

**THE INFLUENCE OF SCHOOL LIBRARIES ON PERFORMANCE IN THE
ENGLISH SUBJECT IN PUBLIC SECONDARY SCHOOLS IN HOMA BAY
DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements
for the Award of the Degree of Master of Education in Curriculum
Studies**

University of Nairobi

University of NAIROBI Library

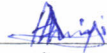


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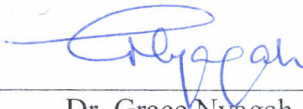
DECLARATION

This research project is my original work and has not been presented for a degree in any other university.



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This research project has been presented for examination with our approval as University Supervisors.



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DEDICATION

This work is dedicated to my husband Shadrack Omolo and children Dan Alambo, Liz Kamau, Celly and Defense Balli for their love and support. They have seen me through this study with encouragement and unwavering support.

ACKNOWLEDGEMENTS

My heartfelt appreciation and indebtedness goes to my supervisors Dr. Grace Nyagah and Mrs. Lucy Njagi who gave me academic and professional guidance. Their commitment, patience, support and wise counsel made me feel academically enriched and inspired. In addition, I would wish to appreciate the University of Nairobi for giving me an opportunity to further my studies.

I wish to acknowledge with great thanks the support accorded to me by my family members especially my mother Grace Ogejo, brother-in-law Darn Otieno, my sister Susan Otieno whose love, support and inspiration have seen me through this study. I am also indebted to several individuals for their contributions towards the success of this study. First of all to Mr. Arthur Nyawara for his support and assistance, to all the principals of the public secondary schools, teachers of English and students who showed me a lot of support through their co-operation during my fieldwork. Finally to my friends and well wishers, I thank you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| ALA | American Library Association |
| CDs | Compact Disks |
| DVDs | Digital Video Disks |
| JCCE | Joint Consultative Council on Education |
| KCSE | Kenya Certificate of Secondary Education |
| KNEC | Kenya National Examination Council |
| OECD | Organisation for Economic Cooperation and Development |
| ROK | Republic of Kenya |
| SPSS | Statistical Package for Social Science |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF | United Nations International Children's Fund |
| USA | United States of America |

ABSTRACT

The purpose of this study was to assess the influence of school libraries on English performance in public secondary schools in Homa Bay district through examination of the adequacy of provision of library services and the extent to which school libraries influence students' performance in English comprehension, grammar, literature and composition. The study adopted a descriptive survey design and targeted 49 teachers of English, 2,298 Form Four students and 35 librarians in all the 35 public secondary schools in Homa Bay district. Data were collected using questionnaires, an interview schedule and an observation schedule. Data were analysed using statistical analysis for closed-ended items and descriptive statistics for closed-ended items. The findings presented in frequency and percentage tables, pie-charts and histograms.

On the provision of library services in public secondary schools, the study revealed that quite a number of public secondary schools in the district lack school libraries and that in schools with libraries, the libraries are ill equipped and lack enough space which limits students' access to study materials. It was further revealed that majority of school librarians have not been trained with most of them being teachers who double as librarians. The study also revealed that most teachers of English were not involved in the procurement of English materials. It was further revealed that a higher number of students were not utilising libraries to the maximum. The study further revealed that students in public secondary

schools in Homa Bay district have difficulties in English comprehension, English composition, English grammar and English literature and that performance in these areas can be enhanced through utilisation of libraries.

The study concluded that the provision of library services in most public secondary schools in Homa Bay district was found to be inadequate. This was due to the fact that most schools lack buildings set aside as school libraries, lack of enough space in school libraries which are also poorly equipped and poor utilisation of school libraries by students. The findings found a close link between school libraries and performance in the three sections of the integrated English namely; English composition, grammar, comprehension and literature.

The study recommended that schools should employ trained school librarians as well as schools ensuring that students who lose books are made to replace them immediately and those staying with borrowed books beyond the stipulated time be fined. It was also recommended that schools and other stakeholders should ensure that spacious libraries are constructed in schools and that teachers should allocate more time to students for library use. The school administrations were required to regularly renovate existing library facilities to make them more suitable for use. It was also recommended that school administrations, teachers and librarians should sensitise students on school library rules and appoint more library prefects in order to ensure that operations in school libraries are satisfactory in giving the best service to students thus enhancing English performance.

This study was delimited by being restricted to public secondary schools in Homa Bay district leaving out private schools therefore a similar study should be carried out involving these schools. The study also only focused on the influence of school libraries on English performance. Another study should therefore be conducted examining other factors influencing English performance. A similar study should also be carried out involving public secondary schools in other districts or areas in the country.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The average quality of public secondary schools in most developing countries is notoriously poor. This issue is receiving renewed attention given the increasing focus on improving the quality in education (Glewwe and Kremer, 2006). The concern is that, while many countries are succeeding in increasing enrolment, the schools in which their children enrol are not suited to meet their educational needs. This problem is only compounded by the need to stretch already limited resources to serve the burgeoning demand (Glewwe and Kremer, 2006). According to Siegfried and Fels (1979), determinants of students' performance have been the subject of ongoing debate among educators, academicians, and policy makers. There have been many studies that have examined this issue and the findings of these studies point out to school facilities such as libraries as factors that can explain differences in students' grades (Siegfried and Fels, 1979).

According to Lance, Rodney and Hamilton-Pennell (2002) the school library of today is no longer a destination; it is a point of departure for accessing the information resources that are the essential raw material of teaching and learning. Students succeed where the school library program is not a place to go, apart from other sites of learning in the school, but rather an integral part of the educational enterprise that reaches out to students and teachers where they are. The studies by

Lance (2000c) in the USA showed that the level of development of the library in terms of collection, staffing, collaboration, technology, the levels of usage and technology as the factors that show most significance to test scores. The study in Colorado by Lance, Welborn and Pennell (1993) showed that throughout the grade levels the better readers were also better users of language and the library. The findings also verified that students in schools with better funded libraries tend to achieve higher average test scores in language, independent of economic status of the community or the educational background of the adults. The size and variety of the collection and the instructional role of the librarian in either identifying materials or planning instructional units with teachers were also found to be important factors in the test scores.

Merrill (1983) related library resources to students' learning outcomes in the English subject and found that the use of library resources was associated significantly with better English learning outcomes. Crossley and Murby (1994) too, remarked that the inadequacy of relevant books in school libraries could contribute markedly to low levels of outcomes in the teaching of the English language. In Nigeria, Ayorinde (2005) argued that space matters a lot in school libraries. He referred to UNESCO prescription of 10,000 books and journals annually in a standard school library while a typical library must provide sitting facilities for at least a quarter of the population of the school. This standard has perhaps not been met in school libraries. School libraries in Nigeria also rely

heavily on foreign book donations, which in many cases are irrelevant to the needs of students with common observations in the school system showing that most of the books in school libraries are perhaps either obsolete or archaic (Omolayole, 2007 and Daniel, 2008). Glewwe, Kremer, Moulin and Zitzewitz (2003) and (2004) evaluate experimental evidence from Kenya to examine the effect of school inputs such as libraries and library materials on student test scores. Using a randomized intervention, Glewwe et al. (2004) find that the provision of library facilities to schools had an effect on students' test scores in languages and English in particular.

According to Salami (2006) the importance of English language acquisition as a stepping-stone for proficiency in other school subjects cannot be over emphasized. The importance of English language as a school subject derives mainly from its utilitarian value to the larger society. English is the official language of administration and commerce in many countries. It is also a major language of science. Salami (2006) also emphasized the importance of the use of English language in improving communication among the various groups. He further highlighted the need for improving the quality of spoken and written English language among school children. However, one of the current educational problems of public interest is that of poor level of achievement especially in public examinations (Kolawole 2008, Kolawole and Dent, 2006). This problem of underachievement among school children has persisted in many subject areas such

as Mathematics, English and Science (Ivowi, Okebukola, and Oladotun, 2008; Falayajo, 2007).

Kivuva, (2009) notes that English is the official language of communication in Kenya as well as the medium of instruction in schools, colleges and universities. It is also the pre-eminent language of international communication. Consequently, those who master English are likely to reap many academic, social and professional benefits. In the school setting, proficiency in English will make the learning of other subjects much easier. As a result, English is recognized as the central subject in the secondary schools as many subjects depend on it. The Ominde Commission (Republic of Kenya, 1964) recommended continued use of English as a language of instruction in secondary schools and institutions of higher learning as it was viewed to be a world language of great practical importance for the economic and political influence of Kenya and its cultural intercourse with other nations.

The findings of a study by Cheboi and Matoke (2009) revealed that despite the value attached to the language, there has been poor performance in English language in public examinations in Kenya in recent times. This is reflected in the concern voiced by the public, government officials, teachers, lecturers, employers and others over the inadequate attainment of language skills and knowledge by school and college leavers. KCSE examination results from 2006 to 2010 in most schools in Homa Bay District remains poor. Table 1.1 shows performance in

English in KCSE examinations among public secondary schools in Homa Bay District between 2006 and 2010 by mean score.

Table 1.1

Performance in English in KCSE examinations from 2006 to 2010

| School | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|
| Asumbi Girls | 7.744 | 8.4817 | 8.02 | 8.82 | 8.510 |
| Wiobiero Secondary School | 6.9714 | 7.9574 | 7.1379 | 7.281 | 8.303 |
| Orero Boys Secondary | 8.625 | 7.9574 | 7.8182 | 8.967 | 9.910 |
| Homa Bay Secondary School | 7.6550 | 7.5067 | 7.2956 | 8.0976 | 8.630 |
| Ogande Girls Secondary School | 6.842 | 6.5693 | 6.0945 | 7.3407 | 7.299 |
| Kwoyo Kochia | 5.454 | 6.3665 | 4.5410 | 6.8243 | 5.542 |
| Nyandiwa Mixed | 4.7500 | 4.3939 | 4.95 | 5.25 | 3.680 |
| Nyawita Mixed Sec | 4.000 | 5.500 | 4.269 | 4.148 | 3.935 |
| Ludhe Dongo | 3.875 | 2.950 | 3.038 | 4.8857 | 4.760 |
| Achego mixed Secondary | 3.00 | 3.3256 | 3.8684 | 5.33 | 4.914 |
| Koyoo Mixed Secondary School | 5.400 | 5.6000 | 4.2350 | 5.037 | 4.703 |
| Luora Secondary School | 5.181 | 6.2286 | 4.000 | 4.413 | 4.615 |

Source: Homa Bay District Education office 2010

1.2 Statement of the problem

While releasing the 2010 KCSE examination results, Education Minister noted a drastic drop in English subject in most Kenyan public secondary schools. Kenya

National Examinations Council (KNEC) 2010 report in Homa Bay District in the recent years (2006 to 2010) indicates that the learning outcomes in Kenya Certificate of Secondary Education (KCSE) English examination have persistently fallen below average in newly established schools with those that have been in existence for a long time recording better results. This study therefore sought to establish the extent to which school libraries influence performance of English in public secondary schools in Homa Bay district.

1.3 Purpose of the study

The purpose of this study was to assess the influence of school libraries on English performance in public secondary schools in Homa Bay district.

1.4 Objectives of the study

This study sought to achieve the following objectives:

- (i) To examine the adequacy of the provision of library services in public secondary schools in Homa Bay district in enhancing performance in the English subject.
- (ii) To establish the extent to which school libraries influence performance in English comprehension in public secondary schools.
- (iii) To examine the extent to which school libraries influence performance in English composition in public secondary schools.
- (iv) To establish the extent to which school libraries influence performance in English grammar in public secondary schools.

