a pass or a special permission for visiting the library. Other examples of strict order concern rules for checking out books or permission to use the photocopier. If the computer for the circulation system was down, students accepted waiting or came later for their books. Thus, students had become tolerant and developed an understanding of the library as a place for rigid rules and strict order. The communicative interaction between staff and students in the library often encouraged this interpretation. More often than not, librarians were observed arranging books on the shelves, hushing for quiet and insisting on the application of rules.
- v) A place for computer use: According to the study, there were variations to this view between schools depending on the number and distribution of computers within various locations within the schools. In school libraries with many computers, students used them for information seeking on the web.
- vi) A service area: The library as a service area emerged from observation of students' behavior in the library and the interaction between students and library staff. Students repeatedly asked for technical assistance in the library and expected to get assistance. Staff appeared to respond to those expectations by providing such services. Staff in the library acted as service personnel in the library: fixing broken connections or failing networks, providing technical assistance for photocopying or other machines in the library as well as finding books on the shelves.

From this study, it is important to note that the meanings of the school library experienced by the students may influence the use or non use of the library. Green (1994, p. 21) points out that according to a study done by National Consumer Council (NCC) of Cambridgeshire county (England) in 1986 on public library use, about 27% of teenage users found the library to be boring and too quiet. The perceived value of

libraries to individuals or organizations can form a barrier similar to that of perceived status of librarians.

Sometimes, even the librarian's image of themselves and of their users can be a barrier to library use. For instance, the low staff image of librarians and their profession has reinforced, perhaps created, the perceived low status and value of the profession and its unclear image (Schuman 1990, p. 86). Images of user groups such as the young as rowdy and disruptive lead to this user group feeling unwelcome, a barrier to use.

Limberg and Alexanderson (2003, p. 11) note that the dominant perception or meaning of the school library as a warehouse for books, closely linked to the notion of the library as a depot of the right answers to be retrieved, seems too narrow and may hamper creative learning in and through the library. Students must develop a broader repertoire of meanings of the school library, with stronger links to intellectual interaction in the pursuit of understanding the world. The school library as a refuge may help students survive in schools, but may not be adapted to support organized research-based learning.

2.4 Staffing in school libraries

The most important element that determines success in school library media programs is the individual skill and flexible, welcoming personality of the librarian or media specialist. Callison (2001, p. 38) notes that the most successful library media specialists are those who can appreciate and are able to work with all the personality types in an institution, those who are empathetic toward others and, as a result, can provide services that best meet the various expectations. They are also people who care deeply about students and their success.

According to Loertscher (2002, p. 29), the role of the school library media specialist is to collaborate with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs and to understand and communicate the information the resources provide.

The American Library Association (ALA) (2006, p. 4) reckons that the success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

The American Library Association (2006, p. 4) notes that although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. All students, teachers and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialist working full-time in the school's library media center.
2. Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities and levels of service will require more than one support staff member for each professional.
3. More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the school's size, number of students and teachers, facilities and each, specific library program.

The Kenya Libraries and Information Professionals Association (KLA) recognizes that one of the ways of developing the school library network in Kenya is by advocating for and making initiatives aimed at ensuring that trained personnel take charge of school libraries. In a KLA country report presented at a SCECSAL business meeting (2006, p. 2), the Professional Association had trained 100 teacher librarians in Budalangi Division, of Western Province of Kenya. This was undertaken due to the realization that the development of a reading culture among young children in schools rested with professionally trained (and motivated) library staff.

The American Association of School Librarians (2010) indicates four major roles of the library media specialist. First, as a teacher, the library media specialist collaborates with other educators and with students to analyze lessons and information needs. As an instructional partner, the library media specialist joins teachers to identify links between the curriculum and student needs. He/she helps bring together electronic and print resources to assist in learning outcomes and student achievement. As an information specialist, the library media specialist provides leadership and expertise in acquiring information resources in a variety of formats. As program administrator, the library media specialist works collaboratively with educators and students to develop library media centre policies and guide all activities of the library media centre. Lance (2001, p. 1) further summarized the responsibility of the school library media specialist into three roles: first, in the learning and teaching role, where the library media specialist becomes a creator of learning and a collaborator in teaching in the learning community; secondly, as the provider of information role where the school library media specialist is vital in helping students locate information from a variety of sources and assisting them in synthesizing the information for practical use. Thirdly, as the program administrator role, where the librarian helps others in his/her school to understand the uses of the school library media centre and the means by which the school library media specialist can help with the many school curricular programs. Being involved with the curricular process and assisting teachers and students in the learning process has made the school library media specialist vital to education and academic success.

The staffing function is very important in the school media program as it aims to obtain competent personnel while also providing a favorable environment most conducive for better performance. Kumar (1991, p. 77) noted that the staffing of school libraries was often frustrating in developing countries due to decreasing or unstable budgets which led to retrenchment and/or vacancies being allowed to remain vacant.

The role of the school librarian has changed over time. In research conducted by Brewer and Milan (2005, p. 1) which involved a survey of 1,571 kindergarten through twelfth grade library media specialists from 50 states of West Virginia, they found that 67% of respondents helped plan technology programming at their school and they

considered themselves as part of the technology team. A little more than 40% provided instruction in technology resources to students and 81% instructed teachers on how to train students in technology use. The study indicated that library media specialists' roles are changing and evolving, taking on more responsibilities on the use of technology. Today, other than the traditional role of maintaining the collection of the school library, the school library media specialist must advocate for the use of the library media centre, work with teachers to best utilize information resources as well as integrate various technology components in to the school curriculum. As schools change from passive learning environments to engaged learning environments, the role of the school library media specialist must adjust as well (Simpson 1998, p. 38).

Sigman (2008, p. 52) notes that as technology continues to evolve, so must the technology skills of school library media specialists. Continued time and effort must be put forth by these specialists in order to maintain and continually improve technology skills so that in turn, the school library media specialists can offer effective support to users.

School librarians must take up their roles quite seriously. According to Koechlin and Zwaan (2002, p. 21), improved staffing, budgets, facilities and support, are goals we all need to lobby for. They make the work of the teacher-librarian more effective, more efficient and a lot more pleasant. These, however, do not make a significant difference alone. It takes a trained creative teacher librarian to make a real difference through purposeful collection development, careful planning, implementation and evaluation of a program in collaboration with teachers. According to Orey (ed. 2009, p. 231), when media specialists create a holistic school library program to increase students' competence and resiliency, they, in essence, impact positively on their lives. The holistic school library attends to students' affective as well as academic needs. The media specialist appreciates the interrelatedness of an individual's emotional and academic well-being and, therefore, strives to improve both academic achievement and strengthen the resiliency of students.

2.5 The principal as a key player

A major determinant in the development of an effective library media program is the support provided by the school principal. Haycock (1990, p. 48) observes that the degree to which the principal understands and supports the library media program is the degree to which that program will become the center of the instructional program, the library media specialist will become a curriculum partner, and students will have the necessary skills to function successfully in society.

School principals ought to empower librarians in order to make the school library media program effective. According to McGregor (2002, p. 72), good leaders foster leadership at other levels. In schools where teacher librarians are encouraged to lead, reforms related to effective information access and use are more likely to be possible. Library media specialists, individually and collectively, need to seek leadership positions and to carve out positive and visible places for themselves in order to reform the image of the school library.

Haycock (1990, p. 48) observes that projects that have the active support of the principal are more successful than those without. Thus, it is possible that the library media specialists who have a vision to share with their principal concerning the library media program may encounter a lack of interest in understanding of or support for the program. Thus for scheduling of the library media program to be effective, it must have the support of the school principal. According to Deusen and Tallman (1994, p. 18), there are three types of scheduling that emerged from various schools that had responded to their survey: fixed, mixed and flexible. Fixed scheduling is a situation where a group is scheduled to come into the library media centre for instruction or use of information resources on a regular basis (often weekly) for a set length of time, frequently for the school year. The flexible schedule is one where the library media specialist and the teacher plan together for instruction or use of resources based on student learning needs in each curriculum unit and schedule on that basis. The schedule is arranged on an ad hoc basis and varies constantly. A mixed schedule is one that employs both the fixed scheduling as well as flexible scheduling (Deusen & Tallman 1994, p. 19). The above scheduling cannot be effected successfully without active support from the school principal and this reinforces their role in effective library media programs.

In a study by Oberg (1995, p. 24), the role of principals in promoting effective school libraries is underscored. The study notes that one of the ways in which the principal can show support for the school library media program is by making explicit statements about the value of the program, by being visible in the library and by being a model for teachers by using the media program in his or her teaching.

Haycock (1990, p. 48) further notes that the fact that the principal lacks an understanding of the library media program is usually not the fault of the principal but of the graduate principal preparatory programs. In addition, these administrators may remember library programs from their own school days and regard the library as a repository of books and the librarians as the dispenser of those books. Further to this scenario, some librarians may not have altered their philosophy in the redefinition of their roles and may have withdrawn to perform only those tasks they feel comfortable and safe.

In 1982 the Ministry of Education in Ontario, Canada, published a document entitled 'Partners in action: the library Resource Center in the School Curriculum' (Partners in action...1982), which described resource-based learning as a process that engages students in meaningful learning activities that have been planned by the classroom teacher and library media specialist utilizing a broad range of appropriate print, non-print and human resources to provide a curriculum selected by professionals in the school. As such it must have the support of the school principal for it to be effective. Resource based learning addresses the diversity of student abilities and interests by providing for individual differences and styles of learning. The approach recognizes that students are active learners in their instructional program, gaining satisfaction from their accomplishments as well as self-confidence and independence (Partners in action... 1982). This concept has become the program of choice in many library media programs nationally and internationally.

Hartzell (2002, p. 92) notes that there is no question that the principal's support is vital to the establishment and maintenance of a quality library media program. The problem is that support flows from trust and trust flows from understanding. He notes that many principals do not understand what teacher librarians really do, nor do they appreciate the potential the library media program has for contributing to student and faculty achievement. Hartzell (2002, p. 92) points out that the principals' perceptions

of school libraries and teacher librarians may have been shaped by four interactive forces. The first is their own experiences in school libraries as children in which they perceived the library as peripheral to the classroom. The second is the effect of their professional training in which the library's role in curriculum and instruction was conspicuously absent. The third is the nature of the teacher librarian's work which is to enable and empower others. The fourth is the low profile teacher-librarians and school libraries have in the professional literature read by teachers and administrators, which prevents them from updating their sense of what the library really is and can do. The cumulative result is that administrators have only a limited and inaccurate understanding of libraries and teacher-librarians. Sadly this has been the situation in many schools.

2.6 Role of ICTs in school libraries

The use of ICTs and online learning is likely to be much more common in schools in the future and the success of both face-to-face and online learning will depend on the ability of teachers and school librarians to adapt to new technologies, new curricula and more sophisticated online resources and new methods of delivery. Borrowing from the University of Warwick Library's strategic plan (2005, p. 5), the web will become increasingly important both as the preferred distribution medium for many scholarly resources and as the preferred platform for the delivery of library services in the future. This is true even for the future of school libraries.

With rapid developments and advancements in technology, there has been a concern about the future of school libraries. Darrow (2009, p. 78) cites the case where, in 2006, Microsoft's high school of the future opened to great fanfare in Philadelphia. The school district and Microsoft collaborated to build a high-tech school that was going to meet the needs of the Net Generation in a way that other schools had not. Sadly, the school was built without a library. When asked why there was not a space called a library, Mary Cullinane, one of the Microsoft advisors, replied that when you use the word library, people immediately get the sense that one needs to physically go to a place to access information or do research and that in the world in which those kids were going to exist after they graduated, that was a ridiculous idea. Darrow (2009, p. 79) further noted that similar high tech schools across the United States of America had done the same, i.e. opened without a library nor a person in the school

having the title 'school librarian' nor anyone with responsibilities similar to that of the school librarian. If indeed school libraries are essential to the development of learning skills, provide equitable physical and intellectual access to resources and collaborate with others to provide instruction using essential learning skills needed in the 21st century (AASL 2010, p. 3), then the model of the high tech or online high schools may need to be revisited.

According to Minishi-Majanja (2007, p. 1), Information and Communication Technologies (ICTs) have become ubiquitous with current and future social and organizational development. The role of these technologies in national development is undeniably significant. As the positive effects of ICTs have continually been noted in developed countries, it has become critically important for developing countries of Africa to embrace these technologies. According to Loertscher (2002, p. 1), we have usually thought of the library as the hub of the school, a place where everyone comes to get information material and equipment. Loertscher (2002, p. 1) further notes that now, in the age of technology, the library media center becomes the *network central* with its tentacles reaching from a single nucleus into every space in the school and in to the home.

Traditionally, school librarians have excelled in providing a physical library space that is welcoming, making sure that students have an inviting space to access print and digital materials and developing collections that provide access for all ages of students (Darrow 2009, p. 80). In this traditional model, library services and interactions usually occur with those who are in school or campus and these services and interactions are usually in person. Darrow (2009, p. 80) notes that, with advancements in ICT, it is important to think about how to expand and change the library from a 'physical' space to a 'virtual' space and how to provide library services for on online school where the school librarian may never see a patron in person. Loertscher (2002, p. 1) has noted that where we once thought of the library as a single learning laboratory, now with ICT development, the entire school should become a learning laboratory served by the library as a *network central* as demonstrated by the model shown in Figure 2.

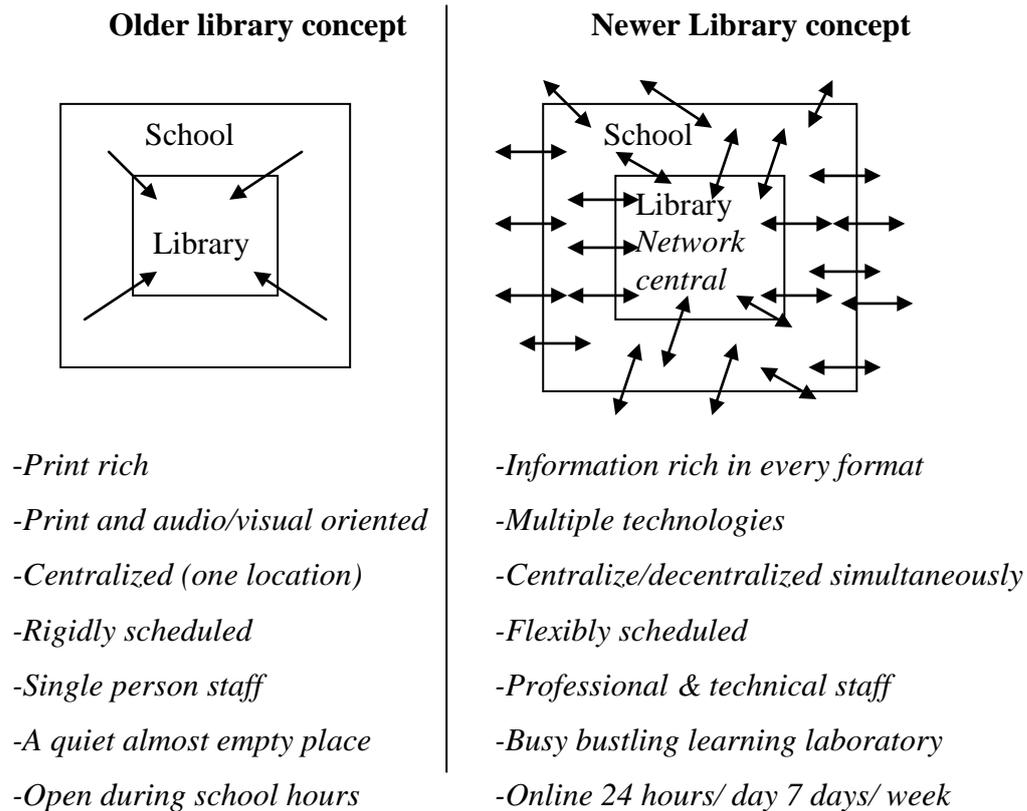


Figure 2: Older and newer library models (Loertscher 2002, p. 4)

The majority of patrons in schools fall under the category classified by Tapscott (2009, p. 18) as the Net Generation. According to Tapscott (2009, p.18), this generation was born into a world of computers, the internet and cell phones and has known only a world where these resources have existed. He notes that, for this generation, technology is like air. Based on his research and interviews of more than eleven thousand young people, Tapscott (2009) identified eight norms of the Net Generation including: freedom, customize and personalize, scrutinize, integrity and openness, entertainment and play, collaborate, need for speed and innovate (Tapscott 2009, p. 35). These norms should guide to transforming library services into what is needed for the 21st century learner and transforming the library from a physical space to include a virtual space (Darrow 2009, p. 80). Towards this end, some schools have started the virtual library concept. For example, Florida Virtual School in the United States has a Virtual Library, where links to resources are arranged alphabetically, but there is no school librarian. This points to the need for librarians whether school college or public, to work together to transform libraries to meet the needs of the 21st

century learner. If, indeed, school libraries are essential to the development of learning skills, all school librarians must start asking this question: “What do the teachers and students, who increasingly spend more time online, need or want to support their learning in the physical and virtual library?” (Darrow 2009, p. 82). For school libraries to function effectively in this Net Generation, they require a high percentage of information resources in digital formats, high speed computers, steady internet connectivity and resource persons (librarians) with the competencies in the new literacy of the internet and other digital technologies (Asselin & Doiron 2008, p. 9).

2.7 Importance of user education /information literacy in school libraries

Dramatic changes in technology and society are having a considerable impact on libraries and their instruction programs. These changes have created an urgency to teach users how to become more effective, efficient and independent in their information searching. In response to this, the goals of library-user education have expanded from teaching tools to teaching concepts and from library instruction to information literacy and lifelong learning (Tiefel 1995, p. 318). Tiefel (1995, p. 318) further notes that the unthinkable has become a reality: libraries are being challenged as irrelevant or unnecessary in the future of information. There has been some speculation that the physical library may continue to exist but only as a sort of dinosaur museum. The question she poses, thus, is “If libraries do not have a future, what action should they take? Does library user education have a place in the future?”

Library user education (also called library instruction) in broad terms teaches users how to make the most effective use of the library system, i.e. how to identify the information need and then how to find, evaluate and select the best information to meet the need (Tiefel 1995, p. 319). Activities to achieve that goal include orientation sessions, workshops, handouts and course-related and course-integrated instruction. Tiefel (1995, p. 320) says that the term ‘library user education’ has more recently been broadened to include the concept of information literacy which is defined as the ability to access and evaluate information effectively for problem solving and decision making. Information literate people know how to be lifelong learners in an information society (Rader & Coons 1992, p. 113).

According to Adeoti-Adekeye (1997, p. 586), developed countries have realized the need for early education of school library users by ensuring that the school library is not only an integral part of their education system, but also a tool to train future library users. As relevant today as they were a hundred years ago, the three important objectives of user education are:

- i) Students need to develop the art of ‘discrimination’ to be able to judge the value of information, i.e. to develop critical judgment.
- ii) Students need to become independent learners, i.e. to teach themselves.
- iii) Students need to continue to read and study, i.e. to become lifelong learners (Tucker 1979, p. 271).

Without adequate training and guidance, a student can go through four years (or more) in secondary school and not know how to use the library. Such students will concentrate only on their textbooks and will read hardly anything outside those textbooks or their notes. To guard against such unwholesome development, it is necessary that students be familiar with those basic skills, which will guarantee their successful use of the library.

Information literacy is necessary in school libraries for the simple fact that some of the students are expected to move from secondary schools to tertiary educational institutions where they will be expected to use the library extensively while those who are unable to go further will at various times need to consult public libraries for diverse needs. Thus with user education, students not only know what the library can offer them, but also how best they can exploit the library for their own good (Adeoti-Adekeye 1997, p. 587). In addition to teaching students how to find information, librarians now recognize the importance of teaching critical thinking skills to enable them to evaluate and select the best information for their needs (Rader & Coons 1992, p. 123).

To effect user education, a user education program needs to be developed. A library period should be created in the school timetable for a class to be with the librarian or teacher/librarian in the library for the purpose of receiving instruction in library use (Ojiambo 1993, p. 65). Librarians need to continue to look for additional ways of

reaching students. Course-related instruction, workshops and handouts are still a viable means of teaching information seeking skills (Rader & Coons 1992, p. 124). With the recent developments in information technology, there is a need to adapt user education to reflect these developments. According to Asselin and Doiron (2008, p. 1), today's students are born in this era of burgeoning information and communication technology. These students are termed as digital natives, net generation, information generation, millennials and neo-millennials although, according to Asselin and Doiron (2008, p. 3), today's students are savvy in many aspects of the new literacies of the internet, they are not as proficient as popularly thought. When presented with an information problem/question, they first go to the internet, tend to rely exclusively on Google as their search engine and use natural language as their search terms. This indicates the limited knowledge they have on search strategies. Effective user education should correct this situation. The use of social networking tools needs to be exploited as a tool for teaching information literacy.

2.8 Collection development in school libraries

Loertscher (2002, p. 67) notes that choosing materials for school libraries requires more attention now than in the beginning when much less funding was available to purchase items. This, though, may vary from country to country and may not be the case for developing countries where there is little or no government support for school libraries.

Lukenbill (2002, p. 7) observes that the goals of today's library media program point to the development of a community of learners that is centered on the student and sustained by a creative energetic library media program. The goal of collection development should be to provide access to carefully selected and systematically organized information at the local level, offering diverse learning resources representing a wide range of subjects, levels of difficulty and formats. Other goals are: the establishment of systematic procedures for acquiring information and materials outside the library media center and the school through such mechanisms as electronic networks; interlibrary loan and cooperative agreements with other information agencies and providing instruction in using a range of equipment for accessing local and remote information in any format (Harloe & Budd 1994, p. 84).

Collection development in school libraries has its own challenges. Paul (2002, p. 2) notes that when governments routinely underfund education and when administrations slash library budgets, a depressed and discouraged teacher librarian is the common result. He further notes that once forces outside the control of the teacher librarian have made the budget decisions, the only route left open to the professional teacher librarian is to establish priorities with the small amount of budget allocated to them. To do this effectively, teacher librarians must learn to properly manage and know their collections. They may probably be required to initiate fundraising initiatives for the library in consultation with other role players. To do this, they need to develop a collection map. This is the only way they can note areas that are a priority during acquisition (Paul 2002, p. 2). Paul (2002) adds that collection maps will not only show the direction in which to grow, but will also show how to get there. Without such a map, collections run the risk of being less focused and lacking depth in key areas. Without this tool for direction, the collection may tend to reflect the interests of the teacher librarian rather than the needs of the curriculum and the users.

The introduction of electronic resources has opened up a new era of resourcing for school libraries. The nature of the electronic collection, relying as it does on networks and strong infrastructure, places more challenges in the way of the teacher librarian (Debowski 1999, p. 41). Electronic publications and serials, as well as other internet sites, are increasingly viable for the school library's consideration. Most of these materials require subscription and may be listed on the school's intranet or local area network. Users are then able to access the particular site. Other reference works are available in electronic formats.

