

**PUBLIC LIBRARIES AND EARLY LITERACY DEVELOPMENT PROGRAMMES
FOR PRESCHOOLERS AT THE KENYA NATIONAL LIBRARY SERVICES**

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DECLARATION

I declare that the above thesis 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.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



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ABSTRACT

The study aimed to investigate the state of early literacy development programmes and services for preschoolers at the Kenya National Library Services. Using a mixed method design, a sample of 244 library staff, including, heads of branch libraries and children librarians/library assistants were selected from different county libraries. Given the small target sample of 244, the study used the census approach to involve all the subjects; 61 heads of branch libraries were interviewed and 183 children's librarians/library assistants were asked to complete self-administered questionnaires. Additionally, a document analysis guide was used to extract data from the staff training manuals. Data were transcribed and responses grouped thematically. The participants' responses to each question were studied by gauging the views of the majority. Quantitative data were analysed by descriptive statistics. The Statistical Package for the Social Sciences (SPSS) version 23 was utilised to facilitate all computations and the output for interpretation of the quantitative data. Qualitative data employed the factor analysis method. The study found that to a relatively large extent, the Kenya National Library Services embraced the early literacy development programmes. The study reported a number of programmes and practices held by the Kenya National Library Services in pursuit of enhancing early literacy development programmes among the preschoolers, including storytime events, storytelling and in-house sensitisation. The librarians had a significant role in enabling literacy development programmes by providing relevant resources to the preschoolers while parents played different roles like accompanying the preschoolers to the library. Among the staff training initiatives for enhancing early literacy development programmes were in-house sensitisation and inductions through partnerships. The study found that strategies for enhancing early literacy skills development among preschoolers in the Kenya National Library Services include self-evaluation and fun days and incentives for the preschoolers.

The major contribution of this study is that the findings may lead to the improvement of early literacy programmes at Kenya National Library Services in Kenya. They will also help the researchers in gaining knowledge on early literacy programmes and skills for preschoolers as applied in public libraries. The study may also contribute to the growing body of knowledge on early literacy research, more specifically in Kenya where little or nothing has been written

on the subject, particularly in relation to early literacy programmes for preschoolers in public libraries.

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DEDICATION

This thesis is dedicated to my late father, Jeremiah Ataro Ouda for instilling the importance of hard work in me, and to my grandmother Jael A. Ouda who predicted when I was in standard seven that I will go up to the end. Also, to my children Cynthia, Nashon, Candyand Lawrence, and to my grandchildren - may you all be motivated and encouraged to reach your dreams.

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LIST OF ABBREVIATIONS AND ACRONYMS

ALSC:	Association for Library Services for Children
PLA:	Public Library Association
UNISA:	University of South Africa
ELDP:	Early Literacy Development Programme

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Conceptual setting

Public libraries and librarians play an important role in providing early literacy programmes intended to inculcate the love of reading and the foundation for early literacy skills. Ward Cameron (2013:1) emphasises that the journey to literacy starts as soon as children are exposed to the world, and that early literacy establishes the foundation for future reading and writing proficiencies and success. Petrová et al. (2020:51) argue that before children are formally taught to read, and before they become independent readers, they learn about the function and process of reading. Purpura (2011:658) describes early literacy as the skills, knowledge and attitudes towards reading and writing that develops before formal instruction. MacLean's (2008:2) definitions of early literacy focus on "what preschool children know about reading and writing before they learn to read and write". The above-mentioned authors suggest further that it is not about the teaching of reading, but instead, it involves the nurturing of a foundation for reading so that when children are taught to read, they will quickly adapt.

Ghosting and Martinez-Diaz (2013: xiii) further define early literacy as "what children know about communication, language (verbal and nonverbal), reading, and writing before they can actually read and write." Herb (2001:1) argues that the ways a child talks, thinks, listens, solves problems, interacts with others and resolves conflicts are all shaped and formed at early childhood.

The United States of America's Department of Education and Child Development (2013:6) argues that children who attend Early Literacy Development (ELD) programmes and begin with best literacy initial skills tend to flourish and experience intellectually growth, while those children with limited chances for early learning are likely to experience stagnation. The author further explains that oral language, phonological awareness, alphabet knowledge and print awareness are all strong predictors of how quickly and how well children will read once they are exposed to formal reading instruction in class/grade 1, 2 or 3 and all these can be found in early literacy programmes in public libraries. Traditionally, early literacy programmes in public libraries were focused on children whereby the programmes often took the form of preschool storytime. Storytime features are not only stories read by librarians, but also action rhymes, storytelling, songs, music, craft and plays that equally contribute to the development of early childhood literacy (Goulding, et al., 2014:2). MacLean (2008:9) contends that public

library storytimes are so much more than just the reading of books. The author further notes that storytimes serve as the planting of seeds for lifelong learning, and awakening imagination, and the widening of the mind and spirit. According to MacLean (2008:1), libraries have created inviting space for children, caregivers and parents to enjoy literacy rich, hands-on experiences in an interactive caring environment; they have also provided tips for parents and caregivers on how to select materials and books that are appropriate for their age. The library also provides resources for storytimes and other programmes that might model strategies that parents and caregivers can use in developing early literacy skills (Association for Library Services for Children and Public Library Association (ALSC,2011:2). The aforementioned organisation further emphasised that parent and caregiver education is not typically the primary intent, but if the primary adult in the children can learn more about the importance of early literacy skills, the effects of library efforts can be multiplied many times.

Public libraries provide opportunities outside the home for parents, caregivers and their children to enjoy the positive effects of reading, singing, writing, playing and the spoken words, aided by the children's librarians who are experts in early literacy techniques. These techniques provided by the children's librarians can be applied in the primary socialisation process at home by the parents and caregivers to prepare preschool children for formal learning. Campana et al. (2016:369) reveal that public libraries promote storytime sessions to support early literacy skills among preschool children as well as enhancing other school experiences relating to the cognitive, psychomotor and affective domains. Children's librarians offer storytime sessions through the use of multimedia resources, including DVDs, rhymes, musical instruments, flannel board characters, stuffed animals, picture books, songs, poetry, finger plays, puppets craft and other props that have been making early literacy fun and enjoyable.

During the public library's family storytime programmes public libraries, parents and caregivers are given five minutes to read books aloud for their children in the actual session. This encourages parents and caregivers to share books with their children. It is assumed that after experiencing the aforementioned sessions using multi-media technologies for weeks, children will grow accustomed to book-sharing behaviour and this will enhance reading, singing nursery rhymes and the love for music. Pratt et al. (2016:69) points out that when parents and caregivers are actively involved in their children's early education, they develop the knowledge and skills to support their children's academic and socio-emotional development. Children are more likely to become better readers when their parents and

caregivers read to them (Diamant- Cohen, 2007:4). The author succinctly states that programmes like storytimes at the public library can:

- help children's eyes to focus;
- assist them to recognise objects and develop sensory awareness;
- reinforce basic concepts; and
- afford children time for physical closeness, which is crucial for their emotional and intellectual development.

Larson (2015:91) states that public library storytimes can set the stage for lifelong learning and library use, thus contributing to the educational process. The author contends that children librarians work hard with parents, caregivers and children to encourage engagement in library programmes as a way to promote early literacy skills.

Diamant-Cohen (2006:4) provides some of the early literacy skills that assist children in developing language, reading and writing skills as follows:

- Book handling behaviour such as book chewing and page-turning are related to a child's physical manipulation or handling of a book;
- Concentrating and interacting with pictures in books;
- Pointing to pictures of familiar objects they recognise, indicating the beginning of an understanding of pictures and books;
- Imitating actions they see in pictures or talk about events in a story; it implies they comprehend the picture or story; and
- The final step in early literacy behaviour is storytime reading behaviour. This is when a child verbally interacts with a book in ways that might include running fingers along printed words or babbling in imitation of reading.

Finally, parents and caregivers who encounter difficulties in reading will realise a variety of ways and techniques that are provided by the children's librarians during the storytime sessions. These strategies are implementable at home to prepare preschool children to be ready to learn when they begin school.

1.1.2 Contextual background of the Study

Storytimes have been part of children's services in public libraries since the early 1940s (Campana et al., 2016:369). The authors argue that the 1940s studies identified public libraries as leaders in the developmental capacity of early literacy. Albright, Delecki and Hinkle

(2009:13) indicate that the historical version of storytimes was created in the 1940s to expose children to books and foster a love for books, and to encourage socialisation with peers and to facilitate a child's adjustment to the learning experience. The aforementioned authors revealed that in the mid-1950s, public libraries began to emphasise active programmes that focused on the use of storytimes to support early literacy in young children. Campana et al. (2016:369) argue that it was not until the mid-1950s that public libraries and librarians began to use their skills, knowledge and material resources to actively participate in helping children learn to read. The authors emphasise that storytimes began through using many positive techniques, including the dramatisation of stories, repetition and clapping to songs and rhythms even though these techniques were not known by their current terminology. Albright, Delecki and Hinkle (2009) add that libraries also used two developmental positive techniques to assist in selecting books for storytimes, repetition and rhythm or rhyme. The authors emphasise that not only did a book with rhyme or rhythm make for an excellent story to read for the children, the cadence of the story also held a strong appeal for a child's developing mind. Up to now, storytimes continue to focus on supporting children's early literacy skills.

Campana et al. (2016:370) state that while libraries may offer a myriad of children's programmes, storytimes are programmes that are commonly and consistently peculiar in most public libraries. Ghoting and Martin-Diaz (2006:18) contend that storytimes remain a warm and inviting activity that opens the world of books to the children. Children's librarians are now offering storytimes by using many forms of media that include DVDs, rhymes, musical instruments, flannel board characters, stuffed animals, picture books, songs, poetry, finger plays, puppets craft and other props. These media not only help to enhance various types of learning, but also create fun in early literacy stages (Albright, Delecki and Hinkle, 2009:14). The success of storytimes that educate caregivers and parents and support children's literacy development skills rests on the librarian's ability to understand their practices and to intentionally develop programming that communicates the importance of these practices among parents and caregivers (Harbinson-Price, 2017:6). Storytimes strategically position public libraries as providers of early literacy resources for preschoolers.

1.2 Contextual setting

This study focused on exploring the early literacy development programmes and services for preschoolers at the Kenya National Library Services (KNLS) as a case study.

1.2.1 Background of Kenya National Library Services

The KNLS was established in 1965 as a corporate body of the Kenyan government, with the aim of providing library and information services to the public in Kenya. This entity was purposed to take the place of the development of public library services in Kenya in order to fill the vacuum that had been identified soon after the political independence of the Kenyan nation in 1963, i.e., the need to provide public library services to all and sundry in the new republic.

Thus the Kenya parliament enacted the KNLS Act in 1965 not only for the development of library services that would support education but most importantly to give opportunity for the citizens to become more enlightened as well as spend their leisure time more purposefully (Kenal news as cited by Kingori, Njiraine and Maina, 2019:17) The KNLS Act of 1965, mandated the KNLS Board of Directors led by a Chairperson to oversee the promotion of the establishment and development of public libraries in Kenya. According to Kenal news as cited by Kingori, Njiraine and Maina, (2019:17), the first Board of Directors commenced work on 1 April 1967 with only 40,000 books, 25,000 of which were inherited from the former East African Literature Bureau (EALB). The first KNLS library, housing the 40,000 books was opened to the public in February 1969 in a wooden building which also housed the government's department of registration of persons. Even though the construction of the KNLS main custom-made library which was to also serve as the KNLS headquarters immediately commenced in Nairobi it was not until April 1974 that the KNLS services moved to this new site.

1.2.2 Opening of new branches

During its first decade of existence, between 1969-1978, the KNLS Board set up branch libraries in the provincial towns, supported by funding from the Kenyan government and donor agencies, including the British Council, Norwegian Agency for Development Co-operation (NORAD) and the United Nations Education, Scientific and Cultural Organisation (UNESCO). While the headquarters doubly served as the provincial services for the Nairobi Province, the first true provincial library to be opened was in Nyanza Province at Kisumu in 1969 with funds provided by the British Council. Eastern Province received the second provincial library at Embu which was opened in December 1970. Nyeri area library to serve Central Province was established in an old building at Ruringu in 1971 until the custom-made building through

NORAD assistance was opened in 1975 at Nyeri town The Western Province branch at Kakamega opened its doors in March 1972 and was followed in February 1976 by the Rift Valley branch at Eldoret. The Eldoret library was also funded by NORAD. Another branch for the massive Rift Valley Province was opened at Nakuru in February 1976, after being initially housed by the municipal council of Nakuru. The second decade, 1979-1988, witnessed the establishment of the remaining provincial libraries, namely the Garissa library in 1980 for the North East Province and the Coast Province library in Mombasa. This saw the completion of the first phase of the development of the KNLS libraries.

The second phase of the KNLS development focused on established libraries in Administrative Districts, focusing on the districts that did not have the provincial headquarters. Thus, the construction of Kisii, Thika and Kabarnet libraries, which signified the entry of district libraries. Unfortunately, this phase was not completed for lack of funding. However, the determination of the KNLS to reach as many people as possible led to the alternative plan of establishing mobile libraries in Nairobi, Eldoret, Embu, Kisumu, Mombasa, Nyeri, Kakamega and Kabarnet, which would then serve deeper into the population and schools. The most recent innovation has been the establishment of self-help community libraries whereby the community, through the local councils, donates land and building materials and the KNLS board facilitates the provision of information, materials and staff.

1.2.3 Functions of KNLS

The primary mandate of the KNLS is to promote, establish, equip, manage, maintain and develop public libraries in Kenya.

It was and still is the KNLS board's conviction that information materials are effective in transmitting knowledge and communicating ideas, and that reading encourages the fullest development of thought and the active participation of the citizen in a democratic society. As such, the KNLS board provides a variety of services on the basis of equality of access for all regardless of age, race, sex, religion, nationality, language or social status. To achieve such equality necessitates the provision of specific services and materials for those users who cannot for whatever reason use the regular services and materials, such as the blind, services to prisons and hospitals as well as facilitation for the physically challenged. While the motto of the KNLS, "Read, Know, empower", illustrates that the library service is intended chiefly to aid education the KNLS, being a public library, strives to provide free and unlimited access to information

by providing a variety of services including the provision of the opportunity for the public to spend their leisure time in purposeful reading. Some of the services that the KNLS provides as a public library include adult lending services, children library service, mobile library service, camel and donkey library, school book boxes service, reference service, user education service, service to institutions, informal training for librarians, book distribution/ donations, email and internet services, and reprographic services.

The KNLS assumed the additional role of a national library. According to Act of 1965, KNLS was mandated to preserve national heritage of the country; publish the Kenya National Bibliography (KNB) and the Kenya Periodicals Directory (KPD), as well as the provision of national reference services, amongst other functions. As a national library, the KNLS also provides a legal deposits centre, at the bibliographic section -where it is a depository centre for all publications that are published in Kenya as in compliance with the requirements of the legal deposit act and the issuance of international standard book number (ISBN) and national reference services ([www.http//knls.ac.ke](http://knls.ac.ke)).

1.2.4 KNLS children's section

Of specific significance to this study is the juvenile section of the KNLS, which serves children below the age of fifteen (15) years with a goal of inculcating reading at an early age. Here, services are offered for preschoolers including storytimes, which feature not only stories read by librarians but also action rhymes, storytelling, songs, music, craft and plays. This is an innovative way of introducing preschoolers to learning in an inspiring and entertaining environment. The library has trained librarians and library assistants who guide the children through the sessions. The library also provides indoor games whereby children are able to have fun and bond with one another as they play games that include but are not limited to junior scrabbles, building blocks and computer games. There are also a variety of toys available for the children. The idea is to present reading as an amusing and enjoyable activity in order to inculcate a reading culture at an early age. The library also organises storytelling sessions on various areas that are of interest to children as well as reading and writing competitions. The objective of these sessions is to inculcate positive values in the young minds and enable them to have a solid foundation as they start out in life. Parents and caregivers accompany their children to the library where they spend time reading and engaging in fun activities (KNLS, 2019). The activities of this juvenile section connect directly to the background of this study's problem.

1.2.5 Background of the problem

The KNLS has a critical role in propping-up early literacy on a national scale. This function is accentuated by the acknowledgement that, nationally public libraries stand out as the unique public spaces that have spread all over the country covering cities and rural areas. There are no charges for the services provided by the KNLS. Most of the institutions that offer early literacy programmes (day care) are located within the cities and they are private institutions that charge for their services. For many years the KNLS has focused more on adult literacy and skills development, while less support has been provided for early literacy. The KNLS has a greater opportunity to make meaningful nation-wide accords in the drive to strengthen and leverage high class practices for the benefit of preschoolers. It should be noted that the identification and communication of the aforementioned practices would be the key to overcome the challenges highlighted in the analysis of scholarly articles relating to early literacy programmes among public libraries. The ability to highlight reliable practices that are deeply -rooted in scientific research focusing on preschoolers and pre-reading skills serves as a basis to generate new knowledge to empower public libraries as strategic partners in supporting parents, caregivers and day care workers in the advancement of early literacy skills. The study, adds value to the development of a body of knowledge relating to active literacy practices.

1.3 Problem Statement

Research studies have shown that children's literacy is in a critical phase during the preschool years. Children begin to learn early literacy skills at birth through everyday interactions such as sharing books, telling stories, singing songs, talking to one another, or pointing out and naming objects (MacLean 2011:3). Ward-Cameron (2013:1) concurs with MacLean (2011:3) by stating that the journey to literacy starts as soon as children are exposed to the world, and that early literacy establishes the foundation for future reading and writing success. The Library Services for Children and Public Library Association (2011:2) emphasises that public libraries should provide resources for storytime and other programmes that might model strategies that parents and caregivers can use in developing early literacy skills.

However, public libraries in Kenya mainly focus on adult literacy programmes, leaving a gap in early literacy (USAID, 2010:15; Uwezo, 2012:3). Consequently, children in early grades have persistently recorded low basic literacy skills in Kenya. Furthermore, about 80% of class

three children cannot read a level two storybook. This scenario may lead to a system that simply reinforces their emerging illiteracy trends (Uwezo 2012:3). Children's literacy is useful in building a foundation for an informed citizenry, but if public libraries have no formal initiatives to build a culture of literacy amongst children, then the future of children will go to waste. Children without early literacy foundation will become a drawback to national development. This study sought to generate knowledge on children's early literacy programmes among Kenya's public libraries in order to conscientise policy makers on the importance of such programmes.

Based on the above discussion, it is reasonable to conclude that there is a gap in early literacy for preschoolers in Kenya. Probably these roots can be traced to their early literacy development context and hence it is an issue that needs to be seriously considered by public libraries. Campbell-Hicks (2016:122) contends that children who enter formal education while behind in early literacy skills often struggle to catch up through the rest of their schooling, and later on into their adult lives. The study was motivated by the work the researcher is involved on early literacy in public library in USA. She therefore conceived the research topic to investigate early literacy development programme for preschoolers at the KNLS. Despite the great importance associated with the early literacy development programmes, there is minimal literature on how the children's library service programmes in the KNLS have influenced the literacy of preschoolers. A viable public library early literacy programme will contribute towards the development of an informed citizenry and national development. It is through the closer partnership between the community, public libraries and schools that a strong foundation for early literacy among children in Kenya can be developed.

1.4 Aim of the Study

The study investigated early literacy programmes and services for preschoolers at the Kenya National Library Services with a view of recommending of a model for improvement.

1.4.1 Objectives

The objectives of the study were to:

1. examine the extent to which KNLS supports early literacy development programmes for preschoolers;

2. assess programmes and practices that help to promote early literacy skills for preschoolers at the KNLS;
3. analyse the role of children’s librarians and parents/caregivers in early literacy development programmes at the KNLS;
4. appraise the staff training initiatives for early literacy development programmes at the KNLS;
5. analyse the training programmes for parents/caregivers on early literacy at the KNLS; and
6. recommend strategies to enhance the provision of early literacy development programmes at KNLS.

1.4.2. Research Questions

1. The study was guided by the following research questions:
2. What is the extent to which the KNLS library supports early literacy development programmes for preschoolers?
3. What programmes and practices are in place to promote early literacy skills for preschoolers at the KNLS?
4. How are the roles of children’s librarians and parents/caregivers in early literacy development programmes at KNLS implemented?
5. What are the staff training initiatives for early literacy development programmes at the KNLS?
6. How are the training programmes for parents/caregivers on early literacy at the KNLS delivered?
7. What strategies can be used to enhance the provision of early literacy development programmes in the KNLS?

1.5 Motivation underpinning the Study

The researcher's interest has been inspired by the concerns raised by Strickland and Riley-Ayers (2006:1) that early literacy plays an important role in helping children develop early learning experiences that are linked to academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life. The US Department of Education and Child Development (2013:6) supports the idea that children who attend early literacy programmes and start out with optimal literacy foundational skills tend to thrive and grow academically, while children with fewer opportunities for early learning tend to struggle with education. The author further explains that alphabet knowledge, phonological awareness, oral language, and print awareness are all strong predictors of how quickly and how well children will read once they are exposed to formal reading instruction in lower classes and all these can be found in early literacy programmes in public libraries. The researcher's interest has also been inspired by the work she does on early literacy in the USA as children's librarian in public library.

It has been established that early literacy is a critical issue for the public libraries, parents and children. Despite the great importance associated with the early literacy development programmes, there is a paucity of literature on how the children programmes in the KNLS have impacted on the literacy of preschoolers.

1.6. Significance of the Study

The research study aims to explore and contribute to the improvement of early literacy programmes at the KNLS in Kenya. As a public library, the KNLS library plays a dual role as a public library and the national library for Kenya. The KNLS experience provides lessons and practices applicable in all other public libraries in Kenya and other countries in the region. It will also help researchers in gaining knowledge on early literacy programmes and skills for preschoolers as applied in public libraries. It will contribute to the growing body of literature on early literature research, more specifically in Kenya where little has been written on early literacy programmes for preschoolers in public libraries. The findings of the study have a potential of stimulating the reexamination of national literacy policy and attention on the importance of early literacy development skills. Based on the study results, it may be easy to recognise why some children struggle to read when they enter school. Similarly, this study may provide research on national assessment impetus for early identification and early detection of risk factors for literacy failure before formal instruction. Therefore, this study on early literacy

development programmes for preschoolers will contribute knowledge on the importance of early literacy skills to children and their families. This will provide lessons that public libraries can draw on the need to incorporate early literacy programmes for preschoolers.

1.7 Scope and limitations of the Study

The focus of the study and its limitations will be highlighted below.

1.7.1 Scope of the study

The study investigated 61 KNLS libraries located across 33 counties with an average of 1.8 libraries per county (Distribution in Appendix 3). The target population for this study constituted children's librarians/library assistants in the children's section and heads of branch libraries (managers) of the Kenya National Library Services (KNLS), selected from different county libraries. The research focus was on early literacy programmes and services for preschoolers. The study focused on parents, caregivers, children, heads of branch libraries and children's librarians.

1.7.2 The limitations of the study

The mixed method research (MMR) design adopted for this study requires much time, resources and expertise and may sometimes result in unequal evidence when interpreting the results (Opiyo, 2017:17). Halcomb (2018:1) emphasises that the mixed method research is more expensive and time consuming than any other method of research due to its duplicity content. Despite this limitation, the current practice of combining qualitative and quantitative has gained much prominence due to its greater utility and enormous potential for exploring complex issues inherent in literacy studies (Opiyo, 2017:17). Covid 19 also affected the study location running between March 2020 to January 2021 where the government had imposed movement limitations through inter county lockdowns. Moreover, the highly contagious pandemic caused limited respondents' access despite the use of the online survey monkey tool to collect data

1.8 Definition of Terms

1.8.1 Early Literacy refers to what children know relating to reading and writing before the actual process of learning how to read and write. This encompasses the development of the basis for reading in order to ensure that children are ready to learn (MacLean, 2008: 2).

1.8.2 Early literacy skills refer to the knowledge and attitudes towards reading and writing that develop before formal instruction (Purpura, 2011:658).

1.8.3 Preschool is used to describe activities regarding the care and education of children before they reach the age when they have to start formal school (MacLean, 2008: 2).

1.8.4 School readiness refers to the amalgamation of diverse skills that underpin school success, namely early literacy experiences, physical and mental health, social skills, playing well with others, as well as basic intellectual skills, inquisitiveness and eagerness about scholarship (MacLean, 2008: 2).

1.8.5 Mixed methods' is a research approach whereby researchers collect and analyse both quantitative and qualitative data within the same study (Shorten and Smith, 2017:1).

1.8.6 Public Library

A public library is an organisation established, supported and funded by the community, either through local, regional or national government or through some other form of community organization. It provides access to knowledge, information and works of the imagination through a range of resources and services and is equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, economic and employment status and educational attainment. (International Federation of Library Associations, 2021:15)

1.9 Outline of chapters

This thesis will consist into five chapters as outlined below:

Chapter 1 – Introduction: This chapter covers the conceptual settings, contextual background of the study, contextual settings, statement of the problem, motivation of the study, aim and objectives of the study and significance of the study and definition of terms.

Chapter 2 – Literature review: Chapter Two focuses on the literature reviewed from books, journal articles and Internet Resources, and the Theoretical Framework supporting the study.

Chapter 3 – Research methodology: This chapter provides information on how the research was designed and conducted and covers sections on the research method, study population, data collection techniques, data collection procedures and data analysis.

Chapter 4 – Data presentation, analysis and interpretation: This chapter presents an analysis of data from the questionnaires and interviews.

Chapter 5 – Discussion of results: This chapter discusses the findings from Chapter Four.

Chapter 6– Summary of findings, conclusions and recommendations: The summary, conclusions and recommendations of the study were covered by this chapter.

1.10 Summary

This chapter provided the context for the research study. The introduction highlighted the statement of the research problem concern leading to the research problem. The importance of public libraries and early literacy programmes for preschoolers was highlighted. The chapter provided definitions of key terms and ideas that underpin the study. The current state of early literacy programmes for preschoolers was also covered. The research problem and justification of the study were also covered in this chapter. The purpose statement and research objectives and questions were stated. The scope and limitations, key assumptions and ethical considerations were also highlighted. The chapter concludes with the summary of the research study.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The previous chapter, the study presented aspects relating to the background of research problem, the limitations and significance of the study and the study layout were discussed. The purpose of this chapter is to review the literature and the application of theory to be applied in research related to early literacy programmes for preschoolers in public libraries. Denney and Tewkbury (2012:218) describe literature review as a complete overview of earlier research done regarding a specific topic. The authors point out that literature review presents what is already known and reveals what is yet to be known. According to Arlene (2014:3), literature review is an organised method for identifying, evaluating and synthesising the information discovered in the literature associated with a particular research topic. This sets precedence for further inquiry into the phenomenon that the current proposed study will develop into. Gall and Borg (2007:98) state that the aim of the literature review is to acquaint the reader on current trends in the field with reference to what is already known and what is yet to be understood, finding potential gaps in literature that may point to possible research questions on problems or questions that a researcher plans to investigate.

According to Kombo and Tromp (2006), a literature review provides the researcher with insight into what has been done in the selected fields, identify its merits and demerits. It also provides the researcher with insight into the kind of extra data needed for the study. The above authors further point out that a review of literature allows the researcher to interpret and understand previous work to develop a significant problem; it exposes the researcher to broader reading and a variety of approaches for dealing with research issues and prevents duplication of efforts in scientific research.

The literature review of this study was guided by the objectives and research questions of the study.

2.2 Theoretical framework

Literature review reveals that there are a number of conceptual studies that have been conducted on early literacy. One of the most common examples is Vygotsky's (1978) sociocultural theory.

The study was guided by Vygotsky's sociocultural theory (1978) of learning which adopts a constructivist view of learning. The theory emphasises the interaction with the environment or social collaboration with others for the enhancement of the psychological development of the child. Vygotsky (1978) felt that the social environment was crucial in learning. He identifies two dimensions of learning which reveal that a child first learns through socialisation or inner psychology (through social interaction) and proceeds to the personal level or intrapsychological level (within the child). Therefore, this means a child first learns through socialisation before internalising this learning to his/her independent achievement. This is a process known as internalisation (Vygotsky, 1962).

Vygotsky (1978) further differentiates between learning and development by asserting that the former can lead to mental development, while the latter requires children to work together. This implies that learning is a prerequisite for personality development. The assistance and support from adults or more learned peers help a child succeed in an activity that would otherwise be difficult to perform. Vygotsky (1978) opines that learning happens in the zone of proximal development (ZPD). The zone of potential cognitive development (ZPD) can be referred to as the nexus between what is known by a child and the help the child needs from more knowledgeable people, for example knowledge or skills. Without guidance from someone else, it would be impossible for a child to act on their own accord. This is a skill that is over and above a child's capability. This phenomenon can be termed as the ZPD. It can be equated to a limbo where a child or student has reached the level of exploration and is cognitively prepared, but unable to fully develop a profound social interaction without assistance (Briner, 1999). An experienced person is needed to provide the necessary guidance to positively mould a student's evolution in the process of apprehending and comprehending complex skills and be able to circum-navigate the knowledge following Benjamin Brunner's three domains of learning, namely cognitive, psychomotor and affective domains. To support intellectual knowledge, facilitate intentional learning and instill the necessary skills for learners, strategies that can be used include scaffolding, discourse, collaborative learning and modelling. Engestrom (1996) strongly highlights the role of social mediation in human activity as it helps in narrowing down the interpretation of a concept during the learning process.

2.2.3 Application of the Theory

The current study focuses on public libraries and early literacy development programmes for preschoolers in Kenya. The library has for a long time provided early literacy programmes for children such as storytimes, storytelling, songs, craft and plays, among others (Goulding, Dickie, Shuker & Bennett, and 2014:2). Based on Vygotsky's sociocultural theory (1978), the social environment in this case is the library where children's librarians, parents, and caregivers participate in scaffolding learning among children. The child first learns by interacting with the adults and participating in activities at the social level both in the library and at home. Public libraries, in particular, provide opportunities outside the home for parents and caregivers and their children to enjoy the positive effects of reading, singing, writing, playing and spoken words (art of conversation), aided by the children's librarians who are experts in providing early literacy techniques. When librarians, parents and caregivers are actively involved in their children's early years of education, they learn effective ways to support their children's academic and socio-emotional development. Children are more likely to become better readers when their parents and caregivers read to them (Diamant- Cohen, 2007:4). These socio-cultural aspects can well be studied through the data of both qualitative and quantitative forms, thus informing the use of interviews and questionnaires respectively in data collection. This subsequently calls for data analysis methods that will accommodate both social and cultural aspects, and hence factor analysis for qualitative data and correlation and regression for quantitative data.

2.3 The role of public libraries in early literacy development

Public libraries play an essential role in their communities by prop up early literacy and learning programmes (Mankowski, 2012:1). Shrem (2012:2) emphasises that the role those public libraries play in early literacy development can't be overlooked, as library programmes, instructions and materials may offer the only opportunity children have for exposure to important skills before they enter primary school. Goulding (2014:2) suggests that public libraries goal to support preschooler to develop a love for books and to read with all the social, psychological well-being and education benefits that emanate from reading. Goulding further illustrates that public libraries provide important services and resources to achieve this objective, including the provision of diverse stock, spatial configurations that meet the needs of children parents and caregivers, knowledgeable and enthusiastic staff and the delivery of a variety of activities and programmes. Mclean (2008:1) concurs with Goulding (2014:2) on the idea that public libraries create inviting spaces for children to enjoy literacy-rich, hands-on

experiences in an interactive and caring environment. This concurs with the argument of Habermas (1991) theory on the public sphere which focuses on the influence of the space around human beings on learning experiences. According to Habermas (1991), human space either provides or deprives the opportunity to interact with the desired learning materials. MacLean (2008) further explains that public libraries have also provided tips for parents and caregivers on how to select and use appropriate materials for their children.

Public libraries are an ideal place for the development and implementation of programmes delivering early literacy resources and strategies to families as they are accessible and affordable, and their policy of inclusivity creates a safe and trusting community space (Harbison-Price 2017:5). Mankowski (2012) succinctly states that public libraries provide learning opportunities for preschoolers through library storytimes by:

- (i) introducing the six pre-literacy skills in a casual setting to support a joy of reading and learning;
- (ii) providing social opportunities that support emotional health and an opportunity to practise these developing skills in a non-threatening environment;
- (iii) actively involving parents and caregivers in their child's learning and education before the start of formal schooling;
- (iv) focusing on the child and caregiver working together to achieve learning success; (v) demonstrating a variety of books, songs, and interactive games that promote literacy in the library setting and at home;
- (vi) integrating music, science, math, and art into literacy and early learning programmes; and
- (vii) providing outreach storytime opportunities to bring books and materials into the home or childcare centre.

MacLean (2008:5) states that research shows that public libraries have a unique opportunity to promote early literacy through parental involvement by training the trainers. Libraries can help parents learn how to help their children develop literacy skills by providing training, information and support (MacLean's, 2008:5). ASL and PLA (2011:2) emphasise that public libraries should focus on educating parents and caregivers so that they can implement what they have learnt at home. The author explains that in this programme, parents and caregivers

learn why it is vital for children to be prepared to read. Public libraries help children to develop pre-reading skills thereby instilling the desire to read by inculcating a love of books and an enjoyment of reading. By providing access to both print and non-print resources, libraries can help children build their early literacy skills while enabling them to become familiar with the tools they will most likely be using in school (Diamant- Cohen, 2007:41).

2.4 Early literacy skills and practices for preschoolers

This section discusses early literacy skills and practices in public libraries.

2.4.1 Early literacy skills

Early literacy refers to the development of skills children need to transition from learning to read to reading to learn (Bender and Larkin, 2009:1). Spivey (2021:1) supports this by saying that early literacy is everything children should know about reading and writing before they can read or write. Public libraries provide early literacy programmes intended to inculcate a love for reading and a foundation for early literacy skills. Ward-Cameron (2013:1) emphasises that the journey to literacy starts as soon as children are born, and that early literacy establishes the foundation for future reading and writing success. Purpura (2011:658) describes early literacy as the skills, knowledge and attitude towards reading and writing that develop before formal instruction. Strickland and Riley-Ayers (2006:1) clarify that before children can learn to read, they must learn a range of early literacy skills, which include vocabulary, print motivation, print awareness, narrative skills, letter knowledge and phonological awareness. Learning these skills begins at birth and it has a long-term impact on children's reading, reading achievement and academic success. This has been supported by Herb (2001:1) who argues that the way a child talks, listens, thinks and learns are all formed before any school experience. The author states that the child's interaction with others resolves conflicts and solves problems; this is all shaped by early childhood experiences.

