The Role of Kenya National Library Services in Supporting Universal Primary Education in Eldoret Municipality.

By
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A Thesis Submitted to the School of Information Sciences in Partial Fulfillment of the Requirement for the Degree of Master of Philosophy in Information Sciences (Library and Information Studies)

Moi University, Eldoret.
November, 2008
Declaration

Declaration by the Candidate

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

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Declaration by the Supervisors

This thesis has been submitted for examination with our approval as the University Supervisors.

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Abstract

Education has emerged pivotal in helping to reduce poverty by equipping people with skills necessary to increase productivity and tackle the millennium development goals (MDGs). Consequently, the achievement of Universal Primary Education (UPE) is ranked second among other MDGs. The Kenyan government in response to this call introduced Free Primary Education (FPE) in January 2003. This resulted in drastic increases in primary school enrollment in public primary schools. However, this introduced new challenges in that, school libraries are not able to fully meet information needs of both teachers and pupils. It is, therefore, expected that the Kenya National Library Service (KNLS), being a stakeholder in the education sector should come in to support UPE. It is however not clear to what extent the KNLS supports UPE thus the need for this research.

The purpose of this study was to determine the extent to which the KNLS Eldoret branch supports the achievement of UPE in Eldoret municipality. The study sought to: (i) identify the types of information materials available in the library and the services offered by the library (ii) establish measures being undertaken by KNLS Eldoret branch towards the achievement of universal primary education in the municipality (iii) evaluate the support given by the library towards the achievement of universal primary education (iv) find out constraints faced by the library in its contribution towards the achievement of universal primary education (v) to suggest possible strategies that the library could use to enhance the achievement of universal primary education in the municipality.

The study was based on the Ranganathan Laws of Library Science. The study was a survey research whose study population comprised of representatives from public and private municipal primary schools. Other stakeholders including the Municipal Education Officer (MEO), Municipal Quality and Standards Assurance Officer (MQSAO) and KNLS Eldoret branch librarian were used as key informants for the study. Probability sampling method was used where stratified random sampling technique was used to draw samples from both the public and private primary schools within the Municipality. The study sample therefore comprised 29 representatives of public primary schools, 25 representatives of private primary schools and the three key informants making it a total of 57 respondents. The study adopted survey research method where Interviews and administration of questionnaires were used as techniques of data collection. Qualitative and quantitative techniques were used to present, analyze and interpret the data.

The findings showed that KNLS played an insignificant role in supporting UPE. There was no cooperation between the municipal education office, primary schools and the KNLS branch library, the materials in the library though useful were not relevant to the current syllabus and were outdated, and the library was faced by a number of challenges that needed to be addressed.

The study concluded that the branch library should play a more significant role in the support of UPE. The study recommended the formation of a learning resources development committee within the municipality to address the challenges facing the library so that the library could maximize its support to UPE in the municipality.
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<th>Description</th>
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<tr>
<td>CBL</td>
<td>Community Based Library</td>
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<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
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<tr>
<td>CD-ROMs</td>
<td>Compact Disks Read Only Memory</td>
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<tr>
<td>DDC</td>
<td>Dewey Decimal Classification Scheme</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>KNLS</td>
<td>Kenya National Library Services</td>
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<td>LATF</td>
<td>Local Authority Transfer Fund</td>
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<td>LASDAP</td>
<td>Local Authority Service Delivery Action Plan</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MEO</td>
<td>Municipal Education Officer</td>
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<tr>
<td>MQSAO</td>
<td>Municipal Quality and Standards Assurance Officer</td>
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<tr>
<td>NCEOP</td>
<td>National Committee on Education Objectives and Policy</td>
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<tr>
<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<tr>
<td>PRSPS</td>
<td>Poverty Reduction Strategy Papers</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organizations</td>
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Acknowledgement

Several people contributed in one way or another towards my postgraduate studies at Moi University. My sincere appreciation goes to postgraduate lecturers at Moi University, School of Information Sciences for their guidance throughout the study period. My special thanks go to Dr. Andrew Chege and Dr. Barnabas Githiora for their guidance and invaluable suggestions that ensured successful completion of the research project.

I, also, thank the Municipal Education Office for accepting to participate in the study and, more so, for introducing me to heads of municipal primary schools. My thanks also go to the KNLS branch librarian and all municipal primary head teachers for providing the much-needed data.

My indebtedness also goes to my colleagues Mr. H. Shikuku and W. Barasa. Their aspirations made my life more comfortable during my study sessions.

Last, but not least, I am grateful to my parents and members of my family for their untold support and encouragement. I am especially thankful to my husband and children for their excellent support and patience throughout my study period.
Dedication

To my husband S.K. Yego and sons Ivan and Ian.
CHAPTER ONE: INTRODUCTION

1.1 Background Information

The turn of the millennium saw a renewed commitment by countries and governments worldwide to the development of sub-Saharan Africa, with specific emphasis on poverty reduction. According to Makotsi (2005), this commitment was outlined in the Millennium Development Goals (MDGs), namely eradication of poverty and hunger, achievement of Universal Primary Education (UPE), promotion of gender equality and empowerment of women, reduction of child mortality, improvement of maternal health services, combating HIV/AIDS, Malaria and other diseases, management of the environment, and development of global partnership for development by 2015.

The New Partnership for Africa’s Development (NEPAD) further translated these goals into region-specific objectives among them, to place African countries on a path of sustainable growth and development, and to halt the marginalization of Africa in the globalization process and enhance its beneficial integration into the global economy. In the quest to achieve the MDGs and the NEPAD objectives, Sub-Saharan African countries have launched national Poverty Reduction Strategy Papers (PRSPs). These provide a macroeconomic, structural and social framework to promote broad-based growth and reduce poverty. Education is fundamental to progress in all these areas.
1.1.1 Formal Education

Education has emerged pivotal in helping reduce poverty by equipping people with skills necessary to increase productivity and tackle the millennium development goals. In PRSPs education has been highlighted as a prerequisite for the development of human capital and hence critical for economic growth and poverty reduction. This conviction has led policymakers and educationists in African countries to continue to seek ways of improving the provision of education in the region. Attention to educational reform in Africa has received equal attention from Northern donors and agencies. The World Bank, for example, asserts that education must not only meet the growing demands for workers to acquire new skills but also support the continued expansion of knowledge. Education must be relevant, of high quality, and ideally continuous. A vital part of this continuous education is access to appropriate information - in print or electronic form - to help ensure that people’s skills are frequently updated to keep abreast of new demands.

1.1.2 Pre-Independence Education in Kenya

Missionaries introduced reading to spread Christianity and taught practical subjects such as carpentry and gardening, and thus, laid the foundation of modern education in Kenya.

According to “East African Living Encyclopedia”, these early educational activities began around the mid 1800s along the coast. Expansion inland did not occur until the country’s hinterland was opened up by construction of the Uganda railroad at the end of the 19th Century. By 1910, thirty-five mission schools had been founded. In 1902, a school for European children was opened. A similar school for children of Asian workers opened in 1910. According to Makundi (2004), A British government-sponsored study of education in East Africa, known as the “Frazer Report of 1909” proposed that separate educational
systems should be maintained for Europeans, Asian, and Africans. A system for native Swahili speakers and Arabs was later added. The education followed a four-system pattern until independence.

The European education was a replica of schools in England and students were prepared for professional and higher career jobs. The Asian education was meant to produce commercial and professional workers. However, Africans were trained for manual, industrial and clerical jobs. The objective and the curriculum were to enhance the Africans’ suitability, as laborers and craftsmen on the white settlers’ farms.

Disgruntled with the colonial denial of good education, Africans started their own independent schools. According to Mukundi (2004), these schools were funded through what is referred to as the “Harambee Spirit.”, that is “let us pull together.” There, the schools’ emphasis was on instilling the spirit of nationalism among Africans, as well as education, economic, and political development. When Kenya acquired independence in 1963, the new government’s priority was expansion of education

1.1.3 Post-Independence Education in Kenya

The development of education, to fight ignorance and enhance economic growth, was one of the major priorities the Government of Kenya (GoK) had immediately after independence in 1963. Since then, the education sector has been subjected to more than ten reviews by state funded special commissions and working parties. Abagi and Olweya (1999) identifies the following major reforms: The 1964 Ominde Commission; the 1976 Gachathi Report; the 1981 Presidential Working Party on the Establishment of the Second Public University; the Presidential Working Party on Education and Manpower Training for the Next Decade and
Beyond; and the 1998 Master Plan on Education and Training Task Force. These reviews indicate the extent to which the government and other stakeholders have gone in search for a policy framework and laying strategies to make education serve the nation and meet the country’s development needs.

The years after independence from Britain brought with them great hope for Kenyans. Africans had suffered discrimination economically, politically, socially, and academically during colonial rule, and it was time to live a life free of all these. Education was one of the areas where a lot of changes had to be made since colonial education was along racial lines, with Africans getting the least advantage in the system.

According to Kivuva (2000), in 1964, the *Ominde Commission* was set up to make the changes in the educational system. This commission was mainly concerned with national identity and unity. The Ominde Commission, whose focus was secondary education, saw the need to reform the education system so that it could become a way of changing people’s attitudes and a means of establishing social equality. Secondary education was seen as a gateway to training the highly skilled staff that Kenya needed.

Education was viewed as a productive investment, not only to the individual but also to the society as a whole. The Ominde Commission influenced the decisions that were made in the education sector for the following several years, especially the view of education as an instrument for development. The organization of education, therefore, was closely linked to the management of human resources and the labor market.

This view of education, which was influenced by the human capital theory, led to the growth of enrollment, especially in secondary schools. It was a growth that continued to be experienced even in the 1980s.
Under the self-government (that is, after Independence), different changes were made to the education system. The structure was changed and the 7-4-2-3-system was adopted – seven years of primary, four years of lower secondary, two years of upper secondary, and three years of university.

Sifuna and Otiende (1992), reports that in 1975, the National Committee on Educational Objectives and Policy (NCEOP) was formed and was concerned with the issue of unemployment. Eighty percent of primary school dropouts were jobless at that time. The committee’s task was to review the achievements of the educational objectives after more than a decade since independence.

This led to the Gachathi report of 1976, which emphasized the provision of free primary education. The report also noted that there was a need to integrate secondary education with the non-formal sector in order to take care of school dropouts. This called for the need to introduce more technical subjects in secondary schools. The last grade in higher secondary education (Form 6) was to be a major recruiting stage, since Kenya’s only university could absorb only a few students.

In 1981, a Presidential Working Party on the Second University was commissioned to look at both the possibilities of setting up a second university in Kenya and of reforming the entire education system. Sifuna and Otiende (1992), notes that the committee recommended that the 7-4-2-3 System be changed to an 8-4-4 system (eight years in primary, four years in secondary, and four years in university education).

Makori (2005) notes that, the 8-4-4 System was launched in January 1985 and emphasized vocational subjects. It was assumed that this new structure would enable school dropouts at all levels to be either self-employed or to get employment in the non-formal sector.
Today’s schooling in Kenya consists of eight years of primary school, four years of secondary school, and at least four years of university education. Primary grades commonly called “standards” gives instructions in language, mathematics, history, geography, science, arts and crafts and religions. Secondary grades, called “forms”, emphasize academic subjects especially science and vocational subjects at the upper secondary level. The academic year runs from January though December. The language of instruction is English throughout the school system, though in some areas, instruction is provided in indigenous languages in the first three grades. In addition to government schools, there are a number of private schools.

The Government of Kenya introduced FPE in January 2003. This was a move by the government to meet the MDGs on the achievement of UPE by the year 2015.

1.1.4 Universal Primary Education

UPE is an MDG that seeks to ensure that, by 2015, all children everywhere, will be able to complete a full course of primary school.

According to the “planning bulletin” (2005), UPE forms a crucial part of MDGs which represents a consolidation of the outcome of several international conferences held during the 1990s, and later refined and agreed upon as a follow up to the millennium summit held in September 2000. Webster (2000) looks at UPE as meaning everyone in a population having a full primary school education. However, he is quick to note that UPE as a concept is a chameleon, taking on expanded meanings as more is understood about the nature of the problem. It is seen, examined and explained by different people from various disciplines using different perspectives for different reasons. He continues to say that the UPE goal post continues to shift and change as the concept of UPE is redefined and as one set of
strategies lead to new problems. The way UPE has been defined has also influenced the way its status and progress has been measured and the choice of strategies adopted to pursue the goal. From a goal of simply increasing numbers in the 1950's, the targets have since expanded to include enrolment ratios, efficiency measures and more recently, learning outcomes. Old-style UPE was mostly concerned with access - getting enough places for the children to enter. According to Webster (2000), New-style UPE might however, fittingly be renamed, universal primary access and achievement (UPAA), since the new emphasis is not on entry but completion, not on mere numbers of children in class but on their achievement. This study adopts the new style which looks at UPE in terms of more children being able to begin and complete primary education and more so perform very well in their end of primary education examination.

Odhiambo (2004), asserts that universal primary education is one of the quantified development targets agreed at the UN General Assembly in the year 2000. All member nations signed the UN declaration as a show of commitment to the goals arrived at. Kenya being a contracting party to this declaration has contextualized these goals in to the national development agenda.

**Aim and Objectives of UPE**

The aim of UPE is to ensure that by 2015, children everywhere, will be able to complete a full course of primary school. Its objectives as outlined in the planning bulletin (2005) are given below:

- To ensure that there is an increase in the net enrollment ratio in primary education;
- To reduce gender parity in primary school enrollment;
To increase the retention rates thus ensure that those pupils that enroll in standard one are able to complete their primary education;

To improve the literacy rate of 15-24 year olds.

**Significance of UPE**

As a tool for empowerment and sustainable development, education serves as a door to the overarching goal of poverty reduction. As a basic right, education is an intrinsic good in itself, leading to broadened individual capacities and freedoms. It is associated with a host of positive development outcomes. Nyabundi (2005) believes that the key to our future growth and success as a nation lies in the attainment of high literacy levels and knowledge that is able to sustain our projected growth rate. She continues to say that this can be achieved by keeping our nation informed, educated and literate thus empowered. UPE in particular aims at accessing education to both boys and girls alike. This will break the old traditions that discriminate against girls’ education. This in itself has a felt impact in the development of any given country.

**1.1.5 UPE in Kenya**

Kenya launched the FPE in January 2003. This was perceived by the government as a move towards the achievement of the UPE. “Kenya's Millennium Development Goals (MDG) Progress Report” (2003) indicates that following this new policy, gross enrolments in primary schools have increased from 5.8 million in 2002 to at least 7 million early 2003. In spite of this positive outcome of free primary education, many people have expressed their criticism. Wangalachi (2003) for instance noted that now that education is free, schools have become overcrowded and there are no enough teachers to fulfill all positions needed. Also, children are not getting the right amount of attention needed from their teachers due to
the overcrowding of classrooms

Kenya’s education policy provides for UPE through its new free primary education policy. The policy replaces the cost sharing policy and provides for free and compulsory primary education. In this case it is against the law for any parent to prevent his/her child from accessing primary education for whatever reason.

The report given by Nyong’o (2003) identifies the following measures as supporting the UPE:

- School feeding programmes mainly targeting poverty stricken Arid and Semi Arid Lands (Asals) people, this will ensure that such children do not stay out of school because of hunger;
- Bursary and textbook fund, mainly as a way of exempting poor parents from the cost of learning materials;
- It will also be heavily dependent on the implementation of the children's Act, reaching out to communities and sensitizing them on cultural and other practices that hinder school enrolment and retention;
- Many of these efforts may be supported by enhancing partnership between stakeholders in primary education and provision of an all inclusive education by modifying existing facilities to accommodate children with disabilities as well as training of special education teachers.