Electronic collection development requires the careful application of a number of strategies to ensure a balanced and well considered growth of resources and related services. First, the teacher librarian must balance the growth of the new electronic collection with the established strengths of the print and audiovisual. The challenge is to ensure the overall package is the best combination to reflect the users' needs (Debowski 1999, p. 42).

To effectively develop and manage a school collection that is responsive to users, it is important for the librarian to formulate a collection development and management policy. Feng (1979, p. 39) noted that the heart of the library lies in its collections and

collections have to be built continuously. Budgetary constraints stress the need for a better defined collection development policy, although the ultimate goal should be an improvement of library service rather than any reduction of library cost. A written collection development policy facilitates a consistent and balanced growth of library resources and a dynamic policy is one that evolves as the institution grows. Such a policy is based on the understanding of the user community it serves and it seeks to define and delimit the goals and objectives of the institution (Feng 1979, p. 39).

2.9. Role of school library policies

Policies are broad frameworks of ideas and values within which institutions make decisions and take actions in response to certain issues and problems (Ngimwa & Adams 2011, p. 679). The *Oxford English Dictionary* (2011) defines policy as a principle or course of action adopted or proposed as desirable, advantageous or expedient. In order to avoid confusion or conflicts, it is important for policies to be written down. With a policy manual or document, managers and supervisors will be able to act decisively, fairly, legally and consistently (*Handbook for General Law Village Officials* 2006, p. 60).

A right to education implies a right to access information. Libraries and other related information services are crucial in education development because the information they hold is an essential tool with which to foster the learning process (Magara & Nyumba 2004, p. 313). For school libraries to work effectively, they require clear policies at a national level as well as at the individual school's level. The status of national policies for school libraries in most African countries has not been clearly spelled out. Existing literature, however, reveals that there have been more active campaigns for national policy frameworks for school libraries in South Africa. According to Hart and Zinn (2007, p. 98), five draft policy documents have been produced by the unit in the national Department of Education (of South Africa) responsible for school libraries, after consultation with the various provincial school library support services and other players, since 1997. None has, as yet, received the approval of the national Ministry of Education despite several promising ministerial statements supporting the need for school libraries. In Kenya, the government is committed to have globally competitive quality education, training and research for sustainable development (Government of Kenya 2007, p. 81). A variety of efforts

have been made so far for improving the quality of education in Kenya. The introduction of free primary education in 2003, for instance, resulted in increased enrolment rates. In 2007, the government announced a tuition fee relief for the initial years of secondary education (Government of Kenya 2007, p. 83). The government has done well to facilitate free primary and secondary education in the country. The challenge is in the provision of resources and facilities that guarantee academic excellence. School libraries are crucial facilities for academic excellence. A sound education is facilitated by a good library (Magara & Nyumba 2004, p. 315). In a national report presented in Geneva by the Ministry of Education (2008, p. 3), Kenya indicated a commitment to achieve Education For All by the year 2015, in tandem with the national and international commitments, which would be achieved through specific educational objectives and programs designed for the provision of all inclusive education and training. Do these educational objectives include specific policies to guarantee school library services? This study tried to establish if there are national policies explicitly entrenching school libraries in the education process.

It is hard to see any future without a national policy framework (Hart & Zinn 2007, p. 102). At the school level, policies are important. School libraries were an integral part of the education process and, therefore, need to be managed within a clearly structured policy framework that is devised bearing in mind the overarching policies and needs of the school (Equal Education 2010, p. 6). Schools must formulate school library policies that define goals, priorities and services in relation to the school's curriculum (IFLA/UNESCO 2002).

2.10 Resource sharing in school libraries

Library resource sharing is a partnership where several libraries share one or more of their functions, for example, acquisitions, processing, storage and delivery of services. Each member has something useful to share, is willing to share and a plan exists to accomplish this (Odini 1993, p. 77).

Libraries have always been under tremendous pressure to share their resources. Inflation, almost static or dwindling library budgets, information explosion and the escalating prices of publications have all contributed towards this situation. No school

library, however richly endowed in resources, is in a position to meet all the requirements of its users from its collections alone (Odini 1993, p. 78).

What can libraries hope to share? Edwards (1994, p. 113) gives two main categories namely materials/services and procedures. According to Edwards (1994, p. 113), resource sharing of materials includes: cooperative acquisitions, which requires access to the catalogue, on-order and in-process information of participating libraries; inter-library loans, which mainly involves finding the location of the required document, verifying its availability and physical transfer and sharing of common storage for less used material. Resource sharing of services and procedures includes bibliographic access to holdings catalogues for cataloguing and classification.

The major goal of resource sharing is to augment the local holdings by providing access to collections of other libraries (Weech 2002, p. 81). It should thus be a venture embraced by all libraries and especially school libraries in developing countries where financial resources for purchase or stock are scarce.

In the current era of ICT, the physical location of the information materials does not have much impact on its access. With ICT, the number of users wanting to have access to materials does not diminish the content neither does it preclude any other person/persons from using it at the same time in different locations (Imo & Ukwoma 2004, p. 5). This development has necessitated a re-look at resource sharing and many institutions are getting involved in consortia as opposed to resource sharing.

2.11 School Libraries in Africa

Governments and Ministries of Education in many African nations have not accepted that library and book provision should be a component of educational investment (Rosenberg 1993, p. 37). Even so, the establishment of school libraries has always been the traditional and preferred solution to providing access to supplementary reading material in schools (*Getting Books To Schools* 1998). These not only have the capacity to acquire, organize and make general reading materials available for the use of teachers and school pupils, but can also organize collections of multiple copies of textbooks for loan, when purchase is not possible. But, in Africa, whilst the need for education has been recognized, the need for school libraries in many countries has not. Since the Universal Declaration of Human Rights asserted that everyone has a

right to education in 1948, there have been attempts by most African governments to promote education and literacy (Unagha 2008, p. 2). These efforts have, however, had little impact because there have been no provisions for school libraries in the implementation of these programs (Unagha 2008, p. 2). According to the World Bank (2008, p. 71), in a study on secondary school libraries in sub-Saharan Africa, the lack of adequate provision for secondary school libraries is a serious issue for secondary education. According to the World Bank (2008, 72), of the countries reviewed (which included Togo, Cameroon, Rwanda, Cote d'Ivoire, Mali, Burkina Faso, Senegal, Lesotho, Kenya, Tanzania, Malawi, Uganda and Botswana), only Botswana had a good basic secondary school library system in all schools.

Buchan and Denning (1991, p. 1) noted that it is generally accepted that school libraries in African countries are poorly developed. Whereas textbooks are prescribed for schools, they are inaccessible due to various factors ranging from economic constraints to the under-developed distribution infrastructure. The establishment and maintenance of school libraries has been relegated to the last place on the scale of priorities. The majority of schools possess no library. Where some semblance of a school library does exist, it is often no more than a few shelves of outdated and worn out material, inadequately staffed, and thus marginal to the teaching process (*Getting Books In Africa*, 1998).

To help the situation, IFLA decided to examine the problem in a pre-session seminar in 1993. Its aim was to examine the philosophy and operation of school libraries and to look for ways to motivate the authorities and agencies. In 1995, a seminar was held in Uganda to again generate interest in the establishment of school libraries.

From literature gathered, there have been more active campaigns for national policy frameworks for school libraries in South Africa. According to Hart and Zinn (2007, p. 98), five draft policy documents have been produced by the unit in the national Department of Education (of South Africa) responsible for school libraries, after consultation with the various provincial school library support services and other players, since 1997. None has, as yet, received the approval of the national Ministry of Education despite several promising ministerial statements supporting the need for school libraries. If children and citizens are to acquire literacy, libraries must be supported, as Krolak (2005, p. 13) noted, "With sufficient investment and support,

libraries will have a major impact on the achievement of education for all and the Millennium Development Goals.”

Africa has unique circumstances that have an impact on provision of quality library services. According to Anderson (2009, p. 1), economic difficulties within Sub-Saharan African countries and the lack of a significant publishing industry have contributed to the lack of sufficient indigenous resources available to stock libraries. Western donors, through support programs, often attempt to fill the gap with donated western material (Anderson 2009, p. 1). How such information resources developed within the context and culture of the west help to improve literacy levels within the African context is a subject for debate. Additionally, though there has been a lot of emphasis on how information communication technologies (ICTs) facilitate access to information, from the African perspective, challenges such as lack of electricity, non-availability of computers and poor internet connectivity cannot be ignored (*World Economic Forum 2009*)

Highly literate societies rarely question the significance of libraries for academic attainment (Anderson 2009, p. 5). According to Krolak (2005, p. 5), “the challenge in the literate societies is to motivate children and adults to read for self-study and pleasure when competing against television and computer games”. On the other hand, libraries in most African countries face a mix of challenges which have been summarized by Anderson (2009, p. 5) in the following structure (Figure 3):

receive any allowance for their additional responsibilities and the majorities have never had any training in librarianship. Clerical staff and pupil assistants are employed in many school libraries. Lack of recognition of the importance of the school libraries on the part of authorities adds to the staffing problem. However, it is important to note that Otike's (1988) study is not recent and the situation currently may be different. This study sought to reveal recent trends or developments.

The government, though, has initiated the establishment of librarianship training institutions such as at Moi University, Kenya Polytechnic, Kenyatta University and even teacher training Colleges. It is hoped that the graduates from these institutions will transform the school library from the current seemingly insignificant status, to one playing a central role in education.

2.13 Conclusion

The school library is part and parcel of the school set up and should exist to support the objectives of the parent school. It ought to provide the information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. Ideally, a well-managed and equipped school library will equip students with lifelong learning skills and help develop and/or enhance their imagination. School libraries will need the goodwill of the school management, and especially the principal, in order to function effectively. It will also need to be run professionally by trained staff who must support the use of information sources both print and electronic, onsite and remote. There exists scanty information regarding the status of school libraries in Kenya. This study fills this gap by examining the current situation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a way to systematically solve the research problem (Kothari 2004, p. 8). It is the general approach taken in carrying out the research project and, to some extent, dictates the particular tools the researcher selects (Leedy & Ormrod 2005, p. 12).

This chapter specifies how the researcher studied the status of school libraries in public secondary schools in Nairobi County, Kenya. This chapter starts with a description of the research design chosen for the study as well as the research method applied. The survey research approach was preferred for this research and a brief overview of why it was preferred is given. The population of interest, the sampling, data collection and analysis aspects of the study will also be discussed.

3.2 Research Design

Research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Sellitz 1965, p. 50). Babbie (2004, p. 112) states that a research design involves a set of decisions regarding the topic to be studied: the population, the research methods and the purpose. It is the process of focusing one's perspective for the purposes of a particular study.

Simply put, research design is planning. It provides the overall structure for the procedures the researcher follows, the data the researcher collects and the data analysis the researcher conducts (Leedy & Ormrod 2005, p. 85). The function of a research design is to ensure that the data obtained during data collection will be adequate in answering the initial questions as unambiguously as possible (Mugenda 2008, p. 69). A good design facilitates research to be as efficient as possible yielding maximal information. In other words, the function of research design is to provide for

the collection of relevant evidence with the minimal expenditure of effort, time and money (Kothari 2004, p. 14).

Cooper and Schindler (2006, p. 139) note that early in any research study, one faces the task of selecting the specific design to use. A number of different design approaches exist but, unfortunately, no simple classification system defines all the variations that must be considered. Leedy and Ormrod (2005, p. 100) notes that different research problems lead to different research designs and methods which, in turn, results in the collection of different types of data and different interpretations of those data. Research designs may either be qualitative, quantitative or follow a mixed method approach.

Qualitative designs are aimed at discovering underlying motives and desires and are especially important in studies where the aim is to discover the underlying motives of human behavior (Kothari 2004, p. 3). Leedy and Ormrod (2005, p. 133) further state that qualitative designs focus on phenomena that occur in their natural setting, that is, in the “real world” as well as studying those phenomena in all their complexity. Some researchers state that qualitative researches lack objectivity since they believe that observations in research should be influenced as little as possible by any perceptions, impressions and biases they may have (Leedy & Ormrod 2005, p. 133). On the other hand, Mugenda and Mugenda (2003, p. 201) state that qualitative researchers exploit the relationship between them and their respondents. Mugenda and Mugenda (2003, p. 201) note further that qualitative researchers argue that their counterparts in quantitative research ignore the feelings of those studied. They feel this is unethical because the point of view of the respondents (*emic*) is ignored whereas the findings, interpretations and conclusions are all drawn from the point of the researcher (*etic*). Qualitative researchers therefore believe that studying social systems and problems should include giving voice to those who are being studied as a way of empowering them (Mugenda & Mugenda 2003, p. 201).

Quantitative research designs on the other hand are used to answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena (Leedy & Ormrod 2005, p. 179). Hopkins (2000, p. 1) clarified that, in quantitative research, your aim is to determine the relationship between one thing (an independent variable) and another (dependent variable) in a

population. He further notes that quantitative designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). In other words, in a descriptive study, no attempt is made to change behavior or conditions; you measure things as they are. In an experimental study, you take measurements, try some sort of intervention then take measurement again to see what happened. The objective of quantitative research is to develop theories, hypotheses or answer research questions pertaining to natural phenomena. Quantitative researchers collect data in the form of numbers and use statistical types of data analysis (Blanche, Durrheim & Painter (eds) 2006, p. 47).

Quantitative and qualitative research designs have differing strengths and weaknesses, and constitute alternative, not opposing research strategies (Blanche, Durrheim & Painter (eds) 2006, p. 47). There has been continued interest in mixing methods given the strengths and weaknesses found in single method designs. This is what because research methodology continues to evolve and develop, and mixing methods is another step forward (Creswell 2003, p. 203). According to Creswell (2003, p. 203), there is more insight to be gained from the combination of both the quantitative and qualitative research than either form by itself.

Creswell (2003, p. 206) points out that though there has been emerging interest in the use of mixed method procedures for research, there are four important aspects that influence the design of the procedures for a mixed study. These are timing (of the data collection), the weighting (or priority given to either the qualitative or quantitative aspects of the study), the mixing (or the merging of the data) and the theorizing (whether a theoretical perspective guides the entire design).

In deciding the design to use among the above three approaches, the researcher made the following considerations. First, for qualitative design approaches, phenomena are studied in their natural settings or 'real world' and secondly they are studied in their entire complexity (Leedy & Ormrod 2005, p. 133). Qualitative research designs involve a close relationship between the researcher and those being studied. The outcome focuses on understanding rather than on predicting general patterns of behavior. The researcher therefore opted for the mixed approach adopting to the QUAN↔qual approach (Creswell 2003, p. 209). This means that most of the data was collected quantitatively, yet certain qualitative data was also collected for the study. Creswell (2003, p. 213) points out that a concurrent triangulation strategy happens

when the researcher collects both quantitative and qualitative data concurrently and then compares the two databases to see if they corroborate. The researcher therefore used the concurrent triangulation strategy, where data were gathered quantitatively from the school librarians and the school principals, and at the same time personal interviews were conducted with officers in the Ministry of Education for purposes of cross validation.

3.2.1 Descriptive-quantitative design approach

Descriptive studies aim to describe phenomena accurately, either through narrative type descriptions (e.g. interviews) or by classification (Blanche, Durrheim & Painter (eds) 2006, p. 44). Leedy and Ormrod (2005, p. 179) states that descriptive-quantitative research examines a situation as it is. It does not involve changing or modifying the situation under investigation nor is it intended to determine cause-and-effect relationships.

The main designs in descriptive quantitative research are observation studies, correlation research, developmental designs and survey research (Leedy & Ormrod 2005, p. 180). In quantitative research, an observation study focuses on a particular aspect of behavior which is quantified in some way. In some situations the occurrence of the behavior is counted to determine its overall frequency. Since the aim of this study was not to study aspects of behavior, the use of an observation study design was ruled out.

Correlation studies examine the extent to which differences in one characteristic or variable are related to differences in one or more other characteristics or variables. A correlation exists if, when one variable increases, another variable increases or decreases in a somewhat predictable fashion (Leedy & Ormrod 2005, p. 180). In conducting such studies, however, it is always important to be cautious about making faulty logic. This is because correlation does not, in and of itself, indicate causation. A variable correlates meaningfully with another only when a common causal bond links the phenomena of both variables in a logical relationship (Leedy & Ormrod 2005, p. 180). Correlation studies are carried out for one of two basic purposes: either to help explain important human behaviors or to predict likely outcomes (Fraenkel & Wallen 2000, p. 360). The purpose of this study was to establish the status of school libraries

in public secondary schools in Nairobi County. It did not seek to explain behavior or predict outcomes, but simply to give insight to the prevailing status. For this reason, the suitability of a correlation study was ruled out in view of the purpose of this study.

Developmental designs are useful when researchers want to study how a particular characteristic changes as people grow older. The use of either cross-sectional study or longitudinal study is employed for this design (Leedy & Ormrod 2005, p. 182). Developmental designs are primarily used in developmental researches concerned with child development or gerontology (Leedy & Ormrod 2005, p. 183) and, therefore, the suitability of developmental designs for this study was also ruled out. Survey approach was thus preferred for this research and the reason for its suitability is discussed in the next section.

3.2.2 Survey research

Technically, a survey is a series of questions asked of a number of people (McIntyre 2005, p. 120). Survey research thus involves acquiring information about one or more groups of people, perhaps about their characteristics, opinions, attitudes, or previous experiences, by asking them questions and tabulating their answers (Leedy & Ormrod 2005, p. 183). Surveys usually cover large, heterogeneous populations. The ultimate goal is to learn about a large population by surveying a sample of that population. In this respect, this study attempted to study the status of libraries in public secondary schools in Kenya by studying the status in public secondary schools in Nairobi County. Bryman (2003, p. 49) points out that survey research comprises a cross-sectional design in relation to which data is collected predominantly by questionnaire or by structured interview on more than one case (usually a lot more than one) and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables (usually many more than two) which are then examined to detect patterns of association.

A survey approach was chosen against other designs because it gave a better understanding of the present, considering that the purpose of the research was to determine the status of school libraries in Nairobi County. Survey research usually involves investigating a large number of people who are geographically spread out over a wide geographical area (in this case Kenya). Ideally, to gain insight in to how a society functions, we need to study an entire population. However, lack of time and

money made the survey of every school library in Kenya impossible. This is why, by using the survey approach, smaller segments of the population (Nairobi County) were used. By drawing conclusions from one transitory collection of data, we may extrapolate the state of affairs over a longer time period (Leedy & Ormrod 2005, p. 184). Survey is simple in design. Self-administered survey in particular is relatively inexpensive. However, this is not to suggest that it is any less demanding in its design requirements or any easier for the researcher to conduct than any other type of research (Leedy & Ormrod 2005, p. 184).

The survey method was also considered because of the possibility it provided to standardize questions. This made measurement more precise by enforcing uniform definitions among the participants. Standardization further ensured that similar data could be collected from groups then interpreted comparatively. All the participants of the survey (school principals and school librarians) were presented with a standardized stimulus (self-administered questionnaire). This helped to greatly eliminate observer subjectivity and hence increasing reliability (CSU 2008, p. 1).

The approach was not without weaknesses though. Survey research usually relies on self-report data, which means that people tell what they believe to be true or, perhaps, what they think we want to hear. At times, people's memory of some events may be distorted to the extent that what they think happened is not always what actually happened. Sometimes, some people may intentionally misrepresent facts in order to present a favorable impression to the researcher (Leedy & Ormrod 2005, p. 184). This makes independent variables difficult to control and therefore makes conclusions drawn on correlation between variables tedious and difficult as far as causality is concerned. To mitigate this, the researcher tried to avoid the problems of instrumentation associated with leading or insensitive questions. The researcher also used self administered questionnaire which allowed respondents to choose convenient time to fill as well as allowed them time to consult records for more accurate data.

3.3 The variables

A variable is any quality or characteristic in a research investigation that has two or more possible values (Leedy & Ormrod 2005, p. 218). In this study, the following variables were included to inform the findings:

i) Library staff level and qualification

The school librarian is the manager of the school library. According to Loertscher (2002, p. 29), the role of the school library media specialist is to collaborate with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs and to understand and communicate the information the resources provide.

The American Library Association (ALA) (2006, p. 4) states that the success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor. In this respect, school librarians were instrumental in giving information about the school library operations and information management.

ii) The support provided by the principal

School principals are managers of the schools and, therefore, provided useful information which included policy and funding of the school library. Haycock (1990, p. 48) identifies the principal as the single most important element in the development of an effective library media program. He further observed that the degree to which the principal understood and supported the library media program was the degree to which that program became the center of the instructional program, the library media specialist became a curriculum partner, and students had the necessary skills to function successfully in the 21st century.

It was the schools' principals who ought to have empowered librarians in order to make the school library media program effective. According to McGregor (2002, p. 72), good leaders foster leadership at other levels. In schools where teacher-librarians are encouraged to lead, reforms related to effective information access and use are more likely to be possible. As such the principal provided important information for this research. From the data gathered, underlying issues that either strengthened or hindered the growth of the school library were sought.

iii) Financial support (funding)

Funding is another variable that impacts on the status of the school library. With sufficient funds, libraries can purchase up-to-date school library media resources including books, acquire and use advanced technology, facilitate internet links and other resource sharing networks, provide professional development for school library media specialists as well as facilitating access to the school library during non-school hours, weekends and vacations. The lack of sufficient financial support may well mean the absence of the above. In Kenya, the government does not allocate specific funds for the establishment and management of school libraries. The onus was left to individual schools to set aside funds or solicit them for the establishment of the libraries.

iv) Policy

A policy is a principle or course of action adopted or proposed as desirable, advantageous or expedient. (*Oxford English Dictionary* 2011) A school library policy sets out the requirements for the school library and the responsibilities of school principals, school librarians and other school staff or bodies in relation to the programs of the school library. The presence or absence of clear policies would impact on the status of the library.

3.4 The population of study

A population is the entire group of persons or set of objects and events a researcher wants to study. It is the aggregate of all the cases that conform to some designated set of specifications (Judd, Smith & Kidder 1991, p. 130). Thus, by the specifications of *people* and *residing in Kenya*, the population can be defined as consisting of all the people who reside in Kenya. This study was investigating the status of school libraries in public secondary schools in Nairobi County, Kenya. The population under study was, thus, comprised all the public secondary schools in Nairobi County. By the choice of school libraries in secondary schools, the researcher felt that this was the level at which elaborate school libraries would be found. School libraries are almost non-existent in public primary schools in Kenya. The choice of public secondary schools, as opposed to private schools, was because public secondary schools shared a similar management structure and all receive some form of government support. Private secondary schools were varied in structure and management. Some private

secondary schools offered the local curriculum and others offered an international curriculum. It was felt that, by studying the public secondary schools, a fairer playing field may be offered than by studying private secondary schools.

