THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Types of Reading Materials in School Library and Their Relevance to Students in Secondary School in Nandi Central Sub-county

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Abstract:
The school library as a resource centre inspires a love of reading among users. This study aimed at establishing how the school library can be used to nurture a reading culture among Form Three students. It sought to establish use of school library in the high school students' use of library to develop a reading culture in Nandi Central Sub-County, Kenya. The objective was to establish the types and relevance of reading materials available in the school library. The study was guided by Vygotsky's socio-cultural model of Reading. It adopted a descriptive survey design. Secondary Schools were purposively sampled hence only schools with libraries were selected. A total of ten secondary schools were selected. Purposive sampling was used to select one librarian and one English Subject Head from each school. This gave a sample size of 10 Librarians and 10 Subject Heads. Simple random sampling was used to select 31 students from each of the 10 secondary schools, giving a sample size of 310 students. Data was collected using the questionnaire, interview, document analysis and observation schedule. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages and presented using tables and figures. Qualitative data was analysed thematically using themes. Findings showed that all libraries were stocked with exam oriented texts like course books, revision books and story books (mostly old text books), newspapers and books on donations. Old syllabus course books and donated books were found to be irrelevant. Students (75%) believed that texts equipped them with knowledge and skills necessary for passing examinations. They used the library to complete assignments, conduct research and make notes. Majority of the students (75%) spent most of the time in the library revising for examinations and doing assignments. However, they did not read for leisure because of lack of attractive reading materials, the tight exam-oriented syllabus and lack of enough time for usage of the library. Schools should stock libraries with quality literature that will enhance learning outcomes and foster a culture of reading for pleasure, library periods to be included in the Form Three time table teachers and librarians should identify attention-grabbing texts for students and Subject Heads should encourage all the students to use the school library for leisure reading and not for academic achievements only.

Keywords: types, relevance, reading, materials, available, library

1. Introduction

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

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

Burton & Humphries (1992) note that in the United Kingom, many people read for pleasure, but as a popular activity, reading has probably and understandably declined during the last fifty years. This is ironical in that more books are being published than ever before and more leisure time is generally available. According to this research, the main factors in this change involve the increased

claims on people's time by other visual stimuli particularly T.V and videos on one hand and direct observation promoted by widespread travel on the other. Notably, this argument is paradoxical in nature considering the fact that many governments and individuals are spending more money on education than ever before. This means that there would be less proficiency and lower standards of reading skills among those who are being taught, (Burton & Humphries, 1992). The IFLA manifesto on a research conducted in the United States of America (USA) details core library service goals as "developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives; offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment,"(IFLA, 2000, p.12). Ogbonna & Eze (2015) add that young people can only achieve their potentials in life if they have developed interest in reading. This is because reading helps an individual to achieve greater control, increase independence and a greater sense of self-worth and belonging.

Evidently, the reading skill will therefore improve students' learning across the curriculum, (Akala, 2004). However, teachers have enormous challenges as they teach the reading skill. Among these challenges are lack of libraries and where they exist, reading materials are inadequate since most libraries only stock textbooks and teachers also have heavy workloads hence have minimal time to embark on reading. Moreover, the syllabus is exam oriented and teachers exist to teach students to pass exams, (Mbae, 2010). A School library as Ogbonna & Eze (2015) suggest, should provide opportunities for further reading and use of materials other than prescribed classroom textbooks. This means that it should provide materials for recreation so as to encourage students to read for pleasure.

The basic function performed by academic libraries including school libraries is to support formal education. According to the International Federation of Library Associations (IFLA) a manifesto published in 2000, the school library is "essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development," (IFLA, 2000, p. 1). Nabuyanda (2011) and Reddy (1998) observe that a school library is the soul, core and pivot around which academic life in the school revolves. It is also a part and parcel of a school set-up. It exists to serve the objectives of a parent organization and plays an important role in helping the educational system achieve its goals by serving the students and teachers. A school library today is supposed to serve as a resource centre with books, magazines and documents like recorders, maps and charts.

As Nssien (2008) observes, a reading habit is identified as the single most important determinant of a students' success in education and in the modern complex society. A reading habit is the use of reading as a regular activity. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Igwe (2011) also notes that a reading culture is the process of building up positive reading attitude among students and children over a period of time. Gbadamosi (2007, p. 44) concurs with him and adds that "when an individual habitually and regularly reads books and other information materials that are not necessarily required for him to advance in his profession or career he is said to have a reading culture."