According to the report, several reforms in the education sector are underway to enable Kenya achieve the UPE goal fully.
Over the next five years, reforms will focus on strengthening the free primary education policy, governance and management, curriculum review and development, and staffing arrangements.

1.1.6 UPE and Access to Learning and Instructional Materials

For successful achievement of UPE, both teachers and pupils need access to a wide range of learning resources to support the quality of teaching in the classroom. Ideally, school libraries should provide this. However, in many schools that are trying to meet government targets for UPE, there is an acute lack of textbooks, let alone supplementary reading materials.

School library creation has been neglected. The “Education for All Assessment report” (2000), revealed that the majority of schools in sub-Saharan Africa possessed no library. Where some semblance of a school library exists, it is often no more than a few shelves of textbooks without any supplementary reading materials.

The few school libraries thus cannot adequately meet the realization of UPE. It is with this reason that public libraries should come in to supplement the needs of primary schools. Since they operate under the open policy, they are better placed to support the achievement of UPE. KNLS for that matter should use its potential to support universal primary education in this country.

1.1.7 Library Services and Education

As stipulated by UNESCO in its “Manifesto for Public Libraries” (1994), right of access to information is the basic right of an individual in a democratic society. Sharma (1992) asserts
that an active and informed participation of each and every individual and group in the country’s affairs is essential for a real democratic set-up.

Ondiek in KNLS/Carnegie Souvenir Magazine (2000) points out that the fundamental role that libraries play in social economic and national development of a Nation can not be underestimated. After independence, the KANU government manifesto that was launched thereafter purposed to address three critical problems identified as ignorance, poverty and disease.

Following this, institutions and mechanisms that would fight ignorance such as public libraries and adult literacy program became primary interest of the government in the post independence era.

Ondiek continues to say that the enactment of Cap. 225 of the Laws of Kenya in 1965, establishing the KNLS Board was in the interest of eradicating poverty. Therefore, from its inception the government of independent Kenya, had appreciated public libraries as the “Peoples University”.

Kenya has a network of public libraries that endeavors to meet the information needs of her citizens. The network is referred to as Kenya National Library Service which covers almost all the regions of the country.

The development of KNLS branches followed mainly the administrative structure of the government. Consequently, the provincial libraries are as follows:

- Nairobi area library;
• Kisumu library;
• Embu library;
• Nyeri library;
• Kakamega library;
• Nakuru library;
• Mombasa library;
• Garissa library.

On the hand, the district libraries are:

• Eldoret;
• Thika;
• Kisii;
• Kericho;
• Meru;
• Wundanyi;
• Kabarnet.

1.1.8 School Libraries

These are libraries found in primary and secondary schools. For education to thrive and achieve its major goal of socio-economic development, pupils in primary schools and students in secondary schools need to be exposed to a wide range of reading materials. This will enable the pupils develop independence in their studies which will make them be independent citizens who can make informed decisions. The ideal situation is for every
school to have their own library. However, most schools especially in developing countries such as Kenya do not have libraries. This means that both teachers and students do not get access to sufficient information materials and this impact negatively on their educational achievement.

1.1.9 Kenya National Library Service

According to “A Strategic plan for the revitalization of KNLS” (2001), its Board is a statutory body of the Government of Kenya established by an Act of Parliament, Cap. 225 of the Laws of Kenya in April 1965. In accordance with the Act, the KNLS Board’s mandate is to promote, establish, equip, manage, maintain and develop library and Information services in Kenya.

According to “A brief on KNLS” (2000), with an initial book stock of 40000 (25000 of which were inherited from the former East Africa Literature Bureau), KNLS opened its doors to the public in February 1969 in the wooden premises, which until lately had housed the Department of Registration of Persons. The current headquarters building was opened in April 1974.

Currently, the network has a book stock of over 800000 volumes with an annual readership of over one million readers.

The KNLS Board’s vision is to have a knowledge and Information driven society and a sustained reading culture in Kenya. In order to realize its vision, the KNLS endeavors to provide a well co-coordinated efficient, cost effective and adaptive library and information service network in Kenya.

The Board is guided by the motto – ‘Reading is Knowledge’ which illustrates that the library service is intended chiefly to aid education besides providing an opportunity for Kenyan
citizens to spend their leisure in purposeful recreation. The Board therefore, upholds that “of all the human relaxations which are free of guilt, none is as dignified as reading”. KNLS as an organization provides various free library services to the public to supplement formal and informal learning. This is realized through provision of reading materials to adults and children for home reading, reference services, repackaged community information services geared towards enhancing capacity of community organization such as drug abuse, family issues, social issues among others and self reliance. The library also provides services to groups of people with special needs like Braille services to visually impaired persons, HIV/AIDS materials, bulk lending services to prisons, hospice, and services to disadvantaged groups in homes, the aged and book-box services to primary schools.

Aim of KNLS Board

According to “A Brief on Kenya National Library Service” (2001), the aim of KNLS Board is focused towards the promotion of education in the country thus enhancing the socio-economic development of Kenyan citizens.

Objectives of KNLS Board

- To supplement formal education;
- To support non-formal education, that is vocational education;
- To facilitate reading for knowledge, information and research necessary for the development of the nation;
- To encourage reading in relation to people’s jobs and occupations;
- To promote use of books and non-book materials for individual intellectual development;
• To develop reading habits and reading capabilities of both children and adults;
• To facilitate reading for purposeful use of leisure time.

**Functions of the Board**

As outlined in KNLS Act (1965), the modern public library is considered to be an intellectual powerhouse, which strives to fulfill the educational, cultural, occupational and information needs of all. The following are functions of KNLS as outlined in the act:

• To promote, establish, equip, manage, maintain and develop libraries in Kenya as a national library service;
• To plan and co-ordinate library, documentation and related services in Kenya;
• To advise the government; local authorities and other public bodies on all matters relating to library, documentation and related services;
• To provide facilities for the study of, and for training in the principles, procedures and techniques of librarianship and such other related subjects as the Board may from time to time decide;
• To advice the government on library education and training needs for library, documentation and related services;
• To sponsor, arrange or provide facilities for conferences and seminars for discussion of matters in connection with library and related services;
• To carry out and encourage research in the development of library and related services;
• To participate and assist in campaigns for the eradication of illiteracy;
• To stimulate public interest in books and to promote reading for knowledge, information and enjoyment;
• To acquire books produced in and outside Kenya and such other materials and sources of knowledge necessary for a comprehensive national library;

• To publish the national bibliography of Kenya and to provide bibliographical and reference service.

It is, however, worth noting that KNLS has not been successful in the execution of some of these functions. A case in point is the function on research in the development of library and related services, where the KNLS has not done much.

**Services Offered by the KNLS Board**

In order to achieve the stated functions, the KNLS Act (1965), identifies the following as the major services offered by the board:

• Adult lending – This service is offered in all the branches;

• Children library service. This service is available in all the branches;

• Mobile library service. The Board uses trucks to transport books and other reading materials to readers who are situated far away from established libraries. This service is available in and around the following branches: Nairobi, Mombasa, Kisumu, Kakamega, Embu, Nyeri, Eldoret, and Kabarnet;

• Bulk lending to institutions: under this arrangement, institutions can borrow as many as 200 books for a period of one month at a small fee;

• Reference and referral services: KNLS provides standard reference books such as dictionaries, encyclopedias, atlas etc, which are used by readers for quick reference. For materials not available in KNLS network, readers are referred to other libraries for assistance;

• Library advisory service: this service is offered in terms of:
- Attachment within KNLS branches;
- Secondment to any of the KNLS branches;
- Actual organization of library materials in institutions on request;
- Designing, planning and development of library facilities for institutions on request.

1.2 Problem Statement

The purpose of UPE is to ensure that by 2015, children everywhere will be able to complete a full course of primary schooling. In a bid to achieve this purpose, Kenya introduced FPE in the year 2003. Consequently, there has been a drastic increase in the enrollment in public primary schools all over the country. According to Makui and Odira (2005), enrolments in public primary schools increased significantly from 5.9 million in 2002 to 6.9 million in 2003; representing a Gross Enrolment Rate (GRE) of 99%.

As a result of this enrollment, primary schools are facing many challenges chief among them being inadequate information materials. Ideally, school libraries are meant to provide learning and instructional materials to both teachers and pupils. However, due to the ever-increasing number of pupils in these schools, school libraries can no longer meet all the needs of them all. More often than not, the school libraries stock class textbooks omitting the much needed reference and supplementary materials.

The KNLS being a public library is obliged by law to support education at all levels. The mission of public libraries among other issues is to support both individual and self-conducted learning as well as formal education at all levels. Public libraries offer a unique and cost-effective means of providing access to information for all because resources are shared. Makotsi (2005) believes that public libraries being the people’s university can be at
the heart of personal and community development. They are charged with the responsibility of educating and enlightening the citizens of a country and are, therefore, expected to provide the necessary support in information provision. Furthermore, according to “A strategic plan for the revitalization of Kenya National Library Service (2001-2010”) KNLS should work hand-in-hand with the Ministry of Education (MoE) to develop school libraries. It is, however, not clear to what extent KNLS supports UPE. For this reason, therefore, there is need to study this in order to further enhance KNLS support to UPE.

1.3 Aim of the Study

This study aims to determine the extent to which the KNLS Eldoret branch supports the achievement of UPE in Eldoret municipality.

1.4 Objectives of the Study

1. To identify the types of information materials available in the library and the services offered by the library.

2. To establish measures being undertaken by KNLS Eldoret branch towards the achievement of universal primary education in the municipality.

3. To evaluate the support given by the library towards the achievement of universal primary education.

4. To find out constraints faced by the library in its contribution towards the achievement of universal primary education.

5. To suggest possible strategies that the library could use to enhance the achievement of universal primary education in the municipality.
1.5 Research Questions

(i) Which information materials are available and the services that are offered by the branch library? Are these materials and services relevant to the needs of primary schools?

(ii) Does the branch library play any role in the struggle to achieve universal primary education in Eldoret municipality? If yes what kind of a role is it?

(iii) To what extent has the branch library supported the achievement of UPE in Eldoret municipality? Has it consciously put efforts to respond to the need to achieve UPE?

(iv) Does the library participate in programmes geared towards the promotion of a reading culture within the municipality?

(v) What challenges does the library face in its support towards the achievement of universal primary education in the municipality?

(vi) How can these challenges be addressed in order to enhance the support of the library to the achievement of UPE?

1.6 Assumptions of the Study

This study assumes the following facts:

- That primary schools within the region being studied experience major shortages in both the teaching and reading materials;

- That the branch library has relevant materials and offer services that support primary education needs within the region;

- That the library is not in a position to meet the needs of all the primary schools within the region because of the size and quality of its collection.
1.7 Scope of the Study

The study focused on the contribution of KNLS Eldoret branch library in the move towards the achievement of UPE in Eldoret municipality. The study, therefore, looked at the primary schools within the municipality – both public and private primary schools. Eldoret municipality was chosen since the researcher resides from here and UPE is being implemented.

1.8 Limitation of the Study

UPE is a rather new concept. Literature related to this topic is, therefore, limited since not much has been written on it. A thorough literature review necessary in any scientific research proved difficult to achieve.

To overcome the above limitation, much of the literature was obtained from the Internet since it had considerable amount of information.

Also, the researcher ensured that any other literature that was deemed relevant for the research was reviewed.

1.9 Significance of the Study

The researcher felt that the Study had theoretical, practical as well as policy-formulation significance.

1.9.1 Theoretical Significance

The study established the strengths and weakness of KNLS Eldoret branch library in as far as its support to UPE is concerned. This assisted in the establishment of the extent to which the branch library supports UPE in Eldoret municipality.
1.9.2 Practical Significance

The recommendations made at the end of the study would assist the branch library and the primary schools establish a working relationship in the move towards the achievement of UPE within the municipality.

1.9.3 Policy-formulation Significance

Lastly, it was believed that the study would assist both the Municipal Education Office and the public library to formulate policies, which would go along way in supporting the achievement of UPE.

1.10 Justification of the Study

With the UPE initiative, schools have been faced by many challenges among them being inadequate information materials. School libraries where they exist cannot meet the demands of the ever-increasing users. This calls for other stakeholders in the sector to give their support to UPE if it is going to be achieved by 2015 as is stipulated by the United Nations Assembly.

KNLS being a stakeholder is meant to provide its support by way of providing information materials missing in the schools. It is, however, not clear to what extent KNLS supports UPE. This therefore necessitated the undertaking of this study. The researcher hoped that the recommendations given at the end of the study would enhance KNLS support to UPE.

1.11 Definition of Terms

- Millennium Development Goals

These refer to time-bound targets formulated by the UN Assembly for all signatory nations. These targets are to be met by all member-nations by the year 2015.
• **Universal Primary Education**

This is one of the targets that constitute the Millennium Development Goals through which by 2015 all school-going children must have attained primary education irrespective of their gender.

• **Free Primary Education**

This is a government initiative in Kenya that was launched in 2003 as a response to the need to attain Universal Primary Education. Through it children everywhere are encouraged to enroll in public primary schools and are to go through the primary school free of charge.

• **Reading Culture**

This refers to the reading habits of a particular group of people or a nation. In this study it has been used in reference to reading for knowledge sake in sharp contrast to reading to pass an examination like has been a case to many Kenyan citizens.

• **Picture Books**

This has been used to refer to those books that are specially meant to be used by pre-unit and lower primary school-going children. Instead of its contents presented in the written form its presentation is in picture form.

• **Orange Book**

In the context of this study “orange book” refers to a government publication that has listed the government-approved books to be used in primary schools.

• **Christian Sessions**

In the study this is used to refer to a particular service offered by KNLS where a facilitator is invited to give guidance and counseling to children that visit the library.
especially during holidays. During such sessions the children are also exposed to Christian teachings.

- **Learning and Instructional materials**
  This refers to information materials that support either personalized learning by the pupils and/or teaching by the teachers.

- **General Readership**
  This refers to reading for the purpose of obtaining general knowledge in any other field and not necessarily in the line of subjects taught in a class set up.

- **Book-boxes**
  This is a service aimed at promoting reading and creating interest in books in the rural areas by taking reading materials closer to the readers who are disadvantaged by long distance from established libraries. It involves the transportation of books and other reading materials to primary schools using metal boxes.

- **Learning Resource Centre**
  This is a multi-medium resource viewed as a learning laboratory for critical thinking.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter explains the theoretical framework on which the study is based. It also gives a review of existing literature related to the study.

Review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem being studied. Mugenda and Mugenda (1999) identify the following as being the purpose of literature review:

- To determine what has been done already related to the research problem being studied. This knowledge is important since it will help the researcher avoid unnecessary and unintentional duplication. This will also assist the researcher form the framework within which the research findings are to be interpreted;

- Furthermore, literature review will reveal what strategies, procedures and measuring instruments have been found useful in investigating the problem in question. This information helps one to avoid mistakes that have been made by other researchers and also helps one to benefit from other researchers’ experience. The information may also help to clarify how to use certain procedures, which one may only have learnt in theory;

- Lastly, literature review will suggest other procedures and approaches. This is very useful information because a researcher could try out suggested approaches, especially if they will improve the research study.
2.2 Theoretical Framework

This study is based on Ranganathan’s Five Laws of Library Science. These were proposed and published by S. R. Ranganathan in 1931. S. R. Ranganathan’s early education was of a mathematic background. This systematic way of thinking, he later applied to his work in library science, most notably his work on library classification and administration. According to Kabir (2003), from the middle of the nineteenth century, librarians in the west felt the need and started emphasizing the importance of enhanced services to library patrons. Formulation of the Five Laws of Library Science at long last, provided a solid and lasting foundation in this direction.