The choice of Nairobi County was because the County offered a wide spectrum of public secondary schools ranging from large to small, schools in up market suburbs to schools in slums, day schools as well as boarding schools, girls only schools, boys only schools and co-education schools. Therefore, it was felt therefore that the spectrum of schools was representative of the country. Nevertheless, the fact that Nairobi County was largely metropolitan and hosted the capital city of Kenya, would be borne in mind before generalizing the findings, especially to rural Kenya.

The *Official Kenya Education Directory* (2008, p. 46) indicated that there were a total of 4,215 registered secondary schools in Kenya in the year 2006. More recent statistics have not been published and were not available for the study. Nairobi County has 202 secondary schools which represents 4.8% of the total secondary schools. Of the 202 secondary schools in Nairobi County, 47 (23%) were public secondary schools (*Official Kenya Education Directory* 2008: 187). Within these secondary schools, the study targeted principals and school librarians. The researcher was interested in the strategic support of the school library at the level of the principal and the funding of the school library as well as the role of the school librarian in the management of the school library as well as in the education process. The population of study thus was the 47 public secondary schools in Nairobi County.

3.5 Sampling procedures

Sampling is the selection of research participants from an entire population (Blanche, Durrheim & Painter (eds) 2006, p. 49). The main concern for this study was representativeness, i.e. selecting a sample that would be representative of the population of study. In consideration of the total number of public secondary schools in Nairobi County, the researcher opted to study the entire schools in the population. Ideally, data for research should be collected from the entire population. Sampling is usually done in order to save on time and funds. However, for this study, owing to the population size, it was felt that studying the entire population would help in justifying the reliability and validity of the findings. Therefore this study used the census

method, which is a survey that attempts to reach and question every member of the population being studied (McIntyre 2005, p. 167). Data was collected from the school principals and the school librarians of the entire 47 public secondary schools and the need to sample was not necessary.

3.6 Data collection instruments

This study was based on data from primary sources. According to Leedy and Ormrod (2005, p. 89), primary data is data that is closest to the truth and is most valid or the most truth manifesting. Survey research typically employs a face to face interview, a telephone interview or a written questionnaire (Leedy & Ormrod 2005, p. 184). This study employed the use of questionnaires and face-to-face interviews as discussed below.

3.6.1 Questionnaires

According to Fraenkel and Wallen (2000, p. 142, a questionnaire is a document that contains instructions, questions and statements that are compiled to obtain answers from the respondents. The questionnaire differs from interview schedules or interview guides because respondents fill in the questionnaire without the researcher's assistance. Printed questionnaires were selected for this study as the most suitable method since some of the data required the consultation of records (such as budgets for the library, number of students per class, how many books in the library reference section and so on). The questionnaires were distributed to literate people (the principals and the school librarians), thus the drawback of questionnaires meeting illiterate respondents did not arise. Questions were formulated with most care to avoid misinterpretation.

A further strength for the choice of the questionnaire method was because of its ability to allow participants to respond to questions with assurance that their responses would be anonymous and so they may have been more truthful than they would have been in a personal interview, particularly when talking about sensitive or controversial issues (Leedy & Ormrod 2005, p. 185). For example, the principal may consider revealing information about poor government policy on school libraries as sensitive for being an attack on the government. Such a principal may not be truthful during an interview but may consider a questionnaire to be safer.

The questionnaires were distributed by hand to both the principals and the school librarians, who were given a time frame of two weeks to complete it before the researcher again physically collected them. In schools where there were no school librarians, teacher librarians, or any other persons who were employed by the school to be in charge of the library, filled in the questionnaire. However, students or prefects in charge of libraries were not asked to fill-in the questionnaires for purposes of this study. If the school did not have a librarian or teacher librarian, then it passed as having no school librarian. This was because, according to the opinion of the researcher, student prefects were insufficiently equipped to understand the roles of the librarian. By making hand deliveries, the researcher hoped to increase the response rate. According to Judd, Smith and Kidder (1991, p. 216), the response rate is the percentage of respondents in the initial sample from whom complete responses are obtained. The response rate is the chief index of data quality in a survey because it defines the extent of possible bias from non-response. Low response rates call in question any conclusion based on the data. Therefore, by personally visiting the schools and seeking to clarify the purpose of the research, the researcher aimed to increase the response rate. This is in comparison to the use of mail questionnaires which usually have the lowest response rate (Judd, Smith & Kidder 1991, p. 217). The greatest challenge experienced was those respondents who totally failed to complete the questionnaires and those who partially completed the questionnaire.

The objectives of this study (as outlined in Chapter 1.4.1) were used as the basis for developing both the questionnaires for the principals and the school librarians. According to Judd, Smith and Kidder(1991, p. 229), in questionnaire-based research, the goal may be to learn: what the respondents know (facts); what they think, expect, feel, or prefer (beliefs and attitudes) or what they have done (behaviors). The researcher made use of all the above types of questions in developing the questionnaire instruments.

Table 1: Structure of the questionnaire for the principal

<p>Part 1: General information (Question 1, 2, 3, 4, 5, 6, 7, 8)</p>	<p>Here background information about the school and the principal was sought. Information such as when the school started, the qualifications of the principal, his experience in managing the school, and the number of students and staff were obtained.</p>
<p>Part 2: Staffing and funding (Question 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)</p>	<p>Here the researcher sought to obtain information specific to the school library. This included whether or not there was a school library facility, who was the person in charge and their qualification as well as information relating to the main sources of funds for the school library. The principal's understanding of the role of the library was sought.</p>
<p>Part 3: Library Policies (Question 23, 24, 25, 26, 27, 28, 31, 32)</p>	<p>Information relating to school library policies was sought. The role of the government if any on schools was sought as well as what influence or impact the IFLA/UNESCO school library manifesto played within the individual schools in improving school libraries.</p>

Table 2: Structure of the questionnaire for the school librarian

Part 1: General information (Question 1, 2, 3, 4, 5, 6, 7)	Here background information about the school librarian was sought. Information such as how long he/she had been a librarian, his/her qualifications and experience in managing the school library.
Part 2: Information resources and management. (Question 8, 9, 10, 11, 12, 13, 14, 15, 16)	Here the researcher sought to obtain information specific to the type and quantity of information resources in the school library. This included the systems in place for the management of the resources.
Part 3: Librarian's role in the education process. (Question 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29)	Information relating to the involvement of the school librarian in the education process was sought. The level of interaction of the school librarian with the teaching staff as well as programs he/she had put in place to promote the awareness and use of the library was established.

The objectives of this research were used as the basis of drafting the questions. The table below shows the questions that relate to the various objectives of this research.

Table 3: Questions that relate to the various objectives of this research

Objective	Research question	Questionnaire for principals	Questionnaire for school librarians
1. To establish the extent to which public secondary schools in Kenya have libraries.	Qn. 1	Qn. 9,10,11	Qn. 8
2. To determine the extent to which school library policy exists and the quality of such policies in terms of explicitly focusing on funding and staffing matters.	Qn.2	Qn. 14, 15, 16, 17, 20, 23, 24, 25, 26, 27.	Qn. 4
3. To assess the relevance and implementation of the IFLA/ UNESCO school library manifesto as a guide in developing and executing policies and services in the quest for effective or adequate school library.	Qn. 3	Qn. 29, 30, 31	Qn. 28, 29.
4. To map and audit the information resources in school libraries in Kenya	Qn. 4		Qn. 9, 10, 11, 12
5. To assess the organization and management of the information resources in the	Qn. 4	Qn. 12, 13	Qn. 2, 3, 5, 6, 7, 13, 14, 15, 16, 20, 21, 22, 23, 24, 25, 26

library as well as the competence of the professional managing the library.			
6. To map and audit the role and function of school librarians in public secondary schools in Kenya	Qn. 5	Qn. 16	Qn. 11, 13, 17, 18, 19, 20, 21, 22, 23, 25
7. Establish the extent to which the school principals' understanding of the role of the school library affects the funding and staffing for the library	Qn. 6	Qn. 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28	Qn. 3, 4, 5, 9, 17
8. To determine the challenges faced by school libraries in secondary schools in Kenya and suggest solutions	Qn. 7	Qn. 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 31, 32 (though not directly phrased, the responses to these questions will indicate challenges faced)	(Like in the case for the principal's questionnaire, the responses from most of the questions will lead to deductions for this objective.)

3.6.2 Face-to-face interviews

Apart from the questionnaires, personal structured interviews were used to gather data. In a structured face-to-face interview, the researcher asks a standard set of questions and nothing more (Leedy & Ormrod 2005, p. 184). Face-to-face interviews

have the distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation; thus, such interviews yield the highest response rate (Leedy & Ormrod 2005, p. 185). They also allow the researcher to clarify ambiguous answers and when appropriate, seek follow-up information. The researcher sought to interview three Government Officers in the Ministry of Education (appendix C).

The mission of the Ministry of Education, as quoted from the ministry's website (2010), is "To provide, promote and coordinate lifelong education, training and research for Kenya's sustainable development." If, then, school libraries are essential partners in provision of opportunities for self education, lifelong learning and self improvement (Winconsin Library Association 2006, p. 1), then school libraries should fulfill part of the mission of the Ministry of Education. By interviewing officers in the Ministry of Education, the researcher sought to find out how well the role of the school library was appreciated and supported in form of policies (if any) and what challenges were faced in the implementation of school library programs. The researcher also sought to find out if the information provided by the education officials was corroborated by the school principals. Officers to be interviewed included a District Education Officer (Nairobi East District), the Provincial Director of Education and the Director of Planning and Policy in the Ministry of Education. However, the Director was not available for the interview despite appointments and rescheduling. Information from the education officials was useful in fulfilling objectives 2, 3 and 8 of this study.

The researcher further sought to interview one official of the Kenya Library and Information Professional Association (KLA) (appendix D). KLA is the professional body for librarians, information specialists and knowledge managers in Kenya. Among KLA's objectives is to lobby with the government to formulate and enact policies that will promote access to information (KLA 2010). It further aims to liaise with key stakeholders in the development of a school library network in Kenya. Interviewing the chairperson or the secretary of KLA, thus aimed at establishing what efforts had been made by the professional body in lobbying with the government to support school libraries. This information was also useful in fulfilling objectives 2, 3 and 8 of this research.

3.7 Collecting the data

This study sought to establish the status of school libraries in public secondary schools in Nairobi County. It relied on information obtained from school principals, school librarians and Ministry of Education officials as well as information from the professional librarianship body in Kenya (KLA).

There were 47 public secondary schools as earlier mentioned. To ensure anonymity of the schools, each school was identified by a numeral, for example, school number 1, school number 2 and so on. The first five schools were selected for the pilot study to test the appropriateness of the questionnaire as well as identify for rectification any other issues related to the questionnaire.

For this research, permission and/or clearance to conduct the research had to be sought from the National Council for Science and Technology. A letter explaining the purpose of the research as well as a copy of the research permit was sent to all principals alongside the questionnaires. All schools in the population received two sets of questionnaires, one for the school principal and one for the school librarian. In the absence of school librarians, teacher librarians were requested to fill in the questionnaire for school librarians. Schools without school librarians or teacher librarians were noted as having no libraries. In such cases, only the principal was required to fill in his questionnaire. To ensure a fairer representation of facts, students who act as library attendants or library prefects were not required to fill in the questionnaire meant for school librarians. This was because they would be incompetent or insufficiently equipped to understand the roles of the school library.

Questionnaires were hand delivered and collected after a period of two weeks. The questionnaires had been designed to be easy to understand, with most of the questions having options to select from. Validity and reliability of the data collected was critical in order for logical conclusions to be made from the study. Leedy and Ormrod (2005, p. 28) state that the validity of a measuring instrument is the extent to which the instrument measures what it is supposed to measure.

To interview the Ministry of Education officials identified for the study, as well as KLA officials, the researcher sought appointments with the relevant officers. The researcher used a structured, personal interview method. According to Judd, Smith

and Kidder (1991, p. 218), personal interviews allow the interviewer to notice and correct the respondent's misunderstandings, to probe inadequate or vague responses and to answer any questions and allay concerns that the respondent may have. Personal interviews have the distinct advantage of enabling the researcher to establish rapport with the participants and therefore gain their cooperation (Leedy & Ormrod 2005, p. 184). By the use of personal interviews, the researcher was able to clarify any ambiguous questions as well as probe inadequate or vague responses. Any questions or clarifications required by the interviewee were also answered including allaying any concerns raised by the interviewee.

3.8 Data analysis techniques

According to Mugenda and Mugenda (2003, p. 115), data obtained from the field in raw form is difficult to interpret. Such data must be cleaned, coded, keyed and/or punched in to a computer and analyzed. It is from the results of such analysis that researchers are able to make sense of the data.

For this research, once the questionnaires had been administered and collected as well as interviews conducted, the raw data were systematically organized to facilitate analysis. There are two techniques of data analysis; qualitative analysis, non-empirical analysis where data collected does not require quantification, and quantitative analysis, where data is summarized using descriptive statistics (Mugenda & Mugenda 2003, p. 117). In order to analyze data collected from this study, a quantitative data analysis technique was used. This was mainly because a quantitative approach had already been chosen for the study which, therefore, called for quantitative data analysis technique. To summarize the entire data, a tabulation process was done using the SPSS data analysis software. This helped in the analysis. Tabulation facilitated easier comparison as well as reduced explanatory and descriptive statements to a minimum. Coding of data was also employed where the raw data was transformed into a standardized form. Code categories depended on the responses obtained from the study. Coding was necessary for efficient analysis and, through it, the multitude of replies were reduced to a small number of classes which contained the critical information for analysis (Kothari 2004, p. 123).

Frequency distribution tables were also used to summarize the overall pattern of data collected. According to Babbie (2004, p. 401), frequency distribution refers to a description of the number of times the various attributes of a variable are observed in a sample, for example the report that 15 of the libraries studied had collections between 5,000 and 10,000.

3.9 Conclusion

The above methodology explains the logic behind the methods used in the context of this study, explaining why particular methods or techniques, and not others, were used. The greatest challenge experienced was in getting some principles to fill in the questionnaires. In some instances, a second copy of the questionnaire had to be given for the reason that the initial copy had been misplaced. Getting appointments with officers in the ministry of education was also a challenge. One official was unable to keep his appointment despite several reschedules. In general, the data obtained was sufficient to give the status of school libraries in public secondary schools in Nairobi County.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents the data collected and provides details of the statistical analysis of the data. Discussion of the findings is also done where the results of the study are evaluated and interpreted with respect to the research objectives. The chapter has seven main sections in line with the research objectives as well as summaries of the interviews carried out. The chapter is organized in such a way that the findings relating to each research objective are presented and then a discussion on the set of findings is presented. Data were gathered by use of questionnaires as well as by way of interviews. Two sets of 47 questionnaires were prepared. One set was issued to the principals of the schools and the other set was given to the school librarians. Out of these, 32 (68%) filled questionnaires were recollected from principals and 31 (66%) filled questionnaires were collected from the school librarians. Data was fed into SPSS analysis software for easier statistical analysis. Oral interviews were conducted with the District Education Officer, Provincial Director of Education and the Chairman of Kenya Library and Information Professionals Association (KLA). Another interview scheduled with the Director of Policy and Planning in the Ministry of Education failed to materialize owing to absentia. Responses from the structured interviews were recorded on a notebook and summarized for presentation.

4.1 Extent to which public secondary schools in Nairobi County have libraries

The study sought to establish the extent to which public secondary schools in Nairobi had school libraries. School principals were asked to state whether or not their school had a library facility. From the data obtained, 27 schools (84.4%) had school libraries as shown in Table 4.

Table 4: Do you have library facility in your school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	84.4	84.4	84.4
	No	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

N =32

The study further sought to establish if there was any correlation between the age of the schools and the presence or absence of school libraries. The data showed that if the age of the school libraries was to be considered, the greatest percentage (47.6%) of these libraries were established between 21 and 30 years ago. There was however no clear indication as to whether the age of the school was a factor in the presence or absence of a school library though a greater percentage of older schools had libraries as shown by Table 5.

Table 5: Year of school library establishment

		Do you have a library facility in your school?		
		Yes	No	Total
Year your school was started	6 - 10 years	Count 1	2	3
		% within year your school was started 33.3%	66.7%	100.0%
	11 - 15 years	Count 2	0	2
		% within Year your school was started 100.0%	.0%	100.0%
	Over 20 years	Count 23	3	26
		% within Year your school was started 88.5%	11.5%	100.0%
	Total	Count 26	5	31
		% within Year your school was started 83.9%	16.1%	100.0%

When Principals were asked to state whether their schools were full boarding, part boarding or full day, only 26 responses (representing 81.3% of the total respondents) were obtained. The data obtained revealed that full boarding schools had a higher prevalence of libraries than either part boarding or day schools (Tables 6a, 6b, 6c).

Table 6a: Full boarding schools and the presence of a library facility

Count				
		Do you have library facility in your school?		
		Yes	No	Total
Type of Full boarding school		15	1	16
	Total	15	1	16

Table 6b: Part boarding schools and the presence of a library facility

Count				
		Do you have library facility in your school?		
		Yes	No	Total
Type of Part boarding school		2	1	3
	Total	2	1	3

Table 6c: Full day schools and the presence of a library facility

Count				
		Do you have library facility in your school?		
		Yes	No	Total
Type of Full day school		9	3	12
	Total	9	3	12

4.1.1 Discussion

From the above data, it is quite evident that majority of secondary schools in Nairobi irrespective of the type and age, seem to have identified the library as an important component in the education process and therefore have put up or set up a library in the school. This realization is in line with the IFLA/UNESCO manifesto that the school library is essential to every long-term strategy for literacy, education and information provision. Otike (1988, p. 88) found that the situation in Kenya regarding the presence of school libraries was gloomy. The indication from this study, with 84.4% of schools having school libraries, is that there has been tremendous improvement to the situation in Nairobi County. However, it is just a step in the right direction, for to have a library facility (building) is one thing and to have a functional and effective library is another. A school library is not just the building alone. There must be appropriate information resources as well as appropriate competent human resources to have a functional library. The question to ponder over then is “What has been the motivator to establish school libraries among public secondary schools in Nairobi?” Could it be a realization by the school principals that school libraries are a factor that may influence students’ academic performance? From the findings of this study, there had been no form of sensitization or training for principals to set up school libraries. There also was no government support for school libraries. As established in this study, the buildings set apart were primarily study spaces, the main motivation for increased libraries appears to be the need to provide extra study space as opposed to creating a sufficient library capable of supporting education and learning.

All schools in Kenya are granted a license to operate by the government through the Ministry of Education. To have a percentage of 15.6% of public secondary schools in Nairobi operating legally and without a school library may thus suggest correctly that a school library was not among the conditions set to be met before a school was approved to operate. This statistic confirms the fact that the school library was individual schools’ efforts.

Reasons as to why full boarding schools had a higher prevalence of libraries than either part boarding or day schools could not be established from this study and, therefore, could be a subject for future study. However, one can make an assumption that since students in boarding schools spent more time in school, it is only logical to

set up areas where they can use their extra time to study. A library would be most suitable.

4.2 Extent to which school library policies exist and the quality of such policies

This study sought to find out if there were policies on which school libraries were based. First, information was sought to establish whether or not there were library policies and, secondly, who was involved in the preparation of the policies.

In response to the question regarding library policies asked to the school principals, 30 responses (93.75% of total respondents) were recorded. Three of the responses were from schools which did not have libraries. However, there did not appear a conflict as all three indicated that they had no policies in place. Of the schools that responded, 46.7% said that they had policies which specified the school library's role in the education process. Fifty three point three percent (53.3%) did not have policies as per Table 7.

Table 7: Presence of a school library policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	43.8	46.7	46.7
	No	16	50.0	53.3	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.2		
Total		32	100.0		

Interestingly, out of those who had indicated that they had policies, only two schools (14.3%) had the policy written down as indicated in Figure 5. Sixteen (16) schools, representing 53.3% of those who responded to the earlier question regarding the presence of school library policies did not respond to the question as to whether or not the policies were written.

Table 8: Whether the policy is written

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	6.2	14.3	14.3
	No	12	37.5	85.7	100.0
	Total	14	43.7	100.0	
Missing	System	18	56.3		
Total		32	100.0		

Out of the 14 (46.7% of the total) schools who indicated they had policies, 5 schools (16.7% of total) had those policies prepared by the principal, 4 (13.3% of total) had been prepared by the Board of governors, 1 (3.3% of total) school had it prepared by the teachers and another (3.3% of total) had it prepared by the librarian. Three schools did not answer as to who prepared the library policy.

4.2.1 Discussion

Policies are important in any entity. They communicate terms of operation and ensure that there is no chaos or confusion in operation. If policies are not written down or are absent, there is room for error or operations are done without consistencies. From the findings of this study, there appears to be a problem in the area of policies, as most school libraries operate without them or do not have them written down. According to the ALA (2008), it is the responsibility of the governing board to adopt policies that guarantee students' access to a broad range of ideas. These policies include policies on collection development and procedures for the review of resources about which concerns have been raised. In a World Bank (2008, p. 77) report on textbooks and school library provision in secondary education in Sub-Saharan Africa, it was observed that the presence of library policies will help in, among other things, the recognition of, and commitment to, the value and central role of the school library by all players as well as assure a regular sustained library budget to support the library. However, what needs to be pointed out is the fact that if there are no national policies on school libraries, the problem most likely trickles down to schools. Magara and Nyumba (2004, p. 319), in a study towards a national school library policy for Uganda, noted that a national policy can provide a plan of action, a statement of aims and ideas. It should involve a framework for coordinating and streamlining activities and operations by all actors concerned. Thus, a national policy is required to guide and coordinate the operations of school libraries. Magara and Nyumba (2004, p. 319) further state that the policy would provide the concerned ministry (Ministry of Education) with the necessary authority and commitment to promote the establishment of libraries in every school and also help to establish regular inspections of their facilities, organization, staffing and maintenance. If there were national policies in place, it would be imperative that individual schools formulate policies that govern their school libraries. This study, therefore, points to need for the government of Kenya through the Ministry of Education to develop national policies on school libraries.

