THE USE OF THE SCHOOL LIBRARY IN THE DEVELOPMENT OF A

READING CULTURE AMONG SECONDARY SCHOOL STUDENTS

IN NANDI CENTRAL SUB-COUNTY,

KENYA

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MOI UNIVERSITY

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DECLARATION

DECLARATION BY STUDENT

This research thesis is my original work and to the best of my knowledge has not been submitted for a degree award to any other university. No part of this work may be reproduced without prior permission of the author and/or of Moi University.

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ABSTRACT

Reading culture enables one to acquire knowledge, seek individual self- improvement and for re-creative purposes. The school library as a resource centre inspires a love of reading among users. This study aimed at establishing how the school library can be used to nurture a reading culture among Form Three students. It sought to establish the use of the school library in development of a reading culture among secondary school students in Nandi Central Sub-County, Kenya. The objectives were: establish the types and relevance of reading materials available in the school library, establish the perception of Form Three students towards the use of the school library, investigate how students make use of the reading materials provided and to find out the roles of librarians and Heads of Subject for English in promoting a reading culture among students. The study was guided by Vygotsky's socio-cultural model of Reading and Skinner's Behaviorist theory. It adopted a descriptive survey design. Schools were purposively sampled in that only schools with libraries were selected, hence a total of ten schools was achieved. Moreover, one librarian and one Head of subject for English were picked from each school hence a sampling frame of 10 Librarians and 10 Heads of subject for English was attained. The sample also included 31 students selected by simple random sampling in each school, thus a total of 310 students were used. Data was collected using the questionnaire, interview and observation schedule and a document analysis checklist. It was analyzed using descriptive statistics then presented thematically and also in form of tables and figures. Findings indicated that school libraries mostly stocked examination oriented texts like course books, revision books and story books (mostly old text books), newspapers and books on donations. It was established that students believed that these texts equipped them with knowledge and skills necessary for passing examinations. Consequently, they used the library to complete assignments, conduct research and make notes. However, most of them did not read for leisure because of lack of attractive reading materials, the tight exam-oriented syllabus and lack of enough time for usage of the library. Librarians played various duties like recommending titles for stock and displaying materials and books for easy access by students. Heads of Subject for English encouraged them to read variety of story books, newspapers and journals to improve in English language besides teaching them summary writing skills. However, most schools did not have library periods thus students used the library only when they were free or when a teacher was not in class. Education planners should revise the current syllabus to enable students find time for leisure reading. Schools should stock their libraries with quality literature to enhance learning outcomes and foster a love of reading for pleasure, teachers and librarians to identify interesting texts and library weeding to be conducted. The study will be significant to education planners; teachers and librarians who should help students develop reading interests and also add to existing body of knowledge on the use of school library in language teaching.

DEDICATION

This research thesis is dedicated to all those who are very dear and special to me, my parents, my brothers and sisters all of whom are concerned with my education. Not forgetting, my son Kim and daughters Valerie and Ivy for being an inspiration to me.

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LIST OF ABBREVIATIONS

ALA	American Library Association
D.E.O	District Education Officer
EAEP	East African Educational Publishers
H.O.S	Head of Subject
IFLA	International Federation of Library Association
JKF	Jomo Kenyatta Foundation
KCSE	Kenya Certificate of Secondary Education
K.I.E	Kenya Institute of Education
L	Library
LB	Librarian
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
OUP	Oxford University Press
SDE	Sub County Director of Education
R.A.T	Random Assessment Test
UNESCO	United Nations Educational Social Cultural Organization
USA	United States of America
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Promoting a reading culture has long been a major theme of various countries in the world. Despite all these efforts, one common threat emerges: no country is satisfied with the active readers among its population. It is felt in most countries that various methods and teaching should be used to boost reading in order to bring people and books together in a lasting fruitful relationship (Otike, 2011). The study attempts to investigate the use of the school library in the development of a reading culture among secondary school students in Nandi Central Sub-County, Kenya. Lack of libraries or ill-equipped libraries contributes to low standards of education and literacy in Kenya (Kachala, 2007).

The library enables students to develop language skills and in particular the reading skill. (Gathumbi & Masembe, 2005). This is because it enables them to develop independent and voluntary reading where personal choice of the material to be read, time and place to read is made. In order to expound on these issues, this chapter is split into various parts namely: background of the study, statement of the problem, purpose and objectives of the study, research questions, justification of the study, significance of the study, scope and limitations of the study, assumptions of the study, the theoretical and conceptual framework and operational definition of terms.

1.2 Background of the Study

The background of this study presents information on reading skills, reading culture, the library, the school library and finally the relationship between the school library and

students' reading culture and ability.

1.2.1 Reading Skills

Reading is an important skill that helps learners in the mastery of language and also enhances their performance in all subjects in the school curriculum based on the concept of reading across the curriculum. Reading skills should therefore be deliberately and systematically developed in learners in school. This is because most learning in all subjects is through reading in a language which most students have not mastered well (Akala, 2004). Among the objectives of teaching reading in secondary schools in Kenya are: to enable learners read fluently and efficiently, appreciate the importance of reading for a variety of purposes, develop lifelong interest in reading on a wide range of purposes, read and comprehend literary and non-literary materials, make an efficient use of a range of sources of information including libraries, dictionaries, encyclopaedias and the internet and to appreciate and respect own as well as other people's culture (Kenya Institute of Education, K.I.E, 2006).

Various reading skills are identified by the Ministry of Education in Kenya as key to a learner who needs to acquire competence in reading. These skills include: silent reading, reading aloud, speed reading, using a dictionary, using the library, skimming and scanning, intensive and extensive reading and reading for detail. Other skills are: critical thinking, comprehension and fluency (K.I.E, 2006). Reading skills enable readers to turn writing into meaning and achieve independence through critical thinking, comprehension and fluency. Comprehension skills enable readers to predict the next word, phrase or sentence quickly enough to speed recognition.

1.2.2 Reading Culture

Reading is a deliberate and conscious act of engaging one's eyes on written material for purposes of understanding, obtaining general information or for pleasure, (Gathumbi & Masembe, 2005). Reading is thinking the thoughts that a writer is communicating to his readers by way of the written or printed words. It is a cognitive, interactive and a psycholinguistic process and not a passive one as perceived by many (Otike, 2011). This in essence means that reading should be defined in broad terms as major goals, right from the start, not only to word recognition, but also comprehension and interpretation of what is read to the study of personal and social problems. The foregoing indicates that reading is important in the general development of man and his society and acts as a fundamental building block in learning (Sisulu, 2004, in Igwe, 2011).

People read for various reasons. Among these are: reading for survival that involves an immediate response to a situation. It can also be goal oriented where one reads for general knowledge of the world. Reading can be for pleasure, which is done for its own sake and not under pressure or for academic purpose (Gathumbi & Masembe, 2005). A reading culture according to Mureithi and Kipchumba, (2011) is part of a specific culture and habit that is shared and valued highly by a particular society. Reading is considered an important skill that helps people gain information they need in everyday life. The desire to add to our existing knowledge, seek individual self-improvement and re-creative purposes should drive people to read. The ability to read and write alone cannot lead to a reading culture. It must become a habit in order to constitute a reading culture. Nssien (2007) noted that reading habit is the use of reading as a regular activity. It is the

cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity.

Reading culture is therefore the process of building up positive reading attitude among students and children over a period of time. When an individual habitually and regularly reads books and other information materials that are not necessarily required for him to advance in his profession or career, he is said to have a reading culture (Gbadamosi, 2007). Otike (2011) points out that inculcating a reading culture should be introduced at an early age among children because reading and reading culture develop over a prolonged period of time.

1.2.3 The Library

The aim of a library is to enable the user(s) to make the most effective and efficient use of the resources and services available in it. At one time, a library was regarded as a store house and books were meant for preservation. The librarian was supposed to be a custodian, who did not encourage the use of books. The readers were expected to use the library on their own (Reddy, 1998). However, this has changed with time.

Today, libraries are regarded as service institutions. They have evolved to become facilitators of information and lifelong learning opportunities with an emphasis on service and with priority given to identification of user needs and communication of solutions (Krolak, 2005). It acquires materials, processes and makes it available for use rather than preservation. It allows open access to its collection and provides services to its users. The importance of a library cannot be overemphasized. It is an essential part of a civilized

society and must serve the needs of that society. Its form, character, purpose, functions and services are determined by the needs of that society (Reddy, 1998; Nabuyanda, 2011). Any library is a social institution and plays various roles.

According to Reddy (1998), the library does the following: serves as a place of information and guidance especially for readers and writers and also a repository of books as well as deposition of information and knowledge. Information is indispensable for any human activity aiming at social progress. A researcher, teacher, student, administrator and entrepreneur all need information to better equip themselves for the fruitful pursuit of their respective assignments and vocations. Indispensably, they have to reckon with books for acquisition of such information. Notably, a library serves as an instrument to improve the quality of life of the people giving them education, information, recreation, intellectual stimulation and enriches life on all respects.

In summary, the library assists with literacy development and promotes the concept of reading as a pleasurable, voluntary activity which contributes to an individual's quality of life through its collection. The collection can include books, periodicals, newspapers, manuscripts, films among others (American Library Association (ALA, 2008).

1.2.4 The School Library

The basic function performed by academic libraries including school libraries is to support formal education. According to the International Federation of Library Associations (IFLA) a manifesto published in 2000, the school library is "essential to every long-term strategy for literacy, education, information provision and economic,

social and cultural development" (IFLA, 2000, p. 1). Nabuyanda (2011) and Reddy (1998) observe that a school library is the soul, core and pivot around which academic life in the school revolves. It is also a part and parcel of a school set-up. It exists to serve the objectives of a parent organization and plays an important role in helping the educational system achieve its goals by serving the students and teachers. A school library today is supposed to serve as a resource centre with books, magazines and documents like recorders, maps and charts.

All these are meant to enable users achieve educational objectives in order to play their roles in society effectively. School libraries serve as learner oriented laboratories which support, extend and individualize the school's curriculum by providing books, films, recorded sounds, periodicals, and digital media. These items are not only for education, but also for enjoyment and entertainment of all members of the school community and also enhancement and expansion of the school's curriculum (ALA, 2008). In order to meet the needs of all students in specific schools, school library collections should have wide-ranging selections of books that include many reading levels, genres, topics and formats (Campell, 2009; Rosenfeld, 2007).

Evidently, school libraries are custodians of school information resources that play an important role in providing a wide range of reading materials free of charge to students whose parents cannot afford to constantly buy new material (Krolak, 2005; Anyanwu, Akanwa & Ossai-Onah 2013). Since education is a lifelong process, "a school child learns through formal education in the classroom but he can learn more by using the

library for education, information, recreation and inspiration" (IFLA, 2000, p.12).

1.2.5 The School Library and Reading Culture among Students

Reading is an important skill that not only helps learners in the mastery of English but also enhances their performances in other subjects in the school curriculum (K.I.E, 2006). The skill is presented in a spiral approach and the library is an important resource not only for learning English but also other subjects and general interests in life. In light of this, the Ministry of Education (MOE) emphasizes that learners should be trained on how to use the library efficiently and also encourage them to use it during their free time for private study.

The IFLA manifesto on a research conducted in the United States of America (USA) details core library service goals as "developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives; offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment" (IFLA, 2000, p.12).

Moreover, Reddy (1998) contends that a library is therefore a sanctuary for the enquiring spirit. It is a collection and acquisition of books, graphic materials, pamphlets, newspapers, magazines, manuscripts, films and microfilms, tape recording and computer tapes organised for use. All this corpus of material is used by people of all works to satisfy their thirst for knowledge and to procure reading material for some kind of leisure activity. In Kenya, there are no policies on cultivation and promotion of reading culture in secondary schools. Nevertheless, some efforts are being made to foresee the attainment

of reading culture. This responsibility is entrusted to language teachers through the use of library lessons (Otike, 2011).

In teaching the reading skill, teachers need to make use of available resources like school libraries to make lessons more focused and learner-centred. The school library can serve as the best resource to teach reading skills because it is in the library where learners can access extra information not presented by a teacher in class, to finish class assignments and read for leisure and enjoyment. However, in most schools' libraries do not exist and where they do, students avoid borrowing books for fear of losing them (Kutto, 2005).

Lonsdale (2003) adds that a print-rich environment leads to more reading and free voluntary reading is the best predictor of comprehension, vocabulary growth, spelling and grammatical ability and writing style. This is because students are exposed to a variety of materials like films, journals, magazines and newspapers that help supplement information available in text books apart from building on their language skills.

School libraries provide access to reading material through which school children and youth can gain and improve their skills. They help introduce the use of reading for information, pleasure, passing examinations and personal growth through lifelong learning by providing materials that offer more extensive and varied information than classroom study alone. The foregoing clearly indicates that the reading habit is learnt, nurtured and cemented in the school environment and that one of the major goals of the school library is to inspire a love for reading in order to promote a reading culture among

users. It is therefore important that a study on how the school library can be used to develop a reading culture among secondary school students is carried out in Kenya particularly in Nandi Central Sub-County.

1.3 Statement of the Problem

Kenyans do not have a reading culture and majority of those in urban settings buy a newspaper everyday but a very small fraction actually read them (Otike, 2011, Kenal News, 2007; Education Watch magazine, 2005; Glogowski, 2008). The then Minister of State for National Heritage and Culture Hon Ole Ntimama in July 2011 challenged Kenyans to read in order to refresh and protect their minds from rotting (Kenal News, 2007). The maxim that, if you want to hide something from a Kenyan, all you need to do is to place it in a book, is now more relevant than ever before since reading culture has fallen so badly that there is a risk of the country churning out of schools people without critical and reflective skills and who can easily be manipulated by political demagogues, terrorists and warlords. Among the solutions given to this problem is the fact that students should be encouraged to see school as a place where they go to learn how to read so that they can for the rest of their lives read to learn.

The problem of a poor reading culture among the Kenyan populace would be attributed to absence of libraries or their inability to provide adequate reading. Glogowski (2008) observes that libraries if available are only stocked with textbooks meant for teaching. Parry (2004) notes that the inability of libraries to provide reading materials is a major roadblock in the fight against illiteracy in developing countries.

Various studies have been done in the area of reading and development of a reading

culture. Findings indicate that lack of functional libraries in schools, lack of trained librarians, failure to provide library lessons in school timetables and lack of conducive reading environment at home as factors militating against students' reading habits. Moreover, the impact of school libraries appears strongest at primary and lower levels of secondary school and weakest at upper levels (Lonsdale, 2003).

A report from the Education Watch Magazine (2005) indicates that in Kenya, adults do not have a reading culture but, youngsters love books and "what deserves attention is to try and establish what discourages them from reading as they approach adulthood" (Education Watch Magazine 2005, p. 22). This study will attempt to address the question: what are schools doing to inculcate the value of reading in their students specifically in secondary schools and why the influence of school libraries on the learning of students in upper secondary school levels is less than at lower levels.

It will attempt to document the role of school libraries in developing a reading culture among secondary school students. Since much of the researches done so far have focused on the primary school rather than the secondary schools setting; yet research indicates that the impact of the school library diminishes as the students move through secondary school (Lonsdale, 2003; Education Watch Magazine, 2005). It is the interest of the researcher therefore to establish students' usage of the school library in the development of a reading culture in order to fill this gap in knowledge.

1.4 Purpose of the Study

The purpose of the study is to investigate how the school library can be used to help

secondary school students develop a reading culture in Nandi Central Sub-County.

1.5 Objectives of the Study

In order to achieve its intention, the study utilized four objectives which were;

  i. To establish the types and relevance of reading materials available in the school library.

  ii. To establish the perception of Form Three students towards the use of the school library.

 iii. To investigate how students make use of the reading materials provided in the school library.

 iv. To find out the roles of Librarians and Heads of Subject (H.O.S) for English in promoting a reading culture among Form Three students.

1.6 Research Questions

  i. What types of reading materials are available in the school library and of what relevance are they?

  ii. What is the perception of Form Three students towards the use of the school library?

 iii. How do students make use of the reading materials provided in the school library?

 iv. What are the roles of Librarians and Heads of Subject (H.O.S) for English in promoting a reading culture among students?

1.7 Justification of the Study

This study was justified on the basis that there is an outcry that there is a poor reading culture among adults in Kenya hence the need to establish if the problem emanates from the secondary school level. The Kenyan system of education has been termed exam - oriented so could this be the source of the problem among adults? (Glogowski, 2008; Mbae, 2010; Mureithi & Kipchumba, 2011).

Moreover, literature on the use of the school library in development of a reading culture among secondary school students is little. In Kenya particularly, there are few studies done on promotion of a reading culture in primary schools hence this study is justified to examine the use of the school library to develop a reading culture among secondary school students.

1.8 Significance of the Study

The study findings will to be useful to the Ministry of Education, other education planners and policy makers in decision making regarding policy issues like establishment of well stocked libraries in schools. This is through sectoral policies in form of legislation, regulation and guidelines. Moreover, it will be useful to parents who should among other roles support the school in maintaining a good library status and also support their children develop good reading habits in different ways like reading to children.

Librarians and teachers will find the results of this study useful in that they will re-define their roles in fostering a love of reading among students. In addition to this, they will play a major role in choosing appropriate materials for their school libraries. Students will also find the results of this study useful in adopting appropriate reading strategies that will enhance their acquisition of reading habits and consequently a reading culture. Lastly, it is hoped that the research will open up new avenues for further research.

1.9 Scope and Limitations of the Study

This section discusses two aspects namely the scope and the limitations of the study.

1.9.1 Scope of the Study

Scope is a description of the boundary of a study in terms of content, methodology,

geographical and theoretical coverage and time (Oso & Onen, 2008). Based on the stated objectives, the study was concerned with the use of the school library in the development of a reading culture among secondary school students. Further, it explored the types of reading materials available in the school library and their relevance.

In addition to this, the study established how students make use of the materials available in the school libraries. It also sought to find out Form Three students' perceptions towards the use of the school library. Lastly, it established the roles played by English Subject Heads and librarians in promoting an interest in reading among students. Specific research instruments namely: the questionnaire, interview schedule, document analysis checklist and observation schedule were used to collect data. Data analysis was done using descriptive statistics and presented thematically and also in form of tables and figures.

1.9.2 Limitations of the Study

The study was conducted in only those schools with library facilities. The sample respondents therefore were drawn from purposively selected secondary schools hence the findings may not be representative of all secondary schools in Kenya. It is also possible that some respondents may have been biased in their responses as Barasa (1997) notes that the study can only go as far as observing, investigating and analysing data from the respondents. A researcher cannot exert control over the exact information given by respondents as it was their discretion to volunteer or withhold information. However, respondents were assured of the confidentiality of the information they provided as the data collected was purely for academic purposes. The study also deliberately limited

itself to the variable, school library, yet, there are many other factors that can influence the development of a reading culture among secondary school students.

1.10 Assumptions of the Study

The researcher assumed that:

i.   All respondents would be cooperative and honestly responded to all the items in the research instruments.

ii. All school libraries were well equipped to provide the "best" environment for students to develop an interest in reading.

iii. All librarians and English Subject Heads were aware of their roles in their respective positions in motivating and sustaining students' interest in reading through the use of the school library.

1.11 Theoretical Framework

This study is grounded on two theories, B.F. Skinner's Behaviourist theory developed in 1938 and Lev Vygotsky's Socio-Cultural Model of Reading of 1978.The study adopted the two theories since they complement one another. They both emphasize motivation and assistance given to learners to develop behaviour and in this case a reading culture. B.F. Skinner's theory is all about what goes on in a given environment while Vygotsky's theory discusses reading which is specifically what this study focuses on. Vygotsky's theory was therefore adopted because of its relevance to language and in particular reading. Skinner's theory was also used because development of a reading culture must occur in a specific environment.

The study therefore achieved balance between learning or development of behaviour in a specific environment and its relation to language and in particular reading. The

differences in the two theories lie in the fact that, for Skinner, a habit can be formed where there is reinforcement while Vygotsky's argues that a learner is able to learn alone but to reach higher levels of competence in a particular activity, experts (teachers, parents and peers) need to give sufficient activities like reading exercises and provision of a conducive learning environment. The two theories are discussed in detail after this and their relationships with this study further explained.

1.11.1 Vygotsky's Socio-Cultural Model of Reading

Vygotsky's Socio- Cultural Model of Reading was developed in 1978 and has been continuously revised in 1986, 1993 and 1997. This study utilized the 1997 model. The key variables of the model are; culture or cultural setting, learning or cognition and language. The culture/cultural setting in reference may also include the family environment of a child. It proposes that all knowledge is socially and culturally constructed. It describes learning as a social process where cognition solely depends on social interaction.

Learning in children occurs at two levels; where at first level, interaction occurs with others then knowledge is integrated into an individual's mental structure. At the second level, every child has the potential for cognitive development although it is limited to the Zone of Proximal Development (ZPD). This "zone" is a cognitive region which lies just beyond what a child can do alone. It is an area of exploration for which a child is cognitively prepared, but, requires help and social interaction from a teacher, parent, instructional environment and /or more experienced peers to fully develop.

Vygotsky argues that the assistance provided to a child leads to "scaffolding" that supports a child's evolving understanding of knowledge domains and also development of complex skills. Scaffolding is learning that proceeds from the known to the unknown and should be concrete, external or visible. Scaffolding also refers to all kinds of support provided by an adult or peers for children learning how to carry out tasks they could not perform alone. He also notes that anything that a child learns must be within the ZPD. He points out that learning and development are embedded within social events and occurring as a learner interacts with other people, objects and activities in a collaborative environment.

In the course of development, cultural tools play an important means in mediating the social and cultural engagement of the learner. Vygotsky argues that when children participate in cultural and social activities with the guidance of more skilled partners, they internalize cultural tools which may be anything physical like a library, books, pencils and pens among others or physiological like language. The cultural tools are handed to facilitate the acquisition of higher mental functions to a specific culture and used independently by members of the society (Vygotsky, 1997).

Evident from this theory is the fact that what and how a child learns depends on what opportunities the teacher, parent or peers provide since learning is not natural but depends on interactions with more expert others through collaborative learning, discourse, modelling and scaffolding that support the intellectual knowledge and skills of learners and facilitates intentional learning. He describes higher mental functions deliberate,

mediated and internalized behaviours. He asserts that the higher functions of intellectual activity arise out of collective behaviour, cooperation with the surrounding people and from social experience.

The student's role in this case is that of a collaborative participant where he/ she is ready to receive knowledge from the aforementioned areas. This theory proposes that a teacher's main task is to record and analyse a student's progress and give explicit assistance in order to reach higher levels of competence. Through scaffolding, the teacher creates the instructional support, the processes and language that enable the student to approach a task and develop abilities to meet it. The theory advocates for appropriate choice and matching of reading texts for use by students. They should be those that will enable students learn new content because the demands of reading a book lies within the ZPD and can only be learnt with appropriate assistance. Books should therefore be accompanied with instructional assistance for developing strategies of reading.