In Kenyan, secondary schools, there is a desire and a need for learners to read texts of literary worth for examination purposes and also for enjoyment. Experience of literature as Gathumbi & Masembe (2005) put it, is an essential part of education: it raises the level at which the mind functions, gives form and meaning to the data of experience, widens and deepens experience, offers attitudes, sets out moral issues and deals with matters of truth, goodness and beauty. Glogowski (2008) notes that there is lack of a reading culture in Kenya and the problem is compounded by the fact that the education system is exam- oriented. The system is dominated by exams which play a crucial role in deciding a student's future. Moreover, when teachers speak of encouraging a culture of reading, they invariably mean the culture of reading in English.

In other words, English is a second or even the third language for both the students and the teachers meaning that teachers want to encourage a culture of reading in a language that students use very rarely outside the classroom. In addition to this, reading and writing are perceived as skills that students need to develop to function successfully in school not something that a student perceives as valuable or usable outside the classroom, in the community and in the social context. Glogowski (2008) laments that in Kenya, efforts to encourage independent reading is pointless if students have no access to reading materials. This observation is based on the fact that most schools in the country especially in rural areas have small libraries or book collections but with no other reading materials except textbooks.

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

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

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

A reading culture according to Mureithi and Kipchumba, (2011) is part of a specific culture and habit that is shared and valued highly by a particular society. Reading is considered an important skill that helps one gain information he/she needs in everyday life. The desire to add to our existing knowledge, seek individual self-improvement and re-creative purposes should drive people to read. In teaching the reading skill, teachers need to make use of available resources like school libraries to make lessons more focused and learner-centred, (Kutto, 2005). The school library can serve as the best resource to teach reading skills because it is in the library where learners can access extra information not presented by a teacher in class, to finish class assignments and read for leisure and enjoyment. It is therefore in a library that a student has an opportunity of voluntary and independent reading. This is where a student has a chance of choosing what to read on at leisure time. Independent reading reflects a reader's personal choice of the material to read as well as the time to do it. However, in most schools' libraries do not exist and where they do, students avoid borrowing books for fear of losing them, (Kutto, 2005).

1.1. Statement of the Problem

There is a general feeling that Kenyans do not have a reading culture. Majority of those in urban settings buy a newspaper everyday but a very small fraction actually read them, (Kenal News, 2007; Education Watch magazine, 2005; Glogowski, 2008; Likoye, 2012). The then Minister of State for National Heritage and Culture Hon Ole Ntimama in July 2011 challenged Kenyans to read in order to refresh and protect their minds from rotting. Likoye, (2012) notes that the maxim that, if you want to hide something from a Kenyan, all you need to do is to place it in a book, is now more relevant than ever before since reading culture has fallen so badly that there is a risk of the country churning out of schools' people without critical and reflective skills and who can easily be manipulated by political demagogues, terrorists and warlords. Among the solutions given to this problem is the fact that students should be encouraged to see school as a place where they go to learn how to read so that they can for the rest of their lives read to learn, (Njengere, 2012).

Moreover, the government should set up library centres in all constituencies to enhance learning and research. School heads must also come up with timetables that give room to students to engage in reading books, (Njengere, 2013). The problem of a poor reading culture among the Kenyan populace would be attributed to absence of libraries or their inability to provide adequate reading. Glogowski (2008) observes that libraries if available are only stocked with textbooks meant for teaching. Parry (2004) notes that the inability of libraries to provide reading materials is a major roadblock in the fight against illiteracy in developing countries.

Most studies address the role of the teacher-librarian and the librarian and availability of a library and reading materials in developing a reading culture amongst students, (Igwe, 2011; Maliki and Uche, 2007; Glogowski, 2008; Ogurombiand Gboyega, 1995; Lonsdale, 2003) of importance also is the significant role played by improved reading culture in any nation. This study is therefore set to address the question. It will attempt to document the role of school libraries in developing a reading culture among students. Moreover, much of the researches done so far have focused on the primary school rather than the secondary schools setting. Yet research indicates that the impact of the school library diminishes as the students move through high school, (Lonsdale, 2003; Education Watch Magazine, 2005). It is the interest of the researcher therefore to establish the types and relevance of reading materials available in the school library.