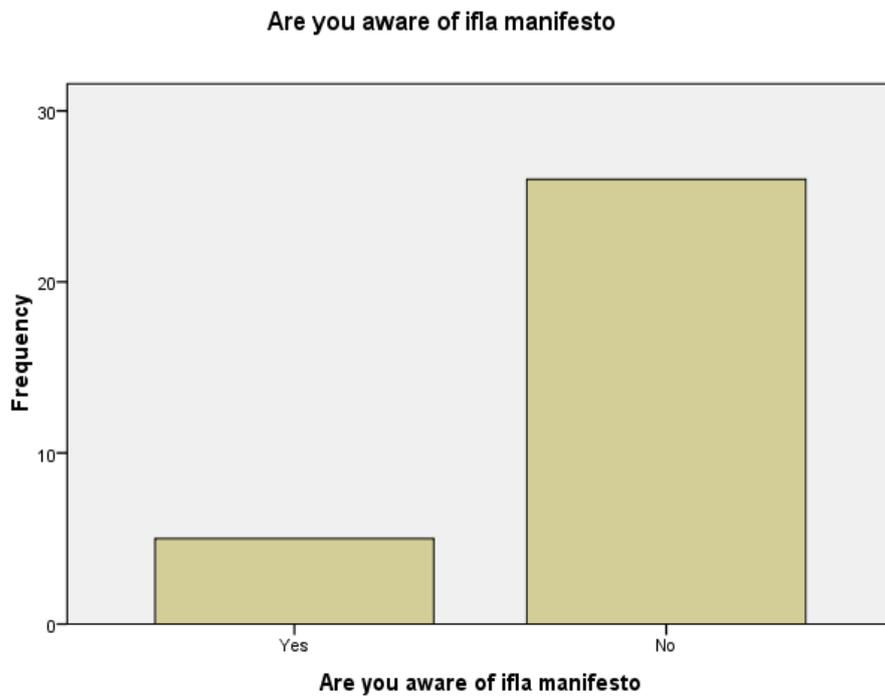
The fact that a majority of existing policies in individual schools were drafted by the principal or the school governing body may be pointer to the lack of expertise in the librarian to do so. Ideally, the librarian should propose policies drafted in consultation

with the appropriate stakeholders for the adoption by the governing body. This is because he/she has the expertise in the library area. IFLA/UNESCO (2002, p. 4), in their school library guidelines state that the library policy should not be drafted by the school librarian alone, but jointly with the teaching staff and senior managers. The draft should be consulted widely throughout the school and supported by exhaustive open discussion. After the adoption of these policies, it then becomes the responsibility of the school librarian to implement these policies to ensure equitable access to resources and services. In this way, the policies will be in line with good practice and there is a sense of ownership of the policies from the point of the implementer and the users. The findings of this study, therefore, indicate an area of weakness that needs to be probably instituted first.

4.3 Relevance of IFLA/ UNESCO school library manifesto as a guide in developing and executing policies and services in the quest for effective school libraries

Although IFLA/UNESCO (2000) has developed quite a useful school library manifesto, the awareness and usefulness of the document may be a different issue altogether. This study sought to establish the level of awareness of the manifesto in public secondary schools in Nairobi County.

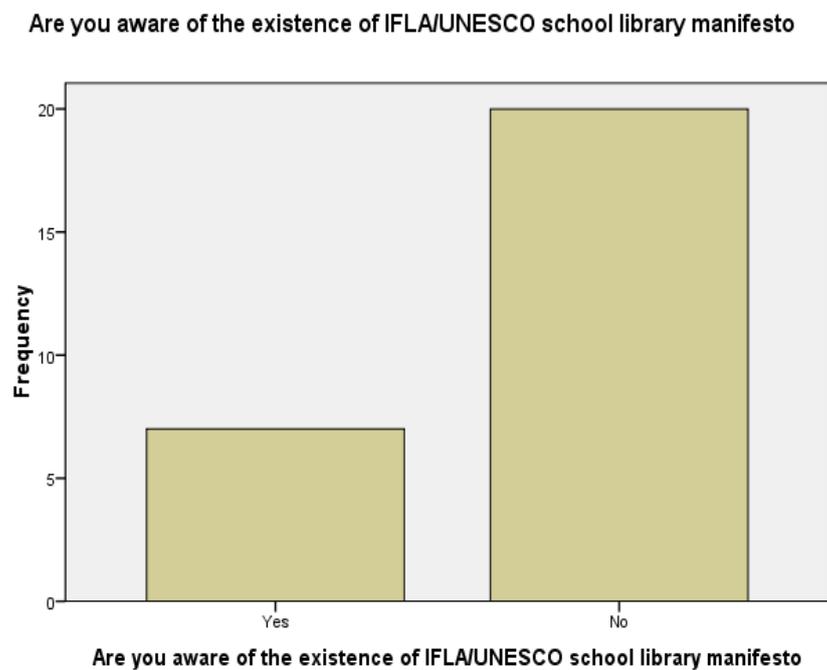
Out of the schools sampled, 83.9% of principals were not aware of the existence of the IFLA/UNESCO school library manifesto. Sixteen point one percent (16.1%) were aware of its existence as shown in Figure 4. Only one school partly applied the provisions of the manifesto.



n= 32

Figure 4: Awareness of the IFLA manifesto

From the librarians’ responses, 74.1% of librarians were not aware of the manifesto, while 25.9% were aware as shown in Figure 5.



n= 31

Figure 5: Awareness of the existence of IFLA/UNESCO school library manifesto

The data obtained from the librarians revealed that none of the school libraries had benefited from the manifesto. Only one librarian said that he hoped to persuade the school management to implement the guidelines of the manifesto.

4.3.1 Discussion

From the above findings, the majority of principals and school librarians are not aware of the IFLA/UNESCO school library manifesto. This information may explain why there are no elaborate school library policies as earlier indicated since the manifesto is meant to sensitize principals to the importance of policies. The manifesto (IFLA/UNESCO 2006) states that governments, through their ministries responsible for education, are urged to develop strategies, policies and plans which implement the principles of the manifesto. Plans should include the dissemination of the manifesto to initial and continuing training programs for librarians and teachers. If principals and school librarians are not aware of the manifesto, it points to a problem from the government through the Ministry of Education in the dissemination of the manifesto. Rosenberg (1993, p. 37) had noted that Kenya lacked specific government policy guidelines on school libraries and as such, the establishment of school libraries was left to the initiative of the management of the schools. The situation, since 1993, has not changed much. A more recent survey by the World Bank (2008, p. 72) found that in Kenya, only a few well established and prestigious secondary schools (both government and private) maintained effective school libraries. The lack of awareness of the IFLA/UNESCO school library manifesto among school librarians and principals is a concern. This will need to be addressed. IFLA/UNESCO may also need to consider a different method of disseminating the manifesto to principals of schools and librarians. This could perhaps involve sensitization programs in liaison with the librarian's professional body (KLA).

4.4 Mapping and auditing the information resources in school libraries in Nairobi County

An effective school library is not just the building. There must be appropriate and sufficient information resources. The study therefore sought to establish the space or sitting capacity as well as the type of information resources available in the school libraries.

4.4.1 Seating capacity

According to the data from the school librarians, the average seating capacity in school libraries was 63. Three schools did not respond to the question as shown in the Table 9.

Table 9: Total sitting capacity of the library

Statistics		
Total sitting capacity of the library		
N	Valid	28
	Missing	3
	Mean	63

Table 10 shows that the greatest number of schools (28.6%) had a seating capacity of 50 in their libraries.

Table 10: Total sitting capacity of the library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	6.5	7.1	7.1
	25	4	12.9	14.3	21.4
	30	1	3.2	3.6	25.0
	48	1	3.2	3.6	28.6
	50	8	25.8	28.6	57.1
	60	2	6.5	7.1	64.3
	63	1	3.2	3.6	67.9
	70	1	3.2	3.6	71.4
	92	1	3.2	3.6	75.0
	100	4	12.9	14.3	89.3
	120	2	6.5	7.1	96.4
	150	1	3.2	3.6	100.0
	Total	28	90.3	100.0	
Missing	System	3	9.7		
Total		31	100.0		

From data obtained from the principals, the average number of students in secondary schools was 598 as per Figure 6. In comparison with the average seating capacity of the school libraries, it gives the impression that on average there is one library seat for every 10 students.

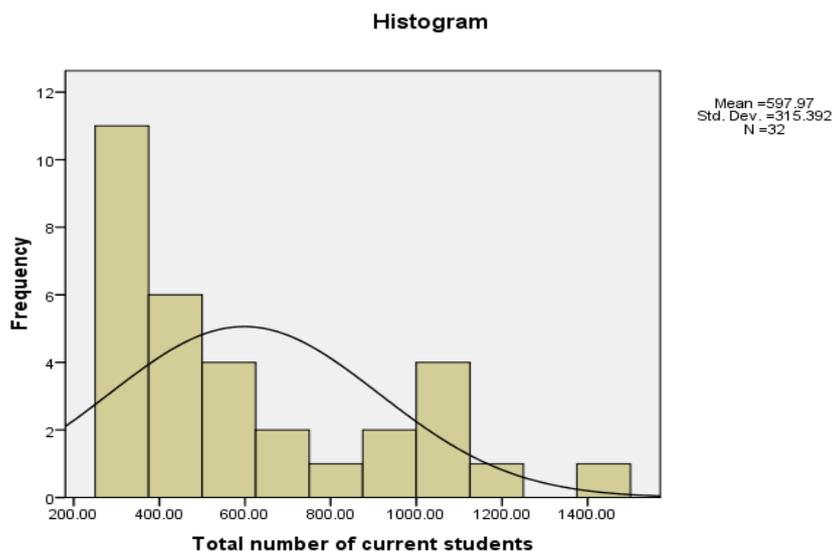


Figure 6: Total number of current students

4.4.2 Information resources

The most common information resources were print books averaging 1,500 books per school. Only seven schools had print journals, averaging two per school. Eighteen schools did not have print journals while six did not respond to the question. Each school had an average of 2 newspapers and two print magazines in the library. Only one school had audio visual material while six schools had some form of digital resources (CDs, DVDs). 14 schools (45.2%) had no computers in the library. Seven schools had one computer each, 6 schools had two computers each and one school had five computers. None of the schools sampled subscribed to electronic resources.

From the data obtained, 71% of the school libraries had course texts as part of their collection. Eighty three point nine percent (83.9%) had supplementary reading material in stock, 87.1% had leisure reading material, 87.1% had current awareness resources such as newspapers, 87.1% had reference works. Only 19.4% stocked educational videos, DVDs and audio tapes. 77.4% stocked past examination papers in their collection while only 9.7% had internet connectivity in the library.

4.4.3 Discussion

There is no one universal measurement for school library facilities, but it is useful and helpful to have some kind of formula on which to base planning estimates so that any new or newly designed library meets the needs of the school in the most effective way (IFLA 2002, p. 8). The Commission for Higher Education in Kenya (CHE) is the regulating authority for education at College and University level. CHE has elaborate guidelines and standards for establishing university libraries and recommends a student seat capacity of 1:3 (at least a library seat for every 3 students) (CHE 2005, p. 3) (These rules were revised in 2007 and the ratio of 1:3 was purged). If the above ratio was taken as a guide for secondary schools, the seating capacity in school libraries is way below standard and will need to be improved upon. The absence of specific guidelines for secondary school libraries makes it difficult to gauge the appropriateness of the seating capacity. This study, therefore, points to the need for guidelines or standards for setting up school libraries.

Print books form the most common information resources in school libraries in Nairobi County. In State of Utah (USA), standards for school library media programs are quite elaborate and state that the school library media collection shall have a minimum of fifteen (15) volumes of print resources per student or 3,000 volumes, whichever is greater. They also specify that collections need not exceed 15,000 volumes (*State of Utah* 2003, p. 12). Going by the data collected, the average ratio in Nairobi's public secondary schools is 2.5 volumes of print resources for every student, which is way too low compared to that of Utah State. If Kenya is to graduate students who can compete globally (for instance with those from the State of Utah), then something needs to be done to increase the level of information resources in school libraries.

It may be a little unrealistic to expect to find high usage of journals in secondary schools. However, the presence of a few journals may help to prepare students for their future use and demonstrate the value of research. It is, however, important to point out here that what may have been indicated as journals in the schools may actually not have been journals but rather magazines. What was important, thus, was the need to establish whether school libraries provide current articles for students to review in order to develop in them critical thinking and analytical skills which prepare

them for research in the future. From the findings of the study, there is thus the need to increase the collection of current journals and magazines in school libraries in Nairobi County.

The availability of other formats of information resources other than the print was quite low. White (1986, p. 160) pointed out that a school library media centre must try to provide information in different formats to accommodate the various learning styles of the students. Audio-visual, auditory and electronic media are essential in schools, especially for learners who do not find books appealing. It also gives them opportunities to develop media and digital skills for lifelong learning (Machet & Olen 1997, p. 77). According to the ALA (2008, p. 65), the school library media program is grounded in the belief that access to information in all formats at all levels, and to all members of the learning community, is a crucial component of a culture of learning. The effective program offers a wide array of material and services to help meet learning needs beyond school walls. Since today's student lives in a world that has been radically altered by the ready availability of vast stores of information through electronic channels (ALA 2008, p. 1- 2), then the school that values the importance of these technological advancement must prepare students to interact with it by acquiring and setting up these for the library. Darrow (2009, p. 80) notes that, with advancements in ICT, it is important to think about how to expand and change the library from a 'physical' space to a 'virtual' space and how to provide library services for an online school where the school librarian may never see a patron in person. This study points to a major weakness in the provision of ICT in public secondary school libraries in Nairobi. With only one school of the total respondents having five computers, another six with two computers each and only 9.7% having internet connectivity, the situation on the whole needs immediate attention. Students must understand how to interact with online information and how to navigate through electronic and digital information resources. The information from this study clearly places public school libraries in Nairobi County on Loertscher's older school library model (Loertscher 2002, p. 4) as shown in Figure 7.

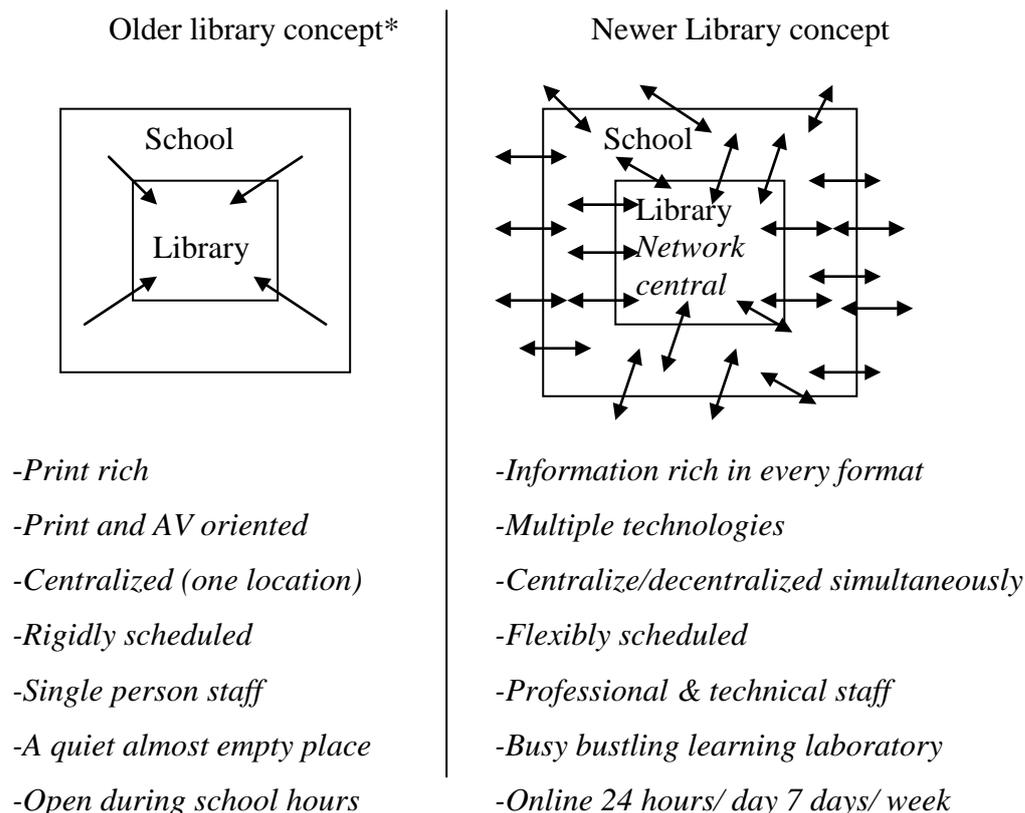


Figure 7: Loertscher’s older school library model (Loertscher 2002, p. 4)

(* Category where public secondary school libraries in Nairobi County currently fall under)

This study thus points to a need to act to transform school libraries in Nairobi from Loertscher’s old model to the new model. There could be varying ways to do this. For instance, the government could apportion a budget to create a robust ICT infrastructure in schools and school libraries or the individual schools could make a deliberate attempt to improve on the situation by allocating a budget for library ICT infrastructure which could take a phased approach in consideration of the resources available.

4.5 Staffing and information resource management in the school libraries

The manner in which resources in any library are organized may be an indication of the competence of the information professional managing the library. This study sought to establish the level of training of the staff as well as how the library resources were organized and managed.

From the information gathered from the principals, 70.4% of the schools libraries were managed by trained full time librarians employed by the school boards. Teacher librarians were in charge of 14.8% of the libraries while 11.1% were managed by non trained employees employed by the school boards. 3.7% of the libraries were managed by school prefects or students as shown in Table 11. (For this study, a ‘trained librarian’ meant a person with recognized training in librarianship and the term is used interchangeably with ‘school librarian’. A ‘teacher librarian’ holds recognized teaching qualifications and professional qualifications in librarianship).

Table 11: Who is in charge of the school library? (Principal’s response)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Trained full time librarian by the school PTA/BOG	19	59.4	70.4	70.4
Non trained employee employed by the school PTA/BOG	3	9.4	11.1	81.5
Teacher librarian	4	12.5	14.8	96.3
Students/prefects	1	3.1	3.7	100.0
Total	27	84.4	100.0	
Missing System	5	15.6		
Total	32	100.0		

From the data obtained from the principals, of the schools whose library staff were trained, 63.2% were at the level of diploma while 36.8% were at the level of certificate as per Figure 8.

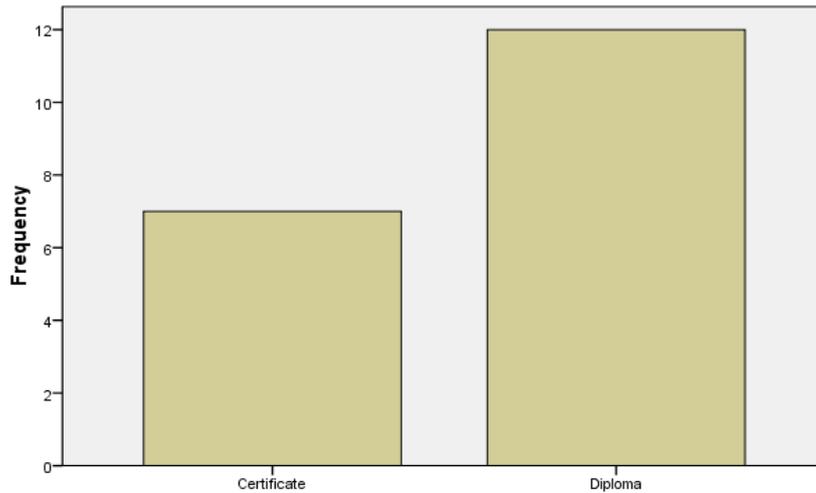


Figure 8: Level of qualification of school librarian (Principals' response) N= 19

From the librarians' responses, 86.2% indicated that they were trained librarians as in Figure 9.



Figure 9: Librarian training

The data regarding the level of training of the librarians was categorized and as shown in Table 12, the highest number (64%) of school librarians were at the diploma level.

Table 12: Title of your qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate in LIS	5	16.1	20.0	20.0
	Diploma in LIS	16	51.6	64.0	84.0
	Bachelor in in LIS	1	3.2	4.0	88.0
	Bed (Library studies)	3	9.7	12.0	100.0
	Total	25	80.6	100.0	
Missing	System	6	19.4		
Total		31	100.0		

The data from librarians and principals confirmed that the highest number of school librarians had a diploma level qualification. However, it was interesting to note that the data regarding the qualification of the librarian from the principals' perspective did not agree with the same data from the librarians themselves. According to the librarians, there were some of them trained at undergraduate level with a Bachelor of Education (BEd) degree with a specialty in Library studies (BEd Library Studies graduates are trained teachers who have taken library studies as one of their major subjects) but the principals did not indicate any of the librarians as having undergraduate level of training.

The data further showed that majority of the librarians had work experience of between one and ten years as shown in Table 13. The average work experience was 5.59 years as per Table 13.

Table 13: Length of time as a librarian (in Years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0.5	2	6.5	7.4	7.4
	1	4	12.9	14.8	22.2
	2	2	6.5	7.4	29.6
	3	4	12.9	14.8	44.4
	4	2	6.5	7.4	51.9
	5	3	9.7	11.1	63.0
	6	2	6.5	7.4	70.4
	7	2	6.5	7.4	77.8
	9	1	3.2	3.7	81.5
	10	2	6.5	7.4	88.9
	11	1	3.2	3.7	92.6
	12	1	3.2	3.7	96.3
	29	1	3.2	3.7	100.0
	Total	27	87.1	100.0	
Missing	System	4	12.9		
Total		31	100.0		

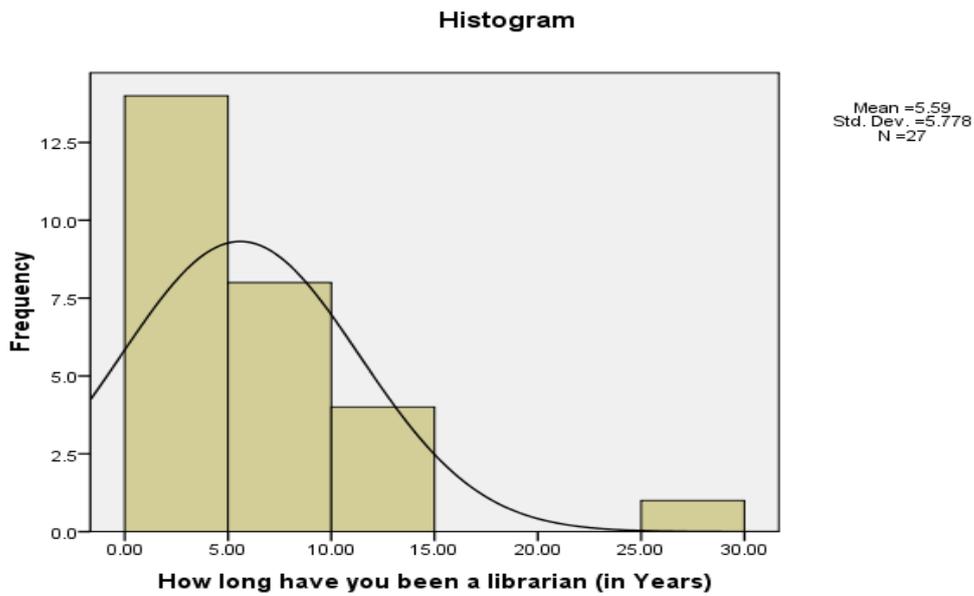


Figure 10: Years as a librarian

It was also established that all the school librarians had some form of organization for their library resources. Of these, 64.3% used the Dewey Decimal Classification system (DDC) while the rest had in-house classification systems in place as shown in Figure 11.