The theory links to this study in that children need to engage in tasks with which they can be successful with assistance provided. Assistance in this case could be in the form of variety of interesting reading materials in varied formats, provision of a library period in the timetable and encouragement from teachers and librarians coupled with motivation. Motivation could be through awards to the "best" readers or attractive display of library materials for easy access by students. The theory also stresses that a child needs to have strengths identified and built upon. It is based on the ground that he/she is completely dependent on other people and what he/she does today in cooperation can be done

independently tomorrow (Vygotsky, 1997). The study is equally based in the assumption that all students can develop a reading culture given a supportive teaching and an effective learning environment.

1.11.2 B.F Skinner's Behaviourist theory

B.F Skinner's Behaviourist theory developed in 1938 sought to understand behaviour as a function of environmental histories of reinforcing consequences. It is based on the idea that learning is a function of change in overt behaviour. The study focused on the operant conditioning concept whose key variables are; behaviour, reinforcement and punishment. Changes in overt behaviour are the results of an individual and response to events (stimuli) that occur in the environment. A response produces a consequence for instance defining word when this is reinforced (rewarded) the individual is conditioned to respond.

Reinforcement is one of the key elements in the theory where reinforces are responses from the environment that increase the probability of a behaviour being repeated and can either be positive or negative. Positive reinforcers on one hand include among others verbal praise, a good grade, prizes or a feeling of increased accomplishment or satisfaction. Negative reinforcers on the other hand include punishment which specifically refers to responses from the environment that decrease the likelihood of a behaviour being repeated. It actually weakens behaviour. Skinner posits that behaviour which is reinforced tends to be repeated or strengthen while one that is not reinforced tends to die out or is extinguished or weakened

The present study proposes that if a reading culture is to be developed, learners should be exposed to things and situations that make them want to do a lot of leisure reading, for instance, provision of interesting and varied materials to read, rewarding the "best" readers or praising a student who has read the most non-examinable texts. Vygotsky's Socio-Cultural Model of Reading (1997) and B.F Skinner's Behaviourist theory (1938) were found to complement one another, since both emphasize motivation and assistance given to learners to develop a behaviour and in this case a reading culture.

Vygotsky's theory for instance focuses on the assistance and instructional support given to learners by experts in order to reach higher levels of competence. Experts in this study were librarians and Heads of Subject for English. The argument is that a student can learn more or develop interest in a given area given sufficient motivation and instructional activities by an adult. With time, a child can achieve competence and work independently. It further shows that provision of various forms of scaffolding (reading activities or programmes) by a more competent individual (teacher or librarian) will help to extend learners' reading capacities or levels. It further shows that the reading materials (source of ideas / knowledge) provided in different forms and the interest the reader has will help him to develop and increase the love for independent reading.

Skinner on the other hand argues that if a behaviour exhibited by an individual is reinforced through reward, then the same is likely to be repeated hence leading to habit formation. In this study, students' interest in reading can be developed into a habit and eventually a culture if appropriate reinforcement is offered. The study found B.F.

Skinner's Behaviourist theory appropriate because it posits that all behaviour is learnt from the environment first through habit formation that later translates to exhibited behaviour through reinforcement.

Similarly, Vygotsky's theory proposes that learning is a social and interactive process that originates from human intelligence and support in society or culture. It further observes that social interaction with other people in an environment or culture plays a fundamental role in the development of cognition among children. In this case the learner must also cooperate with the experts in order to achieve higher competence.

1.12 Conceptual Framework

A conceptual framework is a scheme of variables which a research operationalizes in order to achieve set objectives (Kombo & Tromp, 2006). It is a diagrammatic representation of the parameters presented in theory and study objectives. The theory is represented as a model where the research variables and the relationship between them are translated into a visual picture to illustrate the interconnections between the independent and dependent variables.

In this study's conceptual framework, the use of the school library is the independent variable while reading culture is the depended variable. It shows that a child, in this case a Form Three student, can gain motivation to read and also develop appropriate reading skills through the usage of the school library. In order for this to be achieved, there should be a variety of reading materials stocked in the library. Its content should also be relevant to the user's needs. Moreover, students should have appropriate skills on how to

use the library and therefore have a good perception of it.

H.O.S for English and librarians should also effectively play their different roles in developing and nurturing students' reading interests. In this framework, it is believed that a Form Three student can use the library effectively and consequently develop appropriate reading skills and motivation to read voluntarily where individual choice of reading materials, time and place to read from is made. It is therefore evident that a well-developed reading culture can be achieved only when the school library is fully utilized. This is illustrated in Figure 1.1

Independent Variable   **Dependent Variable**

Use of School Library

A variety of reading materials

Provision of reading materials with relevant content

Appropriate usage of the school library by students

A good perception of the school library by students

Good understanding of roles by librarians and H.O. S for English

- Development of appropriate reading skills

Well Developed Reading Culture (motivation in reading, increased independent and voluntary reading)

Figure 1.1: Conceptual framework

1.12 Operational Definition of Terms

Development of reading culture: Refers to a gradual process of building up positive attitude that make reading a constant and pleasurable activity.

Library: A building that contains collections of books, periodical films and other materials for reading and reference by members of a given institution or the public.

Reading culture: It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Hence, leading to increased motivation in reading.

Reading habits: Looking at and mentally comprehending the meaning of written or printed matter repeatedly and regularly. This behaviour is routine and tends to occur unconsciously.

Reading materials: Refers to all publications in a school library in form of pamphlets, magazines, journals, reports e.t.c that one can read to gain information.

Scaffolding: It is a strategy of teaching and learning in which a learner is assisted to build on what has already been learnt. Learning therefore begins from what is known to what is unknown and from concrete to abstract evidenced where students can perform tasks they could not do alone.

School librarian: The personnel within the school who is charged with the role of developing and implementing curricular relating to information literacy and enquiry. They may assist them in selecting books, retrieval, cataloguing, serialization of texts and assist in school work.

School library: It is a building within a school compound where students and staff both teaching and non-teaching can have access to a variety of resources like

books, newspapers, journals and information technology like the internet for their own research and reading for leisure.

Weeding: The practice of removing from circulation copies of rarely used books and materials with information that is no longer relevant to the library users.

1.13 Chapter Summary

The chapter has explored areas like the introduction, background of the study, reading skills, reading culture, library, the school library and reading culture among students, statement of the problem, purpose of the study, objectives of the study, research questions, justification of the study, significance of the study, scope and limitations of the study, assumptions of the study, theoretical and conceptual framework and operational definition of terms. It has given a base and explored major concepts of the research thesis. The next chapter focuses on the review of related literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents general literature on reading and related studies to the study focus. In particular, the chapter comprises of literature and studies done on the teaching of the reading skill in Kenyan secondary schools, use of the school library for teaching reading, roles of teachers and librarians in development of a reading culture and importance of a reading culture for development, the importance of availability and adequacy of reading materials in fostering a reading culture among learners and use of the school library to achieve better learning outcomes or performance.

2.2 Teaching Reading in Kenyan Secondary Schools

Reading in a formal school system in Kenya is the core of the syllabus for English subject for a number of reasons. First, content provided in text books provide little reading for pleasure. Where there is little reading therefore, there will be little development of reading skills. Second, it is only by reading that a learner can acquire the speed and skills needed for practical purposes after school. Many professions in Kenya and around the world require proficiency in reading. Third, further education depends on the quality and quantity of reading, general knowledge equally depends on reading. Background knowledge about life, behaviour and thought is only possible through reading (Gathumbi & Masembe, 2005).

Burton and Humphries (1992) note that in the United Kingdom, many people read for pleasure, but as a popular activity, reading has probably and understandably declined

during the last fifty years. This is ironical in that more books are being published than ever before and more leisure time is generally available. According to this research, the main factors in this change involve the increased claims on people's time by other visual stimuli particularly T.V and videos on one hand and direct observation promoted by widespread travel on the other. Notably, this argument is paradoxical in nature considering the fact that many governments and individuals are spending more money on education than ever before. This means that there would be less proficiency and lower standards of reading skills among those who are being taught (Burton & Humphries, 1992).

In Kenyan secondary schools, there is a desire and a need for learners to read texts of literary worth for examination purposes and also for enjoyment. Experience of literature as Gathumbi and Masembe (2005) put it, is an essential part of education: it raises the level at which the mind functions, gives form and meaning to the data of experience, widens and deepens experience, offers attitudes, sets out moral issues and deals with matters of truth, goodness and beauty.

Glogowski (2008) notes that there is lack of a reading culture in Kenya and the problem is compounded by the fact that the education system is exam- oriented. The system is dominated by exams which play a crucial role in deciding a student's future. Moreover, when teachers speak of encouraging a culture of reading, they invariably mean the culture of reading in English. In other words, English is a second or even the third language for both the students and the teachers meaning that teachers want to encourage a culture of

reading in a language that students use very rarely outside the classroom. In addition to this, reading and writing are perceived as skills that students need to develop to function successfully in school not something that a student perceives as valuable or usable outside the classroom, in the community and in the social context. It is therefore important that the skill is instilled in learners at a very tender age hence teachers have a great responsibility to play.

In teaching, four major skills should be attained by learners, these are: skimming, scanning, intensive and extensive reading. Skimming is a skill used when one wants to read quickly through a material like a newspaper for main ideas or to get the 'gist' of the text, scanning refers to running the eyes quickly over a page to find a particular word or phrase relevant to what one is doing, extensive reading is where one reads for general understanding of a subject and includes reading longer texts for pleasure while intensive reading is accurate reading for detailed understanding of a text. It is used on shorter texts in order to extract specific information and to grasp the details of a specific situation (K.I.E, 2006).

Glogowski (2008) laments that in Kenya, efforts to encourage independent reading is pointless if students have no access to reading materials. This observation is based on the fact that most schools in the country especially in rural areas have small libraries or book collections but with no other reading materials except textbooks. Information is a crucial factor in national development and the ability to use information tools is considered a source of power.

In the 21st century, the Kenyan government must recognize the need for information use and literacy as a means of development (Nomzi, 2006). This is only possible through the library. A central task of a library is to promote reading habits, stimulate the search for knowledge and give students access to language skills. Teachers in Kenya must therefore utilize the resource most effectively for the benefit of the students. Training in language skills and specifically the reading skill is significant because in Kenya, most of the learning in all subjects is through reading in a language (English) which students have not mastered well.

Evidently, the reading skill will therefore improve students' learning across the curriculum (Akala, 2004). However, teachers have enormous challenges as they teach the reading skill. Among these challenges are lack of libraries and where they exist, reading materials are inadequate since most libraries only stock textbooks and teachers also have heavy workloads hence have minimal time to embark on reading. Moreover, the syllabus is exam oriented and teachers exist to teach students to pass exams (Mbae, 2010).

As Nssien (2008) observes, a reading habit is identified as the single most important determinant of a students' success in education and in the modern complex society. A reading habit is the use of reading as a regular activity. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Igwe (2011) also notes that a reading culture is the process of building up positive reading attitude among students and children over a period of time. Gbadamosi (2007, p. 44) adds that "when an individual habitually and regularly reads books and other

information materials that are not necessarily required for him to advance in his profession or career, he is said to have a reading culture."

2.3 Use of the School Library for Teaching Reading

Libraries play an important part in the social, political, economic and cultural development of any society. They play an essential role in the preservation and advancement of culture, formal and self-education and reading for leisure. A library is therefore concerned with communication of knowledge by providing repackaged information through user- friendly devices. Traditional libraries confined themselves to books, manuscripts and periodicals publications. Contemporary ones acquire a variety of items including books, periodical publications, microforms, slides, photographs, audio-cassettes, video-cassettes, maps, models, artifacts (man-made objects) realia (natural objects like geological specimens), gramophone records and tape records (Reddy, 1998; Eyo, 2007).

The library provides reading materials through which students can read for pleasure, to pass examinations and for personal growth through lifelong learning hence developing the reading skill and mastery of language. A school library plays an important role and performance of students can be improved considerably if they use the library regularly. It has the following objectives as reiterated by K.I.E (2006).

- To acquire, process and make available documents with emphasis on non-book materials like films, video tapes, maps and photographs.

- To provide useful information to enable students to become skilful.

- To create among students lifelong reading habits.

- To play an effective role in the school program.

A school library therefore serves as a "learner-oriented" laboratory which supports, extends and individualizes the school curriculum. It serves as the centre and coordinating agency for all material used in the school. It also serves as a place for students to do independent work, use computers, equipment and research materials. The library contributes to student achievement through supporting the school's learning and teaching programmes and through its print resources. It should make available to the students at their convenience, all books, periodicals and other reproduced materials which are of interest and value to the student but which are not provided or assigned to them as basic supplementary textbooks (Cogada, 2012.)

Kimberly (2013) notes that classrooms and school libraries should be stocked with high – quality stocks where students can have access to interesting books and materials both in print and online. Furthermore, when students are provided with well-designed classrooms and libraries, they interact more with books, spend more time reading, and exhibit more positive attitudes towards reading and exhibits higher levels of reading achievement. Eyo (2007) notes that a library supports the reading program of a student and literacy by promoting links between the classroom, the library and the wider community to develop a culture of reading for pleasure as well as for information.

A library therefore provides access for a wide variety of quality fiction and non-fiction materials including online resources to support the development of students as engaged

and motivated readers. Thus, any library's collection should cater for a wide range of reading abilities and interests based on reading data and student survey information. World Bank (2008) notes that a secondary school library should provide supplementary information to encourage student research and wider reading and also leisure reading materials to support the active development of a reading habit. Active reading improves comprehension, vocabulary acquisition, reading fluency and ease and clarity of expression.

Moreover, it is central to learning and plays a key role as a place for encouraging innovativeness, curiosity and problem solving skills. It is a catalyst for literacy and reading and for teaching scaffolding and inquiry learning; hence it is a central point for engagement with all kinds of reading, access to information, knowledge building and deep thinking. The school library if well stocked and staffed can encourage voluntary reading hence students acquire comprehension skills, vocabulary growth, spelling ability, grammatical usage and writing style. A print - rich environment therefore encourages more reading (Lonsdale, 2003).

A library helps in lifelong self- education of one and all by furnishing up to date facts and information on all subjects including local, national, international affairs that serve economic, political and social welfare. A library also elevates the use of leisure and preserves the library remains of humanity for posterity as vehicles of culture (Reddy, 1998; World Bank, 2008). All over the world, libraries are dedicated to providing free and equitable access to information for all, be it in written, electronic or audio-visual

form. They play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading materials for all ages and all literacy levels (Krolak, 2005).

In the World Bank Report of 2008 titled "Textbooks and School Library provision in Secondary Education in Sub - Saharan Africa" findings show that at the secondary school level, the key outputs that can be expected from effective school libraries are: the development of improved reading and comprehension skills which also underpin performance in all other curriculum subjects and also the ability to access required information and to research and read around curriculum subjects. These are essential skills in the information age which form the basis for secondary school methodology that emphasize student-centred learning and individual student responsibility for their own learning all over the world (World Bank, 2008).

Consequently, a school library means for the child a new world of spiritual and cultural adventure, for the teachers, an untold increase in resources and power, for the school a new atmosphere of learning and a new vision of things intellectual. It means for the home elements of common interest and development of the habit of reading for its aesthetic value alone. It means to the public library a growing clientele of intelligent patrons for unless the habit of reading is inculcated in the child at school, there would be little or no demand on the part of adults for a public library (World Bank, 2008).

 A school library is therefore a reading room, a centre of a learning programme, a social

laboratory and a workshop for the entire school. If school libraries are well organized and used, there is likelihood of students acquiring the habit of self-study which is good for any educational system (IFLA, 2000). It is therefore in a library that a student has an opportunity of voluntary and independent reading. This is where a student has a chance of choosing what to read on at leisure time. Independent reading reflects a reader's personal choice of the material to read as well as the time to do it.

2.4 Roles of Teachers and Librarians in Development of a Reading Culture

Teachers and librarians play an important role in development of learners' reading skills. Among these are: promoting a variety of activities that could enhance love of reading and use of libraries by students, providing tips on reading skills through interactive talks, video tapes and films, providing library and study skills on how to find books and maximize utility, making available a collection of books, magazines and audio-visual materials and provision of a conducive environment for reading, writing and research. Consequently, classroom teachers, reading specialists and school librarians should take up leadership roles in organizing and promoting literacy thesis and events that engage learners and motivate them to become lifelong readers through development of appropriate reading skills.

Good libraries empower using their resources and can unfetter our imaginations, disclose hitherto unrealized worlds; promote knowledge, induce pleasure, make us laugh, impart insights, challenge our pre-conceptions and provide professional refreshment. Before students become independent users of information, they need to learn which resources to choose, how to find and select information and how to make the best of it (World Bank,

2008). They also need to be helped to make effective use of a wide range of resources and information available through new technologies. Notably, teachers and parents should double their efforts to boost the reading culture of young people. They should select materials, promote independent and voluntary use of resources and materials and plan learning experiences for students.

In addition, teachers and librarians play significant roles by introducing texts to students and also encouraging wider and independent reading in them in order to support and develop enjoyment of reading of multiple literatures. Among the roles are: reading to children, assisting them in selecting books, creation of independent learners by fostering students' research, information literacy, technology and critical thinking skills and developing a resource base for the school by using the curriculum and students' interests to identify and obtain library materials and organize and maintain the library collection in order to promote independent reading and lifelong learning. Among the school library policy issues is the recognition of and commitment to the value and central role of the school library by teachers and heads, inspectors, educational establishment, parents and students (World Bank, 2008).

Atwell (2007) notes that when teachers embrace their role as literate grown-ups who help children seek and find delight and enlargement of life in books, they will have a good chance of growing into adults who enjoy and love reading. Furthermore, teachers should encourage and organise book discussions and debates apart from providing book talks and suggesting fiction resources for language arts classes. Kimberly (2013) observes that

teachers need to encourage students to read widely and specifically to read outside their preferred genres. Moreover, libraries should be staffed by licensed or qualified librarians who are experts in both student' literature and know-how to build and maintain a high quality collection that supports independent reading, research and instruction. Shannon (2003) adds that teachers and librarians should encourage students to select and read relevant books in order to create a culture of reading among them. Further, librarians should ensure that libraries are comfortable and welcoming places where children choose to be by establishing conducive learning environments.

Otike (2011) contends that in Kenya, much of the responsibility of cultivating and promoting a reading habit is entrusted to language teachers through the use of library lessons. Library lessons are designed to allow pupils have a silent reading session in class or in the school library. However, in most African countries Kenya included, there is low level of library management meaning that very frequently there is no period in the school day when students can do more than quickly take or return a book. This statement means that for students, time to browse or read in the library is impossible if no library period is built into the school day or even after school.

The use of the library is often restricted to using it for class reading when the teacher is not in class. School heads must therefore come up with timetables that give room to students to engage in reading books. A simple library management system should include fixed library periods for lending and selection, repairing books and liason with teachers. Otike (2011) on the same issue notes that one of the great ways schools can promote

independent reading among students is by setting aside time by making it a priority in schedule across classrooms. The suggestion made is that students should be given at least 15-20 minutes each day for self-selecting independent reading.

Coles and Wavell (2002) indicate that the size of library staff determine the reading scores of students. However, much as teachers and librarians have this enormous role to play, parents have failed to be role models for children in reading for leisure since they hardly read while at home because they have been socialized to think that reading ends at school. Moreover, Amuka (2012) notes that the biggest culprit in the falling standards in reading is the emerging exam-oriented culture since students read only to pass exams. Hence the education system is skewed against recreational reading. He suggests that the government should invest more in library services if it is interested in improving reading habits among young people.

2.5 Availability, Relevance and adequacy of Reading Materials

A study that was done in Zambia by Chusa (2011) echoes similar experiences. The researcher in this particular study found out that lack of access to reading materials is one of the contributing factors to the poor reading culture at high school level. A research done by World Bank in 2008 indicates that the overwhelming characteristic of most secondary school libraries throughout Africa is under funding hence the facilities are of limited value and interest to both students and teachers and as a result, they tend to be underused and consequently have little priority in either national or school budgets. It further indicates that most countries in Africa, Kenya included complain about the prevalence of donated second- hand books in secondary school libraries. These donations

are often not central to the national curricular and often not attractive as reading books.

Moreover, the existence of these donations provides governments with excuses not to fund school library systems. Ironically as much as these donations are welcomed in principle, they take up valuable storage space in small school libraries. With little or no government funding, most of the burden of library funding is left to parents who are already overstretched with other costs of secondary school education. Consequently, the facilities tend to deteriorate rapidly because regular maintenance is not undertaken. Kimberly (2013) suggests that in order to promote independent reading among students, there is needed to create literacy-environment in every classroom. He notes that a literacy-rich environment is one full of prints, books and other reading materials that not only supports the common core standards, but also provide a setting that encourages and supports speaking, listening and writing in a variety of authentic ways. It is therefore evident that every classroom (or library) should be an inviting, print- rich environment.

A key school library policy issue is adequate stocks of books and other materials like journals, posters and wherever possible access to the internet which should be renewed regularly to keep information up to date and also replacement of worn out copies of books. Also, the school library can support a wide range of learning needs and personal interests through ensuring that books and other resources are available at all reading levels. It should aim to give every student the opportunity to learn, to enjoy reading and to create new knowledge and understanding.

Despite this noble role however, there is poor school library management system which makes students read very little, largely because there is very little of interest available to read. This track of basic reading is a matter of considerable concern to many secondary school heads and teachers and must have an adverse impact on the development of comprehension, subject mastery in other subjects and in basic skills like vocabulary acquisition and clear writing. In schools in Kenya, borrowing policies vary, students can borrow books, but there are usually too few copies to go around and because of the risk of damage and theft, schools are unwilling to lend them out or try to impose strict penalties for loss or damage, which in turn makes students wary of borrowing books because of the prevalence of peer group theft of school books (World Bank, 2008).

A research study done in Kenya by Glogowski in 2008 indicates that the Kenyan education system is exam - oriented and could explain the reason why most students do not find any time for leisure reading. Thus, any material that is not a course book or a literature set book is not examinable hence it is pointless reading it. The study further notes that it is a futile exercise to encourage learners to do independent reading yet they cannot access reading materials. In addition to this, most schools in rural Kenya have small libraries or book collections, but with no other reading materials except textbooks.

2.6 The School Library and Learning Outcomes

The institution of the library as Reddy (1998) notes plays a significant role in the expansion and explosion of education and eradication of the social evil of illiteracy in developing countries like Kenya. The civilization of any nation is reflected through the rate and ratio of literacy. Civilization and education are the interdependent factors which

strive for social, cultural, political and economic growth of every nation at large which can only be made possible through the reinforcement of the status of the library institutions in the contemporary society.