Shridhar (2018:1) explains that early literacy skills include letter knowledge, phonology and vocabulary, print motivation, print awareness, narrative skills and phonological awareness. These important foundation skills are the building blocks for learning to read and write. When children have been exposed to, or have most of these skills, they will benefit more from the reading instruction they receive when they enrol for a formal school than those children without such skills or no exposure at all (Shridhar 2018).

Research conducted by the National Institute of Child Health and Human Development (NICHD) (as cited by Harbison-Prince (2017:5), MacLean (2008:10), Goulding et al. (2014:2), Marks (2006:2) and Diamant-Cohen (2006:3) support that the six early literacy skills that are necessary for children to become fluent readers include: vocabulary, print motivation, print awareness, narrative skills, letter knowledge, and phonological awareness. Each of these skills is explained below.

2.4.1.1 Print motivation

Developing young children's appreciation for books and spurring their motivation to read is a fundamental goal for early literacy. The motivation to appreciate the print media is an overture for learning to read and a readiness to persist despite prevailing challenges while learning to read (Perterson et al., 2016:2). Children with print motivation love being read to, play with books and pretend to write (Spivey, 2021:1).

Ghoting and Martinez-Diaz (20013:10) support this by saying that when children feel comfortable handling a book, they can pay more attention to the process of learning to read and write once they start school. Perterson et al. (2016) argue that children who believe they are capable of reading and experience success and pleasure in participating in literacy activities are likely to outperform those who do not hold such beliefs and experiences. Lacy and Bergin (as cited by Larson (2015:100) advice that every storytime should support print motivation since it is a source of a child's interest and enjoyment of books. The author's further state that children experience the joy of books and stories and are encouraged to interact with books. Rippel (2021:2) emphasises that "children's experience with literature needs to begin with enjoyment". Opiyo (2017:68) argues that children who enjoy books and reading will be motivated to learn to read themselves. Conversely, children who have negative experiences with books and reading, eventually develop less interest in reading and less desire to learn. MacLean (2008:10) and Ohio Ready to Read (2021:2) advise that children's librarians can promote print motivation through preschool storytimes. Children's librarians can place story books in an area of the library where children and caregivers can easily access them. If children's librarians, parents and caregivers want children to love books, they need to teach children not only how to read books, but also how to talk about them.

In the light of the above, parents/caregivers should help children become comfortable with books by letting them handle the books, interact with the text and pictures. They can also

support their children by reading aloud which can significantly benefit them. Some benefits include cognitive development, improvement of language skills, preparation for academic success, developing a special bond with children, improvement of concentration and discipline, development of imagination and creativity (Children's Bureau, 2021:1).

Scholars have attempted to explain the role of motivation in reading development as a way of generating grounded arguments. Gambrell and Morrow (as cited by Opiyo 2017:69) argue that the motivation results from initial reading motivation or desire to engage in literacy activities which later culminates into sustained reading motivation. Gambrell and Morrow encourage parents to read with their children as often as they can with the knowledge that even a few minutes a day can make a difference. Print motivation is closely linked to print awareness.

2.4.1.2 Print awareness

This is another important foundational skill that should develop in preschool. Print awareness is simply the idea that spoken words are represented by written symbols. Rippel (2021:1) points out that children who have print awareness understand that print represents words have meaning and are related to spoken language. Print awareness has been defined by Gangi (2018:10) as the ability to interact with and think about written language. Print awareness is noticing print in the environment, knowing how to handle a book, and understanding how to follow the words on a page. Print awareness refers to children's knowledge about print, for example, knowing that developing an understanding that print on a page represents the meaning of words rather than pictures or other features of a book (Goulding, 2014:6). Rippel (2021) says children with print awareness are able to do things like holding a book correctly and understanding that books are read from front to back, and they also realise that sentences are read from left to right. As children grow and mature, they are introduced to and are engaged in more text experiences; this creates a shift in their attention from the pictures to the text. Children who are able to interact with and think about written language demonstrate print awareness. This ability leads to an understanding of the form and function of print (Carroll, 2013).

According to Ghoting and Martinez-Diaz (2006:14), print awareness refers to a general understanding of how print is used rather than to knowledge about specific letters. It encompasses understanding print components such as letters of the alphabet, the cover of a book, the book title, the letters, the numbers as well as the sounds (Whitehurst & Lonigan as

cited by Opiyo 2017: 65); the ability to quickly and accurately name letters is “a predictive factor for learning to read.” It extends to knowledge of conventions of print, such as left-to-right and top-to-bottom orientation of print, differentiating between a cover of a book and a page as well as recognising punctuation and spacing between words and sentences (Opiyo 2017). According to Ghoting and Martinez-Diaz (2006:14), print awareness includes the following:

“Awareness that print has a meaning. The knowledge that people read the text, not just look at pictures. Awareness of how to read a book right side up, starting with the first page continuing to the end. In English, the left page is read first and the text is read from left to right .. understanding that words are units separated by white spaces and that print is all around us.”

A child will begin to flip through books, from beginning to end, as well as right side up, and recognise the text by pointing to it as they read. MacLean (2008:10) supports this by saying that children's librarians should use books with pictures and be able to point directly to the words they are reading out to the children, showing left and right directionality as well as connections between words and sounds. Other examples of these skills include “differentiating pictures from letters, identifying the printed title of a book, and knowledge of letter names” (Carroll, 2013:.36). MacLean (2008:10) and Ohio highlight how children’s librarians can also promote print awareness through pre-school storytimes as follows:

- i. use big books and point to words as the story is read to show left to right directionality as well as connections between words and sounds;
- ii. explain the format of a book – cover, title, author, illustrator, dedication page;
- iii. show children and parents how to hold and share a book together; and
- iv. provide parents with handouts for rhymes, finger plays and songs so they can practise at home.

Parents and caregivers can also support their children at home by teaching the letters of the alphabet, telling stories, making signs, reading the mail and reading aloud. They can also help children to become comfortable with books by letting them handle books. This helps children know how books work and how to handle a book, which allows them to concentrate on learning how to read before enrolling for formal schooling (Ghoting and Martinez-Diaz 2013:99) and (Rippel 2021: 1).

2.4.1.3 Phonological awareness

Phonological awareness is defined as “the detection and manipulation of sounds at three levels of sound structure: (1) syllables, (2) onsets and rhymes, and (3) phonemes” (Gangi, 2018:16). The “distinctive units of sound” within a language are called phonemes (Vukelich et al., 2016:36). The terms phonemic awareness and phonics are often used interchangeably with phonological awareness. Phonological awareness is the ability to hear and identify the various sounds in spoken words. Phonological awareness relates only to speech sounds, not to alphabet letters, so it is not necessary for children to have alphabet knowledge in order to develop a basic phonological awareness of language (Carroll 2013 :26).

Ghoting and Martinez-Diaz (2006:12) describe phonological awareness as the ability to hear and play with smaller sounds in words, and this leads to an understanding that spoken words can be represented by written words. Larson (2015:100), in concurrence with Ghoting and Martinez-Diaz (2006:12) describes phonological awareness as the ability to distinguish the sounds that make up words and provide the tools needed to decipher words that are being read. Larson (2015) emphasises that this skill is supported by rhymes and songs, especially those that allow children to play with words and manipulate them, for example, puns or word play. Phonological awareness enables one to detect, manipulate or analyse the auditory aspects of spoken language (that is the ability to distinguish or segment words, syllables or phonemes) independent of meaning (Opiyo 2017:60). The author further explains that the journey toward phonological awareness begins with listening attentively to words, then organising sounds into simple categories (by ending and beginning sounds). It progresses further into understanding the concept of words, manipulation of the sounds (syllables) in words and finally hearing individual sounds (phonemes) in words.

Phonological awareness is the recognition of the sounds that make up words (Perterson, et al., 2016:2). The authors state that phonological awareness includes recognition of rhymes and syllable breaks as well as the ability to blend sounds (phonemes) to make words and to separate sounds in words. From the above discussion, phonological awareness is one of the important skills for literacy which should develop in early childhood. MacLean (2008:10) advises on how children’s librarians can promote phonological awareness through pre-school storytimes as follows:

- i. Play with words, clapping rhymes, playing games like Miss Mary and Pat-a-cake, songs, and poetry.
- ii. Sing silly songs by changing the first sound in some of the words, for example, “Bingle bells, bingle bells, bingle all the bay,” or “if you’re chappy and you chow it chap your chands”;
- iii. Play games that encourage children to identify words that begin with a specific letter sound, for example, say “I spy with my little eye; a colour that starts with /r/”; and
- iv. Emphasise particular letters or sounds in stories or activities

When parents are taking a walk, driving around, or in their home, talking about and making the sounds of different things, children listen and identify sounds. This is the same type of skill they will later need for sounding out words when they read (Ghoting and Martinez-Diaz 2013:125). The children's librarians should put a variety of books that emphasise rhyming and alliteration (e.g., Dr. Seuss repetitive books with predictable phrases). The books should be displayed before storytime starts so that parents and caregivers can take home those books that encourage children to reproduce sounds of different animals or things.

2.4.1.4 Vocabulary Development

Vocabulary means knowing the names of things and being able to label them, and it is a critical skill for children during the learning to read process (MacLean 2008:10). Parents and caregivers can help develop children's vocabulary by reading a variety of books and singing songs with them. According to Opiyo (2017:60), children’s vocabulary expands with positive nurturing relationships and opportunities that allow one-to-one responsive conversation with adults. This especially happens when parents and caregivers rephrase and extend a child’s words, model more complex sentences or vocabulary structure, encourage children to retell their experiences, describe ideas that are important to them and expose children to a variety of settings (Shonkoff & Phillips as cited by Opiyo 2017:60). MacLean (2008:10) and Ohio Ready to Read (2021:2) advise on how children’s librarians can promote phonological awareness through pre-school storytimes as highlighted below:

- i. Children’s librarians can draw or print out a picture, and write the corresponding word under it. The librarian can cut the image and word in half for toddlers to put back together. This supports phonological awareness and vocabulary.
- ii. Children librarians should talk in a simple way to build vocabulary skills. They can introduce a new word and talk about what it means and when/where we might say it or when/where we might hear it being said. They should introduce a new word that connects to a book, the librarian will read or give an activity that the children will do.
- iii. Colours, shapes, numbers and other concepts are all vocabulary that children must learn. Children librarians can ask about colours, shapes, and numbers whenever the occasion arises - during a programme or activity or when engaging any young library user in conversation. Children’s librarians can encourage parents and caregivers to talk with their children about colours, shapes, and numbers wherever they are: on the bus, in the library, playing with toys, or standing in line at the grocery store, etc.
- iv. Introduce new words and concepts and encourage children to use them.
- (v) Challenge children with both fiction and non-fiction stories.

Ghoting and Martinez-Diaz (2013:125) points out some ways that parents and caregivers can help children learn new words as they sing, talk, read, write and play together. The authors explain that the more words children know when they get to school, the easier it will be for them to both recognise words they are sounding out and understand what they read. Children learn words best as they explore the world around them.

2.4.1.5 Narrative skills

Gangi (2008:19) defines narrative skills as the ability to understand and tell stories that describe things and events. Perterson et al. (2016:2) describe narrative skills as the ability to recount activities of the day or to retell stories showing an understanding of the connection and relationships between events. The authors point out that in order to make sense of books and other narrative texts, children need to have both a large vocabulary and the ability to understand relationships, particularly casual relationships among events, characters and episodes. Ohio Ready to Read (2021:2) subscribes to the view that when children are encouraged to describe things and tell stories, “they strengthen their narrative skills and utilise the vocabulary they have read”.

Shridhar (2018:1) highlights that narrative skills help a child understand and tell a story and describe things, like what happened at the library, what happened in school or about a trip to the game park. The author advises that children's librarians, parents and caregivers can help strengthen the child's narrative skills by asking them to tell what is happening in a story or book, instead of always listening to them read. Larsons (2015) explains that children's librarians should provide puppets, costumes, toys or flannel boards to children so that they can create their own stories as a reminder. This helps to develop their oral language abilities.

MacLean (2008:10) advises on how children's librarians can promote narrative skills through preschool storytimes as follows; (i) provide puppets, costumes, toys or flannel boards so children can create their own stories or act out stories shared during storytime activities; and (ii) encourage children to tell you what they think the story will be about or, ask for a review of what happened in the story. Swampscott Public library (2021:3) supports that parents and caregivers can build narrative skills by asking their children to recount what happened during the day. If they took a trip to the zoo, what they saw, their favourite part, what they would like to do in their next trip or what they do not like. French (2013:1) and Swampscott Public library (2021:3) advise parents and caregivers of what they can do to develop narrative skills by:

- i) naming things (both real and pictures in books) and description;
- ii) telling stories to their children, they learn how a story is told;
- iii) letting their children tell them what is happening or something that happened (two or three things in a row; and
- iv) letting children draw and tell you what is happening in a picture.

2.4.1.6 Letter knowledge

In order for someone to become literate, they need both knowledge of the language and an understanding of the text systems and symbols. Language letters are used to represent written or spoken sounds (Gangi, 208:19). Rhode (2015) states that "letter knowledge consists of being able to recognise and name letters, identify the sounds of letters, produce the letters, and match text letters with their sounds." Research has shown that letter name knowledge is one predictor of later reading success (Rhodes 2015),

Ghoting and Martinez-Diaz (2006:14) explain further that letter knowledge involves knowing that letters are different from each other, that the same letter can look different, and that each letter has a name and is related to a specific sound. According to MacLean (2008:10), letter knowledge teaches children that individual letters have unique names and sounds. As such knowledge of and familiarity with the visual shapes of the individual letters are important prerequisites to early decoding, spelling ability, letter reading and writing achievement (Opiyo 2017:66). Opiyo (2017) states that this can be built and enhanced by a variety of book interaction activities such as naming the letters loudly as the librarian points at them and using picture books to illustrate the meaning. Ghoting and Martinez-Diaz (2013:30) posit that to help build children's letter knowledge, it is important to remember that letters are abstract concepts, and particularly in English, they do not consistently correspond to a particular sound. The authors advise children's librarians that rather than doing "letter" storytimes in which a letter is a theme, it is best to talk about letters by organising storytimes around topics of interest to children and then talking about the letter in the context of the theme.

Larson (2015:101) argues that librarians, parents and caregivers can build on the above-mentioned six literacy skills by focusing on the five practices that were discussed in the preceding paragraph. MacLean (2008:10) points out that children's librarians can promote letter knowledge through preschool storytimes as follows:

- i. By singing the alphabetical songs together. Practise starting at different letters.
- ii. The librarian can use activities that help children recognise both lower and upper cases.
- iii. Begin to encourage an association between letter names and the sounds they make.
- iv. The librarian can create letters of the alphabet with building blocks or form letters with play dough.

Playing and talking with children can support learning about letters and this can even be done by children's librarians, and also it can be done by parents and caregivers at home. Many letters look alike, so helping notice things that are alike and different is a first step towards helping them recognise similarities and differences in letters. Knowing letters will help children decode, or figure out words, once they are reading (Ghoting and Martinez-Diaz 2013:131). The authors emphasise that marching games on a flannel board, talking about similarities and

differences in an illustration, and comparing what one character looks like in two different illustrations are all supportive of building letter knowledge in storytime.

It is important that a child is able to have more than a simple knowledge of the letters (i.e. only being able to recite the alphabet song). A child needs to become comfortable with the letters of the alphabet and be able to identify the letters in different fonts and type cases, as well as handwritten letters and this can be supported by the librarians, parents and caregivers.

In the light of the above, they can build on the above six literacy skills by focusing on the five practices that were discussed in the preceding paragraph.

2.5 Early Literacy Practices

Larson (2015:101) notes that librarians, parents and caregivers can build on six literacy skills which are: vocabulary, print motivation, print awareness, narrative skills, letter knowledge and phonological awareness. This is possibly achieved through focusing on five practices that by their nature include key skills. According to ASL and PLA (2011:2), the five practices are singing, talking, reading, writing and playing. Larson (2015:101) demonstrates that this approach to early literacy programmes shifts the focus from the resulting skills to the activities that develop those skills. This also recognises the overlap between skills that are enhanced through various actions and activities. The five practices are explained in the next section.

2.5.1 Talking

Talking with children is key in developing their oral language and cultivating their ability in each of the early literacy components. Children effectively learn language by listening to their parents, caregivers and others around them (Ghoting and Martin-Diaz, 2013:15). The authors point out that parents and caregivers who use a lot of gestures in communicating with their children will see their children's language increase at a more rapid rate than those who do not. Larson (2015:101) argues that storytime activities that encourage children to participate in telling the story or talk about what they heard encourage early literacy.

2.5.2 Singing

Larson (2015:101) states that children's librarians, parents and caregivers can help children develop vocabulary by singing songs as singing is a wonderful way to learn about language; they can also play with the words in a song to tell a story. Ghoting and Martin-Diaz (2013:19) clarify that singing helps preschoolers develop phonological awareness because words are

separated into syllables in music, often with different notes for each syllable. This clarifies that singing also slows down the pronunciation of words, which makes each part of a word easier for preschoolers to hear. Larson (2015) supports the above-mentioned idea by arguing that there is a direct link between music and phonological awareness because music is broken into smaller sounds.

2.5.3 Reading

ASL and PLA (2011:2) view reading as the single most important activity that helps children prepare to read; reading together increases vocabulary and general knowledge. The underlying point is that reading and writing represent spoken language and thus serve as a medium to pass information. Larson (2015:101) explains that reading is often mentioned as a single most important activity that anyone can do with preschoolers to help prepare them to be successful in school. Larson argues that his studies show that there is a correlation between the availability of books and a print rich environment, the amount of time spent reading to children, and how often children play with books (pretending reading) and being a proficient reader. Ghoting and Martin-Diaz (2013:19) opine that research has shown positive correlations between how often parents read to their children and three key early literacy measures - alphabetic knowledge (knowing the letter names and their sounds), early reading (children are helped to sound out and blend letters of familiar words), and invented spelling (children are asked to spell words to the best of their ability). Evidence has shown that these three skills can reliably predict a child's success in reading at school.

2.5.4 Writing

Moreover, many children learn literacy skills through all types of writing activities, including the simple use of a pen and a paper. Writing may just be scribbling for preschool children, but this supports the development of fine motor skills as children begin to understand the connection between symbols and sounds that create words (Larson, 2015:101). The Russian psychologist Lev Vygotsky (as cited by Ghoting and Martin-Diaz 2013:21) proposed that drawing and writing are precursors of reading. The argument is that when children draw or scribble on paper, they use symbols as a way to express ideas and thoughts.

2.6 Public library programmes

Public libraries have traditionally offered preschoolers with early literacy programmes and services through storytimes, storytelling, craft time, and parents' and caregivers' programmes. According to Diamant-Cohen (2017: n.d), these programmes offer wonderful opportunities for promoting early literacy skills for preschoolers and creating positive associations with books while showing parents how important these skills are and how to reinforce them at home. Marks (2006:2) is of the view that these programmes offered by the public library endeavour to help children build pre-reading and writing skills while helping parents and caregivers to learn methods for engaging children in such activities (U.S Department of Education, 2020).

While there is much variety in local library programmes throughout the public libraries, there are several elements common to most children's services, as well as some general trends. Some programmes that are popular for preschoolers in many public libraries include reading aloud, storytelling, films, puppet shows, arts and crafts, and reading programmes.

2.6.1 Storytime

Albright, Delecki and Hinkle (2009:13) indicate that the historical version of storytimes was created in the 1940s to expose children to books and foster a love for books, to socialise with peers and facilitate a child's adjustment to the learning experience. The aim of public libraries is to encourage young children to develop a love of books and reading with all the social, psychological, well-being and education benefits this brings. Up to now, storytimes continue to focus on supporting children's early literacy skills (Albright, Delecki, and Hinkle 2009). Campana et al. (2016:370) state that while libraries may offer a myriad of children's programmes, storytimes are programmes that are commonly and consistently peculiar in most public libraries. Ghoting and Martin-Diaz (2006:18) add that storytimes remain warm and inviting activities that open the world of books to the children. Children's librarians are now offering storytimes by using a wide range of media that include DVDs, rhymes, musical instruments, flannel board characters, stuffed animals, picture books, songs, poetry, finger plays, puppets craft and other props. These activities not only help to enhance various types of learning, but also create fun in early literacy stages (Albright, Delecki, and Hinkle (2009:14). Larson (2015:97) points out that in order to be ready to learn, and be ready for school, preschoolers need to know the alphabets by heart, recognise letters, have a good listening and speaking vocabulary, and be able to comprehend the stories they hear, including being able to predict action, make connections between the story and their own lives or other stories they

have heard, and answer simple questions about the story. Larson (2015) clarifies that other school readiness skills, such as using scissors and tracing shapes, and being able to follow simple instructions, are also developing through storytime activities.

According to Goulding et al. (2014:2), most public libraries' preschool storytimes are usually scheduled in a weekly slot; storytimes generally run for about 30-45 minutes long, although some allow extra time at the end for craft or shared reading and browsing for books. Larson (2020:97) explains that ritual begins with setting out mats, putting on name tags, welcoming songs or rhymes or interaction with puppets. There are many elements that can be included in storytimes that include storytelling.

2.6.2 Storytelling

Storytelling is a long-standing tradition in public libraries. Storytelling should not to be confused with story reading. True storytelling, based on the oral tradition, involves telling a story from memorising a story and knowing it so well that it is presented in a theatrical way without reading or showing illustrations. Some tellers memorise their stories, others memorise the characters and events (Chisita 2011:7). Larson (2015:112) reveals that public libraries sometimes hire professional storytellers, although they are probably best reserved for programmes for older children and families. The author explains that preschoolers can pay attention to dramatic telling for short periods, but most are not able to focus for a full storytelling concert. Librarians who are interested in storytelling can successfully short stories, especially fairy tales or other stories that may already be familiar to preschoolers as one element of a storytime (Agosto, 2016:1).

2.7 The role of children's librarians, parents and caregivers in early literacy

Children's librarians offer wonderful opportunities for promoting early literacy programmes intended to inculcate the love of reading and the foundation for early literacy skills

Mankowski (2012:5) indicates that librarians conduct storytime with parents and caregivers present, and in this way, the caregivers and the children learn simultaneously hence taking the learning experience beyond the library. They also encourage parents and caregivers to reinforce early literacy skills through activities at home that will help to develop the skill that portends success when children begin to read (Ghosting 2005:5). Albright, Delecki and Hinkle (2009:14) contend that "development of a love of reading is dependent, to great extent, on exposure to books in early childhood". The above authors further state that a "child who finds

himself in an environment of books and is encouraged by an interested person to read books, will come to realise what wonderful companions books can be to him/her.” Rankin (2016:1) emphasises that parents and caregivers are a child’s first teachers and reading role models for their children and, therefore, they are the most influential factors in a child's education development. Separately, Morrow (cited by Opiyo, 2017) supports this in a statement that parents are the first teachers that children have, and they are the children’s longest period teachers. Albright, Delecki and Hinkle (2009:16) point out that “the parent is the child's first teacher and the librarian is the parent’s first literacy coach”. Pratt et al. (2016: 69) state that when families are actively involved in their children’s early education, parents/caregivers develop the knowledge and skills to support their children’s academic and socio-emotional development.

More and more literacy promotion reports provide substantive evidence that the process of assisting children in acquiring early literacy skills begins early in life and includes parents and other primary caregivers (Opiyo, 2003: 83). Opiyo further reports that parents who are aware of their role in a child's learning and are informed about best practices can become proactive in taking the early steps that provide children with ‘a smart start’ in schooling. In his study, Wedvic (2010:3) found that when parents performed shared reading with their children, the latter increased early literacy skills. This was associated with the encouragement of parents and other authority figures in early literacy skills that are crucial in the development of these skills. Children’s librarians and other library staff can consider a variety of ways to communicate information associated with early literacy to parents in addition to the verbal explanation commonly offered during storytime programmes. They can use bulletin boards and website displays to take home information, from opportunities for mini-workshops with refreshments immediately following storytimes to inviting parents/caregivers to play a role in programmes (McKend, 2010:14).

2.8 Training Children’s Librarians

Public library offers storytime sessions through the use of multimedia resources including craft, storytelling, DVDs, rhymes, musical instruments, flannel board characters, stuffed animals, picture books, songs, poetry, finger plays, puppets and other props. However, library staff’s enthusiasm, educational background and materials available to them all influence the outcome of the programme (MacLean, 2008:7). MacLean adds that studies have shown a significant relationship between the professionalism of the library staff and acquisition of early literacy

skills and library programming. McKend (210:16) suggests that library staff members may appreciate training so that they are well equipped to teach the community organisations and partners about pre-literacy skills and about selecting and showing books for preschoolers. Pratt et al. (2016:75) point out that librarians are not experts in child development and parenting and require ongoing training and support to communicate this knowledge in a storytime setting to parents and caregivers. The author emphasises that public libraries should provide children's librarians with extensive resources to help in developing and presenting early literacy training workshops for parents and caregivers of preschoolers as well as strategies for inserting early literacy tips into storytime programmes.

2.9 Training Parents and caregivers in early literacy

Public libraries should provide workshops and seminars for parents and caregivers in order to develop interactive literacy skills which will capacitate the parents and caregivers for preschoolers (ALSE and PLA, 2011: section III-1). Children's librarians should also attend workshops to learn more about early literacy research, and how to conduct specific classes for parents, preschoolers and caregivers, and related seminars and training. Through these programmes, librarians, parents and caregivers will help preschoolers to build on early literacy skills (ALSE and PLA, 2011:10). Such information is commonly discussed in workshops and seminars and it is intended to inform, assist, and inspire parents, caregivers and librarians as well as anyone who would like to become more knowledgeable about promoting early literacy skills amongst young children. In light of the above, public libraries should organise such workshops and seminars to support parents and caregivers to recognise the role of early literacy for preschoolers.

2.10 Challenges and suggestions for early literacy development programmes in public libraries

The need for training of library staff and library funding are among the challenges children's departments are facing.

2.10.1 Funding

There are many public librarians who have been forced to retire because of clashes with the administration over how much funds should be allocated to the children's departments. Funding will always be the "big challenge" for libraries (Ouda, 2015:43). Kniffel (2009:1) notes that the shrinking budget impacts everything, from library programmes, staff, collections, equipment and facilities. Budget cuts have created a culture of fear in the public libraries, thus

affecting the hiring of new staff. This scenario has resulted in an inability to pursue desired programmes and resources due to lack of funds. The library will conquer every challenge put before it if it has enough funding to acquire the necessary resources (Ouda, 2015).

2.10.2 Training

Children's librarians are expected to be experts on many topics and, therefore, they must continue to seek and share new information in order to realise professional growth. Continuous Professional Development (CPD) and continuing education (CE) can help prepare children's librarians and their assistants for advancement in the field of children's department. Jacintha (2012:2) notes that the training of library staff enhances productivity and is key in creating a strong and productive workforce. Training should target the development of proficiencies and competencies that enable children's librarians to understand children's learning requirements.

2.10.3 Suggestion

Larson (2015:171) and ALSE and PLA (2011: section II-1) suggest that in order to overcome some of the challenges, the children's public library should consider the following factors:

- transform the library into a hub for the community where the parents and children gather for countless activities and programmes;
- provide information material in an array that suits all different ages; and
- organise workshops/seminars for library directors and other administrative staff, youth services staff and others who may be involved in planning for early literacy programmes.

The library should also organise workshops for parents, caregivers and their children. Such initiatives will help parents and caregivers understand that the children need help in order to get ready to read. Parents and caregivers will appreciate the importance of developing early skills.

2.11 Summary

Early literacy programmes are indeed an important necessity for preschoolers; early literacy plays a key role in enabling the kind of early learning experiences that research confirms are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life. This chapter has discussed the role of public libraries in early literacy. The chapter has identified early literacy skills, practices, programmes, the roles

of children's librarians, parents and caregivers training, and challenges of early literacy development programmes. The literature review has helped to determine the importance of early literacy programmes for preschoolers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Methodology

This section describes the methodology used in the study. It covers the research philosophy, research design, the target population, the type of data collected, sampling frame, sample and sampling techniques, data collection instrument, data collection procedure, pilot test, validity and reliability of the instruments, and the data processing and presentation. Lastly, the data analysis techniques used are discussed.

3.2 Research Philosophy

The word paradigm was first used in 1962 by an American philosopher Thomas Kuhn to imply human thinking aligned to philosophy. Paradigm has its origin in Greek; it means 'pattern'. Mackenzie and Knipe (2006: 193) describe a paradigm as a researcher's 'worldview' of his study. This forms the basis of the school of thought whereby shared beliefs help in the conceptualisation of the collected research data. In their reference to Lather's (1986) work, Kivunja and Kuyini (2017: 26) explain a paradigm as a reflection of a researcher's belief about the world we live in constituted of the principles that govern the world and how this is interpreted. This means that a paradigm plays a role of a lens to researchers in relation to the world. It is the methodological aspects of which this study was adopted entailing the methods including data analysis.

There are four research paradigms widely used in the description of the research methodology; these are positivism, constructivism, critical theory and realism (Bahari 2010:22). In the positivism paradigm, knowledge is statistically generalised to a population through the statistical analysis of observations (Rehman 2016:53). In the constructivism paradigm, research findings are related to individual views of the world and their multiple constructed realities. Kumar (2000:21) states that the constructivist approach is one of the methods of handling the qualitative questions in social sciences. Social sciences recognise that the subjectivity of the researcher has a complete role in the entire research process. However, subjectivity does not imply bias as the former is allowed unlike the latter.

The third paradigm is the critical theory paradigm whereby knowledge is generalised by its appropriateness to the subjective conventions of society. The Critical Theory paradigm is a traditional research approach developed at the Frankfurt School by Horkeimer, Adorno and

Marcuse (1930s). The work of the three scholars was an elevation of the schools of thought postulated by Weber, Kant, Marx and Hegel in 1923. This paradigm is guided by the concept of historical ontology which relies on the belief that reality exists, and this cannot be compromised (Kincheloe & McLaren, 1994:139). However, reality is shaped by cultural, social, economic and political forces that have lived in a given group of people for a period of time and are now considered as natural. In another approach, subjectivist epistemology states that what we know is inevitable. The realism paradigm was based on the concept that knowledge is generalised by analytically showing empirical findings nested within theories (Bahari, 2010).

This study employed both the positivism and constructivism paradigms. According to Bryman (2004:34), the positivist approach qualifies to be called a systematic approach. The paradigm is known for its association with quantitative research techniques which suits the current study. While the positivist approach is common in physical sciences and medicine, it is hardly applied in social and behavioural sciences. This makes it an opportunity to apply the approach to the current study which has a social science focus.

Grinnell (2001:241) indicates that positivist paradigms are adopted for almost all empirical organisational studies. In positivist paradigms, the organisational phenomena are observed and described from an objective viewpoint without interfering with the organisational phenomena being studied (Rubin and Babbie, 2011:4) which is the concern in the current study where the library service and programmes were studied without interfering with either. This study, therefore, adopted the positivist paradigm as it based its investigations on empirical organisational studies. The paradigm is justifiable because of the independence of the researcher and suitability of the investigation to the organisational phenomena (Rehman 2016:53).

In this study, the positivism paradigm was also chosen for this study because the study is mainly concerned with a quantitative research approach, although the qualitative approach was used to some extent to support quantitative results. The positivist approach used a quantitative methodology first to allow the use of predetermined instruments to collect data that were statistically assessed (Creswell 2009:32). The use of quantitative approach was considered as appropriate and justifiable because the study was designed to summarise research findings using descriptive statistics, to explore possible associations between variables for each

construct and between constructs as well as the influence of one construct on another construct using Equation Modeling (Malkanthie, 2015:1).

Until the 1960s, a positivist approach to research was thought to have been the only method of conducting a study (Major, 2017). However, Bryman (2004) posits that many researchers prefer a mixed approach where they combine qualitative and quantitative approaches as a way of improving credibility. This is the rationale behind the involvement of the constructivism paradigm where the method of handling the qualitative questions is used in social sciences. Through this mixed approach, the current study entailed qualitative interviews to identify unobserved heterogeneity in quantitative data as well as previously unknown explanatory variables and miss-specified models (Sargeant, 2012:1-3). Lincoln and Guba (2000:19) and Rehman (2016:70) from both the postpositivist and postmodernist sides argue that the qualitative continuum is an inductive approach to develop and test theories deductively via quantitative models. They find qualitative research as an appropriate inquiry that gives the researcher a chance to attain ‘a glimpse of the world’ the way it is. This is in tandem with the search of the current study which aims at finding out the real picture of the early literacy programmes that influence children’s literacy skills.

3.3 Descriptive Survey Research Design

A research design is an overall strategy and plan which a researcher chooses for use in integrating the entire study components into a coherent and logical manner. The descriptive research design was utilised to to investigate early literacy program. This enabled the researcher to effectively address the research problem by checking the desired blueprint of variable measurements and data analysis (Cresswell, et al., 2003; 46). A research design is also needed to define the target population and the type of data to be collected for the study. It also helps to connect research questions or hypotheses to the data and it articulates how the research hypotheses shall be tested and research objectives realised. Therefore, a good research design is crucial if a quality research report is to be produced (Aguinis, et al., 2009:69). In essence, the research design has to articulate the research questions, identify relevant data, determine data collection methods and select the methods by which data were analysed and verified.

Apparently, it is the research problem that dictates the type of design to be used (Kothari,2014:6). Owing to the current study problem of the KNLS and early literacy development programmes and services for preschool learners, the descriptive survey research design was utilized to investigate early literacy programmes for preschooler at KNLS. The

rationale for the choice of descriptive design is to establish a clear link between the study variables, namely library programmes and practices, role of children's librarians, staff training adequacy and training for parents against the development of the early literacy skills. This is in line with the positing of Cooper and Schindler (2011:160) who argue that descriptive research designs create a link between variables of a phenomenon. The descriptive survey design was used in the research as a way of describing the existing achievements, attitudes, behaviours and other characteristics of the preschoolers at the KNLS. These aspects are measured in both qualitative and quantitative forms which conform to the selected mixed research approach. According to Kothari (2014:6), the descriptive survey design is a plan that helps to describe, clarify and interpret factors and variables under a given study and thus the study helped in describing the association of early literacy development programmes and the achievements of the preschoolers. The descriptive design gave room for the various stakeholders to express their views in an open and undermined manner which is a justification for the employment of the descriptive design.