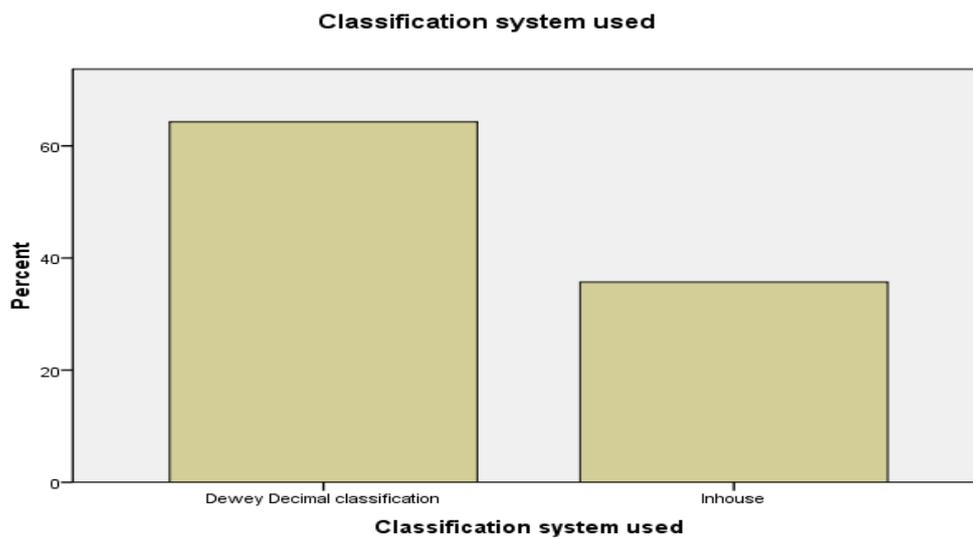


Figure 11: Classification system

n = 31

Fifty five point two percent (55.2%) of the school libraries in the sample had catalogues (figure 19) with 68.8% of these being manual catalogues. The rest (31.2%, five schools) had a form of automated catalogue.

Table 14: Do you have a catalogue in the library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	51.6	55.2	55.2
	No	13	41.9	44.8	100.0
	Total	29	93.5	100.0	
Missing	System	2	6.5		
Total		31	100.0		

A total of 64.5% of the school libraries had a consistent opening schedule. The rest operated without a consistent schedule, meaning they could close or open any time without proper notification or a guide to the users as to when they would open or close. On average, the libraries with consistent opening schedules opened for 8 hours per day on a weekday and three hours on Saturday. Only four schools opened on Sundays for an average of one hour.

4.5.1 Discussion

From the above data, there is a discrepancy in the information regarding the level of training of the school librarians from the point of view of the principal and from that of the librarians. According to the school librarians' responses, 16% of them were of the undergraduate level of training, while according to the principals, there were none in the undergraduate level category. Several questions here come to mind:

- i) Could it be that some principals did not know that the school librarian was trained and what level of training they had?
- ii) Could it be that the performance of some librarians was so dismal that the principal did not think them as trained?

- iii) Did the engagement of all school librarians involve a vetting process where one's qualifications were taken in to account?
- iv) Were teacher librarians who were in charge of 16% of the school libraries really considered as competent to manage the school libraries and were they ever appraised on the basis of their performance in managing the library or were they appraised based on their teaching role alone?

A further investigation as to why this is so may be required in future. However, in both cases, it is quite clear that, in secondary schools, the highest number of school librarians were in the qualification of a diploma. Considering that for one to qualify to be a teacher in a secondary school in Kenya, the minimum qualification is an undergraduate degree, it means that majority of librarians are employed at a lower level compared to teachers. This may be because there are no funds allocated to schools for the employment of the school librarian and most schools may not be in a position to sustain a librarian at a degree qualification level in terms of salary. It could also mean that schools do not consider the school library as a department in the school that requires highly skilled or educated employees. This points to a gap and a need to research and establish the perception principals, teachers, students and other employees in the school have towards the school library and the school librarian. The fact that most school librarians in public secondary schools in Nairobi County are employed at diploma qualification level as compared to the teaching staff who are employed at undergraduate qualification level, then the question of how well they interact as equal partners in the education process comes to mind, which is discussed in Chapter 4 Section 6 below.

Despite the above, it is quite commendable that most school librarians had a form of qualification in a library-related field irrespective of the education level. It could lead to an assumption that there could be enough trained librarians in the country, which then means that Otike's (1988, p. 88) statement that "Clerical staff and pupil assistants are employed in many school libraries" can no longer be true. However, establishing the presence of sufficient library graduates in Kenya was beyond the scope of this study.

With the level of experience of the librarians being quite high (on average, 5 years), it is expected that this translates to high level or improved services. Other factors (such as funding, support and level of motivation of the staff), however, come in to play.

In terms of how the school librarians organized their information collections, the study established that the Dewey Decimal Classification (DDC) system was the most widely used system of classification in secondary schools in Nairobi County. It could probably be due to the fact that with the not so large collections in these libraries, then a DDC system may enable the collection to be organized in a fairly simple way. In-house classification systems were also in use in a number of schools. This could have been an option where the school could not possibly afford DDC manuals and schedules. While the choice of a classification system remains a decision of the individual librarian, it is recommended that, for purposes of information and resource sharing initiatives, one system be adopted for all school libraries. For this same reason, the Commission for Higher Education recommends the Library of Congress classification system for use in universities in Kenya. Therefore, this initiative where a uniform classification system is adopted needs to be cascaded downwards to the secondary school level.

Whereas the study indicated some efforts on the part of some school librarians to operate the libraries on a consistent schedule, there were a number of school libraries that operated without consistent operating plans. To operate a library service without a consistent operating plan is a big inconvenience to users, irrespective of the type and quality of the resources available. It means that users cannot plan properly when to access the resources. It becomes a trial and error way of accessing resources. To have 35.5% of school libraries operating without a consistent schedule was a big concern, an aspect that points to a weakness on the part of the library managers. This problem may have been caused by insufficiency of library staff to work on some form of rotation to ensure that the library was open on a consistent plan. It could also point to the little importance attached to the library for it would matter little whether it was open or not. It could further mean that the school librarians were not doing enough to excite users to use the library. Callison (2001, p. 38) notes that the most successful school librarians (library media specialists) are those who can appreciate and are able to work with all the personality types in an institution, those who are empathetic

toward others and, as a result, can provide services that best meet the various expectations. They are also people who care deeply about students and their success. Could the problem in Nairobi then mean that the school librarians do not deeply care about the success of the students?

One of the intentions for this study was to establish the level of competence of the school librarian, both in terms of qualifications as well as the ability to establish systems (such as classification systems) for the maximum utilization of information resources in the library in line with librarianship standards. The study confirms that there are trained librarians managing most school libraries and that there are initiatives by most of these librarians to put in place systems for the libraries (catalogues, systems of classification and schedules of operation to ensure maximum exploitation of the resources). The majority of the librarians have the diploma qualification. There was, however, no indication of a career progression as well as opportunities for continuous education for the librarian. The teaching staff career path is well spelt out by the Teachers' Service Commission (government) and the same needs to be done for librarians, along with other staff. It was also clear that much will need to be improved both from the school's side as well as the librarian's side in a move to transform the school libraries from the old school library concept to the newer concept as per Loertscher's school library model (Loertscher 2002, p. 4). For instance, catalogues need to be automated and schools need to invest in online and digital information resources and Information and communication technology (ICT) infrastructure and a more consistent operating schedule that is drawn to ensure the fullest exploitation of information resources in the library.

4.6 The role and function of school librarians in Secondary schools

Of the schools with school librarians, 46.4% of the librarians were requested to attend teaching staff meetings whenever matters of student performance were discussed while 53.6% were never invited to take part in these meetings as per the table below. Forty two point nine percent (42.9%) said that the level of interaction with the teaching staff was very good, to mean that they could relate well with teachers, consult with them freely as well as give opinions where appropriate. A total of 50% indicated the interaction was good while 7.1% indicated their interaction was poor as per Table 15. By poor interaction, it meant that the librarians were in some form of

isolation from teachers and therefore could hardly relate with them as well as give opinions where academics were concerned.

Table 15: Invited to staff meetings whenever matters of students affairs are discussed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	41.9	46.4	46.4
	No	15	48.4	53.6	100.0
	Total	28	90.3	100.0	
Missing	System	3	9.7		
Total		31	100.0		

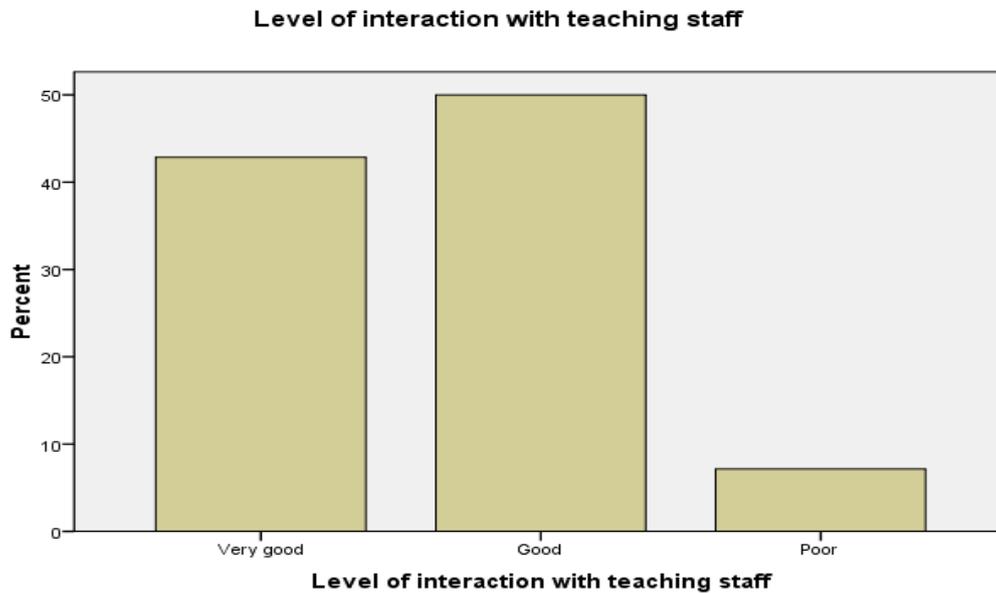


Figure 12: Interaction levels

n=28

It was interesting to note that the school librarian was not always involved or requested for his/her input in the preparation of the library budget. According to the principals' responses, 33.3% of the schools had the library budgets prepared solely by the principal. Only 28.6% of the schools had the library budgets prepared by the

school librarians. In the rest of the schools, library budgets were prepared by the school accountants, subject teachers or by a procurement committee as per Figure 13.

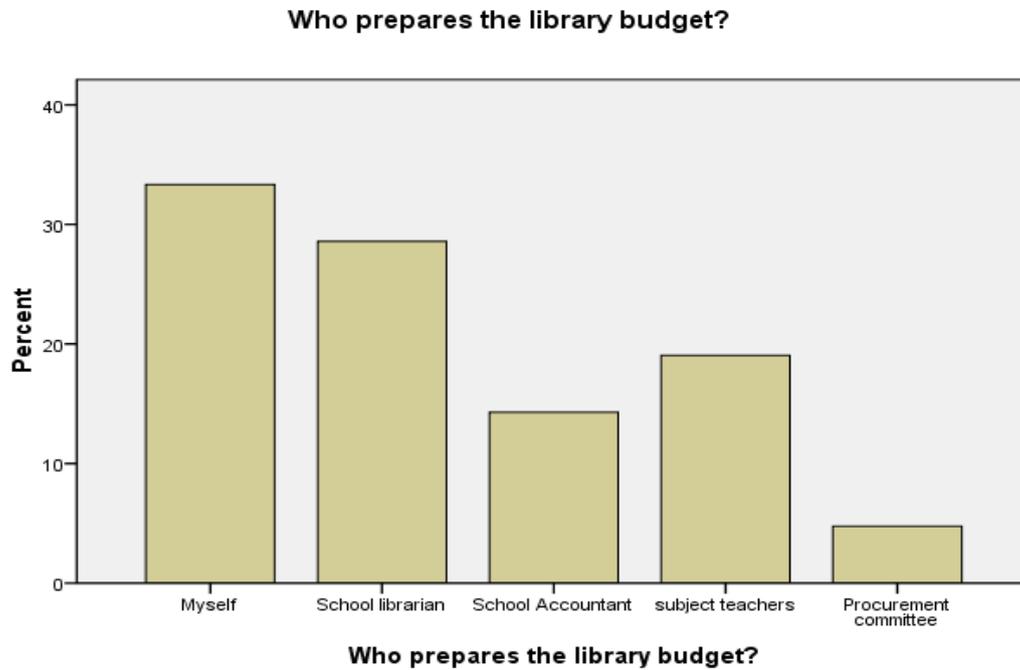


Figure 13: Budget responsibility

n= 30

Only 40.7% of librarians were consulted by teachers regarding the resources they can use to prepare class notes. A total 59.3% were not consulted as shown in Figure 14.

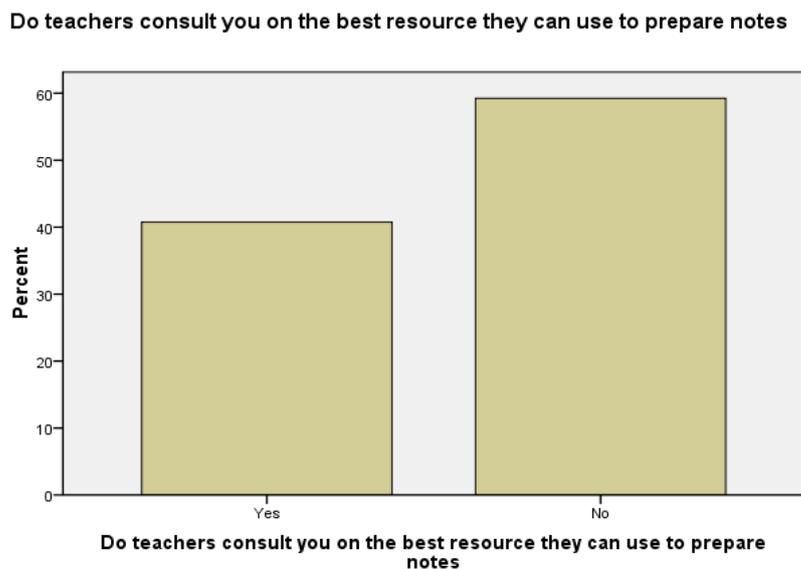


Figure 14: Teacher-librarian consultation level

n= 31

89.3% of the librarians understood the meaning of information literacy but only 55.6% of these ever conducted information literacy sessions in their schools. From the open ended question, the main reasons given for not conducting it were cited as follows:

- i) Lack of training on how to conduct it.
- ii) Lack of planning
- iii) Lack of time to conduct it.
- iv) Lack of support from teachers.
- v) The library is too small and therefore users know where to locate resources.
- vi) Lack of interest among students.

Only 58.6% of librarians were involved in the selection and acquisition of library resources. Among those schools whose librarians did not do selection and acquisition, the process was carried out by the principals, teachers and, in some cases, the librarians did not even know who did the acquisitions as per Figure 15.

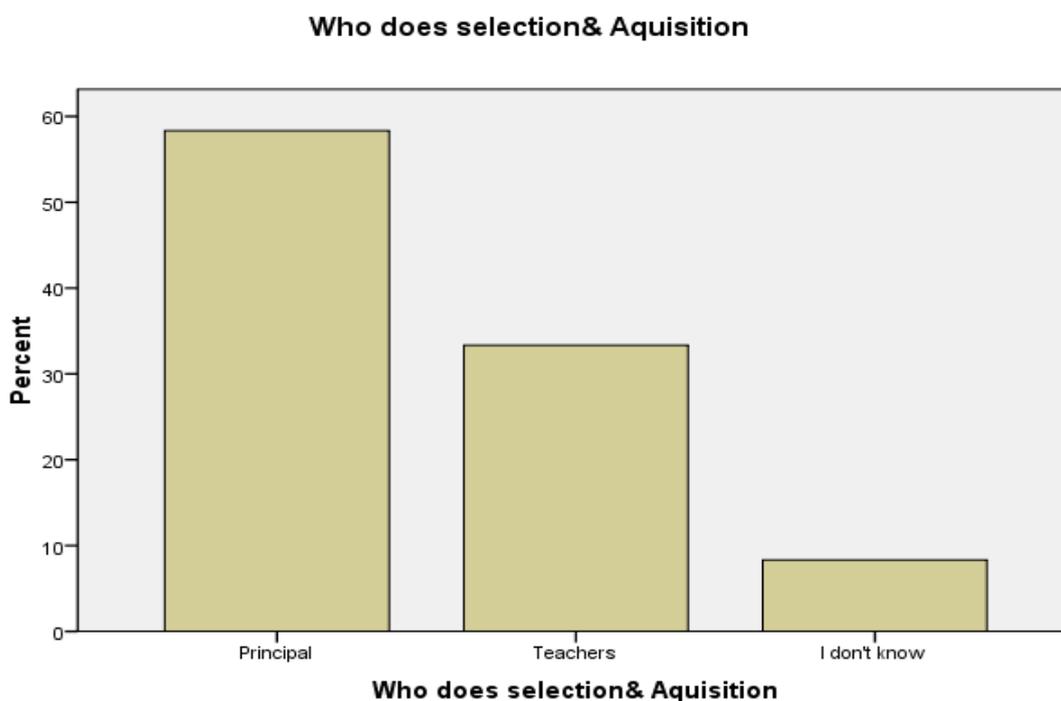


Figure 15: Responsibility for selection and acquisition

n= 13

4.6.1 Discussion

The school librarian is supposed to be an equal partner in the education process. According to Loertscher (2002, p. 29), the role of the school library’s media specialist is to collaborate with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs and to understand and communicate the information the resources provide.

The American Library Association (ALA) (2006, p. 4) reckons that the success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor. And, unlike teachers who only have knowledge in the subject areas they teach, the professional librarian has to have knowledge across all school subjects in order to effectively provide accurate and appropriate information to students and staff. From the data obtained from public secondary schools in Nairobi, the school librarians do not appear as equal partners in the education process. In actual fact, they are junior partners in several respects,

including their education (qualification) level, remuneration and levels of acknowledgement, all of which are lower than those of teachers. The majority does not attend academic performance meetings and hence are not consulted on matters of resources to support curriculum. Most are further not involved in the preparation of their own section budget. The fact that some librarians do not even know who prepares the budget says it all. Could it be because of their level of training compared to that of the teachers? Or, probably, less importance is attached to the role of the school library in the education process. Maybe the librarians do not take initiative and try to market or create awareness of the library and its services to the students, teachers and the principal, considering that only 55.6% of the librarians ever conducted information literacy in their schools.

The above situation is considered a total disregard or ignorance of the position pointed out by Lance (2001, p. 1) that:

1. The school librarian, as a teacher, should collaborate with other educators and with students to analyze lessons and information needs.
2. The school librarian as an instructional partner should join teachers to identify links between the curriculum and student needs. He/she should help bring together electronic and print resources to assist in learning outcomes and student achievement.
3. The school librarian as the information specialist should provide leadership and expertise in acquiring information resources in a variety of formats.
4. The school librarian as a program administrator should work collaboratively with educators and students to develop library media centre policies and guide all activities of the library media centre.

There is, undeniably, a need for the school librarian and the teacher to be recruited at the same level of education. Thus, this means that the government should consider hiring trained librarians at undergraduate level to manage school libraries. There could definitely be other reasons as to why the librarian may not interact as an equal

partner, for instance the leadership style and support received from the principal as discussed below.

4.7 Role of the principals

From the data obtained, 53.1% of principals had no libraries in their secondary schools during their school days. However, 65.6% said that the importance of a school library was mentioned to them during their trainings to prepare them as principals. This is shown in Figures 16 and 17.

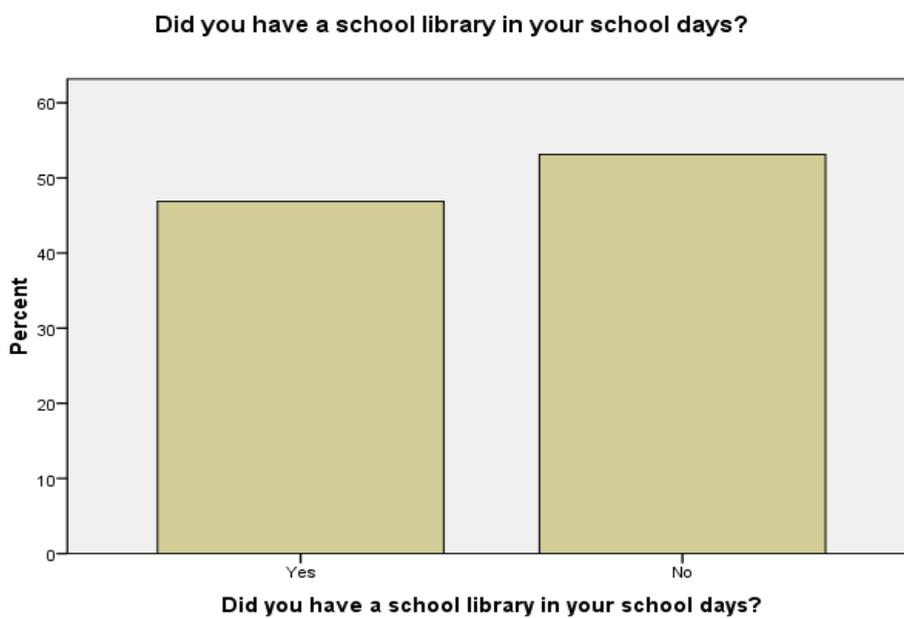


Figure 16: Existence of school library during their school days n= 32

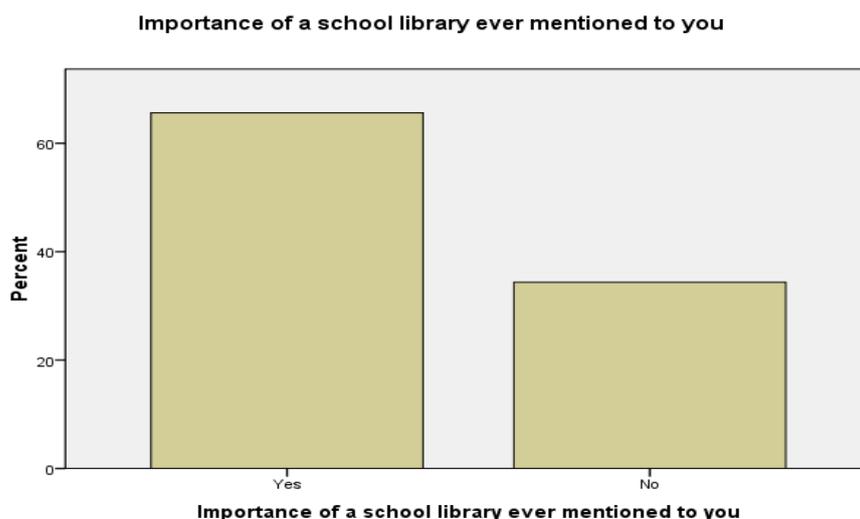


Figure 17: whether importance was ever mentioned **n= 32**

The principal, as the administrator of the school, is in charge of the school budget. This study sought to find out if the principals made an allocation for a library budget in their annual estimates. From the responses, 63.3% of schools with libraries had a library budget while 37.7% did not have as per Table 16.