Sisulu (2004) observes that becoming a skilled and an adaptable reader enhances the chances of success of children at school and beyond. Consequently, reading is not just for school but in all its variety is vital to being better informed, to have a better understanding of ourselves and others. Libraries therefore have a historic mission of fostering literacy and learning. Libraries, learning and reading can and do change lives. They have a role to play in determining the future of any society. Any society that educates its members benefits from improved literacy levels of the populace. Furthermore, many professions today require proficiency in reading (Igwe, 2011).

Eyo (2007) observes that libraries are vital to education and research has shown that current lower levels of proficiency in reading are due to underfunding of libraries and their services. Cullilan (2000) observes that the amount of independent reading students do significantly influences their level of reading personality. In the study titled "Independent Reading and School Achievement," the researcher establishes that among all the ways children spent time, reading books was the best predictor and measure of reading achievement, reading comprehension skills and vocabulary. Reading is extremely important for the cognitive development of a child although the way Kenyans are brought up is a big stumbling block to efforts to make her a reading nation (Amuka, 2012).

One of the major goals of the school library is to inspire a love for reading and to promote a reading culture among users (Segun, 1995). In a study done in Nigeria by Ogunrombi and Gboyega (1995), the sentiments are similar. Family background of students, absence of functional libraries, lack of trained librarians, lack of reading materials and failure to provide library periods in schools are noted as the most dominant setbacks in fostering a reading culture in young children.

Lonsdale (2003) clearly points out that a strong library program that is adequately staffed, resourced and funded can lead to higher student achievement regardless of the socio-economic or educational levels of students. Adeyemi (2010) and Lonsdale (2003) observe that students with access to a well-supported school library media program with a qualified school librarian scored higher on reading assessments regardless of their socio-economic statuses.

Ezema and Ekere (2007) note with concern the poor state of Nigerian school libraries. The problem is compounded by lack of trained teacher - librarians. The study underscores the pivotal roles of teacher-librarians in promotion of a reading culture among Nigerian youth. They too bemoan the fact that despite some schools utilizing library lessons to cultivate a reading habit, there are no guidelines provided on the establishment of libraries. It is not also clear how schools assess reading habits among the pupils. Hence, they establish that library lessons are not clearly enumerated and most schools see no point of participating in such activities. Evidently, school library services must be provided equally to all members of the school community regardless of age, race, gender,

religion, nationality and language, profession or social status.

The library provides a model for inquiry learning and building of knowledge and confidence in seeking and processing information. It is a fundamental resource for supporting students' learning and a key support for teaching staff. It reflects and encourages collaborative learning and sharing of ideas (Lonsdale, 2003). Moreover, it makes a difference to students' understanding and achievement and provides support for teaching and learning throughout the school. It is therefore part of a school community and reflects and welcomes this community. Research indicates that in Uganda, schools are seriously short of basic textbooks since little priority is given to the development of the school library. Stocks of appropriate fiction, supplementary curriculum support materials and basic reference materials are missing in quantity in almost every secondary school (Nalusiba, 2010).

2.7 Related Studies

There are various studies that have been conducted within and outside Kenya that are related to this study. Lonsdale (2003) on "Impact of Libraries on Students' Achievement" done in Australia sought to establish the nature and extent of evidence that linked school libraries to student achievement in Australia. Findings indicate that libraries have a positive impact on student achievement whether such achievement is measured in terms of reading scores, literacy or increased learning. In addition to this, the study established that a strong library program that is adequately staffed, resourced and funded can lead to higher student achievement regardless of the socio-economic or educational levels of students. It advocates for integration of information literacy into the curriculum to

improve students' mastery of both content and information seeking skills.

Lastly, the study established that libraries can make a positive difference on students' self-esteem, confidence, independence, and sense of responsibility in regard to their own learning. The findings and recommendations of Londsdale's research were found to concur with the findings of this study because if school libraries are well established with relevant reading resources and competent staff in this case teachers and librarians, the achievement of Form Three students as regards increased love of reading will go up. The difference in the two studies was the fact that current study only confined itself to reading culture of Form Three students and no other areas   like their socio-economic status. It did not also cover achievement in terms of reading scores and general literacy that was covered in Lonsdale's research.

A research conducted by Ogunrombi and Gboyega (1995) titled "Factors affecting the Reading Habits of Secondary School Students" identifies a child's family background as one of the factors militating against students' reading habits. This is because as they put it, few homes are conducive to reading owing to noise and lack of reading materials. Indeed the study also identifies lack of functional libraries in most schools, lack of trained librarians, failure to provide library periods in schools, shortage of language teachers and also resources for teaching reading skills as factors that inhibit development of a reading culture among students. The study therefore, illustrates that well stocked libraries, availability of trained librarians and teachers and provision of library lessons in schools are key to development of a reading culture.

The difference between the scope of Ogunrombi and Gboyega's study and the current study is that the research did not examine students' family background. Moreover, all schools used in the study had functional libraries and teachers and trained librarians who managed them. Hence, this provided space for this research to be conducted. Findings however, concur in that school libraries need to be well stocked with quality literature and provision of library periods is mandatory if a reading culture among students is to be achieved.

Ezema and Ekere (2007) addressing "The Strategies for Promotion of a Reading Culture among Nigerian Children by the Teacher- Librarian" reviewed the problems which characterize reading culture in Nigeria and identified the pivotal roles of the teacher librarian in promoting a reading culture among young children. The research also expresses the general neglect of school libraries which would have been the bedrock of reading promotion in the country. It further recommends the re-introduction of library science courses in colleges for the sake of training of 'quality' teacher librarians to serve in primary and secondary schools.

Moreover, it confirms that even where there are school libraries, trained staff (teacher-librarians), are not employed to manage the libraries. They note that this could be the source of the problem of poor reading culture in Nigeria. This study found an avenue for its research since Ezema and Ekere's study focused on role of teacher-librarian in promoting a reading culture among children while the current study did among other objectives examined the role of teachers and librarians in promoting a reading culture

among teenagers (secondary school students) and not children.

A research done by Maliki and Uche (2007) that sought to determine the relationship between students' background variables and utilization of library sources among secondary school students in Nigeria indicated that students' background variables are significantly related to as well as predict their utilization of the library resource. The study advocates that parents need to provide the enabling physical and psychological environment for their children to read, study and develop. They observe that socio-economic background of students, parental level of education, occupation, facilities at home, quality of residence and family size are significant factors in determining a students' utilization of library resources while at school.

The scope of the current study did not focus on Form Three students' background variable in determining their use of the school library resource because it would have been uneconomical in terms of time and financial resources involved.Schroeder (2010) conducted a research on what teacher- librarians can do to develop a culture of reading in middle school children and established that schools with well-stocked, well equipped school libraries, managed by qualified and motivated professional teacher-librarians can make students become avid readers. She pointed out that teacher-librarians can have a positive impact on teen reading by involving students to select reading materials and particularly tap into their areas of interest. The study recommends that middle school students (adolescent / teens) a part from books that meet their interest should be given opportunities to read magazines, newspapers and comic books in their free time.

Furthermore, libraries should be made comfortable and welcoming places where students choose to be at their free time. Findings of this study compares with those of the current study in that if school libraries are well stocked and managed by teachers and libraries who understand their roles well, then it is obvious that Form Three students will become avid readers.

Ogbonna and Eze (2015) in a study titled, "Reviving the reading culture: School Library Programmes in promoting Voluntary Reading amongst Students: the Case of Imo State, Nigeria" investigated on the school library reading programmes employed in promoting free voluntary reading of secondary school students and also established the influence of school library reading programmes on free voluntary reading of secondary school students. The hypothesis in this study was that there's no significant relationship between the reading programmes and students free voluntary reading. The study notes that some of the specific programmes for developing free voluntary reading are; provision of access to books, reading guidance, displays and exhibitions, provision of pleasurable experiences, shared readings and dramatizing of stories among others. It also found out that the amount of reading employed has influence on the amount of free voluntary reading done by students since students in schools that employed more programmes read more books than students in schools with fewer programmes.

Furthermore, it established that absence of librarians in schools was one of the factors that contributed to poor employment of the programmes. In addition to this, it revealed

that reading programmes influenced the level of reading. The study therefore suggests that other programmes that should be developed are lending of books, monitoring of display, assistance in selection of books, mounting of posters, storytelling, book tasks, book quiz, reading competition, author visits, exhibition and provision of a period for personal reading. Some of the recommendations were: quality reading materials to be availed in libraries, libraries to be opened for use throughout the day and all schools should have fixed library periods in the timetable.

Igwe (2011) in a study "Reading Culture and Nigerian Quest for Sustainable Development" emphasizes the importance of reading in order to provide access to culture and cultural heritage, empowering and emancipating citizens as well as bringing them together and adding quality to life. The study notes that reading is one of the fundamental building blocks of learning. The study findings aimed at popularizing and developing a culture of reading among the Nigeria populace. He observed that a situation in which a large number of the people rarely read, either because they lack the skills or simply because they do not care enough to take time to concentrate will pose serious problem in future. The study emphasizes that becoming a skilled and adaptable reader hence the chance of success at school and beyond and also it enables people to be better informed and to have a better understanding of themselves as well as others.

The study advocates for gradual building up of a positive reading attitude among students and children over a long period of time so as to make it a habit that enables them read books and other information materials that are not necessarily required for advancement

in a profession or career. This study similarly aimed to popularize and develop a culture of reading. The only difference is that it strictly dealt with secondary school students because the researchers wanted to establish if the problem of a poor reading culture among Kenyan adults had its roots at secondary school level. In addition to this, the study observes that reading sharpens the mind, making one reason objectively as well as projecting them for greatness in life.

It further notes that a reading culture is the type that sees continuous and dedicated reading of information resources by pupils, children, students and adults for knowledge acquisition which will be applied practically for development. Reading culture involves independent and voluntary reading by individuals. Independent and voluntary reading among students is what they choose to do on their own. It reflects personal choice of materials to be read as well as time and place to read. This is done for information or for pleasure and involves personal choice, reading widely from a variety of sources and choice of what one reads at the time they want to. Nabuyanda (2011) observes that through reading, one can develop and learn about himself/ herself and about other people.

Anyanwu *et al.* (2013) conducted a research on "The challenges of Promoting a Reading Culture in Nigerian Children through Story hour, Book talks and Exhibitions: A case study of selected secondary schools in Owerri, Imo state, Nigeria" and pointed out that in spite of the importance of reading as a culture, it has become obvious that Nigerian children no longer read. They only read when they have an examination to write, outside that, reading has no meaning to them. They further confirm that most children hardly

make use of the libraries with the excuse that the libraries were not stocked with relevant information materials and in fact most books are out dated.

This study also emphasizes the need for librarians to take the book back to the people particularly, children through book talks, story hours and exhibition. It identifies three key strategies of promoting a reading culture namely: organization of reading competitions, creation of library periods in the timetable, provision and access to books and excursions to libraries. It recommends that all school libraries are stocked with relevant and current books. Findings of this study was similar to Anyanwu *et al.* (2013) study findings in that Form Three students mostly read for examination and further that they complained that libraries were stocked without dated literature that did not draw a lot of interest in reading.

In a study conducted in Botswana, Tella and Akande (2007) wanted to find out whether children's reading habits were related to the availability of books. Similar to the findings of this study, they identified inadequate library materials as the reason why most children did not engage in reading on a regular basis The findings also concurred with that of a study done in Zambia titled "Enhancing Reading Culture" by Chusa (2011) that identified the lack of access to reading materials as one of the contributing factors to poor reading culture in the country.

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Dent (2005) did a research on "Observations of School Library Impact at two rural Ugandan schools" with a view of exploring the connection between the presence of a library at two schools in rural Uganda and certain student engagement indicators like scholastic performance, reading habits, study habits and library use patterns. The study was not intended to demonstrate strong relations between the items but a limited exploration of questions meant to inform further inquiry in the area. The questions addressed were: do students with libraries read more? Do students make use of the library? Do students recognize the importance of having a library? Do students use the library materials for other than class related work and lastly are there any noticeable differences between the grades of students with a library and those without?

The findings of this study indicated that there are several areas where the presence of a school library has an impact, including students reading habits, use of materials for non-school related activities and academic performance. Further, the study advocates for stocking of libraries with relevant and varied materials that student will enjoy reading, construction and utilization of a library as a goal worth pursuing and a vital necessity in all schools and the need to encourage students to read during their leisure time. The study

is important because it examined the impact of having access to reading materials in development of a good reading culture. The objectives of this study were found to compare with Chusa's research in that it among other objectives established whether From Three students read non-examinable materials available in the libraries.

In a study done in Kenya by Otike in 2011 on "Reading culture, cultivation and its promotion among pupils in Kenya," the absence of a reading culture was noted as a factor that has hindered Kenyans from appreciating the value of books. The study sought to establish ways of cultivating and promoting a reading culture among Kenyan pupils and made various recommendations. Among these are; restructuring of the education system that emphasizes exams and grades from primary to university so as to curb the problem of rote learning, employment of more teachers to avoid overloading thus teachers can find time to cultivate reading habits among students, provision of reading books and information materials to schools and enactment of a policy that gives emphasis on the promotion and cultivation of reading in schools. This study focused on secondary school students and specifically cultivation and promotion of a reading culture by use of school library (Otike, 2011).

Ogada (2012) in his research "Relationship between availability and utilization of selected learning resources and academic performance in public secondary schools in Kenya," shows that total absence of an organized library will continue to spell doom for thousands of secondary school students implying that schools that operate without a library have negatively affected the academic performance of their students. Findings of

this study show that schools with library facilities perform better than schools without.

However, there is a gap in these studies since none of them has clearly established the role of the school library in developing a reading culture among secondary school students. Moreover, the researches done so far have mostly focused on the primary rather than the secondary school setting and yet there is an assertion by Lonsdale (2003) that the impact of the school library diminishes as students move through secondary school. As the study puts it, the impact of school libraries appears strongest at primary and lower levels of secondary school and weakest at upper levels. Research is therefore needed to show why this is the case.

In light of the studies reviewed in the foregoing sections, it is important to investigate and establish the use of the school library in development of a reading culture among secondary school students in Kenya. This study also attempts to answer the question, "what are schools doing to inculcate the value of reading in the students." The researcher hopes that the findings will lead to adoption of appropriate strategies that will lead to maximization of the school library as a resource that contributes to a reading culture among students.

In conclusion, the information in the various studies are closely related to the current study since the endeavour to investigate the development of a reading culture among secondary students and make it a lifelong habit. However, one major threat is that there's a poor reading culture across among children and teenagers in Africa and in the entire

world. This poses a serious challenge in future in that they will have low self-esteem, will also lack confidence and independence and a sense of responsibility in their own learning.

2.8 Chapter Summary

The chapter has presented information on areas like the introduction, teaching reading in Kenyan secondary schools, use of the library, roles of teachers and libraries in development of a reading culture, availability, relevance and adequacy of reading materials, the school library and learning outcomes and related studies. The literature review has captured aspects of importance of developing a reading culture for any nation, availability and adequacy of reading materials in fostering a reading culture and use of the school library to achieve better learning outcomes. The next chapter focused on the research design and methodology.

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the research design that was used in the study to answer the research questions. It focuses on the methodology, research design, area of the study, the target population, sampling techniques and sample size, research instruments, validity and reliability of the research instruments, data collection and data analysis procedures, ethical considerations and finally provides the chapter summary.

3.2 Study Area

The study was carried out in Nandi Central Sub-County of Nandi County, Kenya. It lies within Kapsabet town and its environs and is bordered by Uasin Gishu County to the east, Nandi East sub - county to the south, Nandi North sub -county to the north and Kakamega County to the west. The Sub- County provided suitable ground for a study of this nature due the fact that it is endowed with two national schools and several county schools with better equipped facilities like libraries compared to the rest of the sub-counties in the county. It is also the best sub- county in KCSE performance in English in the last three years.

It has also been the best in overall academic performance at KCSE for the last three years. It has a total number of 48 secondary schools both private and public (SDE,Nandi Central, 2013) with students of diverse socio-economic backgrounds from all parts of Kenya. These aspects gave the research a broad based ground that is representative of the whole republic. There are 26 mixed day schools, 3 mixed boarding schools, 9 girls' boarding schools, 6 boys' boarding schools and 4 mixed day and boarding schools. Two

of these schools are national, ten are county schools while 36 are sub-county schools. Out of a total of 48 schools in this region, ten (10) schools have functional school libraries.

3.3 Research Paradigm

This study was based on pragmatic philosophical research paradigm whose approach applies pluralistic means of acquiring knowledge about a phenomenon (Teddlie and Tashakkori, 1998 and Morgan, 2007). Creswell (2013) also supports the idea that pragmatism makes it possible to work within the positivist and interpretivist approach. This integrated point of view allows the usage of multiple ways to answer research questions at hand. The stated philosophical approach rejects a position between which views oppose each other.

Creswell, (2003) points out that philosophy is important in research because it shapes the way researchers formulate the research problem. Jwang and Ong'ondo (2011) on the other hand a philosophical paradigm is a constituting way of looking at the world and making interpretations of what is to be studied. Mixed methods research design used in this study strongly goes in line with pragmatic views of tackling issues with a view of acquiring in-depth information by using a variety of methods. Mixed methods involve integration of philosophical assumptions, by using both quantitative and qualitative approaches in a study. It is thus more than simply collecting and analyzing both kinds of data concurrently; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either one of the two approaches (Creswell, 2009).

Indeed mixed methods provide the opportunity for presenting a greater diversity of divergent views. Quantitative research has typically been directed at theory verification, while qualitative research has typically been concerned with theory generation. Tashakkori and Teddlie (2010) also supports this method and hence points out that it helps in answering questions which cannot be answered by qualitative and quantitative approaches alone. A major advantage of using the mixed methods research in this study will be to enable the researcher to answer confirmatory questions with regard to the research problem in question through the administration of both open and closed ended questionnaires, interviews and also observation schedules.

According to Best and Kahn (2008) closed ended questions yield quantitative data while interviews, observations and open ended questions yield qualitative data which describe changes and questionnaires provided quantitative data. This mixed method approach focused on the value-based and action-oriented dimensions of each of the different inquiry and philosophical world views and became the grounds on which methods and analysis decisions were made. The combination of the methods helped complement the advantages of each methodology with those of the others making a stronger research design yielded more valid and reliable findings (Creswell, 2009). In conclusion, the adopted research design in this study made the inadequacies of individual methods to be minimal.

3.4 Research Design

A research design is a framework or plan used to generate answers to research problems. Kothari (2011) contends that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the purpose

with economy in procedure. The study adopted a descriptive survey design. A survey relates to the study of distribution among characteristics of people or groups as they exist in their natural settings (Dwevedi, 2006). In this study, a survey was chosen since the researcher is interested in establishing characteristics of students or groups of students as regards their reading culture as they exist in their natural school setting. Moreover, the researcher wanted to establish the relationship between the school library and reading culture of students.

According to Oso and Onen (2008), a survey describes and explains events as they are, as they were or as they will be. A survey is reliable due to various reasons: it enables the researcher to examine various data and the relationship between data and other unknown situations in the prevailing scenarios and also enables a researcher to collect data from a wider area in a shorter time thus cutting down on costs. It is also concerned with the present relationship of variables and processes taking place in the study area and its effects at a particular time (Kothari, 2011). In the study, data was collected using the questionnaire, observation schedule, interview schedule and a document analysis checklist. The questionnaire and the observation schedule helped to gather both quantitative and qualitative data while the interview schedule and document analysis checklist generated qualitative data.

3.5 Target Population

A population is an aggregate of all cases that conform to some designated set of clientele, (Blaikie, 2000). According to Oso and Onen (2008), target population refers to the total number of participants or the total environment of interest to the research. In this study,

the target population consisted of 3702 Form three students from 48 secondary schools, 10 librarians and Heads of Subject for English.

3.6 Sampling Techniques and Sample Size

A sample is part of the target population that has been procedurally selected to represent it. A sampling technique is a description of strategies which the research will use to select representative respondents from the target population (Oso & Onen, 2008). A sample size of 10 schools was selected purposively from a total of 48 secondary schools in Nandi Central Sub-County. The ten (10) schools had libraries that were in use. There was a total of 1550 Form Three students in the ten schools (SDE, Nandi Central 2013). According to Ary *et al*., (1972), a sampling fraction of 10 to 20% of the total population in descriptive research is acceptable.

In this regard, the researcher used 20% of the total population of Form Three students. This meant that from each of the selected schools, 31 students were selected to participate in the study through simple random sampling giving a total of 310 students. The Librarian and the English Head of Subject of each of the ten schools were selected by purposive sampling because they were concerned with students' usage of the school library as part of their responsibilities and duty in school. This therefore gave a total of ten (10) Librarians and ten (10) Heads of Subject. Hence a sample size of 330 respondents in this study was achieved.

3.7 Research Instruments

The questionnaire, observation schedule, document analysis checklist and an interview schedule were used to collect data for the study. These data collection instruments were

used to obtain information on the use of the school library in the development of a reading culture among secondary school students in Nandi Central Sub- County, Kenya. The instruments helped in eliciting responses from Form Three students, librarians and the Heads of Subject for English. In this study, the four instruments were used since every method has its limitations and multiple methods are helpful in achieving accuracy of the research results (Robson, 1993; Cohen, *et al*., 2000; Patton, 2002). Multiple methods increase validity since the strengths of one approach can compensate for the weakness of another thus can obtain balanced data. The objectives of the study were therefore measured adequately using the four instruments.

3.7.1 Questionnaires

A questionnaire is a collection of items to which a respondent is expected to react to in writing, (Oso & Onen, 2008). Questionnaires are more efficient and can be used to collect information that is not directly observable since they among other things inquire about feelings, motivation, attitude, accomplishment as well as an individual's experiences (Kothari, 2011). In this study, the questionnaire was used to elicit responses from students and librarians. Two questionnaires were prepared and administered to 10 librarians and 310 students (Appendix B and C respectively). Therefore, a total of 320 questionnaires were administered.

The first questionnaire elicited librarians' responses on their gender, qualifications and experience in schools they were in, their roles in nurturing and fostering a love of reading among Form Three students and whether or not they received administrative support from the school in carrying out their duties. Moreover, it established the types of

materials available in the library and how Form Three students make use of the library for reading. It had both closed- ended and open- ended questions. The closed- ended questions required the respondent to tick against the given choices while the open - ended questions sought brief explanatory opinions and views on particular aspects.