This design is more practical as it gives the conditions prevailing at the time of the research. Based on the positivism and constructivism paradigms, the design has a close association with observational studies; it is more advantageous because it is not limited to the observation method as a data collection instrument (Fox and Bayat, 2007, p. 45). The adoption of the descriptive survey research design implies that the current study was not limited to a given data collection instrument. In addition to this, the design is credited as an effective plan and structure to analyse non-quantified phenomena which included early literacy skills; it gives room to observe library practices phenomenon in the natural environment; it integrates qualitative and quantitative approaches to research; and it takes less time compared to quantitative experiments.

3.4 Target population

Marshall and Rossman (2014:114) describe a target population as a group of people, items or objects to be investigated under a selection based on common characteristics. The target population for this study constituted children's librarians/library assistants in the children's section and heads of branch libraries (managers) of the Kenya National Library Services (KNLS), selected from different county libraries. According to the KNLS (2019), there are 61 KNLS libraries located across in 33 counties with an average of 1.8 libraries per county (Distribution in Appendix 3). There is an average of three children's librarians/library assistants

in each branch, and one head of each branch (KNLS, 2019). Thus, the target population was 244 respondents consisting of 183 (from 61 branches,*3 average librarians per library) children’s librarians/library assistants and 61 heads of branch libraries.

Table 0.1 Target Population

Subject	Source	Number	Percent Arithmetic	Percentage
Head of branch libraries	61 branches	61	$(61/244)*100\%$	25.00%
Children’s Librarians/library assistants	61*3 average librarians per library	183	$(183/244)*100\%$	75.00%
Total		244		100.00%

3.4.1 Sampling Method

In research studies, a sample is a small representative part of the target population that is scientifically selected for the actual study and whose results are generalised to the parent population. Trachim (as cited by Ouda, 2015:50) explains that, “sampling is the process of selecting a sample from the population, where a sample is a subset of the population whose properties are to be generalized to the population”

3.4.2 Sampling procedure

Given the small target population of 244, the study used the census approach to involve all the subjects highlighted in Table 1. This was also on the rationale of the expected response rate of about 50%. Thus, the participants consisted of all the 61 branch managers and 183 children’s librarians/library assistants.

The census method is a technique in which each and every item in the population is considered in the data collection process (Gay, 2009, 43). While the items or the target population objects including the heads of branch libraries and children’s librarians/library assistants are spread across the country, all form the specific participants that form the complete set of interest in the study of library practices and literacy skills among preschoolers.

Researchers have identified the major advantage of the census method as being accurate because each and every unit of the population is used in the investigation prior to making conclusions about the population (Gay, 2009, 44; Kothari, 2014, 16). Consideration of more study subjects implied more data were collected hence the improved degree of correctness. The census method also enabled the collection of separate data for each unit (heads of branch libraries and children's librarians/library assistants). This is described and based on the heterogeneity of the population under study (Saunders, Lewis and Thornhill, 2011:150). Thus, through the census method, the study on the development of literacy skills through library programmes and practices avoided sampling errors which are known for sampling methods.

3.4.3 Sample size

Sample size is a number of sample units a researcher selects for data collection. A sample can be composed of people, animals or anything that is being evaluated. Ellen (2012:1) explains that a sample size is a small percentage of population that is used for statistical analysis.

According to the KNLS (2019), there are 61 KNLS libraries located across in 33 counties with an average of 1.8 libraries per county (Distribution in Appendix 3). There is an average of three children's librarians/library assistants in each branch, and one head of each branch (KNLS, 2019). Thus, the sample size was 244 respondents consisting of 183 (from 61 branches,*3 average librarians per library) children's librarians/library assistants and 61 heads of branch libraries. The study used the census approach to involve all the subjects highlighted in Table 1

3.5 Data Collection instruments

Kothari (2014: 6) defines data collection as a means by which information is obtained from the selected subjects of an investigation. The study used both qualitative and quantitative data. The primary data were collected using a structured questionnaire administered to the staff working at the children's section, while the interview guide was subjected to the heads (managers) of branch libraries. On the other hand, secondary data were collected by analysing the library reports on attendance and the programmes available at the library for the children as indicated in **Appendix 4**

3.5.1 Questionnaire for children's librarians/library assistants

The questionnaire was structured according to the specific objectives of the study. The questionnaire was structured with a fixed set of choices and some few unstructured questions

aimed at giving the respondents an opportunity to respond in their own words (Cooper and Schindler, 2011:337).

Closed-ended questions provided the researcher with standardised data that could be presented in an appropriate format that provided quantified and comparative data. It provided pre-coded data which were analysed easily and gathered data that tended to be reliable and valid. The questionnaire focused on six main sections according to the objectives of the study. The items were carefully designed to elicit the right responses. The filling of the questionnaire was by assistance from the research assistants to ensure that the right information was obtained. This also reduced the level of questionnaires which were not returned.

The study used an interview guide to validate the responses obtained through questionnaires given that they provided in-depth information not possible to get through questionnaires. This minimised confusing the questions since the interviewer clarified the questions and took advantage of the flexibility of the interviews. Interviews played a critical role in revealing the experience of the respondents. Not only do interviews give the interviewer the room for further probing that yields in-depth information, but they also complement where the questionnaires were limited.

For more insight in the data collection process, the interviews provided the advantage of the interviewers probing for more precise details (Kothari, 2014:16). The researcher also sought to confirm some of the information collected from the primary data by carrying out an analysis of existing data. This allowed for more reliability of the information obtained by facilitating triangulation (Khan, 2014:298).

3.5.2 Interview Schedules for heads of branch libraries

Kothari (2004) defined an interview as a tool which provides a chance to know a person's mind and thus enables measuring what one knows. This goes beyond to include what a person likes in aspects of both values and preferences, a person's attitudes and beliefs. In the current study, the interview guide was used to solicit data from the heads of branch libraries. The data obtained was unique with aspects that corroborate responses obtained through questionnaires. (Saunders, Lewis & Thornhill, 2011:120). The study employed structured interviews with open-ended questions to gather qualitative data. The interview assisted the researcher in getting personal views about the library practices and their influence on literacy skills among the preschoolers. The interview guide was designed with a set of items aligned with the study

variables including library programmes and practices, the role of children's librarians, staff training adequacy and training for parents against the development of the early literacy skills. Interviews were appropriate for this study as they gave the researcher a chance to probe the heads of the libraries and thus collect data on their attitudes and beliefs in relation to the development of early literacy skills.

3.5.3 Document Analysis

Cohen, Manion and Morrison (2000:198) define documents as records of events or processes. Creswell (2005:132) posits that documents consist of private and public records that qualitative researchers use. The records included journals, newspapers, diaries, minutes of meetings and letters. The sources provided valuable information that was critical for researcher's understanding the phenomena that are central to qualitative studies. In the study, newspapers, journal articles, textbooks, pamphlets, and policies were used to provide information on early literacy development programmes for preschoolers and programmes and practices that help to promote early literacy skills for them as indicated in **Appendix 6**.

3.5.4 Pilot Testing of Data Collection Instruments

Saunders, Lewis and Thornhill (2011:125) view pilot testing as a process that helps the researcher to check out on the workability of the research instruments. For high precision pilot studies, 1% to 10% of the sample should constitute the pilot test size. In order to assess the validity and reliability of the questionnaire and interview schedule, a pre-test and pilot survey were conducted. The pre-test consisted of first revision of these instruments with the supervisors to guarantee suitable coverage of the domain of each construct. A pilot survey was then performed to test the reliability of the research instrument which made it possible to modify or delete certain items.

The piloting was carried out at Narok public library which the researcher knows well. The Narok public library is located approximately 152 kilometres west of Nairobi along the Great Rift Valley. Narok town is the major commercial centre cum capital of Narok County. With a population of around 40,000 people (Kenya National Bureau of Statistic 2019 census), Narok is dominated by the Maasai community popularly known for pastoralism with low school enrolments among children. This made it suitable for studying the children's use of the national library to develop literacy skills. The purpose of pilot testing was to establish the accuracy and appropriateness of the research design and instrument and to provide proxy data for selection

of a probability sample. The pilot testing findings of specific subthemes are as presented in the sub-sections below.

3.5.5 Validity of the research instruments

Validity is defined as the degree to which a given research instrument will be limited to the variable it is supposed to measure. Validity has three dimensions: the form, the purpose and the targeted population. In the current study, validity of the questionnaire was assessed through the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) test which was computed using SPSS version 24. The results for the analysis are presented in Table 3.2.

Table 0.2 Kaiser-Meyer-Olkin Measure of Sampling Adequacy Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.543
Bartlett's Test of Sphericity	Approx. Chi-Square	53220.872
	Df	92
	Sig.	.000

Table 3.2 shows a KMO statistic of 0.543 with df of 92 at significance level of 0.0001 which is more than the recommended threshold of 0.4 (Saunders, Lewis and Thornhill, 2011:125). The KMO value was considered adequate to infer validity of the questionnaire.

Tests on content validity were verified through the associated theoretical literature so that the unnecessary and ambiguous items were clarified while the inadequate elements were enriched. Some of the unnecessary test items of the instruments were modified for improvement while others were removed, and more relevant ones added. Experts in the area of library management were consulted and requested to judge each item in the questionnaire either as Relevant (R) or Irrelevant (IR). The Content Validity Index (CVI) was computed using the formula below:

$$CVI = \{(TR1+TR2)/2\} / \text{Total Items}$$

Where:

$$CVI = \text{Content Validity Index}$$

TR1 = Total items marked as relevant by 1st Expert

TR2 = Total items marked as relevant by 2nd Expert

Machuki (2012) suggests that if the Content Validity Indices for the research instrument is greater than 0.5, then it implies that it is Valid.

The responses resulted in the following statistics.

Total items marked as relevant by 1st Expert, TR1 = 44

Total items marked as relevant by 2nd Expert, TR2 = 47

Total Items = 58

Thus, Content Validity Index, $CVI = \{(44+47)/2\}/58$

$CVI = 0.7844$

With this level of Content Validity Index, the combined items in the interview schedule and Focus Group Discussions (FGDs) guide were deemed to bear sufficient validity level because the $CVI = 0.7844$ was above the validity threshold of 0.5.

3.5.6 Reliability of the research instruments

Reliability of a research instrument can be defined as the degree to which a given instrument will yield consistent results in repeated trials or measures (Khan, 2014:298). The researcher ensured that the test items were clearly framed to avoid ambiguity and bias. The reliability was enhanced through the use of sequential order of the questions in line with the study objectives, having the minimum possible number of open-ended questions, and design independent and mutually exclusive response scale. While this was intended at ensuring highest possible accuracy of the data, demographic profiles of the respondents were included to cater for clear distinction among the respondents (Cooper & Schindler, 2011:337).

The research instruments were further subjected to a panel of experts to assess if they captured all the items they were intended to measure, and their expert opinion was incorporated to ensure face validity. This study also used both construct and content validity. For construct validity,

the instruments were divided into several sections to ensure that each section assesses information for a specific objective and provided the same close ties to the conceptual framework for this study. Content validity was achieved by pre-testing the instruments on a similar situation and arising modifications incorporated for clarity, comprehensiveness, relevance, meaning and requisite depth.

Drost (2011:105) notes that reliability of the research instruments can be assessed using Cronbach's alpha reliability method. The choice of the method depends on its utility for multi-item scales at the interval level of measurement. This calls for a single administration of the research instruments which provides unique quantitative data for estimation of the internal consistency. Thus, the pilot test entailed only one administration of the instruments. The data collected from the pilot test were analysed and the results presented in Table 3.3.

Table 0.3 Reliability Statistics of Pilot Data

Cronbach's Alpha	Number of Items
.878	9

Table 3.2 shows a Cronbach's Alpha of .878 with 9 items drawn from the questionnaire. Expert recommends a reliability coefficient (Rho) of at least 0.7 to be deemed adequate for considering the research instruments reliable for use in the actual study (Drost, 2011:105). The obtained Cronbach's Alpha of .878 surpasses the threshold of .7 hence informing the adoption of the research instrument in the actual study.

3.5.7 Trustworthiness of the Qualitative Data

Trustworthiness relates to the research rigour or quality in a qualitative research study that generates trust and confidence in the findings and conclusions made. The quality rests on these four criteria: credibility, transferability, dependability, and confirmability of the data gathering instruments employed (Shenton, 2004:90).

3.5.7.1 Credibility

Credibility is the extent to which research outcomes are judged to be reasonable, accurate and believable (McMillan & Schumacher, 2010:213). In the present study, credibility was realised through the use of multiple sources of information for the verification of the data obtained. Denzin and Lincoln (2000:60) stress that the use of multi-methods and of simple triangulation

in a single study is a strategy that adds value, rigour and breadth to the research. In the above regard, some of the relevant questions in the questionnaire were also posed to interviewees; relatively simple terms were used to facilitate understanding.

3.5.7.2 Transferability

Transferability involves the degree to which research results can be applied to other, similar contexts (Leedy & Omrod, 2014:179). Transferability was achieved through the right selection and detailed descriptions of the research site.

3.5.7.3 Dependability

Dependability relates to the extent to which results are consistent and reflect the views of participants, rather than those of the researcher (Golafshani, 2003:602). This aspect was achieved through the proper selection of information-rich participants, consisting of the heads of branch (managers). Added to the above, all the participants were given the opportunity to check their views through the reading of transcriptions from audiotapes that were made during the interviews.

3.5.7.4 Confirmability

Confirmability refers to the investigator's concern for objectivity in terms of obtaining data that are not biased, and that are relevant to the study objectives (Shenton, 2004:44). In the current study, the above was achieved through member checking aimed at reducing researcher bias and prejudice.

3.6 Data Collection Procedures

Before data collection, the researcher obtained an introductory letter from the university (UNISA) to be submitted to the KNLS headquarters in Nairobi. The study made use of research assistants who were adequately trained about useful data collection and specifically about the objectives of this survey.

The data collection started after pilot testing and modification of the research instruments so that the respondents understood the scope of all the instruments. Due to the widespread use of the libraries across the country, the study employed the survey-monkey method to collect data through the online questionnaire. The staff members were asked to respond to the questionnaires for the children attending the reading sessions in the library. Care was taken to

ensure personal online contact during the sending of the questionnaires so that the study or research assistants were able to address any matters arising immediately. The questionnaire link was sent out continuously for a period of one week and the unduly filled responses were followed up for completeness.

3.7 Ethical Consideration

This research was based on the five internationally established and accepted moral principles promoted by the University of South Africa (UNISA), including:

- COVI-19 pandemic (protection of the participant, the community, and the researcher(s) and research support staff from any risks of harm while conducting research through the implementation of clear pragmatic risk mitigation measures (UNISA: 2020 :1);
- Autonomy (the study respects the autonomy, rights and dignity of research participants);
- Beneficence (the study makes a positive contribution to the well-being of people);
- Non-maleficence (the researcher ensures that, the study will not cause harm to the research participants in particular or to people in general); and
- Justice (the benefits and hazards of research were impartially spread among people) (UNISA 2007:9).

This study adhered to the ten general ethical principles of research in line with the UNISA Policy on Research Ethics (UNISA 2007:9). The following ethical statements, therefore, guided the research:

- A written confirmation of the authority to conduct the research was provided to the participating institutions, explaining the nature of the study.
- An informed consent form was developed for participants to sign before engaging them in research. The right to participate was voluntary, and information to withdraw voluntarily at any time was mentioned in the form.

- The purpose and procedure of the study was explained in the questionnaire and during the interview survey.
- This study ensured the anonymity of individual roles and incidents during the research. An correct account of the findings was proffered during the interpretation of data (UNISA, 2007:9).
- This study adopted the Harvard referencing style as suggested by the school of Information Science (UNISA 2010:49). For example, facts, ideas or arguments of other authors cited in the study were appropriately acknowledged.

In a nutshell, the study employed a procedure that guaranteed observation of the ethical concerns including seeking ethical review clearance letter, seeking introduction letter, obtaining permit clearance from the authorities in Kenya, among others. The field procedure that ensured observation of ethical issues included submitting the Kenyan authorities' permit to the KNLS management, obtaining the introduction to the staff of the library as well as using consent forms for them to participate in the study.

3.8 Data Analysis and Presentation

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data entry process preceded the data analysis. Quantitative data were analysed by descriptive statistics. This was attained through frequency distributions, means and percentages. SPSS version 23 was utilised to facilitate all computations and output for interpretation of the quantitative data. Kothari (2014:10) observes that SPSS offers extensive data-handling capabilities. The results of the descriptive analysis were presented using tables, charts and graphs, while the qualitative data employed the thematic analysis methods.

3.8.1 Factor Analysis

Factor analysis was used to establish the effectiveness of the various statement items used to describe the variables by giving the factor loading and the total variance. According to Kothari (2014:6), a factor loading of 0.4 and above is considered appropriate for any statement item to be used for further analysis. Besides helping in factor item reduction, factor analysis helps to compute the total variance of the items used to describe the variable.

3.8.2 Correlation Analysis

To test the variables correlation analysis was used to determine the direction of the relationship between the dependent and the independent variables while observing the effect of the intervening variable. Spearman rank correlation was used because the responses on the questionnaire items have been ranked from 1 to 5. This was achieved by running a two-tier correlation analysis where the independent variables were correlated against the intervening variable and again against the dependent variables and the outcomes were inferred to explain the differences. This is modelled using the Spearman's formula.

$$r=1-\{6\sum d^2/n(n^2-1)\}$$

Where:

r- is the correlation coefficient

d = is the difference between the ranked responses of the two variables of the study

n = is the sample size

This was achieved through running a correlation coefficient to show the strength of the linear relation between X and Y, where the stronger the relation the better X predicts Y using. According to Kothari (2004:16), a correlation coefficient of 0.7 and above would be considered appropriate significance of the relationship between the variables in the study.

3.8.3 Regression Analysis

Regression analysis, according to Kothari (2014:134), helps to explain the magnitude of the relationship between the variables of the study. Using the regression coefficient (r^2), the magnitude of the effect between the independent variables and the dependent variables was explained. The regression analysis is also used to compute the F test utilising the analysis of variance (ANOVA). This analysis helps to test the effectiveness of the regression model to explain the relationship between the variables.

The regression coefficient was also computed to reveal the beta (β) values which help show the magnitude of each variable that contributes to the model. The model also helps to explain the t statistic value, which lies between -2 and +2. (Field, 2009:7) This statistic explains whether the relationship defined by the model can be explained statistically or it occurs only

by chance. The P-value which should be less than 0.05 helps to clarify whether the model is statistically significant or not. Using the regression coefficient, the simple and multiple linear regression models were developed.

3.9 The Summary

This chapter presented research methodology and design for gathering data for this study. The theoretical perspective of the study was discussed and presented. The literature on the quantitative and qualitative, and mixed method research approaches was reviewed. The reason for selecting mixed methodology for this study was provided. Data were collected in two phases. In the first phase, a questionnaire was used to collect data on public libraries and early literacy programmes. In the second phase, interviews were conducted. The methods of data collection and analysis that were used for the current study were also explained. The next chapter presents the data analysis, findings and interpretations for the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This section of the thesis presents the analysis of collected data through the methods and techniques explained in Chapter Three. The chapter is organised in subsections starting with the response rate of the sampled participants. The section then presents the demographics of the questionnaire respondents who included the children's librarians, librarians-in-charge, library assistants and senior librarians. The chapter also presents the study findings in the order of the stated objectives. The results are drawn from the analysis of the collected data categorised as quantitative and qualitative. The quantitative data analysis and findings are presented using either tables or figures while the qualitative findings are presented in narrations and quotations. The findings are also accompanied with their implications regarding early literacy skills among preschoolers, interpretations and comparison to existing literature.

4.2 Response Rate

The study sample was 244 respondents composed of 61 heads of branch libraries for interviews and 183 children's librarians/library assistants for questionnaires. The study achieved a response of 21 interviews and 147 completed questionnaires. This was analysed and presented in Figure 1.

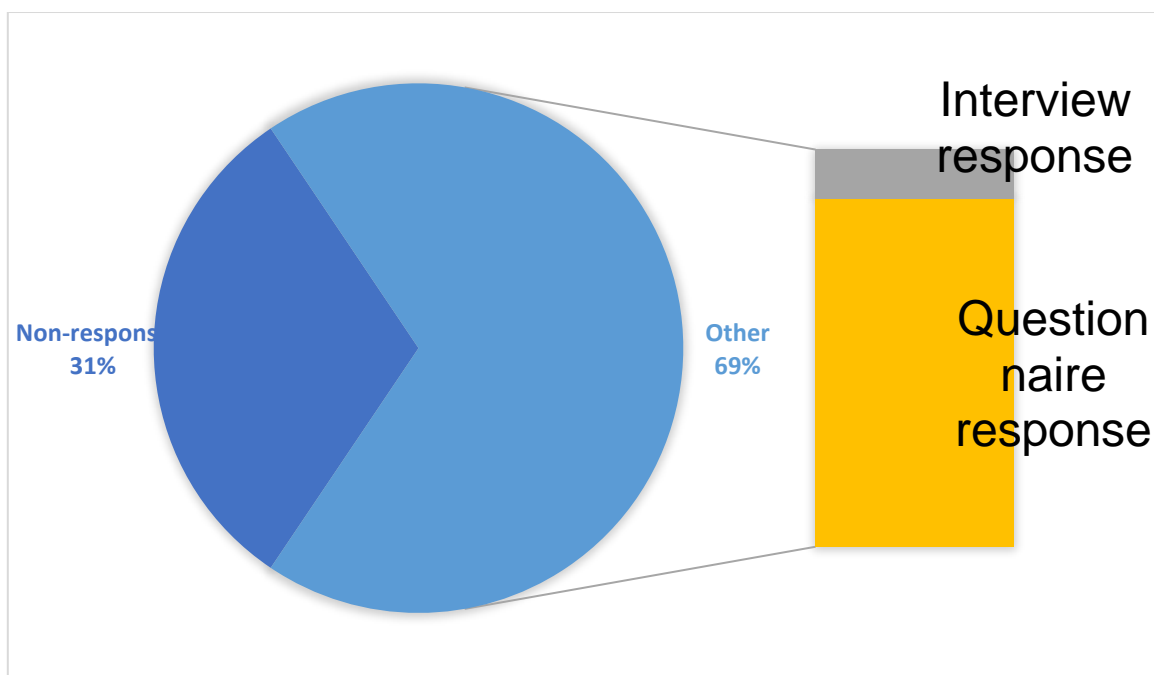


Figure 3.1 Response Rate

The findings in figure 4.1 shows an overall response rate of 57.4% from the study. The response consists of 9% interview responses and 60% questionnaire responses. The response rate was achieved through a persistent follow up and link up with the respondents owing to the challenge of the COVID-19 pandemic. The pandemic affected the study location running between March 2020 to January 2021 where the government had imposed movement limitations through inter county lockdowns. Moreover, the highly contagious pandemic caused limited respondents' access despite the use of the online survey monkey tool to collect data. The response was, however, considered sufficient for data analysis based on arguments for web-based surveys by Fan and Yan (2010: 136) who opine that a 30% response rate would be sufficient. This is also justified by the low likelihood of online survey responses determined by many other factors including internet connectivity, power supply, and service provider charges, among others. The study locations were spread across Kenya where some national public library facilities lack power and internet connectivity.

The sufficiency of the interview response rate was also justified by the huge homogeneity that existed within the findings. While each library had its own unique geographic characteristics, the management of the Kenya national library services is centrally located at the headquarters in Nairobi. This makes the systems to be similar across the entire network with common services, approaches and types of training among the staff. This is supported by Allen's (2017: 45) work which acknowledges that homogeneity in data implies less variability and lack of significant differences in the findings. Thus, the use of the 21 interview responses is withheld.

4.3 Demographic Information of the Questionnaire

The study collected and analysed some identified demographics that relate to teaching and learning of literacy skills among preschoolers. The characteristics included the position held in the library, highest level of education achieved, gender, age, and experience in terms of years that one had been working in library services. The collected data on gender were analysed and presented in Figure 4.2.

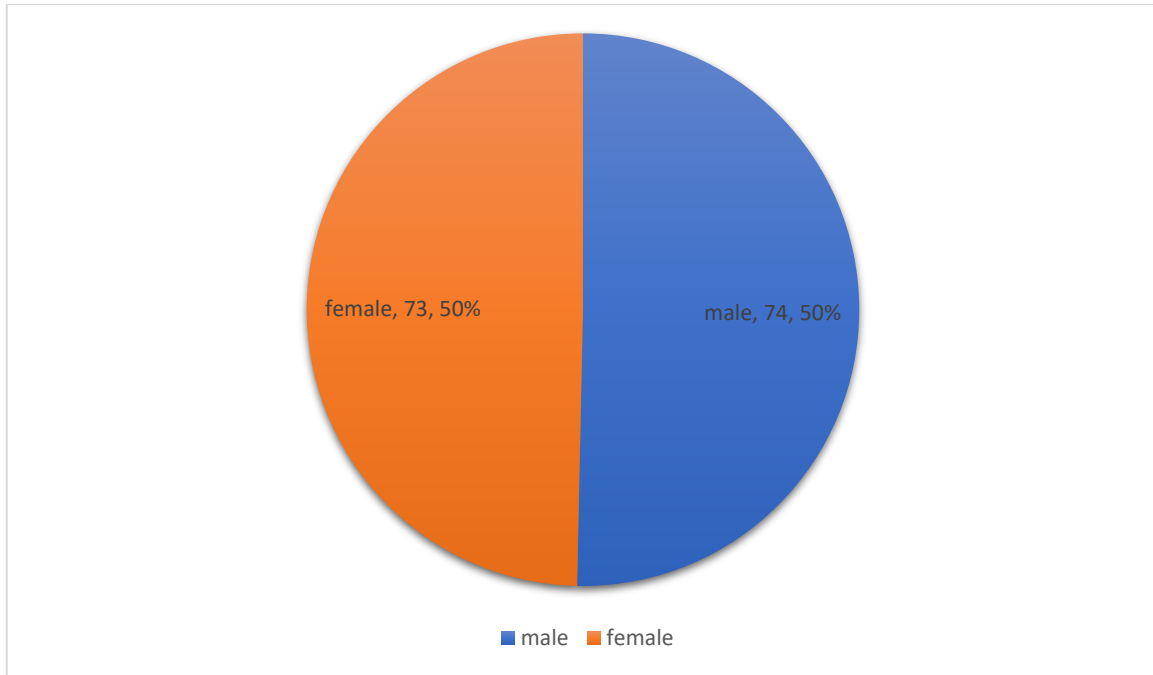


Figure 3.2 Gender of the Questionnaire Respondents

The findings in figure 4.2 reveals that the number of the females and men in the response were significantly equal with (50%, n=73) and (50%, n=74) respectively.

The study also examined the highest level of education of the participants The findings are presented using Table 4.1.

Table 3.1 Highest Level of Education of the participants

Highest level of education	Frequency	Percent
Certificate	12	8.16
Diploma	93	63.27
Bachelor's degree	34	23.13
Postgraduate	8	5.44
Total	147	100.00

Table 4.1 reveals that the most of the respondents (63.27%, n=93) were diploma holders. A comparatively smaller portion of the respondents (23.13%, n=34) were bachelor's degree holders. Moreover, there were those minorities who had the highest qualifications as certificates and postgraduates at (8.16%, n=12) and (5.44%, n=8) respectively.

The study also examined the demographic information of the respondents on position held and the experience in terms of the years having been in the children related library services. The collected data were analysed and presented using Figures 4.3 and 4.4 respectively.

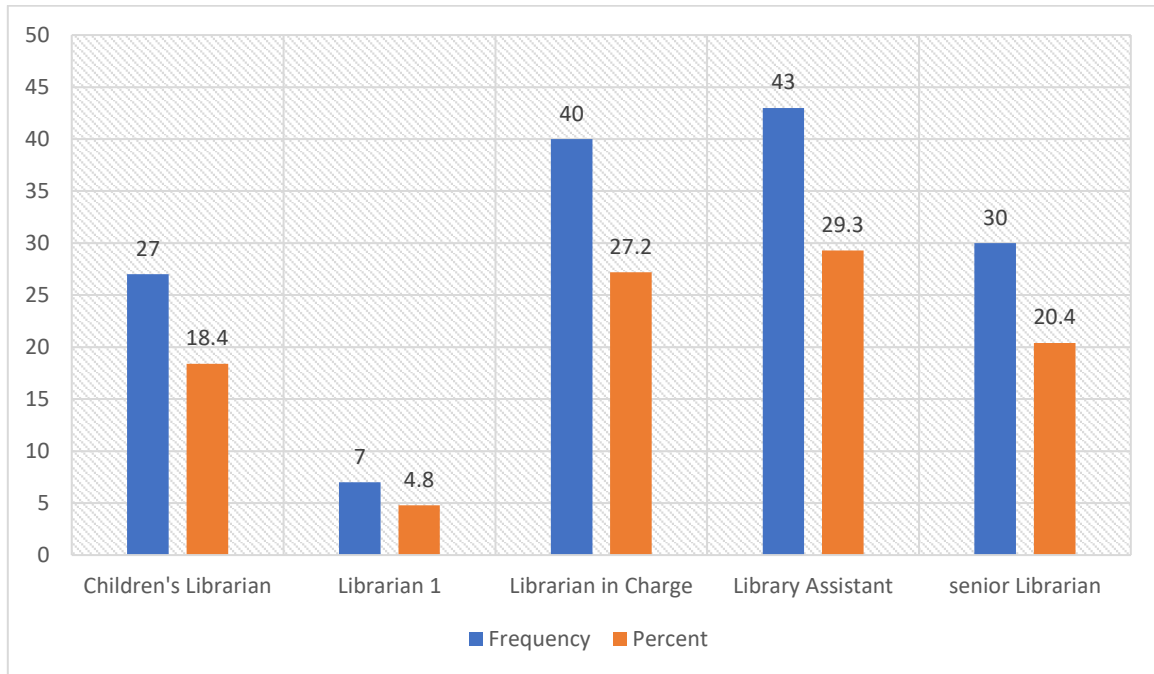


Figure 3.3 Current position of the respondent in the library

The findings in figure 4.3 the shows that most of the respondents 43(29.3%) were library assistants with a slightly lower portion (27.2%, n=40) being librarians in charge. While the study focused on children’s librarians, this portion was comparatively smaller (18.4%, n= 27) implying that some KNLS branches had no staff with the title. But their roles were instead taken up by other staff who included the titles of librarians 1 and senior librarians who were at (4.8%, n=7) and (20.4%, n=30) respectively.

In relation to the work experience of the questionnaire respondents, the analysed data were presented using Figure 4.4.

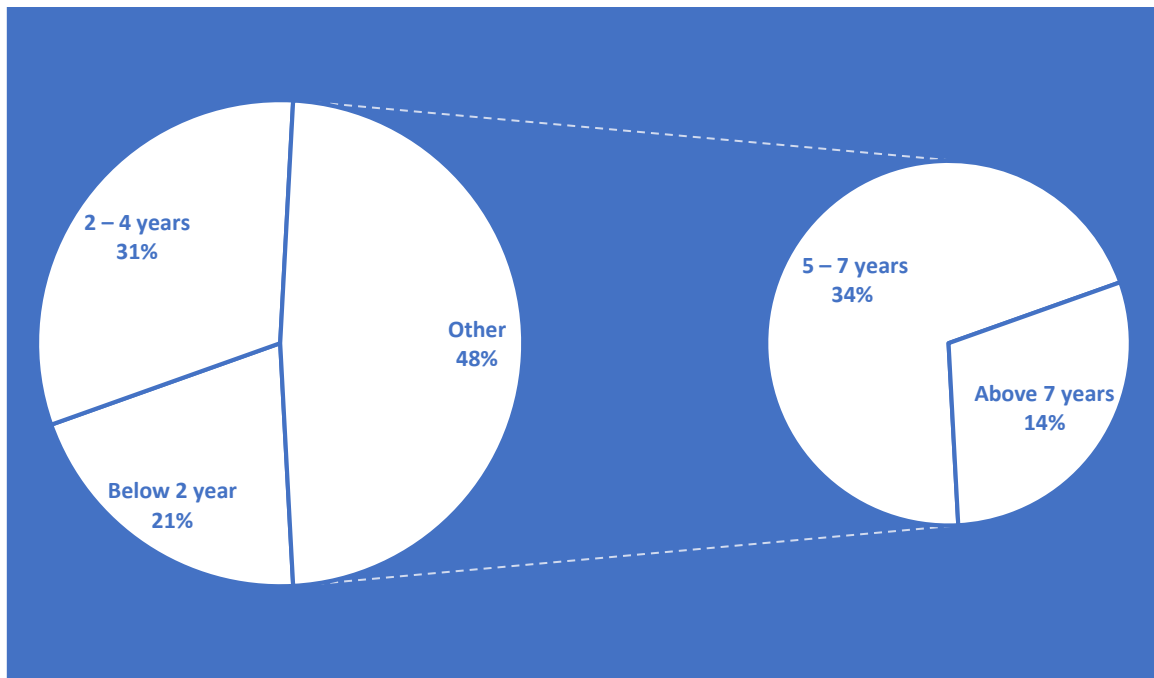


Figure 3.4 Work Experience of the Questionnaire Respondents

The findings in figure 4.4 shows the work experience of the questionnaire respondents in the figure shows that the majority (48%) of the participants have over 5 years of working experience of which 34% were between 5 and 7 years while 14% had over 7 years working experience. On the other hand, 31% and 21% had work experience of 2-4 years and below 2 years respectively.

4.4 Section 2: Extent of KNLS library supporting the ELD programmes for preschoolers

This section presents research questions on the extent to which the KNLS library supports early literacy development (ELD) programmes for the preschoolers. The answering of this question had three indicators including the number of the preschoolers that visit the library on a regular basis, the frequency of the early literacy skills development programmes, and the average length of the programmes. The analysis involved different stages including factor analysis, descriptive statistics and correlation and regression analyses.