1.2. Theoretical Framework

This study is grounded on Lev Vygotsky's Socio-Cultural Model of Reading of 1986. Vygotsky's theory discusses reading which is specifically what this study focuses on. Vygotsky's theory was therefore adopted because of its relevance to language and in particular reading. Vygotsky's Socio- Cultural Model of Reading was developed in 1986 and has been continuously revised in 1978, 1993 and 1997. It proposes that all knowledge is socially and culturally constructed. It describes learning as a social process where cognition solely depends on social interaction. Learning in children occurs at two levels; where at first level, interaction occurs with others then knowledge is integrated into an individual's mental structure. At the second level, every child has the potential for cognitive development although it is limited to the Zone of Proximal Development (ZPD). This "zone" is a cognitive region which lies just beyond what a child can do alone. It is an area of exploration for which a child is cognitively prepared, but, requires help and social interaction from a teacher, parent, instructional environment and /or more experienced peers to fully develop.

Vygotsky perceived a child as a social being who is able to appropriate new patterns of thinking when learning alongside a more competent individual .Adejoke et.al. (2016) reports that reading is a skill that must be nurtured from a child's earliest years and once secondary school students know how to read, they still need support to reach their full potential as readers. He further argues that the assistance provided to a child leads to "scaffolding" that supports a child's evolving understanding of knowledge domains and also development of complex skills. Scaffolding is learning that proceeds from the known to the unknown and should be concrete, external or visible. Scaffolding also refers to all kinds of support provided by an adult or peers for children learning how to carry out tasks they could not perform alone. He also notes that anything that a child learns must be within the ZPD. He points out that learning and development are embedded within social events and occurring as a learner interacts with other people, objects and activities in a collaborative environment. In the course of development, cultural tools play an important means in mediating the social and cultural engagement of the learner.

Vygotsky argues that when children participate in cultural and social activities with the guidance of more skilled partners, they internalize cultural tools which may be anything physical like a library, books, pencils, pens among others or physiological like language. The cultural tools are handed to facilitate the acquisition of higher mental functions to a specific culture and used independently by members of the society (Vygotsky, 1997). Evident from this theory is the fact that what and how a child learns depends on what opportunities the teacher, parent or peers provide since learning is not natural but depends on interactions with more expert others through collaborative learning, discourse, modelling and scaffolding that support the intellectual knowledge and skills of

learners and facilitates intentional learning. He describes higher mental functions deliberate, mediated and internalized behaviours. He asserts that the higher functions of intellectual activity arise out of collective behaviour, cooperation with the surrounding people and from social experience.

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

The theory links to this study in that children need to engage in tasks with which they can be successful with assistance provided. Assistance in this case could be in the form of variety of interesting reading materials in varied formats, provision of a library period in the timetable and encouragement from teachers and librarians coupled with motivation. Motivation could be through awards to the "best" readers or attractive display of library materials for easy access by students. The theory also stresses that a child needs to have strengths identified and built upon. It is based on the ground that he/she is completely dependent on other people and what he/she can do today in cooperation can be done independently tomorrow. The study is equally based in the assumption that all students can develop a reading culture given a supportive teaching and an effective learning environment. In summary, the theory depicts that provision of various forms of scaffolding like reading activities by a more competent individual who in this case is a teacher or librarian will help to extend learners' (students') reading capacity or levels.

2. Literature

2.1. Availability, Relevance and adequacy of Reading Materials

A research study done in Kenya by Glogowski in 2008 indicates that the Kenyan education system is exam - oriented and could explain the reason why most students do not find any time for leisure reading. Thus, any material that is not a course book or a literature set book is not examinable hence it is pointless reading it. He further notes that it is a futile exercise to encourage learners to do independent reading yet they cannot access reading materials. In addition to this, he notes that most schools in rural Kenya have small libraries or book collections, but with no other reading materials except textbooks. A study that was done in Zambia by Chusa (2011) echoes similar experiences. The researcher in this particular study found out that lack of access to reading materials is one of the contributing factors to the poor reading culture at high school level.

A research done by World Bank in 2008 indicates that the overwhelming characteristic of most secondary school libraries throughout Africa is under funding hence the facilities are of limited value and interest to both students and teachers and as a result, they tend to be underused and consequently have little priority in either national or school budgets. It further indicates that most countries in Africa, Kenya included complain about the prevalence of donated second- hand books in secondary school libraries. These donations are often not central to the national curricular and often not attractive as reading books. Moreover, the existence of these donations provides governments with excuses not to fund school library systems. Ironically as much as these donations are welcomed in principle, they take up valuable storage space in small school libraries. With little or no government funding, most of the burden of library funding is left to parents who are already overstretched with other costs of secondary school education.