The second questionnaire was administered to 310 Form Three students in the selected schools (Appendix C). Through this instrument, the researcher established the kind of materials students read during their free time, materials available in the school library and whether the students found them relevant or not, how students used the materials in the library, factors that motivate them to read or not to and were asked to suggest ways in which school libraries can be improved. It also established Form Three students' perception towards the use of the school library as well as the assistance (if any) accorded to them by the Head 0f Subject for English and the Librarians in developing an interest in reading. Similar to the first questionnaire, this questionnaire had both open-ended and closed-ended questions through which respondents gave their views, opinions and explanations on various aspects.

3.7.2 Interview Schedule

An interview schedule is a person to person verbal communication in which a person (or a group of persons) asks the other questions intended to elicit information or opinions (Oso & Onen, 2008). These researchers point out the strength of an interview schedule as enabling a person to collect information that cannot be directly observed and to capture meanings beyond words. An interview schedule was used to collect information from the H.O.S for English. It was administered to ten respondents (Appendix D). It contained

questions covering the school library and the strategies teachers use in encouraging students to read not necessarily for examination purposes and also the number of lessons per week. The instrument also established how Form Three students feel about the use of the school library. Further, the respondents made suggestions on how to improve learners' reading interests, the possible causes of poor reading habits among students, ways of enhancing them and the relevance of reading materials available. The interview schedule enabled the researcher obtain information that could not be directly observed

3.7.3 Observation Schedule

Observation as a method of data collection is the use of all senses to perceive and understand the experience of interest to the researcher. They bridge the gap between what people say they do and what they actually do (Oso & Onen, 2008). An observation schedule was used to ascertain the status of books and other non-book materials available in the library. Moreover, an observation of various items like shelves, reading tables, reading space, status of books, lighting system and ventilation was done to establish a report on the state of affairs in the library.

A schedule (Appendix E) was used in this regard. Through this instrument, the researcher observed the activities that take place in the school library thus was able to establish the reading materials available in the school library and how students make use of them. Moreover, she observed whether information charts had been displayed in the libraries, how the libraries were organized, labelling of books and shelves and general tidiness.

This assessment provided evidence of whether the reading materials were being used for

reading or whether they were stored away without the students being encouraged to read them. It also enabled the researcher to find out the kind of non- examinable materials students read most and why. The researcher was also interested in other factors that may encourage or discourage learners from developing interest in using the library for reading for instance how the books were arranged, if the reading space is enough for many students to use the library at the same time and how the books were displayed on the book shelves. Data collected from this instrument served to verify information obtained from other instruments particularly the questionnaire and the interview schedule.

3.7.4 Document Analysis Checklist

Document analysis is a critical examination of public or private recorded information related to the issue under investigation. It is used to obtain unobtrusive information at the pleasure of the researcher and without interrupting the respondent (Oso & Onen, 2008). In this study, the researcher used information obtained from the library Inventory, Students' Library Issue Book and the school timetable.

Through the checklist, quantitative data was obtained on the number of materials available for use by students. Moreover, it served to ascertain the rate of book turnover in the library. A high turnover ratio meant students use (read) the books quite often hence a pointer to a better reading culture among students. A low turnover on the other hand means students do not access the books or they hardly read them even if they are available. The school timetable served to give information on whether or not library lessons were provided for. Library lessons offer opportunities for students to use the library for private study and leisure reading.

3.8 Pilot Study

Before the data collection instruments were used in this study, a pilot study was conducted in two schools in the neighbouring Nandi North Sub-County, Kenya. The two schools that were used were purposively sampled in that both had school libraries that were in use. Interestingly, they were the only schools with libraries in the entire Sub-County. This was with a view of establishing whether or not the items were clear and would generate relevant and adequate information according to the stated objectives or not. Robson (1993) notes the first stage of any data gathering should be a pilot study in order to detect some of the inevitable problems of converting the research design into a reality.

Questionnaires were administered to 1 librarian and 31 students from each of the schools. Students were selected using simple random sampling. An interview schedule was administered to the H.O.S in each school. Feedback from the piloted schools was of great value and significance to the researcher in revising the instruments to ensure they adequately covered the objectives of the study. It for instance enabled the researcher to adjust various questions in the students' questionnaire thus avoiding ambiguity.

3.9 Validity and Reliability of Research Instruments

Before the researcher administered the aforementioned instruments to the respondents, she ensured that they were valid and reliable to collect accurate and sufficient data on: the types and relevance of reading materials in the school library, the perception of Form Three learners towards the use of the school library, how the students make use of the materials provided in the school library and the roles of the librarian and the H.O.S in

encouraging learners to use the library.

3.9.1 Validity of Instruments

Validity of a test is a measure of how well a test measures what is supposed to measure, (Oso & Onen, 2008). Validity is essentially concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. Key (1997) noted that to determine content validity, a panel of experts in the field to be studied should be used. The researcher sought expert opinion on validity from the supervisors in the school of Education, Moi University. The comments from the experts in language education and research were used in the final revision of the instruments before data collection commenced.

Foxcroft *et al.,* (2004) noted that by using a panel of experts to review the test specifications and the selection of items, the content validity of a test can be improved. The experts will be able to review the items and comment on whether the items cover a representative sample of the behaviour domain. Some of the adjustments made on the instruments are: the researcher left out the questionnaire that was meant for the English H.O.S, She also adjusted some of the questions in the questionnaire for librarians and students.

According to (Paton, 2002) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. The content validity of the instrument was determined by the study through discussion of the items in the instrument with the supervisors, lecturers from the department and colleagues. In order to evaluate

the content validity of the instruments, the research came up with dimensions and elements that constituted adequate coverage as per the studies' objectives.

The researcher observed this to ensure that the instruments provide adequate coverage of the study concepts. Construct validity assesses what the construct or scale is in fact measuring. Construct validity was maintained through anchoring of the constructs to the theory from which they was derived.

Face validity simply means that the validity is taken at face value. As a check on face validity, research instruments were given to experts to obtain suggestions for modification. Face validity indicates that the items that are intended to measure a concept on the face will look like they measure the concept. Face Validity was established by ascertaining whether at face value, the questions appear to be measuring the construct as per the research objectives. The study observed this to ensure that the instruments provided adequate coverage of the study concepts. Advice given by these experts helped the researcher to determine the validity of the research instruments. The advice included suggestions, clarifications and other inputs. These suggestions were used in making necessary changes to promote the quality of the instruments.

3.9.2 Reliability of Instruments

Reliability is a measure of how consistent the results from a test are. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Kothari, 2011). This was done by administering the same instrument to the same respondents after a lapse of time. Data sets of the questionnaire were obtained from a

pilot study conducted in two schools in the neighbouring Nandi North Sub-County. These schools were not included in the actual study. The data set were coded and analysed using Cronbach's Alpha coefficient to determine reliability. A Croncbach Alpha Coefficient of 0.8 was obtained indicating that the instruments were reliable and were therefore adopted for data collection. Moreover, the research administered the structured interviews to the H.O.S in the two schools apart from scrutinizing various documents and making observations. This was done the first time the questionnaires were administered. A similar activity was done after the 14 days. The results from the three instruments yielded similar responses as those in the first measure an indicator that the items in the instruments were reliable.

3.10 Data Collection Procedures

The researcher sought permission from the School of Education, Moi University before carrying out the research. The letter obtained from the university was used to seek a research permit from The National Commission for Science, Technology and Innovation (NACOSTI). She then sought permission from the Sub-County Director of Education (SDE) in Nandi Central Sub-County. The researcher then visited the respective schools to notify principals of the intention to conduct the research and the proposed dates. This was done through a letter of introduction. A covering letter was written to the respondents requesting them to participate in the study. The researcher personally administered the questionnaires to students and librarians on the same day of data collection starting with the students then the librarian.

While the respondents (both students and librarians) were filling in the questionnaires, the researcher interviewed the English H.O.S then finally used an observation schedule and a document analysis checklist to confirm the information obtained from the interview schedule and the questionnaires. Therefore, the order of administration of instruments was; administration of questionnaires to students followed by those of librarians then interviewing of H.O.S and lastly making observation and scrutiny of various documents. The data collected from the observation schedule and the document analysis checklist were written down in a notebook. In summary, the researcher was able to collect sufficient information for the study, for instance the types and relevance of reading materials in the libraries, the books that Form Three learners read most in the libraries, their perception of school libraries and whether or not there were any library lessons on the timetable and also established the roles played by librarians and H.O.S for English in helping Form Three students develop a reading culture.

3.11 Data Analysis Procedures

Data analysis entails separation of data into constituent parts or elements, or an examination of data to distinguish its component parts or elements (Oso & Onen, 2008). Data analysis in this study was done using descriptive statistics. The purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores of measurement using a few indices or statistics. Qualitative data was analyzed using content analysis based on themes emanating from respondents' information. Qualitative data was presented thematically based on the feedback from various instruments. This was broken down into various sub- headings. In this study, analysis was done using frequencies and percentages and presented in form of Tables and Figures.

3.12 Ethical Considerations

The issue of ethical considerations in research is very important. The researcher ensured that ethical requirements were upheld in the study. According to Oso & Onen (2008), the major ethical issues of concern are informed consent, privacy and confidentiality, anonymity and researchers' responsibility. Regarding informed consent, the researcher informed the participants about the procedures of the study in which they were to participate in. She also informed them on the purpose of the research, the expected duration of participation and the benefits to the subjects or participants. Furthermore, the researcher ensured the respondents' privacy and confidentiality by assuring them that the data would be used for the purpose of this study only. She also ensured that the respondents remained anonymous by not including a space for them to write their names on the questionnaire and the interview schedule. She also instructed them not to write their names anywhere in the aforementioned instruments.

3.13 Chapter Summary

This chapter has discussed the research design and methodology. It specifically looked at the research area, research population, sampling design, sample size, data collection instruments, data collection procedures, data analysis procedures, ethical considerations and chapter summary. The next chapter deals with data presentation, analysis, interpretation and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis. The study investigated the use of the school library in the development of a reading culture among secondary school students in Nandi Central Sub-County- Kenya. It gives the presentation, analysis, interpretation and discussion of the data obtained using questionnaires, interview schedule, observation schedule and a document analysis checklist.

It is divided into five sections with section one covering the demographic description of respondents involved in the study, section two deals with the types and relevance of reading materials available in the school libraries while section three deals with the perception of Form Three learners towards the use of the school library. Section four deals with how students make use of the reading materials provided in the school library while section five focuses on the roles of librarians and the English Head of Subject (H.O.S) in promoting a reading culture among Form Three students. This presentation is based on the objectives of the study which were to:

i. Investigate how students make use of the reading materials available in the school library.

ii. Establish the types and relevance of reading materials available in the school library.

iii. Establish the perception of Form Three students towards the use of the school library.

iv. Find out the roles of librarians and the Heads of Subject (H.O.S) for English in promoting a reading culture among Form Three students.

4.2 Background Information of the Respondents

This study obtained information from librarians, students and H.O.S all of whom had varying characteristics with regard to age, gender, level of education and the length of time they had been in the selected schools. For the purpose of presentation, analysis and interpretation, libraries were numbered and labelled from one to ten. Therefore, L1 refers to the first library visited during data collection while L10 refers to the tenth library. Similarly, respondents have been numbered for instance librarians carry the label LB therefore LB1 represents responses from the librarian in the first library whereas R represents those of students. Heads of Subject were labelled H. For instance, H9 represents a Head of Subject who was number nine to be interviewed.

A total of 289 out of 310 students and 10 out of 10 librarians duly completed and returned the questionnaires while 9 out of 10 Heads of Subject for English teachers were interviewed. Therefore the return rate for questionnaires that were used in data analysis was 93.22% for students and 100% for librarians. Ninety percent (90%) of the Heads of Subject for English were interviewed. Some of the demographic information gathered from the respondents included: gender for students and librarians and work experience and professional qualifications of librarians. It also included the length of stay of the students in their respective schools. The gender component for students and librarians was useful to the study because it enabled the researcher to know the views of both male and female respondents regarding the use of the school library hence obtained balanced

data.

Work experience and professional qualifications for librarians were equally important because it helped in assessing the competence and service delivery of the respondents regarding their role in nurturing an interest in reading among Form Three students. Similarly, the length of stay of students in their respective schools enabled the researcher to assess whether the student understood the school library programme well and could be relied upon on the information they would give.

4.2.1 Gender of Respondents

The findings show that 7(70.0%) librarians were male respondents and 3(30.0%) librarians were female (Figure 4.1). However, 137(47.4%) of the students were male and 152(52.6%) students were female (Figure 4.2). It seems therefore that majority of the respondents were male as compared to the female respondents.

Gender of Librarians

Female 30%

Male 70%
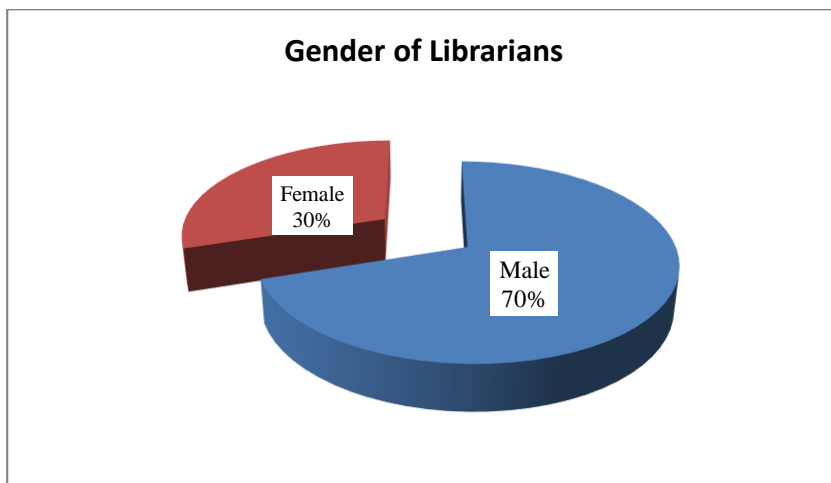
Figure 4.1 Gender of Librarians

This study showed that students of both gender use the school library. From the findings male librarians prefer to work in a school library compared to their female counterparts.

Gender of Students

Female 53%

Male 47%
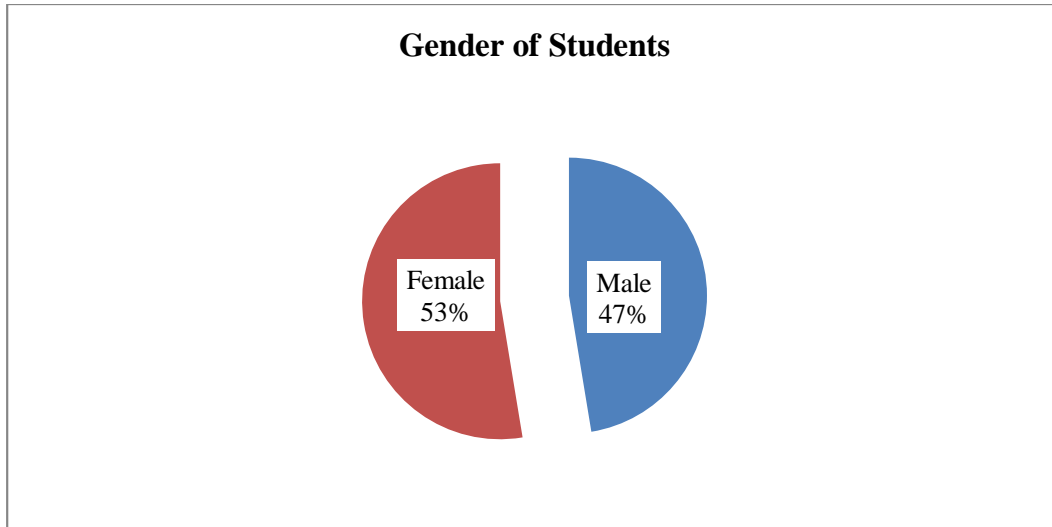
Figure 4.2 Gender of students

4.2.2 Work Experience

Librarians were also asked to indicate their work experience in their current work stations. The results are presented in Figure 4.3. Findings indicate that five (50.0%) librarians had a working experience of 6 – 10 years, four (40.0%) respondents had a working experience of 0 -5 years while one (10.0%) librarian had a working experience of 11 -15 years. The study findings show that majority of the librarians had a working experience of over 6 years. This implies that they understood very well the reading patterns and trend of Form Three learners as regards their usage of the school library and could therefore be relied upon on the information they would give.

Figure 4.3 Work Experience of Librarians

4.2.3 Professional Qualifications of Librarians

Similarly, librarians were requested to indicate their professional qualification. Findings show that four (40.0%) librarians were certificate holders, three (30.0%) were diploma holders while another three (30.0%) had higher diploma in Library Studies / Science. The results are presented in Figure 4.4 The study findings show that most of the librarians were certificate and diploma holders. From this, the researcher believes that those who were there had the requisite training needed to give the students the best services in the library as required of them professionally.
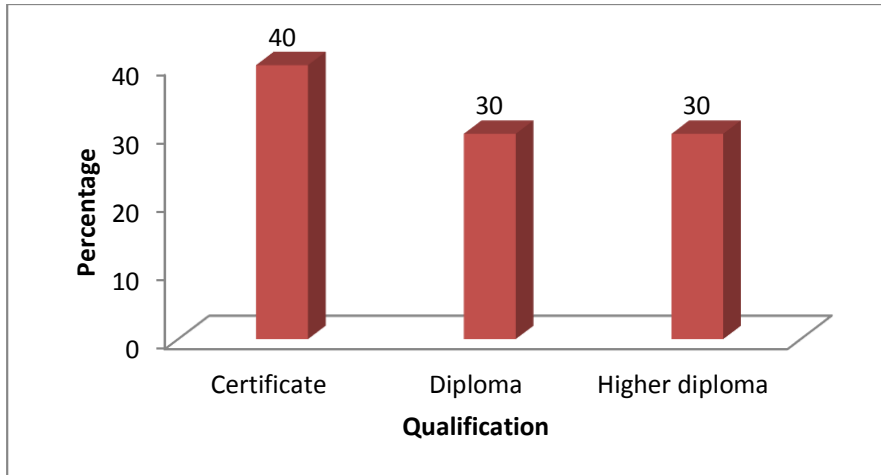
Figure 4.4 Qualifications of Librarians

4.2.4 Length of Students' stay in School

Findings of the study showed that majority of the students 150 (51.9%) had been in the current school 2 years, with 129 (44.6%) for three years and 10 (3.5%) for one year (See Figure 4.5). This indicated that most of the students have been in the current schools for more than 2 years and that they understood their school library programme very well, thus could be relied upon on the information they would give.
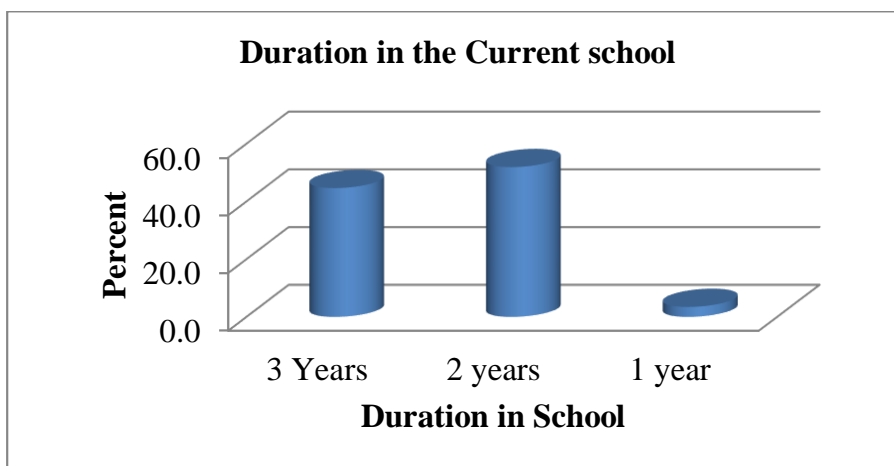
Figure 4.5 Length of Students' stay in school

4.3 Types and Relevance of Reading Materials available in School Libraries

The first objective of this study was to establish the types and relevance of reading materials available in school libraries. To achieve this objective, the students' questionnaires, observation schedule and document analysis were used to identify the kind of books and materials which were available in the ten libraries. The study findings indicated that the types of reading materials included; new syllabus course books, revision books and pamphlets, story books (mostly old set books), old syllabus course books, reference books like dictionaries and encyclopaedias, and several books given on donation by Western countries, few books donated by local publishers and universities and also newspapers. At this point, the researcher will first present results from students' questionnaires followed by those from the observation schedule and finally the document analysis results.

4.3.1 Questionnaire Results on Types of Materials and books available in School Libraries

From the study most of the students 204 (70.59%) identified that course books were available in the school libraries, with 189 (65.4%) having revision books, 69.9% story books and 63.32% had supplementary reading books. However 267 (92.39%) did not have newspapers and 89.27% did not have reference books. These findings indicated that most schools had course books, reference books, revision books, story books and supplementary books. Few of the students 7.61% had newspapers and 10.71% had reference books available in the school library.

Table 4.1 Types of Books and Materials available in the School Library

	Available		Not available	
	Frequency	**Percent**	**Frequency**	**Percent**
Course books	204	70.59	85	29.41
Newspapers	22	7.61	267	92.39
Reference book	31	10.73	258	89.27
Revision books	189	65.40	100	34.60
Story books	202	69.90	87	30.10
Supplementary books	183	63.32	106	36.68

4.3.2 Choice of Materials read while in the Library

From the study most of the students 255 (88.28%) used the personal time table to choose the material or book to read in the library, with 85.47% using subject studied, 71.63% were guided by the task and assignment given by the teacher and 87.54% based on time available for use in the library. Few of the students (10.73%) based their choice on their interest while 19.38% used the topic taught to choose the material to read while in library. However, 258 (89.27%) did not use their area of interest while 80.62% did not use the topic of study to choose the material to read while in library. These findings indicated that most students used their personal time table, subject studied, task and assignment as well as time available to choose the material to read in the library.

Table 4.2 Choice of materials read while in library

	Used		Not used	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Personal time table	255	88.24	34	11.76
Subject	247	85.47	42	14.53
Task/assignment	207	71.63	82	28.37
Interest	31	10.73	258	89.27
Topic	56	19.38	233	80.62
Time Available	253	87.54	36	12.46

4.3.3 Materials read outside class

From the study, most of the students 204 (70.59%) identified that they read revision books outside class with 202 (69.9%) read course books, while 7.61% read newspapers. However, 267 (92.39%) did not read newspapers outside class. These findings indicated that most students read revision books and course books outside the classroom.