- (v) To establish the extent to which school libraries influence performance in English literature in public secondary schools.

1.5 Research questions

This study sought to answer the following research questions:

- (i) To what extent is the provision of library services in public secondary schools in Homa Bay district adequate in enhancing performance in the English subject?
- (ii) To what extent do school libraries influence performance in English comprehension in public secondary schools?
- (iii) To what extent do school libraries influence performance in English composition in public secondary schools?
- (iv) To what extent do school libraries influence performance in English grammar in public secondary schools?
- (v) To what extent do school libraries influence performance in English literature in public secondary schools?

1.6 Significance of the study

The findings of this study may provide information on ways through which the government and school administration can revitalise and re-orient school libraries to serve the actual needs of students especially in the English subject by providing insights of areas that need to be reinforced. The findings may also inform the government and other stakeholders in the education sector on the state of libraries in

public secondary schools in Homa Bay district especially in the areas concerning the English subject by providing information which may be used to address issues concerning libraries nationally. The findings of this study may further provide information to the government and other players in the education sector on how to expand and make school library services efficient in Kenya. The study may also provide information to the curriculum developers on how to design an education curriculum that makes it possible to incorporate the use of school libraries in the teaching of the English subject.

1.7 Limitations of the study

According to Kerlinger (1973) limitation refers to the limiting conditions or restrictive weaknesses. These conditions are beyond the control of the researcher and may place restrictions on the conclusions of the study and their applications to other situations. The researcher did not have control on the respondents' willingness to respond to research questions, probably, due to their attitude towards the topic or for other personal reasons. Therefore, respondents were thoroughly informed of the purpose of the study prior to answering the questions.

1.8 Delimitation of the study

According to Mulusa (1990), delimitation is a process of reducing the study population and areas to be surveyed to manageable size. The study was delimited by the fact that it was only be conducted in public secondary schools in Homa Bay district and did not involve private schools and public secondary schools from other

districts in the country. The study did not also look at other factors affecting English performance. The findings of this study should therefore be generalised with caution to the rest of the country.

1.9 Basic assumptions of the study

The study was based on the assumptions that:

- (i) All public secondary schools in Homa Bay district have buildings or areas set aside as school libraries.
- (ii) All respondents are knowledgeable of the contribution of school libraries towards performance in the English subject.
- (iii) All public secondary schools in Homa Bay district have persons responsible for managing libraries or library facilities

1.10 Definition of significant terms of the study

The following are significant terms used in the study and their corresponding meanings.

School Libraries refer to special buildings where books are kept, issued and read by students.

Accommodation refers to the ability of school libraries to comfortably provide sitting facilities to atleast a quarter of the student population in a school.

Librarians refer to the personnel whose responsibility is to facilitate access and use of libraries by teachers and students.

Library services refers to types of assistance that students receive when using school libraries such as access to library materials and instruction offered in libraries.

Performance refers to rating of students' test scores in the English subject.

1.11 Organisation of the study

The study is organised into five chapters. Chapter one comprises of the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, assumptions of the study and definitions of significant terms. Chapter two reviews literature under the following sub-topics: Concept of school libraries, school library and students' general performance, school library and students' mastery of vocabulary, school library and students' mastery of grammatical rules, school library and students' mastery of spellings, school library and students' reading culture, theoretical framework of the study and the conceptual framework. Chapter three presents research methodology under research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis and discussion of the findings. Chapter five highlights summary of the findings, conclusions, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study under the following headings: Concept of school libraries and influence of school libraries on performance in English. The chapter also presents the summary of the literature review highlighting a summary of the areas captured in the literature review. The chapter further presents the theoretical framework and the conceptual framework of the study.

2.2 Concept of school libraries

According to Charles (1986) the later part of the 19th century marked the beginning of the modern American library movement with the creation of the American Library Association (ALA) in 1876 by a group of librarians led by Melvil Dewey. At these beginning stages of development, the school libraries were primarily made up of small collections with the school librarian playing primarily a clerical role. The year 1920 marked the first effort by the library and education communities to evaluate school libraries with the publication of the *Certain Report*, which provided the first yardstick for evaluating school libraries (Charles, 1986). School libraries experienced another major push following the launch of Sputnik in 1957, which forced the United States to re-evaluate its priorities for math and science education. As a result, the 1960s were one of the greatest periods of growth and development

for school libraries due to an increased flow of money and support from the private sector and public funding for education. Most notable during this time was the *Knapp School Libraries Project* (Boardman, 1994) which established model school library media centers across the country. Hundreds of new school libraries were expanded and renovated during this time.

School libraries and their impact in Sub-Saharan Africa cannot fairly be compared to the same in the West. There are glaring inadequacies related to financial support, management, collections, space, training, and staff that have been presented by researchers such as Banjo (1998) and Rosenberg (1994). Sturges (2007) addresses the shortcomings of the public library system in former African British colonies, stating (with regard to Uganda), “since the 1970s the national library services have failed to attract significant numbers of users and have mostly stagnated from the lack of funds” (Sturges, 2007: 38). According to Banjo (1998), there are also cultural differences linked to the emerging reading culture, which is developing slowly. Although literacy rates have increased over the past 10 years, there are still many in Uganda for whom reading is not part of daily life, nor is access to or use of a library.

Busag and Bore (2005) notes that of the 18 countries reviewed, only Botswana managed to achieve a basic level of secondary school library provision for all secondary schools. All other countries were characterized by the widespread

absence of effective school libraries, except for a few elite and prestigious secondary schools from both the state aided and private sectors. According to Koné (2006) the most common problems affecting secondary school libraries in almost all countries were: Seriously inadequate funding, with little or no government financial support and only occasional donor support, which leaves most of the burden of library funding on parents, who are already overstretched with the other costs of secondary education. Because libraries are underfunded, they are of only limited value and interest to both students and teachers, and as a result they tend to be underused. There was also lack of adequate library rooms, which are usually converted classrooms with insufficient space, shelving, furniture, equipment, or security. There was also heavy stock wear and tear, loss and damage caused by poor management due to lack of trained school librarians and poor training and overloading of teacher librarians. School library stock selection is a problem, particularly in rural areas where good local booksellers are rare and there are no stock samples, catalogues, brochures, or even price information on which to base selection decisions. As a result many secondary schools with funding tend to order “blind” and many school library orders can be less than effective as a result (World Bank, 2008).

Koné (2006) further notes that there is lack of finance to undertake regular library maintenance. Thus facilities tend to deteriorate rapidly. Where library stock exists it is generally old and often irrelevant to current curricula and teacher/student

interests. More often than not there is virtually no appropriate stock available at all and there are rarely budgets for regular stock upgrading or replenishment. There was also heavy stock wear and tear, loss and damage caused by poor management, lack of security, pest and fungal damage, theft, and so forth; lack of understanding by both teachers and students of the role and function of a school library, and thus a growing inability to use libraries properly even when they are well-established; lack of trained school librarians and poor training and overloading of teacher librarians; a widespread lack of basic minimum standards for school library provision that can guide schools; a lack of commitment from either Ministries of Education or individual schools to the development and use of school libraries; the absence of clearly articulated secondary school library policies in a majority of countries and poor library management systems. For overstretched and underpaid teachers the workload involved in selecting, ordering, receiving, cataloguing, managing loans and returns, re-shelving, repairs, and so forth is simply too much. Even when funds are available basic management systems are often not up to standard (Koné, 2006).

Kpegbo (2006) in the study on secondary textbooks and school Libraries in Togo notes that many countries in both francophone and Anglophone Africa complain about the prevalence of donated second hand books in secondary school libraries. While these donations are welcomed in principle, they are often not central to the national curricula and often not attractive as reading books. There are complaints that the existence of second hand donations provides governments with excuses not

to fund school or even national library systems. Kpegbo (2006) further notes that in many schools the concept of a school library no longer exists. The use of school libraries as a support to learning is no longer recognized by many schools, parents, and students as important. In many countries the National Library Service through municipal and/or public libraries still provides a valuable service, particularly to secondary schools. A high proportion of public library users in most countries tend to be secondary school students trying to access limited core textbook collections (Kpegbo, 2006).

According to Makuwi, (2008) in his article on the current state of school libraries in Kenya observed that because Kenyan schools are seriously short of basic textbooks, little priority is given to the development of school library stocks of appropriate fiction, supplementary English curriculum support materials, and basic reference books in most schools. African fiction, where it does exist, is often old stocks of reprints of abridged, classic 19th and 20th century English literature. Much of the limited library stock is based on donations of second-hand books, many of which are out of date and of only very limited relevance. Secondly, according to Makuwi, (2008) a large majority of students do not know how to use library catalogues or to access basic reference books and do not know how to research and evaluate needed information.

2.3 Influence of school library on performance in English

Some research studies carried out reveal the contribution of school libraries to test score in the English subject. Ayorinde (2005) studied a group of eighth grade students on how school libraries influence their performance in the English and revealed that students who have unlimited access to school library facilities showed significant improvement in language arts such as spelling. Bailey (1970) studied a group of disadvantaged first-grade students who participated in a library resource program over a 12-week period. The experimental group showed a significant increase in total language ability and the ability to express ideas over the control group of disadvantaged students who received no special treatment. DeBlauw (1973) examined the rate of cognitive growth of students as a result of library use and found that elementary students showed significant gains in sentence construction which improved their performance in English compositions and essay writing.

In the study by Hastings and Tanner (2007) English scores improved among students receiving library service from a professional. McMillen (1965) found that students in schools with good libraries and full-time librarians performed at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library service. Didier (1982) confirmed that student achievement in reading, study skills and use of newspapers was significantly greater at the seventh grade level in schools with professional

library media personnel as compared to schools without them. Student access to the library media centre was also significantly greater in schools with professional library media personnel than in schools without them.

Phityan (2008) in a study on improving students' vocabulary mastery through experiential learning in India revealed that especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English. Phityan (2008) states that for young learners, vocabulary is central to language and words are of the critical importance to language learning. It cannot be separated from the other language elements in the teaching and learning process because it influences the students' ability and learning English. Based on the Phityan (2008) teaching English can be reinforced by students' continuous use of the school libraries where they will have access to reading materials in different areas). Hastings and Tanner (2007) revealed that English language skills could be developed at the tenth-grade level through systematic library experiences rather than the traditional emphasis on formal English grammar.

In a study by Hutchinson (1982), English teachers gave tenth-grade students special library skills instruction and practice over a two-week period. Library usage among the students increased regardless of their academic grade point averages. Hastings and Tanner (2007) found that an experimental group of twelfth grade students who were given a variety of library services and resources and the opportunity to work independently under the supervision of the librarian showed "remarkable

enthusiasm" for learning English literature. Malinowski (1991) focused on a comparison of the achievement of junior high school students in English Grammar classes in which textbooks were used with students who used English grammar books in the school library for exercises rather than a textbook assigned to them in class. Results showed that for all investigated outcomes, the use of library textbooks without a basic textbook was the superior method of instruction.

Lance, Welborn and Hamilton-Pennell (1993) found that students whose library media specialists played an instructional role, either by identifying materials to be used with teacher-planned instructional units or by collaborating with teachers in planning instructional units, tended to achieve higher reading scores thus elevating their performance in English comprehension tasks. A study by the Library Research Service in Colorado (1998a) also found that students earned higher reading scores in schools where the school librarian played a vital instructional role, including planning instruction with teachers, providing information literacy instruction, providing in-service training for teachers, and evaluating students' work.

