

NAT

**THE ROLE OF LEARNING RESOURCE CENTRES IN KNOWLEDGE
GENERATION IN PUBLIC PRIMARY TEACHERS TRAINING COLLEGES
IN KENYA: A CASE STUDY OF TAMBACH TEACHERS
TRAINING COLLEGE.**

BY **MOI UNIVERSITY**
LIBRARY

THE MARGARET THATCHER
MOI UNIVERSITY
LIBRARY

30 JUL 2012

KIPKENEI SIMON KIPSEMON

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF
PHILOSOPHY IN EDUCATIONAL MANAGEMENT AND POLICY STUDIES**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
POLICY STUDIES**

MOI UNIVERSITY

This book is donated to
MOI UNIVERSITY
by
MOI UNIVERSITY

JULY, 2012



CNT03160DK L2688-60001

ABSTRACT

The purpose of this study was to investigate the role of learning resource centers in knowledge generation in public primary teachers training colleges in Kenya. It was specifically to establish the adequacy and relevance of materials in learning resource centers, the qualifications and experiences of LRC staff, challenges of using learning and teaching resources and the attitudes of the LRC users towards the use of LRC in PPTTCs in Kenya. The study utilized the theory by McColvin (1978) "the demand book theory" adopted by Jones, (2010). The study was carried out in Tambach Teachers Training College, Keiyo district, Rift Valley province of Kenya. This was a case study design and the target population was 1121. Purposive and stratified random sampling techniques were used to sample the respondents. The sample population was 300 students, 20 tutors, and 15 members of non-teaching staff excluding librarians, 5 librarians, the college principal, deputy principal, Dean of curriculum and Dean of students. Data was collected using questionnaires, interview schedule, an observation checklist and analyzed using descriptive and in particular percentages, measures of central tendency and standard deviation. SPSS was used to generate the outcome of the questionnaires. The study revealed that there were inadequate relevant materials in the LRC such as course books used in both college classes and teaching practice in various departments, syllabuses, catalogues, computers, educational journals and other publications. This was attributed to poor planning of replenishment of LRC materials (low budgetary allocation to LRC) and the fact that tutors were not involved in sourcing of LRC materials. The study also revealed that there was inadequate time for students to use the LRC, and that the LRC rules were not user friendly. It was revealed that students did not have positive attitude towards the use of LRC. In light of the above findings, the researcher recommends that materials in the LRC be increased and be updated. The LRC rules be reviewed to make them more user friendly. The College routine activities and programmes should also be reviewed to create time for students to use the LRC. The study will enhance the effective use of the learning resource centre at Tambach Teachers Training College and possibly all the TTCs in Kenya.