Table 4.3 Materials read outside class

	Read		Not read	
	Frequency	**Percent**	**Frequency**	**Percent**
Revision books	204	70.59	85	29.41
Newspapers	22	7.61	267	92.39
Course books	202	69.9	87	30.1

4.3.4 Observation Results on Types of Reading Materials in School Libraries

The types and relevance of reading materials available in the ten libraries was also established using the observation method and the results showed that they included: new syllabus course books, revision books and pamphlets, story books, newspapers, old syllabus course books and reference books like dictionaries, encyclopaedias, hymnbooks and bibles. In addition to these, there were books on donation by foreign countries and some from local publishers and universities. All the libraries had old syllabus books that were either neatly arranged on the shelves or packed in large carton boxes to create space on the shelves for new syllabus books and revision books and pamphlets.

Specifically, in L1, L2, L3, L4, L8 and L10, these texts were neatly arranged on the shelves. However, L5, L6, L7 and L9 had them packed in large carton boxes. The observation results indicated that most of these books were not being used by students. The old syllabus course books comprised of books that were used up to the year 2005 when the syllabus was changed, while the new syllabus course books have been in use since 2006 to date.

From the results, the new syllabus books were available in all libraries. These books had been issued out to students in most libraries. The study established that only few copies lay on the shelves. Specifically, in eight libraries namely L1, L3, L4, L5, L6, L7, L8 and L10, these books had been issued to learners for use individually or shared among desk mates. Therefore, the ratio of issue of books to students varied among the schools. In L5, all Form Three students had one course book each for each subject, therefore, the ratio was 1:1. The schools with ratio 1:2 (one book shared by two students) comprised of L1, L3, L7, L8 and L10, while those with ratio 1:3 comprised of libraries L4 and L6.

However, in two libraries, that is L2 and L9, these books were not issued out to students owing to the limited number of copies in the libraries. These books were therefore, borrowed individually by students for reference only; otherwise, students entirely depended on what the teachers taught them in class. In fact, teachers used the same texts to make notes for their students.

Revision books and pamphlets in all the libraries were of varied subjects and written and published by different authors and publishers respectively. Results revealed that some of the materials were photocopies made from original texts then bound into several pamphlets. The researcher for instance counted twenty five photocopied pamphlets that did not bear the authors' or publishers' name in L4, seventeen (17) copies in L7 and twenty three (23) in L1. It was only in L2 and L9 that these materials were missing. In libraries that revision books were there, the total number of these books equalled the number of course books available meaning that the ratio of course books to that of revision books was 1:1. This was the case in L1, L3, L4, L5 and L10.

In L6, L7 and L8, the ratio was 1:2 to mean that for every two course books bought, there was only one revision book bought. Notable also was that most revision pamphlets comprised of consolidated Joint Examination papers with accompanying marking schemes sourced from various counties and sub-counties. As mentioned, in L2 and L9 revision books were missing but there were several Joint Examination pamphlets and their accompanying marking schemes. It was observed that in all the libraries, these books and materials were used by all the teachers and students in school and not only by Form Three students. In addition to this, story books were available in all libraries although they majorly comprised of old set books with only an exception of two libraries

that is, L3 and L6. In these two, there were additional story books that had been bought to supplement the old texts.

Specifically, in L3, there was a total number of thirty story books (10 from the pacesetters series and 20 from the African writers series) acquired while in L6, there were 50 books (20 from the pacesetters series and 30 from the African Writers series). These additional texts were of varied titles like *Anthills of the Savanna*, *The Bride, Devil on the Cross* among others. Old set books for instance novels like *The River Between* and *The Concubine,* plays like *A Man of the People* and *Aminata* and also anthologies of short stories like 'Encounters from Africa and beyond,' 'Looking for a Rain God,' 'The Merchant of Venice' and 'Half a Day and other Stories' were common in all the libraries.

Observation results further showed that reference books varied in various libraries. L1 for instance had only one Macmillan dictionary, while L2, L4 and L9 had only one dictionary and a *Kamusi* issued out to teachers in the Languages Department. However, the researcher could not ascertain this because she could not access the Staff Issue Book and the Library Inventory did not convey any information to that effect. In L3 there was one copy of the *Golden Bells* hymn book, a copy of *Kamusi ya Karne ya Ishirini na Moja*, an encyclopaedia and the *Good News* bible in addition to Oxford and Macmillan dictionaries. Library 7 was almost similar to Library 3 regarding stock only that in this particular one, there was a different hymn book, *Tenzi za Rohoni*.

Library 5 and 10 had only one dictionary each that is Oxford and Longman respectively. Library 6 and 8 were similar in that in both libraries, there were no reference books, in fact books like dictionaries and *Kamusi* were missing. On inquiry, librarians noted that

individual students bought their own copies when they were admitted in Form One. Quite notable also in almost all the libraries was the prevalence of books donated by various countries and local publishers and universities. These books were for various subjects and grades. Libraries that had book donations from Western countries like the USA were; L1, L3, L4, L5, L6, L7, L9 and L10.

More specifically, L1 had Algebra books for grade 1 and 2, Geometry, Vocabulary and Spelling books. L3 had Vocabulary, Algebra, Spelling and Fiction books. L4 had Algebra, Geometry, Vocabulary and Spelling books. L5 had Vocabulary, Algebra and Grammar and Fiction books and in L6, there were Vocabulary, Algebra, Spelling and Fiction books. L7 had Literature, Writing, Spelling and Mathematics books while in L9 there were Art & design, Fiction and Grammar books only. Finally, L10 had Vocabulary, Algebra 1 &2 and Geometry books. Books donated by local publishers for instance the Kenya Literature Bureau (KLB), Longhorn publishers, Oxford University Press (OUP), the Jomo Kenyatta Foundation (JKF), East African Educational Publishers (EAEP) among others were available in L2 and L8. In addition to this, L2 had books donated by a local university with titles like Art Work, Commerce, Geothermal Power and Aerospace Engineering.

Therefore had several copies of course books for subjects like Home Science, Social Education and Ethics, Commerce, Art and Design, Accounting, Typing and Office Practice, Geography among others. It was further observed that all the books that were donated by Western countries were voluminous in size in that the tiniest book had 848 pages and the largest had 1784 pages. The content of few Literature and Fiction books sampled revealed the use of animal characters like reindeers, seals, bears among others in

the stories. They were also stories on gods and goddesses. Some of the words in these texts were written in Latin and others in Spanish.

Daily newspapers were available in only five libraries namely L2, L4, L6, L8 and L10. However, these papers were limited in number. Each of these libraries received only two copies each of *The Standard, The Daily Nation* and *Taifa Leo.* This meant that one copy each of the three dailies would be availed in the library while the other copy was taken to the principal's office. The library copies of the newspapers were meant to be read by all teachers, non- teaching staff and students in the school. Librarians in these schools pointed out that teachers were given priority over students in reading these dailies. They further noted that they had a student population of at least five hundred (500) and over forty teachers and non-teaching staff in their schools.

In L8 however, there was an effort made to curb this challenge in that one copy of any of the three dailies was pinned on the school notice board so that as many students as possible would read them. This meant that if *The Standard* newspaper was read on Monday, the following day it would be *Taifa Leo* and *The Daily Nation* would be on Wednesday. This meant that students could read a given newspaper only twice a week. Newspapers were not bought in L1, L3, L5, L7 and L9 newspapers because most of the schools were not easily accessible from the main tarmac road especially during the rainy season or the suppliers stopped delivering them when schools delayed payment. A summary of the observation results of the types of reading materials available in all the ten libraries used in this study is presented on Table 4.4.

Table 4.4 Observation results on Types of Reading Materials in School Libraries

Library	Old syllabus books	New Syllabus Books Issued to students	Revision Books	Story Books composition	Reference Books	Book Donations	Newspaper
1.	Old syllabus books neatly arranged on shelves	Book 1:2 ratio	Available and adequate	Old set books	One Macmillan dictionary	Algebra, Geometry, Vocabulary, Spelling	None
2.	Old syllabus books neatly arranged on shelves	Not issued	None	Old set books	One dictionary &Kamusi (Issued 2 Languages Department)	Art Work, Commerce, Geothermal Power, Aerospace Engineering	Available (2 copies each of The Standard, The Daily Nation &Taifa Leo)
3.	Old syllabus books neatly arranged on shelves	Book 1:2 ratio	Available and adequate	Old set books 10 copies of pacesetters 20 copies of African writers series	Hymn book(Golden Bells), Kamusi & bible, one encyclopedia Oxford and Macmillan dictionaries	Algebra, Vocabulary, Fiction, Grammar	None
4.	Old syllabus books neatly arranged on shelves	Book 1:3 ratio	Available and adequate	Old set books	One Dictionary & Kamusi (Issued to Languages Department)	Algebra, Geometry, Vocabulary Spelling	Available (2copies each of The Standard, The Daily Nation &Taifa Leo)
5.	Packed in large carton boxes	Book 1:1 ratio	Available and adequate	Old set books	One oxford dictionary	Vocabulary, Algebra, Grammar, Fiction	None
6.	Packed in large carton boxes	Book 1:3 ratio	Available but in low quantity	Old set books 20 copies of pacesetters 30 copies of African writers series	None	Vocabulary ,Algebra, Spelling, Fiction	Available (2 copies each of The Standard, The Daily Nation &Taifa Leo)
7.	Packed in large carton boxes	Book 1:2 ratio	Available in low quantity	Old set books	Hymn book(Tenzi), Kamusi , bible encyclopaedia, oxford & Macmillan dictionaries	Literature, Writing ,Mathematics, Spelling	None
8.	Old syllabus books neatly arranged on shelves	Book 1:2 ratio	Available in low quantity	Old set books	None	H/Science Commerce, Social Education & Ethics, Typing &Office Practice	Available (2 copies each of The Standard, The Daily Nation &Taifa Leo)
9.	Packed in large carton boxes	Not issued	None Joint exam papers and marking schemes only	Old set books	One dictionary and Kamusi (Issued to languages department)	Art & Design, Fiction, Grammar	None
10.	Old syllabus books neatly arranged on shelves	Book 1:2 ratio	Available and adequate	Old set books	Longman dictionary	Vocabulary, Algebra, Geometry	Available (2 copies each of The Standard, The Daily Nation & Taifa Leo)

Materials like journals, comic books and magazines were missing in all libraries except L8. However, in this library they were only two in number particularly *The County Weekly* and *A Report of the Head Teachers' Conference* held in Mombasa in 2010. However, much as the librarian in charge (LB 8) said that *The County Weekly* magazine was regularly bought by the school, the researcher observed that there was only one copy on the reference section. The periodicals section was empty. Notable again in this library was the fact that it was only the teachers who were allowed to read them since students were believed to mutilate them by cutting out some of the pictures in the magazines.

4.3.5 Document Analysis results on Types and Relevance of Reading Materials in School Libraries

Document analysis results showed that schools stocked several new syllabus course books that were shared in varying ratios of 1:1, 1:2 and 1:3 on the entire school population. The ratio depended on the entire school population as was indicated in the Library Inventory. It was also evident in the students issue book, that Students Issue Book, that students regularly borrowed various course books to help them do assignments and make notes for various subjects. Revision books and pamphlets were also available in large quantities and equalled the total number of books of course books in five libraries namely L1, L3, L4, L5, and L10. It was half the total number of course books in three libraries namely L6, L7, and L8.Additional story books were available in L3 and L6.

However, students did not read or borrow story books as evident in the students Issue Book. Several Books on donation were indicated on the Inventory Book but no student borrowed them since no students' names appeared in the students' Issue Book. Comic

books, journals and magazines were not captured in the Library Inventory Book meaning that they actually were not bought. LB 8 said that the school regularly bought copies of *The County Weekly*, but going through the Inventory book, the researcher found out that these materials had never been acquired for several years.

4.3.6 Relevance of the Books and Reading Materials available in School Libraries

Concerning the relevance of the books and reading materials available in various libraries, the study established that most of them were meant for academic related work since students used them to complete assignments, make notes, carry out research for projects like the Science and Engineering Fair (formally Science Congress) and also prepare for examinations. It was evident that there were few leisure reading texts that could draw the interest of Form Three students in developing an interest in reading for pleasure and consequently a reading culture.

To put into perspective the relevance of the materials in the libraries it was evident through the observation method that old syllabus course books for instance comprised of subjects that were no longer being taught in secondary school such as Social Education and Ethics or those that were no longer being taught as a single entities for instance Commerce, Typing and Office Practice and Accounting. Most of these books were not being guarded by librarians so much since students could freely access them on the shelves and tables unlike the new syllabus course books and revision books that were enclosed within specific areas of the library. This was the case in L1, L2, L3, L4, L8 and L10. It was therefore established that most students did not like these books since they did not borrow them for personal reading. In fact in L2 for instance, they were dust –

laden meaning they were actually not being used by students. This trend was attributed to the fact that the content did not meet the students' academic needs. This was confirmed by students in the following samples of statements they made in the schools.

Question: Are materials in your school library adequate for all students? Explain your answer.

Response: No, the library is small and most books are old.(R 20 in L10)

Question: Do you enjoy reading materials provided in the school library? Explain your answer?

Response: No, most of them are old edition books not the latest. (R19 in L2)

Response: No ... the materials are out-dated...(R18 in L1)

Through the document analysis tool, the study revealed that none of the students in all the schools used in the study did borrow these texts as was confirmed students in the Students' Issue Book. Moreover, the researcher did not see any student borrowing any of these books. Therefore, it may be argued that the books contained obsolete information hence were irrelevant for students' use.

Information from the Students' Issue Book also revealed that the new syllabus course books were being used and had already been issued out to students to be used individually or shared among desk mates in the ratio of 1:1, 1:2 or 1:3. The ratios were dependent on the number of students in a class. Further, the study established through the observation tool that there were only few copies lay on the shelves. Evident from the Inventory Book is that these books were bought in large numbers considering the large

number of students in Form Three in various schools. It was only in L2 and L9   that the number of copies was limited and could not be issued out to students in class. Instead, they were borrowed individually by students for reference only; otherwise students entirely depended on what the teachers taught them in class. It was established that teachers used the same texts to make notes for their students.

It was therefore confirmed that much of the content of the course books and revision books and pamphlets was academic related and were used by students to make notes, complete assignments and also prepare for examinations. Since this study investigated the use of the school library in the development of a reading culture among Form Three students, it was established that the content of these books was not likely to help students develop an interest in reading for leisure. Hence it can be argued that the books and materials were irrelevant as far as development of a reading culture is concerned or students had developed a culture of reading skewed towards academic performance.

Story books that mostly comprised of old set books were found to draw very little interest in reading for pleasure among Form Three students. Further, it was established that students would not find time for leisure reading because of the strong academic demands and engagements like completion of assignments, research and preparation for examinations. Moreover, the interest of students in reading for pleasure was further worsen by general absence of comic books, journals and magazines meaning that there was very little for students to read even when they could find some time especially during weekends since in most schools these materials were not purchased. A copy of the *Report*

of the Head Teachers' conference held in Mombasa in 2010 available in L8 was found to contain information that may not be of much interest and relevance to Form Three students.

The Library Inventory Book revealed that only in L3, there were ten (10) additional story books from the pacesetters series and twenty (20) from the African Writers series that had been acquired to supplement the old set books. In L6, there were twenty (20) copies of the Pacesetters Series and thirty (30) from the African Writers Series. Book donations were equally irrelevant since most of them were voluminous in size and were likely to discourage students from reading them. The content of some sampled Literature and Fiction books also revealed the use of animal characters like reindeers, seals, bears among others in the stories. They were also stories on gods and goddesses. Some of the words in these texts were written in Latin and others in Spanish.

This study suggests that some of the animals used in the stories were alien in most African countries and particularly in Kenya. Consequently, they were not relevant to Kenyan students since they cannot easily identify with them. The languages used in the stories were also unfamiliar to students since these languages were not taught in their schools. These books were not being borrowed by students and in fact in L7 and L9, they had been packed in large carton boxes together with the old syllabus books. Most of the titles were not useful in the current K.I.E syllabus and also disinteresting to use as leisure texts. Some of the comments made by librarians concerning this are;

> *"Students are no longer interested in borrowing books from the library since most of them are too old and titles are disinteresting. Most of the times students*

scramble for only few new books which were recently bought by the school management. Most of the books are out-dated (meaning containing archaic information) *that were given in form of donations by Western countries; these books have no relevance to the Kenyan students...*(LB5).

Moreover, in L2, the librarian noted that a year ago the school had received books in form of a token by a particular local publisher but he had this to say;

"All of them were old syllabus books in fact most of them were meant for primary school...I think the publisher wanted to dump the books they were no longer being bought in the market..."(LB 2).

Students in most of the libraries were also of the opinion that they never borrowed both old syllabus books and that on donation because their content did not meet their academic needs. Some of the responses were;

Question*: Do you enjoy reading materials provided in the school library? Explain your answer*

Response*: No, most of them are old edition books and do not contain the information I need to do my class assignments. (*R19 in L2)

Response: *No ... the materials are out-dated and these big books (*books on donation*) are very boring to read. I can't even read some of the words written in a language that is not English (*R19 in L5*)*

Question: *Do you enjoy reading materials provided in the school library? Explain your answer*

Response: *No, most of them are old syllabus books not the ones we use currently. So I can't use them to make notes... some topics are not even in the*

current syllabus... (R10 in L9)

Similarly, books on donation from other countries and even local universities and publishers are irrelevant for use by students. Observation results indicated that none of these books were borrowed by students. In L5 and L9 they had been packed in large carton boxes together with the old syllabus books meaning that they indeed were not useful in the Kenyan syllabus and also disinteresting to use as leisure reading texts. Majority of the students in the schools also added that:

> *The books on the shelves are boring. All from xxx university: free donation ... why dump old books that were used long ago in our library?(R12 in L 2)*

This study indeed confirmed that librarians in the schools that had such books were of the opinion that the books were irrelevant and indeed no student bothered to borrow them. Indeed in L1, L2, L3, L4 L8 and L10, these books together with the old syllabus course books could be accessed freely by students on the shelves but the current ones were enclosed within a section where individual students could only borrow using a Student's Identity Card (ID) or a library card. This implies that the donations were not guarded so much because they were less likely to be stolen or even mutilated by students.

Daily newspapers were available in only five libraries though in limited numbers and since teachers were given priority to read them over students, this study can assert that more often than not, students did not have access to the newspapers even if they wished to read them during their free time or during the library lessons. In L8 however, there was

an effort made to curb this challenge. In this school, one newspaper either *The Standard* or *The Daily Nation* was pinned on the school notice board. However, this proved equally unsatisfactory because out of thirty one students used in the study from this school, twenty of them noted that they only read a few pages of the newspaper and not the whole of it.

Some of the comments were:

> *"We can only read the front pages; they should also allow us to read the other pages. Why don't they* (the school) *buy two copies of the same newspaper then pin all pages on the notice board..."(R11 in L8)*

> *"We are limited to reading the newspaper that is pinned on the board for instance, on Mondays we have The standard, the next two days we have Taifa Leo and The Daily Nation, we should read all of them the same day..." (R8 in L8)*

> *"Sometimes I don't find time to go to the notice board during the day because of assignments, but by the following day I cannot find the previous day's paper....sometimes there is a story I may have wanted to follow in a given paper say The Standard but the moment the librarian plucks it from the notice board, he cannot allow you to borrow it from the library ... so I sometimes give up on reading newspapers..."(R19 in L8)*

A Summary of the books and reading materials in various libraries is presented on Table 4.5

Table 4.5: Relevance of the books and reading materials available

Library	Newspapers	Magazines	Course books (Old syllabus)	Course books (New syllabus books)	Storybooks
L 1	X	X	Available	1:2 ratio	Old set books available shelve
L 2	√	X	Available	1:2 ratio	Old set books
L 3	X	X	Available	1:2 ratio	Old set books
					Additional 30 copies
L 4	√	X	Available	1:3 ratio	Old set books
L 5	X	X	Available	1:1 ratio	Old set books
L 6	√	X	Available	1:3 ratio	Old set books
					Additional 50 copies
L 7	X	X	Available	1:2 ratio	Old set books
L 8	√	√	Available	1:2 ratio	Old set books
L 9	X	X	Available	Not issued	Old set books
L 10	√	X	Available	1:2 ratio	Old set books

To add on this, students' questionnaire responses also indicated that if they were to read for leisure then their libraries should have been opened at night (up to 9.00pm or 10.00pm) and during the weekends. It was also established that out of the ten schools involved in the study, only one (L7) would have the library opened at night during weekdays but closed over the weekends.

Some of the students' responses regarding this were;

> *"The library should be opened at night and during weekends then I can read for fun... especially the newspapers although they (the school) don't even buy them.."(R13 in L5).*
>
> *"The librarian should open the library at night so that I can read story books or just anything interesting when I am done with my assignments."(R6 in L 3).*
>
> *"Our time to read non-examinable texts is limited during weekdays because we have lessons and assignments to do. But again over the weekends we relax but the library is closed so I cannot read anything, I just play instead… "(R12 in L5).*

4.4 Students' Perception towards the use of School Libraries

The second objective of this study was to establish the perception of Form Three learners towards the use of the school library. To achieve this objective, students were requested to indicate their level of agreement or disagreement on a five likert scale questions in the questionnaire. These findings showed that 128 (44.3%) students agreed with the statement that " I enjoy reading in the library because I can access various books and pamphlets that help me revise for my exams," 80 (27.7%) students disagreed with the statement, 45 (15.6%) students strongly agreed with the statement, 18 (6.2%) strongly disagreed with the statement, while 18 (6.2%) students were undecided on the statement.

Therefore the study findings show that majority of the students (59.9%) in secondary schools were of the idea that they often went to the library to read because they could access various books and pamphlets. This implies that students have developed a trend of

reading from the library with an aim of improving their academic achievements or performance.

Table 4.6: Students' Response on Perception towards the use of School Libraries

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
I enjoy reading in the library because I can access various books and pamphlets that help me revise for my exams.	18	6.2	80	27.7	18	6.2	128	44.3	45	15.6
I prefer reading in class than in the library because I can discuss difficult topics with my desk mate.	18	6.2	71	24.6	18	6.2	164	56.7	18	6.2
I do not like or reading books in the library since I can use the course books issued in class to complete assignments and revise for exams.	55	19.0	154	53.3	0	0.0	71	24.6	9	3.1
I like reading materials in the library because I can access reading materials I want from the librarian's desk or the shelves.	99	34.3	82	28.4	44	15.2	45	15.6	19	6.6

On the statement that "I prefer reading in class than in the library because I can discuss difficult topics with my desk mate," 164 (56.7%) students agreed with the statement,

71(24.6%) students disagreed with the statement, 18 (6.2%) students strongly disagreed with the statement while 18 (6.2%) students strongly agreed with the statement. It seems that majority of the students (62.9%) in public secondary schools in Nandi Central Sub-County only borrow books from their libraries but end up reading in their classrooms. Further, 154 (53.3%) students disagreed with the statement that " I do not borrow or read books in the library since I can use the course books issued in class to complete assignments and revise for exams," 71 (24.6%) students agreed with the statement, 55 (19.0%) students strongly disagreed with the statement while 9 (3.1%) students strongly agreed with the statement. It can therefore be shown that majority of the students from public secondary schools in Nandi Central Sub- County do not like reading books in the library because they have some in their classes, meaning there is nothing much that is new in the libraries.