Rubin (2004) asserts that the Five Laws of Library Science are some of the most influential concepts in that field. To him, since they were published in 1931, these five laws “have remained a centerpiece of professional values and has continued to provide essential guidelines for librarians with the potential for planning and providing patron services in all types of libraries. Therefore, although this theory is somewhat an old theory it is still applicable in today’s library setup and consequently, capable of addressing this study.

These laws are:

- Books are for use;
- Every reader his or her book;
- Every book its reader;
- Save the time of the reader;
- The library is a growing organism;
• **First law: Books are for use.** According to Ranganathan (1931), this law addresses the issue of accessibility of information materials in the libraries collection. To him, libraries must acquire materials and make them accessible so they can be used. This law gives definition both to the concept of an open-stack library and to a library that is appointed with tools and furnishings that make the books it contains useful. Books are to be taken from locked back rooms and brought out to welcoming rooms with open shelves. Shelves need to be accessible to more than one user at a time. Libraries are to be located in the midst of their communities. Whatever be the library location, hours of operation, type of furniture and the way in which books are kept, it is the library staff that ultimately makes or mars a library. A modern librarian who has faith in this law is happy only when the readers make the shelves constantly empty.

• **Second Law: Every reader his or her book.** Ranganathan (1931), points out that any patron from the library community should have access to the books in the library. Any person has a right to use the collections housed in the library. There are not certain books or collections that some audiences within the population can not access. Collections should be developed that every part of the population will be interested in.

This law reveals the fundamental issue of tension between the cost of materials and the basic right of all persons to have access to the materials they need. This makes acquisitions very important; each acquisition should call to mind a potential user. One must always be mindful that since no one individual can own all the 'books', the libraries must acquire a body of literature or research materials that will benefit each of its readers and researchers. The collection must be appropriate to the library's
mission. Librarians must know the materials, its uses, and how to use it. Reference service gains its legitimacy and its purpose from this law. Clearly, it is the business of librarians to know the reader, to know the books, and to actively help in the finding by every person of his or her book.

- **Third Law: Every book its reader.** According to Ranganathan (1931), this law is about items in the library’s collection, and who uses them. Each book in the library has a member of the community that will find the book useful or interesting. One of the major developments that Ranganathan contributed through this law is the idea that if a book is not being used often it needs exposure to groups of readers who will find it useful.

This law addresses the fundamental issue of open access. Open access means that the collection can be examined with as much freedom as if it was the reader's private library. In addition, when a library user comes to the library, or gains access to the library's services, there are certain materials that will meet his or her needs. It is the librarian's job to ensure that the connection between the user and the materials are made, and that the connection is as speedy and practical as possible.

- **Fourth Law: Save the time of the Reader.** According to Ranganathan (1931), this law makes it clear that if readers find what they are looking for in a timely manner they will be more satisfied, and more likely to feel like their needs have been met. This not only makes library service more efficient, but also makes the reader feel like their search has been an effective one.
This law implies that a Library must examine every aspect of its policies, rules, procedures, and systems with the one simple criterion that saving the time of the reader is vital to the library's mission. Policies must be formulated with the needs of the library's user in mind. For example, hours of operation must be set in order to ensure appropriate and convenient access, and the collection must be arranged in an inviting, clear, and obvious way so as not to waste the time of the users. Saving time of the user means providing efficient, thorough access to materials.

- **Fifth Law: The library is a growing organism.** In Ranganathan (1931), this law looks at the library being dependent on life and change. Without the human and organizational changes that occur, the library would neither function properly, nor meet its purpose.

This fifth law tells us about the vital and lasting characteristic of the library as an institution and enjoins the need for a constant adjustment of our outlook in dealing with it. Libraries grow and change, and will always do so. Collections increase and change, technology changes and budgets change. Change comes along with growth, and in order to be healthy, that change and growth requires flexibility in the management of the collections, in the use of space, in the recruitment, retention and deployment of staff, and the nature of our programs.

**2.2.1 Application of Ranganathan’s Laws to the Study**

KNLS Eldoret branch is charged with the duty of providing information materials to residents of Uasin Gishu district and its environs. To do this, the Ranganathan laws come into play. First and foremost, the library should see to it that the collection in the library is
put to its maximum use. It follows, therefore, that the library staff should ascertain the needs of all its users and the potential users and stock materials that will meet these needs. They should, for example, find out what it is that primary schools in the area require in terms of learning and instructional materials and make sure these materials are availed to them in whatever means.

Secondly, the library should acquire information materials that will meet the needs of each individual user of the library. In this case, the cost of acquisition should not necessarily be the ultimate factor to consider in deciding whether to purchase a material or not. Contrary, each individual should be able to obtain a material that they require in the library. Following this, KNLS should ensure that they have materials that will serve the needs of pupils in pre-unit all the way to college level of education alongside other subject areas that may be deemed relevant for the entire population.

Thirdly, KNLS should promote its collection and services to its users and also the potential users. This will ensure that any material in the library’s collection finds a user. Without promotion of the library services and collection it may be difficult for the users to find the materials that will meet their needs. The third law therefore stresses the need for the library to connect the collection to the users and vice versa.

Furthermore, the library should see to it that they save the readers’ time in terms of accessing and retrieving the information materials. The library should, therefore, have the users in mind as they formulate their rules, regulations and policies. All these should be done in such a way that the work of library users is simplified as much as is possible.
Lastly, the last of these laws depicts the library as a growing organism. True to this is the fact that with passage of time, circumstances surrounding the library changes. For instance, the number of users keeps changing, their needs are also dynamic and there are technological advances that keep changing. Due to this, the library needs to respond to these changes in terms of their collection and services they offer. A case in point is the initiative of UPE, which brought about a drastic change in the number of library users. Along with this, primary school syllabus has kept changing over time and this means that the library needs to reorient their services and collection to address these changes.

2.3 Education

According to the Unesco Public Library Manifesto (1994), freedom, prosperity and the development of society and individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.

Matsuura (2003) looks at education as a fundamental human right. In his talk on education for all, he asserts that the Right to Education is a fundamental human right. It occupies a central place in Human Rights and is essential and indispensable for the exercise of all other human rights and for development. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty, and obtain the means to participate fully in their communities. Individuals can exercise none of the civil, political, economic and social rights unless they have received a certain minimum education.
As described above education is an important element in the life of mankind. As rightly stated, it is a fundamental human right that nobody should be discriminated upon despite his or her social, economic and political background. The researcher, therefore, feels that it is the duty of every nation to ensure that its citizens receive a certain minimum level of education.

2.4 Education in Kenya

The provision of educational opportunities has been a standing objective of the Government of Kenya (GoK) since independence in 1963 for it is considered by different stakeholders in the country as an important vehicle for self-advancement socio-economic and political development. To achieve this, Kenya’s guiding philosophy for education is the concern that every Kenyan has the inalienable right, no matter his or her socio-economic status to basic education.

In the Kenyan context, education should always seek to realize six goals of education stipulated in the “the Education For All Assessment: Country Report (Kenya)” (2000) which include the following:

- Education must foster national unity;
- Education must prepare and equip the youth with knowledge, skills and expertise to enable them to play an effective role in the life of the nation;
- Education must serve the needs of national development;
- Education must provide for the full development of talents and personality;
- Education must promote social justice and morality, social obligations and responsibilities;
- Education must foster positive attitudes and consciousness towards other nations.
Education has, therefore, been seen as a fundamental strategy for human capital development and a crucial vehicle for enhancing the quality of life. Over the last 37 years, the Government, households, communities and the private investors have striven to enhance the development of education in the country.

However, Kenya is now faced with new challenges of meeting greater public demand for quality education and training both as a human right and as an essential investment in the strife to attain the status of a newly industrialized country. These challenges point to the need for the education sector to properly play its role of developing a highly skilled human resource base.

The development of education in Kenya has been marked by various changes and challenges, and so is the impact the sector has had on national development. Over the last 40 years, the education sector has undergone major transformations with more than ten reviews by special commissions and working parties established by the Government as discussed earlier. The reviews have been necessitated by the quest to address the pertinent issues of access, relevance, quality and efficiency of the education system in the country.

2.4.1 System of Education in Kenya

Since 1985, Kenya has followed the 8-4-4 system of education (8 years of primary education, 4 years secondary and at least 4 years university education for a basic degree). According to “Education in Kenya” from Wikipedia Encyclopedia, early childhood education and adult education are also features in this system of education, although not formally presented in the education structure. Under the 8-4-4 system, the objectives of primary schooling include providing learning opportunities which enables pupils to acquire basic knowledge and skills for the world of work in the context of economic and human
resource needs of the nation. Although there has been considerable investment and participation in the 8-4-4 system of education, it has featured prominently in the national political and academic discourse. The debate has centered on its relevance, efficiency, and cost to both the parents and the government.

The 8-4-4 system was created to help those students who are not planning on furthering their education after secondary school. It has helped reduce the drop out rates and help those that leave primary school find employment.

2.5 Primary Education in Kenya

According to Wikipidia Encyclopedia, primary or elementary education consists of the first years of formal, structured education that occurs during childhood. In most countries, it is compulsory for children to receive primary education.

According to the Unesco guidelines on education, countries must prioritize free and compulsory primary education in their quest to achieve education for all. The guidelines depict education as a fundamental right that cannot be forfeited. According to Article 26 of the Universal Declaration of Human Rights, everyone has the right to education. The right to education is unique in that it empowers the individual to exercise other civil, political, economic, social and cultural rights, attaining a life of dignity, while ensuring a brighter future for all, free from want and from fear.

Primary education must be inclusive and accessible to all, in law as well as in fact. No provider of public education may discriminate on the grounds of gender, ethnicity, language, religion, opinion, disability, or social and economic status.

In 1963 the Kenyan government promised free primary education to its people. This promise did not take affect until January 2003.
The major goals of primary education are achieving basic literacy and numeracy amongst all their students, as well as establishing foundations in science, geography, history and other social sciences. In Kenya the core subjects taught are; maths, English, Kiswahili, social studies and science. However, there are other subjects that are taught in some schools and are not examinable. These include: computer studies, creative art, physical education, music and pastoral programme.

2.6 School Libraries

King (1989) observes that the school library becomes a force for educational excellence when it functions as an integral part of the total educational programme. The traditional role of the school library has always been to support the educational work of the school and to supply all the essential resources to fulfill that aim.

Obi (1977) notes that good teaching demands that, students consult many sources of information, select and organize their contents into a usable form for a determined purpose. This ideally means that every school should have a school library.

The learning / instructional materials provided by the school libraries include:

- School text books;
- Teacher’s copies for different subject areas;
- Reference materials to include dictionaries and encyclopedias;
- Periodicals such as newspapers and magazines (practically these are not available in most school libraries).

To support reading habits, school libraries organizes such programmes such as reading competitions, quizzes and puzzles. This could be organized with an individual library of a school or between different schools.


2.7 Learning Resource Center

A learning resource center is a multimedia resource and is the learning laboratory for critical thinking. A variety of media at many levels of comprehension, easy accessibility and a range of services and activities that involve the learner are a major characteristic of a learning and resource center.

The range of services and activities that involve the learner can be as diverse as online database searching, production of audiovisual materials for classroom use, use of internets and intranets among many other activities.

Obi (1977) observes that the major aim of school libraries or learning resource center is to support education by providing supplementary reading materials. She outlines the following as being the functions of school libraries and learning resource centers:

- Promote development of reading skills and encourage long-term learning habits through reading, listening to and viewing a variety of learning materials. Such learning habits form the key to continuous success in school, and to the personal enrichment of leisure time throughout life. A student who learns to read does not automatically become a continuous reader. The habit must be encouraged by the provision of interesting and challenging reading materials both for study and recreation;

- Provide a framework for academic achievement in present schooling and increase students’ chances of success in institutions of higher education or other professional pursuits;

- To train students to study independently by providing a wide range of materials;

- To provide up-to-date resources to keep staff and students abreast of new
developments;

- To help in discovering and developing the special gifts and talents of students.

The role of school libraries and learning resource centers in promoting education can thus be summarized as follows:

- Providing learning and instruction materials;
- Supporting and participating in literacy activities and programmes for all the age groups;
- Creating and maintaining reading habits for children.

From the foregoing discussion, the role of school libraries and learning resource centers in supporting education cannot be over-emphasized. However, in developing countries such as Kenya, most primary schools do not have libraries or learning resource centers. In this case, primary school pupils go through their programme without exposure to information materials and this may negatively affect their studies both in primary and even in higher levels of education. It is for this reason that it is expected that public libraries should come in and fill the gap.

2.8 Public Libraries

“A review of Kenya National Library Service Board Act cap 225” (2005), defines a public library as a library system that is approved wholly or partly from public funds and is responsible for making library and information services freely available to all persons as well as stimulating public interest in books and other library materials so as to increase positive reading culture in the country.

The following key missions that relate to information, literacy, and education should be at the core of public library services:
• Creating and strengthening reading habits in children at an early age;
• Supporting both individual and self conducted education as well as formal education at all levels;
• Providing opportunities for personal creative development;
• Stimulating the imagination and creativity of children and young people.

To achieve these key missions, the public library collection should have information materials in all the subject areas covered in schools that supplement the school textbooks. Additionally, the library should stock books for general readership to help improve the reading habits of school going children.

To promote reading and active use of the library, the library staff should organize for such programmes as book exhibition days, schools’ library visiting days, visits to schools and provision of book-boxes to schools.

Unesco’s manifesto for public libraries however makes it essential for a public library to fulfill the following conditions:

• It should be established under a clear mandate of law;
• It should be maintained ‘wholly from public fund;
• It should not ask for a direct charge for any of its services;
• It should be open for free and equal use by all members of a community.

The second condition responds to the implicit assumption that public library funding must come solely from government to ensure the library's ability to deliver equitable service free of outside influences. Madeleine (1995) however, suggest a different view that “having faced a million dollar cut in service support, and watching my colleagues in Ontario and elsewhere face much more draconic cuts in service support, I am no longer convinced of the
validity of this position'. If a corporate logo on a library card makes it possible for me not to charge borrowers for cards, or if a corporate giant makes it possible to double our activity in the area of literacy, then I am all for it. Vancouver Public Library has a long history of "corporate partnerships" of private sector support (from the insurance and real estate industries and from the engineering profession) and has never compromised, or even been asked to compromise its selection standards or criteria”

The opinion of the researcher in this matter is that, public libraries should not close down their doors and rely on Government funding. They should, however, solicit funding from non-governmental organizations and professional bodies. This is especially so in a country like Kenya where library funding is dwindling every year. The KNLS has, however, benefited from donor funding in the past and the second condition stipulated by the manifesto does not therefore hold.

The third condition on service charging is also debated. Harrison (1995) feels that some charges such as membership charges should be introduced. KNLS, for instance, charges some of its services such as the photocopying services. This is viewed as an income generating activity that helps boost the services of a given library service. The condition of not levying any charges on any service provided may not, therefore, be practical especially in times of economic hardship presently experienced.