Five recent studies reinforce the importance of the school library in the instructional role in the English subject. A study conducted in Alaska (Lance, Hamilton-Pennell and Rodney, 2000) revealed that students' test scores in English tended to rise when library staff spent more time teaching information literacy to students and planning instructional units with teachers. In Pennsylvania (Lance, Rodney and Hamilton-Pennell, 2000a), English test scores increased as school library were used to

complement classroom teaching. A Massachusetts study by Baughman (2000) found that both elementary and middle school students tended to score higher in English grammar, composition/essay writing and English literature when there was a library instruction program.

Another aspect of using school libraries in learning and teaching role identified in Information Power (1998) is to encourage and engage students in reading, viewing, and listening for understanding and enjoyment. Frye, 2006 found that students involved in this resource-based learning were enthusiastic about reading set-books. He also found that teachers and students both strongly agreed that the school libraries help students to develop the habit of reading which is key is enabling students to perform well in the English subject. Even though the hands-on knowledge students' gain from descriptive grammar instruction can be quite valuable, students can also improve on their grammar through extensive reading of various materials in school libraries. Improved grammar among students will enhance sentence construction, improve their performance in grammar sections and also help them with essay questions (Frye, 2006).

According to Harper and Rennie (2008) based on the National Curriculum for English study, the most common spelling errors include omission, leaving out letters or parts of words that should have been included and 42% miscellaneous errors such as inverting letters ("relief"), doubling consonants, or dividing words incorrectly. These affects students' test scores in English grammar and essay and

composition; areas where wrong spellings are penalized. According to Marton (2000) perhaps the best strategy for improving spelling, however, is to encourage a student to read more. He states that provision of library facilities will go along way in achieving this end. Marton (2000) adds that simply having the words in front of them, absorbed as a story is unfolding from the pages, will instill an instinct in them that is bound to improve spelling. The more a child reads, the more the way words are written will simply "feel" more or less right to them (Marton, 2000).

The study by Githiora, Kiplang'at and Wawire (2007) which investigated factors influencing performance in the English subject in Eldoret Municipality identified one of the factors as lack of the reading culture in schools. According to Adeyemi (2009) reading culture or habit in school is key towards reinforcing students' performance in English literature; an area that calls of students to read texts extensively and understanding of comprehension sections of grammar papers (Adeyemi, 2009). According to the Organisation for Economic Cooperation and Development's Programme for International Student Assessment (OECD) (2002) finding ways to engage students in reading therefore may be one of the most effective ways to leverage social change which will promote reading culture in schools. The librarian and the administration should therefore have to ensure that the library is welcoming and all the resources are easily accessible to students (Kemba, 2005). Malinowski (1991) asserted that composition writing is a difficult skill to acquire, and recommended therefore, that teachers must make use of school

libraries for teaching English Language. Ellis and Tomlison (1980), noted that some basic skills can be acquired by learners through continuous use of school libraries include spelling, punctuation, linguistic skills and convention of style.

2.4 Summary of the literature review

This chapter reviewed literature on school libraries in relation to their influence of performance in the English subject from which it was revealed that majority of studies carried out in Kenya have been on the factors affecting performance of the English subject and in the process listing school libraries as just one of the factors. It was therefore important that the current study be carried so as to facilitate a more in-depth analysis of the relationship between school libraries and performance in the English subject. The history and the development of school libraries were extensively discussed and also comparison between provision of library facilities in developed as well as developing countries discussed which showed that developing countries are trailing their developed counterparts in the provision of library facilities therefore the need for this study. Finally the chapter reviewed literature on the influence of school libraries on performance in the English subject focusing on the three key areas of the integrated English curriculum such as English comprehension, English grammar, English composition and English literature. It was noted that no study has been carried out in Kenya detailing the influence of school libraries on the four areas, therefore the need for this study. The chapter is

concluded by the review of the theoretical framework of the study and the conceptual framework on the influence of school libraries on English performance.

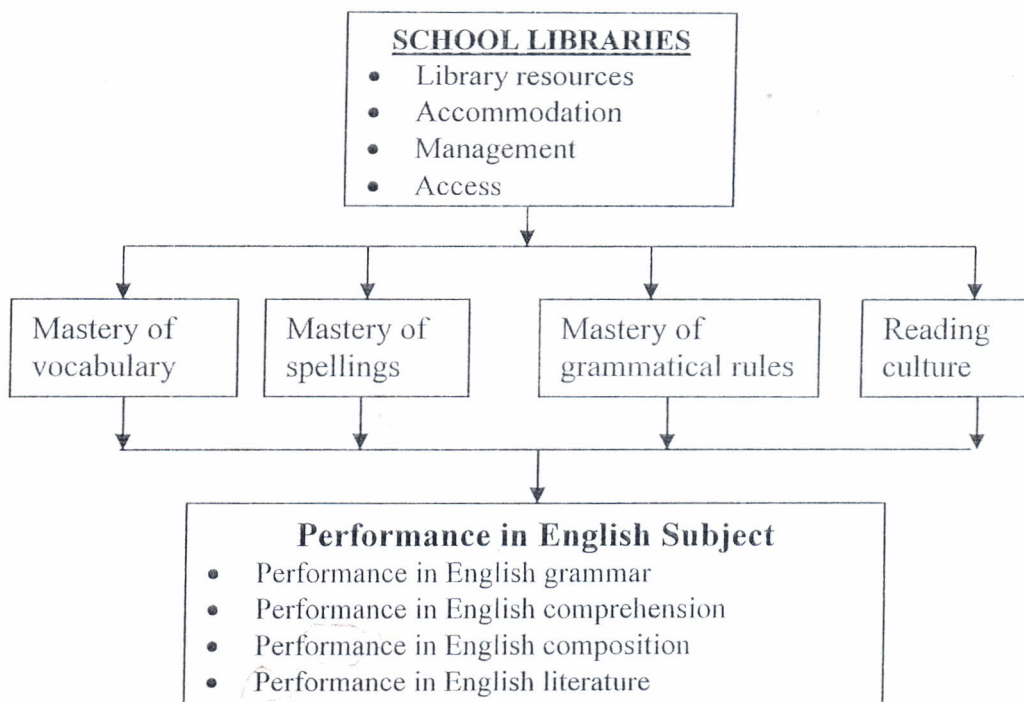
2.5 Theoretical framework of the study

This study was based on The Emerging Theory for Evidence Based Information Literacy Instruction in School Libraries advanced by Gordon (2009). It is a theory which suggests for use of action research as a tool of evidence based practice for information literacy instruction in school libraries. The emerging theory is intended to capture the complex phenomenon of information skills teaching as it is embedded in school curricula. The theory supports research as an integrated approach to teaching language skills and knowledge construction within the framework of inquiry learning. The theory advocates for user-centric information behaviour and constructivist learning theory as the substantive theory behind evidence based library instruction in schools. It also builds on the Information Search Process and Guided Inquiry as foundational to studying the information to knowledge connection and the concepts of help and intervention characteristic of 21st century instruction process (Gordon, 2009). This theory is relevant to this study in that it advocates for students to make an initiative of carrying out research in school libraries as a way of acquiring knowledge in various areas of the English subject.

2.6 Conceptual framework

Figure 2.1

The influence of school libraries on English performance



As indicated on Figure 1.1, this study sought to investigate the influence of school libraries on performance in the English subject. The study looks at a good school library as one that has library resources that are relevant to curriculum implementation. The library should also have enough space to accommodate all students comfortably, be well managed and lastly enable students to access it for longer hours and also be able to access reading materials in the library. Use of such a library by students will determine their mastery of vocabulary, mastery of

spellings, mastery of grammatical rules and also promote the reading culture in schools which is essential in determining performance in the English subject.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter emphasises the description of the method to be used in carrying out the study. The chapter is organised under the following sub-heading namely: Research design, target population, the sample size, sampling procedures, research instruments, instrument validity, data collection procedures and data analysis techniques respectively.

3.2. Research design

Mugenda and Mugenda (1999) define descriptive survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The study adopted the descriptive survey design since it allowed for cross referencing of data collected from various respondents using questionnaires. It was also suitable for this study in that it allowed data collection using questionnaires and an interview schedule from the respondents. In essence, descriptive survey sought to obtain information that described existing phenomena by asking individual respondents about their perceptions, attitudes, behaviour and values in regard to the influence of school libraries on English performance.

3.3. The target population

The target population is defined as the number of real hypothetical set of people, events or objects to which a research wishes to generalise the findings (Borg and Gall, 2007). The study targeted 49 teachers of English, 2,298 form four students and 35 librarians in all the 35 (4 boys boarding, 3 girls boarding, 2 girls day, 21 mixed day and 5 mixed day and boarding) public secondary schools in Homa Bay.

3.4. Sample size and sampling technique

From the respective categories i.e. boys boarding, girls boarding, girls day, mixed day and mixed day and boarding the researcher used simple random sampling technique to select 3 boys boarding schools, 2 girls boarding, 1 girls day, 7 mixed day and 4 mixed day and boarding schools making a total of 17 public secondary schools overall. This was according to Gay (1976) who notes that a sample of 10% of the larger population is considered minimum while the sample of 20% may be required to be for smaller populations. However, the researcher increased the percentage to about 50% (17 schools) for better representation of the various school categories and minimize sampling error. This means that the sample of the total number of schools (17) as well as samples in respective school categories was above 20% and therefore adequate representation of the target population. Stratified random sampling technique was used to select individual schools from each category; a technique where each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any

stage during the sampling process, and each subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals (Yates, Moore and Starnes, 2008). In stratified random sampling technique, names of schools in each category were written on pieces of papers; folded and placed in a box and shaken to ensure that they are well mixed. The folded papers were picked with replacement until a desired sample in each category of schools had been obtained. In case a paper was picked twice or more it was returned without being recorded.

To select the sample of teachers of English, the researcher selected one teacher of English from each of the 17 sampled schools making a sample of 17 teachers. This means that in schools with one teacher of English, the teacher was automatically selected. In case of schools with more than one the researcher used simple random sampling technique to select at least one teacher. The researcher also used one librarian from each of the 17 public secondary schools making a sample of 17 librarians.

To select the sample of students, the researcher used systematic sampling technique. According to Black (2004), systematic sampling is a statistical method involving the selection of elements from an ordered sampling frame. The most common form of systematic sampling is an equal-probability method, in which every k^{th} element in the frame is selected, where k , the sampling interval (sometimes known as the *skip*), is calculated as:

$$k = \frac{N}{n}$$

Where n is the sample size, and N is the population size. This is one of the methods that has been used. The researcher will use this technique because by using it each element in the population has a known and equal probability of selection. Therefore computation was as follows:

$$K = \frac{\text{No. of form four students in each school category}}{x}$$

Where: x = selected sample size of each school

From the sampling frame, a starting point was chosen at random, and choices thereafter are at regular intervals. For this study, the researcher first of all obtained names of registered form four students from all categories of schools and listed them randomly. The researcher then calculated the K^{th} value in each category of schools and selected the level from students to be sample at regular intervals. The researcher selected 20% of the total population of students in every school in line with Gay (1976). The sample for this study was therefore 17 teachers of English, 17 librarians and 270 form four students. The total sample size was 304 respondents.