4.4.1 Factor Analysis on the extent of KNLS library supporting the ELD Programmes

The analysis of data was centred on assessing the suitability of the data in the study. The KMO and Bartlett's test of the indicators related to the extent of KNLS library supporting the ELSD Programmes are presented in Table 4.2.

Table 3.2 KMO and Bartlett's Test on extent of KNLS supporting the ELD Programmes

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.548
Bartlett's Test of Sphericity	Approx. Chi-Square	36.225
	df	3
	Sig.	.000

The findings in table 4.2 showed a Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.548. This is greater than a threshold value of 0.5 hence depicting sampling adequacy of the instrument (Field, 2009: 9). This also informed the appropriateness of the data to be used for further analysis.

In the related output of the factor analysis, the communalities results are presented in Table 4.3.

Table 3.3 Communalities on extent of KNLS supporting the ELSD Programmes

	Initial	Extraction
The number of preschoolers that visit the library on a regular basis during the program	1.000	.684
How often the respondent presents early literacy programmes for preschoolers	1.000	.425
The average length of the program offered	1.000	.555
<i>Extraction Method: Principal Component Analysis.</i>		

The findings in table 4.3 shows that the extraction communalities for all the three variable items are greater than a threshold value of 0.4 (Kothari, 2014:6). This implies that the estimates of the variance in each item were sufficient to be considered in the factor solution of the variable to the extent of the KNLS supporting the ELD Programmes.

4.4.2 Descriptive Statistics on the extent of KNLS supporting the ELD programmes

The questionnaire included an item on the number of preschoolers that visit the library on a regular basis during the programme. The collected data were analysed and presented using Table 4.4.

Table 3.4 Preschoolers that visit the library on a regular basis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5	7	4.8	4.8	4.8
	Between 5 and 10	18	12.2	12.2	17.0
	More than 10	122	83.0	83.0	100.0
	Total	147	100.0	100.0	

The findings in table 4.4 reveals the number of preschool learners that visited the library on a regular basis during the holding of the early literacy skills development programmes. The table shows that the majority of the respondents 122(83%, n=122) indicated that more than 10 preschoolers visited the libraries during the programmes of literacy skills development programmes. A comparatively less portion of the respondents (12.2%, n=12) indicated that the visiting preschoolers were between 5 and 10 while 7(4.8%, n=7) indicated less than 5 preschoolers visiting. This implies that most of the KNLS branches have the programmes in place and with most attendance by the preschoolers. The study thus shows that there is generally a large extent of the KNLS libraries supporting the early literacy skills development programmes for preschoolers.

Frequency of the ELD Programmes

The study also examined the frequency of the early literacy development programmes in the KNLS. The researcher collected data on how often the respondents presented the ELD programmes to the preschoolers. The questionnaire collected data were close-ended with options including weekly, bi-weekly, monthly and quarterly. The collected data were analysed and results were presented using Table 4.5.

Table 3.5 Frequency of the ELD Programmes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	24	16.3	16.3	16.3
	Bi-weekly	17	11.6	11.6	27.9
	Monthly	36	24.5	24.5	52.4
	Quarterly	70	47.6	47.6	100.0
	Total	147	100.0	100.0	

The findings in table 4.5 shows how often the respondents held the early literacy development programmes for preschoolers. The table indicates that the majority of the respondents 70(47.6%) held the ELD programmes for preschoolers quarterly. An almost half portion of this 36(24.5%) indicated having the programmes monthly while the fewest 27(11.6%) showed a bi-weekly event. The frequency of literacy programmes for preschoolers is as important as any other level of learning.

The Average Length of the Programme offered

The study also investigated the extent to which the KNLS library supports the ELSD programmes for preschoolers through finding out the periods of the ELD programmes. The questionnaire item was a closed-ended one with the options of less than 16 minutes, between 16 and 30 minutes, and more than 30 minutes. The collected data were analysed and results presented using Figure 4.5.

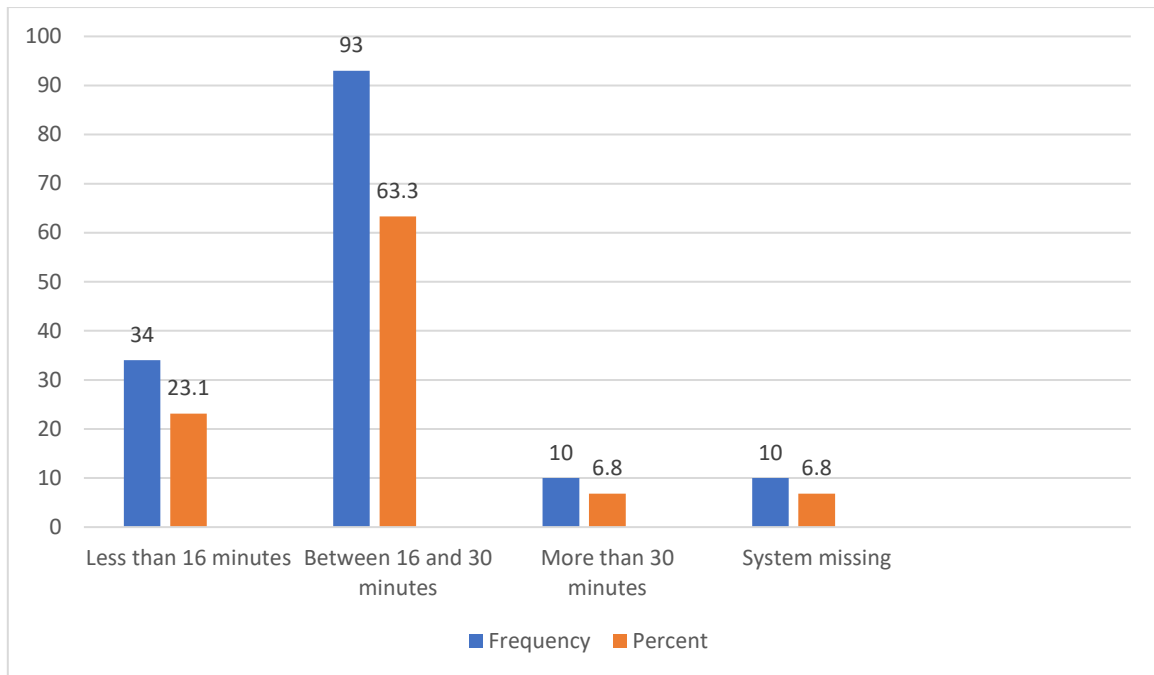


Figure 3.5 The Average Length of the Program offered

The findings in figure 4.5 exhibits the average length of the ELD programmes offered at the KNLS libraries. The figure shows that the longest period taken by the libraries for the early literacy skills development programmes was between 16 and 30 minutes at (63.3%, n=93). There were also a comparatively smaller portion of the respondents who indicated that their libraries took less than 16 minutes (23.1%, n= 34). A relatively smaller portion of (6.8%, n=10) also indicated that the programmes took more than 30 minutes while equal portions never responded to the item. The study findings imply that the most common programmes have periods that take between 16 and 30 minutes. The question of the length of the programmes offered was important as it determines the concentration levels of the preschoolers.

4.4.3 Qualitative findings on the extent of KNLS supporting the ELD Programmes

In triangulation of the quantitative study results with the qualitative ones, the analysis of the interview results showed similar sentiments. One key interviewee (KI 02) noted:

It may not be easily possible to specify the number of preschoolers that regularly visit the early literacy skills development programmes in this library. However, it is certain that the number exceeds five for every event. The attendances are often affected by various factors including availability of the preschoolers' company, the literacy levels of the parents, the parents' occupation among others. Thus, the experience of the low turnouts of the learners during the holding of the programmes [KI 02].

The findings depict the potential of the popularity of the ELD programmes and even the likelihood of high attendances. However, the number of preschoolers visiting the libraries are found to be home-based.

The study findings were triangulated with the document analysis at one of the KNLS branches. One of the ELD programmes brochures showed a frequency of monthly sessions of the programme. The brochure also highlighted the specific activities involved. The concern of frequency of the ELD programmes was found to be a significant phenomenon in the extent to which the KNLS libraries offered the programmes. In a different interview with the Head of branch libraries, it was revealed that while it would be desired to be a high frequency event, there are factors that affect the running programmes. One noted factor was the attendance by the preschoolers. The attendance levels informed the library management of the demand of the programmes which in turn helped in decision making over the frequency of the events. It is thus imperative that the extent of the KNLS supporting ELD programmes among the preschoolers was not only internally determined, but also existed as an external factor.

Triangulation of the quantitative findings with the qualitative ones through interviews with the librarians showed consistency. The results indicate that it is professionally recommended that lesson length for preschoolers be as short as possible. KI 001 noted:

.. we understand that lesson periods that exceed 30 minutes make the preschoolers miss the chunk of the methodology applied. We also understand that there are other factors that influence the concentration of the learners. We thus use strategies that focus on removing distractions, avoiding unnecessary movements in addition to shortening the class [KI 001].

The study findings depict that the environment was a general concern about the period of sessions for the preschoolers in the use of the library at KNLS. This indicates that the extent of the KNLS in supporting early literacy skills development among the preschoolers was existing.

Through document analysis, the study found that the KNLS has existing partnerships as ways of supporting the early literacy skills development programmes. In one newsletter referenced as Kenal News, Issue 11, January 2012, one of the staff noted that through the Pearson Foundation, the partnership has significantly offered support for the early literacy skills development which focused on enhancing a reading habit among the children library users. In sampled pictures the partnership created a model children library section as shown in Figure 6.



Figure 3.6 Leisure reading children section at Buruburu library

Source: Kenal News, 2012: 3

Figure 4.6 shows how the children's reading section has been made comfortable and more enticing. This creates room for the children to enjoy the reading environment which is aimed at enhancing the early literacy skills development at the KNLS.

The document stipulated that the partnership was helping the KNLS to achieve its long-term goals of creating a comfortable reading environment in society for the preschoolers. The findings showed that, apart from such international partnerships, various institutions including the Laikipia branch had developed children's sections through ECD stakeholders. This was initiated in the early 1990s where various suitable materials have been kept and exhibited [Document analysis, Kenal, 2012].

The extent of the KNLS embracing the support for early literacy skills development among the preschoolers was also found to be associated with the initiatives such as staff empowerment. Through document analysis, the study found that several ECD seminars and related workshops had been held to enhance the skills of the library staff in the early literacy skills development programmes at the KNLS.

4.5 Section 3: Programmes and Practices for promoting ELD programmes for preschoolers at KNLS

The previous section presented the result from research questions on the extent to which the KNLS library supports early literacy skills development (ELD) programmes for the preschoolers. However, the section below presents results on programmes and practices for promoting early literacy skills for preschoolers at the KNLS. Responding to the research

questions produced subthemes in all the three research instruments. The subthemes included priority levels given for various programmes, frequency of various practices, desirability for the programmes, and means of advertising and sensitising the public on ELSD programmes. The collected data were analysed in the perspective of factor analysis, descriptive statistics, correlation analysis and regression analysis.

4.5.1 Descriptive Statistics on the Programmes and Practices for promoting ELD

The study examined the levels of priority given to various activities that involve children’s library programmes. The questionnaire item on the theme was put on a Likert-scale with 1 – Not a priority; 2 – Low priority; 3 – Medium priority; 4 – High priority; and 5 – Essential. The collected data were analysed using descriptive statistics and the results presented using Table 4.6.

Table 3.6 Descriptive Statistics on Priority of ELD Activities

	N	Minimum	Maximum	Mean	Std. Dev.
Having a greeting at the beginning of every Storytime programme	147	1	5	4.10	1.149
Having a good bye at end of every Storytime programme	137	1	5	3.98	1.141
Reading storybooks to children	137	2	5	3.87	.821
Focusing each Storytime on a specific theme	147	2	5	3.85	.917
Socialization time with board	147	1	5	3.35	1.312
Doing fingerplays and rhymes with the children	135	1	5	3.16	1.304
Using flannel board and/or puppets to tell stories	147	1	4	2.77	1.079
Using music (singing, dancing, use musical instruments)	147	1	5	3.20	1.133
Arts & crafts involving predesigned “sample” that families construct	147	1	5	2.85	1.149
Computer activities	135	1	5	2.97	1.227
Refreshments	135	1	5	2.69	1.363
Valid N (listwise)	113				

The findings in table 4.6 shows that the valid responses were 113 from the 147 returned questionnaires. The table indicates that the minimum levels for most of the study items were

1-not a priority, except for storybook which was low priority. On the other hand, the maximum for most of the items was 5 – Essential, except “Using flannel board and/or puppets to tell stories” Which had 4 -high priority. The table also shows that the most popular priority of all the tested items was “Having a greeting at the beginning of every Storytime programme” which had a mean of 4.10. This implies that the item was above the high priority level. This was followed by “Having a goodbye at the end of every storytime programme” at a mean of 3.98 with standard deviation of 1.141. On the other hand, the least prioritised item was refreshments at a mean of 2.69 and a standard deviation of 1.363. This implies low level priority for the item among the KNLS staff. The study shows variations between the identified items in priority during the children’s activities in the ELD programmes.

4.5.1.1 Storytime Programmes

The study investigated the storytime programme at the KNLS through the identifying the frequency of the activities carried out. The findings are shown in Table 4.7.

Table 3.7 Storytime Activities in KNLS

Storytime activity	Annually	Quarterly	Monthly	Weekly	Daily
Librarian reading books to children	2(1.36%)	34(23.13%)	22(14.97%)	43(29.25%)	46(31.29%)
Playing with Toys	12(8.16%)	23(15.65%)	23(15.65%)	34(23.13%)	55(37.41%)
Finger play	4(2.72%)	23(15.65%)	8(5.44%)	45(30.61%)	67(45.58%)
Poem reciting	21(14.29%)	12(8.16%)	19(12.93%)	50(34.01%)	45(30.61%)
Book pictures viewing	4(2.72%)	12(8.16%)	23(15.65%)	56(38.10%)	52(35.35%)
Shapes construction	12(8.16%)	8(5.445%)	21(14.29%)	67(45.585%)	39(26.53%)
Singing	10(6.8%)	23(15.65%)	12(8.16%)	15(10.2%)	87(59.18%)

The findings in table 4.7 reflected that the majority of the children’s librarians indicated that the storytime activities were frequently held. The majority 46(31.2%), 55(37.41%), 67(45.58%) and 87(59.18%) felt that reading books to children, playing with toys, finger-play, as well as singing respectively were daily embraced in KNLS. Moreover, the remaining storytime activities were often held with the majority of the librarians 50(34.01%), 56(38.10%) and 67(45.585) indicated that they weekly held poem reciting, book picture viewing and construction of shapes respectively.

This is an illustration that the ELD programmes under storytime were well recognised and practised in the KNLS. The quantitative findings were triangulated with the interview findings of the branch managers who supported that the concerns for storytime activities were the basic practices for the KNLS.

One stated:

We hold Storytime so often that they have become dominant of children activities for ELD for KNLS. It is based on this that the preschool learners also develop the love, the interest to visit the library and learn more. Through this interaction, the preschoolers gain lots on literacy skills [KI 02]

The study further examined the outcomes of the six early literacy skills that are used mostly in story time and the findings are presented in Table 4.8.

Table 3.8 The six early literacy skills mostly used in story of Storytime all the time

Outcome	Disagree		Neutral		Agree	
	F	%	F	%	F	%
Phonological	34	23.13	21	14.29	92	62.59
Print motivation	21	14.29	21	14.29	105	71.43
Letter knowledge	12	8.16	32	21.77	103	70.07
Print Awareness	21	14.29	14	9.52	112	76.19
vocabulary	13	8.84	43	29.25	91	61.90
Others (Please indicate)	0	0	0	0	0	0

The findings in table 4.8 shows that the majority of the children’s librarian rated print motivation as the most highly used skill in ELD program with 112(76.19), print motivation

105(71.3), letter knowledge 103(70.07), phonological Awareness 92 (62.59) and vocabulary ranked lowest. These reveals that children’s librarians were using all the six skills

4.5.1.2 Desirability of Early Literacy practices

The study examined the level of desirability of a variety of early literacy practices and activities including singing, talking, reading, writing, and playing. Data collected from the questionnaire on this item were based on a Likert-scale of ranks 1 – Very undesirable; 2 – Undesirable; 3 – neutral; 4 – Desirable; and 5 – Very desirable. The data were analysed using descriptive statistics and presented using Figure 4.7.

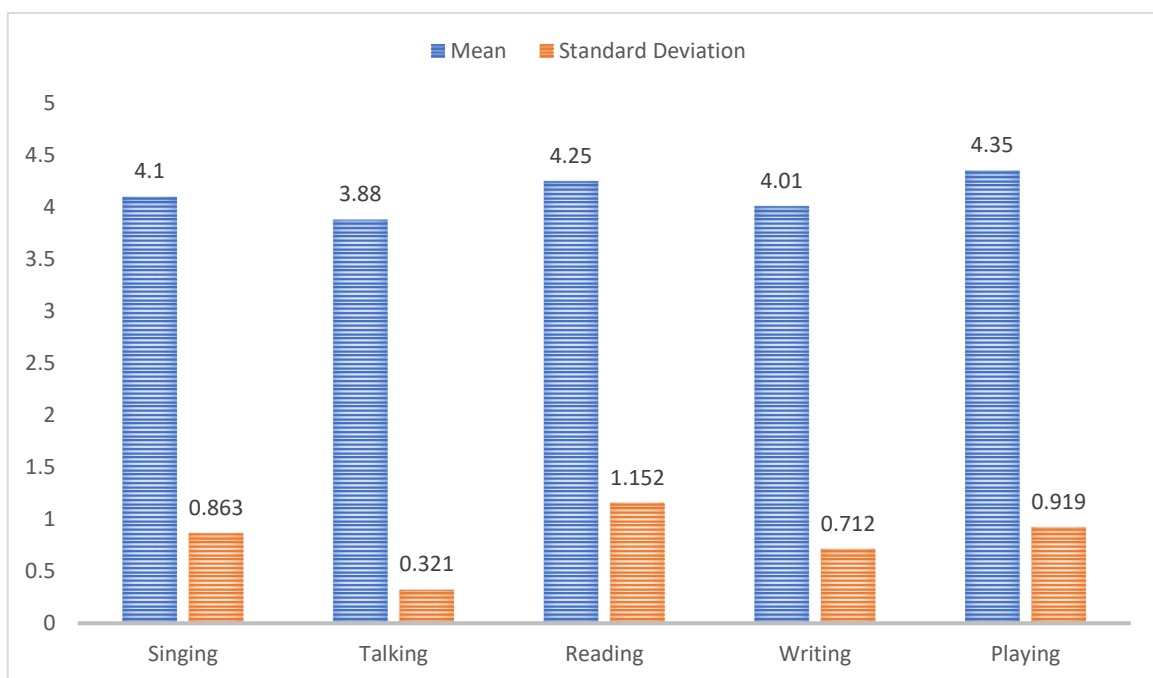


Figure 3.7 Desirability of Early Literacy Skills Activities

The findings in figure 4.7 shows that the most desirable activity for early literacy practices was playing, at a mean of 4.35 with standard deviation of 0.919. This was closely followed by the use of reading, at a mean of 4.25 and standard deviation of 1.152. The two activities are thus desirable in the early literacy practices and activities among the preschoolers at the KNLS. However, other activities including singing, talking and writing are also rated above the natural level of desirability. This implies that the identified activities are key in promoting the early literacy development programs at the KNLS despite the variations in desirability.

4.5.1.3 Means of promoting ELD programmes at the KNLS

The study investigated how the KNLS promoted the early literacy skills development programmes to the public. The study used a questionnaire item with identified indicators including use of in-house sensitisations, use of library websites, use of posters, brochures, and media advertising. The items were nested in a Likert scale rating with 1– Never; 2 – Rarely; 3 – Sometimes; 4 – Often; and 5 – Always. The collected data were analysed and presented in Table 4.9.

Table 3.9 Means of promoting ELSD programmes at the KNLS

		In-house sensitisation	Library website	Posters	Brochures	Media Advertising
Valid	Never	11(8.1%)	14(9.5%)	0(0%)	0(0%)	64(47.1%)
	Rarely	0(0%)	33(22.4%)	21(14.3%)	37(25.2%)	19(14%)
	Sometimes	17(12/5%)	44(29.9%)	69(46.9%)	45(30.6%)	11(8.1%)
	Often	54(39.7%)	56(38.1%)	36(24.5%)	65(44.2%)	42(30.9%)
	Always	54(39.7%)	0(0%)	21(14.3%)	0(0%)	0(0%)
	Total	136(100%)	147(100%)	147(100%)	147(100%)	136(100%)

The findings in table 4.9 reveals that in-house sensitisation was used in promoting ELD programmes with the highest at all times and often at (39.7%, n=54). This implies that the approach is popular across the KNLS libraries. However, a smaller portion of the respondents (8.1%, n=11) indicated that the in-house sensitisation is never used. The use of in-house sensitisation is found to be key in enhancing participation in library programmes that aim to teach literacy skills among preschoolers.

In use of the library website, the majority of the questionnaire respondents 56(38.1%) indicated that the website was often used. Apparently, none (n=0, 0.0%) of the respondents indicated that the website was always used. This was thought to be attributed to the availability of and access to computer services that are internet enabled. While the desire to learn, to use and even apply technology in communication is human nature, the limited access to such technology impedes the use.

Table 3.10 ELSD Programmes promotion through In-house sensitization

Rating	Frequency	Percent
Never	11	7.5
Sometimes	17	11.6
Often	54	36.7
Always	54	36.7
Non-response	11	7.5
Total	147	100.0

The findings in table 4.10 the findings reflected that the majority of the sampled children’s librarian 54(36.7%) always had experience with ELSD programmes promotion through in-house sensitisation. Similarly, the same proportion of the respondents indicated that the approach was often used. However, a proportion of 7.5% indicated that they never had experience with such. This may be attributed to the branch differences that may be implementing planned programmes differently. The findings on the majority appreciating the use of the strategy implies that it is a practice known and embraced towards promoting ELD among preschoolers in the national libraries.

The study also investigated the library and teaching strategies used to enhance early literacy skills development. The quantitative findings are presented in Table 4.11.

Table 3.11 Library and teaching strategies used to enhance early literacy skills development

	Very undesirable	Undesirable	Neutral	Desirable	Very desirable
Use of instructional	2(1.4%)	3(2.1%)	3(2.1%)	50(35%)	85(59.4%)
Opportunity for expression	3(2.2%)	4(2.9%)	3(2.2%)	50(36%)	79(56.8%)
Rich language exposure	3(2.1%)	2(1.4%)	1(0.7%)	44(30.1%)	96(65.8%)
Instructional activity aligned with physical arrangement	1(0.7%)	1(0.7%)	0(0%)	48(33.1%)	95(65.5%)
Continued use of L1 language	2(1.4%)	3(2%)	1(0.7%)	47(32%)	94(63.9%)

The findings in table 4.11 shows that across all the identified items, the majority of the respondents felt that the all items were desirable. The most thought of item was rich language exposure at 65.8%, followed by instructional activity aligned with physical arrangement (65.5%). This may be attributed to various instructional techniques recommend for preschoolers. This implies that the identified items were key in practices for promoting early literacy skills development programmes among preschoolers in the KNLS.

4.5.2 Correlation Analysis on Programmes and Practices for promoting ELD

The study analysed collected data through inferential statistics including correlation analysis. The analysis involved correlation between various identified means used for promoting the ELD programmes at the KNLS and the strategies for enhancing its promotion. The correlation between Advert about ELD programme using In-house and the strategies is as presented in Table 4.12.

Table 3.12 Correlation Analysis between Advert about ELP using In-house and strategies for ELD

		Advert about ELP using In-house	Library self-evaluation on progress	Fun days and incentives	Networking with other institutions	Advertising through available media	Creating partnerships
Advert about ELP using In-house	Pearson Correlation	1	-.208*	.120	.172*	-.101	-.085
	Sig. (2-tailed)		.015	.164	.045	.242	.327
	N	136	136	136	136	136	136
Library self-evaluation on progress	Pearson Correlation	-.208*	1	.040	-.067	.100	-.047
	Sig. (2-tailed)	.015		.627	.422	.229	.572
	N	136	147	147	147	147	147
Fun days and incentives	Pearson Correlation	.120	.040	1	-.077	.025	-.079
	Sig. (2-tailed)	.164	.627		.355	.765	.340
	N	136	147	147	147	147	147
Networking with other institutions	Pearson Correlation	.172*	-.067	-.077	1	-.029	.038
	Sig. (2-tailed)	.045	.422	.355		.731	.644
	N	136	147	147	147	147	147
Advertising through available media	Pearson Correlation	-.101	.100	.025	-.029	1	.190*
	Sig. (2-tailed)	.242	.229	.765	.731		.021
	N	136	147	147	147	147	147
Creating partnerships	Pearson Correlation	-.085	-.047	-.079	.038	.190*	1
	Sig. (2-tailed)	.327	.572	.340	.644	.021	
	N	136	147	147	147	147	147

*. Correlation is significant at the 0.05 level (2-tailed).

The findings in table 4.12 shows that the correlation coefficients between advert about ELD programme using in-house and library self-evaluation, advertising through available media and creating partnerships are weak negative ($r=-.208$, $-.101$ and $-.085$). This implies that an increase in the advert about ELP using in-house meetings would reduce the desire for strategies including library self-evaluation, advertising through available media and creating partnerships. On other hand, the correlation coefficients between advert about ELP using in-house meetings and fun days and incentives and networking with other institutions are weak positive ($r= .120$ and $r=- .172$) respectively. This implies that an increase in the advert through in-house meetings would increase the strategies including fun days and incentives and networking with other institutions.

Notably, only the correlation between advert about ELP using in-house and library self-evaluation on progress, and networking with other institutions are significant at the 0.05 level (2-tailed). This implies that while there is correlation between advert through in-house meetings and the other variables, the association is insignificant.

The second correlation analysis was advert about ELD programmes using library websites and the various strategies for enhancing ELD among preschoolers in the KNLS.

Table 3.13 Correlation Analysis between Advert about ELP using Library website and strategies for ELSD

		Advert about ELP using Library website	Library self-evaluation on progress	Fun days and incentives	Networking with other institutions	Advertising through available media	Creating partnerships
Advert about ELP using Library website	Pearson Correlation	1	-.152	.211*	.087	-.145	-.047
	Sig. (2-tailed)		.066	.010	.294	.080	.574
	N	147	147	147	147	147	147
Library self-evaluation on progress	Pearson Correlation	-.152	1	.040	-.067	.100	-.047
	Sig. (2-tailed)	.066		.627	.422	.229	.572
	N	147	147	147	147	147	147
Fun days and incentives	Pearson Correlation	.211*	.040	1	-.077	.025	-.079
	Sig. (2-tailed)	.010	.627		.355	.765	.340
	N	147	147	147	147	147	147
Networking with other institutions	Pearson Correlation	.087	-.067	-.077	1	-.029	.038
	Sig. (2-tailed)	.294	.422	.355		.731	.644
	N	147	147	147	147	147	147
Advertising through available media	Pearson Correlation	-.145	.100	.025	-.029	1	.190*
	Sig. (2-tailed)	.080	.229	.765	.731		.021
	N	147	147	147	147	147	147
Creating partnerships	Pearson Correlation	-.047	-.047	-.079	.038	.190*	1
	Sig. (2-tailed)	.574	.572	.340	.644	.021	
	N	147	147	147	147	147	147

*. Correlation is significant at the 0.05 level (2-tailed).

The findings in table 4.13 shows the correlation coefficients between advert about ELP using library website and advertising through available media, creating partnerships and library self-evaluation on progress are weak negative ($r = -.145$, $r = -.047$ and $r = -.152$ respectively). This implies that an increase in the advert about ELD programme using the library website would reduce the strategies for enhancing ELD among preschoolers in the KNLS through affecting advertising through available media, creating partnerships and library self-evaluation. On the other hand, the correlation coefficients between advert about ELD using library website and fun days and incentives and networking with other institutions are weak positive ($r = .211$, and $r = .087$ respectively). This implies that an increase in the advert about ELD programmes using the library website would increase strategies for enhancing ELD among preschoolers in the KNLS through fun days and incentives and networking with other institutions. However,

among all the correlations, only the correlation between advert about ELP using library websites and fun days and incentives is significant at the 0.05 level (2-tailed).

The correlation analysis between advert about ELP using posters and strategies for ELSD is presented in Table 4.14.

Table 3.14 Correlation Analysis between Advert about ELP using Posters and strategies for ELD

		Advert about ELP using Posters	Library self-evaluation on progress	Fun days and incentives	Networking with other institutions	Advertising through available media	Creating partnerships
Advert about ELP using Posters	Pearson Correlation	1	-.030	.067	.119	.169*	.139
	Sig. (2-tailed)		.716	.417	.150	.041	.094
	N	147	147	147	147	147	147
Library self-evaluation on progress	Pearson Correlation	-.030	1	.040	-.067	.100	-.047
	Sig. (2-tailed)	.716		.627	.422	.229	.572
	N	147	147	147	147	147	147
Fun days and incentives	Pearson Correlation	.067	.040	1	-.077	.025	-.079
	Sig. (2-tailed)	.417	.627		.355	.765	.340
	N	147	147	147	147	147	147
Networking with other institutions	Pearson Correlation	.119	-.067	-.077	1	-.029	.038
	Sig. (2-tailed)	.150	.422	.355		.731	.644
	N	147	147	147	147	147	147
Advertising through available media	Pearson Correlation	.169*	.100	.025	-.029	1	.190*
	Sig. (2-tailed)	.041	.229	.765	.731		.021
	N	147	147	147	147	147	147
Creating partnerships	Pearson Correlation	.139	-.047	-.079	.038	.190*	1
	Sig. (2-tailed)	.094	.572	.340	.644	.021	
	N	147	147	147	147	147	147
* Correlation is significant at the 0.05 level (2-tailed).							

The findings in table 4.14 shows that the correlation between advert about ELP using posters and library self-evaluation on progress is weak negative ($r=-.030$). This implies that an increase in the advert about ELD programme using posters would reduce strategies for enhancing ELD programmes in the KNLS through library self-evaluation on progress. The table also shows that the correlation between Advert about ELD Programme using posters and fun days and incentives, networking with other institutions, advertising through available media and creating

partnerships is weak positive ($r=.067$, $r=.119$, $r=.169$, $r=.139$ respectively). This implies that an increase in advert about ELD programmes using posters would increase the desire for strategies including fun days and incentives, networking with other institutions, advertising through available media and creating partnerships. However, only the correlation between advert about ELD programmes using posters and advertising through available media is significant at the 0.05 level (2-tailed).

A correlation analysis between advert about ELD programmes using brochures and strategies for ELD is presented in Table 4.15.

Table 3.15 Correlation Analysis between Advert about ELP using Brochures and strategies for ELD

		Advert about ELP using Brochures	Library self-evaluation on progress	Fun days and incentives	Networking with other institutions	Advertising through available media	Creating partnerships
Advert about ELP using Brochures	Pearson Correlation	1	.166*	.075	.082	-.037	-.048
	Sig. (2-tailed)		.045	.369	.325	.655	.562
	N	147	147	147	147	147	147
Library self-evaluation on progress	Pearson Correlation	.166*	1	.040	-.067	.100	-.047
	Sig. (2-tailed)	.045		.627	.422	.229	.572
	N	147	147	147	147	147	147
Fun days and incentives	Pearson Correlation	.075	.040	1	-.077	.025	-.079
	Sig. (2-tailed)	.369	.627		.355	.765	.340
	N	147	147	147	147	147	147
Networking with other institutions	Pearson Correlation	.082	-.067	-.077	1	-.029	.038
	Sig. (2-tailed)	.325	.422	.355		.731	.644
	N	147	147	147	147	147	147
Advertising through available media	Pearson Correlation	-.037	.100	.025	-.029	1	.190*
	Sig. (2-tailed)	.655	.229	.765	.731		.021
	N	147	147	147	147	147	147
Creating partnerships	Pearson Correlation	-.048	-.047	-.079	.038	.190*	1
	Sig. (2-tailed)	.562	.572	.340	.644	.021	
	N	147	147	147	147	147	147
* Correlation is significant at the 0.05 level (2-tailed).							

The findings in table 4.15 shows weak positive correlation between advert about ELP using brochures and library self-evaluation on progress, fun days and incentives and networking with other institutions ($r=.166$, $r=.075$ and $r=.082$ respectively). This implies that an increase in advert about ELD programmes using brochures would positively change library self-evaluation on progress, fun days and incentives and networking with other institutions. However, only the correlation between advert about ELD programmes using brochures and library self-evaluation on progress is significant at the 0.05 level (2-tailed). The table also indicates that the correlation between advert about ELD programmes using brochures and advertising through available media and creating partnerships is weak and negative ($r=-.037$ and $r=-.048$ respectively). This implies that a positive change in advert about ELP using brochures will negatively affect the strategies for enhancing ELD programmes through advertising through available media and creating partnerships.

Lastly, the correlation between advert about ELP using media advertising and strategies for ELD is presented in Table 4.16.

Table 3.16 Correlation Analysis between Advert about ELP using Media and strategies for ELD

		Advert about ELP using Media	Library self-evaluation on progress	Fun days and incentives	Networking with other institutions	Advertising through available media	Creating partnerships
Advert about ELP using Media	Pearson Correlation	1	.073	.095	.224**	-.107	.118
	Sig. (2-tailed)		.400	.270	.009	.215	.170
	N	136	136	136	136	136	136
Library self-evaluation on progress	Pearson Correlation	.073	1	.040	-.067	.100	-.047
	Sig. (2-tailed)	.400		.627	.422	.229	.572
	N	136	147	147	147	147	147
Fun days and incentives	Pearson Correlation	.095	.040	1	-.077	.025	-.079
	Sig. (2-tailed)	.270	.627		.355	.765	.340
	N	136	147	147	147	147	147
Networking with other institutions	Pearson Correlation	.224**	-.067	-.077	1	-.029	.038
	Sig. (2-tailed)	.009	.422	.355		.731	.644
	N	136	147	147	147	147	147
Advertising through available media	Pearson Correlation	-.107	.100	.025	-.029	1	.190*
	Sig. (2-tailed)	.215	.229	.765	.731		.021
	N	136	147	147	147	147	147
Creating partnerships	Pearson Correlation	.118	-.047	-.079	.038	.190*	1
	Sig. (2-tailed)	.170	.572	.340	.644	.021	
	N	136	147	147	147	147	147
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The findings in table 4.16 shows that the correlation between advert about ELP using media and all the strategies for enhancing ELD is weak positive except for advertising through available media which is weak negative. This implies that an increase in advert ELP using media would increase the chances of strategies for enhancing the ELD among preschoolers in the KNLS through library self-evaluation on progress, fun days and incentives, networking with other institutions and creating partnerships. However, only the correlation between advert ELP using media and networking with other institutions is significant.