The manifesto further explains the nature of public library as follows:

The public library is a practice demonstration of democracy’s faith in universal education as a continuing and life long process in the appreciation of the achievement of humanity in knowledge and culture. It is the principal means by which records of man’s thoughts and ideas and the experience of his creative imagination are made freely available to all. It is
concerned with the refreshment of man’s spirit by the provision of books for relaxation and pleasure, with assistance to the students and with provision of up-to-date technical, scientific and sociological information. From this explanation, the researcher feels the public library is under an obligation to support education and acquisition of knowledge in any given nation. The public library should therefore come out strongly to support education and more so the achievement of universal primary education, especially in a country such as Kenya where the learning resources in schools are not sufficient.

2.9 Community Based Libraries

The Community Based Library (CBL) initiative is a development strategy to establish services at community level in partnership with various stakeholders. The strategy was adopted by the Board following stagnation in the establishment of district libraries as a result of cutbacks in Government funding and withdrawal of donors in the late 1980’s. As a result, the Board adopted a cost sharing strategy through partnership with communities in developing libraries countrywide.

The objectives of the community library initiative are:

- To encourage communities to initiate viable CBL projects in partnership with KNLS Board;
- To accelerate library development for wider access to and free flow of information to communities for their empowerment;
- To provide guidelines and criteria for equitable development of CBL projects throughout the country;
- To entrench community ownership in planning, implementation and management of library projects in partnership with KNLS Board.
“A brief on Kenya National Library Service” (2004), notes that each community is unique and should develop its resource center/community library to meet its own needs within that environment. Community involvement is, therefore, very important in setting up community libraries. The brief identifies the following as being the core functions of a CBL:

- Ensuring access for citizens to all sorts of community information;
- Providing adequate information services to local enterprises, associations and interest groups;
- Facilitating the development of information and computer literacy skills;
- Supporting and participating in literacy activities and programmes for all age groups, and initiating such activities if necessary.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter gives details regarding the methodology used in conducting the study. Pertinent issues discussed include the research method, research design, population, sample and sampling techniques, a description of instruments or tools to collect data, and the techniques to be used in analyzing data.

Blaxter (2001) defines methodology as the approach or paradigm that underpins the research. The most common paradigms are quantitative and qualitative. These terms are often presented as competing alternatives. Mugenda and Mugenda (1999) define a quantitative research as research that includes designs, techniques and measures that produce discreet, numerical or quantifiable data. Some of the research designs, which may be categorized as quantitative research, are experimental designs, causal-comparative research and relational research.

Qualitative research includes designs, techniques and measures that do not produce discrete numerical data. More often the data are in the form of words rather than numbers and those words are often grouped into categories. Examples of qualitative research are evaluation, case studies and observational researches.

This study is an evaluation study and thus qualitative in approach. However, basing on the objectives, it yielded some quantitative data making it a qualitative/quantitative research.

Mugenda and Mugenda (1999) define an evaluation research as the systematic process of collecting and analyzing data in order to make decisions. Evaluation research is, therefore, a process of determining whether the intended results were realized.
The study sought to determine the role of the Eldoret branch library in supporting the achievement of UPE in Eldoret municipality.

### 3.2 Research Design

Blaxter (2001) defines a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted, and constitutes the blueprint for the collection, measurement and analysis of data. A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions. Kombo and Tromp (2006) define it as the scheme, outline or plan that is used to generate answers to research problems. They identify the following types of research designs:

- Descriptive designs;
- Experimental designs;
- Correlational designs;
- Case study designs;
- Cross cultural designs.

Kombo and Tromp suggest that the major purpose of descriptive research is description of the state of affairs, as it exists. However, Kerlinger (1969), points out that descriptive studies are not only restricted to fact-findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. They are more than a collection of data. They involve measurement, classification, analysis, comparison and interpretation of data. Orodho (2003), suggest that this design can be used when collecting
information about peoples’ attitudes, opinions, habits or any of the variety of education or social issues.

This study adopted the descriptive design since it seeks to collect opinions of various stakeholders in the UPE so as to assess the support of KNLS to its achievement. The most appropriate design was therefore found to be the descriptive design.

3.2.1 Research Method

According to Kothari (2004), research methods may be understood as all those methods/techniques that are used for conducting research. Research methods thus refer to the methods the researchers use in performing research operations. This study adopted the survey research method.

According to Van Dalen and Meyer (1966), the purposes of survey research are:

- To collect detailed factual information that describes existing phenomena;
- To identify problems or justify current conditions;
- To make comparisons and evaluation;
- To determine what others are doing with similar problems or situations and benefit from their experiences in making future plans and decisions.

3.3 Study Population

This refers to an entire group of individual events or objects having a common observable characteristic. It is the aggregate of all that conforms to a given specification.

The population for this study consisted of representatives of municipal primary schools and other stakeholders in education to include the MEO, MQSAO and the Eldoret branch librarian who were picked as the key informants for the study. The total number of
registered public primary schools was 42 while the registered private primary schools were 36 in number making them a total number of 78 primary schools.

3.4 Sampling Method

Blaxter (2001) identifies two major sampling methods – Probability and non-probability sampling methods. Probability sampling is where every individual or object in the population of interest has an equal chance of being chosen for the study.

On the other hand non-probability sampling method is used when the researcher lacks a sampling frame for the population in question, or where a probabilistic approach is not judged to be necessary.

For this study, both methods were used. Probability sampling method was used to sample up primary schools in the municipality. Non-probability sampling method was used to pick the key informants.

3.4.1 Sampling Techniques

This implies the techniques used in executing the above-named sampling methods. In order to obtain reliable data, stratified random sampling technique was used to sample up the primary schools. The goal of stratified random sampling is to achieve desired representation from various subgroups in the population. Subjects are selected in such a way that the existing subgroups in the population are more or less reproduced in the sample. In the case of this study, primary schools were grouped in to two major strata:

- Public primary schools;
- Private primary schools.
This stratification was found to be necessary so that the different experiences from these types of schools would be brought out. The researcher felt that the funds provided by the government to public primary schools to support the FPE initiative, would impact the public schools in a different way.

Out of these two groups, schools were randomly picked to obtain a representative sample from each category.

On the other hand purposive sampling was used to pick the MEO, the MQSAO and the branch librarian. Purposive sampling allows a researcher to use cases that have the required information with respect to the objectives of his or her study. Cases or subjects are therefore hand picked because they are informative or they poses the required characteristics.

### 3.4.2 Sampling Procedure

The primary schools were divided into the two categories; a random sample was then done to draw schools that were to be included in the study. In this case each school in each category was assigned a number, for example numbers 1-42 for the public primary schools and 1-36 for the private primary schools. The numbers were then placed in a container and any number picked at random. The schools corresponding to the numbers picked were included in the sample.

### 3.4.3 Sampling Frame

Sampling was based on a list (see Appendix 1) of all primary schools (public and private schools) in the municipality. The registered public primary schools in Eldoret Municipality were 42 while the registered private primary schools were 36 at the time of the study.
3.5 Study Sample

A sample is a smaller representative group obtained from the accessible population. Each member or case in the sample is referred to as a subject. For the purpose of this study, the sample size adopted is as shown in Table 1 (p. 45).

Table 1 - Study Sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Study sample</th>
<th>Percentage inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools</td>
<td>42</td>
<td>29</td>
<td>70%</td>
</tr>
<tr>
<td>Private schools</td>
<td>36</td>
<td>25</td>
<td>70%</td>
</tr>
</tbody>
</table>

The head teacher or the deputy head teacher in each of the schools selected formed the core subjects of the study.

The MEO, MQSAO and the branch librarian were included in the above as key informants.

3.6 Data Collection Methods

These are the methods to be used in data collection. Survey research method comprising of questionnaires, interviews and documentary review was found to be appropriate for the study. Busha and Harter (1980), suggests that survey research methods are used to obtain the following categories of data:

- Information about incidents and developments (data about events in a given period);
- Information about distribution and frequencies (data concerning the possessions or characteristics and each member of a subject group);
- Information about generally known rules and status (data about institutional norms and conditions).
3.7 Data Collection Techniques

This refers to the tools that were used to collect data. For this study, the following techniques were used:

3.7.1 Interview Method

Kothari (2004) defines interviews as a method of collecting data that involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. To him this method can be used through personalized interviews and through telephone interviews. Personal interviews require the interviewer asking questions generally in a face-to-face contact to the other person or persons. The method of collecting information through personal interviews is usually carried out in a structured way. As such the interviews are called structured interviews. Such interviews involve the use of a set of predetermined questions and of highly standardized techniques of recordings. Thus, the interviewer in a structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed.

The structured personal interview method was used to collect data from MEO, MQSAO and the Branch Librarian that is, three respondents. Three interview schedules were thus prepared in advance and were used during the interview as a guide. (See appendices 2,3 and 4)

3.7.1.1 Justification of Structured Personal Interviews

This study required in-depth data and the interview method became handy since probing questions were used enabling more information to be collected.

Furthermore, this method allowed clarification and elaboration of issues at the time of data collection.
Moreover, evaluation studies by nature may require sensitive and personal information. This could easily be extracted from the respondent by honest and personal interaction between the respondent and the interviewer.

Lastly, interviews were more flexible because the interviewer could adapt to the situation and got as much information as was possible.

3.7.2 Administration of Questionnaires

A questionnaire is a list of questions administered to the respondent where he/she is required to respond to. A questionnaire consists of a number of questions printed or typed in a definite order or a form or set of forms. Each item in the questionnaire is developed to address an objective, or research question.

The questions used in the questionnaire could be structured (closed-ended), unstructured (open-ended) or both. For this study the semi structured questions were used.

Questionnaires were used to collect data from head teachers from selected schools or their deputies. (See appendix 5)

3.7.2.1 Justification for Questionnaire

This method was preferred since it allowed enough time for the respondents to give well thought-out answers. The method also reduced bias on the part of the researcher since answers were in the respondents’ own words.

The semi-structured questions in particular were preferred for this study so that the research could benefit from the advantages of both types of questions. In this particular case, the open-ended questions permitted a greater depth of response. On the other hand the closed-ended questions provided the ease of analyzing data since they were in an immediate usable
form. In addition to the above close-ended questions were easier to administer because each item is followed by alternative answer.

3.7.3 Document Review

This technique of data collection also referred to as document analysis, entails going through existing documents, which are likely to give useful information for the study. Among the documents that were analyzed in this case were lists of primary schools, annual reports, government directives and library brochures. These were used to shed light or complement the primary data collected by the two instruments discussed.

3.8 Data Collection Procedures

Prior to the collection day, three interview schedules were prepared for the MEO, MQSAO and Eldoret branch librarian. Likewise, questionnaires were prepared in advance for the head teachers or the deputy head teachers in case of absence of the head teacher in the selected primary schools in the municipality.

Appointments for interviews were made and on the agreed dates and time the interviews were conducted. During the interview session, the researcher took note of the response from the interviewees.

The questionnaires on the other hand were distributed personally by the researcher to the respective schools. After a period of one week, the researcher went back to the schools to collect the filled questionnaires. In cases where the questionnaires had not been filled by the end of the one week, the respondents were given another one week.

Later the researcher reviewed the relevant documents. The researcher tried as much as possible to obtain relevant and reliable data for the study.
3.8.1 Pilot Study

Van Teijlingen and Vanora (2001), defines a pilot study as a small-scale version (s) or trial run (s) done in preparation of the major study. To them, a pilot study can also be the pre-testing or trying out of a particular research instrument.

A pilot study is vital in any given study in that it can give advance warning about where the main research project could fail. It can also indicate instances where research protocols may not be followed or whether the proposed methods or instruments are appropriate or too complicated.

For this study, a pilot study was undertaken for the purpose of testing the research instruments

3.8.1.1 Pre-testing of Research Instruments

A pilot study was undertaken to test the interview schedules and the questionnaire. The purpose of pre-testing the instruments was so as to improve the reliability and validity of the instruments.

The pre-testing was done on four teachers from Hill School Primary, two-post graduate students at Moi University School of Information Sciences and one librarian from Moi University School of Medicine. This exercise was carried out three weeks prior to the data collection day.

A pre-test checklist in the form of a questionnaire was used (see Appendix 6) and the findings described below:

- **Grammar and spell check**: the respondents were asked to identify any grammar and spelling errors. Three respondents identified a word that was wrongly spelt but none identified statements with grammatical errors. The other four respondents did
not identify any errors. The wrongly spelt word was reading culture which read “leading culture” instead. This was in the questionnaire for the head teachers question 7, part iv;

As a result of this identification the word was corrected to read ‘reading culture’ as it should have been.

• **Font-size and spacing**: a question was asked whether the font size and spacing were okay. All the seven respondents felt that the font size and spacing was quite adequate;

• **Clarity of the questions**: the researcher sought to know whether the interview schedules and the questionnaire were clear. All the seven respondents indicated some issues that they felt were not so clear. They also offered some suggestions at some point. For instance, the interview schedule for MQSAO had a question on the implications of UPE -question 5 (a). All the respondents felt it was not clear what kind of implications the question referred to.

  Following this, the researcher added a statement to qualify the statement. The question thus read ‘what are the implications of UPE in as far as availability of information materials is concerned;

• **Sequence of the questions**: The respondents were also asked whether the questions flew in a logical sequence. All the respondents felt that the sequence of all the questions in the questionnaire and interview schedules were okay;

• **Coverage of objectives**: It was the interest of the researcher to know whether all the objectives of the study were covered. All the seven respondents indicated that all the objectives had been well covered;
• **Suggestion for improvement.** All the respondents felt that all the questions needed alignment for aesthetic purposes.

The findings of the pre-test exercise showed that the tools of data collection for the study had some errors that needed to be rectified before going to the field. Consequently modification of the interview schedules and the questionnaire was done following the suggestions offered by the respondents and also the point of view of the researcher. The pre-test exercise was therefore important in as far as the improvement of the quality of the tools of data collection was concerned.

However, the corrections were minimal and thus according to the researcher, the tools were found to be reliable and valid.

### 3.8.2 Permission to Conduct Research

Clearance to conduct this study was obtained from the Ministry of Education Science and Technology as is required by the Kenyan Law and a research permit was obtained (see appendix 7). Permission was sought from the Municipal Education Office to study the municipal primary schools and an introduction letter from this office was obtained.

### 3.9 Ethical Considerations

During the booking of the appointments for the interviews and the time of distributing the questionnaires, the respondents were informed about the aim and objectives of the study and clarifications made where necessary. They were made to understand that the major aim was not to find out their fault but rather to improve the support of the public library to the achievement of UPE. They were therefore made to feel free and assist the researcher realize the objectives of the study.
Appointments for interviews were done in advance and the head teachers / deputy head teachers were given ample time to fill the questionnaires. The respondents were assured of confidentiality of the data / information they provided. All the respondents remained anonymous except when it was deemed necessary to quote some.

Finally citations were made to any information obtained from a given source. This was to ensure that copyright issues were adhered to and to also acknowledge the contributions of the cited authors. By this way, the researcher was able to avoid possibilities of plagiarism.

3.10 Data Presentation, Analysis and Interpretation

Presentation, analysis and interpretation of data were done with the objectives of the study and the research questions in mind. A total of 48 questionnaires administered to head teachers of Eldoret municipal private and public primary schools were filled and returned. These together with the responds from the interviews with the MEO, MQSAO and the branch librarian formed the basis of data presentation, analysis and interpretation.