Consequently, the facilities tend to deteriorate rapidly because regular maintenance is not undertaken. Kimberly (2013) suggests that in order to promote independent reading among students, there is needed to create literacy-environment in every classroom. He notes that a literacy-rich environment is one full of prints, books and other reading materials that not only supports the common core standards, but also provide a setting that encourages and supports speaking, listening and writing in a variety of authentic ways. It is therefore evident that every classroom (or library) should be an inviting, print- rich environment.

Yule (2010) established that school libraries in Namibia were not well resourced and content of most books were outdated and irrelevant to learners and teachers. Hawwau (2015) revealed that one of the problems that affected school libraries was that materials were not up to date or the materials were not well organized. Adejoke (2016) adds that one hindrance to students' reading interests was inadequate supply of reading material. Furthermore, provision of a varied collection of enjoyable and information-rich books is a major contribution of the library towards reading promotion. Hence availability and accessibility of instructional and pleasurable books stimulate development of reading and attainment of permanent literacy.

Anyanwu *et al.,* (2012) conducted a research on "The challenges of Promoting a Reading Culture in Nigerian Children through Story hour, Book talks and Exhibitions: A case study of selected secondary schools in Owerri, Imo state, Nigeria" and pointed out that in spite of the importance of reading as a culture, it has become obvious that Nigerian children no longer read. They only read when they have an examination to write, outside that, reading has no meaning to them. They further confirm that most children hardly make use of the libraries with the excuse that the libraries were not stocked with relevant information materials and in fact most books are out dated.

Schroeder (2010) conducted a research on what teacher- librarians can do to develop a culture of reading in middle school children and established that schools with well-stocked, well equipped school libraries, managed by qualified and motivated professional teacher-librarians can make students become avid readers. She pointed out that teacher-librarians can have a positive impact on teen reading by involving students to select reading materials and particularly tap into their areas of interest. The study recommends that middle school students (adolescent / teens) a part from books that meet their interest should be given opportunities to read magazines,

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

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

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

Oginniyi et al., (2014) conducted a research on study habits, use of school libraries and students' academic performance in selected secondary schools in Nigeria. Some of the objectives were; to find out whether school libraries had professional staff, determine the pattern of students' use of the school library and to investigate the relationship between study habits, use of school library and students' academic performance. Findings established that most libraries were manned by professional staff, there were no library hours on the school time table thus students did not find an ample opportunity to study in the library.

Yule (2010) did a research in Namibia and found out that most libraries were run by qualified librarians and teachers with full time teaching responsibilities. Library stock consisted of textbooks, reference materials, magazines and newspapers. However, much of the content of the aforementioned texts was outdated and irrelevant for use by students.

Hawwau (2015) studied 'Students' Utilization of Secondary School Libraries in Akinyele Local Government area of Oyo State, Nigeria.' The objectives were to find out whether school libraries were stocked to meet the information needs of the students and also determine the type of services provided in school libraries and ascertain the use of library services by students. Findings showed that textbooks and reference books constituted a large volume of materials in libraries. Some the materials were outdated and worn out. Therefore library resources were inadequate and teachers did not expose students to use library materials for assignments and other class work that would improve or arouse their interest in using library. Adejoke et.al. (2016) carried out a research on 'Promoting Reading Habits among Secondary School Students in Lagos State: The Role of Library and ICT and identified some of the strategies that can be used to promote reading habits among secondary school students. One of the strategies was continued provision and access to books of varied collection to students in order to promote reading. The second strategy was encouragement of library usage by teachers through assignments or projects that necessitate frequent visits to libraries by students.

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

A key school library policy issue is adequate stocks of books and other materials like journals, posters and wherever possible access to the internet which should be renewed regularly to keep information up to date and also replacement of worn out copies of books. Also, the school library can support a wide range of learning needs and personal interests through ensuring that books and other resources are available at all reading levels. It should aim to give every student the opportunity to learn, to enjoy reading and to create new knowledge and understanding. Despite this noble role however, there is poor school library management system which makes students read very little, largely because there is very little of interest available to read. This track of basic reading is a matter of considerable concern to many secondary school heads and teachers and must have an adverse impact on the development of comprehension, subject mastery in other subjects and in basic skills like vocabulary acquisition and clear writing. In schools in Kenya, borrowing policies vary, students can borrow books, but there are usually too few copies to go around and because of the risk of damage and theft, schools are unwilling to lend them out or try to impose strict penalties for loss or damage, which in turn makes students wary of borrowing books because of the prevalence of peer group theft of school books, (World Bank, 2008).