Table 16: Does the school allocate an annual budget to support the library?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	59.4	63.3	63.3
	No	11	34.4	36.7	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.2		
Total		32	100.0		

From an open-ended question, the main challenges faced in school libraries in public secondary schools in Kenya were indicated as the following:

1. Insufficient funds to equip the libraries.

2. Staffing challenges (unqualified staff managing the library).
3. Lack of written policy to guide the set up of the library.
4. Lack of government support.
5. Lack of space to put up a library.
6. Poor library resources.
7. Lack of support from professional bodies.

4.7.1 Discussion

From the analysis of the information received from the principals, it can be construed that some of the problems facing school libraries in Kenya are historical in nature. If more than 50% of principals in charge of schools in Nairobi went through their secondary school education without a school library, there is a likelihood that they may not, therefore, understand or fully appreciate that a school library is a necessity in achieving academic success. Haycock (1990, p. 48) observes that the degree to which the principal understood and supported the library media program was the degree to which that program would become the centre of the instructional program, the library media specialist would become a curriculum partner and students would have the necessary skills to function successfully in the 21st century. The problem in Nairobi County schools, thus, could be the lack of understanding about the role of the library by the school principals. It then points to the need for a program to educate and sensitize the principals to the role of the library as well as the importance of supporting the school library. This program may be conducted by the government (or even the professional body for librarians in Kenya).

Considering that the number of school libraries have improved since the study conducted by Otike in the eighties, and in cognizance of the fact that school principals do not undergo any sensitization initiatives on the importance of the school library, it seems right to conclude that there exists some motivating force that has seen the high (84%) establishment of school libraries. What, then, is the motivation? Maybe the above statement that they ‘may lack understanding about the role of the school

library' is wrong. If then they are aware of the importance of the school library, how has this awareness come about and what is the depth of this awareness?

4.8 Interviews with Officers in the Ministry of Education

In order to ascertain the overall status of school libraries, it was necessary to seek information from the Ministry of Education which is responsible for implementing policies in education. Structured interviews were conducted with officers in the Ministry of Education. The information from the interviews was noted and summaries were prepared.

4.8.1 District Education Officer

The interview with the District Education Officer (DEO) was rather hurried due to his busy schedule for the day. This was so despite a scheduled appointment. Nonetheless, the following was gathered as his major roles:

- i) He is in charge of administration and supervision of education at the district level.
- ii) Appointment of head teachers and deputy head teachers in an acting capacity (after a period of 6 months, performance of the appointed head and deputy head teachers is reviewed. If found satisfactory, then the Teacher's Service Commission (TSC) confirms them).
- iii) To effect transfers of teachers within the district.

The DEO confirmed that the enforcement of school libraries was not within their direct mandate though it was their duty to oversee quality facilities in the schools. He confirmed that the presence or absence of a school library depended on the individual school to create and sustain it.

He said that the government had invested in school text books which were given to each school. However, the management of these books remained the responsibility of the individual schools. There had been no government policy enforcing the establishment of the school library. In his own view, the government, through the

Ministry of Education, should enforce the establishment of a school library as well as to enact policies that will see trained librarians being employed to run the libraries.

According to the DEO, the government should organize management training where the importance of setting up school libraries would be presented to school principals.

4.8.2 Provincial Director of Education

From the interview with the Provincial Director of Education (PDE), it was established that, under the Ministry of Education, the PDE's function was to coordinate and supervise all educational programs in the province. His main roles were as follows:

- i) The assessment and recommendation for registration of schools and colleges.
- ii) The Carrying out of comprehensive standard quality assessment of education institutions.
- iii) To nominate and forward names for appointment of Board of Governors in secondary schools.
- iv) Disbursement of funds to schools (free primary and free secondary education funds).
- v) Auditing of educational institution accounts (annual audits and special audits or investigations).
- vi) Selection and admission of students to secondary schools.

The PDE admitted that there was currently no specific government policy to enforce school libraries. Thus, this was left as an initiative of the various schools through Boards of Governors (BOG), Parents Teacher's Association (PTA) and principals. Parts of the funds disbursed to the various schools were to purchase prescribed course texts among the various schools. However, the mode of usage was left as an initiative of the principals.

The PDE recounted that the government was responsible for recruiting and managing the teaching workforce in public schools through the Teachers Service Commission

(TSC). However, recruitment of school librarians was left to the various schools depending on the ability of each school to sustain them. Other employees left to the various schools to sustain included:

- Finance clerks or bursars.
- School nurses.
- Watchmen.
- Laboratory technicians.
- Cooks.
- Grounds men.
- Additional teachers through the BOG or the PTA.

According to the PDE, the main challenge in setting up school libraries was insufficient government funding as well as a lack of guidelines and policy. He stated that, during routine quality inspections of schools, a library was noted if available, but was not a mandatory requirement. Schools with libraries were commended.

However, he agreed that libraries were important and that a consideration needs to be made to enforce them as a mandatory requirement in secondary schools.

4.8.3 Discussion

There is no conflict in the information provided by the above government officers and the school principals. The following is thus quite clear:

- a) The government does not set it as a requirement that a secondary school must have a school library.
- b) There are, therefore, no government policies on school library provision.
- c) The government does allocate funds for the purchase of school textbooks, but the modalities of their use to ensure equity is not stipulated.
- d) There are no funds allocated for the establishment of school libraries.

- e) The government does not employ school librarians for posting in secondary schools. This is a matter that individual schools have to take up.
- f) There have not been coordinated government initiatives to educate and sensitize school principals on the importance of the school library.

The government officers agree that school libraries are essential. The greatest question here, then, is who should make a move to bring the idea for adoption by the government? Should it be from the principals, the DEO or the PDE? If the duties of the above officers are expanded to include the inspection of school libraries in secondary schools, would they have the expertise to advise appropriately? The government could therefore consider establishing a secondary schools inspection committee to work under the supervision of the DEO. Such a committee could comprise an expert laboratory technician who could advise on all matters pertaining to the laboratory, an expert librarian to advise on matters of the school library, an expert architect to advise on matters of buildings and so on. Such committees would further recommend for government adoption, standards and guidelines in the setup and management of such facilities to ensure a level playing field for the schools.

4.9 Interview with the professional body

The chairman of the Librarians' professional body in Kenya was interviewed to establish what role if any the body played in promoting school libraries in the country. The choice of the chairman was made as it was felt that he would best understand the objectives of the association. The interview was structured and the data was noted down and summarized as below:

The Kenya Library and Information Professionals Association (KLA) is the professional association of library and information science professionals in Kenya. It has been in operation since 1973 when it was registered. Currently, it has a membership of just over 500 members. It is run by a secretariat headed by an elected chairman whose mandate runs for one year.

The chairman observed that there were several objectives of the KLA. Of relevance to this study was the objective of liaising with key stakeholders in the development of a school library network in Kenya. Towards this end, the association has, since its

inception organized various forums to help sensitize both the government and schools, both primary and secondary level, on the importance of libraries. In September 2010, for example, the KLA organized a KLA book week in Kisii division (of Kisii district, Kenya) to sensitize schools who had received book donations from the National Book Development Council of Kenya (NBDCK) to set up and manage school libraries.

Other plans that were in the pipeline for the KLA included:

- i) Lobbying the government through the Ministry of National Heritage, to ensure that all holders of certificates and diplomas in Library and Information Science are considered by the Ministry of Education for employment posting to various schools, colleges and other training institutions under its jurisdiction. There was concern that the Ministry of Education had injected huge sums of money towards the purchase of textbooks into schools with a view of establishing libraries in these institutions yet the management of such libraries was not defined. The chairman pointed out that there had been good progress towards this objective and that lobbying with the government had yielded positive indications that after the month of June 2011, the government may start employing school librarians.
- ii) Negotiating with boards of governors of schools that have employed library professionals for improved terms of employment. This was because of the concern that library professionals working in schools were poorly remunerated. This was a plan for the interim period as the possibility of hiring school librarians by the government was being pursued.

The greatest challenge in achieving the goals of KLA was funding. The professional body depended on funds from membership contributions as well as support from time to time from other bodies such as the Goethe Institute (which, in conjunction with other supporters, facilitated the Library of the Year awards). With limited funds, the implementation of the planned activities had faced a huge challenge.

The second challenge of KLA was poor membership. Since it was not a mandatory requirement for all information professionals to join the association, only few members joined the association. With few members, the lobbying and bargaining power especially to the government for support was greatly compromised. Without

strong government support, the implementation of recommendations would not get priorities.

KLA admitted that school libraries ought to be enforced in all secondary schools and that policy needed to be in place to have professional librarians hired to manage school libraries.

4.9.1 Discussion

There appear to be some mild initiatives made by KLA towards the improvement of school libraries particularly considering the initiatives cited in Kisii district as well as the lobbying to have librarians employed. The lobbying power of KLA is, however, limited. This appears to be the greatest weakness of this professional association. Professional associations are a body of people who, collectively, have a tremendous wealth of experiences to draw upon in a common field (Virgo 1991, p. 189). According to Frank (1997, p. 313), professional associations are advantageous for they enable members to collaborate on activities that one institution or individual cannot do as readily, thus professional associations gain in effectiveness. The question that comes to mind is, how effective has KLA been, especially on collaborative activities as spelled out in their objectives? It does not appear that KLA has a final say in matters pertaining to their profession. This is probably explained by the fact that it does not appear that the government consults KLA in matters to do with school libraries. Could there be other factors internal or external to the professional body that has made it not as effective in meeting its objectives as it intended? KLA may consider re-strategizing as well as comparing notes with other professional library associations in order to create a greater impact in the country in so far as the information field is concerned. A low membership of KLA may be reflective of members' perception of the usefulness of the association. According to Frank (1997, p. 313), professional associations gain value for both themselves as organizations and especially for their members. People will readily join associations that they perceive to be of value to them. KLA will thus need to evaluate its value to members and the library profession in Kenya.

Lobbying the government to employ certificate and diploma graduates to manage school libraries may improve the situation. However, as mentioned earlier, such

graduates may face the challenge of being on equal partners in the education process, considering all teaching workforce is employed at undergraduate level. Teachers may look down on them as lesser in terms of qualification and thus may not think of them as qualified to advise on curriculum matters. In this respect, it would appear more prudent for KLA to lobby the government to employ graduate librarians to head the school librarian program in schools while certificate and diploma holders could be employed to assist the graduates in the running of the libraries.

4.10 Chapter summary

This chapter dealt with the presentation, analysis and discussion of the data gathered during the study. The data obtained was sufficient to present the situation as it is in public secondary schools in Nairobi County on the matter of school libraries. The discussions provide insights in to the information analyzed, giving meaning to the data. The data provided by the District Education Officer and the Provincial Director of Education did not conflict with the data presented by the Principals. In respect of the level of qualification of the school librarian, there was a discrepancy in the data provided by the principals and school librarians. The scenario was, however, useful as a pointer to the poor level of interaction, engagement and communication between the librarian and the principal. To improve the situation prevalent in school libraries in Nairobi's public secondary schools, this study points to action points to all stakeholders namely the government, the principals, the school librarians, KLA and even IFLA/UNESCO. These action points are best described in the next chapter on recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, provides the salient conclusions and makes recommendations of the study.

5.1 Summary of findings

The aim of this study was to investigate and establish the status of school libraries in secondary schools in Nairobi County. The study adopted a descriptive design. Below is a summary of the main findings of the study.

5.1.1 Extent to which public secondary schools have libraries

Literature gathered indicated that the Government of Kenya was committed to the provision of quality education, training and research for all Kenyans. According to the Kenyan Vision 2030 (Government of Kenya 2007, p. 78), education equips citizens with understanding and knowledge that enables them to make informed choices about their lives. There were, however, challenges in the provision of quality education in Kenya, among them, the need to ensure that the education provided met high quality standards and that its contents were relevant to the needs of the economy and society (Government of Kenya 2007, p. 79). An important pillar of quality education is the availability of adequate and appropriate resources at the disposal of students. Among these resources are information resources, often housed in a library. Though the government had indicated in writing that it was committed to the provision of quality education, the situation on the ground was different in so far as school libraries which are key pillars in the education process, were concerned. Findings of the research indicated that a school library was not one among basic requirements in the establishment and operation of a school. The government did not give any support for the establishment of school libraries either and, as such, the establishment and equipping of school libraries was an initiative of individual schools. Even with this scenario, a high percentage (84.4%) of secondary schools in Nairobi County had established school libraries, their prevalence being higher in full boarding schools.

5.1.2 Existence and quality of school library policies

According to the report presented at the international conference on Education in Geneva by the Ministry of Education (2008, p. 3), the overall education policy goal of the government of Kenya is to achieve education for all (EFA) by 2015 in tandem with the national and international commitments. This is to be achieved through specific educational objectives and programs designed for the provision of all inclusive quality education and training that is accessible and relevant to all Kenyans. It will then be important that these objectives be upheld by the formulation of national policies to guide the implementation of the objectives. The report was an indication that the Kenyan Government recognized that national policies were critical in ensuring quality education. However, the findings of this study showed that there was a problem in the institutionalization of school libraries because the country did not as yet have in place a national policy on school libraries. It was clear that the above educational objectives cited at the Geneva conference did not include the school library. The country did not have a national policy on school libraries and, therefore, the operation and management of school libraries was the sole initiative of individual schools. There was no mechanism to promote the establishment of libraries in schools and consequently no system of inspection to ensure suitable facilities, organization, staffing and maintenance. In the assessment of the individual schools for policies, the study indicated that most schools (85.7%) did not have written policies that stipulated the role and place of the school library in the school and the education process. The policies that existed in few schools seemed to be problematic as most were not drafted in an all inclusive process that involved all relevant stakeholders.

5.1.3 Relevance of the IFLA/ UNESCO school library manifesto

Kenya is a member of the UNESCO member states. The work of UNESCO can be summarized as:

To safeguard peace and human development through its role as the international lead agency for education, the sciences, culture and communication. It works to promote education as a fundamental right. When, cultural differences and traditions notwithstanding, states agree to common rules, they can draw up an international instrument: an agreement or

convention, which is legally binding, a recommendation or a declaration (Canadian Commission for UNESCO 2012).

UNESCO participates in this effort through standard-setting action, serving as a central forum for coordinating the ethical, normative and intellectual issues of our time, fostering multidisciplinary exchange and mutual understanding, working - where possible and desirable - towards universal agreements on these issues, defining benchmarks and mobilizing international opinion (UNESCO 2011). UNESCO, in partnership with IFLA, developed a very elaborate school library manifesto which is freely available and is a useful guide in the entrenchment of school libraries within schools. UNESCO has a regional office in Nairobi. It was anticipated that with the proximity of the regional office, the manifesto would be widely circulated. On the contrary, the study found out that most of the school librarians (74.1%) as well as school principals (83.9%) were not even aware of the existence of the above manifesto, and though quite relevant, the manifesto had not been applied or put to use. This, therefore, pointed to a problem in the manner of dissemination or circulation of the manifesto for implementation in schools.

5.1.4 Information resources found in school libraries in Nairobi County

Over the past decade, high school library media centers have enhanced their print collections with various online electronic resources, including online encyclopedias, subscription databases, web pages and search engine links (Williams, Grimble & Irwin 2005, p. 26). According to Koechlin, Zwaan and Loertscher (2008, p. 10), the role and function of the 21st century school library has evolved as a result of the exponential growth of information, rapid technological advancements and the challenge to contribute to student achievements. Libraries of the past supplied resources and provided support. Today we need a learning commons, a learning laboratory that is the foundation of all learning in the school rather than a warehouse of information and technologies (Koechlin, Zwaan & Loertscher 2008, p. 10). Was this the case for school libraries in Nairobi County? The findings of this research revealed a scenario quite distant from the above assertion. Print books formed the most common information resources in school libraries in Nairobi County and the availability of other formats of information resources was quite low. Traditional systems of classification were evident and thus the libraries were rightly, as per

Koechlin, Zwaan and Loertscher (2008, p. 10), warehouses of information. They operated more or less as physical spaces as opposed to the now more recent concept of a virtual learning centre.

5.1.5 Staffing and information resource management

A well-informed school librarian is cognizant of curriculum and instruction and acts as a leader and guide to retrain newly recruited teachers, as well as to encourage fellow practitioners to update their information literacy skills. Furthermore the “web 2.0” school librarian is technology savvy with the knowledge to access and use the data systems put into place (Dow 2006, p. 79). And as Simpson (1998, p. 38) puts it, as schools change from passive learning environments into active ones, the role of the librarian has to adjust as well. School restructuring requires that the librarian venture from the library to collaborate with teachers and administrators. Was this so for the Kenyan situation?

As mentioned earlier, school libraries in Kenya were largely in the (Koechlin, Zwaan & Loertscher 2008, p. 10) category of information warehouses, largely with print resources. The findings of this study confirmed that there were trained librarians managing most school libraries and that there were minimal initiatives by most of these librarians to put in place systems for the libraries (catalogues, systems of classification and schedules of operation to ensure exploitation of the resources). These were largely manual and did not match favorably with recent trends in technology developments. Most of the librarians in charge of school libraries in Nairobi County were of the diploma level qualification. Because of the lower level qualifications compared to teachers who were at undergraduate level, school librarians were not adequately collaborating with teachers (they were not consulted on teaching resources, did not participate in staff meetings to discuss performance and curriculum matters and most were not even consulted during procurement of information resources for the library). They were thus not participating as equal partners in the education process.

5.1.6 The role of the principal in supporting school libraries

The school principal’s support is required in order to have a successful school library program. In a study conducted by Oberg (1995, p. 19), school principals show support

for the school library program in three ways, namely by: working directly with teachers to develop their understanding of the program; clearly demonstrating personal commitment to the program and by using the management role of the school leader to enable the program. Oberg (1995, p. 19) noted that principals can demonstrate active personal commitment for the school library program by making explicit statements about the value of the program, by being visible in the library and by being a model for teachers by using the program in their teaching. The principal can also interpret the role of the school library program to students, parents, County level personnel and other principals. This study established that this kind of support was lacking in the schools in Nairobi County. School principals cannot fully support the school library program if they themselves do not understand it or its usefulness. The findings of this study established that the school principals in public secondary schools in Nairobi County did not fully understand the role and importance of the school library media program since most of them were not trained on the important role played by school libraries, nor did they benefit from them during their school days. Therefore, they did not fully understand their leadership role in the school library program. This was thus identified as the main reason why their support was lacking.

5.1.7 Support from the government

The Government of Kenya provides free secondary education for its citizens. This is done by meeting the tuition costs for all students enrolled in public schools as well as providing teaching staff. However, the government did not employ school librarians. There was no budgetary allocation from the government to support school libraries as well. The establishment, management and funding of the school library was fully an initiative of individual schools. Even though the government had established a program to supply some textbooks to secondary schools, there was no clear directive or a policy stipulating how the textbooks were to be managed. Each school thus apportioned a library budget based on available resources as well as based on what the school principal considered to be a priority. School library staff was also hired by individual schools without any form of government support.

5.1.8 The role of the professional body in Kenya

One of the objectives of the Librarian's professional body in Kenya (Kenya Library and Information Professionals Association) was to liaise with stakeholders in the development of a school library network. Another objective that is of relevance to school libraries is to "Encourage and support efforts in integration of information communications technology (ICT) in libraries and the national information infrastructure" (KLA 2006). While KLA had put together some mild initiatives to try and improve the situation of school libraries in the country by organizing some book donations as well as trying to sensitize the government to employ school librarians of the diploma level qualification as a way of lifting standards of the school library, there was very little to show on the ground as major accomplishments towards improving the school library status in the country.

5.2 Conclusions

Based on the objectives of this study, several conclusions can be inferred as follows:

5.2.1 School libraries in public secondary schools in Nairobi County

The study's first objective was to establish the extent to which public secondary schools in Nairobi County have libraries. The study concludes that the majority of secondary schools in Nairobi County have made effort to put up or identify spaces for use as school libraries, and that efforts have been made to equip these libraries with information resources in different formats with most being in print form. These are however individual school's efforts as there is no government support to put up the library structures, procure information resources for the library or even to remunerate staff working as school librarians. Kenya is a nation faced with the heavy responsibility of putting into position appropriate systems and mechanisms to deal with challenges of the next millennium (Republic of Kenya 1999, p. 1). Among them is the need to put in systems to promote lifelong learning (Republic of Kenya 1999, p. 1). By not offering any form of support to establish and maintain school libraries which help inculcate lifelong learning skills among students, means that there is a need for the government of Kenya to re-think the strategy to be used in attaining lifelong learning skills for its youthful citizens.

5.2.2 School library policies

The second objective of this study was to determine the extent to which school library policies existed as well as determine the quality of such policies in terms of explicitly focusing on funding and staffing matters. The study concludes that one of the impediments to the establishment and management of adequate school libraries is the absence of policies both at school and at national level. At school level, most schools do not have written policies that spell out the role of the school libraries in the education process. This study established that for those few schools which had written policies on the school library, the implementation of these policies was hampered by the fact that the drafting of the policies had not been inclusive of all stakeholders. The policies had been drafted either by the governing board or by the principal without consulting other stakeholders such as school librarians, teachers as well as students.

5.2.3 Role of IFLA/ UNESCO school library manifesto

This study sought to determine the extent to which IFLA/ UNESCO school library manifesto influenced the quality of school libraries in public secondary schools in Nairobi County. The study concludes that the IFLA/UNESCO school library is a useful tool to help in the institutionalization of the school library in the education process. According to the manifesto, when librarians and teachers work together, students achieve a higher level of literacy (IFLA/UNESCO 2006). However school librarians and school principals in Nairobi County are not aware of the existence of the manifesto and cannot benefit from its guidelines. Though the manifesto is available online, it still is not accessible to school librarians and school principals primarily due to the lack of information about its existence.