Moreover, there were adequate course books for use in class. Similarly, 99 (34.3%) students strongly disagreed with the statement that "I like reading materials in the library because I can access reading materials I want from the librarian's desk or the shelves", 82 (28.4%) students disagreed with the statement, 44 (15.2%) students were undecided on the statement, 45 (15.6%) students agreed with the statement while 19 (6.6%) students strongly agreed with the statement. The study findings show that majority of the students 18 (62.7%) were in disagreement with the statement implying that majority of them cannot access reading materials from the librarians desk or the shelves. Findings also indicate that students had a good perception of their school library since they viewed them as resource centre that enabled them get information necessary for doing

assignments making notes and also revising for Random Assessment Tests (R.A.T.s)quizzes and mid and End-term examinations.

4.4.1 Reading of Books and Materials in the school library

Students were also asked to respond to other questions in the questionnaire and the results from the study showed that most of the students, that is, 150 (52%) agreed that they enjoyed reading materials and books in school library while 139 (49%) did not enjoy reading in library as shown in Figure 4.6. This indicated that most of the students enjoyed reading the materials available in school library.
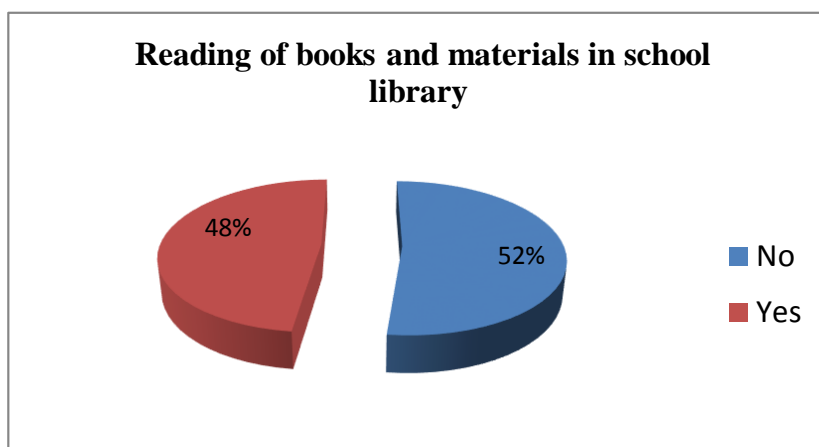
Figure 4.6 Reading of books and materials in school library

4.4.2 Books or Materials Students liked reading

From the study most of the students 189 (65.4%) identified that they liked reading course books for various subjects, with 204 (70.59%) reading revision books, 202 (70.59%) novels, 13.08% reading encyclopaedias and 7.6% liked reading newspapers. However, 267 (92.39%) did not read newspapers while 86.92% did not like reading encyclopaedias. These findings indicated that students liked reading course books, revision books and novels.

Table 4.7 Books or Materials Students liked reading

	Like		Do not like	
	Frequency	**Percent**	**Frequency**	**Percent**
Course books	189	65.4	100	34.6
News papers	22	7.61	267	92.39
Encyclopaedia	10	13.08	279	86.92
Revision books	204	70.59	85	29.41
Novels	202	69.9	87	30.1
Magazines	8	2.77	281	97.23

4.4.3 English HOS views on Students' Perceptions towards the use of School Libraries

Results of the interview showed that the views of the HOS on students' perceptions towards the use of the library were similar to those from the questionnaire tool. H1 observed that Form Three students enjoyed using the library because they were not limited to particular topics to read on. They also got a wide range of reading materials for exam preparation, making class notes and also completion of assignments. H2 noted that students viewed the library as a resource centre where they got a wide range of reading materials for their academic work. This was evident in way they handled tasks given to them by their teachers.

Students had to do tasks like, reading a book (story book) and summarizing it, reading a book then making an oral presentation in class about what they had read about, reading a newspaper or a book then making a review or making a list of vocabularies one came across while reading in the library among others.H3 and H5 observed that students loved

reading in the school library because they found the place very quiet with ample reading space hence they could easily concentrate especially while doing assignments and revising for exams.

H4 noted that most students liked to use the library particularly to meet their academic needs like revising for examinations and completing assignments since they could access reference books and materials that could only be used within the library. Further, he noted that group work that was done in the library was completed promptly and with minimal errors compared to other assignments copied from text books in class. Apart from their academic requirements, H6 observed that students liked the library because they could read for leisure and in particular the newspapers when they did not have a lot of assignments to work on. However, much as students loved to do leisure reading in the library, they were often challenged with resources. She further observed that students liked to be given enough time for reading and also be provided with adequate leisure reading materials.

Moreover, H7 noted that the library gave students an opportunity to do independent research especially for science – based projects. He further added that students loved the library because they were not limited on the choice of topics or books/materials to read. H8 said that students read for leisure/relaxation in the library because story books and newspapers were available, so they actually loved reading in the library unlike in their classrooms where silence was not often guaranteed. H9 observed that students viewed the libraries as sanctuaries that enabled them meet their academic needs since they could thoroughly prepare for examinations, termly or weekly quizzes and R.A.Ts.

4.5 Students' use of Reading Materials in School Libraries

The third objective of this study was to investigate how students make use of the reading materials provided in the school library. To achieve this objective, the questionnaire tool, observation and interview were used. Consequently, students were requested to respond to various questions in the questionnaire and also indicate their level of agreement/disagreement on a five likert scale questions in the questionnaire and the results are as follows.

4.5.1 Availability of Library Lessons

Most of the students 250 (87%) agreed that they had no library lessons in their school while 39 (13%) had the lessons. This indicated that most of the schools did not have library lessons as shown in Figure 4.7.
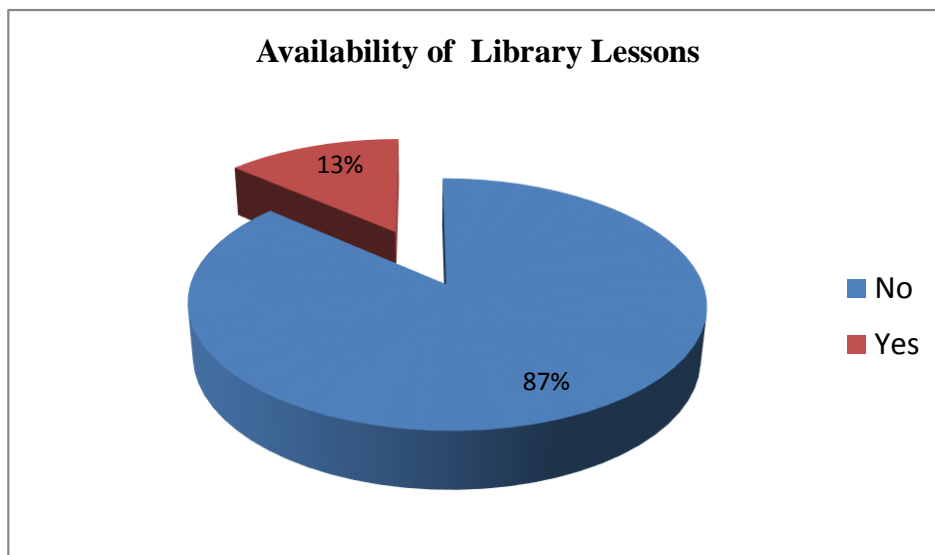
Figure 4.7 Availability of Library Lessons

4.5.2 Time of usage of the Library

From the study, 250 (87%) students agreed that they used the library during the elective lessons and 39 (13%) during preps time. This indicated that most of the students utilized the library during the lessons of subjects they did not take therefore had some free time to visit the library. Results are presented in Figure 4.8.
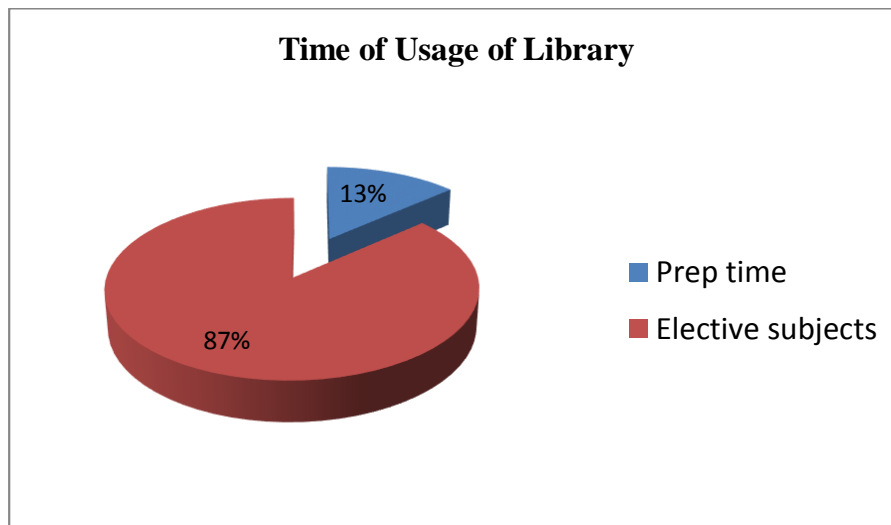
Figure 4.8 Time of Usage of Library

4.5.3 Adequacy of Materials and Books in Libraries

Most of the students 268 (93%) agreed that the materials and books in the libraries were adequate while 21 (7%) noted that they were not adequate. This indicated that in most libraries the books were adequate as shown in Figure 4.9.

Adequacy of Materials and Books in Libraries

No
7%

Yes
93%
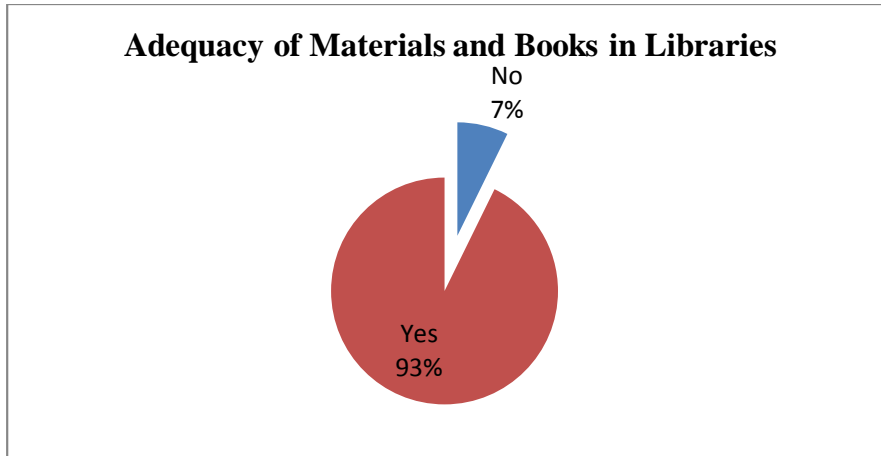
Figure 4.9 Adequacy of Materials and Books in Libraries

4.5.4 Number of Non-Examinable Texts read per Week

Most of the students 150 (51.9%) noted that they did not read any non-examinable texts per week, 129 (44.6%) read one non-examinable text and 10 (3.5%) read two non-examinable texts per week. This indicated that most of the students did read less than two non-examinable texts per week as shown in Figure 4.10. From the findings it was established that the non-examinable materials were not adequate for all students.

Number of Non-Examinable text read per week

60.0
51.9%
50.0
44.6%
40.0
Percent
30.0
20.0
10.0
3.5%
0.0

One   None   Two
Number
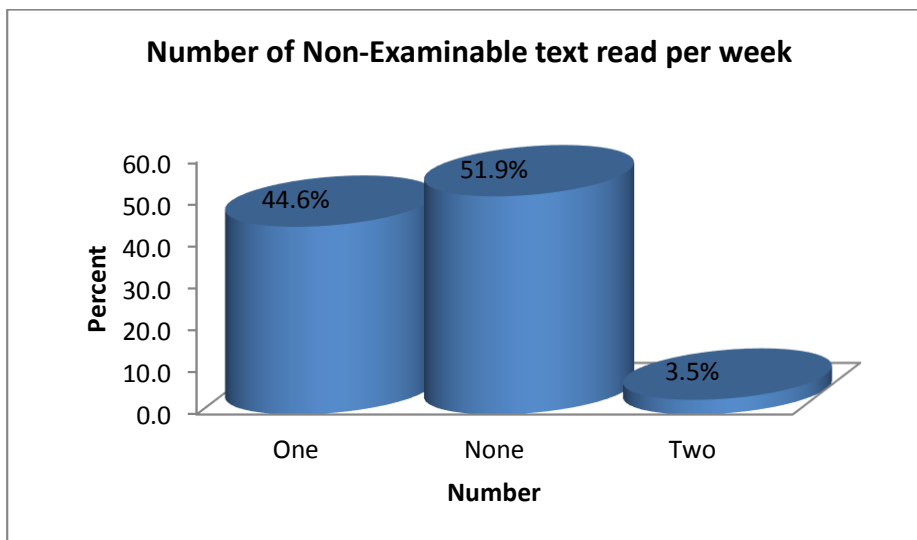
Figure 4.10 Number of Non-Examinable Texts read per week

4.5.5 Number of times students read outside class

Most of the students 150 (51.9%) identified that they read outside the classroom three times a week, with 129 (44.6%) twice and 10 (3.5%) did not read outside class as shown in Figure 4.10. This indicated that most of the students read outside class more than twice per week. However, they either read for examination or not.

Number of times students read outside class
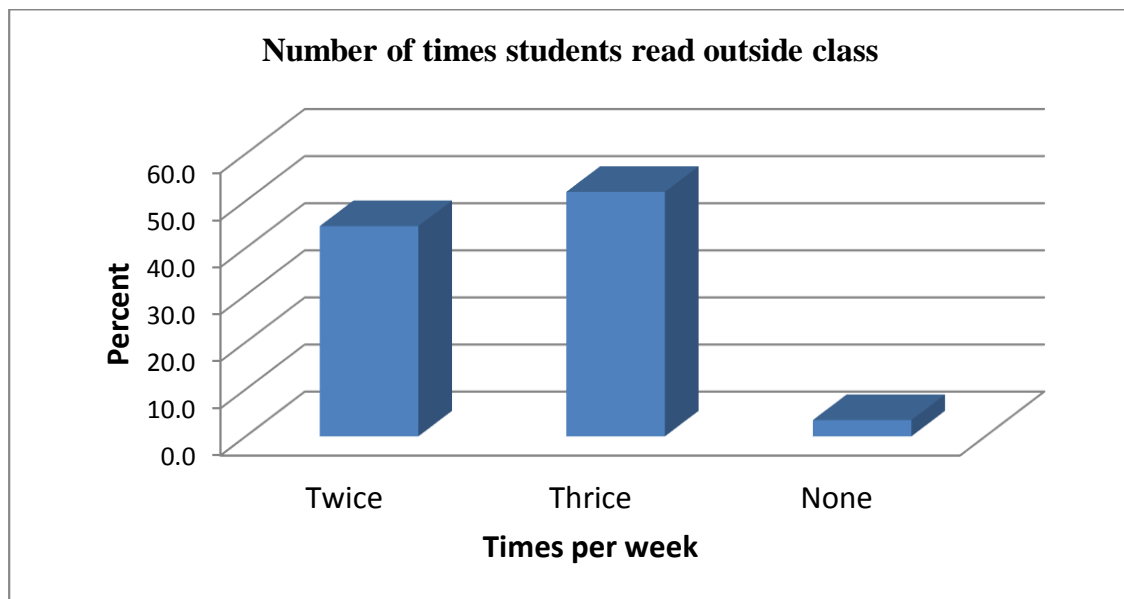
Figure 4.11 Number of times students read outside class

Similarly, the students were requested to indicate their views on the use reading materials in the libraries and the results are presented in Table 4.8. Findings indicated that 144 (49.8%) students agreed with the statement that "materials and books in the library enable me revise for my exams,"118 (40.8%) students strongly agreed with the statement while on the other hand 27 (9.3%) students strongly disagreed with the statement.

The study findings also show that majority of the secondary school students (90.6%) believed that materials and books which are found in their schools' libraries are meant to

assist them in revising for their examinations. However, 127 (43.9%) students strongly disagreed with the statement that "materials and books in the library enable me read for leisure," 90 (31.1%) students disagreed with the statement, 45 (15.6%) students strongly agreed with the statement, 18 (6.2%) students were undecided on the statement while 9 (3.1%) students agreed with the statement.

Table 4.8: Students views on the Use of Reading materials in School Libraries

	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Materials and books in the library enable me revise for my exams.	27	9.3	0	0.0	0	0.0	144	49.8	118	40.8
Materials and books in the library enable me read for leisure.	127	43.9	90	31.1	18	6.2	45	15.6	9	3.1
Materials and books in the library enable me to do assignments given by the teachers.	18	6.2	28	9.7	26	9.0	81	28.0	136	47.1
Materials and books in the library enable me to develop an interest in reading for leisure.	82	28.4	126	43.6	27	9.3	54	18.7	0	0.0
Materials and books in the library do not assist me in any way.	108	37.4	118	40.8	36	12.5	27	9.3	0	0.0

Majority of the students (75.0%) were in disagreement with the statement implying that most of the time students do not go to the library to read for leisure but they either go to

revise for examinations or to do assignments. Further, 136 (47.1%) students strongly agreed with the statement that "materials and books in the library enable me to do assignments given by the teachers", 81 (28.0%) students agreed with the statement, 28 (9.7%) disagreed with the statement, 26 (9.0%) students were undecided on the statement while 18 (6.2%) strongly disagreed with the statement. It can therefore be argued that majority of the students (75.1%) from public secondary schools in Nandi Central Sub-County believe that materials and books found in their libraries are meant to assist them in doing their assignments.

Similarly, 126 (43.6%) students disagreed with the statement that "materials and books in the library enable me to develop an interest in reading for leisure, 82 (28.4%) students strongly disagreed with the statement, 54 (18.7%) students agreed with the statement while 27 (9.3%) students were undecided on the statement. It can therefore be argued that majority of the students (72.0%) were of the view that materials and books in the library do not enable them develop an interest in reading for leisure, implying that majority of the students do not specifically read for leisure but with a purpose of doing assignments or passing examinations.

Further, 118 (40.8%) students disagreed with the statement that "materials and books in the library do not assist me in any way," 108 (37.4%) students strongly disagreed with the statement, 36 (12.5%) students were undecided while on the other hand, 27 (9.3%) students agreed with the statement. It can be said therefore that majority of the students (68.2%) from public secondary schools in Nandi Central Sub-County were not of the idea

that materials found in their libraries do not assist them anyway.

4.5.6 Observation Results on Students' use of Reading Materials in Libraries

The study revealed that students mostly read academic- related literature available in new syllabus books, revision books and also revision pamphlets. All students who borrowed books from the librarians' counter using either a library card or a student's ID did only borrow books to be used to revise for examinations, make notes or copy some assignment given by their teachers. The researcher observed that in L5 and L7, students would borrow the books and read within the library. This mostly happened when students never had lessons (in the case of elective subjects) then quickly returned them to the counter when the bell rang.

Students in L3 would select the books then read either in the library or in their classes. The content they read was also meant to equip them with knowledge and skills to enable them answer examination questions. Reading for leisure was not done probably due to the academic demands and engagements required of them. In L 8 for example, the researcher counted only five (5) students skim through the newspapers on the notice board yet the school had a Form Three student population of two hundred and twenty-four (224).Notably, there was no inclusion of a library period for students in the timetable even though the H.O.S pointed out that there were either one or two lessons. In summary, students mostly read academic related information.

4.5.7 Interview Results on Students' use of Reading Materials in Libraries

Interview results showed that students read books and materials that were meant to help them acquire content to tackle examination questions that included weekly quizzes, R.A.T's and end of term examinations. Results further showed other relevant aspects of the study for instance ways of improving students' reading culture, causes of poor reading habits among students and also ways in which students' reading habits can be enhanced. This is presented in detail in the following sub-headings.

4.6 Ways of improving Students' Reading Culture

Through the interview schedule, HOS gave various ways in which students' reading culture can be improved**.** H1 said that students should be encouraged to use the school library for reading and in particular leisure reading because it is the best way to develop a reading culture. He noted that students only read examinable materials and books in the library. H2 observed that leisure reading materials like magazines, comic books and newspapers should be purchased because they encourage students to read even when they are tired after doing serious academic work in the library.

Hence he noted that library stock should be improved in order to attract students' interest particularly in reading for leisure. H3 noted that the number of library lessons in the Form Three teaching timetable should be increased because sometimes students would wish to read on their own but their time of usage of the library was often limited.H4 observed that students should be encouraged to read widely on their own apart from what they do in class. Moreover, he added that the number of hours when the library was opened should be increased.

In addition to the responses of H2, H5 observed that more relevant teaching materials like storybooks should be stocked in the libraries since previously used set books proved to draw little interest among students. H6 said that students ought to be helped to develop good reading skills and habits by avoiding vices like lip-reading, vocalization, moving the head while reading among others. These vices limited students especially while doing individual reading in the library. H7 concurred with H3 and H4 by advocating for addition of more library lessons in the timetable and also extension of the number of hours when the library was opened. H8 concurred with H2 and H5 that a variety of topical books in the library should be increased as well as giving students questions that required research in the library. Finally, H9 noted that students should be encouraged to read for leisure and in this regard, attractive stock should be availed in all school libraries.

4.6.1 Causes of Poor Reading Habits among Students

Interview results identified various causes of poor reading habits among students. H1 and H8 observed that the number of library lessons in the Form Three timetable were limited therefore students did not find enough time to practice on good reading habits. H2 noted that there was a serious lack of appropriate reading skills among students hence they did not fully utilize the library and materials available meaningfully. H3 observed that inadequate reading materials in the library and also lack of current reading books and materials discouraged learners from using the library. This was also confirmed using the observation tool in that much of the stock available in all the libraries contained obsolete information that was not useful to students. It is therefore evident that lack of attractive

reading texts limited students' reading competence and finally discouraged them from extensive and leisure reading.

H4 mentioned that students generally lacked appropriate training on reading skills hence most of them did have various challenges like lip-reading and vocalization that limited their reading competence and finally discouraged them from extension and leisure reading.

H5 pointed out that there was limited stock and in particular stock meant for leisure reading in most school libraries. This was also compounded by the fact that most schools opted to buy course books and avoided non-examinable reading materials like magazines and newspapers. H6 cited that there were no library lessons in most school time tables then again, the stock in most libraries was generally old to draw interest among students and to encourage them develop appropriate reading skills and in the long run develop a fruitful and long lasting love for books.