3.5 Research instruments

The researcher developed and used two categories of questionnaires, an interview schedule and an observation schedule. Questionnaires were used to solicit information from teachers of English and students while interview schedules were used on librarians. The questionnaires had both structured and unstructured questions. The researcher preferred questionnaires because according to Mulusa

(1990) questionnaires are easier to administer to respondents and are convenient for collecting information within a short span of time. Moreover, the respondents are literate and therefore familiar with the language used in the questionnaire. The researcher preferred interview as the interviewer can probe deeper into a response given by an interviewee and that interviews produce a higher response rate (Mulusa, 1990).

(a) Questionnaire for teachers of English

Questionnaire for teachers of English was divided into sections A, B and C. Section A comprised of teachers' profile or demographic trends. Section B composed of items on the provision of library services in schools, students' utilisation of library facilities and school libraries' influence on students' performance in English comprehension, composition, grammar and literature.

(b) Students' questionnaire

Students' questionnaire was divided into sections A and B. Section A comprised of students' profile or demographic trends. Section B composed of items on the provision of library services in schools, students' utilisation of library facilities, school libraries' influence on students' performance in English comprehension, composition, grammar and literature.

(c) Librarians interview schedule

The interview schedule had items on the professional qualifications of librarians and their working experience. It also composed of items on the provision of library services in schools by looking at the suitability of school libraries and availability of

library materials. It further had items on the role of the librarian in ensuring the provision of quality library services and items seeking information on students' utilisation of library facilities.

(d) Observation schedule

The observation schedule was also used in this study. An observation schedule was in form of analytical form, or coding sheet, filled out by the researcher during structured observation. It carefully specified beforehand the categories of behaviours or events under scrutiny and under what circumstances they should be assigned to those categories. The observation schedule for this study comprised of library facilities against which the researcher verified in terms of availability and adequacy. The observation schedule was not intended to act as a checklist, but as guidelines or a reminder to be alert and on the lookout for certain things.

3.6. Instrument validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda, 1999). Content validity was done using the results of the pilot study. To enhance content validity, the researcher modified some ambiguous questions based on the results of the pilot study that involved 2 schools which were exempted from the main study. Results of the pilot study was also discussed with the respondents and necessary revisions made on the instruments. Schedule for examination of the document was also discussed with the supervisor before being administered in the field.

3.7. Reliability of the instruments

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. The tendency toward consistency found in repeated measurements is referred to as reliability (Patton, 2002). He adds that an instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a time. Scientific researchers such as Nachimias and Nachimias (1976) recommended split half method to measure reliability of a test. This method involves splitting the statements/items into two halves (odd and even items). Scores of each item were computed for the two groups and then correlated. Using result obtained from the pilot study on 2 schools the correlation coefficient (r) was obtained through the Pearson Product Moment formula. To ensure full reliability, the Spearman Brown prophecy formula was used. Using this formula, the researcher tested the reliability of the sets of instruments whose values were +0.8562 which thus varied between 0.00 and +1.00 and were closer to +1.00, showing a stronger congruence and therefore shows that the instruments used in this study were reliable.

3.8. Data collection procedure

The researcher personally administered the research instruments for both pilot and the main study. Authority to conduct the research in public secondary schools in Homa Bay district was obtained from the Ministry of Higher Education. The researcher then gave a copy of the research permit to the District Education Officer,

Homa Bay district and copies also given to headteachers of the sampled schools. The questionnaires had a covering letter for respondents informing them of the purpose of the study and assuring them of utmost confidentiality. The researcher visited the sampled schools and personally distributed the questionnaires to teachers of English and students and collected them after a period of one week. Through personal contact the researcher was able to assure respondents of confidentiality of their responses. Personal contact also provided motivation to the respondents to answer all the questionnaire items.

3.9. Data analysis techniques

To analyse data the researcher was guided by the objectives of the study. Data were edited to identify items strongly responded to, spelling mistakes in the responses and any blank spaces left unfilled by respondents. Data were then organized for processing and items analysed and recorded on a tally table from which frequencies, and percentages were used to analyse the data, and respondents' profile. Data processing was done using the statistical package for social science (SPSS) computer programme for easy analysis. Quantitative data obtained using closed-ended items were analysed using statistical analysis while qualitative data from open-ended items (interview) were analysed using descriptive statistics where items whose response was free expression of the respondents opinion was analysed in terms of discussion and tabulation using the method of descriptive statistics and tabulation done then comparison be followed.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the data collected and its interpretation in relation to the objectives and aims of the study. It includes demographic information about the respondents as well as their views and observations on the influence of school libraries on English performance in public schools in Homa Bay district.

4.2 Questionnaire return rate

The researcher administered questionnaires to 17 teachers of English and 270 form four students and also set to interview 17 librarians making a total sample of 304 respondents. The questionnaire return rate is as presented on Table 4.1.

Table 4.1

Questionnaire return rate

| Category of respondents | Total sample | Returned questionnaire /interviewed | Percentage return rate |
|-------------------------|--------------|-------------------------------------|------------------------|
| Teachers of English | 17 | 13 | 76.4% |
| Form Four students | 270 | 265 | 98.1% |
| Librarians | 17 | 13 | 76.4% |
| Total | 304 | 291 | 95.7 |

Out of the 17 teachers of English who were issued with questionnaires, 13 returned dully filled in questionnaires which is 76.4% return rate. On the side of students out of the 270 students issued with questionnaires, 265 returned dully filled in questionnaires which is a 98.1% return rate. The researcher was also able to interview 13 librarians out of 17 which is 76.4% return rate. The average return rate was 95.7% which according to the researcher was a satisfactory representation of the target population. According to Donald, (1997) a response rate of more than 65% of the total sample is considered representative enough to yield reliable findings.

4.3 Demographic data of respondents

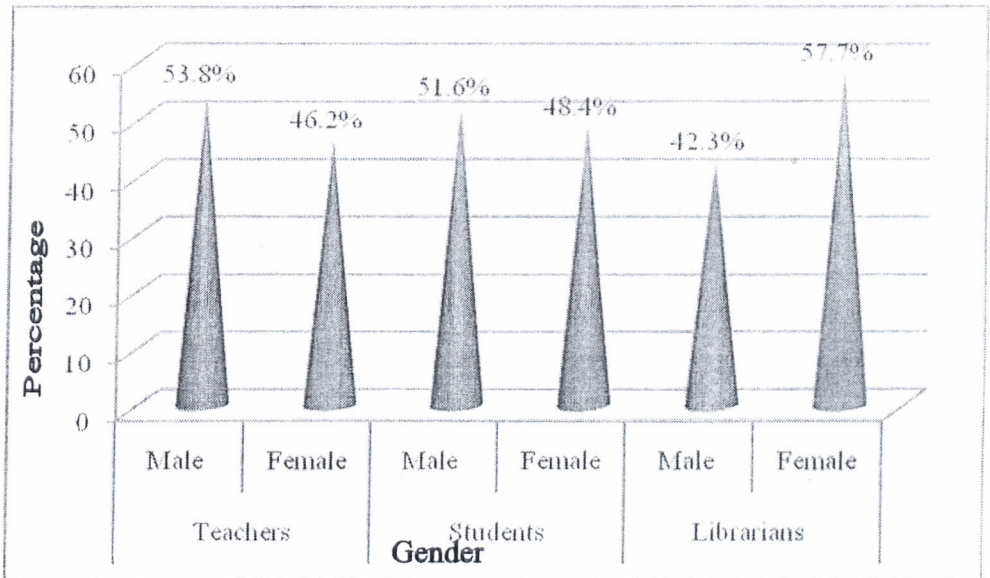
The study sought respondents' demographic information as a way of establishing the characteristics of respondents and if these characteristics have an impact on the scope of the study. This was in terms of teachers' and students' gender, teachers' professional qualifications and teaching experience.

4.3.1 Teachers, students and librarians' gender

Teachers of English and students were asked to indicate their gender and the results are as presented in Figure 4.1.

Figure 4.1

Teachers, students and librarians' gender



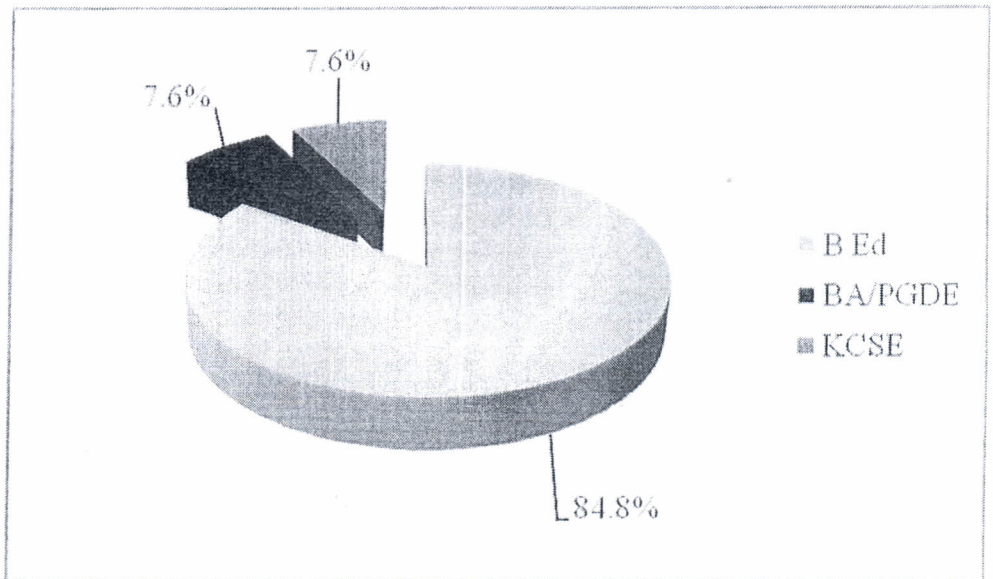
The results on Figure 4.1 indicated that more than half of teachers of English (53.8%) were male while 46.2% of them female. Also, more than half of students (51.6%) were male and 48.4% of them female. A higher number of librarians (57.7%) on the other hand are female while 43.2% are female. This shows that public secondary schools in Homa Bay district have slightly more male teachers of English and students while there are more female librarians.

4.3.2 Professional qualifications of teachers and librarians

The researcher asked teachers of English and librarians to indicate their highest professional qualifications on the questionnaires. The results are as indicated in Figure 4.2.