Being a qualitative\ quantitative research, data was presented in a narrative description, accompanied by figures and tables. Thematic data analysis was done in that:

- The data was organized where field notes from interviews and the questionnaires were edited and cleaned up (collected data was perused and data relevant to the research questions and objectives identified);

- Various categories in the data were then created, and all materials relevant to a certain topic placed together;

- Summary report was developed identifying major themes and associations between them. In this case the relationship between the data was established.
• Direct quotations and figures were then used to present the findings. In this case the frequency with which an idea or description appeared was used to interpret the importance, attention or emphasis.

After analyzing the data, it was interpreted by use of descriptive narrations.
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The aim of the study was to determine the contribution of KNLS Eldoret branch towards the achievement of UPE in Eldoret municipality. Using questionnaires and interviews supplemented by documentary reviews, the researcher sought for relevant information from municipal primary schools head teachers, MEO, MQSAO and KNLS Eldoret branch librarian. A total of 51 persons, comprising of 48 municipal schools’ head teachers, MEO, MQSAO and the branch librarian participated in the study.

The information obtained through completed questionnaires, interviews and documentary reviews provided the basis for data presentation, analysis and interpretation.

4.2 Response

The table below gives a summary of the response from those who participated in the study

Table 2: Response Rate

<table>
<thead>
<tr>
<th>Institution</th>
<th>Sample size</th>
<th>Responses</th>
<th>% Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public primary schools</td>
<td>29</td>
<td>27</td>
<td>93%</td>
</tr>
<tr>
<td>Private primary schools</td>
<td>25</td>
<td>21</td>
<td>84%</td>
</tr>
<tr>
<td>Municipal education office</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>KNLS branch library</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the above table, it can be seen that out of the 29 public primary school head teachers consulted, 27 of them responded. Out of 25 private primary schools head teachers, 21 gave
their response. The three officers interviewed were able to give their time making theirs a response rate of 100% each.

4.3 Background Information on Primary Schooling

All the municipal primary schools studied offer the national education system, which is a 8-4-4-4 system. This means that after elementary schooling, which usually begins at around the age of three years and ends at five years of age, a pupil enrolls in primary education at around six years up to around 13 years. After this, the student enrolls in secondary for four years then proceeds to university education for another four years.

The primary education offers a foundation upon which further education is built. This foundation is viewed as being very important and every Kenyan must attain at least this level of education thus the FPE initiative that was launched in Kenya in the year 2003 which further addresses the MDG on education – the achievement of UPE. The FPE initiative led to the influx of pupils enrolled in primary schools especially the public schools. The MEO said that the average number of pupils per class in public schools is 60 while that of private schools is 35. This demonstrates that with the FPE initiative there are many pupils enrolling in primary schools. According to the MEO this has led to such challenges as overstretched facilities, inadequate learning and instructional materials in schools and lack of enough teachers.

4.4 Availability of Learning and Instructional Resources in Municipal Primary Schools

Different subjects are introduced to the curriculum at different levels in the primary schooling commonly referred to as standards. After every standard, the pupils sit for end of year examination, which enables them to be promoted to the next standard. At standard
eight, they are subjected to a final examination, which leads to the attainment of a Kenya Certificate of Primary Education (KCPE), which marks the end of primary schooling. All the schools studied (both public and private) indicated that the core subjects taught were Maths, English, Kiswahili, Science and Social Studies. Six public schools and 14 private schools indicated that they also taught Creative Art, Music, Pastoral Programme, Computer Studies and Physical Education.

Alongside the subjects taught are the skills taught, clubs and societies that support learning. All the schools studied taught Social, Numeracy and Reading Skills. Other schools also offered Computer skills. In these schools extra-mural groups available were Young Farmers Clubs, Environmental Clubs, Scouting/Girl guide Clubs, Music Clubs and Christian Unions.

On the availability of learning and instructional materials, all schools said they had information materials covering the subjects and skills taught. The available types of these learning / instructional materials were secondary sources of information to include textbooks, reference materials (mainly dictionaries and encyclopedia) and a few books for general readership. However, some schools reported that they had a few primary sources including newspapers and journals.

The MEO explained that with the FPE initiative, the government of Kenya provided funds for the public schools to purchase textbooks. According to the MQSAO, textbooks were no longer a problem in Kenya’s public primary schools. He said in Eldoret municipality it is common for a book to be shared between two or three pupils unlike the past when there were no books completely. The private schools on the other hand purchase the books for their pupils and also ask the parents to buy books for their children especially books on general readership.
Irrespective of the availability of school textbooks, all schools indicated that the materials that could support the available clubs and societies and supplementary books for general reading were inadequate.

Of all the schools studied, only nine public and 14 private schools had libraries. The others had bookstores instead. Other learning resources noted in most of the schools studied were radios and computer labs for the few schools that taught computer studies as a subject.

From the above, it is clear that the type of information materials available in most schools were secondary source in the form of textbooks, a few reference materials (dictionaries and encyclopedias) and supplementary materials. Eight schools also mentioned that they had newspapers and journals in addition to the above.

A question was asked that sought to find out how adequate all these materials were, and the response is summarized in the table below

**Table 3: Adequacy of the Different Types of Information Materials in Public Schools**

<table>
<thead>
<tr>
<th></th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Very adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-books</td>
<td>3 (11%)</td>
<td>20 (74%)</td>
<td>4 (15%)</td>
</tr>
<tr>
<td>Reference materials</td>
<td>15 (56%)</td>
<td>10 (37%)</td>
<td>2 (7%)</td>
</tr>
<tr>
<td>Supplementary materials</td>
<td>20 (74%)</td>
<td>6 (22%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Periodicals</td>
<td>27 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

From Table 3, it can be deduced that textbooks are adequate in most public primary schools. On the other hand, the supplementary and reference materials were rated as inadequate in most schools. This can be attributed to the fact that the funds provided by the government
are meant for the purchase of Kenya Institute of Education (K.I.E) approved books and not any other materials no matter how important they may be.

Table 4: Adequacy of Information Materials in Private Schools

<table>
<thead>
<tr>
<th></th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Very adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-books</td>
<td>5 (24%)</td>
<td>12 (57%)</td>
<td>4 (19%)</td>
</tr>
<tr>
<td>Reference materials</td>
<td>6 (29%)</td>
<td>12 (57%)</td>
<td>3 (14%)</td>
</tr>
<tr>
<td>Supplementary materials</td>
<td>0 (0%)</td>
<td>16 (76%)</td>
<td>5 (24%)</td>
</tr>
<tr>
<td>Periodicals</td>
<td>18 (86%)</td>
<td>0 (0%)</td>
<td>3 (14%)</td>
</tr>
</tbody>
</table>

Like the public primary schools, most private primary schools also have adequate school textbooks. However, Table 4 shows that although private primary schools have adequate reference and supplementary materials, they still lack periodicals, which form a major source of current information.

From the foregoing discussion, it is clear that there is a gap in the availability of learning resources in primary schools. Consequently, other stakeholders in the education sector should come in and fill the gap. Among these stakeholders is the KNLS, which is mandated by the government through the KNLS Act Cap 225 to provide information for all irrespective of their age, gender and education level. The KNLS, therefore, is expected to provide information materials that schools may not be in a position to provide.

4.5 Types of Information Materials Available in the Branch Library

According to the librarian the KNLS Eldoret branch had a book stock of 25,987 books and around 10 titles of periodicals during the time of the study. Out of these 5,524 books
belonged to the junior section and 9,918 the mobile library while the remaining 10,545 was for the adult section.

The above stock comprises all the three types of information materials, that is primary, secondary and tertiary. The primary sources included newspapers and magazines such as *Newsweek, Readers Digest* and the *Columnist* to name but a few.

The secondary sources included textbooks for various subject areas, reference materials (dictionaries and encyclopedias) and books for general readership to include storybooks and picture books in the junior section.

The tertiary sources included information materials such as the national bibliography, accession list for the national archives, their own catalogue and an index for the newspapers. From the above, the majority of the information materials were printed formats. However, the library also had some non-printed documents in form of CD-ROMS, videotapes and audiotapes most of which were accompaniments to the purchased textbooks. Consequently the library had a television set, radio and computers to access information from these documents.

Of these materials the librarian reported that the library had a few teachers’ copies of various subjects though based on the old syllabus. According to him, majority of the materials especially in the junior section are supplementary books in the form of storybooks and picture books. He, however, observed that these supplementary books do not cover all the subject areas since not much has been published on local interests. Furthermore, although the library had the ‘Orange Book’ which shows all the books approved for primary schools, it did not have copies of class text-books and therefore the pupils cannot, for example, use the library to complete their assignments. According to the librarian, the library did not see a
need to duplicate books that are already in schools. The researcher however, felt that the
library would have purchased a few of these textbooks to assist the pupils do their
personalized studies if need be.

Based on the above, the branch library had most of the materials that the primary schools
lacked in their schools. This is in the form of reference and general readership books. This
would go along way to bridge the gap that exists in the schools and in the long run support
the achievement of UPE. However, looking at the numbers of these materials one would say
they are not adequate enough to serve all the primary schools in the region.

Furthermore, it emerged that the schools felt that these materials are outdated and are not
very relevant to the modern syllabus. The librarian agreed with this observation though he
believed that these materials are still used as reference and for their obvious background
information on various subject areas. According to him, therefore, the problem of currency
does not so much affect the usage of the materials. However, most of the head teachers felt
that these library materials are only useful as reference materials though according to them
there is need for KNLS to stock new syllabus reference materials.

4.5.1 Services Offered by KNLS

The KNLS was mandated by the Kenyan government through the KNLS Act Cap 225 to
among other things support education by providing information for all. The Eldoret branch
library for instance was established to supplement both formal and informal education in the
entire Uasin Gishu district and its environs. The mission statement for the junior section in
particular is to provide an efficient library and information service aimed at promoting a
reading culture among the children of Uasin Gishu district and its environs. It follows
therefore that the library exists to support education through the provision of its services.

The services provided include the following:

- Adult and junior lending;
- Inter-library loan;
- Reference and referral service;
- Mobile outreach services to schools – at the time of the study this service had been temporarily stopped due to transport problem;
- Advisory service – during the time of the study the library had a plan of reaching out eight primary schools and three secondary schools after every four months. The advice given range from organization where schools are introduced to such simple skills as the Dewey Decimal Classification Scheme (DDC) to the establishment of a lending system, stock control and repair work;
- Photocopying service;
- Practical / field attachment to students.

Among the service provided there are those that target children and include the following:

- Book-lending;
- Story-telling;
- Children’s competition especially during annual book-weeks organized by KNLS;
- Counseling / Christian sessions – this service had also been stopped by the time the study was undertaken pending the availability of funds that they usually offer to invited guests as token of appreciation;
- Quizzes;
- Puzzles and brain teaser;
• Video / cassette shows;
• Painting, molding and drawing.

The researcher sought to find out whether the schools benefit from the services offered by KNLS. The response from all the schools studied was that as institutions they did not benefit from the services. However, one school pointed out that the book week competitions are beneficial to their school as an institution since it exposes their pupils. Nevertheless, they all agreed that the pupils benefit from the books they borrow and those that they read in the library. This, they said, is especially so during holidays where the pupils are kept busy and in as far as accessing supplementary books which more often than not are not in the schools. All the schools pointed out with a lot of concern that KNLS should resume their mobile library service soonest possible for they felt this was a very important service.

From the interview with the MQSAO, it came out that if KNLS provided all its services, then, it is going to be very beneficial to the primary schools. He also felt that KNLS needs to promote their services to all primary schools for, according to him, not all the schools are aware of these services.

From the foregoing discussion, KNLS needs to provide all services and ensure that they reach out to all its potential users.

4.6 Primary Schools’ Awareness of the Public Library

All the schools studied were aware that there is a public library in town. However 10 schools were not aware of the services offered by the library. On membership of the library, 10 public schools and three private schools said they were corporate members. In the other schools however, pupils were encouraged to be individual members of the library. The librarian said since the library was established in 1978, it has a total number of 8,032
registered users. In the junior section, the registered users were 2,447. The membership of the pupils in the schools studied can be summarized in Tables 5(a) and 5(b).

**Table 5(a): Pupils’ Membership of the Library in Public Schools**

<table>
<thead>
<tr>
<th>Number of registered pupils</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>11</td>
</tr>
<tr>
<td>6-50</td>
<td>6</td>
</tr>
<tr>
<td>51-100</td>
<td>6</td>
</tr>
<tr>
<td>Over 100</td>
<td>4</td>
</tr>
</tbody>
</table>

**Table 5(b): Pupils’ Membership in Private Schools**

<table>
<thead>
<tr>
<th>Number of registered pupils</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>5</td>
</tr>
<tr>
<td>6-50</td>
<td>8</td>
</tr>
<tr>
<td>51-100</td>
<td>3</td>
</tr>
<tr>
<td>Over 100</td>
<td>5</td>
</tr>
</tbody>
</table>

On membership of teachers, only six schools reported that some teachers were registered members of the library.

The view of both the registered pupils and teachers was that KNLS offer them good materials especially on general knowledge most of which were not available in their schools. They, however, felt that the materials are outdated and not very supportive of the new primary school syllabus. Furthermore, since the library did not have copies of class textbooks the pupils felt that the library does not support personalized studies. They also
noted with concern that space was a limiting factor in the use of the library in that most of the times some of them are forced to read from outside or at least use the library materials in turns. One other hindrance of the use of the library was the 20 shillings fee charged per day to be allowed to use the library. It came out that this was a prohibiting factor in that primary school children may not raise this amount. In addition to this the membership recently introduced would discourage the school children from enrolling as members of the library. From the above, it can be deduced that at least there are primary school pupils within the municipality that utilizes library materials irrespective of all the glaring challenges facing the KNLS Eldoret branch.

4.7 Promotion of a Reading Culture

Kenya has been rated as one of the countries with poor reading culture. This is greatly attributed to the nature of education, which is chiefly examination-oriented. This means that pupils and students only read as a preparation towards sitting for an examination and rarely do they read for the sole purpose of knowledge acquisition. Since we are now living in a knowledge-driven society, there is need to create citizens who yearn for information from whatever source to better themselves in whatever fields they are in. It follows, therefore, that all the stakeholders in the education sector should seek for ways that promote a reading culture amongst all citizens. This idea should be given a greater emphasis in primary schools so that as the pupils grow, the reading culture is built in them.

All the primary schools studied reported that they promoted a reading culture by availing storybooks to pupils and encouraging them to read. The head teachers said that they have organized reading classes within their teaching timetables and a teacher is assigned to assist the pupils in these classes.
From the interviews with both the MEO and the MQSAO, it came out clearly that the Municipal Education Office ensured that all the primary schools within the municipality adhered to the requirement of promoting a reading culture amongst the pupils by enforcing the need of having reading classes in the teaching time-tables.

The KNLS, on its part, takes the advantage of book-weeks that are organized annually to give talks to primary school pupils and their teachers on the importance of information and the need to cultivate a reading culture in the country. Additionally, during the time of the study, KNLS had a plan to reach out to at least eight primary schools and three secondary schools in a period of one month. Through this, the librarian observed that they would offer talks to both pupils and the teachers on the importance of reading and the place of libraries to an individual person.

It was, however, worth noting that the stakeholders did not have joint effort with the KNLS in the promotion of a reading culture. It therefore means that each of this puts their efforts in isolation of the other stakeholders.

The researcher felt that if the schools would work hand-in-hand with the KNLS in the promotion of a reading culture, better results would be achieved.