5.2.4 Information resources in school libraries

Another objective of this study was to audit the information resources stocked in school libraries in Nairobi County. The study concludes that print books are the most common information resources in school libraries in Nairobi County and the availability of other formats of information resources is quite low. Traditional systems of classification are used. The school libraries have not embraced newer technologies for storage and access to information, and operate more or less as physical spaces as opposed to the now more recent concept of a virtual learning centre.

5.2.5 Management of school libraries

The fifth objective of this study was to assess the organization and management of information resources as well as the competence of staff working as school librarians in secondary school libraries in Nairobi County. The study concludes that there are trained librarians managing most school libraries. Most of these librarians in charge of school libraries in Nairobi County are of the diploma level qualification. The librarians have put in place minimal initiatives for management and organization of information resources. These initiatives (catalogues, systems of classification) are largely manual and do not match favorably with recent trends in technology developments as well as changing trends in information seeking behavior.

5.2.6 Role and function of the school librarian

Another objective of this study was to map and audit the role and function of the school librarian in the education process. A well-informed school librarian is cognizant of curriculum and instruction and acts as a leader and guide to teachers, and trains students to be information literate (Loertscher 2002, p. 29). This study concludes that teachers and school librarians of public secondary schools in Nairobi County are not working as equal partners in the education process. Secondary school teachers are employed by the government through the Teacher's Service Commission and most of them have attained the undergraduate level qualification. On the other hand, majority of school librarians are employed by the school boards either on contract or permanent terms and have diploma level qualifications. Therefore there is an imbalance in the employment terms and the level of qualifications for teachers and school librarians. This study concludes that this imbalance could be one of the reasons why both teachers and school librarians do not participate as equal partners in the education process.

5.2.7 Support of the school principal

The seventh objective of this study was to determine the extent to which the school principals' understanding of the role of the school library affected their support of the school library. The study concludes that majority of school principals of secondary schools in Nairobi County do not understand or fully appreciate that school libraries are a necessity in achieving academic success among students. The principals had not

been prepared or sensitized during their teacher training programs about the important role of the school library and how they could support it. They had also not been sensitized about how the complementary roles of teachers, school principals and librarians could ensure that students had higher levels of literacy and problem solving skills.

5.2.8 Other challenges faced by school libraries in Nairobi County

This study also sought to identify other challenges faced by school libraries in Nairobi County. It concludes that the lack of government support is a major challenge. The government employs teachers but does not employ school librarians. There is no budgetary allocation from the government to support school libraries as well. The establishment, management and funding of the school library is fully an initiative of individual schools. Most secondary schools cannot afford sufficient funds to support a vibrant school library program. Even though the government has established a program to supply some textbooks to secondary schools, there is no clear directive or a policy stipulating how the textbooks are to be managed. There are no mechanisms to ensure standards for school libraries. Even though the professional association of librarians in Kenya has intentions of supporting the school library programs, there is little on the ground to show for it.

5.3 Recommendations from the study

Based on the findings of this study, the following recommendations are made.

5.3.1 National policy on school libraries

The vision for the education sector for 2030 is to have globally competitive quality education, training and research for sustainable development (Government of Kenya 2007, p. 81). At independence, the Government of Kenya recognized that education was the basic tool for human resource development, improving the quality of life and cultivating nationalistic values (Government of Kenya 2007, p. 80). The government has achieved free primary and secondary education. This is expected to come with challenges relating to sufficiency of facilities and resources to match increased enrolments. However, if Kenya is to produce globally competitive students, it must

set specific strategies to guarantee quality learning. One of the strategies should be to ensure appropriate information resources commensurate with recent trends in technology and information changes. This will need to begin at policy formulation level.

According to Hart and Zinn (2007, p. 102), it is hard to see any future without a national policy framework. From the findings of this study, it is clear that the country lacks a national policy on school libraries. It is hereby recommended that the government should formulate a national policy to guide and coordinate operations of school libraries. The policy will need to provide for and ensure that there is a library for every school. It will thus become a mandatory requirement for every school. Secondly, the policy will legislate on the human resources needed to operate the libraries, as well as the information resources and equipment. Thirdly, the policy will need to be specific on funding, for instance it could legislate that a certain percentage of the free secondary education funds be dedicated for libraries. Once the policy is in place, then it will provide the Ministry of Education with the necessary framework for the planning, development and evaluation of school libraries in the country. The government could do this by tasking the Ministry of Education to engage specialists and professionals in the school libraries field and in consultation with various stakeholders such as the professional Librarian's association (KLA) to come up with a draft national policy on school libraries for consideration and adoption.

5.3.2 Individual school library policies

In the Equal Education Campaign (2010, p. 6) for school libraries in South Africa, it is noted that school libraries are an integral part of the education process, and work hand in hand with school curricula. They therefore cannot be ignored or dismissed. Instead, they should be managed within a clearly structured policy framework, that is devised bearing in mind the overarching policies and needs of the school and should reflect its ethos, aims and objectives as well as its reality (IFLA/UNESCO 2002, p. 3). For the school library to have effective and accountable operations, a policy on school library services must be formulated to define goals, priorities, and services in relation to the school's curriculum (IFLA/UNESCO 2006). The findings of this study established that most school libraries lacked written policies to guide their operation and management. It is, therefore, recommended that each school library formulates its

own policies that clearly communicate the terms of operation of their library. The librarian should propose policies in line with the national policy (recommended above) and drafted in consultation with the appropriate stakeholders for adoption by the governing body. This is because he/she has the expertise in the library area. IFLA/UNESCO (2006) state that the library policy should not be drafted by the school librarian alone, but jointly with the teaching staff and senior managers. The draft should be consulted widely throughout the school and supported by exhaustive open discussion (IFLA/UNESCO 2002, p. 4). After adoption of these policies, it becomes the responsibility of the school librarian to implement these policies to ensure equitable access to resources and services. In this way the policies will be in line with good practice and there is a sense of ownership of the policies from the point of the implementer.

5.3.3 IFLA/UNESCO School library Manifesto

According to Eonal (2009, p. 45), school libraries are indispensable adjuncts to education, a base for generating innovative thinking, a stimulus to culture and an aid to individual self-development. The IFLA/UNESCO school library manifesto, the qualitative standard for universal provision, recommends that, for each country, there should be work on developing links between the school's objectives and the library's service. IFLA/UNESCO's school library manifesto is a very useful tool that is meant to sensitize staff and stakeholders to the importance of functional school libraries. From the findings of this study, it is clear that there is a lack of awareness of its existence both by the school librarians and the principals. The IFLA/UNESCO (2006) states that governments, through their ministries responsible for education, are urged to develop strategies, policies and plans which implement the principles of the manifesto. Plans should include the dissemination of the manifesto to initial and continuing training programmes for librarians and teachers. Considering that dissemination of the manifesto through the government of Kenya has not been effective, it is recommended that IFLA/UNESCO sensitizes the government through the ministry of Education about the need to revisit and act on the manifesto. IFLA/UNESCO should also consider a different approach to disseminating the manifesto, for instance, by possibly using the librarians' professional associations, or

even organizing workshops that bring together school librarians, principals and other representatives in the ministry of education to create awareness of the manifesto.

5.3.4 *Guidelines for setting up school libraries*

A national consensus document on school libraries, or simply national guidelines for setting up school libraries, will help to reinforce minimum expectations in the creation and operation of any school library within any school in the country. Leaving the school libraries without guidelines allows room for ambiguity. Each school operates its school library in their own style. However, standards can give assistance in maintaining cohesion in the way the libraries operate. Ultimately, they help to improve the quality of the school libraries thereby enhancing student learning experience. In the manner in which the Commission for Higher Education in Kenya (2007) has set up guidelines for setting up and managing university and college libraries, it is hereby recommended that the government sets up a taskforce of school library experts to recommend guidelines for setting up and managing school libraries in line with the national school library policy earlier recommended. This taskforce should work on a comprehensive document that specifies the building requirements, information resources and staffing. This will be guided by international standards but tailored for the Kenyan circumstances. The taskforce could also recommend to the government an effective and efficient system of inspection and evaluation of the school libraries to ensure that these guidelines are adopted.

5.3.5 *ICT in school libraries*

With rapid changes in technology, there is need to transform the school libraries from being print rich to embracing new technologies. The role of the 21st century school library has evolved as a result of the exponential growth of information, rapid technological advancements and the challenge to contribute to student achievement (Koechlin, Zwaan & Loertscher 2008, p. 10). ICT provision in the school library widens the range of material or information available for the users and makes access to it quite easier. From the findings of this study, it was clear that school libraries, in Kenya, were yet to evolve in line with Koechlin, Zwaan and Loertscher's (2008, p. 10) statement above. The major challenge identified from the study was the lack of a budgetary allocation for developing and sustaining library ICT infrastructure. There

is, therefore, a need to act to move school libraries in Kenya from Loertscher's older school library model to the new model (Loertscher 2002, p. 4). To do this, the recommendations below are proposed:

- a) The government could apportion a budget to create a robust ICT infrastructure in schools and school libraries.
- b) Individual schools could make a deliberate attempt to improve on the situation by allocating a budget for library ICT infrastructure. This could take a phased approach in consideration of the meager resources available in schools.
- c) The KLA needs to act on its objective of encouraging and supporting efforts in integration of information and communication technology (ICT) in libraries. Towards this end, KLA should come up with action plans that have specific targets and timelines as well as ways of measuring its performance.

5.3.6 Management of school libraries

School librarians play an important role in the education process. To strengthen this assertion, the American Association of School Librarians (2010) in their statement on the school librarian's role in reading, state that:

Equipped with a deep knowledge of the wide variety of authentic reading materials available in the school library and beyond, the school librarian has a key role in supporting print and online reading comprehension strategy instruction in collaboration with classroom teachers and reading specialists. School librarians co-design, co-implement and co-evaluate interdisciplinary lessons and units of instruction that result in increased student learning.

It clearly means that the school librarians are not lesser, but equal, partners in the education process. If the school librarian is to be an equal partner in the education process and is to be effective in advising the teaching staff on resources for the curriculum, then he/she needs to be at the same level of qualification as the teachers. Findings of the study reveal that most librarians were of a lesser qualification compared to teachers. It was observed that KLA was in the process of lobbying to

have diploma holders employed by the government to manage school libraries in secondary school. However, it is recommended that KLA considers lobbying to have the government employ graduate librarians to head the school library program in secondary schools instead. Diploma and certificate holders could be employed to assist the graduates in the running of the libraries.

With the appropriate qualification, the school librarian will need to take up his full roles as provided by Lance (2001, p. 1) as follows:

- a) Collaborate with other educators and with students to analyze lessons and information needs.
- b) Join teachers to identify links between the curriculum and student needs. He/ She should help bring together electronic and print resources to assist in learning outcomes and student achievement.
- c) Provide leadership and expertise in acquiring information resources in a variety of formats.

5.3.7 The School principal and teacher's role

School principals, who are effective instructional leaders in their schools, guide teachers in better developing their teaching roles (Morris 2009, p. 291). School principals are first and foremost trained teachers and because they identify themselves as teachers, they are knowledgeable about what the teachers they are in charge of do. However, Morris (2009, p. 291) notes that the same is not true when they need to support the media specialist as a collaborator with classroom teachers in instruction. The role of the media specialist in the instructional process is, unfortunately, not thoroughly understood by most school principals because they lack similar background (Morris 2009, p. 291). The support from the school principal as well as teachers is key in the creation of a vibrant school library. According to Hartzell (2002, p. 1), principals should support school libraries because it is in both their students' and their own best interest to do so. The findings of this study established that a majority of school principals in Nairobi's schools never benefitted from school library media programs during their school days. The role and importance of the school library program had also not been made clear to them during their training as school principals. This clearly means that the majority of them do not clearly understand the

school library's role. When the principal works to facilitate school library media specialists and classroom teacher collaboration, student achievement improves (Lance, Rodney & Hamilton-Pennel 2005, p. 1). The principal cannot fully support the program if he does not fully understand it or its value in the education process. To get this support, the principal (and even classroom teachers) need to be sensitized to the important role of the school library. It is recommended that the Kenya education curriculum that prepares both teachers and principals is revised to include training on what role libraries play in the education process. This way they can appreciate and support school libraries in the various schools they are posted to.

5.4 Recommendations for further study

From this study, the following are identified as areas for further study:

5.4.1 Reading culture among Kenyan secondary school students

The status of the reading culture among secondary school going students in Kenya can only be assumed. Even with elaborate school libraries, if the reading culture among the students is poor, the school libraries will be of little effect. It is, therefore, suggested that a study is carried out to establish the reading culture among Kenyan secondary school students and factors that influence the reading culture.

5.4.2 Trained school librarians

This study recommends the employment of undergraduate-level trained librarians to manage school libraries. However, a study to establish if there are sufficient trained librarians of undergraduate qualification in Kenya is suggested. This will then inform the decision to hire undergraduate trained librarians as well and point to any need to expand the number of training institutions in the country.

REFERENCES

Adeoti-Adekeye, WB 1997, 'The need for user education in secondary school libraries', *Library Review*, 46(8): 586-592.

American Library Association 1998, *Information power: Building partnerships for learning*, Chicago: ALA. Viewed 19th July 2011 <http://archive.ala.org/aasl/ip_toc.cfm>.

American Association of School Librarians 2010, *Position statement on the school librarian's role in reading*, viewed 01 December 2011 <<http://www.ala.org/aasl/aaslissues/positionstatements/roleinreading>>.

American Library Association 2008, *Access to resources and services in the school library media program: an interpretation of the library bill of rights*, viewed 13 July 2011 <<http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/interpretations/accessresources.cfm>>.

American Library Association 2006, *AASL position statement on appropriate staffing for school library media centres*, viewed 29 July 2011 <<http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementappropriate.cfm>>.

Anderson, J 2009, 'Library aid to developing countries: a case study investigating how a western literary library model is integrated in to a sub-Saharan African oral culture within the Malawian primary education system', Msc dissertation, University of West England, Bristol, viewed 15 August 2012 <<http://www.johannaboanderson.files.wordpress.com/2011/04/johanna-anderson-dissertation-2.pdf>>

Asselin, M & Doiron, R 2008, Towards a transformative pedagogy for school libraries 2.0. *School Libraries Worldwide*, 14(2) viewed 14 December 2011 <[http://thewiredlibrarian.pbworks.com/f/14_2asselin_doiron\(1\).pdf](http://thewiredlibrarian.pbworks.com/f/14_2asselin_doiron(1).pdf)>.

Babbie, E 2004, *The practice of social research*, Victoria, Thomson Wadsworth.

- Blanche, MT, Durrheim, K & Painter D (eds) 2006, *Research in practice: applied methods for the social sciences*, Cape Town, UCT press.
- Brewer, S & Milan, P 2005, SLJ's technology survey. *School library journal*, June 1, viewed 1st April 2010 <http://www.schoollibraryjournal.com/contents/pdf/techsurvey_2005.pdf>.
- Bryman, A 2003, *Social Research Methods, Revised Edition*, Oxford, Oxford University Press.
- Buchan, A & Denning, C 1991, *Summary Report: African Book Sector Studies*, New York, The World Bank, Africa Technical Department, Education and Training Division.
- Bundy, AM 2006, 'Supporting students: the educational contribution of Australia's public libraries', *Friends of Libraries, Australia*, Melbourne, viewed 25th November 2008, <<http://www.fola.org.au/pdfs/supportstudents.pdf>>.
- Burugu, JN 2010, *The county: understanding devolution and governance in Kenya*, Nairobi, Clead International.
- Bush, L 2002, 'Opening remarks during a Whitehouse conference on school libraries on June 4th 2002' *Teacher Librarian*, 30(1): 68.
- Callison, D 2001, 'Integrated instruction', *School library media activities monthly*, 17(5): 33-39.
- Canadian Commission (for UNESCO) 2012, *UNESCO's Role*, viewed 7th December 2011 <<http://www.unesco.ca/en/commission/unesco/UNESCOsRole.aspx>>.
- Carrol, FL 1981, *Recent advances in librarianship*, Oxford, Pergamon press.
- Cole, TJ 1959, 'The origin and development of school libraries', *Peabody Journal of Education*, 37(2): 87-92, viewed 25th November 2008 <<http://www.jstor.org/stable/1490648>>.
- Colorado State University Open access Educational website 2008, viewed 25th November 2008 <<http://writing.colostate.edu/guides/research/survey/com2d1.cfm>>.

Commission for Higher Education (Kenya) 2005, *Guidelines for establishing University libraries in Kenya*, Nairobi, CHE.

Commission for Higher Education (Kenya) 2007, *Standards and guidelines for University libraries in Kenya*, viewed 28th July 2012 <<http://www.che.or.ke/downloads/GUIDELINES%20FOR%20ESTABLISHING%20LIBRARIES.pdf>>.

Cooper, DR & Schindler, S 2006, *Business research methods*, New York, McGraw Hill.

Creswell, JW 2003, *Research design: qualitative, quantitative and mixed methods approaches*, 3rd edn, London, Sage.

Darrow, R 2009, 'School libraries are essential: meeting the virtual access and collaboration needs of the 21st century learner & teacher', *Knowledge quest*, 37(5): 78-83.

Debowski, S 1999, 'The evolution of the school library collection: implications for effective management', *Orana*, 35(1): 41- 48.

Deusen, DV & Tallman, J 1994, 'The impact of scheduling on curriculum consultation and information skills instruction', *School library media quarterly*, 23(1): 17- 25.

Dow, M 2006, 'Making schools better: school librarians' role in aggressive reforms- what is our official position?' *Knowledge quest*, 38(5): 78- 82, viewed 25th November 2011, <<http://web.ebscohost.com/ehost/detail?sid=14bdd9d5-3a7d-4239-89d6-87b61cd2e5dd%40sessionmgr113&vid=5&hid=123&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#db=a3h&AN=52464942>>.

Edwards, HM 1994, 'Library co-operation and resource sharing in South Africa: considerations for the future', *South African Journal of Library and Information Science*, 62(3): 113-116.

Eonal, HI 2009, 'IFLA/UNESCO school library manifesto for creating one world', *Libri* 59(1): 45-54.

Equal Education (South Africa) 2010, *We can't afford not to: costing the provision of functional school libraries in South African public schools*, Khayelitsha (South Africa), Equal Education.

Feng, YT 1979, 'The necessity for a collection development policy statement', *Library resources & technical services*, 23(1): 39- 44.

Field, A, 2009, *Discovering statistics using SPSS*, Los Angeles, Sage.

Fraenkel, JR & Wallen, NE 2000, *How to design and evaluate research in education*, Boston, McGraw Hill.

Frank, DG, 1997, 'Activity in professional associations: the positive difference in a librarian's career', *Library trends*, 46(2): 307- 319.

Getting books to schools in Africa: Education research paper no. 26, 1998, viewed 9th August 2007 <<http://www.dfid.gov.uk/pubs/files/getbookschoolafrica-edpaper26.pdf>>.

Government of Kenya 2003, *Kenya Economic Recovery Strategy*, Nairobi, Government Printer.

Government of Kenya (Ministry of Planning and National Development and The National Economic and Social Council, Office of the President) 2007, *Kenya Vision 2030*, Nairobi, Government Printer.

Government of Kenya 2010, *Kenya population and housing census, 2009*, Nairobi, Central Bureau of Statistics.

Government of Kenya 2010, *Kenya's Educational System: Overview*, viewed 15th December 2011, <<http://education.stateuniversity.com/pages/772/kenya-EDUCATIONAL-SYSTEM-OVERVIEW.html>>.

Green, T 1994, 'Images and perceptions as barriers to the use of library staff and services', *New Library World*, 95(7):19-24.

Harloe, B & Budd, JM 1994, 'Collection development and scholarly communication in the era of electronic access', *The journal of academic librarianship*, 20(2): 83-87.

Hart, G & Zinn, S 2007, *The conundrum of school libraries in South Africa* viewed 30th November 2011

<<http://www.dissanet.com/ifla/pdf/LIASA%2007%20Hart%20&%20Zinn.pdf>>.

Hartzell, G 2002, 'The principal's perception of school libraries and teacher-librarians', *School libraries worldwide*, 8(1): 92-110, viewed 8th April 2010

<<http://www.iasl-online.org/files/jan02-hartzell.pdf>>.

Haycock, K 1990, *Program advocacy: power, publicity and the teacher librarian*, Eaglewood, Libraries unlimited.

Herring, JE 1988, *School librarianship*, 2nd ed., London, Clive Bingley.

Hopkins, WG 2000, *Quantitative research design*, viewed 15th May 2008

<<http://www.sportsci.org/jour/0001/wghdesign.html>>.

IFLA/UNESCO 2002, *School library guidelines*, viewed 13th July 2011

<<http://archive.ifla.org/VII/s11/pubs/sguide02.pdf>>.

IFLA/UNESCO 2006, *School library manifesto: The school library in teaching and learning for all*, viewed 13th July 2011

<<http://archive.ifla.org/VII/s11/pubs/manifest.htm>>.

Imo, NT & Ukwoma, SC 2004, *Consortia building in Nigerian libraries: concepts and definitions*, Paper prepared for the professional staff seminar series of Nnamdi Azikiwe library, Nsukka, University of Nigeria.

International Association of Universities, 2006, *Kenya education system*, viewed 21

December 2009 <http://www.iau-aiu.net/onlinedatabases/systems_data/ke.rtf>

International Bureau of Education, 2004, *Development of education in Kenya*, viewed 8th December 2011

<<http://www.ibe.unesco.org/International/ICE47/English/Natreps/reports/kenya.pdf>>

Judd, CM, Smith, ER & Kidder, LH 1991, *Research methods in social relations*, Fort Worth, Harcourt Brace Jovanovich College.

Kakoma, AK 1997, 'Reconstruction years are the best years: Establishing good school libraries in South Africa', *Information development*, 13(4): 188-192.

Kenya Library Association 2006, *Country Report*. Paper Presented during SCECSAL business meeting held on 14th July 2006 in Dar-es-Salaam, Tanzania, viewed 22nd March 2012 <<http://www.scecsal.org/countryreports/kla-report-2006.pdf>>.

Kenya Library Association (Official website) 2010, viewed 20th October 2010, <<http://www.kla.or.ke>>.

Koechlin, C & Zwaan, S 2002, 'Making library programs count: What is the evidence?' *Student achievement*. 22(2): 21- 23.

Koechlin, C, Zwaan, S & Loertscher, DV 2008, 'The time is now: transform your school library in to a learning commons', *Teacher librarian*, 36(1): 8- 14, viewed 8th December 2012 <<http://web.ebscohost.com/ehost/detail?sid=1cf7ea2b-c15d-462b-b944-9a186977ef16%40sessionmgr113&vid=5&hid=107&bdata=JnNpdGU9ZWwhvc3QtG12ZQ%3d%3d#db=a3h&AN=43699038>>.