Figure 4.2

Professional qualifications of teachers of English



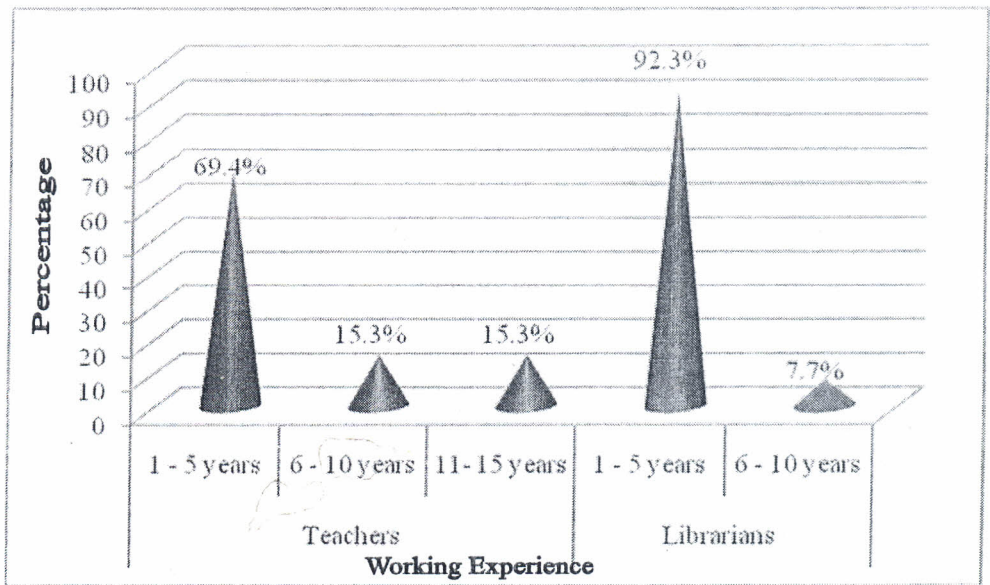
From the findings on Figure 4.2, majority of teachers of English (84.8%) had Bachelor of Education (Arts) qualifications with only 7.6% of them with KCSE and BA/PGDE respectively. This is an indication that most teachers of English (92.4%) sampled for this study have the minimum required professional qualifications to teach in public secondary schools and can therefore be relied upon to give conclusive information on the influence of school libraries on performance of English. The study also revealed that only 2 (15.3%) out of the 13 librarians have been trained as school librarians. It is thus of much concern that majority of librarians have not been trained as school librarians which may have a negative impact on their performance as school librarians.

4.3.3 Teachers and librarians' working experience

The researcher asked teachers of English and librarians to indicate their working experience in years. Their responses are as indicated in Figure 4.3.

Figure 4.3

Teachers and librarians working experience



The results in Figure 4.3 show that majority of teachers of English (69.4%) had taught for 1 to 5 years while 15.3% had taught for 6 to 10 years and 11 to 15 years respectively. This is an indication that majority of teachers of English in public secondary schools in Homa Bay District had teaching experience of less than 6 years which might affect their ability to incorporate school libraries in teaching of English. The study also revealed that majority of librarians (92.3%) had worked as school librarians for a period less than 5 years. This may lead to a conclusion that

most school librarians had a working experience that could be considered inadequate to enable them give the required assistance to students while in the school libraries.

4.3.4 Areas of professional training of teachers of English

The researcher asked teachers of English the areas in which they have been trained in and found that majority of these teachers (92.4%) had trained to teach English and literature while only 1 (7.6%) has been trained to teach humanities. This shows that majority of teachers of English in public secondary schools in Homa Bay district are professionally trained to teach English subject and therefore gave reliable information in relation to the influence of school libraries to English performance.

4.4 Provision of library facilities

The study endeavoured to find out from teachers of English, Form Four students and school librarians the provision of library facilities in public secondary schools in Homa Bay district and its influence on English performance. The findings are presented in the successive sub-sections.

4.4.1 Availability of school libraries

The study also sought from teachers of English and students on the availability of school libraries in their schools and found that 7 (53.8%) of public secondary schools in Homa Bay district did not have school libraries while 6 (42.6%) of them

had libraries in their schools. More than half of Form Four students (54.3%) however said that their schools had school libraries while 45.7% said their schools lack libraries. The researcher also observed that majority of schools (55.3%) do not have a special room set aside as a school library and that libraries double up as offices, workshops and laboratories. This is an indication that quite a higher number of public secondary schools in the district do not have school libraries which may be a reason for dismal English performance.

4.4.2 Storage of books in schools with no libraries

The research asked teachers of English and form four students from schools without libraries where books are kept and their responses are presented in Table 4.2.

Table 4.2
Storage of books in schools with no libraries

| Response | Teachers | | Students | |
|------------------------------|-----------|------|-----------|------|
| | Frequency | % | Frequency | % |
| Principals' office | 1 | 16.6 | 31 | 25.6 |
| Staffroom | 3 | 50.6 | 31 | 25.6 |
| School store | 2 | 33.4 | 9 | 7.4 |
| Deputy principal's office | 2 | 33.4 | 28 | 23.1 |
| Subject departmental offices | 2 | 33.4 | 22 | 18.1 |
| | N= 7 | | N = 121 | |

The results presented in Table 4.2 show that 50.6% of teachers indicated that books are kept in the staffrooms due to lack of school libraries followed by 33.4% who

said books in their schools are kept in the school stores, deputy principals' office and subject departmental offices respectively. The findings also show that 25.6% of students indicated that books in their schools are kept in the principal's office and staffroom respectively. These findings point to the fact that in public secondary schools in Homa Bay district without school libraries, books are kept in areas which have limited student access.

4.4.3 Levels of library equipment

The researcher sought from teachers of English from schools with libraries the extent to which these school libraries are equipped with English materials. The results are as presented on Table 4.3.

Table 4.3

Levels of library equipment

| Rating | Frequency | Percentage |
|---------------------|-----------|--------------|
| Very well equipped | 0 | 0.0 |
| Moderately equipped | 1 | 16.6 |
| Poorly equipped | 5 | 83.4 |
| Total | 6 | 100.0 |

From the information on Table 4.3, majority of teachers of English (83.4%) said school libraries in their schools are poorly equipped while only 1 (16.6%) said they are moderately equipped. From the observation carried out all school libraries are

lacked enough furniture both for sitting and storing books. These findings point to the fact that though some public secondary schools in Homa Bay district have school libraries, these libraries are ill equipped and therefore not adequate in teaching the English subject.

4.4.4 Materials available in libraries

The study went further and sought from teachers of English materials available in schools libraries. Their responses are as shown on Table 4.4.

Table 4.4

English materials available in libraries

| English materials | Frequency | Percentage |
|----------------------------|------------------|-------------------|
| English course books | 13 | 100.0 |
| Literature guide books | 8 | 61.5 |
| Encyclopaedia in English | 2 | 15.3 |
| English revision books | 13 | 100.0 |
| English Poetry books | 10 | 76.9 |
| Newspapers | 10 | 76.9 |
| English set books | 11 | 84.6 |
| English Dictionaries | 10 | 76.9 |
| English magazines/journals | 5 | 38.4 |

N = 13

The results on Table 4.4 show that all the 13 (100.0%) teachers of English indicated that there are English course books and revision books in schools libraries followed by 84.6% who said there are set books and 76.9% who said there are poetry books, newspapers and dictionaries. It was however noted from the interviewed librarians that these English reading materials are not adequate to serve all the students adequately and that stock upgrading and replenishing is not done on time. This is an indication that public secondary schools in Homa Bay district have the necessary English materials.

All the 13 Librarians also indicated that, they often encounter cases of wear and tear of books as a result of students moving with books from libraries to their classes and later home in case of day schools. It was, however, noted from school librarians that these libraries lack Information and Communication Technology (ICT) facilities and catalogue cards which makes it hard for students to locate English reading materials. These findings concur with Merrill (1983) who related library resources to students' learning outcomes in the English subject and found that the use of library resources was associated significantly with better English learning outcomes. According to Phityan (2008) teaching English can be reinforced by students' continuous use of the school libraries where they will have access to reading materials in different areas.

4.4.5 Availability of library space

The researcher asked teachers of English and Form Four students from schools with school libraries whether these libraries have enough space to accommodate students. From the findings all the 7 teachers of English from schools with school libraries indicated that these libraries are not spacious. Majority of students (85.5%) also held the same view that the libraries are not spacious while 14.5% said they are spacious. All the 13 (100.0%) librarians interviewed indicated that school libraries lack enough space to accommodate students during library sessions. Librarians also indicated that the libraries have ventilation though not adequate making school libraries very hot especially when fully occupied by students. Librarians also revealed that school libraries have light though it is not adequate. This shows that school libraries in public secondary schools in Homa Bay district lack enough space which limits students' access to library study materials. The school libraries are also not conducive for students to study in them comfortably.

4.4.6 Solution to lack of enough library space

The researcher asked teachers to indicate the measures they have put in place to deal with the issue of lack of enough space in school libraries. Their responses are as presented on Table 4.5.

Table 4.5

Solution to lack of enough library space

| Response | Frequency | Percentage |
|--|------------------|-------------------|
| Students go to the library in shifts | 6 | 85.7 |
| Students are allowed to borrow books | 5 | 71.4 |
| Library books taken to classrooms during lessons | 3 | 42.8 |

N = 7

According to the findings on Table 4.5, majority of teachers of English (85.7%) indicated that they allow students to visit the school libraries in shifts as a way of dealing with the issue of lack of enough library space. This is followed by the fact that students are allowed to borrow books from libraries and read from elsewhere as revealed by 71.4% teachers of English. This is an indication that as a way of dealing with lack of enough space in school libraries, most schools allow students to visit libraries in shifts and also allow them to borrow books and read from somewhere else.

4.4.7 Teachers' involvement in procurement of library

The researcher asked teachers of English whether they are normally involved in the process of procuring of English library materials. Their responses revealed that a higher number of them (53.8%) said they are involved in the procurement of English library materials while 46.2% said they were not. This is an indication that as much as a higher number of teachers of English are involved in the procurement

of English library materials, a sizeable number are not which might impact on the relevance of the English library materials procured by schools.

4.4.8 Relevance of library materials for English

The researcher sought from teachers of English and form students the relevance of library materials for the English subject. Their responses are as presented in Table 4.6.

Table 4.6

Relevance of library materials according to teachers and students

| Response | Teachers | | Students | |
|--------------------|-----------|--------------|------------|--------------|
| | Frequency | Percentage | Frequency | Percentage |
| Very relevant | 4 | 30.6 | 35 | 24.3 |
| Relevant | 9 | 69.4 | 70 | 48.6 |
| Not very relevant | 0 | 0.0 | 34 | 23.1 |
| Totally irrelevant | 0 | 0.0 | 5 | 3.4 |
| Total | 13 | 100.0 | 144 | 100.0 |

According to the results in Table 4.6, majority of teachers of English (69.4%) and students (48.6%) feel that English materials in school libraries are relevant. This is an indication that English materials stocked in school libraries in public secondary schools in Homa Bay district are relevant to the teaching of the English subject.

4.4.9 Frequency of students' visit to the school library

The researcher sought from form four students from schools with school libraries how frequent they visit the school library. Their responses are as presented on Table 4.7.

Table 4.7

Frequency of students' visit to the school library according to students

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Very often | 21 | 16.8 |
| Often | 50 | 40.0 |
| Rarely | 54 | 43.2 |
| Total | 125 | 100.0 |

According to the data presented on Table 4.7, a higher number of students (43.2%) said they rarely visit school libraries followed by 40.0% who said they often visit school libraries while 16.8% said they visit the school library very oftenly. This is an indication that as much as some public secondary schools in Homa Bay district have school libraries a higher number of students are not utilising these libraries to the maximum which affects their performance in the English subject.

4.4.10 Adequacy of time students spend in libraries

The researcher went further and asked teachers of English whether the time students spend in school libraries is adequate. Their responses are as shown on Table 4.8.

Table 4.8

Adequacy of time students spend in libraries according to teachers

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Very adequate | 0 | 0.0 |
| Adequate | 0 | 0.0 |
| Inadequate | 8 | 61.6 |
| Very inadequate | 5 | 38.4 |
| Total | 13 | 100.0 |

The results on Table 4.8 show that majority of teachers of English (61.6%) feel that the time students spend in the library is inadequate followed by 38.4% who feel it is very inadequate. This is an indication that students in public secondary schools in Homa Bay district do not spend enough time in school libraries which has affected their English performance.