4.8 Collaboration / Cooperation of Municipal Primary Schools and the KNLS

The KNLS being a stakeholder in the education sector needs to work hand-in-hand with the schools and the education office to ensure that education is improved in the country. In their strategic plan for the year 2000 – 2010, KNLS outlined that they would work hand-in-hand with the MoE to develop school libraries in all schools. Furthermore, as mentioned above, KNLS Eldoret branch had a plan to visit eight primary schools and three secondary schools within a period of four weeks for the purpose of advising them on how to establish their
school libraries and other related issues. This would have exemplified a high level collaboration.

However, from the responses of all the schools studied, this was not happening. They all reported that there was no collaboration of any kind between them and the KNLS. The schools with libraries reported that, KLNS did not offer them any assistance during the establishment of their libraries.

Moreover, as stated earlier, there were no joint ventures for the promotion of a reading culture between the schools, municipal education office and the KNLS. A question was asked on whether there was a primary schools public library awareness day organized either by the municipal education office or the library, and the MEO said there was no such a day. He was very categorical that there was no link between the municipal education office and the KNLS.

Since the Municipal Education Office shares some interests with the KNLS, the researcher expected that the MEO would have a role in the collection development of KNLS. The response from the Municipal Education Officer was that he had never been involved in suggesting what could be included in the collection of KNLS. Likewise, the primary schools head teachers have not been involved in the collection development of the library. From the librarian’s point of view, the “Orange Book”-a list of all the Kenya Institute of Education recommended books for primary schools- that they received from the MoE offered enough guidelines on what they should include in their collection.

Some schools had, however, recognized that KNLS could come in handy in their academic achievements. Seven schools reported that they had invited a public library staff to give talks to the pupils on the importance of library use and reading in general. However, apart from
participating in book week activities, none of the schools had organized any tours to the library.

From this discussion it can be interpreted that the cooperation between the KNLS and the municipal education office / primary schools was wanting. This means that they need to relook on ways to foster their cooperation for better performance of education in the region.

4.9 KNLS and the Support of UPE

The achievement of UPE largely depends on the availability of learning / instruction materials in the primary schools. Kenyan primary schools including those in Eldoret municipality have been experiencing an influx of pupil enrollment since the year 2003 when the FPE initiative was launched as a move towards the attainment of UPE. Consequently, there has been some strain in terms of the availability of resources like information materials, teachers, and physical facilities. This means that primary schools need to get an additional source of reading materials and other resources especially those materials lacking in there institutions. Public libraries are, therefore, an obvious source for these supplementary materials.

As stated elsewhere, the KNLS Eldoret branch was established among other things to supplement both formal and informal education in the entire Uasin Gishu district and its environs. Furthermore, it adopted an open policy in their service provision from the time it was established. This means that everybody is free to use the library irrespective of age, sex, race and financial ability. This was exemplified by the fact that there was a junior section and an adult section in the library meaning that every one could be accommodated in the library. Moreover, the mobile library service that was once operational in Eldoret branch library could be a very important project in the support of UPE. During the time of the
research, the librarian said that the library had a plan to establish a book-box service where it could lend books in bulk to schools in turn. At the time, 25 boxes had already been ordered and plans were underway to implement this service soonest possible. From these facts KNLS could be said to be giving support to the achievement of UPE.

Of the schools studied, 31 schools felt that KNLS supports the achievement of UPE within the region. They said this is by way of lending materials to both registered teachers and pupils. Also, the fact that pupils use the library materials in the library especially during holidays and weekends is an evidence of their support to the achievement of UPE.

On the other hand, 17 schools felt that the KNLS’ support of UPE is quite minimal or none existent. The head teachers of these schools said that very few people know about the services offered by the library. Furthermore, they felt that the information materials are outdated and cannot support the current syllabus. One of the head teachers observed that he had not seen the KNLS staff come out to team up with schools to encourage children to access the facility. To him marketing of the library services to the potential users is eminently missing and therefore the users are left in the dark and are not aware of the good services offered by the library.

The views of the MEO was that the KNLS operates as an entity and does not reach out to schools and this leads to schools not utilizing publicly available resources since they are not aware of them. To him the support of KNLS to the achievement of UPE is quite minimal.

From the foregoing discussion KNLS has continued to maintain the status quo in their services and provision of information materials. It has not consciously put efforts aimed at supporting UPE. It can therefore be concluded that KNLS had a minimal contribution
towards the achievement of UPE. It should therefore play a more significant role in the support of UPE.

4.10 Challenges Facing KNLS Eldoret Branch

Like any other public library in Africa, KNLS Eldoret branch has continued to face a number of challenges as outlined below:

- *Obsolete and inadequate book stock.* The education syllabus at any level is dynamic in nature. The primary education for instance has undergone radical changes since independence. Initially, the system of education in Kenya was such that the primary education took seven years. This was changed in 1985 to the present system where it takes eight years and at the same time the syllabus changed and several technical subjects introduced in primary schooling. A more recent change was when several subjects were merged and examinable subjects reduced from 12 to five. This means that some books were deemed obsolete since they were no longer relevant to the current syllabus. Moreover, the research found out that the books for the junior section (covering the pre-unit to standard eight) were only 5,524 for the whole of Uasin Gishu district. This was seen by the librarian to be inadequate for the needs of all the primary schools. If, for example, the mobile library service was made active it means all these materials could be in circulation at any one time and nothing could be available in the library for those who may want to use the materials in the library. The challenge of inadequacy and out datedness is therefore a major hiccup to the KNLS Eldoret branch. The challenge of obsolete and inadequate materials was beyond the ability of the KNLS to address prior and during the time of the study;
• **Related to the above challenge is that of currency of information materials.** Although some of the materials are not obsolete, they are outdated in that majority of them were published in the 50s and 60s. It was felt by most of the respondents that the materials available in the library were not very useful to primary schools because they were not based on the current primary school syllabus. To improve the currency of the materials, the librarian reported that they had a plan to purchase more books every year;

• **Another challenge related to learning materials was that touching on the types of materials available.** As stated elsewhere, the library had only 10 titles of periodicals. This means that this library cannot facilitate the access of very current information only possible through the primary sources of information such as the periodicals. Since the availability of more of these titles has financial implications, the librarian also felt that this challenge was beyond their scope to tackle;

• **Ever diminishing budgetary allocations from the government due to limited financial resources.** Kenya like other developing countries continues to get pressure from all its economic sectors. As a result, public institutions such as public libraries continue receiving ever-diminishing funds as they are subjected to stiff competition from product oriented economic sectors, which are seen as superior to the service oriented sectors. Consequently, KNLS cannot implement all its services that would meet all the needs of its users and the potential users. A case in point was the mobile library service halted at the KNLS Eldoret branch because the truck that was being used broke down and funds were not available to repair it. Also the counseling / Christian session for the children had been halted due to unavailability of funds. The librarian
also said that they were not in a position to organize for workshops or seminars and generally outreach programmes especially to schools because they did not have the funds to do this. Generally, the KNLS Eldoret branch was simply surviving with financial allocation that could meet the day-to-day needs of the library such as paying the salaries. At the time of the study, the librarian felt that this was the greatest challenge they were facing and that they do present their budget proposal to the relevant ministry every year and hoped the ministry would honor their proposals;

- **Inadequate library space.** KNLS Eldoret branch occupies a small building that cannot accommodate many users at any one time. The space available for reading in this library is so small such that the readers are made to feel very uncomfortable. In fact, more often than not, some of the users are forced to read in the shade outside the building and the children are made to use the library in turns. The librarian said they had made proposals for the expansion of the library and again due to inadequate funding, this was not possible. It, therefore, means that if other alternatives are not exploited, space is going to continue affecting the full utilization of the library materials;

- **Poor Kenyan publishing out-put leading to lack of diversity and relevance of books and other reading materials to meet specialized user needs.** Apart from the K.I.E books and a few other locally published books, Kenyan publications are quite minimal. Since the KNLS exist to support both formal and informal education, it means that it should stock supportive books (supplementary) and not necessarily the class textbooks approved by the K.I.E. The Eldoret branch librarian reported that not all subject areas were covered by the supplementary materials that the library had.
To him, this was largely due to the fact that much had not been published by local publishers that would meet the needs of the primary schools. Again this challenge could not be addressed by KNLS in isolation. The Kenyan scholars might be in a better position to address it;

- **Inadequate support from government policy-makers, community leaders and general apathy from readers and professionals.** As stated earlier, service providing institution such as libraries have been given a low priority by government policy-makers as compared to other production-oriented sectors. As a result of this, these institutions have continued to receive inadequate funding. Consequently, these allocations cannot fully support all the services offered by these institutions. Community leaders also suffer from this inadequate support. The Eldoret branch library, as explained elsewhere, needs expansion that instead of waiting for the government, the community leaders would have come together to look for ways of expanding this facility. The constituency development funds (CDF), for example, would be used to expand and improve this facility. It shows, therefore, that the local leaders do not have a good will for the library or have not realized the significance of having the facility in their district.

- **Inadequate information resources and recognition of libraries as the oasis of knowledge in a desert of ignorance and illiteracy.** This is militated by the national education system which is examination oriented and do not promote reading for information and entertainment. As discussed elsewhere, there is a generally poor reading culture in Kenya and other developing countries. This means that people do not view libraries as important sources of information that would lead to a better life.
This is made worse by the nature of education system in Kenya, which is examination-oriented. Right from primary schools to the universities, pupils and students must sit for some examination at certain levels and must pass these examinations before advancing to the next levels. Consequently, the pupils/students have been made to believe that they must read in order to pass their examination and to be promoted to the next level. As a result, children grow with the mentality that reading serves the sole purpose of passing an examination. In the pupil’s minds, therefore, they do not appreciate the role of libraries in fighting illiteracy with or without an examination to be done. To address this issue, the branch library has been taking the advantage of such activities as book-weeks to try and promote reading for the sake of knowledge.

• *Poor infrastructure especially in terms of roads constitutes a major challenge.* Most parts of Kenya do not have good networks of roads. The Eldoret municipality extent to areas with this kind of problem. This means that schools situated in such areas have problems accessing the library, and that, for such services as the mobile library service these schools may not easily be reached. Head teachers from five schools reported that none of their pupils and teachers were registered members of the library simply because they are situated far from town and in areas where getting access to town may be a nightmare especially for the pupils. It is notable that this challenge is far beyond the ability of the branch library to address;

• *Lack of adequate trained professionals.* Most of the staffs at the Eldoret branch library were not adequately trained. This has a negative impact on the operations of the library in that the services cannot be organized, as they should.
• *Ever increasing number of users, which exerts pressure on existing limited resources.* To meet their needs, resources have to be replenished frequently, thus consuming resources, which could otherwise be used to venture into new areas. The branch librarian reported that since the introduction of free primary education, there has been a high demand of reading materials especially in the children’s section. Accordingly, this high demand causes higher tear and wear and, at the end of the day, discarded materials are higher than the replenishment making the stock come down even the more;

• *Lack of a national information policy and out- dated KNLS policy and legal frameworks for operating the library services.* The study indicated that since Kenya lacks a properly functioning information policy, the library operates without national policy guidelines. This means that the library is not under any obligation to do certain things as would be spelt out in the policy. However, since the KNLS was established through an Act of Parliament (Cap. 225 of the Laws of Kenya), it means that it is mandated by law to serve the nationals by way of providing library services across the country. It was however established that after 40 years of the enactment of the law, a lot of changes have taken place in Kenya in the information field and the demand for library services has grown beyond what the Act anticipated. For instance, remarkable growth has been recorded in such areas as national population, school enrollment, illiteracy rates, poverty eradication as well as the MDGs. All these have led to diversified information needs. It is worth noting at this point that, although the Act was amended in 1967, 1969, 1970 and 1986, the changes were very
minor. The KNLS Board however, is in the verge of revising the KNLS Act and has prepared a draft document yet to be presented to parliament for deliberation;

- *It emerged that KNLS had not promoted its services and resources among its actual and potential users adequately due to inadequate funds and lack of trained staff as discussed earlier.* The outcome of this is a library whose users are not aware of what is available for them and, therefore, its resources are not fully utilized.

### 4.10.1 Enhancing the KNLS Support to the Achievement of UPE

Due to the challenges outlined above, it is clear that the library has not done enough in its support to UPE. The following are the means by which these challenges could be further addressed thus enhancing KNLS support to UPE:

- *Solicit for funds to supplement the allocations from the government.* Most of the other challenges facing the KNLS Eldoret branch library stem from inadequate funding from the government rendering the library not in a position to fully implement its services. The library could, therefore, address much of these challenges if it would solicit for funds from donors. Other means of obtaining funds could be through the Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF) and Local Authority Service Delivery Action Plan (LASDAP) now available. The library could also initiate income-generating activities such as binding and photocopying services as another source of funds. Part of these funds could be channeled to the purchase of information materials thus improving the library’s collection in terms of adequacy and currency of information materials;
• **Reach out to primary schools through such services as book-box services and the mobile library services.** As a result of this, schools will be made aware of the materials and services available in the library encouraging them to use these materials. Such services will therefore improve the utilization of the library materials;

• **Establishing a working relationship with the municipal and district education office.** The findings of the study showed that there wasn’t a working relationship between the KNLS Eldoret branch and the MEO. As a result of this, there was no cooperation between these entities;

• **Acquire reading tents to address the problem of space.** The study established that availability of space was a limiting factor in the use of the library. Reading tent would provide a short term solution before any expansion of the library is realized;

• **Donate books to primary schools.** The MEO felt that since the library was in a better position to negotiate for donations in form of books from publishers and donors, it could do so on behalf of the schools. In his view, this would be a better way to improve the availability of learning and instructional materials in primary schools. Likewise, the municipality could “twin” with other towns in developed nations and through such linkages, be able to obtain information materials;

• **The public library would work hand-in-hand with the municipal education office to establish school libraries.** From the study, most of the primary schools had class textbooks though they did not have libraries. Through their advisory services, the KNLS would assist schools develop their libraries.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings related to the research questions of the study. The purpose of this study was to determine the support of KNLS Eldoret branch to the achievement of UPE in Eldoret municipality. Specifically, the study sought to respond to the following questions:

1. Which information materials are available and the services that are offered by the branch library? Are these materials and services relevant to the needs of primary schools?

2. Does the branch library play any role in the struggle to achieve universal primary education in Eldoret municipality? If yes what kind of a role is it?

3. To what extent has the branch library supported the achievement of UPE in Eldoret municipality? Has it consciously put efforts to respond to the need to achieve UPE?

4. Does the library participate in programmes geared towards the promotion of a reading culture within the municipality?

5. What challenges does the library face in its bid to support UPE in the municipality?

6. How can these challenges be addressed in order to enhance the support of the library to the achievement of UPE?

A total of 51 persons, comprising of 48 municipal schools’ head teachers, MEO, MQSAO and the branch librarian were consulted by the researcher.
Questionnaires were developed to obtain input from primary school head teachers. These questionnaires collected data on the school profile, the available information materials, the KNLS services they benefit from, the cooperation between the schools and the branch library, how they promote a reading culture in their pupils, their views on the library service and its support to the achievement of UPE, and how they thought the support of the KNLS branch library could be enhanced.

Three different types of interview schedules were also prepared one for the branch librarian, one for the MEO, and the other one for the MQSAO. The branch librarian was asked questions related to the extent to which the library was supporting the achievement of UPE in Eldoret municipality. On the other hand, both the MEO and the MQSAO were asked questions relating to the challenges facing the municipal primary schools and how they thought the library was supporting the achievement of UPE. Documentary review method provided for information that was not easily obtainable either through questionnaire or interviews. This included such information as the mission of the library, the objectives of the library and the background information of the library.