3. Research Methodology

The study adopted a descriptive survey design. A survey relates to the study of distribution among characteristics of people or groups as they exist in their natural settings, (Dwevedi, 2006). In this study, a survey was chosen since the researcher is interested in establishing characteristics of students or groups of students as regards their reading culture as they exist in their natural school setting. Moreover, the researcher wanted to establish the relationship between the school library and reading culture of students. A survey is reliable due to various reasons: it enables the researcher to examine various data and the relationship between data and other unknown situations in the prevailing scenarios and also enables a researcher to collect data from a wider area in a shorter time thus cutting down on costs. The questionnaire and the observation schedule helped to gather both quantitative and qualitative data while the interview schedule and document analysis checklist generated qualitative data.

The study was carried out in Nandi Central Sub-County of Nandi County, Kenya. The district provided suitable ground for a study of this nature the fact that it is endowed with two national schools and several county schools with better equipped facilities like libraries compared to the rest of the sub-counties in the county. It is also the best sub- county in KCSE performance in English in the last three years. It has also been the best in overall academic performance at KCSE for the last three years. It has a total number of 48 secondary schools both private and public (D.E.O Nandi Central, 2013) with students of diverse socio-economic backgrounds from all parts of Kenya. These aspects gave the research a broad based ground that is representative of the whole republic. There are 26 mixed day schools, 3 mixed boarding schools, 9 girls' boarding schools, 6 boys' boarding schools and 4 mixed day and boarding schools. Two of these schools are national, ten are county schools while 36 are sub-county schools. Out of a total of 48 schools in this region, ten (10) schools have functional school libraries.

In this study, the target population consisted of 3702 Form three students from 48 secondary schools, 10 librarians and 48 English Heads of Subject.A sample size of 10 schools was selected purposively from a total of 48 secondary schools in Nandi Central Sub-County. The ten (10) schools had libraries that were in use. There is a total of 1550 Form Three students in the ten schools, (D.E.O, Nandi Central 2013). According to Ary *et al.*, (1972), a sampling fraction of 10 to 20% of the total population in descriptive research is acceptable. In this regard, the researcher used 20% of the total population of Form Three students. This meant that from each of the selected schools, 31 students were selected to participate in the study through simple random sampling giving a total of 310 students. The Librarian and the English Head of Subject of each of the ten schools were selected by purposive sampling because they were concerned with students' usage of the school library as part of their responsibilities and duty in school. This therefore gave a total of ten (10) Librarians and ten (10) Heads of Subject. Hence a sample size of 330 respondents in this study was achieved.

The questionnaire, observation schedule, document analysis checklist and an interview schedule were used to collect data for the study. The instruments helped in eliciting responses from Form Three students, librarians and the English Heads of Subject.In this study**,** the questionnaire was used to elicit responses from students and librarians. An interview schedule was used to collect information from the English H.O.S. It was administered to ten respondents. The interview schedule enabled the researcher obtain information that could not be directly observed. An observation schedule was used to ascertain the status of books and other non-book materials available in the library. Moreover, an observation of various items like shelves, reading tables, reading space, status of books, lighting system and ventilation was done to establish a report on the state of affairs in the library. Data collected from this instrument served to verify information obtained from other instruments particularly the questionnaire and the interview schedule.

Document analysis is a critical examination of public or private recorded information related to the issue under investigation. In this study, the researcher used information obtained from the library Inventory, Students' Library Issue Book and the school timetable. Through the checklist, quantitative data was obtained on the number of materials available for use by students.

Validity is essentially concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. The researcher therefore sought expert opinion on content and construct validity from the supervisors in the school of Education, Moi University. The comments from the experts in language education and research were used in the final revision of the instruments before data collection commenced. The experts will be able to review the items and comment on whether the items cover a representative sample of the behaviour domain. Reliability is a measure of how consistent the results from a test are. A test- retest method was used in this study to estimate the degree to which the same   results could be obtained with a repeated measure of accuracy. This was done by re-administering the same instrument to the same respondents after a lapse of time. A Cronbach Alpha Coefficient of 0.8 was obtained indicating that the instruments were reliable and were therefore adopted for data collection. The results from the three instruments yielded similar responses as those in the first measure an indicator that the items in the instruments were reliable.