Kothari, CR 2004, *Research methodology: methods & techniques*, New Delhi, New age International.

Krolak, L 2005, *The role of librarians in the creation of literate environments*, Humburg, UNESCO.

Kumar, K 1991, *Library administration and management*, New Delhi, Vikas.

Lance, KC 2000, *How school librarians help kids achieve standards*, The second Colorado study funded by the Library Services and Technology Act, Colorado State Library, Denver, <<http://www.lrs.org/documents/lmcstudies/CO/exesumm.pdf>>.

Lance, KC 2001, 'Proof of the power: quality library media programs affect academic achievement', *Multimedia schools*, viewed 31st March 2010, <<http://www.infotoday.com/mmschools/sep01/lance.htm>>.

Lance, KC, Rodney, MJ & Hamilton-Pennel, C 2005, *Powerful libraries make powerful learners (The Illinois study)*, viewed 24th November 2011, <<http://www.islma.org/pdf/ILStudy2.pdf>>.

Leedy, PD & Ormrod, JE 2005, *Practical research: Planning and design*, New Jersey, Merrill Prentice Hall.

Library Association, United Kingdom, 1996, 'Library power for children', *Library Review*, 45(3): 31-44.

Limberg, L & Alexanderson, M 2003, 'The school library as a space for learning', *School Libraries World Wide*, 9(1): 1- 15.

Loertscher, D 2002, *Reinventing your schools library in the age of technology*, 2nd ed., California, Hi Willow.

Lonsdale, M 2003, *Impact of school libraries on student achievement: a review of the research*, Camberwell Victoria, Australian Council for Educational Research.

Lukenbill, BW 2002, *Collection development for a new century in the school library media center*, Westport, Greenwood publishing.

Machet, MP & Olen, S, 1997, 'Literacy environment of pupils in urban primary schools', *South African Journal of library and information science*, 65(2): 77- 84.

Magara, E & Nyumba, JB 2004, 'Towards a school library development policy for Uganda', *Library Review*, 53(6): 313- 322, viewed 21st September 2011, <<http://www.emeraldinsight.com/journals.htm?articleid=859785&show=html>>.

McGregor, JH 2002, 'Flexible scheduling: How does a principal facilitate implementation?', *School libraries worldwide*, 8(1): 71-84, viewed 8th April 2010 <<http://www.iasl-online.org/files/jan02-mcgregor.pdf>>.

McIntyre, LJ 2005, *Need to know social science research methods*, New York, McGraw Hill.

Michigan Municipal Worker's Compensation Fund 2006, *Handbook for general law village Officials*, viewed 8th December 2011 <<http://www.mml.org/pdf/glv/chapter13.pdf>>.

Minishi-Majanja, MK 2007, *Integration of ICTs in library and information science education in sub-Saharan Africa*, 73rd IFLA general conference and council, 19-23 August 2007, Durban, South Africa, viewed 25th September 2007, <<http://www.ifla.org/IV/ifla73/papers/083-Minishi-Majanja-en.pdf>>.

Ministry of Education (Kenya) 2008, *The development of Education: National report of Kenya*. 2008. [Report presented at The International conference on education, Geneva, 25 – 28 November 2008]. Available: <http://www.ibe.unesco.org/National_Reports/ICE_2008/kenya_NR08.pdf>.

Ministry of Education (Kenya) 2011, (Official website), viewed 2nd May 2011, <<http://www.education.go.ke>>.

Morris, BJ 2009, 'Principal support of media specialist and teacher collaboration. A research study', in M Orey (ed), *Educational Media and Technology yearbook*, viewed 25th November 2011 <<http://www.springerlink.com/content/m7n7813546758784/fulltext.pdf>>.

Mugenda, AG 2008, *Social science research*, Nairobi, The Acts Press.

Mugenda, OM & Mugenda, AG 2003, *Research methods: Quantitative and qualitative approaches*, Nairobi, The Acts Press.

Ngimwa, P & Adams, A 2011, 'Role of policies in collaborative design process for digital libraries within African higher education', *Library High Tech*, 29(4): 678- 696.

Oberg, D 1995, 'Principal support: what does it mean to teacher librarians?', in *Sustaining the vision* (a selection of conference papers from the 24th annual conference of the International Association of School Librarianship), 28th July 2011, <http://www.slis.ualberta.ca/oberg_support.htm>.

Ocholla, DN 1993, 'What are libraries and information centers', in N Ocholla & JB Ojiambo (Eds.), *Issues in library and information studies*, 1-7, Nairobi, The Jomo Kenyatta Foundation.

Odini, C 1993, 'Library resource sharing with special reference to developing countries', in N. Ocholla & JB Ojiambo (Eds.), *Issues in library and information studies*, 77-62, Nairobi, The Jomo Kenyatta Foundation.

Government of Kenya 2008, *Official Kenya Education Directory: 2008 Edition*, Nairobi, Express Communications Group.

Ojiambo, JB 1993, 'Information user studies', in N. Ocholla & JB Ojiambo (Eds.), *Issues in library and information studies*, 54-66, Nairobi, The Jomo Kenyatta Foundation.

Ojoade, AB 1992, *Effective school libraries for qualitative education in Nigeria*, A paper presented at the 2nd sixteen's bookfair, Ilorin-Kwara state, Nigeria, 3-7 November 1992, viewed 27th November 2008, <<http://www.forge.fh-potsdam.de>>.

Onsomu, EN 2004, *Community schools in Kenya: Case study on community participation in funding and managing schools*, Paris, IIEP/UNESCO.

Orey, M (Ed.) 2009, *Educational Media and Technology Yearbook*, Vol. 34, 2009, New York, Springer Science.

Otike, JN 1988, 'Staffing secondary schools in Kenya', *Information development*, 4(2): 98-102.

Oxford English Dictionary 2011, Sv 'Policy', viewed 21st December 2011, <<http://dictionary.oed.com>>.

Oxford English Dictionary 2011, Sv 'Secondary school', viewed 21st December 2011, <<http://dictionary.oed.com>>.

Paul, K 2002, 'Collection mapping', *Libraries in Canada*, 21(4): 2- 3.

Partners in action: The library resource centre in the school curriculum, 1982, viewed 25th November 2008, <<http://www.eric.ed.gov/ericwebportal/custom/portlets/recorddetails/detailmini.jsp>>

Rader, HB & Coons, W 1992, 'Information literacy: one response to the new decade', in B Baker & ME Litzinger (Eds.), *The educational mission of the library*, 109- 127, Chicago, Illinois, American Library Association.

Republic of Kenya 1999, *Report of the Presidential Commission on the Review of Education: The Koech Report*, Nairobi, Government Printer.

Republic of Kenya (Ministry of Education Science and Technology), 2005, *Kenya Education Sector Support Programme 2005-2010: Delivering quality education and training to all Kenyans*, Nairobi, Government Printer.

Rosenberg, D, 1993, 'History and development of libraries in Africa', in N Ocholla & JB Ojiambo (Eds.), *Issues in library and information studies*, 31-34, Nairobi, The Jomo Kenyatta Foundation.

Rosenberg, D 1994, 'Can libraries in Africa ever be sustainable?', *Information development*, 10(4): 247-251.

Schuman, P 1990, 'The image of librarians: substance or shadow', *Journal of Academic librarianship*, 16(2): 86-89.

Sellitz, C 1965, *Research methods in social relations*, New York, Holt, Rinehart & Winston.

Sigman, KAB 2008, *A study of West Virginia Secondary public school library media centres and library media specialists and their use of 21st century technology tools*, Dissertation, University Graduate College-Huntington, West Virginia.

Simpson, C 1998, 'The school librarian's role in the electronic age', *Emergency librarian*, 25(1): 38- 39.

State of Utah 2003, *Standards for Utah school library media programs*, viewed 19th July 2012, <<http://www.schools.utah.gov/CURR/library/resources/standards.aspx>>.

Tapscott, D 2009, *Growing up digital: How the net generation is changing your world*, New York, McGraw Hill.

Tiefel, VM 1995, 'Library user education', *Library trends*. 44(2): 318- 338, viewed 1st April 2012, <<http://www.ideals.illinois.edu/bitstream/handle/2142/8026/librarytrends/44i2h-opt.pdf>>.

Tucker, JM 1979, 'The origins of bibliographic instruction in academic libraries 1876- 1914', in RD Stucart & RD Johnson (Eds.), *New horizons for academic libraries*, 268- 276, New York, KG Saur.

Unagha, AO 2008, 'Implementing universal basic education (UBE) through the strategic provision of school library services', *Library philosophy and practice*, 161, viewed 15 August 2012, <<http://www.digitalcommons.unl.edu/libphilprac/161>>

United Nations Educational, Scientific and Cultural Organization 2011, *The EFA movement*, viewed 25th November 2011, <<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/the-efa-movement/>>.

University of Warwick, Library Department 2005, *University Library Strategic Plan*, viewed 26th November 2012, <<http://www2.warwick.ac.uk/services/library/main/basics/about/aims/stratplan.pdf>>.

Virgo, JA 1991, *The role of professional associations in library and information science research: perspectives and strategies*, New Jersey, Greenwood.

Weech, TL 2002, 'Back to the future when resource sharing seemed to work: the rise and fall of a successful consortia resource sharing network', *Inter Lending and Document Supply*, vol. 30, no. 2, pp. 80-86, DOI: 1108/02641610210430541.

White, B 1986, *Collection management for school library media centres*, New York, Haworth press.

Williams, TD, Grimble, BJ & Irwin, M 2005, 'Teachers link to electronic resources in the library media centre: A case study of awareness, knowledge and influence',

Knowledge quest, 33(4): 26- 29, viewed 29th November 2011, <<http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=57764857-7683-4fa9-9f0b-2b8928901dc5%40sessionmgr113&vid=5&hid=108>>.

Wisconsin Library Association Foundation 2006, *Value and importance of libraries*, viewed 25th October 2008, <<http://www.wisconsinlibraries.org/research/value.asp>>.

World Bank 2008, *Textbooks and school library provision in Secondary Education in Sub-Saharan Africa*, *World Bank working paper no. 126: Africa Human development series*, Washington D. C., The World Bank.

World Economic Forum 2009, *The global information and technology report 2002-2009*, viewed 12 September 2009, <<http://www.insead.edu/v1/gitr/wef/main/fullreport/index.htm>>.

APPENDIX A
QUESTIONNAIRE FOR THE SCHOOL PRINCIPALS

Dear School Principal,

I am a Master of Arts, Information Science (MA. Info) student at the University of South Africa (UNISA). I am undertaking a research project on “**Status of school libraries in Kenya: *The case of public secondary schools in Nairobi County***” Towards this end I am conducting a survey amongst School Principals and School Librarians of public secondary schools in Nairobi County.

The purpose of the study is to investigate and establish the status of school libraries in public secondary schools in Kenya. Particular attention is paid to policy and funding as well as management of the school libraries. A model that will assist in ensuring that the school library is enshrined in the education process is proposed.

You can help in this study by consenting to complete a questionnaire. The questionnaire is designed to gather data about the existence of policies that specify the library’s role as well as the level of funding for the school library.

I assure you that the answers provided will be used only for the purposes intended in the framework of this survey. In the description of results of this survey, no identification of the individual schools will be possible. **YOUR INFORMATION WILL BE TREATED WITH STRICT CONFIDENCE.**

Thanking you in advance.

BENJAMIN MUTUNGI

JANUARY 2011.

INSTRUCTIONS FOR FILLING THE QUESTIONNAIRE

- i) Tick the appropriate answer(s) to all questions
- ii) Use spaces provided to write your answers to the questions
- iii) If you use additional sheets of paper for detailed answers, kindly indicate in all cases the question number you are referring to.

SECTION A: GENERAL INFORMATION

1. Type of school (Please tick the options that apply for your school)

Full Day school	
Full boarding school	
Part boarding school	
Girls only school	
Boys only school	
Mixed school	

2. What is your gender? Male Female
3. For how long have you held the position of Principal? (*This includes the period you have been Principal in schools other than the current school*) _____
4. For how long have you held the position of Principal in your current school?

5. What are your qualifications? PHD Masters Bachelors
Other (*Specify*) _____
6. State the year your school started _____
7. Give the total number of current students _____
8. Give the current number of staff members _____

- a. Teaching staff employed by the government _____
- b. Teaching staff employed by the school/ PTA/ BOG _____
- c. Non teaching staff employed by the government _____
- d. Non teaching staff employed by the school/ PTA/ BOG _____

SECTION B: LIBRARY STAFFING AND FUNDING

9. Do you have a library facility in your school? Yes No

10. If yes, how long has the library been in existence? _____

11. If no, what in your opinion is the reason for not creating a library facility?

12. Who is in charge of the school library?

- a. Trained full time librarian employed by the government
- b. Trained full time librarian employed by the school/ PTA/ BOG
- c. Non trained employee employed by the school/ PTA/ BOG
- d. Teacher librarian
- e. Students/ prefects

13. If your answer to question 12 above is choice a or b, please indicate the level of qualification of the librarian.

Certificate Diploma 1st degree Masters

Other qualification (*Please specify*) _____

14. Does the school allocate an annual budget to support the library?

Yes No

15. If yes, what is the percentage allocation of the total institutional budget?

16. Who prepares the library budget? _____

17. What determines the percentage budgetary allocation for the school library?

A policy standard that determines the percentage exists in the school.

The percentage allocation varies according to available or anticipated funds.

A library fee charge is levied directly on students and this forms the library budget.

Other (*Please specify*) _____

18. Does the school library receive any other external support other than the school allocation?

19. If yes, please specify the kind of support _____

20. If your answer to question 14 is no, please indicate in your opinion why no budgetary allocation is made for the library.

21. In your school days, did you have a school library in your secondary school?

22. In your training to prepare you as a principal, was the importance of a school library ever mentioned to you? _____

SECTION C: LIBRARY POLICIES

23. Does the school have any policy that specifies the library's role in the education process?

24. If yes, is the policy written? Yes No

25. If yes, who formulated the policy? _____

26. If no, do you think it is important to have a library policy? _____

27. Please state your reason for question number 24. _____

28. In this school (tick the option that applies).

- The building that houses the library was purposely built for the library
- The building that houses the library was built for a different purpose but later converted in to a library.

29. Are you aware of the IFLA/ UNESCO school library manifesto? _____

30. If yes, do you apply its provisions/ recommendations? _____

31. How has the manifesto benefitted your school library?

32. In your opinion, what role should the government play to improve school libraries?

Thank you for your time.

APPENDIX B
QUESTIONNAIRE FOR THE SCHOOL LIBRARIANS

Dear School Librarian,

I am a Master of Arts, Information Science (MA. Info) student at the University of South Africa (UNISA). I am undertaking a research project on “**Status of school libraries in Kenya: *The case of public secondary schools in Nairobi County***” Towards this end I am conducting a survey amongst School Principals and School Librarians of public secondary schools in Nairobi County.

The purpose of the study is to investigate and establish the status of school libraries in public secondary schools in Kenya. Particular attention is paid to policy and funding as well as management of the school libraries. A model that will assist in ensuring that the school library is enshrined in the education process will be proposed.

You can help in this study by consenting to complete a questionnaire. The questionnaire is designed to gather data about the type of information resources, their organization, the management of the library as well as the role of the school librarian in the education process.

I assure you that the answers provided will be used only for the purposes intended in the framework of this survey. In the description of results of this survey, no identification of the individual schools will be possible. **YOUR INFORMATION WILL BE TREATED WITH STRICT CONFIDENCE.**

Thanking you in advance.

BENJAMIN MUTUNGI

JANUARY 2011.

INSTRUCTIONS FOR FILLING THE QUESTIONNAIRE

- iv) Tick the appropriate answer(s) to all questions
- v) Use spaces provided to write your answers to the questions
- vi) If you use additional sheets of paper for detailed answers, kindly indicate in all cases the question number you are referring to.

SECTION A: GENERAL INFORMATION

1. What is your gender? Male Female
2. For how long have you been a librarian? (*This includes the period you have been librarian in other institutions other than the current institution*) _____
3. For how long have you been a librarian in your current school?

4. Please tick the option that applies to you.
 - I am employed by the government on permanent terms.
 - I am employed by the government on contract
 - I am employed by the BOG/ PTA/ School on permanent terms
 - I am employed by the BOG/ PTA/ School on contract
5. Are you a trained librarian? (tick as appropriate)
 - Yes
 - No
6. If your answer to question 5 above is yes, what is the level of your training? (tick as appropriate)
 - Certificate
 - Diploma
 - Undergraduate degree
 - Postgraduate degree

7. Please indicate the title of your qualification (*e.g Diploma in Library studies*)

SECTION B: INFORMATION RESOURCES AND MANAGEMENT

8. When was the library established? _____

9. What is the total sitting capacity of the library? _____

10. Please indicate the number of resources in the following categories:

- a. Print books _____
- b. Print journal titles _____
- c. Print magazine titles _____
- d. Newspaper titles _____
- e. Audio visual Material _____
- f. Digital material (Such as CDs DVDs) _____
- g. Computers _____
- h. Do you subscribe to electronic resources? _____

11. What classification system do you use to organize your resources for easy identification by users? (tick as appropriate)

- Library of Congress system
- Dewey Decimal classification system
- Other (*Please specify*) _____

12. Tick against the following resource categories that are available in your library.

- Course text books
- Supplementary reading text books
- Leisure reading materials (*like novels, motivational books, etc.*)
- Current awareness resources (*like newspapers, magazines, etc*)
- Reference works (*such as encyclopedia, Dictionaries etc.*)
- Educational videos, CD Roms, DVDs, audio tapes
- Past examination papers
-

Internet connectivity
 Other (*Please specify*) _____

13. Do you have a catalogue in the library?

Yes

No

14. If yes, specify the type by checking one of the following:

Manual catalogue

Automated catalogue

15. Is the library's opening schedule consistent; i.e. do you open the library on a specified schedule?

Yes

No

16. If the answer to question 15 is yes, indicate the number of hours per day the library is open as follows:

Day of week	Number of hours the library is open
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

SECTION C: LIBRARIAN'S ROLE IN THE EDUCATION PROCESS

17. Do you get invited to attend teaching staff meetings whenever matters of student performance are discussed?

- Yes
- No

18. How would you rate your level of interaction with the teaching staff?

- Very good
- Good
- Poor
- Very poor

19. Do teachers in the school consult you on the best resources they can use to prepare class notes?

- Yes
- No

20. As a librarian, do you know the meaning of information literacy?

- Yes
- No

21. If yes, do you ever conduct information literacy sessions in the school?

- Yes
- No

22. If your answer to question 20 is no, what do you identify as the main reasons for not conducting information literacy? _____

23. Are you involved in developing a budget for the school library?

- Yes
- No

24. If no, who prepares the library budget?

- The principal

- The school Accountant
- There is no library budget
- I don't know

25. Are you involved in selection and acquisition of library resources?

- Yes
- No

26. If your answer to question 24 is no, who does the selection and acquisition?

27. What in your opinion is the greatest challenge in the development of the school library in your school?

28. Are you aware of the existence of the IFLA/ UNESCO school library manifesto?

- Yes
- No

29. If yes, in what ways has it benefitted your school library?

Thank you for your time.

APPENDIX C

INTERVIEW SCHEDULE FOR GOVERNMENT OFFICERS IN THE MINISTRY OF EDUCATION

1. Title of officer
2. What are the main functions of your office?
3. Do any of the functions of your office specifically deal with school libraries? If so, how?
4. What role do you think a school library can play in the quest for academic excellence among students?
5. Does the Ministry of Education have any policies you know to entrench school libraries in the education system?
6. What do you think are the main challenges facing school libraries in Kenya?

APPENDIX D

INTERVIEW SCHEDULE FOR KENYA LIBRARY AND INFORMATION PROFESSIONALS ASSOCIATION (KLA) OFFICIAL.

1. What position do you hold in the KLA secretariat?
2. Briefly talk about KLA (brief history, organization, main functions).
3. What are the objectives of KLA?
4. Does KLA play any role to support and strengthen school libraries in Kenya? (Mention initiatives (if any) that KLA has made to strengthen and support school libraries).
5. What challenges does KLA face in the implementation of its objectives?
6. What do you think are the main challenges facing school libraries in Kenya?

APPENDIX E
PERMISSION TO CARRY OUT STUDY

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 310245, 310249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RR/12/1/SS/1036/4

Date:

4th January, 2011

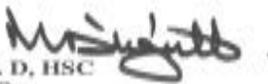
Benjamin Kasyoki Mutungi
University of South Africa
P. O. Box 392, Pretoria, 0003
SOUTH AFRICA

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Status of School Libraries in Kenya: The case of Public Secondary Schools in Nairobi District*", I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending **30th April, 2011**.

You are advised to report to the **Provincial Commissioner, the Provincial Education Officer, Nairobi Province and the Principals, Public Secondary Schools, Nairobi Province** before embarking on the research project.

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


DR. M. K. RUGUTT, Ph. D, HSC
FOR: SECRETARY/CEO

Copy to:

The Provincial Commissioner
Nairobi Province

The Provincial Education Officer
Nairobi Province

APPENDIX F

LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY

No.	NAME
1	Kenya High School
2	Lenana High School
3	Moi Forces Academy
4	Nairobi School
5	Starehe Boys Centre & School
6	Aga Khan High School
7	Aquinas High School
8	Buru Buru Girls School
9	Dagoreti High School
10	Dandora Secondary School
11	Eastleigh Secondary School
12	Highlink Secondary School
13	Highway Secondary School
14	Hospital Hill School
15	Huruma Girls High School
16	Jamhuri High School
17	Kamukunji Secondary School
18	Kamiti Secondary School
19	Kangemi Secondary School
20	Kayole Secondary School
21	Langata High School
22	Maina Wanjigi Secondary School
23	Moi Girls School, Nairobi
25	Muhuri Muchiri Secondary School
25	Mutuini Secondary School
26	Nairobi Milimani Secondary School
27	Nembu High School
28	Ngara Girls High School
29	Nile Road Secondary School
30	Ofafa Jericho Secondary School
31	Our Lady of Fatima Secondary School
32	Our Lady of Mercy Secondary School
33	Pangani Girls Secondary School
34	Parklands Arya Girls High School
35	Parklands Secondary School

36	Precious Blood School, Riruta
37	Pumwani Secondary School
38	Ruaraka High School
39	Ruthimitu Secondary School
40	St. George's Secondary School
41	St. Teresa's Boys Secondary School
42	St. Teresa's Girls Secondary School
43	State House Girls High School
44	Uhuru Secondary School
45	Upper Hill Secondary School
46	Embakasi Secondary School
47	Ruthimitu Girls Secondary School