Pre-testing of the questionnaire and the interview schedules was done prior to the study. A total of 48 questionnaires out of the 54 distributed were completed and returned. The data obtained through the questionnaires, interviews and documentary review formed the basis for the data presentation, analysis and interpretation. Narrative description accompanied by figure and tables were used to analyze and interpret the data.

5.2 Summary of the Findings Related to the Research Questions

This section summarizes the findings on the six research questions of this study.
**Question 1:** Which information materials are available and the services that are offered by the branch library? Are these materials and services relevant to the needs of primary schools?

The findings indicated that the library had information materials both in the print and non-print formats. The printed format included textbooks covering various subject areas, reference materials like dictionaries and encyclopedia, and books for general readership to include storybooks and picture books in the junior section of the library. Of these, there were a few teachers’ copies textbooks. On the other hand, the non-printed formats included CD-ROMS, audio and video tapes with information on various subject areas.

On the relevance of these materials, it came out clearly that these materials were relevant only as reference materials. This is because they were outdated materials and were not based on the current syllabus. They are, therefore, useful to primary schools only by providing background information on the various subject areas. However, the audio and videotapes were found to be specifically relevant to primary school children since most of them had different stories that captivate the minds of the children.

The services offered by the library that target children included the following:

- Book-lending;
- Story-telling;
- Children’s competition especially during annual book-weeks organized by KNLS;
- Counseling / Christian sessions – this service had also been stopped by the time the study was undertaken pending the availability of funds that they usually offer to invited guests as token of appreciation;
- Quizzes;
• Puzzles and brain teaser;
• Video / cassette shows;
• Painting, molding and drawing.

The head teachers felt that these services especially book lending was very beneficial to the children since they can access information materials even when they are on holiday. The other services were also relevant to the needs of children and indeed they are kept busy and through this will learn to appreciate reading for knowledge.

The finding of the study, therefore, indicates that although the information materials in the library are outdated, they are still useful and together with the services offered would fill the existing gap on the availability of information materials in primary schools thus supporting the achievement of UPE.

**Question 2: Does the branch library play any role in the struggle to achieve UPE in Eldoret municipality? If yes what kind of a role is it?**

The study sought to establish whether the library plays any role in the struggle to achieve universal primary education in the municipality. The findings indicated that the library indeed has a role to play in the achievement of UPE. From time immemorial libraries were vested with the responsibility of supporting education in whatever form at whatever level. The achievement of UPE in particular call for all the stake holders in education sector to come together and work for the achievement of primary education by all by the year 2015. The KNLS Eldoret branch library was established to among other things supplement both formal and informal education in the entire Uasin Gishu district and its environs. This means that, from its inception, the role of the library in supporting education was envisaged.
The achievement of UPE means that by the year 2015, every child of school-going age should get access to primary education and not only to enroll but also to complete primary schools. For this to happen, we cannot continue to depend on schools alone to provide learning and instructional materials since as the study revealed, the call for the achievement of UPE leads to a situation where there are more pupils than the available resource can accommodate. Other players therefore need to come up and play their role.

It can be concluded therefore that the public library has a role to play in the achievement of UPE. The role is to supplement the learning and instructional materials available in schools and to provide a place where one can perform personalized studies outside school.

**Question 3: To what extent has the branch library supported the achievement of UPE in Eldoret municipality? Has it consciously put efforts to respond to the need to achieve UPE?**

The mission statement and vision of the branch library is geared towards the support of education in general. The mission statement for the junior section in particular as stated elsewhere, is to provide an efficient library and information service aimed at promoting a reading culture among the children of Uasin Gishu district and its environ. From this, it can be argued that, from the very beginning, the library had its focus revolving around the support of education and, by extension, the achievement of UPE.

Secondly, the library has book stock and other information materials like the video and audiostreamingtesss with information on general knowledge and supplementary materials that support the subjects taught. During the interview with the librarian, it was established that the library in fact had some teachers’ instructional materials.
Furthermore, the library had services that were clearly designed to support education. These included such services as the mobile library service (had been temporarily halted during the time of the research), lending services, advisory services, the proposed book box service and the services targeting children to name but a few.

Moreover, since its inception, the branch library adopted an open policy where everybody is free to use the library irrespective of his or her age, sex and academic levels. This, in itself, is one way of supporting education at whatever level since the pupils and the teachers can access more information materials than they could in their primary schools.

However, since the UPE initiative, KNLS is still offering the services it used to offer and has continued to maintain the status quo irrespective of the need to change their operations in response to the challenges brought about by the need to achieve UPE. It has therefore not consciously responded to the changing needs of its users emanating from the need to achieve UPE.

Furthermore, the library was found to have its weakness that prevented it from according full support to the achievement of UPE in the municipality. For instance, it was established that there were some schools that were still not aware of the services that the library offers. This means that, these schools could not make use of the available resource and services since they did not know about them. From the interview with the MEO, it appeared that there was no link between the municipal education office and the library and vice-versa. This lack of promotion of the existing services and relationship with other stakeholders of the education sectors makes it difficult, if not impossible, for the library to give maximum support to the achievement of UPE in Eldoret municipality.
It was also found out that, the materials in the library were either obsolete or out-dated. This could be attributed to the fact that there are regular changes in the primary school curriculum and the books that were in the library at the time of the study were not reflective of these changes and the fact that financial limitations could not allow regular purchase of up to-date information materials.

Furthermore, some of the services were not being offered consistently because of financial limitations. Services, such as, the mobile library services and children’s Christian sessions had been halted due to lack of adequate funds.

Lastly, the available book stock and reading space was a major blow to the support of UPE in Eldoret municipality by the public library. The study established that since the launch of FPE that was a response to the call of achieving UPE by 2015, primary school enrollment had drastically gone up. This means that the users of the library by default had gone up. However, the available book stock for the children stood at 5,524 or even reduced due to the frequent wear and tear deeming some materials unfit for use. This, therefore, means that the available stock cannot adequately meet the needs of all primary schools. Additionally, the reading space has not been expanded inspite of the ever-increasing library users. The librarian said at times they had to organize for the children to use the library in turns since the available space could not accommodate them all at once.

From the findings, it can be argued that the library has not done enough to support the achievement of UPE in Eldoret municipality. The weaknesses discussed shows that the library leaves a lot to be desired in its support to the achievement of UPE within the municipality. Until these weaknesses are addressed, the library cannot be said to have fully
supported the attainment of UPE. The findings therefore indicate that the library needs to
play a more significant role in the support of UPE.

**Question 4: Does the library participate in programmes geared towards the
promotion of a reading culture within the municipality?**

The reading culture of a nation is paramount in its effort to achieve UPE. It is the
prerogative of every stakeholder in the education sector to ensure that it takes part in the
promotion of a reading culture. The idea of a reading culture should particularly be given
prominence in primary school-going children so that as the children grow, the reading
culture is built in them.

The study indicated that the KNLS in a way participate in the promotion of a reading
culture. It does this by organizing such activities as the book-week celebration where they
invite schools and during which the library staff give talks to the pupils and the teachers on
the role of the library in academic excellence and also in one’s life.

During the time of the study, the library had a plan to visit eight primary schools and three
secondary schools in a period of one month. During such visits the library could, among
other things, demonstrate the need for reading for knowledge sake and not merely to pass an
examination.

Moreover, the library services such as the mobile library service together with other services
including lending service and the proposed book-box are other ways the library could use to
promote a reading culture among primary school-going children.

Unfortunately, due to financial crisis, some programmes such as the mobile library and visits
to the schools had stopped. This has, therefore, inhibited the promotion of a reading culture
by the library.
Lastly, successful promotion of a reading culture could be made possible if all the stakeholders came together and combined their efforts. The study revealed that this was not the case in Eldoret municipality.

**Question 5: What challenges does the library face in its bid to support UPE in the municipality?**

The study established that the library faces a number of challenges that hinder its support to the achievement of UPE. They are as follows:

- Obsolete and inadequate book stock that is not very relevant to the current needs of primary school pupils and teachers since the education sector is very dynamic. The available book stock is not also adequate to serve all primary schools since primary school enrollment has drastically gone up in the recent past;

- Most of the information materials in the library are not current and therefore not very relevant to the needs of primary school pupils and teachers;

- Ever diminishing budgetary allocations from the government due to limited financial resources. These allocations cannot fund all the services successfully let alone purchase new materials;

- Inadequate library space. The available reading space cannot accommodate all the library users and some times forces the librarian to organize for shifts among the children which is not motivating the young children;

- Poor Kenyan publishing out-put leading to lack of diversity and relevance of books and other reading materials to meet specialized user needs;
- Inadequate support from government policy makers, community leaders and general 
apathy from readers and professionals. This results to the diminishing allocations 
poor development and use of the library;

- Inadequate information resources and recognition of libraries as oasis of knowledge 
in a desert of ignorance and illiteracy. Many people in our society have not 
appreciated the role of libraries and/or information in their lives;

- Poor infrastructure especially in terms of roads. Some schools cannot easily access 
the library because of this problem. Reaching such schools with services like the 
mobile library service can also be a problem;

- Lack of adequate trained professionals. Most of the staff at the Eldoret branch library 
was not adequately trained. This has a negative effect to the operations of the library 
in that the services cannot be organized as they should;

- Ever increasing number of users, which exerts pressure on existing limited resources. 
With the free primary education initiative, there are many primary school pupils as 
compared to the past. Their numbers cannot be accommodated by the library in 
terms of space and the available materials;

- Lack of a national information policy and out-dated legal frameworks for operating 
the library services;

- Absence of promotion of the information resources available and the services that 
are offered.
**Question 6: How can these challenges be addressed in order to enhance the support of the library to the achievement of UPE?**

To enhance the support of KNLS towards the achievement of UPE, the challenges facing the library need to be addressed. The following can be done:

- The library needs to purchase more current information materials. There is need for it to work hand in hand with the municipal education office / MoE to keep track of the changes in primary school curriculum and stock materials relevant for the current needs of the schools. This will also help them stock up to date information materials and solve the problem of lack of currency in the materials available;

- Apportion part of LATF, CDF or LASDAP funds to the purchase of information materials. The library could also solicit for funds from donors to supplement the allocations from the government;

- Create reading tents as a temporal measure to curb space problem pending the expansion of the building;

- The library needs to reposition itself in the community it serves. This means that, it should reach out to the entire community including the local leaders and sell its vision and mission. This will positively influence the attitude the community has for the library and consequently improve the support it gets from them;

- Establishing a working relationship with the municipal and district education office. Through this, the library will be in a position to understand the actual and the potential needs of primary schools and therefore be in a position to serve them well;

- The library should solicit for book donations from such bodies as academic institutions and non-governmental organizations and channel them to schools within
the region it serves. This will improve the availability of information materials especially supplementary materials that the schools may not be able to purchase;

- The library should work hand-in-hand with the municipal education office to establish school libraries and educate the schools on best library practices. This will help improve information management in the schools.

5.3 Conclusions

The findings of this study showed that primary school enrollment went up after the launching of FPE in Kenya in the year 2003. Consequently, the enrollment in Eldoret municipality was almost doubled in the public schools and that of private schools also went slightly high. As a result of this, the existing learning facilities have been under pressure. The greatest challenge has been the availability of learning and instructional materials. Although the municipal primary schools (both public and private) had adequate school textbooks, they still lacked supplementary materials necessary for an all round learning and those that support extra mural activities in these schools. This means that the pupils are made to be dependant on their teachers and the textbooks and their reading habits remain poor.

The study also revealed that the library had some supplementary reading materials although not based on the current primary school syllabus alongside a few teachers’ copies. These materials would benefit the primary school pupils since they would get access to the materials they lack in their schools. However, some of the schools seemed not aware of the benefits they are able to obtain from the public library. This means that lack of marketing of their services on the part of the library negatively impacted on the use of the library facilities. The study also revealed that, there was no cooperation between the library, the
municipal education office and the primary schools. Without cooperation, little can be achieved in the education sector.

Moreover the KNLS network in the recent past begun charging a fee of 20 shillings per day to use the library and a fee of 300 shillings per year as membership fee. This in itself was found to discourage both the users and the potential users from making use of the library. Furthermore, it emerged that the public library had several challenges that hindered its full support to the achievement of UPE in Eldoret municipality. These challenges were lack of adequate funding, inadequate trained personnel, ever-increasing number of users and inadequate support from government policy makers among other challenges. For KNLS to fully support UPE these challenges need to be addressed.

In conclusion, KNLS had not consciously responded to the need to achieve UPE and it therefore needed to play a more significant role in its support of UPE. The recommendations that follow herein if implemented would enhance the support of KNLS to UPE.

### 5.4 Recommendations

The ultimate goal of an evaluation study is to generate action. In this regard the recommendations emerging from this study are addressed to the library staff, Municipal Education Office and all the primary schools in the municipality.

- **Formation of a Learning Resources Development Committee within the municipality**

  This study recommends the formation of a learning resources development committee in the municipality. This committee should be composed of the representatives of Municipal Education Office, Municipal Quality and Standards Assurance Office, municipal primary schools, and the public library.
The core function of this committee would be to address the challenges facing availability of learning resources to support UPE.

Among other things, the committee will seek to find ways to ensure that all the stakeholders of education play their role so as to ensure that the target of the achievement of UPE is attained by the year 2015 as outlined by the UN Assembly.

- **Formulate an integrated learning resources development policy for the municipality.**

Without sound management policies in any given sector, the objectives laid down may not be realized. This is because policies are the driving forces for operational activities in any given field.

The researcher felt that both the library and the Municipal Education Office need to formulate policies that will drive them to work together and ensure that each of them plays their role in as far as education in the municipality is concerned. The policies should clearly spell out the role of the library in the achievement of UPE. It should also indicate how the municipal office would work together with the branch library. According to the researcher these policy guidelines should best be formulated by the learning resources development committee described above.

- **Seek for other means to obtain funds and / or information materials**

Libraries are better placed in soliciting for donations in form of funds or library materials. The branch library, through the KNLS head quarters could solicit for donations from non-governmental organizations, local, national and international academic, research and scientific institutions.
When they receive library materials as donations, the library should donate these materials to primary schools. This will boost the availability of information materials and more so supplementary readings materials in the primary schools.

In case of possible funding from the donors, this should be used to supplement the ever-decreasing government allocation. These funds could be used, for example, to purchase more current information materials, implement all the services that said to have been stopped due to lack of funds and even to expand library’s physical facilities.

However, a more practical way is to talk to local leaders so they could apportion part of the CDF, LATF or LASDAP funds to buy learning resources. Additionally, the municipality could twin with towns in developed countries that can donate learning materials to the municipality. Lastly, the library could initiate income-generating activities such as binding services to supplement their fund allocations.

- **Collaboration and cooperation between the library, municipal education office and the primary schools**

  The UPE can only be achieved if and when all the stakeholders cooperate, each of them performing their role. There is, therefore, a great need for the three entities to cooperate in their activities. The library should work hand-in-hand with the municipal education office to ensure that all the primary schools establish their school libraries. The library should go further to ensure that at least a teacher-librarian is trained on the basics of library management in each of the schools. This will ensure that the resources that the schools have are well managed for better and continued use over time.
Furthermore, the municipal and district education offices should provide a copy of primary school syllabus to the library. This will help the library understand the actual and foreseen needs of primary school pupils and the teachers. Consequently, the public library will be in a better position to know which materials to stock in the library. In case of changes in the syllabus the education office should update the library of the new changes.