4.4.11 Activities carried out in the school libraries

The sought further sought from students from schools with school libraries the activities which take place when the visit school libraries. Their responses are as indicated on Table 4.9.

Table 4.9

Activities carried out in the school libraries

| Activities | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| Self-reading | 108 | 86.4 |
| Lectures | 23 | 18.4 |
| Revising for examinations | 14 | 11.2 |
| Doing homework | 6 | 4.8 |

N = 125

The findings on Table 4.9 show that majority of students (86.4%) engage in self-reading while in the school library followed by 18.4% who said they go for lectures in school libraries. The librarians interviewed indicated that they have put in place library rules to govern utilisation of the library facilities. They range from library opening and closing hours, procedures of borrowing books, required students conduct in libraries, which publications can be borrowed and steps taken against students in case of lose or damage of borrowed books. This is an indication that when in the libraries, students are normally left on their own in most cases to carry out self-reading and therefore there is minimal instruction or guidance. It is also clear that schools have put in place library policies which as revealed are not very well adhered to.

4.5 School libraries and English comprehension performance

The study sought to establish the extent to which school libraries influence students' performance in English comprehension. The findings obtained have been highlighted in the successive sub-sections.

4.5.1 Level of students' performance in English comprehension

The researcher sought to establish students' competence levels in English comprehension by asking them to indicate their performance in the area. The findings are as presented on Table 4.10.

Table 4.10

Level of students' performance in English comprehension

| Response | Teachers | | Students | |
|--------------|-----------|--------------|------------|--------------|
| | Frequency | Percentage | Frequency | Percentage |
| Excellent | 0 | 0.0 | 6 | 2.2 |
| Good | 3 | 23.3 | 64 | 24.1 |
| Average | 4 | 30.6 | 152 | 57.3 |
| Poor | 4 | 30.6 | 21 | 7.9 |
| Very poor | 2 | 15.5 | 22 | 8.5 |
| Total | 13 | 100.0 | 265 | 100.0 |

The results presented on Table 4.10 show that majority of teachers (30.6%) felt that their students are either average or poor in English comprehension followed by 23.3% who feel their students are good and then 15.5% who feel their students are

poor in comprehension. Majority of students (57.3%) on the other hand indicated that their performance in English comprehension is average followed by 24.1% who said their performance is good and then 8.5% who said their performance is very poor. This is an indication that students in public secondary schools in Homa Bay district have difficulties in English comprehension although there is an overwhelming feeling that their performance is average.

4.5.2 Measures to promote English comprehension performance

The researcher sought from teachers of English measures they have put in place to promote students' performance in English comprehension. Their responses are as presented in Table 4.11.

Table 4.11

Measures to promote English comprehension performance

| Response | Frequency | % |
|--------------------------------|------------------|----------|
| Doing comprehension exercises | 8 | 61.4 |
| Extensive reading | 9 | 69.4 |
| Reading literature novels | 5 | 38.4 |
| Writing of essays/compositions | 5 | 38.4 |

N = 13

The findings on Table 4.11 show that majority of teachers of English (69.4%) have put emphasis on students reading extensively as a way of promoting performance in

English comprehension. This is followed by 61.4% who recommend students doing comprehension exercises. These findings are an indication that teachers of English in public secondary schools in Homa Bay district have recommended measures that involve use of school libraries (extensive reading) as a way of promoting students' performance in English comprehension. It can, therefore, be concluded that school libraries are essential in enhancing students' performance in English comprehension.

4.5.3 School libraries' and English comprehension performance

The researcher asked teachers to indicate whether school libraries influence students' performance in English comprehension. Their responses show that majority of them (61.5%) said that school libraries are key play a role in promoting performance in English comprehension while 38.5% said it does not. This is an indication school libraries contribute to performance in English composition in public schools. This findings are in agreement with McMillen (1965) who found that students in schools with good libraries and full-time librarians performed at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library services.

4.5.4 School libraries and comprehension performance

The researcher asked teachers who had indicated that school libraries influence English comprehension performance to state through which ways. The findings are as presented in Table 4.12.

Table 4.12

School libraries and English comprehension performance

| Response | F | % |
|---|----------|----------|
| Provides students with reading materials | 4 | 50.0 |
| Provides students with variety of comprehension books for exercises | 7 | 87.5 |
| Provides students with comprehension books for exercises | 7 | 87.5 |
| Provides students with past English papers | 3 | 37.5 |

N = 8

The findings on Table 4.12 reveal that majority of teachers of English (87.5%) said that school libraries promote performance in English comprehension by providing students with variety of comprehension variety of textbooks for exercises and provides students with recommended English course books for exercises respectively. This is followed by 50.0% of those who said school libraries provide students with reading materials. This is an indication that school libraries promote English comprehension performance by providing students with variety of English textbooks for comprehension exercises which in the end promotes their performance in English comprehension.

4.6 School libraries and performance in English composition

The study sought to establish students' performance in English composition and if it has in any way been influenced by school libraries in public secondary schools in Homa Bay District. The information obtained is as presented in provided sub-sections.

4.6.1 Level of students' performance in English composition

The researcher asked teachers of English and students to indicate their level of performance in English composition. Their responses are as indicated in Table 4.13.

Table 4.13

Level of students' performance in English composition

| Response | Teachers | | Students | |
|-----------------|------------------|-------------------|------------------|-------------------|
| | Frequency | Percentage | Frequency | Percentage |
| Excellent | 0 | 0.0 | 13 | 4.9 |
| Good | 0 | 0.0 | 59 | 22.2 |
| Average | 9 | 69.4 | 170 | 64.0 |
| Poor | 3 | 23.0 | 19 | 7.1 |
| Very poor | 1 | 7.6 | 5 | 1.8 |
| Total | 13 | 100.0 | 265 | 100.0 |

From the results on Table 4.13, majority of teachers (69.4%) feel that the performance of their students in English composition is average. This is also the position held by majority of students (64.0%). This is followed by 23.0% teachers

and 7.1% students who feel the performance of their students is poor. These results are an indication that most students in public secondary schools in Homa Bay district are performing below par in English composition.

4.6.2 Measures to promote English composition performance

The researcher asked teachers and students to indicate measures they have put in place to promote English composition performance. The findings are as presented in Table 4.14.

Table 4.14

Measure to promote English composition performance

| Response | Teachers | | Students | |
|-------------------------------------|-----------|------|-----------|------|
| | Frequency | % | Frequency | % |
| Extensive reading | 6 | 46.2 | 95 | 35.8 |
| Extensive writing of essays | 5 | 38.4 | 34 | 12.8 |
| Doing composition writing exercises | 8 | 61.6 | 120 | 45.2 |
| Speech exercises | 4 | 30.6 | 44 | 16.6 |
| | N = 13 | | N = 265 | |

The findings on Table 4.14 indicate that a higher number of teachers (61.6%) and students (45.2%) have recommended that students do composition writing exercises as a way of enhancing their performance in English composition. This is followed by 46.2% of teachers and 35.8% of students who recommend extensive reading. These findings point to the fact that ways of promoting English composition performance involve utilisation of school libraries.

4.6.3 School libraries' and English composition performance

The researcher asked teachers to indicate whether school libraries influence students' performance in English composition. The findings show that majority of teachers of English (76.9%) feel that school libraries are key in promoting performance in English composition while 23.1% said it does not. This is an indication school libraries are viewed by most teachers of English as contributing to performance in English composition. These findings concur with a Massachusetts study by Baughman (2000) which found that both elementary and middle school students tended to score higher in English grammar, composition/essay writing and English literature when there was a library instruction program. Ayorinde (2005) studied a group of eighth grade students on how school libraries influence their performance in the English and revealed that students who have unlimited access to school library facilities showed significant improvement in language arts such as spelling. According to Frye (2006) improved grammar among students will enhance sentence construction, improve their performance in grammar sections and also help them with composition writing.

4.6.4 Ways in which libraries promote composition performance

The researcher asked teachers who had indicated that school libraries influence KCSE English composition performance to highlight ways through which school libraries contribute to performance in English composition. The findings are as presented in Table 4.15.

Table 4.15

Ways in which libraries promote English composition performance

| Response | F | % |
|---|----------|----------|
| Provides students with reading materials | 8 | 80.0 |
| Provide students with reading space | 7 | 70.0 |
| Provides students with material on composition writing techniques | 6 | 60.0 |
| Provides students with English dictionaries | 6 | 60.0 |
| Provides students with other grammar textbooks | 5 | 50.0 |

N = 10

The findings on Table 4.15 indicate that majority of teachers of English (80.0%) said that school libraries promote performance in English composition by providing students with reading materials which promote their grammar followed by 70.0% who said they provide students with reading space and then 60.0% who said school libraries provide students with materials on composition writing techniques and providing students with English dictionaries. These findings are an indication that school libraries contribute towards English composition performance by providing students with reading materials which help to promote their grammar which enhances their composition writing techniques.

4.7 School library and English grammar performance

The study sought from respondents the extent to which school libraries influence performance in the English grammar performance. The findings are as presented in the successive sub-sections.

4.7.1 Level of students' performance in English grammar

The researcher asked teachers and students to indicate their levels of performance in English grammar. Their responses are as presented in Table 4.16.

Table 4.16

Level of students' performance in English grammar

| Response | Teachers | | Students | |
|--------------|-----------|--------------|------------|--------------|
| | Frequency | Percentage | Frequency | Percentage |
| Excellent | 0 | 0.0 | 26 | 10.1 |
| Good | 1 | 7.6 | 73 | 27.5 |
| Average | 10 | 77.1 | 151 | 56.9 |
| Poor | 2 | 15.3 | 10 | 3.7 |
| Very poor | 0 | 0.0 | 5 | 1.8 |
| Total | 13 | 100.0 | 265 | 100.0 |

According to the results on Table 4.16 majority of teachers (77.1%) and students (56.9%) feel that students' performance in English grammar is average followed by 15.3% of teachers who feel their students' performance in English grammar is poor while 27.5% of students feel their performance is good. These findings are an

indication that students' performance in English grammar is average and needs to be improved upon.

4.7.2 Measures to promote English grammar performance

The researcher sought from teachers and students measures they have put in place to promote English grammar performance. The results are as presented on Table 4.17.

Table 4.17

Measure to promote English grammar performance

| Response | Teachers | | Students | |
|---------------------------------|-----------|------|-----------|------|
| | Frequency | % | Frequency | % |
| Extensive reading | 6 | 46.2 | 66 | 24.9 |
| Extensive writing of essays | 5 | 38.4 | 15 | 5.6 |
| Doing English grammar exercises | 8 | 61.6 | 164 | 61.8 |
| Speech exercises | 4 | 30.6 | 41 | 15.4 |
| | N = 13 | | N = 265 | |

According to the findings presented on Table 4.17, majority of teachers (61.6%) and students (61.8%) recommend doing of English grammar exercises as a solution to poor performance in English grammar followed by 46.2% teachers and 24.9% students who recommend extensive reading. These findings show that solutions to poor performance in English grammar lie in the maximum utilisation of school libraries.

4.7.3 School libraries' influence on English grammar performance

The researcher asked teachers to indicate whether school libraries influence students' performance in English grammar and found that higher number of teachers of English (69.2%) said that school libraries are key in promoting performance in English grammar while 30.8% said it does not. This is an indication school libraries are viewed by most teachers of English as contributing to performance in English literature. Malinowski (1991) focused on a comparison of the achievement of junior high school students in English Grammar classes in which textbooks were used with students who used English grammar books in the school library for exercises rather than a textbook assigned to them in class. Results showed that for all investigated outcomes, the use of library textbooks without a basic textbook was the superior method of instruction. Even though the hands-on knowledge students' gain from descriptive grammar instruction can be quite valuable, students can also improve on their grammar through extensive reading of various materials in school libraries (Frye, 2006).