H7 identified limited stock in libraries and the notion that students should read for exams only as the major contributing factors that discouraged Form Three students in leisure reading. H9 noted that the non- appealing variety of texts in most school libraries discouraged students from leisure reading. Consequently, students failed to develop appropriate reading skills and strategies and in the long run do not love reading.

4.6.2 Ways of Enhancing Students' Reading Habits

Respondents identified various ways in which students can be helped to cultivate appropriate reading habits. H1 observed that training of students on good reading skills should be done as early as in Form One. H2 noted that there was need to ensure that there

was improved service delivery in all libraries to motivate students to develop a love of reading and also provision of many library lessons so that students can adequately interact with reading books and materials in the library. H3 cited provision of a variety of non-examinable reading materials like newspapers in the libraries so that students are exposed and encouraged to read for leisure.

H4 and H7 pointed out that appropriate stock in school libraries should be made available and librarians to regularly do library weeding to ensure that they remove in circulation all books and materials library users do not need. He also added that old set books cannot be used as interesting leisure reading books. H5 advocated for increased number of hours for students usage of the library lessons and increased attractive stock in libraries. He noted that the previously used set books drew little interest in reading among Form Three students.

H6 noted that students needed to be encouraged or helped to develop good reading skills and habits by avoiding vices like lip-reading and vocalization that linked them during individual reading in the library. H8 and H9 added that appealing varieties in all libraries and particularly topical books should be stocked in libraries. He added that students should be given tasks that require research in the library. Furthermore, increased library lessons are needed if students were expected to develop a reading culture while still in school.

4.7 Roles of Librarians and the English H.O.S in promoting a Reading Culture

The fourth objective of this study was to find out the roles of Librarians and the English Heads of Subject (H.O.S) in promoting a reading culture among Form Three students. In

order to achieve this objective, librarians were asked to indicate in the questionnaire the duties they performed in the library while the HOS were interviewed.

4.7.1 The Roles of Librarians

The librarians were asked to indicate in the questionnaire the duties they performed in the library. Findings show that 5 (50.0%) librarians agreed with the statement that " I often recommend new titles and materials to be acquired by the school administration," 3 (30.0%) librarians strongly agreed with the statement, 1 (10.0%) strongly disagreed and 1 (10.0%) disagreed. In total 2 (20.0%) respondents were in disagreement with the statement. The study findings show that majority of the librarians (80.0%) in public secondary schools usually recommend new titles to be acquired by the school administration while ordering for new supplies (Table 4.9).

Similarly, 4 (40.0%) librarians strongly agreed with the statement that "I always ensure all reading materials are well displayed for easy access by students," 3 (3.0%) librarians agreed with the statement, while a total of 2 (20.0%) librarians disagreed with the statement. It seems therefore that majority of the librarians 7 (70.0%) ensure all reading materials in the library are well displayed for easy access by students. In addition to this, 4 (40.0%) librarians disagreed with the statement that " by virtue of my position, I always encourage students to read texts that are not necessarily meant for examination purposes," a total of 3 (30.0%) librarians were in agreement with the statement while 2 (20.0%) were undecided on the statement. It can be argued that majority of the librarians encouraged students to read texts that are not necessarily meant for examination purposes.

Table 4.9: Roles of Librarians in promoting a Reading Culture

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
I often recommend new titles and materials to be acquired by the school administration.	1	10.0	1	10.0	0	0.0	5	50.0	3	30.0
I always ensure all reading materials are well displayed for easy access by students.	1	10.0	1	10.0	1	10.0	3	30.0	4	40.0
By virtue of my position, I always encourage students to read texts that are not necessarily meant for examination purposes.	1	10.0	4	40.0	2	20.0	2	20.0	1	10.0
I recommend to school administration to repair tattered books and replace lost books.	0	0.0	1	10.0	0	0.0	6	60.0	3	30.0
I help students to select the materials to read while in the library.	1	10.0	0	0.0	2	20.0	4	40.0	3	30.0

On the statement that "I recommend to the school administration to repair tattered books and replace lost books," 6 (60.0%) librarians, agreed with the statement, 3 (30.0%) librarians strongly agreed with the statement while 1 (10.0%) librarian disagreed with the statement. The study findings show that majority of the librarians (90.0%) usually recommend to school administration to repair tattered books and replace lost books. Further, 4 (40.0%) Librarians agreed with the statement that "I help students to select the materials to read while in the library," 3 (30.0%) Librarians strongly agreed with the statement while 2 (20.0%) librarians were undecided on the statement. It can therefore be

concluded that one of the roles of the school librarians is to help students in selecting relevant materials for studies in the library.

Observation results further established other related tasks that librarians performed that were not captured in the questionnaire for instance, serialization and cataloguing of new books, ensuring that shelves and reading tables were neatly arranged, arrangement of books on shelves, assisting students in lending out and receiving books and also general cleanliness and order in the library. The other tasks performed were: repair of tattered book covers and binding of new texts was done in L8.

4.7.2 Roles of English H.O.S

Nine HOS identified various roles they played in helping Form Three students use the library for reading. H1 said that he exposed students to various writing tasks after reading various books (particularly storybooks) in the library. Some of the writing skills practised was summary writing. Moreover, he referred students to read a variety of journals and newspapers and also encouraged them to generally borrow and read books from the library. H2 taught them on how to use the library especially in Form One, apart from giving them a chance to read any material / book of their choice in the library. Furthermore, he occasionally referred them to read a specific article in a given newspaper then make a review. H3 gave them assignments that required them to use the library for instance reading a storybook then make a summary.

Alternatively, students were asked to make an oral presentation of any story they read about while in the library. H4 asked students to read a book and summarize it as well as

reading a newspaper and give a review. Students were also required to give a presentation of a story book they read while in the library. He also encouraged them to read newspapers. H5 asked the students to conduct research on specific topics then make presentations in class. He also referred students to read specific texts depending on their strengths and weakness in English the language.

Moreover, H6 asked students to read specific texts depending on their strengths and weakness in the English language. Apart from asking them to read a book and summarize it, they also encouraged students to read newspapers and storybooks in the library. H7 gave students assignments that required research in the library and also encouraged them to read newspapers and storybooks in the library. However much as teachers seemed to do a lot in encouraging Form Three students to read for leisure, students' responses conveyed contrary information. They noted that their teachers asked them to read but they never provided the much needed " non – examinable " literature in libraries.

Furthermore, some of them did not allow their students to "waste time" in leisure reading. It was noted in L6 that their teachers did snatch any non – examinable texts from them. Some of the comments were;

> *"They ask us to read these no-examinable texts but they don't provide them...in fact there is none in the library..."(R17 in L5).*
>
> *"Our teacher snatches the newspapers away from us because for her it is a waste of time...she says we should revise for our exams first..." (R29 in L6)*
>
> *"My teacher does nothing for us at all instead he is keen to find a student who*

is not revising for exams then punish ...”(R31 in L4).

4.8 Discussion of Findings

This study established that the school library can be used to develop a reading culture among Form Three students. How students use the library depends on various factors some of which are: the types and relevance of reading materials available, provision of a library lesson in the school timetable, the number of hours for usage of the library, their perception of the library, a qualified librarian who understands their role and who knows the reading interests of the library users and also teachers who encourage and motivate learners to use the library for reading not necessarily for examination purposes. To put this into perspective, this study will discuss them in two categories namely; based on objectives of the study and secondly based on the theoretical and conceptual framework.

4.8.1 Discussion based on Objectives

The first objective of this study was to establish the types and relevance of reading materials available in the school library. Findings of this study revealed that most school libraries were stocked with books and materials only meant for examination preparation, for instance course books and revision pamphlets. There was very little that was meant for reading for pleasure. It was surprising that in five libraries there was only one copy of each of the three dailies that was meant for use by both the teaching and non- teaching staff and also all students irrespective of the student population.

In fact, majority of the schools used in the study had a minimum of five hundred students and at least thirty teachers and non-teaching staff meaning that it was difficult for students to actually read them for enjoyment or pleasure. In fact, these newspapers were

missing in some libraries. Book donations from other countries and also those published locally were also stocked in school libraries but were not being read because their content was irrelevant to Form Three learners. These books did not meet their curricular needs. Moreover, there were very many old syllabus books in all libraries. In some of them, these books were kept on the shelves while in small libraries specifically two of them, (L7 and L9), they had been packed in carton boxes to create space on the shelves for current books.

Observation results indicated that these books were not being borrowed or generally used by Form Three students proven by the fact that most of them were dust- laden. From document analysis, the study confirmed that none of these books had been borrowed as indicated in the students' Issue Book. This was found to concur with World Bank, (2008) which noted that in most African countries, one of the basic library problems is to do with the stock that exists in the libraries. Notably, the stock is generally old and often irrelevant to current curricular and student and teacher interests. It further notes that more often than not, there is virtually no appropriate stock available at all. This research found out that much of the stock in the libraries was very old and drew very little interest in reading among Form Three students.

Moreover, most Francophone and Anglophone countries Kenya included, complain about the prevalence of donated second-hand books in secondary school libraries and "while these donations are welcomed in principle, they are often not centred to the national curricular and often are not attractive as reading books " (World Bank, 2008, p. 77). This

research also established that Form Three students do not read these big volumes because they would not identify with some of the animal characters used in the stories for instance reindeers, bears and seals and also stories about gods and goddesses most of which are alien to them. Nabuyanda (2011) observed that in Zambia, most students avoided reading books donated by organisations like The Canadian Book Aid International and Lions Club because they found them boring and beyond their level of comprehension. Most of these books she noted, were often stored in cupboards because they were not used and indeed "were not good to promote an interest in reading in students" (p.59).

Moreover, she adds that most book donations are often unsuitable for children's reading interests because they lack local content. Similarly, Kargo (2008) established that in Zambia, majority of reading materials in school libraries was foreign and was sometimes unsuitable for the needs of society. This study therefore also established that the old syllabus books and book donations were not good to promote an interest in reading by students. Furthermore, the course syllabus for Form Three dictates that an integrated approach of both language (grammar, oral skills, cloze test, functional skills and comprehension) and literature (set book analysis, poetry and oral literature) should be used and not how these book donations presented them, that is, having separate texts for grammar, vocabulary, writing, fiction, literature among others for different classes.

Findings of the study further concurred with Anyanwu *et al.*(2013) who observed that most students hardly make use of libraries because they were not stocked with relevant information sources but with out-dated and irrelevant materials. The research conducted

in Nigeria recommends that for effective promotion of a reading culture among students, school libraries should be stocked with relevant and current books. Parry (2004) and Nabuyanda (2011) observe that one of the factors which affect promotion of a reading culture is limited and poor accessibility to libraries compounded by the fact that most libraries do not have adequate library materials and poor infrastructure. Tella and Akande (2007) observed that in Botswana, most primary school children did not engage in reading on a regular basis because most libraries had inadequate library materials.

This study established that non- examinable texts were quite inadequate in all the libraries hence they did not read for leisure. Aina *et al*. (2011) note that many schools do not have libraries and where they exist, the stock is grossly insufficient to play the expected role. It was also established that most students did not also find time to read non- examinable textbooks since they had to do assignments for various subjects everyday apart from revising for R.A.Ts, weekly quizzes and Mid and End- term examinations. School libraries were not also opened at night or over the weekends when students could find some time for leisure reading.

Consequently, findings of this study also concur with Amuka (2012) who notes that the biggest culprit in the falling reading standards is the emerging exam oriented culture. He observed that since the 1980s, there has been a notion that one reads to pass exams and that students are now like robots under instructions to do the bidding of their owners (parents and teachers) and that students do not read even set books, instead, they rely on study guides because they know that they are shortcuts to comfort and reading is not a

shortcut. It is therefore evident that Kenya's education system is skewed against recreational reading. He further says that the government should invest more in library services if it is interested in improving reading habits among young people. Many curriculum consultants within and outside Kenya have agreed that the system has encouraged "reading for exams" rather than reading for knowledge and information. Moreover, the Form Four set book structure in English advances this approach.

Nabuyanda (2011) observes that an education system where one mainly reads for exams is an obstacle to a reading culture. Uwa (2007) also notes that reading to pass exams, tests and continuous assessment tests are students' topmost reading objectives and purposes in most libraries. Similarly, Anyanwu *et al.* (2013) note that in Nigeria, children just like Kenyan students no longer read in spite of the importance of reading as a culture; they only read when they have an examination to write, outside that, reading has no meaning to them. Furthermore, students hardly borrow school texts for personal reading because in most libraries, there are strict penalties passed on those who damage or lose the books.

In all the libraries used in the study, students who lost or damaged school books had to buy new ones for replacement or paid cash for the same. This was the case even when the lost book was shared among desk mates. This made students wary of borrowing books because of the prevalence of peer group theft of school textbooks in most schools. Concerning book losses, Nabuyanda (2011) indicates that most students do not consider borrowing books or other materials as an option for fear of losing books and being fined. Kutto (2005) observed that in most libraries, students avoid borrowing books for fear of

losing them.

This study also found out that most libraries lacked attractive reading texts to arouse students' interest in reading. Otike (2012) notes that to inculcate a culture of reading, priority should be given to children by providing materials that attract their interest. He further adds that libraries are flooded with irrelevant and out-dated materials that do not appeal to readers and that if libraries are to promote reading for pleasure, the materials therein must be relevant, informative and interesting to read. Concerning book donations, Otike observes that foreign donations mostly from the West are not suitable in Africa while those of local publishers mostly comprise of titles that have failed to sell resulting from change of the curriculum.

Rather than destroy the materials, many publishers opt to donate them to schools. According to the Education Watch Magazine (2005), there is need for a uniform book policy for educational institutions to have them retain only what is relevant to the needs of the users. It further says that schools receive publications as book donations mainly from outside countries but they all remain irrelevant and only eats up the much needed space in the libraries.

Krashen (2009) adds that to develop a reading habit, students need access to books that they like, on topics in which they are interested and to books that reflect their lives and themselves. Aina *et al.* (2011) in their research observed that to boost a culture of reading among students, they should be provided with a varied collection of enjoyable and information- rich books. They further note that availability and accessibility of

instructional and pleasurable books stimulate development of reading and attainment of permanent literacy.

The second objective of this study was to establish the perception of Form Three learners towards the use of the school library. The findings of this study indicate that majority of the students like their school library because they can access books and revision pamphlets that help them prepare for exams, conduct research on various topics, complete assignments given to them by their teachers and make notes for various subjects. However, some of the students did not like reading from the library because they found books issued in class adequate for them to use for revision and research.

In addition to this, some opted to study in class because they could easily discuss difficult topics with their desk mates. These points to the fact that most school libraries are mostly stocked with examinable literature and there is very little for leisure reading. Teachers also pointed out that students viewed the libraries as sanctuaries that enabled them access reading texts meant to make them succeed academically. Quite notable also was that most students did not like the large number of old syllabus books and book donations that were filling up their libraries. Instead, they suggested that more current books should be acquired by schools. Teachers, librarians and students also suggested that leisure reading texts of varied types like story books, comic books and magazines should be stocked in school libraries. It is also important that schools bought adequate number of newspapers every day so that students could easily access them in the libraries.

Findings also show that students should be encouraged to read non examinable materials rather than limit them to read for exams only. Schroeder (2010) observes that middle school students (adolescents/teens) along with a variety of books that meet their needs should be given opportunities to read magazines, newspapers and comic books in their free time because to create a culture of reading, she says, these different formats will need to be available in areas of interest. Nabuyanda (2011) adds that lack of interesting books to read is a big hindrance to the promotion of the culture of reading.

IFLA / UNESCO School Library Guidelines report of 2002 emphasizes on the provision of not only books attached to the teaching process, but also, to free reading materials as well as popular novels, magazines, posters, computer games and the Internet because they help in holistic development of an interest in reading among students regardless of whether they are in school or at home. This study suggests that librarians and teachers should also be more friendly to students and particularly encourage them to use the library for leisure reading. It further suggests that quality and varied materials should be stocked in school libraries so as to encourage learners to do a lot of reading for pleasure so as to develop a reading culture.

The third objective of this study was to investigate how students make use of the reading materials provided in the school library. The findings indicate that Form Three students use the materials to write up assignments given to them by their teachers and to revise or prepare for examinations. In very few cases were students able to find time to skim through a newspaper. The study also found that most learners would rather read any book

or material that would enable them pass exams but not non ‑ examinable materials which they considered a waste of time. Glogowsky (2008) noted that the Kenyan education system is exam oriented and could explain the reason why most students do not find any time for leisure reading.

This study established that most students assumed that any material that was not a course book or a literature set book was not examinable hence it was pointless reading it. Another emerging issue on this is the fact that there were no library periods in the Form Three school timetable in all the schools used in the study. Form Ones had two lessons per week while Form Twos had one. The only time Form Three students could use the library was when a teacher was not in class or during a lesson for a subject they did not take (elective subjects). Igwe (2011) and Kolawale (2009) emphasize that one of the strategies for improving reading culture among students is by provision of a library period in the school timetable.

Ogunrombi and Gboyega (1995) and Anyanwu *et al.* (2013) observed that one of the factors that inhibit development of reading culture among secondary school students is failure to provide library periods in school timetables. These findings concurred with the World Bank report of 2008 which reported that in Kenya, the use of the library is often restricted for use for reading when a teacher is not in class. Consequently, it may be argued that the Kenyan education system does not prioritize reading for pleasure or general knowledge acquisition but it does aim at passing examinations. Nalusiba (2010) noted that in Ugandan schools just like in Kenya, resource allocation is concentrated on

text books without balancing the needs for non ‑ textbook reading materials.

In addition to this, she observed that reading has been connected with passing exams as a way of accomplishing academic success. This view did not inspire pupils to read during their leisure time since they associated reading with textbooks and attending school. Despite the important role of leisure reading, research indicate that most education systems encourage pupils or students to read only for the purpose of passing examinations and once they write them, they stop reading (IFLA, 2000; Nabuyanda, 2011).

The last objective of the study was to find out the roles of librarians and the English Head of Subject in promoting a reading culture among Form Three students. Abeyrathna (2004) observes that a school librarian plays a significant role in supplementing the work of teachers in class. He adds that they have a unique specialist role in supporting students' learning and their development into effective and independent learners and readers. This study found out that librarians in various schools played significant roles by recommending new titles, displaying reading materials and books well for easy access by students, encouraging students to read non ‑ examinable texts and also helping students in selecting materials to read. This was found to relate closely to observations made by Nabuyanda (2011) who recommends that to improve reading by students, the school librarian should assist students during their search for reading materials.

All librarians also ensured libraries were clean, well arranged and that silence was

maintained throughout the day. Shannon (2003) noted that librarians should encourage students to select and read relevant books to create a culture of reading. They also did cataloguing, serialization of books, labelling of shelves and kept library records. Nabuyanda (2011) notes that all library materials should be accessioned, classified and catalogued so that they are accounted for and properly shelved for easy accessibility by users.

All librarians were qualified and therefore possessed the knowledge and skills to support students' learning and their development into effective and independent readers. One threat however in trying to woo Form Three students into reading for leisure was that most libraries lacked appealing varieties. Therefore, despite the efforts made by librarians, there was little that bore fruit. Few students particularly in one school (L2) however, noted that their librarian was always too harsh on them when they tried to borrow books from the library. Nalusiba (2010) observes that if librarians wanted pupils to read and knew about their socio-economic and ethnic composition, they had to give pupils attractive and appropriate reading materials and a comfortable atmosphere from that of a classroom. She further notes that pupils (and students) need to be encouraged to read by arousing in them interest in books so that they turn them into a book-minded young generation ready to receive and evaluate the information they come across.

H.O.S for English equally played significant roles of nurturing an interest in reading among Form Three students. They used various strategies such as; giving students research – based tasks that required them to do extensive reading in the library, asking

students to read a story book then summarise it or write a review of a given newspaper article. Aina et. al (2011) indicate that teachers should encourage maximum usage of the library and its resources by giving pupils/ students assignments or projects that necessitate frequent visits to the library. Such tasks, they say, must be practical and may entail reading a novel and summarising it or using library resources to solve an environmental problem. Moreover, they encouraged students to read newspapers and magazines to build on their vocabulary. However, most non -examinable texts were missing or were inadequate in the libraries and therefore leisure reading in a nutshell was not done by students.

Findings also indicate that teachers did not follow up the said assignments by supervision or even marking the given tasks to ascertain whether students did them correctly or not. This was found to be one of the major shortcomings in the whole process. Regarding this trend, teachers admitted that they hardly found time for this important exercise because they had several lessons to teach, set, administer and mark various exams and also do other administrative duties. Consequently, this study assumed that students especially the lazy ones may not have done these assignments since in any case, they were busy with other academic duties and tasks particularly those that were regularly checked and marked by teachers.

4.8.2 Discussion based on Theoretical and Conceptual Framework

Findings of this study were found to reflect some aspects of Vygotsky's Socio-cultural Model of Reading. Vygotsky says that all knowledge is socially and culturally constructed and what and how a student learns depends on the opportunity the teacher or

parent provides. This study found that Form Three students liked using the library to prepare for examinations and do assignments for various subjects. There was no reading for pleasure being done therefore it may be argued that this arises from; lack of attractive storybooks, magazines, comic books and newspapers that arouse interest in the learners, no library lessons stipulated on the timetable and the exam-oriented syllabus that limited reading for pleasure. Vygotsky notes that learners need support (scaffolding) in form of encouragement, motivation and provision of varied reading materials by the teachers and librarians.

In this study, teachers of English (H.O.S) and librarians encouraged learners to use the library but books and attractive reading materials meant for pleasure reading was missing in the libraries. In fact, learners were significantly motivated to read for examinations and not for leisure. Findings indicate that development of a reading culture among Form Three students depended on various factors namely; variety of attractive reading materials, relevant reading materials, appropriate usage of the library, adequate time to use the library for leisure reading, a good perception of the school library and motivation and encouragement by both teachers and librarians. The study established that students had limited time to use the library and also had various reading challenges like vocalization. It also established that students' efforts in reading were not reinforced through prizes or praises.

4.9 Chapter Summary

This chapter has dealt with data presentation, analysis, interpretation and discussion. In particular, it looked at the introduction, demographic description of respondents in terms

of gender, work experience and professional qualifications of librarians, the types and relevance of reading materials available in the school libraries, students' perception towards the use of school libraries, how students make use of reading materials provided in the library and the roles of librarians and the English H.O.S in promoting a reading culture among Form Three learners. The chapter also dealt with the discussion of findings based on the objectives and also the theoretical and conceptual framework and finally the chapter summary. The next chapter will give the summary of findings, conclusion and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into four major sections, namely the summary of findings, conclusion, recommendations and suggestions for further studies. These divisions were informed by the purpose of the study and the findings. This section presents the summary of the research process starting with purpose, statement of the problem, objectives, literature review, methodology, data analysis and interpretation. The chapter also contains the conclusion and recommendations of the study.