4.5.3 Qualitative findings on the Programmes and Practices for promoting ELD

Through the interviews with library branch managers, the study revealed a number of programmes and practices for promoting early literacy skills development among the preschoolers in the KNLS. The interviewees pointed out that it was critical that the vision to empower society into reading would definitely emanate from the lowest level which was the children literacy concerns. One branch manager posited:

The concern about the programmes and practices for prompting literacy skills among preschoolers at KNLS are observed from the vision, mission and goals of the library. The activities entail a range of events including hosting celebrities, hang out joints, and even rewarding the leaders in the children library services [KI 006].

The findings were compared and cemented with document analysis findings which reflected the consistency. In one analysis, two photos that involved preschoolers were taken as shown in Figures 8 and 9.



Figure 3.8 Musician Nameless chats with Preschoolers at the Meru Library

Source: Kenal News, 2012: 12

Figure 4.8 shows a group of preschoolers in one of the KNLS library branches with an artist. The study showed that artists are invited to events for children section library users where they are mentored into reading. This excites and motivates the learners to grasp literacy skills.



Figure 3.9 Mombasa KNLS branch showing children in a hang-out joint

Source: Kenal, 2012: 13

Figure 4.9 shows children in one of the KNLS branches in an event that provides room for children to interact. This creates room for higher interactions and sharing of practices such as stories in read books which are displayed to promote literacy skills.

The interview results also depicted some pertinent areas focused by the KNLS to promote ELSD among preschoolers. The findings showed that the charging practices only apply to the adults through a membership fee. However, it is noted that the children's library usage is absolutely free. This is a practice that actually targets promoting the development of literacy skills among children including preschoolers.

4.6 Section 4: The role of Children's Librarians and Parents/caregivers in ELD Programmes at KNLS

The previous section presents results on programmes and practices for promoting early literacy skills for preschoolers at the KNLS. However, the section below analyses data on the role of children's librarians and parents in ELD programmes at the KNLS by finding out the likelihood of children being accompanied to the library by parents. The quantitative results were analysed using factor analysis, descriptive statistics and regression analysis.

4.6.1 Factor Analysis on the role of Children’s Librarians and Parents/caregivers

The factor analysis to assess the adequacy of the collected data focused on the KMO and Bartlett's test of the indicators as shown in Table 4.17.

Table 3.17 KMO and Bartlett's Test on the role of Children’s Librarians and Parents/caregivers

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.648
Bartlett's Test of Sphericity	Approx. Chi-Square	61.888
	df	6
	Sig.	.000

The findings in table 4.17 showed a Kaiser-Meyer-Olkin Measure of Sampling Adequacy = 0.648. This is greater than a threshold value of 0.5 hence the depicting sampling adequacy of the instrument (Field, 2009: 9). This also informed on the appropriateness of the data to be used for further analysis.

The communalities results are presented in Table 4.18.

Table 3.18 Communalities on the role of Children’s Librarians and Parents/caregivers

	<i>Initial</i>	<i>Extraction</i>
Likelihood of child to library accompanied by Parent	1.000	.892
Likelihood of child to library accompanied by Caretaker/babysitter	1.000	.774
Likelihood of child to library accompanied by Sibling	1.000	.446
Likelihood of child to library accompanied by Other	1.000	.748
<i>Extraction Method: Principal Component Analysis.</i>		

The findings in table 4.18 indicated that the extraction communalities for all the three variable items are greater than a threshold value of 0.4 (Kothari, 2014:6). This implies that the estimates of the variance in each item were sufficient to be considered in the factor solution of the variable on the role of children’s librarians and parents/caregivers in ELD programmes at the KNLS.

The analysis also led to statistics on total variance explained and presented using Table 4.19.

Table 3.19 Total Variance Explained on role of Children’s Librarians and Parents/caregivers

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.725	43.120	43.120	1.725	43.120	43.120
2	1.135	28.373	71.493	1.135	28.373	71.493
3	.920	23.010	94.503			
4	.220	5.497	100.000			

Extraction Method: Principal Component Analysis.

The findings in table 4.19 shows the eigenvalues which are the amount of variance in the original variables accounted for by each component. The table also shows the ratio of the variance expressed as a percentage. This denotes the variance accounted for by each component to the total variance in all of the variables. With the consistent downward flow of the percentage of variance, the collected data showed sufficient distribution to be considered for analysis in the study on the role of children’s librarians and parents/caregivers in ELD programmes at the KNLS.

The table indicates the extracted components at percentage variance of variance at 43.120% and 28.373% for components 1 and 2 respectively. This implies that the extracted components explain nearly 71% of variability in the original three variables. Thus, the complexity of the data would considerably be addressed by using these components with loss of only 29% loss of information.

4.6.2 Descriptive Statistics on the role of Children’s Librarians and Parents/caregivers

The descriptive information on the likelihood of a child being accompanied to the library by parents is presented in Table 4.20.

Table 3.20 Likelihood of child accompanied to library by parent

Likelihood level		Frequency	Percent
Valid	Unlikely	19	12.9
	Neutral	19	12.9
	Likely	64	43.5
	Extremely Likely	45	30.6
	Total	147	100.0

The findings in table 4.20 indicated that the most of the respondents 64(43.5%) revealed that the children were likely to be accompanied to the library by parents. Another relatively large portion of the respondents 45(30.6%) indicated extremely likely. Only 19(12.9%) respondents indicated that it was unlikely that the children were accompanied to the library by their parents. The findings imply that there was greater chance that the children were accompanied to the library by their parents.

The study further examined the likelihood of a child being accompanied to the library by a caretaker or babysitter. The quantitative findings are presented in Figure 4.10.

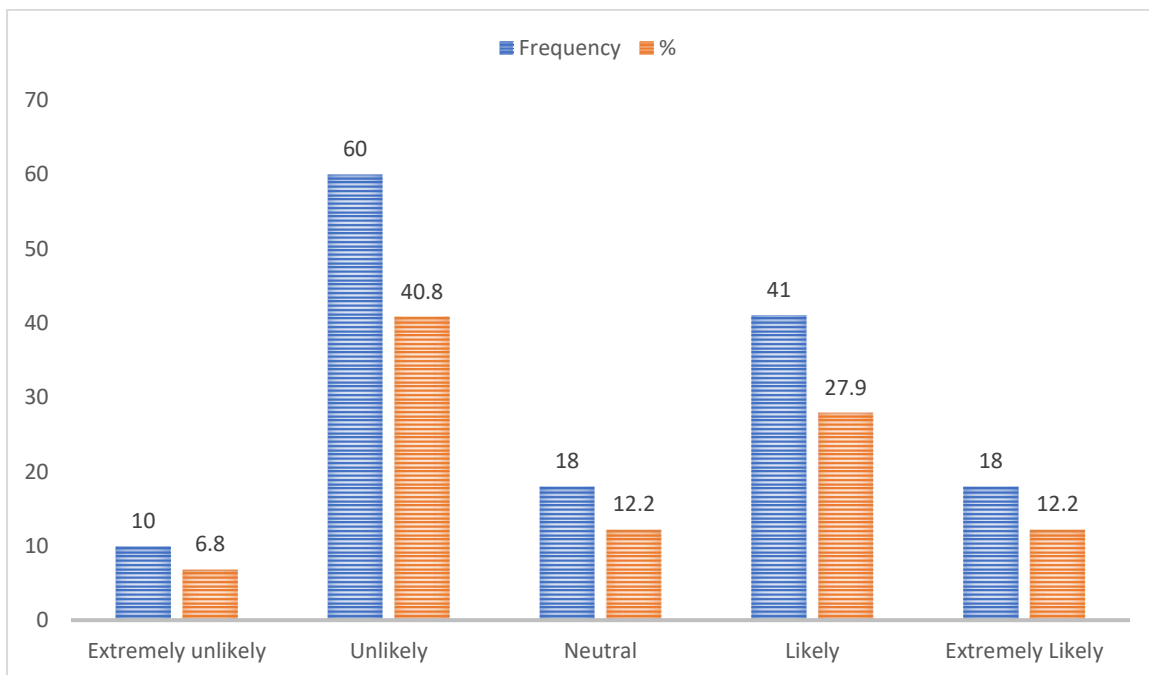


Figure 3.10 Likelihood of child accompanied to library by caretaker/babysitter

Figure 4.10 shows that most of the respondents (40.8%, n=60) indicated that there was unlikely to be a child to be accompanied by a caretaker/babysitter to the library. A relatively large portion 41(27.9%) indicated that the children accompanied to the library by caregivers was a likely phenomenon with another portion (12.2%, n=18) indicating extremely likely. On the least (6.8%, n=10) indicated that it was extremely unlikely that the children were accompanied by caregivers to the library, while (12.2%, n=18) of the respondents were neutral about the item. This implies that while there is a bigger picture that the caregivers hardly accompanied the children to the library, a few cases were notable. This may be attributed to parents who assign duties and tasks to their babysitters, including accompanying children to the library. This is common in the urban contexts where most of the parents, both father and mother are more likely to be working compared to their rural counterparts.

In a different dimension, the respondents (librarians) were asked about the likelihood of the children being accompanied to the library by their siblings. The descriptive findings are presented in Figure 4.11.

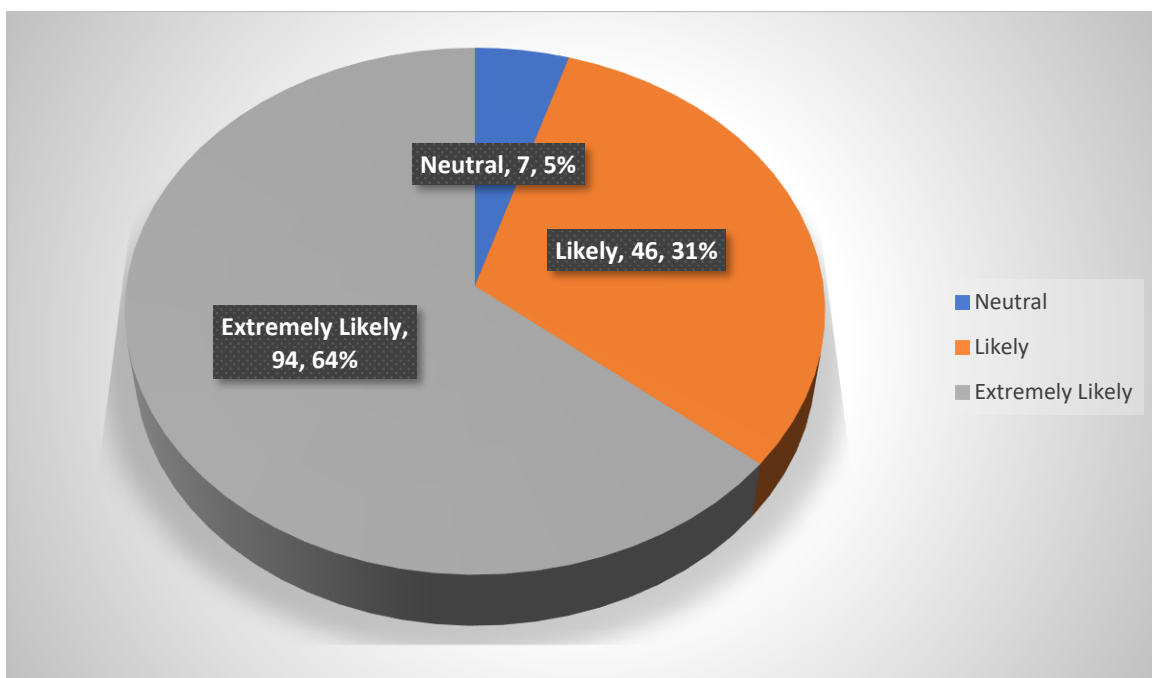


Figure 3.11 Likelihood of child being accompanied to the library by sibling

The findings in figure 4.11 shows that the most of the respondents (64%, n=94) revealed that there was an extremely likelihood for the children to be accompanied to the library by siblings. Moreover, the second largest portion of the respondents indicated likely for the siblings to accompany the children to the library while the least (5%, n=7) being neutral with the

statement. It is notable that none of the respondents indicated unlikely. This implies that away from the leading likelihood of parents being in the company of their children to library from Table 14, siblings were the second most likely to accompany them. This can be attributed to the allocation of duties of the parents to their older children.

However, the quantitative findings show that there are other people who accompany children to library apart from the caregivers, parents and siblings. This is as presented in Table 4.21.

Table 3.21 Likelihood of child being accompanied to the library by others

		Frequency	Percent
Valid	Neutral	42	28.6
	Likely	28	19.0
	Total	70	47.6
Nonresponse		77	52.4
Total		147	100.0

The findings in table 4.21 shows that most of the librarians 42(28.6%) were neutral about the item. The table also indicates that it was likely that the children were accompanied to the library by “others” apart from the parents, caregivers and siblings 28(19.0%). The findings imply that while there was notable accompanying of the children to the library by someone beside the three main groups of people, in some cases other people performed the task.

4.6.3 Regression Analysis for the role of Children’s Librarians and Parents/caregivers in ELSD Programmes at KNLS

The study looked at the regression analysis of the role of the children’s librarians and parents in ELD programmes at the KNLS, with a focus on the desired strategies for enhancing early literacy skills development programmes among preschoolers in the KNLS.

The regression coefficients of the analysis on likelihood of who accompanied the children to the library against the library self-evaluation on the progress are shown in Table 4.22.

Table 3.22 Regression coefficients on likelihood of who accompanied the children to library against the library self-evaluation on progress

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.298	1.616		4.517	.000
	Likelihood of child to library accompanied by Parent	-.181	.289	-.118	-.626	.534
	Likelihood of child to library accompanied by Caretaker/babysitter	-.036	.144	-.043	-.249	.804
	Likelihood of child to library accompanied by Sibling	-.313	.171	-.224	-1.830	.072
	Likelihood of child to library accompanied by Other	-.168	.272	-.088	-.617	.540

a. Dependent Variable: Library self-evaluation on progress

The findings in table 4.22 shows that the constant unstandardised coefficients for beta =7.298 with a standard error of 1.616. The standardised coefficients Beta for Likelihood of child to library accompanied by parent, caretaker, sibling and by other are -.118, -.043, -.224 and -.088 respectively. Modelling the statistics into a function that relates the library self-evaluation on programmes, a strategy for enhancing promotion of ELD among preschoolers in KNLS on the predictors would be as shown below.

$$Y = 7.298 - 0.118V - 0.043W - 0.224X - 0.088Z + 1.616$$

Where,

Y is the library self-evaluation on progress on promoting early literacy skills development programmes among preschoolers at KNLS

V is the Likelihood of child to library accompanied by Parent

W is the Likelihood of child to library accompanied by Caretaker/babysitter

X is the Likelihood of child to library accompanied by Sibling

Z is the Likelihood of child to library accompanied by Other

The findings indicated that a positive change in likelihood of the child to be accompanied to the library by any person would reduce the desire for the ELD strategy on library self-evaluation on progress of the programmes.

Further regression analysis was done among the desires for fun days and incentives, a strategy for enhancing promotion of ELD programmes among preschoolers and the likelihood of the child being accompanied by various persons. The results are statistically presented in Table 4.23.

Table 3.23 Regression coefficients on likelihood of who accompanied the children to library against the Fun days and incentives

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.418	1.428		3.095	.003
	Likelihood of child to library accompanied by Parent	.109	.256	.081	.427	.671
	Likelihood of child to library accompanied by Caretaker/babysitter	.091	.127	.125	.714	.478
	Likelihood of child to library accompanied by Sibling	.178	.151	.144	1.178	.243
	Likelihood of child to library accompanied by Other	-.432	.241	-.257	-1.794	.078
<i>a. Dependent Variable: Fun days and incentives</i>						

The findings in table 4.23 shows the unstandardised coefficient beta for constant at 4.418 and standard error of 1.428. The Table also shows standardised coefficients between the predictors including the likelihood of the child being accompanied to the library by parent, caretaker, sibling and other at 0.081, 0.125, 0.144 and -0.257 respectively.

Using the statistics, modeling the function that relates the fun days and incentives to the predictors would be as shown below.

$$Y = 4.418 + 0.081V + 0.125W + 0.144X - 0.257Z + 1.428$$

Where,

Y is the fun days and incentives as a strategy for enhancing promotion of the ELD among preschoolers in KNLS

V is the Likelihood of child to library accompanied by Parent

W is the Likelihood of child to library accompanied by Caretaker/babysitter

X is the Likelihood of child to library accompanied by Sibling

Z is the Likelihood of child to library accompanied by Other

The findings show that apart from the likelihood of the children being accompanied to the library by others, all the likelihood of the other three accompaniments would increase the desire for fun days and incentives as a strategy for enhancing promotion of the ELSD among preschoolers in the KNLS.

The regression analysis results based on networking with others a strategy for enhancing the promotion of the ELSD among preschoolers are shown in Table 4.24.

Table 3.24 Regression coefficients on likelihood of who accompanied the children to library against the Networking with other institutions

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.392	1.227		3.579	.001
	Likelihood of child to library accompanied by Parent	.084	.220	.073	.384	.702
	Likelihood of child to library accompanied by Caretaker/babysitter	.115	.109	.184	1.050	.298
	Likelihood of child to library accompanied by Sibling	.127	.130	.120	.979	.331
	Likelihood of child to library accompanied by Other	-.334	.207	-.231	-1.613	.112
<i>a. Dependent Variable: Networking with other institutions</i>						

The findings in table 4.24 shows unstandardised coefficients for beta constant at 4.393 with standard error of 1.227. The table also shows the standardised coefficients beta for likelihood of child to be accompanied to the library by Parent, Caretaker/babysitter, sibling and by other are .073, .184, .120 and -.231 respectively.

Using the statistics to model the function that relates networking with other institutions as a strategy for enhancing promotion of the ELD among preschoolers in the KNLS to the predictors, would be as follows:

$$Y = 4.392 + 0.073V + 0.184W + 0.120X - 0.231Z + 1.227$$

Where,

Y is the Networking with other institutions as a strategy for enhancing promotion of the ELD among preschoolers in KNLS

V is the Likelihood of child to library accompanied by Parent

W is the Likelihood of child to library accompanied by Caretaker/babysitter

X is the Likelihood of child to library accompanied by Sibling

Z is the Likelihood of child to library accompanied by Other

This implies that an increase in the likelihood of the child being accompanied to the library by parent, by caretaker and sibling would increase the desire for networking with other institutions as a strategy for enhancing promotion of the ELD among preschoolers in the KNLS. On the other hand, the increase in likelihood of children being accompanied to the library by others would reduce the desire to enhance promotion of the ELSD programmes among the preschoolers in the KNLS.

The regression between advertising through available media as a strategy for enhancing ELSD among preschoolers and the likelihood of the child being accompanied to the library by parent, caretaker, sibling and other is presented in Table 4.25.

Table 3.25 Regression coefficients on likelihood of who accompanied the children to library against the Advertising through available media

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.946	1.705		2.314	.024
Likelihood of child to library accompanied by Parent	.118	.305	.074	.387	.700
Likelihood of child to library accompanied by Caretaker/babysitter	.153	.152	.179	1.005	.318
Likelihood of child to library accompanied by Sibling	.123	.180	.085	.679	.499
Likelihood of child to library accompanied by Other	-.306	.288	-.155	-1.063	.292

a. Dependent Variable: Advertising through available media

The findings in table 4.25 shows the unstandardised coefficients beta for constant at 3.946 and standard error of 1.705. The table also shows the standardised coefficients of the predictors including the likelihood of the child being accompanied to the library by parent, caretaker, sibling and other at .074, .179, .085 and -.155 respectively.

Modeling the function using the statistics in Table 33 would lead to the function below.

$$Y = 3.946 + 0.074V + 0.179W + 0.085X - 0.155Z + 1.705$$

Where,

Y is the Advertising through available media as a strategy for enhancing promotion of the ELD among preschoolers in KNLS

V is the Likelihood of child to library accompanied by Parent

W is the Likelihood of child to library accompanied by Caretaker/babysitter

X is the Likelihood of child to library accompanied by Sibling

Z is the Likelihood of child to library accompanied by Other

This implies that positive change in likelihood of the child being accompanied to the library by parent, caretaker and sibling would increase the strategy of having advertising through available media while increasing the likelihood of the child being accompanied to the library by other would reduce the response variable.

The final correlation analysis entailed the strategy involving creating partnerships with the other identified predictors. The statistics are shown in Table 4.26.

Table 3.26 Regression coefficients on likelihood of who accompanied the children to library against the Creating of partnerships

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.573	1.492		.384	.702
	Likelihood of child to library accompanied by Parent	.479	.267	.333	1.793	.078
	Likelihood of child to library accompanied by Caretaker/babysitter	.148	.133	.192	1.116	.269
	Likelihood of child to library accompanied by Sibling	.265	.158	.203	1.679	.098
	Likelihood of child to library accompanied by Other	.016	.252	.009	.062	.950
<i>a. Dependent Variable: Creating partnerships</i>						

The findings in Table 4.26 shows unstandardised coefficient for beta constant at 0.573 and standard error of 1.4492. The table also shows standardised coefficient beta for the predictors including the likelihood of the child being accompanied by parent, caretaker, sibling and other at .333, .192, .203 and .009 respectively.

Using the above statistics would generate a function relating the response variable and the predictors would be shown as below.

$$Y = 0.573 + 0.333V + 0.192W + 0.203X + 0.009Z + 1.492$$

Where,

Y is creating partnerships as a strategy for enhancing promotion of the ELD among preschoolers in KNLS

V is the Likelihood of child to library accompanied by Parent

W is the Likelihood of child to library accompanied by Caretaker/babysitter

X is the Likelihood of child to library accompanied by Sibling

Z is the Likelihood of child to library accompanied by Other

This implies that an increase in any of the predictors would lead to an increase in the response variable.

4.6.4 Qualitative findings on the role of Children’s Librarians and Parents/caregivers in ELD Programmes at KNLS

The study findings were triangulated with the qualitative findings from the interviews with the library branch managers who indicated that most of the formally employed parents used their babysitters to send their children to the library. Key informant KI 004 noted that most parents are normally caught up in their employment tasks and thus use their helpers to accompany their children to the library.

The study investigated further on the component of the “other” through interviews with the library branch managers and found that some would be family friends and transport service providers among others. The findings imply that there are other human aspects that may influence the development of early literacy skills among preschoolers through the library services. The role of the other accompaniments cannot be overlooked in the process of ensuring that the children develop literacy skills. Such groups (away from the parents, caregivers, and siblings) may affect the reporting times, the leaving times, the emotional stability of the learners, self-esteem and even the morale in participating in the early literacy programmes in the library.

In a different interview with one branch manager (KI 004), it was noted that parents had a great role to play in enhancing literacy development. The parents were required to attend event days for the ELSD programmes which would in turn motivate the children. This is in relation to the argument of another informant (KI 007) who noted:

Parental role in the ELD programmes is so significant. This can be compared to the determination of the social class, family size, parental education level in creating greater literacy skills among the preschoolers. The children are more motivated through the involvement of their parents [KI 007]

Through the interviews with the head of branch libraries, the research revealed that the parents of the preschoolers become engaged in the library early literacy skills programmes by invitations. The approaches used to engage the parents of the preschoolers in development to early literacy schools included welcoming views, giving room for suggestions, and even giving incentives. Through document analysis, the researcher found various means of communication that the KNLS has put in place to ensure that parents are fully involved in the ELD programmes.

The KNLS Customer Service Charter (KNLS, 2012:7) states that the library appreciates and welcomes public views in pursuit of improving a reading culture, including early literacy skills development programmes. The document shows that the library considers suggestions from parents of the preschoolers about the early literacy skills development programmes. The brochure also states that the library may occasionally carry out random surveys on the suggestions for improving early literacy skills development programmes.

The publication (KNLS, 2012: 8) points out that when parents identify and communicate to the KNLS on the challenges they face with the early literacy skills development programmes, the library takes up and addresses it. Through surveys, the library is able to get the experiences from the parents in early literacy skills development programmes. This helps in enhancing the programmes. The library also points out various means of communication from parents including face-to-face reporting and requesting, by phone call or even writing an email.

Through documentary analysis, the study found various roles that children's librarians play towards the enhancement of the early literacy skills development programmes. Some of the roles from a document by the International Federation of Library Associations (IFLA) (2014: 1) included:

- i. Creating access and reach to a variety of materials and resources with quality information;
- ii. Ensuring that they are skilled enough to assist and patronage over the reading among the preschoolers within the library;
- iii. Organising and facilitating a variety of activities related to ELD programmes among the preschoolers in the library;
- iv. Ensuring the safety and comfortability of the preschoolers in the library during the use of the available suitable materials;
- v. Empowering and advising parents on the suitable activities for enhancing early literacy skills among preschoolers; and
- vi. Reaching out and engaging with the community on the preschoolers' programmes.

The findings show that the role of the children's librarians match with the coordination and cooperation of parents. The study shows that the libraries have a role to reach out to parents of the preschoolers and sensitise them on early literacy skills development programmes.

4.7 Section 5: Staff Training Initiatives for ELD Programmes at the KNLS

The previous section analysed data on the role of children's librarians and parents in ELD programmes at the KNLS. However, the section below analyses data on staff training initiatives for early literacy development programmes at the KNLS. The findings were presented in categories depending on the nature of data and analysis used in the subsections below.

4.7.1 Descriptive Statistics on Staff Training Initiatives for ELD Programmes

The study investigated whether the library offers training for the staff on early literacy programmes. The findings are presented in Table 4.27.

Table 3.27 Does the library offer training for staff on Early Literacy Programmes?

		Frequency	Percent
Valid	Yes	35	23.8
	No	112	76.2
	Total	147	100.0

The findings in table 4.27 shows that most of the questionnaire respondents (76.2%, n=112) indicated that the library did not offer training for staff on early literacy programmes. The remaining portion of the respondents (23.8%, n=35) agreed that there was training for staff on early literacy programmes. This can be attributed to differences in the branches of the libraries. While the management of the branches emanate from a central point (Headquarters), some individual branches could be having activities that are unique, possibly implemented by the respective managers.

In another dimension of staff training, the staff were asked whether they had ever participated in any professional development activities for ELP. The study findings are presented in Figure 4.12.

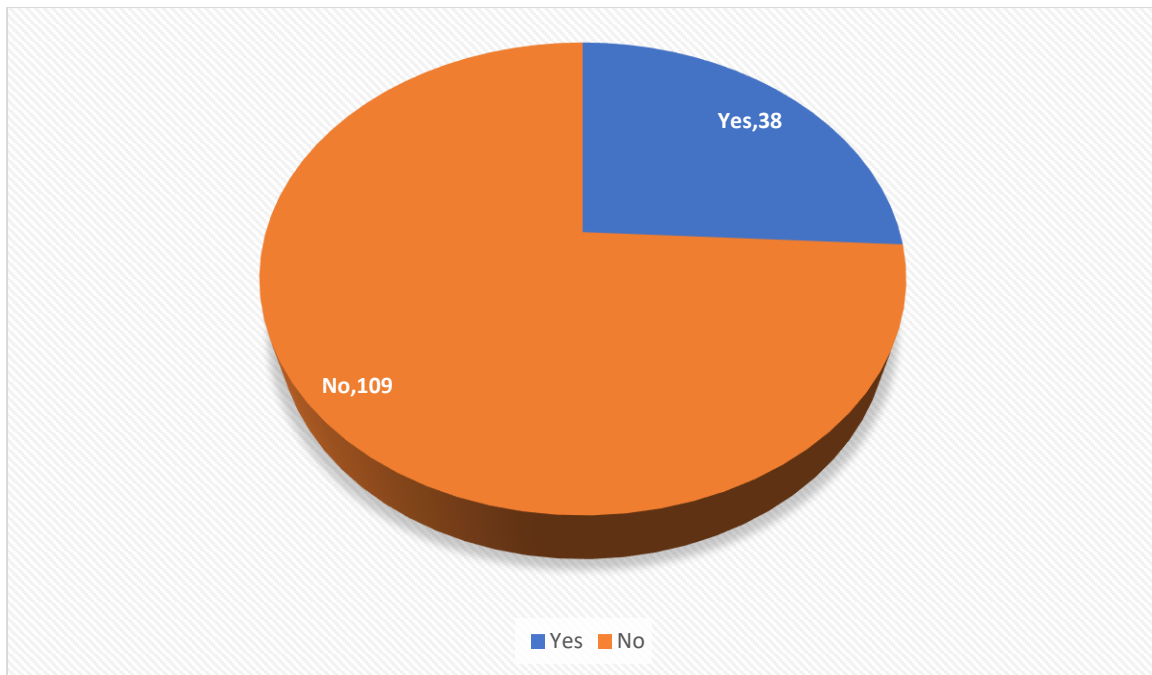


Figure 3.12 Have you participated in any professional development activities for ELP?

The findings in figure 4.12 shows that the most of the children librarian's (74%, n=109) acknowledged that they had participated in some professional development activity for early literacy programmes. This left only a few (26%, n=38) who had not participated. This implies that the library has staff training initiatives for early literacy skills. This contradicts the findings in Table 14 which indicated that the majority indicated that the library does not offer training for staff on early literacy programmes. This shows that despite the majority having attended such programmes, they could be external training. The library itself does not offer training, yet the majority have participated. This may be associated with the partnerships that the library engages with other partners in literacy programmes. Such is a strategy that libraries may use to enhance their effectiveness in improving literacy skills programmes.

The study also examined whether their respective libraries have continuing education or training times for staff. The studying findings are presented in Figure 4.13.

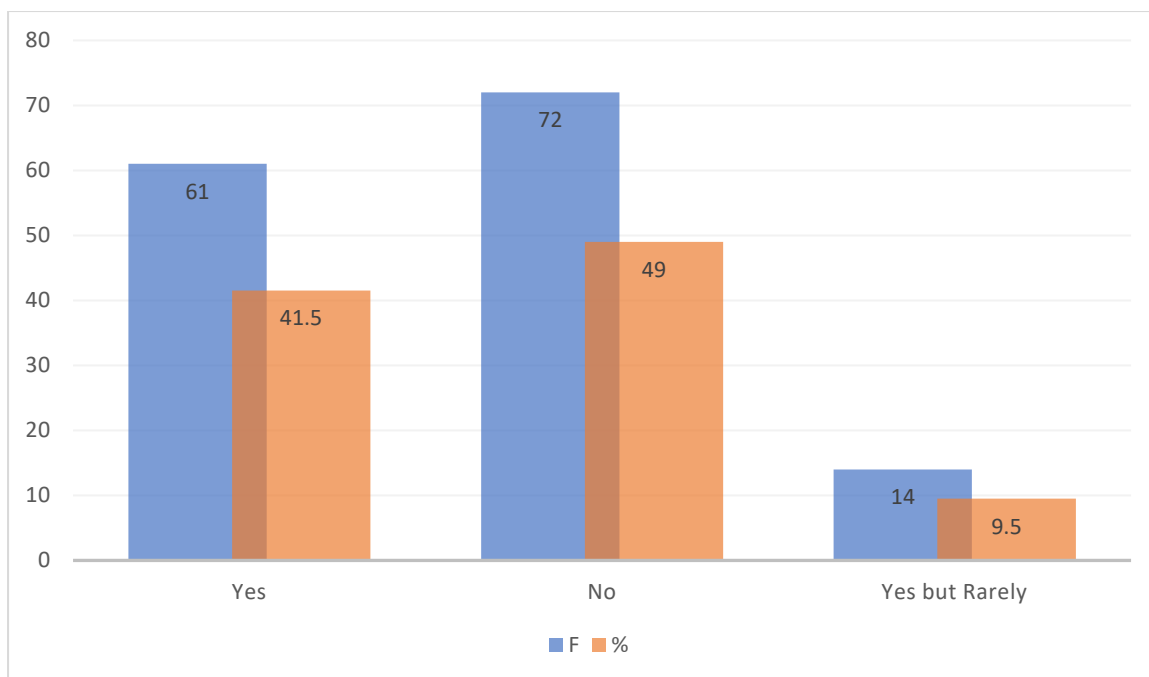


Figure 3.13 Does your library have continuing education or training times for staff?

The findings in figure 4.13 shows that the most of the respondents (49%, n=72) concurred that the library did not have continuing education or training times for staff. This was followed by those who indicated that indeed the libraries had the programmes (41.5%, n=61). Interestingly, a related portion of the respondents (9.5%, n=14) indicated that the libraries had the continuing education and training times for staff though rarely held. This implies that overall, more respondents agree that the libraries had the programmes (41.5%+9.5% = 51%). The disparities in the view may be due to some autonomy in the branches which may be having different areas of implementation compared to others.

The study analysed the collected data on training initiatives among the librarians on early literacy skills development programmes among preschoolers. The findings are shown in Table 4.28.

Table 3.28 Frequency of use of staff Training initiatives

	Never		Rarely		Sometimes		Often		Always	
	F	%	F	%	F	%	F	%	F	%
Frequency of Training through mentorship programmes	17	11.6	9	6.1	0	0	34	23.1	87	59.2
Frequency of Training through coaching	21	14.3	30	20.4	36	24.5	20	13.6	40	27.2
Frequency of Training through job shadowing	37	25.2	58	39.5	22	15	18	12.2	12	8.2
Frequency of Training through career development	10	6.8	49	33.3	39	26.5	36	24.5	13	8.8
Frequency of Training through solid follow-up	10	6.8	44	29.9	27	18.4	42	28.6	24	16.3

4.7.2 Regression Analysis on Staff training and Strategies for promoting ELD

The study included regression analysis that relates to: Does your library have continuing education or training times for staff? Does the library offer training for staff on early literacy programmes? Have you participated in any professional development activities for ELP? (predictors) and library self-evaluation on progress of ELSD programmes as a dependent variable? The results are shown in Tables 4.29 and 4.30.