4.7.4 Ways in which libraries promote English grammar performance

The researcher asked teachers who had indicated that school libraries influence English grammar performance to highlight ways through which school libraries contribute to performance in English grammar. The findings are as presented in Table 4.18.

Table 4.18

Ways through which libraries promote English grammar performance

| Response | Frequency | % |
|---|------------------|----------|
| Provides students with other reading materials | 8 | 88.8 |
| Provides students with other grammar textbooks | 7 | 77.7 |
| Provide students with reading space | 6 | 66.6 |
| Provides students with enough grammar textbooks | 3 | 33.3 |

N = 9

The findings on Table 4.18 indicate that majority of teachers of English (88.8%) said that school libraries promote performance in English grammar by providing students with other reading materials which promote their grammar followed by 77.7% who said they provide students with variety of grammar books to read and for exercises and then 66.6% who said school libraries provide students with reading space. These findings are an indication that school libraries contribute towards English grammar performance by providing students with reading materials which help to promote their grammar as well as providing them variety of grammar books for doing exercises.

4.8 School libraries' influence of performance in English literature

The study endeavoured to establish the extent to which school libraries influence performance in English literature. The findings are presented in sub-sections.

4.8.1 Level of students' performance in English literature

The study sought to establish from teachers and students the general English literature performance in public secondary schools in Homa Bay district. The results are as presented on Table 4.19.

Table 4.19

Level of students' performance in English literature

| Response | Teachers | | Students | |
|-----------------|------------------|-------------------|------------------|-------------------|
| | Frequency | Percentage | Frequency | Percentage |
| Excellent | 1 | 7.6 | 22 | 8.3 |
| Good | 1 | 7.6 | 64 | 24.1 |
| Average | 10 | 77.2 | 154 | 58.1 |
| Poor | 1 | 7.6 | 19 | 7.1 |
| Very poor | 0 | 0.0 | 6 | 2.4 |
| Total | 13 | 100.0 | 265 | 100.0 |

According to the results presented on Table 4.19, majority of teachers (77.2%) and students (58.1%) feel that students' performance in English literature is average. This is an indication that students in public secondary schools in Homa Bay District are not performing well in English literature and therefore there is need for improvement.

4.8.2 Areas of difficulty in English literature

The researcher asked students to identify areas of English literature that they have problems in tackling. Their responses are as presented on Table 4.20.

Table 4.20

Areas of difficulty in English literature

| Response | Frequency | Percentage |
|-----------------|------------|--------------|
| Short stories | 80 | 30.1 |
| Novel | 57 | 21.2 |
| Poetry | 130 | 49.0 |
| Oral literature | 28 | 10.5 |
| Total | 265 | 100.0 |

From the results on Table 4.20, majority of students (49.0%) have difficulties in poetry followed by 30.1% with difficulties in short stories and then 21.2% with difficulties in the novel. This is an indication that poetry is the area of English that is giving students problems in public secondary schools in Homa Bay District.

4.8.3 Measures to promote literature performance

The researcher asked teachers and students to provide measures they have put in place to promote performance in English literature. The findings are as presented on Table 4.21.

Table 4.21**Measures to promote literature performance**

| Response | Teachers | | Students | |
|--------------------------------|------------------|----------|------------------|----------|
| | Frequency | % | Frequency | % |
| Extensive reading of set books | 13 | 100.0 | 110 | 41.5 |
| Reading other literature books | 4 | 30.6 | 80 | 30.1 |
| Reading poetry books | 0 | 0.0 | 59 | 22.2 |
| Using guide books | 2 | 15.3 | 40 | 15.1 |
| Reading teachers notes | 5 | 38.4 | 34 | 12.8 |
| | N = 13 | | N = 265 | |

The findings presented on Table 4.21 indicate that all the 13 teachers of English and majority of students (41.5%) said that they have embraced extensive reading of set books as a way of promoting performance in English literature. This is followed by 38.4% of teachers who have recommended students to read teachers notes while 30.1% of students said they read other literature books. From the findings, it is clear that teachers' and students' solutions to poor performance in literature include the use of the school library to a large extent.

4.8.3 Whether school libraries promote literature performance

The researcher asked teachers to indicate whether school libraries influence students' performance in English literature. Their responses show that a higher number of them (61.4%) feel that school libraries are key in promoting performance in English literature while 38.6% said it does not. This is an indication school

libraries are viewed by most teachers of English as contributing to performance in English literature. These findings are in agreement with Hastings and Tanner (2007) who found that an experimental group of twelfth grade students who were given a variety of library services and resources and the opportunity to work independently under the supervision of the librarian showed "remarkable enthusiasm" for learning English literature.

4.8.4 Ways in which libraries promote literature performance

The researcher asked the teachers who had indicated that school libraries influence English literature performance to highlight ways through which school libraries contribute to performance in English literature. The findings are as presented in Table 4.22.

Table 4.22

Ways through which libraries promote literature performance

| Response | Frequency | Percentage |
|---|------------------|-------------------|
| Provides students with set books to read | 4 | 50.0 |
| Provides students with other literature texts | 5 | 62.5 |
| Provide students with guide books | 4 | 50.0 |
| Provide students with reading space | 3 | 37.5 |

N = 8

The findings of Table 4.22 indicate that majority of teachers of English (62.5%) said that school libraries promote performance in English literature by providing students with other literature texts followed by 50.0% who said they provide students with set books to read and provide students with literature guide books respectively. These findings are an indication that school libraries contribute towards English literature performance by providing students with set books as well as other supplementary literature materials.

4.9 Challenges facing provision of library services

The researcher interviewed librarians asking them to provided information on the challenges they face when carrying out their duties. Their findings are presented in Table 4.23.

Table 4.23**Challenges facing provision of library services**

| Response | Frequency | Percentage |
|---|------------------|-------------------|
| Inadequate stock of books in the library | 10 | 76.9 |
| Theft of library materials (books) | 9 | 69.2 |
| Students not being prompt in returning books | 8 | 61.5 |
| Non-adherence to library rules | 8 | 61.5 |
| Librarians attending to many students | 8 | 61.5 |
| Inadequate library space | 7 | 53.8 |
| Damages of library materials/books | 7 | 53.8 |
| Congested school curriculum making it hard from students to visit libraries | 5 | 38.4 |
| Teacher doubling as librarians increases workload. | 5 | 38.4 |
| Students lacking in enthusiasm to borrow books | 5 | 38.4 |
| Too much filing which is time consuming and tedious | 4 | 30.7 |

N = 13

The findings presented on Table 4.23 show that majority of librarians (76.9%) cited inadequate stock of books in the library as a major challenge facing school libraries in public secondary schools in Homa Bay district. This is followed by 69.2% who cited theft of library materials (books), then 61.5% who cited students not being prompt in returning books, students' non-adherence to library rules and Librarians attending to many students. These findings are an indication that the biggest challenge facing school libraries is lack of adequate English reading materials due to schools purchasing enough materials, theft of materials and students not returning borrowed books on time thus denying other students a chance to use them.

4.10 Solutions to the challenges facing schools libraries

The researcher through interview asked librarians give solutions to the challenges that face school libraries. The results are as indicated on Table 4.24.

Table 4.24

Solutions to the challenges facing schools libraries

| Response | Frequency | Percentage |
|--|------------------|-------------------|
| School librarians to be employed | 9 | 69.2 |
| Students to replace lost books immediately | 9 | 69.2 |
| Providing of more spacious libraries | 9 | 69.2 |
| More time to be allocated for library use | 8 | 61.5 |
| Students be fined for keeping books for long | 7 | 53.8 |
| Libraries to improve on record keeping | 7 | 53.8 |
| Train school librarians | 7 | 53.8 |
| Renovate existing library facilities | 6 | 46.1 |
| Sensitising students on school library rules | 5 | 38.4 |
| Having more prefects working in school libraries. | 5 | 38.4 |
| Teachers workload to be reduced | 4 | 30.7 |
| Encouraging students to take good care of books | 4 | 30.7 |
| Put in place curriculum that gives students more time to use the school library. | 4 | 30.7 |
| Ensuring that books are issues to students by various subject teachers | 3 | 23.1 |

N = 13

The findings on Table 4.24 indicate that majority of school librarians (69.2%) feel that schools should employ school librarians, students should replace lost books immediately and that schools should provide of more spacious libraries. This is

followed by 61.5% who feel that more time to be allocated to for library use. These findings show that provision of adequate reading materials and expansion of library facilities are seen as ways of improving provision of library services in schools which will go along way in promoting English performance.

4.11 Summary of findings

From the findings of the study public secondary schools in Homa Bay district do not have libraries while those that have them they are ill-equipped and not spacious enough to accommodate students to the required levels. Most libraries do not have trained librarians with a number of them having teachers doubling up as librarians which further hampers the provision of library services. The study found that school libraries influence performance in key areas of the English subject which are comprehension, composition, grammar and literature by providing students with reading materials which enhance their grammar which is essential in writing compositions and answering grammar questions. It also exposes them to various literary works which are vital in enhancing performance in English literature. The study also found that schools are facing challenges in the provision of library services as a result of inadequate library facilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusion of the study, recommendations obtained from the findings and also suggestions for further study.

5.2. Summary of the study

The purpose of this study was to assess the influence of school libraries on Kenya on English performance in public secondary schools in Homa Bay district. This was done by carrying out investigations on the provision of library services in public secondary schools in Homa Bay district and its influence on performance in English, the extent to which school libraries influence students' performance in English comprehension, English grammar, English literature and English composition. The study adopted a descriptive survey design and targeted 304 teachers, 2,298 form four students and 35 librarians in all the 35 public secondary schools in Homa Bay from which a sample of 17 teachers of English, 17 librarians and 270 form four students was selected. Data were collected using questionnaires for teachers of English and form students, an interview schedule for librarians and an observation schedule. Closed-ended items were analysed using statistical analysis while qualitative data from open-ended items (interview) were analysed using descriptive statistics and findings presented in frequency/percentage tables.

5.3. Summary of the study findings

The study revealed that a number of public secondary schools in the district do not have libraries and that in these schools books are kept in areas such as offices which limit students' access to books. It was also revealed that in schools with libraries, these libraries are ill equipped and therefore not adequate in teaching the English subject. School libraries also lack ICT facilities and catalogue cards which make it hard for students to locate English reading materials. Schools libraries also lack enough space which limits students' access to library study materials. It was further revealed that majority of school librarians have not been trained as school librarians with most of them being teachers who are doubling up as librarians.

The study also revealed that a sizeable number of teachers of English are not involved in the procurement of English materials which might impact on the relevance of the English library materials procured by schools. It was also revealed that as much as some public secondary schools in Homa Bay district have school libraries a higher number of students are not utilising these libraries to the maximum as majority of them do not spend enough time in these libraries and are normally left on their own in most cases to carry out self-reading and therefore there is minimal instruction or guidance.