The purpose of the study was to investigate the use of the school library in the development of a reading culture among secondary school students in Nandi Central Sub– County, Kenya. The visibility of the problem is that there is a poor reading culture among adults in Kenya yet there is evidence that children love to read books and that the impact of school libraries appears strongest in primary and lower levels of secondary school and weakest at the upper levels. The following objectives were used to address the intention of the purpose:

   i. To establish the types and relevance of reading materials available in the school library.

   ii. To establish the perception of Form Three students towards the use of the school library.

   iii. To investigate how students make use of the reading materials provided in the school library.

iv. To find out the roles of librarians and the Heads of Subject (H.O.S) for English in promoting a reading culture among Form Three students.

The study also reviewed literature on school library and its effects on a reading culture. The study adopted descriptive survey design and collected data from 289 students, 10 librarians and 9 Heads of Subject (English) teachers using questionnaires, an interview schedule, an observation checklist and document analysis. The collected data was analysed using descriptive statistics and presented in figures, tables and thematic descriptions.

5.2 Summary of Findings

The first objective of this study was to establish the types and relevance of reading materials available in the school library. The study findings indicated that majority of the students cited that their school libraries had mostly, new syllabus course books, revision books, storybooks (old set books), old syllabus course books, newspapers and books on donations by foreign countries and also local publishers and universities.

The donated books were of various levels (referred to as grades) and covered subjects like Algebra 1 and 2, Geometry, Art and design, Mathematics, Literature, Vocabulary, Fiction, Grammar and Writing. It was found that some students hardly borrowed school texts for personal reading because in most libraries, there are strict penalties passed on those who damage or lose the books. This makes students wary of borrowing books because of the prevalence of peer group theft of school textbooks. The study also established that students concentrated on reading books meant to equip them with knowledge to pass their exams. Moreover, students use the library to do their assignments

for different subjects and also conduct research especially when preparing for Science and Engineering Fair competitions. Furthermore, the researcher observed that much of the reading done by students in the school library is exam ‑ oriented.

Most students go to the library to revise for their exams other than to read for leisure. Books and materials in the libraries were mostly relevant for academic work only, although, old syllabus books that were no longer in use still filled up the spaces in the libraries meaning that library weeding was not done. In addition to this, the content of the old syllabus course books that were stocked in the libraries and also the books on donations was irrelevant for use by students for either academic related work or leisure reading. Concerning the use of old set books as leisure reading texts, this study established that students did not like them because they believed that they needed time to read texts that would be tested in their examinations rather than those that would not. Therefore, some of the factors that hindered students from reading for leisure were: the tight schedule dictated by the exam ‑ oriented syllabus, inadequate or lack of attractive leisure reading texts, limited time for usage of the library and lack of specific library lessons in the school time table.

The second objective was to establish students' perception towards the use of school libraries. The study findings showed that majority of the students (59.9%) from secondary schools were of the idea that they often go to the library to read. This implies that students have developed some level of a culture of reading from the library with an aim of improving their academic achievements. Furthermore, majority of the students

(62.9%) in public secondary schools in Nandi Central Sub – County only borrow books from their libraries but end up reading in their classrooms. Some, however do not read or even borrow books in the library because they already had adequate supplies in their classes while some did not borrow at all because in some of the libraries, there were strict penalties passed on those who damaged or lost the books.

Moreover, the study findings showed that majority of the students (62.9%) were in disagreement with the statement implying that majority of the students either visit their libraries to borrow or read books. It was established that students viewed school libraries as resource centres for their academic needs. The students also had a good perception of their libraries because they were not limited on particular topics to read on. Furthermore, they often went to the library when an exam was approaching or when they had assignments to work on. This study therefore notes that Form Three students in public secondary schools in Nandi Central Sub-county had a good perception of their school libraries. However, this was inclined to the academic and not the re-creative role of the library

The third objective of the study was to investigate how students make use of reading materials provided in the school libraries. The study findings showed that majority of secondary school students (90.6%) believed that materials and books which are found in their schools' libraries were meant to assist them in revising for their examinations. However, majority of the students (75.0%) cited that most of the time students do not go to the library to read for leisure but they either went to read for examinations or to do

assignments. It further emerged that majority of the students (75.1%) in Nandi Central Sub-County believe that materials and books found in their libraries were meant to assist them in doing their assignments.

Similarly, majority of the students (72.0%) were of the view that materials and books in the library do not enable them to develop an interest in reading for leisure. This implies that majority of the students do not specifically read for leisure but with a purpose of doing assignments and passing examinations. Furthermore, majority of the students (68.2 %) were not of the idea that materials found in their libraries assist them most especially in preparation for examinations and assignments.

It was further established that most students also go to the library to complete assignments given to them by their teachers. Research based tasks like preparation for Science and Engineering Fair projects and symposia was also done in the library. Furthermore, it was established that teachers gave assignments that required research and much reading in the school library making students to visit the libraries to search for information.

The fourth objective was to find out the roles of librarians and the H.O.S for English in promoting a reading culture among Form Three students. The study findings showed that majority of the librarians (80.0%) in public secondary schools recommended new titles to be acquired by the school administration while ordering for new supplies. Further, majority of the librarians (70.0%) ensured that all reading materials in the library are well

displayed for easy access by students. Moreover, majority of the librarians encouraged students to read texts that were not necessarily meant for examination purposes.

Majority of the librarians (90.0%) usually recommended to school administration to repair tattered books and to replace those that got lost. It was established that one of the roles of the school librarians was to help students in selecting relevant materials for studies in the library. The English H.O.S also performed various duties some of which were: encouraging students to use the library for reading by giving them assignments that required them to research in the library either as individuals or in groups, asking them to list vocabularies they came across while reading in the library or make a written summary of a book they read in the library or make an oral presentation of the same in class.

Furthermore, teachers also asked students to read on particular topic(s) in a given book or narrate to them stories they had read themselves. Majority of them also asked students to read magazines and newspapers to build on their language. However, all the teachers confirmed that did not supervise the work they gave students therefore they may not have ascertained whether students did the work they were given or not.

5.3 Conclusion

Based on the findings presented and discussed in chapter four, the following conclusions are made:

i. School libraries mostly have new syllabus course books, revision books, storybooks (old set books), old syllabus course books, newspapers and several books donated by other countries and some local publishers and universities. New story books were not

bought because old set books were strongly believed they could be used to develop an interest in reading for leisure among Form Three Students. The number of newspapers in school libraries was limited while leisure reading materials like magazines, journals and comic books were missing in all school libraries. Old syllabus course books and books on donation were irrelevant in terms of content for use by both teachers and students. They only served to fill up the much needed spaces in libraries. Hence in most libraries, they were either packed in large carton boxes or left on shelves where students could freely access. On the contrary, the new syllabus course books that were enclosed within particular sections of the library. Therefore, most of the materials in the libraries do not arouse Form Three students' interest in reading for leisure meaning that much of stock available was academic oriented.

ii. Students in secondary schools have a good perception of their school libraries because they viewed them as resource centres that equipped them with knowledge necessary for academic achievements. Students had developed some level of culture of reading in the library but strictly for academic purposes.

iii. Students use books and materials in libraries to make notes, do assignments and conduct research for various projects.

iv. The major work of librarians in secondary schools was to recommend new titles to be acquired by the school administration while ordering for new supplies, encouraging students to read texts that are not necessarily meant for examination purposes and also helping them in selection of relevant materials for studies in the library. Heads of Subject for English gave students assignments that required wide research in the library and also encouraged them to read from the library. However, students were

encouraged to read for exams only because there were very few materials to be read for leisure.

5.4 Recommendations of the Study

Based on the findings of this study, the following recommendations have been made to help improve school libraries and find ways for the cultivation of reading interests among secondary school students:

i. There is need education planners and policy makers to revise the current syllabus that has been termed exam-oriented so that students can find more time to do leisure reading and finally develop a reading culture.

ii. Schools need to allocate funds in the yearly budgets to fully equip libraries with reading materials like newspapers, journals, comic books, storybooks and magazines. These should be made available in large quantities to motivate students to read for leisure. If this is done, these quality reading materials will encourage students to develop an interest in reading for pleasure hence develop a reading culture.

iii. Schools should come up with a clear programme that ensures that libraries remain open for use by students during their free time especially at night and over the weekends.

iv. Librarians in all schools need to regularly carry out library weeding to ensure that they remove in circulation all books and materials that are no longer useful to library users.

v. Librarians and teachers (H.O.S) should come up with ways that encourage students to use the school library for leisure reading and not view them as sanctuaries for academic achievements only. They should be encouraged to balance between reading

for academic performance and reading for leisure.

vi. The Ministry of Education and schools should come up with a clear cut policy that stipulates the inclusion of library lessons in the Form Three class timetables. This should be monitored by Deputy Principals who are actually in charge of curriculum implementation in schools.

5.5 Suggestions for Further Research

There are important issues that this study was unable to address due to its scope. In view of this, the following studies are recommended for further research:

i. A study on the extent to which reading aloud to students leads to a reading culture should be conducted.

ii. A study on the extent to which the family and economic background of students can inhibit promotion of reading culture should be done.

iii. A study on the school library programmes employed in promoting free voluntary reading of secondary school students in Kenyan schools should be conducted.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Lydiah J. Ng'ososey

Moi University,

P.O BOX 3900-30100,

Eldoret.

TO WHOM IT MAY CONCERN

Dear Sir/ Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a postgraduate student at Moi University pursuing a Master of Philosophy degree in Curriculum Instruction and Educational media in the School of Education. My research topic is "The Use of the School Library in the Development of a Reading Culture among Secondary School Students in Nandi Central Sub-county-Kenya." It is my hope that the findings of this study will contribute towards development of a culture of reading among students and adults in Kenya.

Kindly allow me to carry out the research in your school. Thanks in advance.

Yours Faithfully,

Lydiah Ng'ososey.

APPENDIX B QUESTIONNAIRE FOR LIBRARIANS

The information to be obtained in this questionnaire is meant for academic purposes only and shall be treated with utmost confidentiality. Kindly, fill in your responses in the spaces provided. It has two sections namely A and B and will take you approximately 20 minutes to respond to all the questions asked. Kindly do not indicate your name anywhere in this questionnaire. Thank you.

Section A: Bio data

Please tick appropriately inside the brackets.

1. What is your gender?

Male [   ]   Female [   ]

2. How many years have you been serving as a librarian in this school?

0-5   [   ]

6-10   [   ]

11-15   [   ]

Over 15 years   [   ]

3. What is your qualification as regards training?

Untrained   [   ]   --------------------------------------

Certificate   [   ]   Specify _____

Diploma   [   ]   Specify _____

Higher diploma   [   ]   Specify _____

Degree   [   ]   Specify _____

4. Indicate the number of years you have been in your current institution.

0-1 years   [   ]

1-3 years   [   ]

4-6 years   [   ]

Over 6 years   [   ]

SECTION B

The researcher is also interested in knowing your opinion regarding the use of the library by Form Three students and your role in developing and nurturing a reading culture in them. There are no wrong or correct answers. Please read the items given below and indicate to what extent you agree or disagree with each of the statements. If you strongly agree write '5' in the space provided. If you strongly disagree, write '1'. All responses will be treated with utmost confidentiality. Kindly be as honest as possible. Thank you for your cooperation. Indicate your level of agreement/disagreement on the following roles of a librarian *1- Strongly disagree   2-Disagree   3-Not sure   4-Agree 5-Strongly agree*

Statement	SD	D	UD	A	SA
I often recommend new titles and materials to be acquired by the school administration					
I always ensure all reading materials are well displayed for easy access by students					
By virtue of my position, I always encourage students to read texts that are not necessarily meant for examination purposes					
I recommend to school administration to repair tattered books and replace lost books					
I help students to select the materials to read while in the library					

APPENDIX C: QUESTIONNAIRE FOR STUDENTS

The researcher wishes to solicit your responses regarding the use of the library to develop a reading culture among secondary school students. The information is purely meant for academic purposes and shall be treated with utmost confidentiality. Please fill in your responses in the spaces provided. Be as honest as possible. Do not indicate your name on any part of this questionnaire.

Section A: Background information

Please tick appropriately inside the brackets.

1. What is your gender?

Male   [   ]   Female   [   ]

2. How long have you been in this school?

3 years   [   ]

2 years   [   ]

1 year   [   ]

Less than one year [   ]

SECTION B:

This section contains a total of 19 questions. **Kindly fill in your responses in the spaces provided after each question.**

1. Which kind or types of books are available in your school library?

2. Which of the books or materials do you like reading while in the library?

3. What determines the choice of materials you read while in the library?

4. Do you have specific library lessons in your school?

No……………

Yes…………..

If no go to 6

If yes go to 5

5. How often do you utilize these lessons?

6. Which times do you use the school library if you do?

7. Are non- examinable materials adequate for all students?

8. What do you like most about your school library?

9. Do you enjoy reading materials provided in the library? Explain your answer

10. Are materials in your school library adequate for all students? Explain your answer.

Students' Perception towards the use of school libraries

11. Indicate your level of agreement/disagreement on your perception towards the use of

the school library *1- Strongly disagree   2-Disagree   3-Not sure   4-Agree*

5-Strongly agree

Statement	SD	D	UD	A	SA
I go to the library to read very often					
I only go to the library to borrow a book (s) then read in Class					
I only go to the library to borrow a book (s) then read in dormitory					
I do not borrow or read books in the library					
I enjoy reading in the library because I can access various books and pamphlets that help me revise for my exams.					
I prefer reading in class than in the library because I can discuss difficult topics with my desk mate.					
I do not like or reading books in the library since I can use the course books issued in class to complete assignments and revise for exams.					
I like reading materials in the library because I can access reading materials I want from the librarian's desk or the shelves.					

12.How many times per week do you read outside class not just for examination purposes?

13. Which kind of materials do you read during such times (11 above)?

14. How many non- examinable texts like story books and magazines or newspapers do you read per week?

Use of Reading Materials in School Libraries

15. Please indicate your level of agreement/disagreement on how you use reading materials in your school library.
1- Strongly disagree   2-Disagree   3-Not sure   4-Agree   5-Strongly agree

Statement	SD	D	UD	A	SA
Materials and books in the library enable me revise for my exams					
Materials and books in the library enable me read for leisure					
Materials and books in the library enable me to do assignments given by the teachers					
Materials and books in the library enable me to develop an interest in reading for leisure					
Materials and books in the library do not assist me in any way					

16. In your opinion, how does the librarian help you use the school library?

17.   How does your teacher encourage you to read non examinable texts like magazine and newspapers?

18. In your opinion what are the ways of improving your school library?

APPENDIX D: STRUCTURED INTERVIEW FOR ENGLISH HEADS OF

SUBJECT

1. How many library lessons do Form Three learners have per week?

2. What strategies do you use in helping learners use the library for reading?

3. What would you say is your students' perceptions towards the use of the library?

4. Suggest ways of improving students' reading interests?

5. In your opinion, what do you think are the causes of poor reading habits among students?

6. Suggest ways of enhancing students' reading habits.

7. In your opinion, what is the relevance of the reading materials available in the school library?

APPENDIX E: OBSERVATION SCHEDULE CHECKLIST

Resources for reading	Explanation
i. Newspapers	
ii. Magazines	
iii. Course books	
iv. English story books	
v. Wall map	
vi. Reading space	
vii. Inventory book	
viii. Reading tables and seats	
ix. Issue book	
x. Library cards	
xi. Book shelves	
xii. Ventilation and lighting system	
xiii. Furniture	
xiv. Computer system and internet services	
xv. Status of books in terms of; • Edition • Date of purchase • Rate of turnover • General outlook	

APPENDIX F: INTERVIEW SCHEDULE TRANSCRIPT

Library lessons per week
Thenumber of library lessons per week was found to be two in libraries 1, 4, 5 and 7. However L2, L3, L6, L8 and L9 had only one lesson.

	Number of library lessons per week
H1	Two
H2	One
H3	One
H4	Two
H5	Two
H6	One
H7	Two
H8	One
H9	One

Strategies of helping learners use the library for reading
During the interviews the HOS identified various strategies their schools had adopted to help learners use the library for reading.

H1 exposed students to various writing skills which they practiced after reading various books (storybooks) in the library. They also referred students to read a variety of journals and newspapers and encouraged them to generally borrow and read books from the library.

H2 taught students on how to use the library and gave them a chance to read any material /book of their choice in the library. Further, he referred them to read specific articles in a given newspaper then make a review.

H3 gave assignments that required students to use the library for instance reading a storybook and summarizing it, asking students to give an oral presentation of what story they read on their own while in the library and encouraging students to read newspapers in the library.

H4 asked students to read a book and summarize it or read a newspaper and make a review. Students were also required to give a presentation of a story book they read while in the library and also asked them to read particular texts depending on their strengths and weaknesses in the English language.

H5 asked the students to conduct research on specific topics then make presentations in a class. Further more, he referred students to read specific texts depending on their strengths and weaknesses in the English language.

H6 asked students to read a book and summarize it and also encouraged students to read newspapers and storybooks in the library. She also asked them to read particular texts depending on their strengths and weaknesses in the English language.

H7 gave students assignments that required research in the library and encouraged them to read newspapers and storybooks in the library

Student's perceptions towards the use of the library
 Interview results showed that HOS views on students' perceptions towards the use of the library were varied.

H1 perceived that Form Three students enjoyed using the library because they were not limited to particular topics to read on. They also got a wide range of reading materials for academic work..

H2 viewed the library as a resource centre where they got a wide range of reading materials for their academic needs.

H3 observed that students liked their school library because they found the place very quiet with ample reading space hence they could easily concentrate especially while doing assignments and revising for exams.

H4 said that students liked to use the library particularly to meet their academic needs like revising for examinations and completing assignments since they could access books and materials that could only be used within the library (reference only).

H5 noted that students loved to read from the library because of the silence hence there was little distraction especially when revising for examinations and doing assignments.

H6 noted that students liked the library because they could read for leisure and in particular the newspapers especially when they did not have a lot of assignments to work on.

H7 noted that the library gave students an opportunity to do independent research especially for science projects in second term. They were also not limited on the choice of topics or books/materials to read.

H8 observed that students could read for leisure/relaxation in the library because of the story books and newspapers that were available.

H9 said that students viewed the libraries as sanctuaries that helped them meet their academic needs like thorough preparation for examinations like termly or weekly quizzes and R.A.Ts

Ways of enhancing students' reading habits

Results indicated thatH1 noted that training of students on good reading skills should be done from Form One.

H2-Need for improved service delivery in libraries and provision of many library lessons.

H3- provision of a variety of an-examinable materials for example newspapers.

H4-provision of appropriate stock in libraries and library reading to be done. Moreover old set books should not be used as leisure reading texts.

H5 observed that relevant teaching materials like storybooks should be purchased since previously used set books drew little interest among Form Three Students. The library should also be opened for more hours.

H6 noted that students needed to be encouraged/helped to develop good reading skills and habits by avoiding vices like lip-reading and vocalization that limited them especially during individual reading in the library.

H8 and H9 noted that a variety of topical books in the library as well as giving students questions that required research in the library was necessary. The number of library lessons should also be increased.

Causes of poor reading habits among students

Results indicate that H1 noted that there was limited number of library lessons in the timetable.

H2 observed lack of appropriate reading skills among students hence they did not fully utilize the library and materials available meaningfully.

H3noted inadequate reading materials in the library and also lack of current reading books/materials. Old books discouraged learners from using the library.

H4 noted lack of training where students were not taught various reading skills hence most students did have challenges like lip- reading and vocalization that limited their reading competence and finally discouraged them from extensive and leisure reading.

H5 identified limited stock particularly stock meant for leisure reading in most school libraries as a major setback. This was also compounded by the fact that most schools opted to buy course books and avoid "non-examinable" reading materials like magazines and newspapers.

H6 observed that there were no library lessons in most schools then again, the stock in most libraries was generally old to draw interest among learners and to encourage development of appropriate reading skills among students and finally a reading culture.

H7 said that there was limited stock in most libraries and the notion that they should read for exams only. Hence most students hardly developed appropriate reading skills because they had nothing much to read especially for leisure.

H8 identified lack of or limited library lessons in most schools as a major cause.

H9 cited the non- appealing variety of texts that discouraged students from reading in most school libraries.

Ways of improving students' reading culture

H1 said that students should be encouraged to use the library for leisure reading.

H2 noted that leisure reading materials like magazines, comic books and newspapers should be stocked in libraries.

H3 mentioned that the number of lessons of library lessons in the Form Three timetable should be increased.

H4 observed that students should be encouraged to read widely on their own apart from doing class work.

H5 identified provision of leisure reading materials and also new storybooks.

H6 noted that students should be helped to develop good reading skills.

H7 advocated for increase in the number of library lessons and extension of the number of hours for usage of the school library.

H8 said that a variety of leisure reading texts should be made available in libraries.

 H9 noted that students should be encouraged to read and in this case, attractive texts should be stocked in libraries.

APPENDIX G: RESEARCH   PERMIT

PAGE 2

PAGE 3
Research Permit No. NCST/RCD/14/012/1275
Date of issue   13ᵗʰ September, 2012
Fee received   KSH. 1,000

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Lydia Jelagat Ng'oscey
of (Address) Moi University
P.O.Box 3900-30100, Eldoret.
has been permitted to conduct research in

Location
Nandi Central District
Rift Valley Province

on the topic: The use of school library in the
development of a reading culture among secondary
school students in Nandi Central District, Kenya

Applicant's
Signature

Secretary
National Council for
Science & Technology

for a period ending: 30ᵗʰ November, 2013.

APPENDIXH: RESEARCH AUTHORIZATION LETTER

MINISTRY OF EDUCATION

Telephone:Kapsabet (053)-5-2084

Fax: 05352084

E-mail: deonandi central@yahoo.com

REPUBLIC OF KENYA

District Education Officer
Nandi Central District
P. O. Box 36,
KAPSABET.

When replying please quote
Ref. NCD/80/VOL III/52

12/03/2013

All Principals
Secondary schools
NANDI CENTRAL

**RE: RESEARCH AUTHORIZATION-NGOSOSEY LYDIAH
JELAGAT.EDU/PCCM/1042/10.**

This is to confirm that the named person has been granted permission to carry out her MPhil research project on the use of school library in the Development of a Reading Culture among secondary school students in Nandi Central District.

Please accord her any necessary assistance.

JAMES K.MONGO,
For: DISTRICT EDUCATION OFFICER,
NANDI CENTRAL DISTRICT

JKM/mcs

APPENDIX I: AREA OF STUDY MAP