Table 3.29 Model Summary for Regression Analysis on Staff training and Library self-evaluation on progress

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165 ^a	.027	.007	.883
<i>a. Predictors: (Constant), Does your library have continuing education or training times for staff? Does the library offer training for staff on early literacy programmes? Have you participated in any professional development activities for ELP?</i>				

The findings in table 4.29 shows an adjusted R square of 0.007 which implies that a total of 0.7% variations in the dependent variable (Library self-evaluation on progress) are attributed to the three predictors (Does your library have continuing education or training times for staff? Does the library offer training for staff on early literacy programmes? Have you participated in any professional development activities for ELD programmes?) which are the ELD programmes staff training indicators at the KNLS. This is comparatively small, which shows

that the training has little influence on the library self-evaluation on progress in promotion of ELD programmes for the preschoolers at the KNLS.

Table 4.30 shows the ANOVA results from the regression analysis.

Table 3.30 ANOVA Table for Staff training and Library self-evaluation on progress

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.122	3	1.041	1.334	.266 ^b
	Residual	111.585	143	.780		
	Total	114.707	146			
<i>a. Dependent Variable: Library self-evaluation on progress</i>						
<i>b. Predictors: (Constant), Does your library have continuing education or training times for staff? Does the library offer training for staff on early literacy programmes? Have you participated in any professional development activities for ELP?</i>						

The findings in Table 4.30 shows that the P-Value =.266 is less than f-statistic = 1.334 which implies that the differences in means in the three variables was significant. This also illustrates that the regression model fits the collected data and analysis. The following predictors (Constant) improved the model fit for Regression Analysis on Staff training and Library self-evaluation on progress: Does your library have continuing education or training times for staff? Does the library offer training for staff on early literacy programmes? Have you participated in any professional development activities for ELD programmes?

4.7.3 Qualitative findings on Staff Training Initiatives for ELD Programmes

The interview results depicted that the library branches may fail to implement some programmes despite being scheduled up by the main library. One KI reported:

While the KNLS libraries are centrally managed by the head office in Nairobi, some programmes may be implemented differently due to various reasons, for instance, some trainings may be scheduled and specified for certain areas (branches) rather than being for all branches. This is also seen as a strategy by the management to streamline services offered appropriately. The branches are required to identify their needs areas on which the central management focusses on [KI 002].

The qualitative findings imply that the differences in the findings across the libraries are attributed to the head office decisions. This is seen as a positive strategy for providing services as need arises which is key for cost effectiveness and the general offer of early literacy programmes.

The interview findings also indicated that a variety of training on initiatives on early literacy skills development are offered to staff. The interviewees (the library branch managers) pointed out that several career development initiatives towards enhancing the early literacy skills development programmes had been held by the library.

One KI posited;

We have held a number of career development sessions with our staff on how to improve programmes that target early literacy skills development. The programmes take as long as two weeks where the identified staff assembly for training. The events have been successful with seen improved services on activities that target early literacy skills development [KI 001]

Another KI noted:

There are staff training initiatives that entail coaching mentorship. The staff especially the ones working in the children's sections are taken through coaching by experts drawn from partnerships. The mentorship is mostly between the experienced professional in the early literacy skills development programmes and the new staff. The coaching involves gathering the staff together and engage them through open talk and discussion sessions where specialists interact with them [KI 004]

Through document analysis, the study found that other training initiatives include ICT skills among the library staff. While the KNLS appreciates the importance of ICT in improved access across its branches, the findings show that the training initiatives that focus on ICT and ELD programmes were largely sponsored. IFLA (2014: 3) indicated that the ICT materials for early literacy skills development and related the KNLS staff training in Kibera were funded programmes. The project entailed e-learning tablets for slum children that focused on giving them opportunity to improve on their literacy skills through technology. The tablets enabled the children to access information easily. The report showed that the project significantly inspired the reading habits among the slum children, increased library attendance and subsequently boosted their school academic performance.

The documentary analysis revealed some photos of the children using digital forms of books in the Kibera slum library. Some of the evident ones are presented in the figures below.



Figure 3.14 Children using a Tablet computer to access Information in Kibera Slum

Source: KNLS, 2013



Figure 3.15 Children using tablets donated by IFLA to access digital information

Source: IFLA, 2014

4.8 Section 6: Training Initiatives for Parents/Caregivers on Early Literacy at the KNLS.

The previous section analysed data on staff training initiatives for early literacy development programmes at the KNLS. However, the section below analyses data on training initiatives for parents and caregivers on early literacy at the KNLS. The study used various indicators and items to answer the question on this research objective. The study examined whether the library offers training for parents and caregivers on early literacy. Designed on a dichotomous type of item, the study findings are presented in Table 4.31.

Table 3.31 Children using tablets donated by IFLA to access digital information

		Frequency	Percent
Valid	Yes	27	18.4
	No	120	81.6
	Total	147	100.0

The findings in table 4.31 revealed that most of the respondents (81.6%, n=120) indicated that the library does not offer training for parents and caregivers on early literacy programmes. This is contrary to the remaining portion (18.4%, n=27) who agreed that the library offered the training. This contradiction also depicts the differences that may be existing within the branches of the KNLS. While some have such programmes, others (majority) do not offer such training to parents and caregivers of the children who visit the libraries for early literacy skills. This implies that the concern for the training is actually known and acknowledged by the libraries, except those existing impediments and constraints that could be limiting the running of the training's programmes. This is consistent with Ouda's (2015:43) position who discussed the importance of resources and specifically funding for the library activities to achieve the intended mission and objectives.

The study findings were triangulated with the interview results of the library branch heads. The study revealed that there was a concern about the training of parents and caretakers of the children using public libraries. One branch head noted:

All these programmes are documented and recommended for the KNLS branches. However, the needs vary significantly which make some libraries forego such programmes. In addition, the running of such programmes is highly determined by the availability of funds. This makes it challenging for the individual branch libraries to hold the training as recommended in the library

operating manuals. It is important that such activities are undertaken by libraries to ensure that the children's parents and caregivers [KI 004].

The qualitative study findings imply that the concern that has been documented by various researchers about the importance of undertaking training for the children's parents and caregivers is supported (ALSE and PLA, 2011:10).

4.8.1 Type of Training offered to parents/Caregivers

The study further investigated the type of training the library offers to parents and caregivers of the children who use the KNLS. The quantitative findings are presented using Table 4.32.

Table 3.32 Which type of training does the library offer?

	Frequency	Percent
Youth or teenagers programmes	7	4.8
"Drug abuse"	7	4.8
ICT basic skills	11	7.5
Social media ethics	11	7.5
Reading skills	8	5.4
Literacy skills	20	13.6
Library user	9	6.1
None	47	32.0
All the above	7	4.8
Nonresponse	20	13.6
Total	147	100.0

The findings in table 4.2 shows that the majority of the questionnaire respondents (32.0%, n=47) indicated that no (none) type of training is offered by the libraries. However, a significantly large portion (13.6%, n=27) indicated the most offered training type to improve literacy skills among preschoolers. Notably, all identified areas for training had responses as being offered in various library branches. For instance, "All the above" areas were at (4.8%, n=7). This was rated equivalent to youth or teenager programmes and drug abuse training. This implies the concern for those offering training mostly focus on literacy skills which is essentially the objective of the preschoolers' library use. The differences in the training may be attributed to various needs as indicated in the qualitative study findings through the interviews with the library branch heads.

The findings can, however, be contentious whether this is documented or a requirement among the branches or it is simply a coincidental undertaking. The interviewees could not outrightly justify the variations of some programmes offered in some branches while they are not offered in others beside the need's identification and resources constraints. This raises concerns as under normal circumstances, it would be expected that each region or branch has the same needs as children in search of literacy skills would have similar needs. Moreover, the concern on financial constraints would be questionable on whether the branches are funded differently.

In a different investigation on the training initiatives for parents and caregivers on the preschoolers in library use, the study explored whether the libraries trained them on how to share books with their children. The quantitative data collection was designed in a dichotomous type for either Yes or NO. The findings are presented in Figure 4.16.

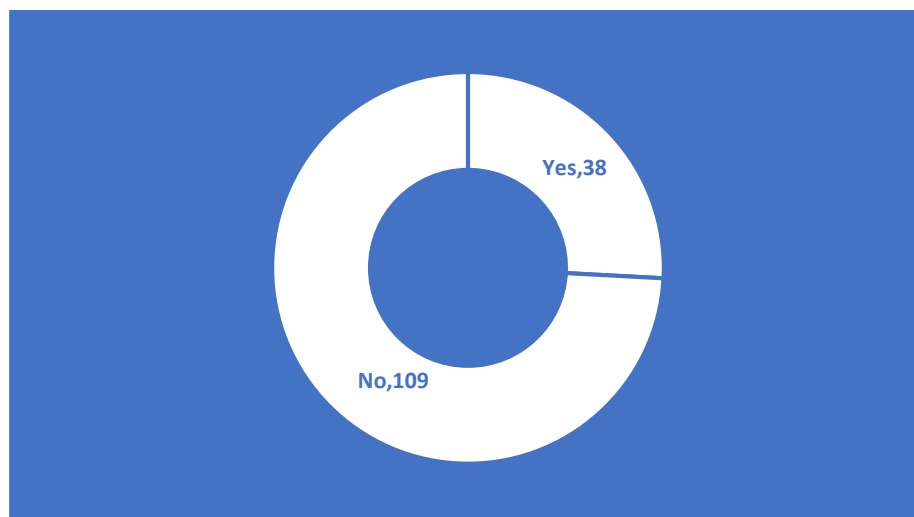


Figure 3.16 Do you train parents and caregivers in how to share books with their children's books?

Figure 4.16 indicated that most of the respondents (n=109, 74%) acknowledged that they train parents and caregivers on how to share books with their children. Respondents 38(26%) revealed that they did not offer such training to parents and caregivers. The findings imply that there exist differences among the library branches; despite the majority offering the training, some did not. Those not offering the training may be associated with parents' or caregivers' own limitations which were depicted in qualitative findings through interviews with library branch managers. One manager noted:

There are various limitations affecting the training of parents and caregivers in support of early literacy skills among preschoolers. One of the dominant

challenges is the unavailability of the parents. While the majority of the parents bring the preschoolers in the libraries for early literacy programmes, their commitments make them mostly available to drop and pick the learners rather than attending any training function or activity organised by the library [KI 002].

This implies that despite the existence of the training programmes for the parents and caregivers on early literacy skills in the KNLS, some challenges that are not library related impede the entire process.

Another key informant (KI 003) noted that there has been anxiety among parents and caregivers of the preschoolers in library use to attend any scheduled meeting activities and training. Thus, it makes it difficult to even deliver the desired and planned training on how to share the books with the learners.

The study findings imply that the library effectiveness and initiatives alone may not effectively address the concern in the ELD programmes among preschoolers in the KNLS. This is focused on the need for cooperation among stakeholders of which parents form a greater portion. Thus, effectiveness requires the parents and caregivers to commit themselves in the activities of the libraries in order to deliver the desired early literacy skills among the preschoolers.

In another interview, another key informant (KI 006) noted that parents of the children using the libraries are much informed on their roles through the training and inductions offered. The informant noted that it is key that every step taken by the library towards enhancing the programmes that target the preschoolers involve the parents. The parents are mostly informed on the programmes through training schedules guided by the headquarters. This implies that while the trainings may not be clearly outlined to focus on specific themes, the inductions are meant to sensitise the parents of the children who use the libraries.

4.9 Section 7: Strategies to enhance the provision of ELD programmes in KNLS

The previous section analysed data on training initiatives for parents and caregivers on early literacy at the KNLS. However, the section below analysed data on the strategies that may be used to enhance the provision of ELD programmes in the KNLS. The study used various indicators categorised into two. The first category focused on the frequency of the consideration of suggestions by the staff to the library management to improve in the ELD programmes. The questionnaire respondents (librarians) were asked whether they ever made suggestions on how to improve early literacy development programmes in the library. The item

was designed in a dichotomous form with a simple Yes or NO answer. The data were analysed descriptively and presented using Figure 4.17.

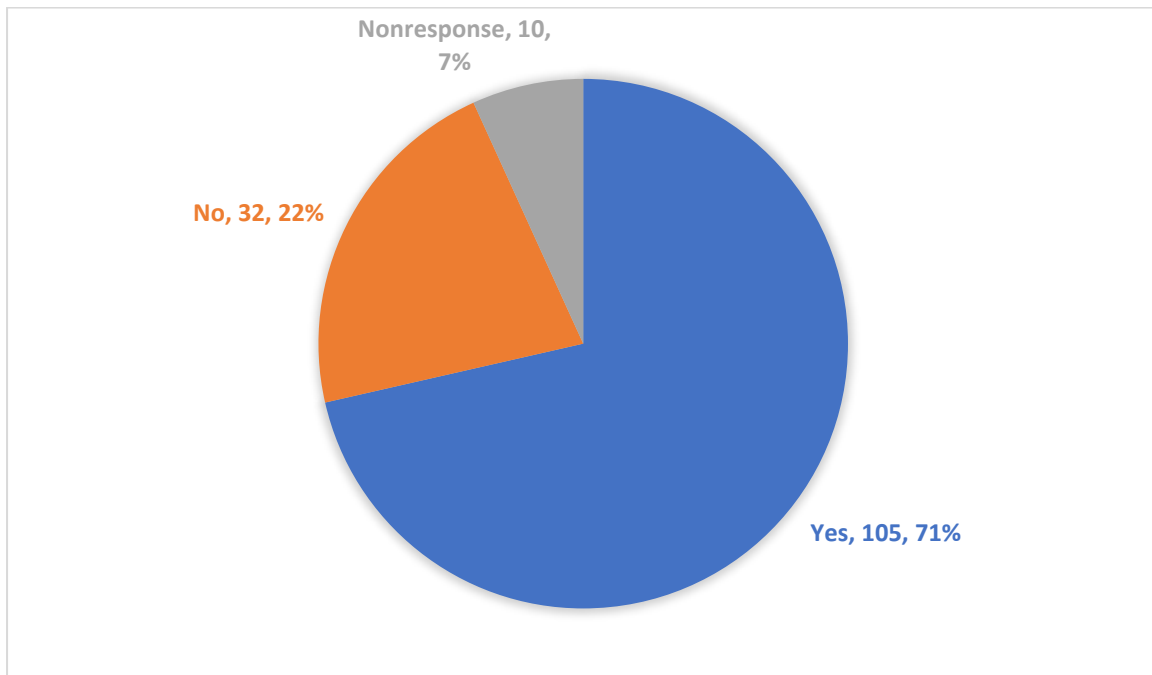


Figure 3.17 Do you ever make suggestions on how ELD programmes could be improved?

The findings in figure 17 reveals that majority of the participants 105(71%) agreed that they made suggestions on how ELD programmes would be improved. This compared to a relatively small portion of 32(22%) of the participants who suggested that they never made suggestions for improvement of the programmes. This also shows that a small portion of the respondents (7%) never responded to the item. The findings imply that the library has an open forum and staff open to making suggestions towards a programme and specifically ELD for this case. The findings may be attributed to the differences in training and involvement of the staff in the ELD programmes as reported in Table 16. The study showed that there were variations in response on the level and frequencies of staff training in early literacy programmes. This is likely to be reflected in the latter concern about the room for making suggestions for improvement of such programmes.

The study further examined how often the respondents would rate the considerations of their suggestion on the improvement of the early literacy skills programmes. The findings are presented in Table 36.

Table 3.33 How often would you say that your suggestions are considered in the improvement of ELD?

How often do you make suggestion		Frequency	Percent
Valid	Never	10	6.8
	A few times	59	40.1
	Many times	21	14.3
	Always	15	10.2
Nonresponse		42	28.6
Total		147	100.0

The findings in table 4.33 reveals that the majority of the research participants 59(40.1%) indicated that their suggestions on improvement of early literacy development programmes were only considered a few times. The table shows that 21(14.3%) indicated that their suggestions were considered many times, with 15(10.2%) indicating that the suggestions were considered always. Notably, a small portion of the respondents 10(6.8%) indicated the suggestions on improvement of the early literacy development programmes were never considered.

The quantitative findings were triangulated with the qualitative ones through the interviews with the library managers. The findings showed that the management always considers the suggestions from the staff. The suggestions are, however, sometimes extraneous to the library management. For instance, suggestions that call for larger or unbudgeted programmes make it difficult for the management to implement.

4.9.1 Challenges encountered in providing early literacy development programmes in KNLS

The study investigated the challenges that the children’s librarians encounter in providing early literacy development programmes. As an open-ended item in the questionnaire, the respondents listed a number of challenges that affect provision of the ELD programmes. The challenges included:

- i. The inconsideration of some suggested activities. This was attributed to financial constraints;
- ii. Low attendance of inductions and training by the children’s parents. This was attributed to work engagement that keep them busy;

- iii. Diverse use of languages. While the desired language is English, and many books are written in English, some preschoolers are not normally readily prepared for using this language. Most of them use Kiswahili instead;
- iv. Insufficient monitoring and evaluation of the programmes which end up not implementing planned and desired schedule of activities; and
- v. Inadequate attention, participation and cooperation from the parents/caregivers. This was attributed to busy schedules of the parents/caregivers where prioritising of the children’s library activities is low.

The study findings were corroborated with the findings from interviews where the library branch managers mostly noted a lack of cooperation from parents and caregivers especially for training events and sessions. The interviews also revealed that financial constraints were significant impediments to the implementation of activities planned towards early literacy skills development programmes among preschoolers in the KNLS [KI 002].

4.9.2 Strategies for enhancing provision of ELD Programmes

Based on the identified challenges that affect the provision of ELD programmes, the study investigated the strategies that may be used to enhance provision of the programmes. The questionnaire research participants were asked to rate the desirability level for library self-evaluation on progress in regard to ELD programmes. The study findings are presented in Table 4.34.

Table 3.34 Library Self-evaluation on Progress

Library self-evaluation	Frequency	Percent
Very undesirable	3	1.5
Undesirable	6	2.9
Neutral	3	1.5
Desirable	40	19.4
Very desirable	95	46.1
Nonresponse	59	28.6
Total	206	100.0

The findings in table 4.34 reveals that the most of the participants 95(46.1%) felt hat the introduction of library self-evaluation on progress of the early literacy skills development programmes is very desirable. Moreover, a comparatively large portion of the respondents 40(19.4%) indicated that the use of the self-evaluation on the progress is desirable. This implies that this can be a recommendation for the KNLS across its branches that will enhance the provision of the early literacy skills development among preschoolers. This may be attributed to the gaps identified in the training initiatives in the preceding objective findings. Specifically, Table 37 depicts a rare consideration of the staff suggestions on ELSD programmes implementation.

Through interviews, the findings depicted similar sentiments where one of the branch managers noted:

The concern about training the staff of literacy skills among preschoolers is long overdue. The library has had keen interest and even schedules bout the trainings, However, the issues of funding and financing the activities and thus paralyzing the plans. It is good and desirable if well-wishers and sponsors can come up and support these trainings [KI 003]

The trainings are key in developing the capacity of our staff especially in children’s sections. The trainings are recognised and appreciated by the library at larger, led by the headquarters in Nairobi. We have had like one or two, but mostly faced with the problem of finances. This makes it difficult to even to sensitise and publicize the training across the staff [KI 005]

The study also investigated the recommendations for enhancing the ELD programme through running of fun days and providing incentives. The quantitative findings are presented using Table 4.35.

Table 3.35 Fun days and Incentives

Responses	Frequency	Percent
Very undesirable	2	1.0
Undesirable	3	1.5
Neutral	1	.5
Desirable	47	22.8
Very desirable	94	45.6
Nonresponse	59	28.6

Total	206	100.0
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The findings in table 4.35 shows that the most of the respondents 94(45.6%) indicated that fun days and incentives are very desirable and recommendable for enhancing the provision on ELSD programmes for preschoolers in the KNLS. This is closely followed by 47(22.8%) of the respondents who indicated that fun days and incentives are desirable. This is compared to very few 2(1.0%) who felt that the fun days and incentives are very undesirable. This would be attributed to findings that depicted that there are some existing and running programmes that aim at enhancing the ELD among the preschoolers but are hardly taken up by the learners through their parents. This is consistent with the qualitative findings by KI 002 in subsection 4.7.

The study further examined the desirability of the KLNS networking with other institutions to enhance ELD programmes among preschoolers. The research findings are shown in Table 4.36.

Table 4.36 Networking with other Institutions

Responses	Frequency	Percent
Very undesirable	2	1.0
Undesirable	2	1.0
Desirable	48	23.3
Very desirable	95	46.1
Nonresponse	59	28.6
Total	206	100.0

The findings in table 4.36 shows that the majority of the respondents 95(46.1%) indicated that networking with other institutions is very desirable in enhancing the ELD programmes among preschoolers in the KNLS. This is followed by a high number (n=48, 23.3%) of the respondents who felt that networking is desirable. This may be attributed to various concerns depicted in the preceding findings where resources and lack of training among both staff and parents were dominant. Networking may create room for obtaining resources that fill identified gaps in capacity of the KNLS. The fewest of the respondents 2(1.0%) indicated very undesirable and undesirable in each category.

In a different dimension, the study examined the recommendations for enhancing ELD programmes through rating of the creation of partnerships between the KNLS and other parties. The findings are presented in Figure 4.18.

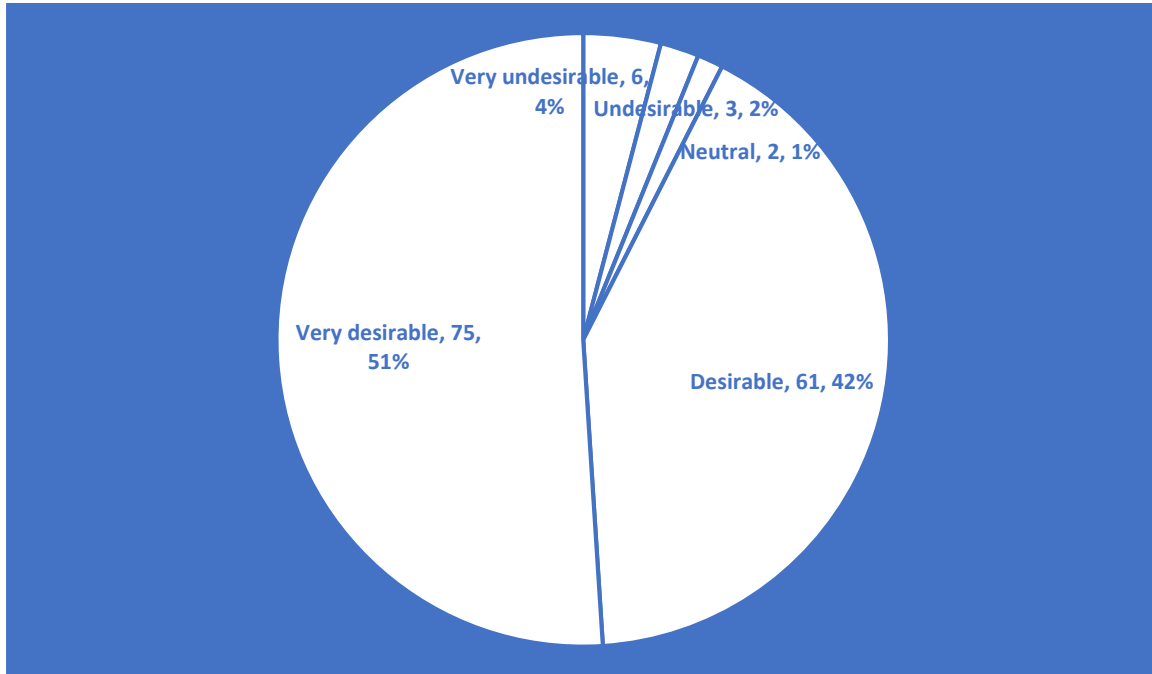


Figure 4.18 Creating Partnerships

The findings in figure 4.18 shows that most of the participants 75(51%) indicated very desirable for creating partnerships as a way of enhancing early literacy skills development programmes among preschoolers in the KNLS. This was closely followed by 61(42%) of the respondents who indicated desirable. This may be attributed to the need for the capacity building not only for the staff but the library as a whole. The need for partnerships is key in sustaining such programmes. It is evident that sustainability pegged on resources is fundamental for most academic programmes.

4.10 Summary

This chapter presented the findings of the study in relation to the stated objectives. The triangulation of quantitative data and qualitative data strengthened the findings of the study on the role of the KNLS in the early literacy development of preschoolers. The researcher was able to express the implications of these findings for the KNLS, children’s librarians/assistants, libraries, parents, care givers, and other stakeholders in the early literacy development of preschoolers. The next chapter presents the interpretation and discussion of the findings of the study.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF THE FINDINGS

5.1 Introduction

The chapter presents the interpretation of results and discussion to the findings of the study is based on the theoretical framework, literature review, questionnaires, and interviews documents. These findings are presented in tables and figures in Chapter Four. The explanation reveals the gist of the findings of the research study in relation to the concept of early literacy skills among the preschoolers. The interpretation of the study is underpinned by the explicit objectives highlighted in Chapter 1 under the section 1.4.1. The issues that arose from the literature review also provided a foundation for comparison of study's findings which aimed to examine the nature and status of early literacy programmes and services for preschoolers at the KNLS.

5.2 Respondents in the Study

The study participants were almost in the same proportions between males and females (at average of 50%). This implies that the collected data did not bear any gender-based biased perceptions. This characteristic of the guide is important in learning among preschoolers. Adriany and Warin (2014: 316) point out that teachers (children's librarians for the current study) execute their teaching of literacy skills among the preschoolers through the interpretation of their traditionally gendered roles. This calls for an expanded need to consider gender differences in all kinds of teaching children. Thus, the current study was safeguarded from the gender differences effect as equal numbers of male and female respondents participated.

The demographics also indicated that the majority were diploma and certificate holders (63.27%) with a lower proportion being bachelor's degree holders. This depicts a variety of qualifications considered in the placements of the library staff across the Kenya national library services. The diversity in academic qualification conforms to formal organisations where the management cadre places the most qualified at the top while the less qualified work as subordinates. In relation to the study problem of early literacy skills acquisition among the preschoolers through the library services, the results show that associate teachers (in this case librarians) are effective effective. In their study, Ho, Lee and Teng (2016: 32), using the Hong Kong population, found a link between school-level teacher qualifications and community

perceived service delivery. The study revealed that the teacher's academic qualifications significantly influenced the success of the school-based learning activities.

The description of the participants also found they were mainly composed of library assistants (29.3%) and librarians in charge (29.3%). This indicates that even in the children's library sections, some librarians not specified by the title were in charge. This does not concur with the Library Association for library services for children (ALSE) (as cited by Larson 2015:118) that recommends that the "core competence for children's librarians and related staff whose primary mandate include delivering library services to and supporting library services to children from birth to 16 years of age should have a at least a Master's degree in library and information science. This qualification is regarded as the appropriate professional degree for children's librarians in the public library. This has also been supported by Mankowski (2012:5) that qualified children's librarians need to conduct children's programmes with parents and caregivers present. This requirement implies that specification of the training focused on preschoolers' literacy programmes would be significant in the study problem. This is supported by Ghosting (2005:5) who opines that qualifications in children's library services eases the acquisition of early literacy skills through activities that portray the home environment.

The work experience of the research participants, and especially the questionnaire respondents showed that the majority (48%) had over 5 years of experience. While there were others with fewer numbers of years in work experience, the staff serving the children library sections were deemed experienced enough to handle the early literacy development programmes. The concern of work experience was important for the study of the public libraries and early literacy development programmes for preschoolers at the KNLS. Work experience in any field gives impetus for better service delivery through organisation, competence and application of the experiences in earlier contexts of the work. The concept of librarian experience is reported in the work of Ekere and Ugwu (2011: 1) who posit that older librarians are more likely to offer more satisfying services than the younger ones, and that work experience had significant influence on job satisfaction. This implies that the study results delved into the works of well experienced librarians whose exposure to children library services were well known and thus the credibility of the collected information.

5.3 Findings on Research Objectives

The study findings were analysed and presented in an organised manner with the order of the objectives of the research. Similarly, the interpretation and discussion of the findings are

presented in thematic order derived from the research objectives as detailed in the following sections.

5.3.1 The extent to which KNLS library supports early literacy development programmes for preschoolers

The study indicates that among the preschoolers who are familiar with the early literacy development programmes at the KNLS are keen on not missing such events. The findings indicate most of the respondents 122(83%) were of the view that more than 10 preschoolers visited the libraries during the sessions for early literacy development programmes. Regular visits and attendance of the programmes are key to consistency in learning and retaining the literacy skills gained through the programmes. The study findings are supported by existing literature that has supported the frequency or nature of attendance of early literacy development programmes among preschoolers. The findings are in agreement with the advice given by McKend (2010) that the “role of public libraries in supporting early literacy is underscored by the recognition that “nationally the public library is the only public institution responding to the learning needs of the preschoolers.” The author further explains that this “unique position has arisen in part because other early education” programmes are developed within varying provincial and territorial jurisdictions, and because “federal government's support has for many years been concentrated on adult literacy and skill development, with little or no direct support provided in the area of early literacy” (Canadian Language and Literacy Research Network, 2009: 9). The opportunity then exists for public libraries to contribute on a national scale to the dissemination of best practices for delivering early literacy programmes to preschoolers.

The study showed that the KNLS management has put efforts in place to encourage and sensitise the preschoolers for visiting the libraries during the early literacy development programmes. On the contrary, some existing literature notes that a number of school-based factors (and in this case the library-based) affect the frequency and level of literacy skills development programmes attendance. Hanno and Gonzalez (2020: 3) “studied student absenteeism in both preschool and class 12 settings. The study was informed largely by the focus of family-based interventions rather than the school-based ones. Using experimental evaluation data from an early childhood professional development programme, the study reported a significant association between the quality of teacher-child interactions and learner attendance. This is the illustrations that portray the importance of the librarian qualifications in the demographic descriptions in the preceding subsection. Thus, the regular attendance of the

preschoolers for the early literacy skills development programmes at the KNLS can be attributed to the improved professional development of librarians.

The frequency of literacy programmes for preschoolers is as important as any other level of learning. The study findings conform to some existing empirical studies illustrating the importance of frequency in programmes. Begeny (2019: 147) used fourth-grade U.S. students to study fluency-based instructional programmes. Using a programme called Helping Early Literacy with Practice Strategies (HELPS), the study focused on the frequency of offer of the programme between once, twice and thrice per week. The study reported a significant difference between the frequencies. The group of students that had three sessions per week performed significantly better than the control group, those offered the programmes in both one and two sessions per week.

The study found that it was imperative that the extent of the KNLS supporting ELD programmes among the preschoolers was not only internally determined, but that it was also externally influenced. The findings reflect that the emphasis on the extent of the programmes through increasing the frequencies may not necessarily improve the developmental literacy skills among the preschoolers. In a related study, home and family-related factors may significantly influence the participation levels which have effect on the frequency of the ELSD programmes at the KNLS.

According to Terlitsky and Wilkins (2015), significant improvement in children's literacy skills are highly influenced by parents and caregivers through their willingness to participate.

The study showed variations between the identified items in priority during the children's activities in the ELSD programmes. The variations are significant as some items have almost essential priority while others are considered of low priority. The study findings conform to existing literature that found various activities associated with teaching language literacy skills among preschoolers. Hagen (2018: 649) studied language activities that were given priority among Norwegian preschool children. Using a sample size of 134 preschoolers between the ages of 4 and 6 years, the study found a variety of language activities used by teachers for language stimulation. The activities of priority included language games, book reading, vocabulary training, among others. The study revealed that the most popular activity was book reading which implies that it was given priority over all the other activities.

5.3.2 Programmes and practices that help to promote early literacy skills for preschoolers at KNLS

In the triangulation of the quantitative results with the qualitative ones, the document analysis findings indicated that other frequent and popular early literacy programmes at the KNLS included the baby/parent book club (storytime), indoor games and storytelling events. However, the analysis failed to rate the frequency of use of the programmes. In a substantial illustration by the interviewees, the study found that the document analysis findings are the KNLS documented and structured within the system for preschoolers.

The findings reveals that the most of the librarians indicated that the storytime activities were frequently held. The concern about the storytime is an illustration that the ELD programs were well recognised and practised in the KNLS. The qualitative findings illustrated that storytime is often and dominant among children's activities for ELD for the KNLS. The storytime activities created a greater impact for early literacy development among the preschoolers. This is demonstrated by Campana et al. (2016:370) who opine that storytimes are programmes that are commonly and consistently peculiar in most public libraries. According to Larson (2015:97), storytime programmes can help the preschooler to learn and be ready for school. For Goulding et al. (2014:2), this is common for public libraries which are usually scheduled weekly.

The study revealed that the emphasis of the learner-parent book clubs (storytime) was critical in introducing the preschoolers to literacy skills development as a form of fun. The interview results showed that indoor games were key in enhancing development of literacy skills through social interactions This reflects the guidance of the theoretical framework pointed out in Chapter One. Vygotsky (1978) points out that social interactionism requires children to work together. Through socialisation learning becomes a prerequisite for personality development. The present adults could be parents, caregivers or even the children librarians' support which helps the preschoolers to succeed in an activity that would otherwise be difficult to perform.

In related document analysis findings, the study revealed that the storytelling is documented in the KNLS libraries to improve the development of literacy skills among the preschoolers. In the website brochure, the documents cite the use of storytelling as an imperative activity in motivating the preschoolers to learn literacy skills. The findings are supported by other scholars, including Goulding, Dickie and Shuker (2017: 199) who found that public libraries

much relied on storytimes to enhance practices of early literacy skills among preschoolers. The study further reported activities giving priority for print motivation.

The study findings also showed that the programmes for the preschoolers at the KNLS were short. The research shows that the longest period taken by the libraries for the early literacy development programmes was between 16 and 30 minutes at 93(63.3%) of the questionnaire respondents. The research findings are in agreement with the findings made by McKend (2010) that programmes for preschoolers should average between 30 and 45 minutes and that these programmes are offered once per week. The author further advises that the same programmes may be repeated in different time slots. In support of the existing literature, the study findings conform to Larson's (2015:97) findings that short period lessons for preschoolers play a number of roles including preventing boredom, lessening chances of interruptions, avoiding loss of instructional time with related emergencies like weather changes, among others. Thus, according to the findings of the current study, shorter ELSD programmes give the preschoolers a chance and more time to learn new material in other activities and practices (Coenders & Verhoef, 2019: 218).