The study further revealed that to enhance English comprehension performance teachers of English have recommended measures that involve use of school libraries

(extensive reading) which therefore shows that school libraries are essential in enhancing students' performance in English comprehension by providing students with variety of English textbooks for comprehension exercises. The study also revealed that ways of promoting English composition performance involve utilisation of school libraries which provide students with reading materials which help to promote their grammar thus enhancing their composition writing techniques. The findings of the study further show that solutions to poor performance in English grammar lie in the maximum utilisation of school libraries which provide students with reading materials which help to promote their grammar as well as providing them variety of grammar books for doing exercises. For English the school library is crucial as it provides students with set books as well as other supplementary literature materials. The study finally revealed that the biggest challenge facing school libraries is lack of adequate English reading materials due to school not purchasing enough materials, theft of materials and students not returning borrowed books on time thus denying other students a chance to use them.

5.4. Conclusions of the study

The study sought to establish the influence that school libraries have on English performance in public secondary schools in Homa Bay district. The findings brought out revelations that most schools in the district lack special facilities set aside as school libraries and that books are kept in offices which limits students access to these books. The available libraries are ill-equipped and not spacious

enough to serve all students adequately. The libraries also lack professional management as most librarians are not trained. It was also revealed that students are not utilising school libraries to the maximum. The study identified specific areas of the English subjects such as English comprehension, composition, grammar and literature where students have difficulties and revealed that ways of improving in these areas involve extensive utilisation of school libraries. It can therefore be concluded that provision of library services in public secondary schools in Homa Bay district is not adequate and has as a result impacted negatively to English performance.

5.5. Recommendations of the study

In view of the findings, the study recommended the following: That school administrations should immediately employ trained school librarians so as to ensure that school libraries are well managed in terms of regulating students' library utilization and protection of library facilities. The study also suggested that librarians, teachers and school administrations should ensure all the time that students who lose books are made to replace them immediately as a way of ensuring that school libraries have adequate reading materials. The study further recommends that school administrations and other stakeholders should immediately ensure that spacious libraries are constructed in schools to ensure that these libraries serve a higher number of students adequately. It is also recommended that teachers and school administrations allocate more time to students for library use so as to

ensure that majority of students adequately access study materials. The study equally recommend that students should be fined for keeping borrowed books for long so as to ensure that school libraries have adequate reading materials all the time. The study is also of the view that school librarians should improve on record keeping to guard against the of library materials. It is also recommended that school administrations should regularly renovate existing library facilities so as to ensure that they are in good condition for use by students. The school administrations, teachers and librarians should also sensitise students on school library rules to ensure that school libraries operate smoothly. The study also recommends that school administrations should appoint more library prefects in school libraries to ensure that order is maintained during student visitations to the library. It also recommended that the Ministry of Education should employ more teachers so that teachers' workload is reduced thus enabling them to adequately attend to students while in the school library all the time.

5.6. Suggestions for further research

This study was restricted to public secondary schools in Homa Bay district leaving out private schools. A similar study therefore should be carried out involving private secondary schools. A similar study should also be carried out involving public secondary schools in other district or areas in the country.

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APPENDICES

APPENDIX ONE

LETTER OF INTRODUCTION

Agnes Akinyi Ojijo
College of Education
and External Studies
P.O. Box 92,
Kikuyu,
03rd June, 2011.

Dear respondent,


**REF: REQUEST FOR DATA ON THE INFLUENCE OF SCHOOL
LIBRARIES ON PERFORMANCE IN ENGLISH IN PUBLIC SCHOOLS IN
HOMA BAY DISTRICT**

I am a postgraduate student in the University of Nairobi, pursuing a master of education in Curriculum Studies. I am conducting research on the above mentioned topic.

I would like to inform you that you have been selected to participate in the research. I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge. Your identity will be treated with utmost confidentiality. No name of the respondent or institution will be written on the questionnaire.

Thank you in advance.

Yours faithfully,



Ojijo Agnes Akinyi

APPENDIX TWO

QUESTIONNAIRE FOR TEACHERS

Please write your responses to the questionnaire items in the spaces provided or by ticking [✓] the most appropriate answer. To ensure confidentiality, **do not** write your name anywhere on this questionnaire.

Section A

1. What is your gender? Male Female
2. What is your Professional qualification?
KCSE Certificate B Ed BA/PGDE
MEd PhD
3. For how long have you been a teacher?
1 to 5 years 6 to 10 years 11 to 15 years
16 to 20 years Above 20 years
4. Which subjects are you trained to teach?
English/Literature Humanities Creative arts Sciences

Section B

5. (a) Do you have a library in your school? Yes No
(b) If No; where do you keep textbooks and other reading materials?
Principal's office Deputy Principal's office
Staffroom Subject departmental offices
School store School Hall
6. Is the library spacious enough for all students in your school? Yes No
7. If the library is not spacious enough, please indicate how you normally ensure that all students access library services?
Students come in shifts

- Students allowed to borrow books
- Library books taken to respective classrooms
8. (a) How do you rate the level at which the school library is equipped?
 Very well equipped Moderately equipped Poorly equipped
9. Please indicate the library materials available in the English side of the library.
 Course books Revision books Setbooks
 Literature guide books Poetry books Dictionaries
 Encyclopaedia in English Newspapers Magazine/Journals
10. Are you involved in the procurement of library materials in your school?
 Yes No
11. How can you rate the relevance of these library materials to the English curriculum?
 Very relevant Relevant
 Not very relevant Totally irrelevant
12. (a) Do you normally have English lessons conducted in the library?
 Yes No
- (b) If yes, how often? Very often Often Rarely
13. Please list some other activities carried out during these lessons.
 Lectures Students' self reading
 Doing exercises Revising for examination
14. How do you rate the amount of time students spend in the library?
 Very adequate Adequate
 Inadequate Very inadequate
14. How do you rate your performance in English comprehension?
 Excellent Good Average
 Poor Very Poor
15. What are you doing to promote your performance in English comprehension?
 Extensive reading Extensive use of dictionaries
 Extensive writing of essays Doing of English exercises

15. Has the school library come in handy to assist you in teaching comprehension writing? Yes No

Explain your answer.....
.....

16. How do rate your students' performance in English Composition?

Excellent Good Average
Poor Very Poor

17. What are you doing to promote students' performance in English composition?

Recommended extensive reading Extensive use of dictionaries
Extensive writing of essays Doing of English exercises

18. Has the school library come in handy to assist you in teaching composition writing?

Yes No

Explain your answer.....
.....

19. How do you rate your students' performance in English grammar?

Excellent Good Average
Poor Very Poor

20. Which measures have you put in place to promote students' performance in

grammar? Encourage extensive reading Writing of essays
Doing of English exercises Speech exercises

21. Has the school library come in handy to assist you in teaching grammar?

Yes No

Explain your answer.....
.....

22. How do you rate your students' performance in literature in English?

Excellent Good Average
Poor Very Poor

23. What are doing to promote your students' performance in English literature?

Extensive reading of texts Using guide books

Reading other story books Reading notes

24. Has the school library come in handy to assist you in teaching English literature?

Yes No

Explain your answer.....

.....

APPENDIX THREE

STUDENTS' QUESTIONNAIRE

Please read the questions below and answer them honestly in the spaces provided or by ticking [] the most appropriate answer. To ensure confidentiality, **do not** write your name anywhere on this questionnaire.

Section A

1. What is your gender? Male Female

Section B

2. (a) Do you have a library in your school?

Yes No

(b) If No; where do you keep textbooks and other reading materials?

Principal's office Deputy Principal's office

Staffroom Subject departmental offices

School store School Hall

3. Is the library spacious enough for all students in your school?

Yes No

4. How can you rate the relevance of these library materials to the English curriculum?

Very relevant Relevant

Not very relevant Totally irrelevant

5. (a) Do you normally use the school library?

Yes No

If yes, how often? Very often Often Rarely

6. Please indicate some the things you do while in the library.
- Lectures Self reading
 Doing exercises Revising for examination
7. How do you rate the amount of time you spend in the library?
- Very adequate Adequate Inadequate Very inadequate
8. How do you rate your performance if English comprehension?
- Excellent Good Average
 Poor Very Poor
9. What are you doing to promote your performance if English comprehension?
- Extensive reading Extensive use of dictionaries
 Extensive writing of essays Doing of English exercises
10. How do you rate your performance if English composition?
- Excellent Good Average
 Poor Very Poor
11. What are you doing to promote your performance if English composition?
- Extensive reading Extensive use of dictionaries
 Extensive writing of essays Doing of English exercises
11. How do you rate your performance in English grammar?
- Excellent Good Average
 Poor Very Poor
12. What are you doing to promote your performance in grammar?
- Extensive reading Extensive writing of essays
 Doing of English exercises Speech exercises
13. How do you rate your performance in literature in English?
- Excellent Good Average
 Poor Very Poor
14. Which areas of English literature do you encounter most difficulties?
- Short stories Novel
 Poetry Oral literature

15. What are you doing to promote your performance in English literature?

Extensive reading of setbooks Reading poetry

Using guide books Reading other literature books

APPENDIX FOUR

LIBRARIANS' INTERVIEW SCHEDULE

This interview schedule seeks to obtain information on the influence of school libraries on English performance in public secondary schools in Homa Bay District.

1. What is your gender?
2. Have you been trained as a school librarian?
3. For how long have you worked as a librarian?
4. What is your comment on the library rooms in which you are working in terms of:
 - (a) Levels of equipment
 - (b) Space
 - (c) Ventilation
 - (d) Lighting
 - (e) Levels of equipment in terms of furniture, ICT installation and mode of cataloguing, shelving
 - (f) Security.
4. Is there enough stock of materials in your library? If no explain.
5. How often do you undertake stock upgrading or replenishment?
6. Do you encounter cases of wear, tear, loss and damage? What are reasons for this?
7. What measure have you put in place to ensure that teachers and students understand the role and function of the school library?
8. Have you established basic minimum standards or regulations for the school? If yeas what are some of these standards and regulations?
9. To what extent is the school library policy well/clearly articulated?
10. What are some of the challenges you face when providing library services?
11. Which solutions do you recommend for these challenges?

APPENDIX FIVE

OBSERVATION SCHEDULE/GUIDE

School: Observer:

| Facility | Available | Not available | Adequate | Not adequate |
|------------------------|------------------|----------------------|-----------------|---------------------|
| Catalogue cards | | | | |
| Chairs | | | | |
| Computers | | | | |
| Cupboards | | | | |
| Dictionaries | | | | |
| Encyclopaedia | | | | |
| English course books | | | | |
| English revision books | | | | |
| Library building | | | | |
| Lighting | | | | |
| Literature guide books | | | | |
| Novels | | | | |
| Poetry books | | | | |
| Setbooks | | | | |
| Shelves | | | | |
| Short stories books | | | | |
| Supplementary books | | | | |
| Tables | | | | |
| Toilet facilities | | | | |
| Ventilation facilities | | | | |

APPENDIX SIX
RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. **NCST/RR/12/1/ISS011/901**

THIS IS TO CERTIFY THAT:

Date of issue **12th July 2011**

Prof./Dr./Mr./Mrs/Miss/Institution

Fee received **KSHS 1,000**

Agness Akinyi Ojijo

of (Address) **University of Nairobi**

P.O BOX 30197 Nairobi


has been permitted to conduct research in

| | |
|-----------------|-----------------|
| | Location |
| Homa Bay | District |
| Nyanza | Province |



on the topic: **"Influence of school libraries on English performance at Kenya Certificate of Secondary Education in public schools in Homa Bay District.**

Applicant's
Signature


Secretary
National Council for
Science and Technology

for a period ending **30th Sept, 2011**

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P.O. Box 30197
NAIROBI