On the other hand, the municipal education office should keep abreast of library materials, which might be of use to the teachers and pupils. They should, for example, be aware of what the library has on each of the subject areas of interest to primary schools. This information should be disseminated to the head teachers of all the primary schools who should also communicate to their teachers and the pupils. The best way to collaborate is by:

- Developing an integrated learning resources policy discussed earlier;
- Setting aside a ‘school’s library visiting day’;
- Provision of book-boxes to schools.

Through this kind of cooperation, the potential users of the library will not be ignorant of what is available in the library and may, therefore, lead to better utilization of the library materials.

Lastly, the MEO should encourage heads of primary schools to ensure that their schools are registered as cooperate members of the library. This will ensure that the schools will benefit from the library as institutions. Such services as the proposed book-box would target schools that are corporate members of the library.
Alongside this, the school head teachers should be urged to encourage their pupils and teachers to register as individual members of the library.

- **Promotion of a reading culture in the municipality**

  The achievement of UPE could be enhanced if the reading culture of school-going children is promoted. It emerged from the study that each of the schools promotes the reading culture of their pupils through the provision of reading classes in their teaching timetables. The researcher recommends that the reading culture of the children be promoted jointly by the schools, the library and the municipal education office. This could be done by establishing joint programmes for the promotion of a reading culture. The municipal education office could, for instance, organize schools public library awareness day. This is when all the schools could be assembled and librarians and other scholars invited to give talks to the pupils and their teachers on the importance of reading for knowledge and the role of libraries in their lives.

  Alternatively each of the schools could be encouraged to organize for educational tours to the library or invite a public librarian to educate the pupils on the role of libraries in their educational achievement.

  The librarian could also invite primary schools periodically to the library and take them through the library and in the process highlight to them the role of the library in their academic excellence. At the same time, the librarian could at some point organize for visits to the primary schools.

  All these will ensure that there is a better way of promoting the reading culture of the children within the municipality.
• **Acquisition of reading tents and proposal for expansion of the library**

To reduce the space problem that was highly quoted as a major challenge affecting the use of the library, reading tents could be acquired. This will be a short-term solution to space problems and will ease congestion in the library especially during holidays when the library usually has many users.

However, the library needs to explore other ways of long-term solution of the space problem. They could propose to the headquarters to have the library expanded through the construction of a building within the premises of the library.

Alternatively the librarian could propose for the establishment of a community library within the region. This will reduce the pressure on the branch library in that the number of users will slightly come down by having others served by the community library.

At the same time the quick implementation of “book-boxes” to transport books to the individual schools will come in handy in handling the space problem. Alternatively, the library could set a timetable when pupils of individual schools could visit the library.

• **Rejuvenation and promotion of the library resources and services**

The KNLS like other service provision organizations need to aggressively promote its services and resources if the users and the potential users are to appreciate the role of the library. This study recommends that the library should first ascertain the actual and the potential needs of their users including those of the primary schools. Having done this, they should then customize their services to meet these needs. The library should then come up with ways of promoting these services. The librarian could, for
instance, organize for visits to schools, invite the schools or take the advantage of such national events as the “national book week” to promote their service. They could also organize their own “book exhibition weeks” where all the users including those in primary schools are invited and as a result get a chance to know what is available in the library.

- **Organize workshops and seminars on sound library management for the public library staff**

  Workshops and seminars should be organized for the existing untrained members of staff of the library. This will assist them better their skills and improve their service to their users. In the long run, this will improve the work output of the library.

5.5 Implementation Plan of Action for the Realization of the Recommendations

The recommendations discussed could be realized it two phases. The first phase comprises the short term / immediate action plan while the second phase comprises the long term plan of action.

5.5.1 Short-term Implementation Plan of Action

The researcher suggests the following should be implemented as a short-term strategy:

- The proposed committee should be formed immediately;
- The committee to formulate the discussed policy;
- The library, through the committee, could talk to the local authority leaders to apportion part of the local authority funds mentioned to purchase information materials;
- Book-box service should be implemented soonest possible;
• The library should set aside schools library visiting day.

5.5.2 Long-term Implementation Plan of Action

The researcher suggests that as a long-term strategy, the following should be done:

• The library, municipal education office and primary schools in the municipality should establish a working relationship;

• The library to solicit for donations from NGOs, local, national, international, academic, research and scientific institutions;

• The library should continuously promote its services and information resources available;

• The librarian should make proposal for the expansion of the library and the possibility of establishing a community library within the region;

• The library should also organize workshops and seminars for untrained library staff.

5.6 Suggestions for Further Research

• This study evaluated the role of KNLS in supporting UPE without really assessing the needs of primary school-going children in Eldoret municipality, there is need, therefore, to carry out a further research on this.

• The study looked at the library as an information provider without considering the impact of information and communication technology in the accessibility of information materials. There is need, therefore, to carry out a study on the impact of Information and communication technology on the use of KNLS Eldoret branch by primary school pupils in the municipality.
Bibliography


Special Issues on Millennium Development Goals (2005). *Planning Bulletin* Vol. 2 no. 1,


APPENDICES

Appendix 1 – Sampling frame

Public Primary Schools

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Appendix 2 - Interview schedule for Municipal Education Officer

1. How many primary schools are there in Eldoret municipality?
   a) What is the total population of primary school pupils in the municipality?
   b) What is the role of municipal education office as it relates to Primary Schools and Universal Primary Education (UPE)?
   c) What are the functions of the office as it relates to the above?
   d) Does the municipal office provide learning resources to the primary schools? If yes how frequent is it?
      What is your opinion on adequacy, relevance and currency of these materials?

2. Is there any cooperation between the municipal education office and Kenya National Library Services (KNLS)?
   If yes please explain
   a) Does the municipal office carry out any programmes on the promotion of reading culture within the municipality?
   b) Is there any municipal primary schools public library awareness day?
   c) What is the role of Municipal Education Office in collection development of KNLS?
   d) Does the Municipal Education Office provide KNLS with a list of Kenya Institute of Education recommended books for inclusion in the collection?

3. How does the municipal education office promote the following?
   - Primary school libraries
   - Learning resource center
   - Reading culture
   - Universal primary education
   b) Does the municipal education office work hand in hand with other stakeholders such as the KNLS to see to it that UPE is achieved in the municipality? Please explain
   c) What are some of the constraints the municipality is facing in its move towards the achievement of UPE

Pg. 1 of 2
d) What has the office done to address these constraints?

4. a) Do you think primary schools are utilizing publicly available resource like information materials in KNLS?

   b) Do you think KNLS support the achievement of UPE? Please explain

   c) Has KNLS done enough to support the achievement of UPE?

   d) How best do you think KNLS can enhance its support towards the achievement of UPE?
Appendix 3 – Interview schedule for Municipal Quality and Standards Assurance Officer

1. a) What is the number of primary schools in the municipal?
   b) What is the average number of pupils per class?
   c) What is your role as an inspector of schools in the municipality in as far as primary schools and universal primary education are concerned?
   d) What are your functions as an inspector of schools?

2. a) What is the current state of primary schools in the municipality?
   b) What are some of the challenges facing primary schools in Eldoret municipality?
   c) Do the schools have school libraries or learning resource centers?
   d) What are some of the reasons for your answer above?
   e) How else do the schools obtain their learning/instruction resources?

3. a) How do you encourage each primary school to have their own school library or a learning resource center?
   b) Does your office have established programmes that seek to promote the establishment of school libraries in each of the primary schools?
      If yes what has been the effect of this?
   c) Do you have programmes for the promotion of a reading culture in the municipality?
   d) Do you cooperate with the Kenya National Library Service to improve the state of primary schools in the municipality? Please explain

4. a) In your opinion are the primary schools utilizing resources in the public library?
   b) Do you think these resources are relevant to the needs of primary schools?
   c) Are the services offered by KNLS relevant to primary schools?

5. a) What are the implications of UPE in as far as availability of information materials is concerned?
   b) How does it affect policy formulation within the municipality?
c) Do you think Eldoret municipality is going to achieve Universal Primary Education by the year 2015? Why do you think so?

d) What are the challenges facing the municipal education in as far as the achievement of UPE is concerned?

e) How do you think these challenges can be addressed?

6. a) In your opinion does KNLS branch library support UPE?
    b) Do you think their support is outstanding?
    c) How do you think KNLS can enhance their support?
Appendix 4 – Interview schedule for branch librarian

1. a) When was Eldoret branch library established?
   b) What is the total number of registered members?
   c) What is the total number of registered secondary school pupils?
   d) What is the total number of registered primary schools?

2. a) Which primary sources of materials are available in the library?
   b) Which secondary sources of materials are available in the library?
   c) Which tertiary sources of materials are available in the library?
   d) Please identify the printed and non-printed sources

3. a) What services do the library offer?
   b) Are there those that target young children?
   c) Does the library have any extension work like book boxes or mobile library targeting primary school?
   d) What is the frequency of this service?
   e) Does the library offer advisory service to primary schools?
   f) What is the outcome of such a service?
   g) Do the library carry out promotional activities in primary school?
   h) If yes how is this carried out?
   i) What is the effect of such activities?
   j) Does the library have organized reading culture programmes in primary schools?
      Please elaborate.
   k) Do the library have any primary schools public library day for both teachers and the pupils?

5. a) What learning\ instruction materials for primary schools are available in the library?
   b) Are materials adequate for all the subject areas?
   c) Are the materials relevant for the needs of both teachers and pupils in primary schools?
   d) Are they current enough?
6. a) Are you aware of the education Act?
   b) Does the library have primary school syllabus?
   c) Is the library conversant with subjects taught in primary schools?
   d) Does the library understand the concept of Universal Primary Education (UPE)?
   e) Do you think the library supports the achievement of UPE?
   f) What measures has the library taken to support of UPE?
   g) In your opinion, has the library done enough to support UPE?
   h) What problems does the library experience in the course of its support?
   i) How have you been addressing these problems?
   j) In your opinion what can the library do to enhance its support of UPE?
Appendix 5 - Questionnaires for Head Teachers

The questions provided aim at evaluating the support given by Kenya National Library Service (KNLS) Eldoret branch to the achievement of Universal Primary Education (UPE) in Eldoret municipality. This will enable the researcher recommend how best the library can support the achievement of UPE in the municipality. Your response will be accorded maximum confidentiality.

Please tick where appropriate and fill the spaces provided.

Thanks for your cooperation.

1. a) What is the name of your school?
   b) Is it a public or a private school?
   c) When was the school started?
   d) How many pupils are in the school?
   e) What type of education system is pursued in your school?
      - National Education System
      - International Education System

2. Please tick against the subjects taught in your school
   - Maths
   - English
   - Kiswahili
   - Science
   - GHC
• CRE
• Business
• Others (specify)

B Does the school have information material on all those subjects?

• Yes
• No

3 Which of the following skills are provided in your school?

• Social
• Reading
• Numeracy
• Computer skills
• Others (Specify)

B Does the school have information materials to support these skills?

• Yes
• No

Please explain

4  a) Which of the following clubs and societies are available in your school?

• Young Farmers
• Wild life
• Environmental
• Music
- Computer
- Scouting/Girl guide
- Christian Union
- Others (Specify)

B Does the school have information materials to support these societies? Yes/No

5 Are the learning instruction resources provided by the parents or the school?

B If provided by the school, do you have a science library or a resource centre?

C If the school does not have a school library or a resource centre, why is it so?

D Tick any other learning/instruction resources available in the school.

- Book store
- A/V laboratory
- Computer laboratory
- Radio
- Television
- Others (specify)

6 a) If your school has a library, which of the following printed library materials are available in your school?

- Text books
- Reference books like dictionary, encyclopedia, and handbooks
- Supplementary books (story books or general knowledge)
- Newspapers

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ii) Identify new prints materials available in your school.

- Computerized database
- Audiovisual materials
- Radio/Television

How adequate are the following resources in the library?

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Adequate</th>
<th>Very adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td></td>
<td></td>
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</tbody>
</table>

iii) How adequate are the resources in the following areas?

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Adequate</th>
<th>Very adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
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<tr>
<td>Kiswahili</td>
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<tr>
<td>G. H. C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Are the materials identified above relevant to the learning programme?

- Yes
- No

iv) To what extent are they (not) relevant?

7 If your School has a learning resource centre, which of the following materials are available to the centre?

i) Printed materials

- Books
- Newspapers
- Magazines
- Journals
- Others (specify)

ii) Non-printed

- Audiovisual materials
- Pictures
- Globes
- Drawings
- Others (specify)

b) Are these materials adequate for the needs of your school?
ii) Are the adequate in the different subject areas?

- English
- Maths
- Kiswahili
- G. H. C.
- Science
- Others (Specify)

iii) Are these materials relevant to the needs of the school?

Please explain

c) How do you overcome problems of adequacy and relevance?

d) How do you promote reading culture in your school?

iv) Do you have established programmes of promoting reading culture in your school?

- Please explain.

7. A i) Are you aware of the existence of a public library in Eldoret?
ii) Is your school a corporate member of the library?

iii) Do you encourage pupils to register and use the services of KNLS?

iv) How many pupils are registered members of KNLS?

v) How many teachers in your school are registered members of KNLS?

vi) What is the view of the registered pupils and teachers about the resources in the library?

B i) What services from KNLS do you benefit from as an institution?

ii) Does your school receive a book box from KNLS?

If yes how regularly

iii) Do you think the library materials (at KLNS) are relevant to the needs of teachers and students?
iv) What is your opinion about the services offered at KNLS?

v) Did KNLS play a role in the establishment of your school library or learning resource center?

If yes what kind of a role was it?

vi) Do the school and KNLS have a joint programme of promoting readership among pupils?

C i) Do you, at times invite a public library staff to give talks to pupils on reading and reading culture?

ii) Does the school, at times organize educational tours to the library?

If yes how often

iii) Which other ways does your school use to popularize the public library among students?

9 In your opinion, do you think the KNLS library is supporting the achievement of Universal Primary Education?
10. How best do you think the library can enhance its support to the achievement of UPE?
Appendix 6 – Pre-test checklist

Pre-test checklist for Questionnaire and interview schedules

Research Title: The Role of Public Libraries in Supporting Universal Primary Education in Kenya: A Case of Kenya National Library Service (KNLS) Eldoret Branch

(Please refer to the accompanying questionnaire and interview schedules attached and kindly answer the following questions. Please read the objectives of the study given below to help you respond to the questions)

Aim of the study

This study aims to evaluate the support of KNLS Eldoret branch towards the achievement of universal primary education in Eldoret municipality.

Objectives of the study

1. To identify the types of information materials available in the library and the services offered
2. To establish measures being undertaken by KNLS Eldoret branch towards the achievement of universal primary education in the municipality.
3. To evaluate the support given by the library towards the achievement of universal primary education.
4. To find out constraints faced by the library in its contribution towards the achievement of universal primary education
5. To suggest possible strategies that the library could use to enhance the achievement of universal primary education in the municipality

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PRE-TEST QUESTIONS

1. Are there any grammatical and spelling errors in both the questionnaire and the interview schedules? Yes [ ] No [ ]
   If yes kindly indicate them in the questionnaire and the interview schedules

2. Is the font size and spacing given appropriate? Please elaborate your answer
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

3. Are the questions asked clear and straight to the point?
   Please identify those questions with clarity problems and make any suggestions where possible
   ___________________________________________________________________________

4. Are the questions sequential? Please make any alterations where possible
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

5. Are all the objectives covered by the questions? If not please point out the objectives that you feel are not covered. Suggest any other questions that may complete the coverage
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

6. Kindly suggest any idea that will improve the quality of the questionnaire and the interview schedules
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

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Appendix 7 – Research Permit