In the triangulation of the quantitative findings with the qualitative ones, the interview results revealed that the life skills ethics such as greetings at the beginning of any social interactions between the librarian and the preschoolers were key. This implies that away from the language skills development programmes focusing on language stimulation, the librarians were important in shaping other life skills ethics among the preschoolers. Laretive (2019: 225) used one Australian case in relation to the existing curriculum among the teacher librarians. The study found that the librarians have critical roles in mentoring the preschoolers through pricing opportunities for effective information literacy. The study recommended that the teacher librarians for the preschoolers need to focus on improving their understanding of the information behaviours of the learners as they exhibit them in the process of looking for information. It is also important that the librarian understands the challenges the preschoolers face during such processes and thus provide appropriate guidance throughout the academic developmental stages.

The study showed that the majority of children's librarians agreed that the highly used early literacy skill was print motivation with the overall percentage of 76.19%. Other skills that they also use are vocabulary, print motivation, print awareness, narrative skills, letter knowledge, and phonological awareness. The findings are also in agreement with MacLean (2008:10),

Goulding et al. (2014:2), Marks (2006:2) and Diamant-Cohen (2006:3) advises that the six early literacy skills that are necessary for children to become fluent readers include: vocabulary, print motivation, print awareness, narrative skills, letter knowledge, and phonological awareness.

The interview results described the use of various literacy skills and practices among the preschoolers at the KNLS to include reading and writing competitions. The use of such literacy skills development practices is acknowledged in many empirical studies. Chun (2019: 348) used the music performance and contexts to evaluate the effectiveness in the development of literacy skills among Chinese preschoolers. The author opines that it is important to cultivate the capabilities of children's songs performance. Through this phenomenon, the preschooler teachers (and in this study, the children's librarians) use the singing skills of learners to enhance their interest in developing literacy skills. This is the basis of the preschoolers' learning enthusiasm and hence the improved understanding of the taught literacy skills activities.

The quantitative study findings showed that the most desirable practices and activity for early literacy skills was playing at a mean of 4.35 with standard deviation of 0.919. The study findings reflect the phenomenon revealed through the interview process. One of the interviewees stated that there is a variety of early literacy skills activities. However, in addition to singing, talking, reading, writing and playing, the interviewees pointed out storytelling as a key ELSD activity. The emphasis of storytelling in enhancing the effectiveness of teaching and learning of literacy skills through library services is imperative. Some authors, including Maureen, van der Meij and de Jong (2018: 371), argue on the basis of increased adoption of formalised approaches for literacy skills among preschoolers in Indonesia. Using the Gagné's nine events of instructional design blended with storytelling, the study employed an experimental design. The sample size included 45 preschoolers aged between 5 and 6 years in public preschools. On a scope of 3 weeks, the authors used storytelling to teach literacy skills in the experimental groups and used other approaches in the control groups. The study found significant differences in literacy skills levels in a post-test for both experimental and controlled groups. The study further illustrated that regardless of the types of stories used, the approaches significantly increase the digital literacy skills among the preschoolers.

5.3.3 The role of children's librarians and parents/caregivers in early literacy development programmes at KNLS

The quantitative findings showed that in-house sensitisation was used in promoting early literacy development programmes highest at always and often at 54(39.7%). The findings are supported by the interview findings which reported that the early literacy development programmes start at the grassroots level. The sensitisation of the programmes is first inculcated among the librarians, especially the children's librarians. This is also in agreement with the document analysis findings which reported that any planning, scheduling of the programmes and training that focuses on early literacy skills are facilitated by the children's librarian. Mankowski (2012:5) supports this by saying that librarians conduct storytime with parents and caregivers present, and in this way, the caregivers and the children learn simultaneously, hence taking the learning experience beyond the library. They also encourage parents and caregivers to reinforce early literacy skills.

The study reported weak negative correlations between advert about ELP using library website and advertising through available media, creating partnerships and library self-evaluation on progress are weak negative ($r = -.145$, $r = -.047$ and $r = -.152$ respectively). This implied that the library website advert was not significant in promoting early literacy skills development among the preschoolers. The study also showed that the correlation between advert about ELP using posters and library self-evaluation on progress is a weak negative ($r = -.030$) implying no positive effect of the poster adverts in promoting the early literacy development programmes in the KNLS.

The research study established a weak positive correlation amongst the adverts about ELP using brochures and library self-evaluation on progress, fun days and incentives and networking with other institutions ($r = .166$, $r = .075$ and $r = .082$ respectively). This implies that the brochures' practices promoted the early literacy development programmes. However, the effect was small and insignificant. Advertising using media was positive for all the strategies for enhancing ELD programmes except the use of the available media.

Compared to some empirical literature, Alvina (2020: 68) found that in-house training on early literacy creates room for both information about organisational expectations and early literacy learning programmes. The sensitisation arouses both the contexts and identities of the programme participants. The author further indicates that in-house training of the preschool librarians contributed to not only establishment but also sustaining of communities of practice

among the librarians and their assistants. This illustrates the critical role of the in-house sensation among the library staff on the early literacy skills development programmes. The staff become the ambassadors of the programmes and hence the marketers to the public, and specifically to the children's parents.

The study findings show that the majority of the respondents 64(43.5%) indicated that the children are accompanied to the library by parents and caregivers. This is important as portrayed in the works of Rankin (2016:1) who opines that parents and caregivers play the role of first teachers in their children's educational life. The findings may be attributed to the fact that a situation where children are allowed and enrolled in a library is entirely a parental decision rather than the librarian's nor caregiver's nor the children's.

The findings about parents accompanying children to the library reflects the observation of Terlitsky and Wilkins (2015:12) who argue that children's literacy skills and behaviour are highly attributed to the parental role in child rearing skills. This always begins at home but may be taken to the library. Children are more likely to emulate parents' confidence and improve easier grasp of literacy skills compared to being taught or accompanied by anyone else. The Terlitsky and Wilkins study was carried out in 11 countries with a cross-cultural dimension to find out the parental role in the literacy level outcomes among preschoolers. This shows consistency with the current study's context as the studied KNLS libraries lie in a large cultural aspect across Kenya which is known for its wide cultural diversity.

Burgoyne, Gardner, Whiteley, Snowling and Hulme (2017) studied parental involvement in improving children's academics. The study examined the scope of the effectiveness of parent-delivered programmes for early language development. The study used a randomised controlled trial with a sample of 208 preschoolers together with their respective parents. The families were traced from a very diverse social context in the United Kingdom. The parents were required to deliver the programmes to the children in a period of 20 minutes daily for over 30 weeks of the programme.

The study found significant gains in language development as well as narrative skills among the preschoolers. The children receiving the programmes showed higher scores on early literacy skills assessment. However, the study did not show evidence of significant change in motor skills among the preschoolers. This reflects the importance of parental involvement in

preschoolers' educational outcomes, including the development of early literacy skills through the use of the KNLS libraries.

In a related study, Wolf, Aber, Behrman and Tsinigo (2019) assessed the effect of teacher professional development on children's class readiness in Ghana. The study covered the aspects of teacher wellbeing and classroom quality. Using cluster sampling with 240 schools and 3345 preschoolers, the study examined parental awareness and teacher training. The study found moderate impacts of the teacher professional development programmes through reduced burnout and turnover. The study reported improved classroom quality and small children's school preparedness. The study concluded that parental awareness programmes had an effective impact on preschoolers' preparedness in literacy skills. The current study also revealed the importance attached to parental role in early literacy skills development among the preschoolers in the KNLS.

5.3.4 Staff training initiatives for early literacy development programmes at the KNLS

The majority of the librarians (76.2%, n=112) indicated that the library did not offer training for staff on early literacy programmes. The remaining number of the respondents (23.8%, n=35) agreed that there was training for staff on early literacy programmes. The findings corroborate the observation of Mills and Campana (2018) in their per-review of literature on the impact of libraries on early literacy development. The review employed a quasi-experiment design to examine whether the provision of in-house training to the library staff storytime made any difference in early literacy skills development among preschoolers. Comparisons between pre-project and post-project showed statistically significant differences in early literacy skills abilities. The study also showed no significant difference in behaviour change between the experimental group and control group of the preschoolers. The study concluded that installing principles for early literacy skills development through the storytime strategy is likely to enhance the development of the skills.

The majority of the respondents (74%, n=109) agreed that they had participated in some professional development activity for early literacy programmes. This left only a few (26%, n=38) who had not participated in such programmes. The findings are consistent with the findings of Pianta, Hamre, Downer et al. (2017) who evaluated the effectiveness of children's preparedness for school through teacher-coaching programmes. Through the observation method, the study sampled teachers from 10 kindergartens and used quasi-expert to study the phenomenon. The study reported that coaching of the teachers had a direct impact on literacy

skills development among the preschoolers. The children portrayed comparatively between performance in assessment when they were under teachers in the coaching group. However, the study found that the differences in performance were not associated with classroom or child characteristics. The findings also indicated no direct effect of the coaching programmes on the language skills of the learners. Related to the current study, professional training which may entail coaching of the library staff may inform them on the gaps surrounding early literacy skills development among the preschoolers.

In similar dimensions, the study found that the majority of the children librarians (49%, n=72) indicated that the library did not have continuing education or training times for staff. This was followed by those who indicated that indeed the libraries had the programmes (41.5%, n=61). The current study revealed that 0.7% variations in the dependent variable (Library self-evaluation on progress) are attributed to the three predictors (Does your library have continuing education or training times for staff? Does the library offer training for staff on early literacy programmes? Have you participated in any professional development activities for the ELD programme?). According to Tewell (2018), any information literacy programme will enhance the content mastery among the trainees and thus transfer the same to the learners. The study examined the social and political dimensions of information sharing in library contexts where users are required to be critical thinkers. The study, just like the current one, encouraged the learner agency as facilitated by the librarians. The study employed a survey where interviews with 13 librarians in information literacy were involved. The study concluded with recommendations on an educational approach to library staff in offering services to preschool library users.

While the KNLS libraries are centrally managed by the head office in Nairobi, some programmes may be implemented differently due to various reasons. It is in the public domain and the organisational structures around many institutions that management from a central office has both limitations and advantages. According to Sims, Waniganayake and Hadley (2018: 960), a study in Australian found that educational leadership was key to early childhood learning. Educational leadership reforms were formed beginning in 2009 to foster the growth of learning in preschools with a key focus on attaining literacy skills. The study stated that the lack of clear mandate and link between administrative procedures in early literacy education affected the effectiveness of literacy skills development. This is in agreement with the position

of the bureaucratic processes involved in the management of the KNLS branches which report to the head office in Nairobi.

In a related study, the training of staff was affected by the management of the programmes that in turn affected the effectiveness of the early literacy programmes. Leebaw (2019: 111) explored the management practices in mainstream academic libraries. The study was guided by mainstream management models and critical theory to explain how the needs of the learners can be met in each management context. This relates to the management practices at the KNLS branches which are determined by the headquarters.

5.3.5 Training initiatives for parents/caregivers on early literacy at KNLS

The research found out that most of the respondents (81.6%, n=120) opined that the library did not offer training for parents and caregivers on early literacy programmes. However, a small portion of the librarians (18.4%, n=27) indicated that the library offered some training. This was important in scoring the need for early literacy skills development programmes at the KNLS. The importance of parents' training is also critical in children's learning in early stages.

According to York, Loeb and Doss (2019: 538), it is important to hold parents' programmes for their school children. The study noted that the involvement may require some time commitment among the parents. In a programme for parents dubbed READY4K, the study examined text messaging to parents about their preschoolers with a target to change behaviour among the learners. The study found that parental involvement in their preschoolers' education was significantly increased. The study examined that improved parental involvement would reduce behavioural barriers for effective learning among the preschoolers. The findings are corroborated by the current study findings which shows that parental training is hardly in place which could be the reasons for derailed development in early literacy skills among the preschoolers in the KNLS.

In a related study, Landry, Zucker, Williams, Merz, Guttentag and Taylor (2017) evaluated the effect of combined methods of parental involvement in training preschoolers. Using two models, Play And Learning Strategies (PALS) and The Early Education Model (TEEM), the study sampled children aged between 3 and 5. The analysis focused on school readiness skills where both parents and teachers were trained with an aim to provide the learners with training consistency as they transited from home to school. Using a sample size of 77 teachers, and all parents of the involved learners, the study randomly assigned PALS and TEEM programmes

to the teachers and parents. The results of the study showed significant differences between the teacher experimental group and the control group. However, there were few cognitive skills differences among the learners.

The study also showed that the parents in the experimental group had greater play and read inputs in their learners' literacy skills compared to the control group ones. The findings further indicated that the experimental group of parents had greater gains in measuring the abilities of their children through language interactions. This in turn meant that the parents would more easily assist their children in literacy skills development. The control group of parents hardly shared books reading with their children as seen among the majority of the experimental group parents. This shows that the concern about training of the parents of the preschoolers in the KNLS was important in enhancing their development of early literacy skills.

The current study findings also showed that all programmes related to parents as training on literacy skills among the preschoolers were documented. The concern became more apparent that despite some librarians having indicated no training for parents and caregivers, the KNLS procedures had this approach to enhance development of literacy skills among the preschoolers. Through document analysis, the study found that there were some programmes and schedules of past events that involved the training of the parents and caregivers of the preschoolers, especially on how to be involved in their children's learning.

According to Dore, Hassinger-Das, Brezack, Valladares, Paller, Vu, Golinkoff and Hirsh-Pasek (2018), e-books have great potential in changing the literacy skills of preschoolers. However, the power of the e-book is sufficient through parental involvement. The study states that the e-book approach can help preschoolers read independently of an adult. The above-mentioned scholars' study compared the abilities of the preschoolers in using e-books in three dimensions which are parent reading, independent with audio and independent without audio. The study noted that, however, in the absence of a caregiver, reading with audio was greater. This indicates that parent training in the KNLS would help parents to know the potential they have to enhance the literacy skills development among their young ones.

5.3.6 Strategies to enhance the provision of early literacy development programmes in KNLS

The study investigated the strategies that would be used in enhancing the provision of early literacy skills among the preschoolers in the KNLS. The research findings showed that the

majority of the respondents 105(71%) made suggestions on how ELD programmes would be improved. Compared to 32(22%) of the respondents who indicated that they never made suggestions for improvement of the programmes, it suggests that librarians were ready to share their feelings about acquisition of early literacy skills among the preschoolers. Making suggestions is critical for administration of any public institutions. Suggestions that are captured from the workers (staff) are realistic and their considerations may change the way in which things are carried out in the institutions. Staff have firsthand experience with the library environment and thus stand a better chance not only to reveal the true happenings, but also to enhance efficiencies in their areas of operations.

The study findings reflect the findings of Shorsher and Bronstein (2018: 34) which showed that the library staff had a key role in attending to students' needs through responding to queries. The researchers noted that the library staff were very aware of the library users' (children's) needs and especially on information on acquiring literacy skills in academia. The study used a sample of 32 interviews among students, faculty and the librarians. The study further reported that the librarians revealed that the programmes for literacy skills were not effective due to lack of awareness both among the students and the faculty. The librarians thus recommended greater collaborations between the library staff and the users. This shows that the current study findings on the role that the librarians play are critical and can change the state of learning and acquisition of literacy skills. Apparently, the current study found that out of the highly made suggestions among the library staff, the majority 59(40.1%) indicated that their suggestions on improvement of early literacy development programmes were only considered a few times.

The study found that there were several challenges facing the provision of early literacy programmes in the KNLS. Some of the challenges included the inconsideration of the staff's suggestions on ways to improve the programmes. The librarians also pointed out the unwillingness of parents and caretakers of the preschoolers to be enjoined or attend training sessions.

The findings corroborate that of Jeynes (2018: 56) who used a model for school administrators to engage parents in the learning of their children. The model used a Dual Navigation Approach (DNA) with a longitudinal design taking up to 15 years. The model showed that parental involvement in learners' school activities can be enhanced through two branches of engagement and involvement. The concern for the library staff to engage and involve parents

in the development of early literacy skills among the preschoolers is thus critical. The current study thus affirmed the existing literature that calls out for the participation of the parents.

The current study also reported that the challenges posed by the diversity of the languages used, insufficient monitoring and evaluation of the programmes as well as inadequate attention among the parents. These factors hindered the effectiveness of the ELD programmes. According to Puglisi, Hulme, Hamilton and Snowling (2017: 34), maternal skills largely contribute to literacy skills development among preschoolers. The study was based on a background that home literacy environment dictates children's language and literacy development. Using a longitudinal study with sample of 251 children, the study revealed that while maternal language aspects were key in storybook exposure, it was not sufficient for literacy instruction. The study found that direct literacy instruction was significant in the development of early literacy skills among preschoolers. This contradicts the findings of the study that attributed some of the ineffectiveness in the early literacy development programmes to diversity in languages, especially the mother tongue.

The study findings showed that the majority of the library staff (46.1%) suggested the introduction of library self-evaluation on the progress of the early literacy skills development programmes. The staff felt that the self-evaluation approach in the running of the early literacy skills programmes for the preschoolers would open more avenues for discovering the weaknesses. This would subsequently initiate the solution process in the challenges facing the offer of the programmes.

The research findings showed that the majority of the library staff (45.6%) also recommended for fun days and offer of incentives for the participating preschoolers in the early literacy development programmes. According to Oliemat, Ihmeideh and Alkhawaldeh (2018), the use of fun among preschoolers plays a critical role in enhancing the acquisition of literacy skills. Using technological gadgets such as touch-screen tablets significantly increased the willingness to learn literacy skills among the preschoolers. Through their study, the researchers used a Jordan case where a sample of 40 K-2 children with a mean age of 6.27 years participated. The study which used interviews and observation found that technology devices enhanced the learning of literacy among the preschoolers through the incentive of coupling it

up as an entertainment tool. The study also reported that the devices played a role in offering games for the learners, hence improving their critical thinking skills.

Research findings showed that the majority of the respondents 94(45.6%) recommended incentives for enhancing the provision on ELD programmes for preschoolers in the KNLS. Moreover, the majority of the respondents 95(46.1%) recommended networking with other institutions in enhancing the ELD programmes among preschoolers in the KNLS. Another portion of 75(51%) of the respondents felt that creating partnerships would enhance early literacy skills development programmes among preschoolers in the KNLS.

The findings conform to the findings of Badri, Al Nuaimi, Guang and Al Rashedi (2017) who modelled on social networking and academic outcomes using a sample of 34,896 school children in Abu Dhabi. The study found that various constructs of networking including parents enhanced academic outcomes. The study reported the effectiveness of social networking among the preschoolers to be significant. While the librarians from the current study did not specify the type of networking that would enhance the acquisition of early literacy skills, the concern is seen through the working of the library with other entities. Moreover, the entities are not specified. However, the networks of parents as stakeholders cannot be over-emphasised.

5.3.6.1 The proposed model for early literacy programmes for preschoolers in public libraries

The study proposed framework for public libraries and early literacy for preschoolers at the KNLS as illustrated in Figure 19 which flows from the extent to which the KNLS library supports early literacy development programmes and practices, the role of children's librarians and parents/caregivers, staff training initiatives, training programmes for parents/caregivers' strategies to enhance the provision of early literacy development programmes.

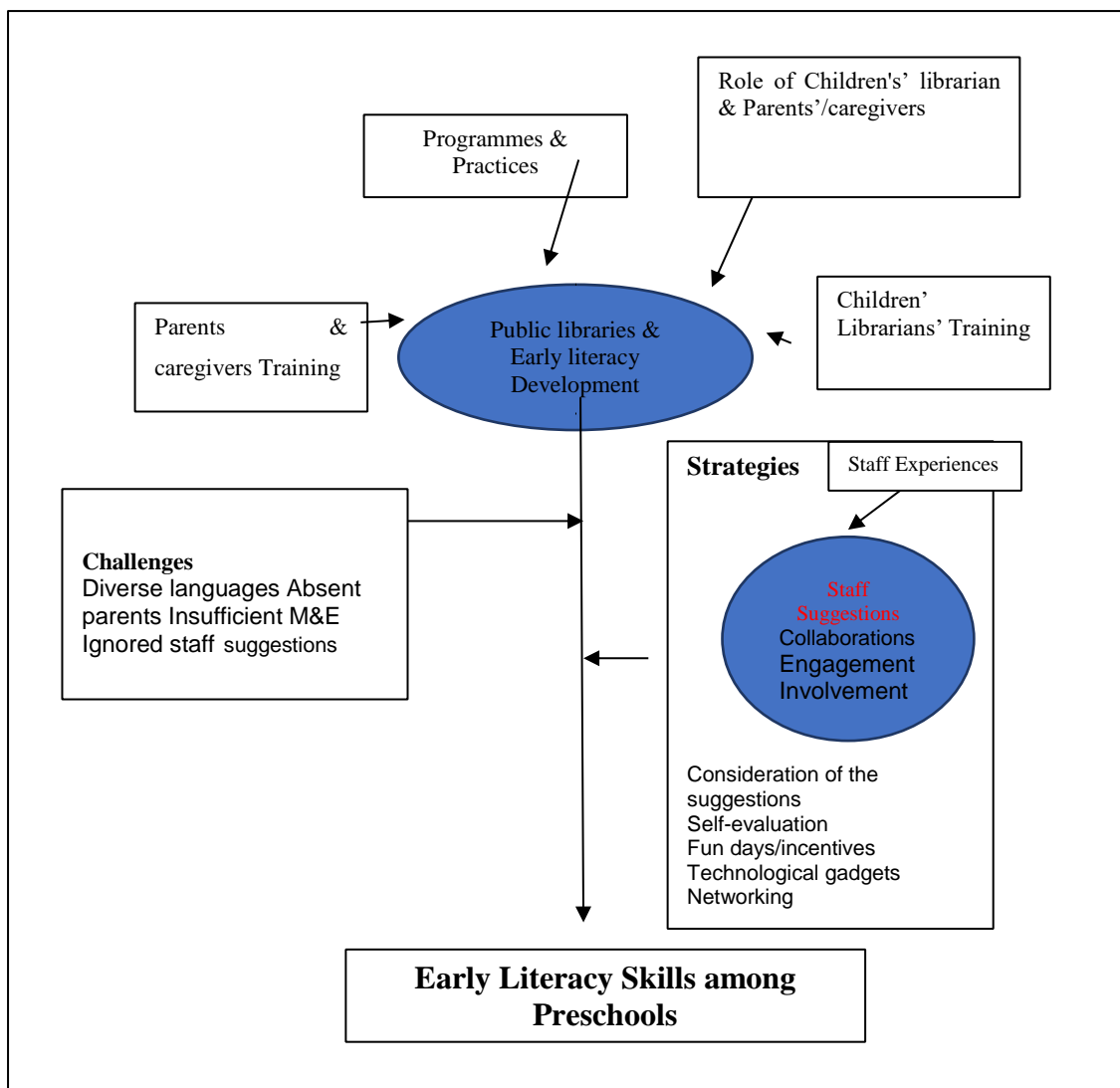


Figure 19

- ***Model for enhancing ELD programmes at the KNLS***

This proposed model begins with early literacy for preschoolers at the KNLS; then the extent in which the early literacy programmes are offered by the KLNS. The programmes for preschoolers that are intended to inculcate the love of reading and build the foundation for early literacy skills.

- ***Early Literacy programmes and practices***

Public libraries offer programmes and practices that help to promote early literacy skills for preschoolers. Early literacy programmes in public libraries are focused on children whereby the programmes often take the form of preschool storytime and storytelling. Storytime features are not only stories read by librarians, but also action rhymes, songs, music, craft and plays that

equally contribute to the development of early literacy. Storytelling is a long-standing tradition in public libraries. Storytelling should not be confused with reading aloud. True storytelling, based on the oral tradition, involves telling a story from memorising a story and knowing it so well that it is presented in a theatrical way without reading or showing illustrations. Most libraries usually hire people outside the library to come and do it. Librarians, parents and caregivers can build on six literacy skills, which are, vocabulary, print motivation, print awareness, narrative skills, letter knowledge and phonological awareness. This is possibly achieved through focusing on five practices that by their nature include the key skills. The five practices are singing, talking, reading, writing and playing.

- ***Role of children's librarian and parents/caregivers***

Planning, scheduling of the programmes, and training that focus on early literacy skills are facilitated by the children's librarians. Children's librarians also conduct early literacy programmes with parents and caregivers present, and in this way, the caregivers and the children learn simultaneously, hence taking the learning experience beyond the library. They also encourage parents and caregivers to reinforce early literacy skills. Children are accompanied to the library by their parents and caregivers. They also play the role of first teachers in their children's educational life.

- ***Staff training initiative and ELD programmes***

Public libraries offer storytime sessions through the use of multimedia resources including craft, storytelling, DVDs, rhymes, musical instruments, flannel board characters, stuffed animals, picture books, songs, poetry, finger plays, puppets and other props. However, library staff's enthusiasm, educational background and materials available to them all influence the outcome of the programme. The need for the training of library staff is important. Studies have shown a significant relationship between the professionalism of the library staff and the acquisition of early literacy skills and library programming.

- ***Training initiative for parents and caregivers***

Public libraries should provide workshops, seminars for parents and caregivers in order to develop interactive literacy skills which will capacitate the parents and caregivers for preschoolers. Using the information from workshops and seminars, parents and caregivers will help preschoolers to build early literacy skills.

- *Challenges of the of ELD programmes*

Financial constraints were found to be among the biggest challenges face in the implementation of ELD programmes. The challenges negatively affect the expected effectiveness of the public libraries in delivering early literacy development programmes. Other challenges include low attendance or turnout by parents during inductions and training, the use of diverse languages such as the mother tongue, insufficient monitoring and evaluation of the programmes and inadequate attention, participation and cooperation from the parents/caregivers. These derail the plans as well as the schedules and momentum of the public libraries with regard to ELD programmes for preschoolers.

- recommend strategies to enhance the provision of early literacy development programmes in KNLS.

The figure also shows the strategies suggested for enhancing the ELD programmes in the KNLS. One of the strategies is using the staff suggestions which is harnessed from their experiences with ELD programmes. The staff suggestions included making collaborations with other organisations, involvement and engagement of parents of the preschoolers. Other strategies included considerations of the staff suggestions, conducting library self-evaluation on ELD programmes, conducting fun days and offering incentives, using technological devices as well as networking with other stakeholders. Public libraries should also provide workshops, seminars for parents and caregivers in order to develop interactive literacy skills which will capacitate the parents and caregivers for preschoolers. Children's librarians should also attend workshops to learn more about early literacy research, and how to conduct specific classes for parents, preschoolers and caregivers, and related seminars and training. Through these programmes, librarians, parents and caregivers will help preschoolers to build on early literacy skills.

The need for training of library staff and library funding is among the challenges children's departments are facing. Shrinking budgets impact on everything, from library programmes, staff, collections, equipment and facilities. Budget cuts have created a culture of fear in the public libraries thus affecting the hiring of new professional librarians to run ELD programmes. This scenario has resulted in an inability to pursue desired programmes and resources due to lack of funds.

- **Solutions to challenges in public libraries and early literacy programmes for preschoolers**

In order to overcome some of the challenges encountered by the public children's libraries, the following factors should be considered:

- transform the library into a hub for the community where the parents and children gather for countless activities and programmes;
- provide information material in an array that suits all different ages; and
- organise workshops/seminars for library directors and other administrative staff, youth services staff and others who may be involved in planning for early literacy programmes.

5.4 Summary

The interpretation and discussion of the research findings with regard to the early literacy development programmes for preschoolers in the KNLS have been exhaustively presented in this chapter. This has been done systematically following the research objectives of this study. The crucial roles played by parents, caregivers, children's librarians/assistants, libraries and other stakeholders in the development of preschoolers' early literacy skills have been shown in this chapter. The interpretation and discussion of the findings have been largely supported with reference to prior studies on early literacy development programmes. This has given a holistic approach to the interpretation and discussion of the findings. Some challenges facing the implementation of the early literacy development programmes in the KNLS have been highlighted in this chapter. The next chapter provides the conclusions and recommendations of the study.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter summarises the findings and presents the conclusions and recommendations of the study based on the theoretical framework, The summary has been generated from the data analysed in Chapter Four and the discussions from Chapter Five. The objectives that guided the study were to:

1. examine the extent to which the KNLS library supports early literacy development programmes for preschoolers;
2. identify programmes and practices that help to promote early literacy skills for preschoolers at the KNLS;
3. analyse the role of children's librarians and parents/caregivers in early literacy development programmes at the KNLS;
4. probe the staff training initiatives for early literacy development programmes at the KNLS;
5. analyse the training programmes for parents/caregivers on early literacy at the KNLS; and
6. recommend strategies to enhance the provision of early literacy development programmes in KNLS.

Chapter Three focused on the theoretical standpoint, the methodology and design for collecting data. Literature review relating to the varied research approaches was covered. Data collection was undertaken through two stages. Firstly, children librarians/library assistants completed a questionnaire; in the second phase, interviews using structured questionnaires with heads of branch libraries was accomplished

Chapter, 4, focused on the analysis of data generated through the questionnaires including the key results that required further clarity were identified for supplementary interviews. The questionnaires targeted 183 respondents and 61 heads of branch libraries were interviewed. The study achieved an actual response rate of 21 for the interviews and 147 questionnaires from all the 61 libraries. The general response rate from the data collected was considered an adequate representative of the study's sample population.

6.2 Summary of the findings

From the data which were presented in Chapter Four and in combination with the discussion in Chapter Five and based on the objectives of the study, the findings can be summarised as follows.

6.2.1 The extent to which KNLS library supports early literacy development programmes for preschoolers

The study found that the extent of the KNLS supporting development of early literacy skills among the preschoolers differed in different dimensions. While some aspects confirmed that the support was highly significant, others indicated a smaller extent. The majority of the respondents 122(83%, n=122) indicated that more than 10 preschoolers visited the libraries during the literacy skills development programmes. It was discovered through the research study that most of the KNLS branches have the programmes in place and have good attendance of the preschoolers. This indicates that the KNLS acknowledges and supports early literacy programmes. In another dimension, the investigations confirmed that the mainstream responses 70(47.6%) held the ELSD programmes for preschoolers weekly and only storytelling takes place four times in a year which to a large extent is supportive of the programme.

The study established that it may not be easily possible to specify the number of preschoolers that regularly visit the early literacy skills development programmes in this library. However, it is certain that the number exceeds five for every event which is an indication of the high level of concern for the support of the ELD programmes in the KNLS. The library has also put in place partnership programmes that help in advancing the long-term goals of creating a comfortable reading environment in society including the preschoolers. This culminates into the enhancement of the early literacy skills development programmes.

6.2.2 Programmes and practices that help to promote early literacy skills for preschoolers at KNLS

The study reveals that the most popular early literacy programmes at the KNLS included the baby/parent book club (storytime), indoor games and storytelling events. However, the analysis failed to rate the frequency of use of the programmes. In a substantial illustration by the

interviewees, the study found that the document analysis findings are the KNLS documented and structured within the system for preschoolers.

The study showed that the children's librarians used and held storytime activities frequently. This depicts the illustration of the ELD programmes being well recognised and practised in the KNLS. The quantitative findings were illustrated through the qualitative findings which reported that storytime is held often for literacy skills development in the KNLS.

The study found that the most popular priority of all the tested items was "Having a greeting at the begin of every storytime programme" with a rating of high priority level. This was followed by "Having a goodbye at the end of every storytime programme".

The discussion in chapter 5 further points out that the use of print awareness was the most highly rated. The study further reveals that children's early literacy skills they also use vocabulary, print motivation, print awareness, narrative skills, letter knowledge, and phonological awareness

In terms of the average length of the ELD programmes offered at the KNLS libraries, the study found that the longest period taken by the libraries for the early literacy development programmes was between 16 and 30 minutes at (63.3%, n=93). This is an indication of the high support of the programmes for enhanced development of early literacy skills.

The study found that practices that were aligned to the KNLS vision, mission and goals enhanced promotion of the early literacy skills. Some events such as artists' performance and children activity days were also used to promote early literacy development programmes at the KNLS. This excites and motivates the learners to grasp literacy skills.

The study also showed that the correlation coefficients between the frequency of use of advertising through available media, creating partnerships and library self-evaluation on progress were weak and negative. This implies that the support of the KNLS programmes was not within the use of advertising through the media. The findings show that the use of advertising the ELD programmes through available media was low.

The study showed that the percentage of the respondents felt that the early literacy programmes were desirable. The most thought of item was rich language exposure at 65.8%, followed by instructional activity aligned with physical arrangement (65.5%). The study found that the

correlation coefficients between advert about ELD programmes using in-house and library self-evaluation, advertising through available media and creating partnerships are weak and negative ($r = -.208$, $-.101$ and $-.085$). This implied that the making in-house adverts about early literacy programmes would affect the use of self-evaluation, advert through available media a

The findings showed that the emphasis of the learner-parent book clubs (storytime) was critical in introducing the preschoolers to literacy skills development as a form of fun. The interview results showed that indoor games were key in enhancing development of literacy skills through social interactions. This reflects the guidance of the theoretical framework pointed out in Chapter One. Vygotsky (1978) points out that social interactionism requires children to work together. Through socialisation learning becomes a prerequisite for personality development. The present adults could be parents, caregivers or even the children librarians' support which and creating partnerships, though insignificant.

6.2.3 The role of children's librarian parents and caregivers in early literacy development programmes at KNLS

The study confirmed that the in-house sensitisation was used in promoting early literacy development programmes highest at all times and often at (39.7%, $n=54$). This implies that the approach is popular across the KNLS libraries. Another practice for promoting early literacy skills was the use of library websites. The majority of the librarians ($n=56$, 38.1%) indicated that the website was often used. The study found that most of the library staff ($n=54$, 36.7%) always had experience with ELD programmes promotion through in-house sensitisation. However, a proportion of 7.5% indicated that they never had experience with such activities. This may be attributed to the branch differences that may be implementing planned programmes differently.

The study reported weak negative correlations between advert about ELP using library website and advertising through available media, creating partnerships and library self-evaluation on progress are weak negative ($r = -.145$, $r = -.047$ and $r = -.152$ respectively). This implied that the library website advert was not significant in promoting early literacy skills development among the preschoolers. The study also showed that the correlation between advert about ELP using posters and library self-evaluation on progress is a weak negative ($r = -.030$) implying no

positive effect of the poster adverts in promoting the early literacy development programmes in the KNLS.

The research study established a weak positive correlation amongst the adverts about ELP using brochures and library self-evaluation on progress, fun days and incentives and networking with other institutions ($r=.166$, $r=.075$ and $r=.082$ respectively). This implies that the brochures' practices promoted the early literacy development programmes. However, the effect was small and insignificant. Advertising using media was positive for all the strategies for enhancing ELD programmes except the use of the available media.

The research study discovered that the majority of the librarians ($n=64$, 43.5%) indicated that the preschoolers in their libraries were likely to be accompanied by parents. Others ($n=60$, 40.8%,) indicated that there was unlikely to be a child accompanied to the library by a caregiver. The majority of the respondents (64%, $n=94$) indicated that there was extreme likelihood for the children to be accompanied by siblings. The study also suggested that a positive change in the likelihood of the child to be accompanied to the library by any person would reduce the desire for the ELD programmes strategy on library self-evaluation on the progress of the programmes.

Moreover, the study found that apart from the likelihood of the child to go to the library accompanied by others, all the likelihood of the other three accompaniments would increase the desire for fun days and incentives as a strategy for enhancing the promotion of the ELD programme among preschoolers in the KNLS. The study confirmed that an upsurge in the likelihood of the child being accompanied to the library by a parent, a caretaker and a sibling would increase the desire for networking with other institutions as a strategy for enhancing promotion of the ELD programme among preschoolers in the KNLS.

The study also showed that a positive change in the likelihood of a child being accompanied to the library by parents, caregiver and sibling would increase the strategy of having advertising through available media while increasing the likelihood of a child accompanied to the library by others would reduce the response variable. The rise in any of the predictors would lead to a surge in the promotion of the early literacy development programme.. The study reported that most parents are normally caught up in their employment tasks and thus use their caregivers to accompany their children to the library. The findings imply that there are other human aspects

that may influence the development of early literacy programmes among preschoolers through the library services.

The study showed that parents had a great role in enhancing literacy development. The parents of the preschoolers become engaged in the library early literacy development programmes by invitations. The study reported that the KNLS appreciates and welcomes public views in pursuit of improving the reading culture, including early literacy development programmes. Some of the roles of the librarians were strengthened by partner organisations such as the International Federation of Library Associations (IFLA). IFLA had several mandates including creation of access to quality resources in the library as well as ensuring that the librarians are skilled enough to assist and patronage over the reading among the preschoolers within the library.

6.2.4 Staff training initiatives for early literacy development programmes at the KNLS

The study found that the majority of the librarians (76.2%, n=112) indicated that the library did not offer training for staff on early literacy programmes. The remaining portion of the respondents (23.8%, n=35) agreed that there was training for staff on early literacy programmes. The study also found that the majority of the respondents (74%, n=109) concurred that they had participated in some professional development activity for early literacy programmes. In the same vein, the majority of the librarians (49%, n=72) indicated that the library did not have continuing education or training times for staff.

Through regression analysis, the study found an adjusted R square of 0.007 which suggest that a total of 0.7% variations in the library self-evaluation on progress are attributed to the three predictors (Does your library have continuing education or training times for staff? Does the library offer training for staff on early literacy programmes? Have you participated in any professional development activities for ELD programmes?) with a P-Value =.266, which is less than f-statistic = 1.334. The findings implied that the differences in means in the three variables was significant.

The study also found that while the KNLS libraries were centrally managed by the head office in Nairobi, some programmes may be implemented differently due to various reasons, for instance, some trainings may be scheduled and specified for certain areas (branches) rather than being for all branches. The findings illustrated that there were career development sessions

with the library staff on how to improve programmes that target early literacy skills development.

Other staff training initiatives reported by the library branch managers included coaching and mentorship. The library staff especially the ones working in the children's sections are taken through coaching by experts drawn from partnerships. The study found that other training initiatives include ICT skills among the library staff. While the KNLS appreciates the importance of ICT in improved access across its branches, the findings show that the training initiatives that focus on ICT and early literacy skills development programmes were largely sponsored.

6.2.5 Training initiatives for parents/caregivers on early literacy at the KNLS

It was established through the study that the widely held views among children librarians (81.6%, n=120) indicated that the library does not offer training for parents and caregivers on early literacy programmes. However, there were variations in the responses where some of them agreed that there were some forms of training. Through interviews with branch managers, the study found that the training programmes for parents were documented at the KNLS headquarters and recommended for the KNLS branches. However, the needs vary significantly which makes some libraries forego such programmes.

The study confirmed that the majority of the questionnaire responses (32.0%, n=47) indicated that no (none) type of training is offered by the libraries. Similarly, the majority of the respondents (n=109, 74%) agreed that they train parents and caregivers on how to share books with their children. The study found various limitations affecting the training of parents and caregivers in support of early literacy among preschoolers. The findings indicated that there was anxiety among parents and caregivers of the preschoolers in library use to attend any scheduled meeting activities and training. The study reported that parents and caregivers are much informed about their roles through the training and inductions offered. Through the interviews with the branch managers, the study revealed that every step taken by the library towards enhancing the programmes targets the preschoolers and involves the parents.

6.2.6 Strategies to enhance the provision of early literacy development programmes in KNLS

The research finding revealed that the majority of the respondents (46.1%, n=95) felt that the introduction of library self-evaluation on the progress of the early literacy development programmes can be an effective strategy. The study showed that there was concern that training the staff on literacy skills among preschoolers would have an impact on the provision of ELD programmes in the KNLS. The training is key in developing the capacity of the staff, especially in children's sections.

The study reported that the majority of the respondents (45.6%, n=94) indicated that fun days and incentives are very desirable and recommendable for enhancing the provision on ELD programmes for preschoolers in the KNLS. Similarly, the majority of the respondents (46.1%, n=95) indicated that networking with other institutions plays a significant role in enhancing the ELD programmes among preschoolers in the KNLS. The findings showed that the majority of the respondents (51%, n=75) indicated that creating partnerships would be an effective strategy for enhancing early literacy development programmes among preschoolers in the KNLS.

6.2 Conclusions

This study makes significant conclusions about the role of the KNLS in the early literacy development programmes among preschoolers in relation to the objectives set out in Chapter One. To a relatively large extent, the KNLS embraced the early literacy skills development programmes. This includes the concerns raised towards quarterly activities for the preschoolers among other factors. The other conclusion is that there are programmes and practices held by the KNLS in pursuit of enhancing early literacy development programmes among the preschoolers. Some of the practices include storytime, storytelling events, in-house sensitisation, advert through websites, and posters, signing up partnerships as well as carrying out self-evaluation. In addition, the study found out that the role of librarians in the KNLS towards enhancing early literacy skills includes providing relevant resources to the preschoolers and guiding them on reading. On the other hand, the parents had roles including accompanying the preschoolers to the library as well as providing feedback to the KNLS about the literacy development programmes' progress.

There are also staff training initiatives for enhancing early literacy development programmes. The initiatives include the in-house sensitisation, inductions through partnerships as well as coaching and mentorship. The training initiatives for parents were documented in the library

manuals, but hardly took place. This was attributed to many reasons including budgetary implications. Furthermore, the study concludes that strategies for enhancing early literacy skills development among preschoolers in the KNLS include self-evaluation and fun days and incentives for the preschoolers.

6.3 Recommendations

The research study suggests the following recommendations:

6.3.1 Recommendations for Practice

The study recommends that the KNLS considers boosting their extent to which they offer library services to preschoolers. This would be through implementing existing frameworks across all its branches. It is also recommended that the KNLS as a body enhances its early literacy development programmes for preschoolers through ensuring budgetary allocations towards the programmes. The practices can also be enhanced through increased partnerships and donor funding. The roles of the librarians and parents can be enhanced through the documentation and communication on the specific roles of the parents of the preschoolers as well as the librarians.

The KNLS should emphasise and implement more training initiatives for the staff as well as parents. The communications between the KNLS and parents through registration activities may enhance the parental role in the development of literacy skills among the preschoolers. The strategies that are in place must be implemented through greater partnerships. Bringing on board donors and community members to contribute towards the library may enhance the practices and programmes geared towards the development of early literacy among the preschoolers. Rigorous sensitisation campaigns across workplaces for parents of preschoolers on their role in the development of literacy programmes must be made in order to have more parents get involved in their children's literacy development.

6.3.2 Recommendations for Policy

The Ministry of Education, through the department of basic education, should develop a framework for preschoolers using the national libraries in the country. A framework that traces the children from the existing preschools to libraries may be an opportunity to boost the use of the library and thus enhance development of literacy programmes. The Ministry of Education

may also initiate a link between national treasury and libraries to ensure sufficient funding as well as networking with well-wishers for funding the ELD programmes in the KNLS.

6.3.3 Recommendations for further Study

The study recommends further studies in the following areas:

- i. A study on home-based literacy development programmes for the preschoolers in Kenya. This is informed by the findings that the majority of parents hardly avail themselves for their children's activities in the KNLS.
- ii. Conducting an investigative study on the effect of training on parental involvement on preschoolers' literacy development. This follows the absence of the parents in library services attributed to tight work schedules for parents.

6.4 Summary

This chapter presented the summary and conclusions of the findings in Chapter Four and Chapter Chapter Five underpinned by the objectives of the study. The study found out that to a large extent the KNLS embraced early literacy development programmes and that the KNLS offered a number of programmes and practices in pursuit of enhancing early literacy for preschoolers. The study established that the librarians had a role in enabling early literacy development programmes through providing relevant resources to the preschoolers while parents and caregivers had a role including accompanying the preschoolers to the library. Among the staff training initiatives for enhancing early literacy skills development programmes were in-house sensitisation and inductions through partnerships. The study found that strategies for enhancing early literacy skills development among preschoolers in the KNLS include self-evaluation, fun days and incentives for the preschoolers.

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APPENDICES

APPENDIX 1: WORK PLAN AND TIME SCHEDULE

Duration month; 2019-2021

YEAR	MONTH	AIM
2019	March- October	Finalise and submit a research proposal for review
2020	January-March	Chapter 1
2020	April- June	Chapter 2
2020	July-September	Chapter 3 Research methodology chapter; compile data collection instruments
2020- 2021	October-January	Transcribe interview and code data
2021	February- April	Write chapter 5 on research findings and do a literature control
2021	May-August	write chapter 6 on conclusion and recommendations complete research report
2021	September - October	Collate thesis
2021- 2022	November- December	Language editing and integrity checking
2022	January- February	Submit thesis for examination
2022	March-April	Corrections after examination and final submission of thesis

2022	May-June	Graduation
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APPENDIX 2: BUDGET

ACTIVITY/ITEMS	COST IN KSHs
FIELD ACTIVITIES	
Travelling	60,000
Research assistants	50,000
Research instruments production (questionnaires)	15,000
Sub Total A	125,000
STIPEND	110,000
STATIONARY	
Printing papers	15,000
Computer services	10,000
Photocopying	10,000
Proposal production	15,000
Report production	20,000
Sub-total B	70,000

GRAND TOTAL (A+B+Stipend)	KSH. 305,000
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APPENDIX 3: DISTRIBUTION OF NATIONAL LIBRARIES AND PUBLIC LIBRARIES IN KENYA, COUNTY-WISE

No	County	No. of Libraries	Area Situated
1	Bomet	1	Silibwet
2	Bungoma	1	Kimilili
3	Elgeyo/Marakwet	1	Lagam
4	Embu	1	Embu
5	Isiolo	1	Isiolo
6	Kericho	1	Kericho
7	Kiambu	1	Thika
8	Kisii	1	Kisii
9	Kitui	1	Mwingi
10	Kwale	1	Kwale (Ukunda)
11	Mandera	1	Mandera
12	Marsabit	1	Moyale
13	Migori	1	Awendo
14	Mombasa	1	Mombasa
15	Nandi	1	Kapsabet
16	Nyandarua	1	Ol Kalou
17	Uasin Gishu	1	Eldoret
18	Baringo	2	Kabarnet, Meisori
19	Kakamega	2	Kakamega, Lusumu

20	Kisumu	2	Kisumu, Koru (Dr. Robert Ouko Memorial Library)
21	Laikipia	2	Nanyuki, Rumuruti
22	Murang'a	2	Murang'a, Kangema
23	Narok	2	Narok, Lelechonik
24	Taita Taveta	2	Wundanyi, Werugha (Mary Patch Turnbull Memorial Library)
25	Garissa	3	Garissa, Mbalambala, Masalani
26	Kilifi	3	Kilifi, Dzitsoni, Malindi
27	Makueni	3	Mutyambua, Kinyambu, Kithasyu
28	Meru	3	Meru, Mikumbune, Timau, Gatimbi
29	Nairobi	3	Nairobi Area, Buruburu, Kibera
30	Nakuru	3	Nakuru, Naivasha, Gilgil
31	Siaya	3	Nyilima, Rambula, Ukwala
32	Nyeri	4	Nyeri, Munyu, Chinga, Karatina
33	Wajir	5	Wajir, Griftu, Habasweni, Tarbaj, Bute

APPENDIX 4: INSTRUMENTS USED IN DATA COLLECTION

	Objectives.	data collection instrument	Secondary data collection instrument
1	Examine the extent to which KNLS library supports early literacy development programmes for preschoolers;	a) Questionnaires to children's librarian/library assistants b) Documentation review.	a) Interview with the head of branch libraries.
2	Identify programmes and practices that help to promote early literacy skills for preschoolers at KNLS;	a) Questionnaires to children's librarian/library assistants b) Documentation review	a) Interview with the head of branch libraries.
3	Analyse the role of children's librarians and parents/caregivers in early literacy development programmes at KNLS;	a) Questionnaires to children's librarian/library assistants b) Documentation review	a) Interview with the head of branch libraries.

4	Probe the staff training initiatives for early literacy development programmes at the KNLS	a) Questionnaires to children's librarian/library assistants b) Documentation review	a) Interview with the head of branch libraries.
5	Analyse the training programmes for parents/caregivers on early literacy at the KNLS	a) Questionnaires to children's librarian/library assistants b) b) Documentation review	a) Interview with the head of branch libraries.
6	Recommend strategies to enhance the provision of early literacy development programmes in KNLS	a) Questionnaires to children's librarian/library assistants b) Documentation review	

APPENDIX 5: RESEARCH OBJECTIVES AND POSSIBLE SOURCES OF DATA

	Instruments used in data collection	Primary data collection instrument	Secondary data collection instrument
1	Examine the extent to which KNLS library supports early literacy development programmes for preschoolers	Questionnaires to children's librarian/library assistants Q. 7	Interview with university librarian Q. 3 - 6
2	Identify programmes and practices that help to promote early literacy skills for preschoolers at KNLS;	Questionnaires to children's librarian/library assistants Q. 8 - 15	Interview with university librarian Q. 7 - 10
3	Analyse the role of children's librarians and parents/caregivers in early literacy development programmes at KNLS;	Questionnaires to children's librarian/library assistants Q. 16 - 21	Interview with university librarian Q. 11 - 14

4	Probe the staff training initiatives for early literacy development programmes at the KNLS	Questionnaires to children's librarian/library assistants Q. 22 - 28	Interview with university librarian Q. 15 - 17
5	Analyse the training programmes for parents/caregivers on early literacy at the KNLS	Questionnaires to children's librarian/library assistants Q. 29 - 31	Interview with university librarian Q. 18 - 19
6	Recommend strategies to enhance the provision of early literacy development programmes in KNLS	Questionnaires to children's librarian/library assistants Q. 32 - 34	Interview with university librarian Q. 20 - 26

APPENDIX 6: DOCUMENT ANALYSIS GUIDE

Item	Description	Remarks
source	Books, Websites, Journals/ publications, Reports, Newsletters.	
Genre	Children literature, children's activities/events,	
Inclusion Criteria	Published/ formed between 2010 and 2020.	
Others Parameters	Within KNLS branches Any involved individuals i.e., not just KNLS staff.	

Source category	Physical evidence e.g., photos, posters, flyers Public records e.g., attendance, official listing.	
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APPENDIX 7: INTRODUCTION LETTER

Penina A. Ouda
63 Maywood Avenue
Maywood New Jersey
07607, USA.

DATE: _____

**The Director,
Kenya National Library Services
P.O. Box 30573 - 00100
Nairobi, Kenya.
Att. Dr. Nzivo**

Dear Sir/Madam,

REF: INTRODUCTION AND REQUEST FOR PERMISSION TO COLLECT DATA

I am a Doctor of Philosophy student at UNISA school of Information Science. I am conducting a study on “Public Libraries and early literacy programmes for preschoolers at the KNLS”. The purpose of the study is to investigate the state of early literacy development programmes for preschoolers.

I would like to request your permission to conduct this study in all branch libraries of KNLS, the target population for this study will entail children librarians/library assistants in the children's section who will fill the questionnaires and head of branch libraries (Managers) who were interviewed by the researcher. I will ensure that the information provided by the staff will be treated with utmost confidentiality and used specifically for the purpose of this study. I will share the research results with you immediately after the studies are concluded.

In the study report, no participant will be identified. They will remain anonymous in all verbal and written records and reports. The information from this research study will only be used for research purposes. For further information, contact me either in person or through: Phone number: +12012816233, Email address: onyangopenina2015@gmail.com. If unsatisfied or have more ethical concerns about this study, kindly contact **please contact Dr Schellnack-Kelly. schelis@unisa.ac.za**

Thank you for your cooperation.

Penina A. Ouda

APPENDIX 8: INFORMATION LETTER FOR PARTICIPANTS

SUBJECT: INFORMATION REGARDING THE STUDY

Dear study participant,

My name is Penina Onyango, I am doing my doctorate degree Information Science UNISA. I would like to request that you participate in this research titled **PUBLIC LIBRARIES AND EARLY LITERACY DEVELOPMENT PROGRAMMES FOR PRESCHOOLERS AT THE KENYA NATIONAL LIBRARY SERVICES**. All information provided will only be used for the research only, and it will be treated with maximum confidentiality.

Aim of the study:

The aim of the study was to investigate the state of early literacy programmes and services for preschoolers at the Kenya National Library Services.

Procedure for Involvement:

As an online questionnaire participant, you will be involved by receiving the questionnaire link via your contact obtained through the National Library services headquarters. The participation will be through the online procedure meaning that you will need to have an internet enabled communication device (phone or computer). You will then get this information for participation, required to read, and understand it, and peruse an accompanying consent for participation form.

Once you have gone through the consent form and you have agreed to participate, you will sign (accept) and proceed to the question items. You will read through the items and indicate your responses accordingly. This will be about 20 minutes of your time, and the internet service provider charges will apply. The last part of the questionnaire will be a submit button which, on pressing, will submit the form.

Participants being interviewed will need about an hour and a telephone device. Your contact will be traced from the National library headquarters in Nairobi. The process of the interview will entail asking questions by the researcher as you respond accordingly according to the best of your knowledge. Participants will have room to seek clarifications from the researcher if they want to.

Benefits of the Study:

The study findings will help the library and information science researchers in gaining knowledge on early literacy programmes and skills for preschoolers as applied in public libraries. It will contribute to the growing body of literature on early literature research, more specifically in Kenya where not much has been written on early literacy programmes for preschoolers in public libraries. Therefore, this study on early literacy development programmes for preschoolers will contribute knowledge on the importance of early literacy skills to children and their families. This will provide lessons that public libraries can draw on the needs to incorporate early literacy programmes for preschoolers.

Rewards to Participants:

Participation is voluntarily no form of reward will be given to any participants

Risks to Participants:

There are no foreseen risks that may be associated with participation in this study. However, due to psychological differences that exist between different people, some participants may find the questions asked a little bit sensitive in relation to their responsibilities as library workers. If this happens, you may choose to refuse to answer the specific item.

Voluntariness of Participation:

Participation is entirely voluntary with no coercion, and you may withdraw from participation without necessarily giving explanations for your decision.

Confidentiality of Responses:

Your name will not be recorded anywhere in the research instrument, responses nor the IP link and address of the respondent traced. This is to promise assurance of your anonymity at all stages of the study.

Complaint/Contact Information:

In the event of any discrepancy in the study or the researcher please contact the Ethical Review Committee chairperson through the following address; please contact Dr Schellnack-Kelly. schelis@unisa.ac.za

Participant’s Statement:

In regards to my participation in the research it is clear to me. I have a chance and means to ask questions and that my participation implies satisfaction with the information provided. I understand that my responses will be kept anonymous and that I can leave the study any time. I understand that I will not be victimized at any level including my workplace whether I decide to leave the study

Signature of Participant..... Date.....

Investigator’s Statement

I, the undersigned, have explained to the participant in a language he/she understands the procedures to be followed in the study and the risks and benefits involved.

Name of Investigator: Penina Onyango

Signature.....

Date.....

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

Participant Signature Date.....

APPENDIX 9: CONSENT FOR PARTICIPATION

Please read the following declaration on consent to participate and sign up "Agree" to participate.

As a voluntary participant, the researcher has explained to me the nature, procedure, potential benefits, and anticipated inconveniences. I am satisfied with the information provided understanding that I cannot be victimised and that my participation will remain confidential on all levels during the process of the research. I agree to answer an online questionnaire. I have obtained a screenshot of this section to keep a copy of the informed consent agreement.

Participant Signature..... (Click 'Agree' for Signature to continue or 'Not Agree' for Exit from participation)

Researcher's Name & Surname.....Penina Anyango Ouda.....

Researcher's signature.....p.a.o.....Date...18.09.2020...

- Agree
- I don't agree

If you have any ethical concerns and/or complaints about this study, please contact Dr Schellnack-Kelly. schelis@unisa.ac.za

APPENDIX 10: COVID-19 MEASURES TO BE CONSIDERED

owing to the current situation of COVID-19 pandemic, the UNISA is concerned about the process and procedures of data collection. As a contingency measure, the research is considering the following measures to restrain from spread, cause or being infected by COVID-19;

1. The data collection instrumentation in the study entails use of questionnaires, interviews and documentary analysis.
2. As a COVID-19 measure, the study will employ the online administration of the tools.
3. The researcher has liaised with the Kenya National Library headquarters who have confirmed cooperation to ensure adherence to the COVID-19 control measures. The administration has promised to provide a sampling matrix (targeted staff) with their contacts for easier reach.
4. The questionnaire link will be sent to the questionnaire respondents via the emails, SMS or social media. In order to enhance response rate, the researcher will make follow ups with phone calls and other online communication channels.
5. On the other hand, the interviews will be administered through telephone as a way of avoiding physical contact with the participants. This will also ensure that the responses are maximized as much as possible.

6. Similarly, documentary analysis will be done through analysis of online documentation from the libraries.
7. Using these approaches of instruments' administration, the researcher will prevent physical contact with all the respondents to minimize chances of spreading any COVID-19 related infections.

Would you have any ethical concerns and/or complaints about this study, **please contact Dr Schellnack-Kelly. schelis@unisa.ac.za**

APPENDIX 11: QUESTIONNAIRE FOR CHILDREN'S LIBRARIANS/LIBRARY ASSISTANTS

Instructions for Completing the Questionnaire

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

Section 1: Personal Information

<p>1. Please write the name of the library which you belong to.</p> <p>.....</p> <p>2. What is your Gender?</p> <p style="padding-left: 40px;"><input type="checkbox"/> Male</p> <p style="padding-left: 40px;"><input type="checkbox"/> Female</p> <p>3. What is your age (years)</p> <p style="padding-left: 40px;"><input type="checkbox"/> Below 20 years</p> <p style="padding-left: 40px;"><input type="checkbox"/> 20 – 29 years</p> <p style="padding-left: 40px;"><input type="checkbox"/> 30 – 39 years</p> <p style="padding-left: 40px;"><input type="checkbox"/> 40 years and above</p> <p>4. What is your highest level of education?</p>	
---	--

- Certificate
- Diploma
- Bachelor's degree
- Postgraduate

5. What position do you currently hold within the library?

- Children's librarians
- Library assistant

Other (please specify)

6. How many years of experience do you have working in the current position?

- Below 2 year
- 2 - 4 years
- 5 - 7 years
- Above 7 years

Section 2: The extent to which KNLS library supports early literacy development programmes for preschoolers

7. What is the number of preschoolers that visit on a regular basis during the program?

- Less than 5 preschoolers
- Between 5 and 10 preschoolers
- More than 10 preschoolers

section 3. Identify programmes and practices that help to promote early literacy skills for preschoolers at KNLS;

8. What are the early literacy programmes offered by your library for preschoolers?

(use an x or tick)

- arts & crafts
- Storytelling
- Storytime
- Computer activities

Special programmes (i.e., puppet shows)
 Other (please specify)

9. What is the number of preschoolers that visit on a regular basis during the program?

- Less than 5 preschoolers
- Between 5 and 10 preschoolers
- More than 10 preschoolers

10. How often do you present early literacy programmes for preschoolers?

- Weekly
 - Bio Weekly
 - Once a month
 - Quarterly
- Other (please specify)

11. What is the average length of the program?

- 15 mins
- 30 mins
- 45 mins
- One hour

12. Of the activities that involve children library programmes, please rate their priority levels on a scale

1 – Not a priority, 2 – Low priority, 3 – Medium priority, 4 – High priority or 5 – Essential

Item	1 – Not a priority	2 – Low priority	3 – Medium priority	4 – High priority
a) Having a greeting or ritual to begin every Storytime program				

b) having a goodbye or ritual to end every Storytime programme						
c) reading storybooks to children						
d) focusing each Storytime on a different but specific theme						
e) Socialization time with board						
d) doing fingerplays and rhymes with the children						
f) using flannel board and/or puppets to tell stories						
g) using music (singing, dancing, use musical instruments,)						
h) arts & crafts involving predesigned "sample" that families construct						
j) computer activities						
k) refreshments						

Others (please specify)

13. How do your preschool programmes benefit children's interest in reading?

14. As children's librarian/ library assistants rate the frequency of use of the following with a **key** 1- Never, 2 - Rarely, 3 - Sometimes, 4 - Often, or 5 - Always

	1- Never	2 - Rarely	3 - Sometimes	4 - Often	5 Alwa
Early literacy skills					
Print Motivation					
Phonological Awareness					
vocabulary					
Narrative skills					

Print Awareness						
Letter knowledge						

15. As children’s librarian/ library assistants, which of the 5 practices do you find very desirable to your area of application?

Early literacy practices	1 - Very undesirable	2 - Undesirable	3 - neutral	4 - Desirable
Singing				
Talking				
Reading				
Writing				
Playing				

Section 4. Role of children’s librarians and parents/caregivers in early literacy development programmes at KNLS.

16. How do you scale the way by which you get the word out about your programmes

Method	1 - Never	2 - Rarely	3 - Sometimes	4 - Often
In-house				
Library website				
Posters				
Brochures				
Media advertising				

17. Indicate the likelihood of the following persons to bring the child to the library program

Person	1 - Extremely unlikely	2 - unlikely	3 - Neutral	4 - likely	5 - Extremely likely
Parent					
Sibling					
Caregiver/babysitter					
Other(specify)					

18. How do you think parents became so engaged in your library's early literacy programming?

19. What are your goals for the early literacy program in your library?

20. How do your preschool programmes benefit children's interest in reading and their ability?

21. As children's librarians/library assistants describe your role in early literacy program?

Section 5: Staff training initiatives for early literacy development programmes at the KNLS

22. Does the library offer training for staff on early literacy programmes?

Yes

No

23. If yes Which type of training does the library offer?

.....

24. Have you participated in any professional development activities that have helped you to

plan and deliver early literacy programmes time sessions e.g. conferences, email discussion, lists,

involvement in professional associations etc.? if yes

Yes

No

25. If the answer to Q20 is yes, please, describe it

.....

26. Do you have other relevant experience which has helped you to plan and deliver preschool story time sessions?

Yes

No

27. If the answer to Q22 is yes, please, describe it

.....

28. Does your library have continuing education or training times for staff?

.....

Section 6: training initiatives for parents/caregivers on early literacy at the KNLS

29. Does the library offer training for parents and caregivers on early literacy programmes?

Yes

No

30. If yes Which type of training does the library offer?

.....

31 Do you train parents and caregivers in how to share with preschoolers books and early

literacy skills? (If so, please explain.

.....

Section 7 challenges encountered in providing early literacy development programmes in KNLS and make recommendations

32. What are the challenges you encountered while offering early literacy development programmes for preschoolers?

.....

33. Do you ever make suggestions on how early literacy development programmes could be improved?

Yes

No

a) If your answer is "Yes" how often would you say that your suggestions are considered in the improvement of early literacy development programmes?

Never

A few times

Many times

Always

b) If your answer is "No" to the above question, what is the reason for not making any suggestions?

.....

34. Based on the identified challenges, what are the ways of improving early literacy development programmes in KNLS?

.....

Thank you for taking your time to respond to this questionnaire

Would you have any ethical concerns and/or complaints about this study, please

contact Dr Schellnack-Kelly. schelis@unisa.ac.za

APPENDIX 12: INTERVIEW SCHEDULE FOR THE HEAD OF BRANCH LIBRARIES

The purpose of this interview schedule is to gather information on early literacy programmes

Section 1: Personal information

1. In which library do you work?

.....

2. Your position is:

Head of branch librarian

- Deputy Librarian
- Senior librarian
- Assistant librarian
- Senior library assistant

Other specify.....

Section 2: The extent to which KNLS library supports early literacy development programmes for preschoolers

- 3. Does your library have any program activities designed for preschoolers?
 - Yes
 - No
- 4. If the answer to Q3 is yes, please, list them
- 5. What are the number of preschoolers that visit on a regular basis during the program?
- 6. How often do you present early literacy programmes for preschoolers?

Section 3. Early literacy programmes and practices for preschoolers at KNLS.

- 7. What are your library goals for preschool library program?
- 8. How do your preschool programmes benefit children’s interest in reading?
- 9. In your view, what are the four most important early literacy skills that are precursors to literacy development for preschoolers?
- 10. Do you think parents and families in this area provide literacy opportunities to children before preschool?

Section 4. role of children’s librarians and parents/caregivers in early literacy development programmes at KNLS

- 11. How do you get the word out about preschool programmes? Do you use in-house library web site/ posters/brochures? Advertising?
- 12. How do you think parents became so engaged in your library’s early literacy programmes?
- 13. What are your goals for the early literacy program in your library?
- 14. What is the role of the library for preschool literacy programs?

Section 5: staff training initiatives for early literacy development programmes at the KNLS

15. Does the library offer training for staff on early literacy programmes?
16. If yes Which type of training does the library offer?
17. Does your library have continuing education or training for staff?

Section 6: training initiatives for parents/caregivers on early literacy at the KNLS

18. What training is offered for parents and caregivers in your library?
19. Does your library have continuing education or training times for parents and caregivers?

Section 7 challenges encountered in providing early literacy development programmes in KNLS and make recommendations

20. What are the challenges of early literacy programmes in your Library?
21. Suggest ways/recommendations on how to address the identified problems?
22. What one thing would you change about this to improve early literacy programmes?
23. Any other comments and recommendations about early literacy programmes in your library?

Thank you very much for participating in this interview

Would you have any ethical concerns and/or complaints about this study, please contact Dr Schellnack-Kelly. schelis@unisa.ac.za

APPENDIX 13: KNLS INTRODUCTION LETTER TO STAFF



KNL/HQ/LIB/22/VOL.6/64

FROM: HOD: RESEARCH & DEVELOPMENT DEPT. DATE: 13th January, 2021

TO: HEADS OF BRANCHES

**SUBJECT: ACADEMIC RESEARCH-Ms. PENINA ATIENO OUDA-STUDENT
REG.NO.36896500 (CLELLPHONE/EMAIL+1201286233 onvangopenina2015@gmail.com)**

The above mentioned is a student pursuing PhD in Information Science at UNISA (University of South Africa). She is interested in doing research on "**Public libraries and early literacy development programmes for preschoolers at the Kenya National Library Service**". The aforementioned title has been approved and cleared by the ethical clearance committee at UNISA as well as NACOST (National Commission for Science, technology & Innovation) respectively.

She is planning to conduct research in Bomet, Bungoma, Elgeyo-Marakwet, Embu, Garissa, Isiolo, Kakamega, Kericho, Kiambu, Kilifi, Kisii, Kisumu, Kitui, Laikipia, Makeni, Mandera, Marsabit, Meru, Migori, Mombasa, Muranga, Nairobi, Nakuru, Nandi, Narok, Nyandarua, Nyeri, Siaya, Taita-Taveta, Uasin-Gishu and Wajir.

I would wish to request librarians working in the said libraries to assist her to gather the needed information for the proposed research area. Thereafter, she will be required to deposit a copy of the dissertation to the National Library Division (NLD) as a legal deposit.

Questionnaire link

<https://forms.office.com/Pages/ResponsePage.aspx?id=DQSIkWdsW0yxEjaJBLZtrQAAAAAAAAAAAAAMAAC819ahUNUZHSExOOUdTNlc5S1pYOE5GRU5WVE03QS4u>

Any assistance accorded to her via her research assistant, Mr. Patrick Oyenga, +254 728 388 431/ 254 793 531 897 and oyepatty@gmail.com will be highly appreciated.

Thank you.

DR.CHARLES NZIVO

APPENDIX 14: NACOSTI RESEARCH PERMIT

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
<p>Ref No: 271661</p>	<p>Date of Issue: 06/January/2021</p>
<p>RESEARCH LICENSE</p>	
	
<p>This is to Certify that Ms. Penina Afieno Onyango of University of South Africa, has been licensed to conduct research in Bomet, Bungoma, Elgeyo-Marakwet, Embu, Garissa, Isiolo, Kakamega, Kericho, Kiambu, Kilifi, Kisii, Kisumu, Kitui, Kwale, Laikipia, Makeni, Mandera, Marsabit, Meru, Migori, Mombasa, Muranga, Nairobi, Nakuru, Nandi, Narok, Nyandarua, Nyeri, Siaya, Taita-Taveta, Uasin-Gishu, Wajir on the topic: PUBLIC LIBRARIES AND EARLY LITERACY DEVELOPMENT PROGRAMMES FOR PRE-SCHOOLERS AT THE KENYA NATIONAL LIBRARY SERVICES for the period ending : 06/January/2022.</p>	
<p>License No: NACOSTI/P/21/8315</p>	
<p>271661 Applicant Identification Number</p>	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
<p>Verification QR Code</p>	
	
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