Data analysis in this study was done using descriptive statistics. The purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores of measurement using a few indices or statistics. In this study, analysis was done using frequencies and percentages and presented in form of tables and figures. Qualitative data was presented thematically based on the feedback from various instruments. This was broken down into various sub- headings based on research objective.

4. Results

The objective of this study was to establish the types and relevance of reading materials available in school libraries. To achieve this objective, the students' questionnaires, observation schedule and document analysis were used to identify the kind of books and materials which were available in the ten libraries.

4.1. Types of Materials and Books Available in School Libraries

From the study, 204 (70.59%) students noted that course books were available in the school libraries, with 189 (65.4%) having revision books, 69.9% with story books while 63.32% had supplementary reading books as summarized in table 1. However, 267 (92.39%) did not have newspapers and 89.27% did not have reference books. These findings indicated that most schools had course books, reference books, revision books, story books and supplementary books. Few of the students (7.61%) noted that they had newspapers and 10.73% had reference books available in the school library.

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

Table 1: Types of Books and Materials available in the School Library

4.2. Choice of Materials Read While in the Library
From the study, 255 (88.28%) students used the personal time table to choose the material or book to read in the library. Two hundred and forty seven (247) students with 85.47% used the subject studied to make choice. 71.63% guided by the task or assignment given by the teacher and 87.54% based their choice on the time available for library use. Thirty one students (10.73%) chose materials for reading basing on their interest in a given area or subject.

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

Table 2: Choice of materials read while in the library

Moreover, fifty six (56) students based their choice on the topic they wanted to research or read on. However, 258 (89.27%) students did not use their area of interest in making their choices while 80.62% used the topic of study. Findings indicated that most students used their personal time table, subject studied, task or assignment given as well as time available for thee usage of library to make their choices.

4.3. Materials Read Outside Class
From the study, two hundred and four (70.59%) students indicated that they read revision books outside class while 202 (69.9%) read story books. Further 7.61% read newspapers. Furthermore, findings show that students 267 (92.39%) did not read newspapers outside class. The findings show that most students read newspapers and story books outside the classroom.

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

Table 3: Materials read outside class

Several Books on donation were indicated on the Inventory Book but no student borrowed them since no students' names appeared in the students' Issue Book. Comic books, journals and magazines were not captured in the Library Inventory Book to mean that they actually were not acquired. LB 8 said that the school regularly bought copies of *The County Weekly*, but going through the Inventory book, the researcher found out that these materials had never been acquired for several years.

4.4. Relevance of the Books and Reading Materials available in School Libraries
Concerning the relevance of the books and reading materials available in various libraries, the study established that most of them were meant for academic related work since students used them to complete assignments, make notes, carry out research for projects like the Science and Engineering Fair (formally Science Congress) and also prepare for examinations. It was evident that there very was little that could draw the interest of Form Three students in developing and nurturing an interest in reading for pleasure and consequently a reading culture.
To put into perspective the relevance of the materials in the libraries, it was evident through the observation method that old syllabus course books for instance comprised of subjects that were no longer being taught in high school for example Social Education and Ethics or those that were no longer being taught as a single entities for instance Commerce, Typing and Office Practice and Accounting. Quite notable also was that most of these books were not being guarded by librarians as much since students could freely access them on the shelves and tables unlike the new syllabus course books and revision books that were enclosed within specific

areas of the library. This was the case in L1, L2, L3, L4, L8 and L10 It was therefore established that most students did not like these books since they did not borrow them for personal reading. In fact   in L2 for instance, they were dust – laden meaning they were actually not being used by students. This trend was attributed to the fact that the content did not meet the students' academic needs. This was confirmed by students in some of the statements they made:

- ➢ Question: Are materials in your school library adequate for all students? Explain your answer.
- ➢ Response: No, the library is small and most books are old. (R 20 in L10)
- ➢ Question: Do you enjoy reading materials provided in the school library? Explain your answer?
- ➢ Response: No, most of them are old edition books not the latest. (R19 in L2)
- ➢ Response: No ... the materials are out-dated... (R18 in L1)
- ➢ Question: Do you enjoy reading materials provided in the school library? Explain your answer
- ➢ Response: No, most of them are old syllabus books not the ones we use currently. (R10 in L 9)

Through the document analysis tool, the study further revealed that none of the students in all the schools used in the study did borrow these texts as was confirmed in the Students' Issue Book. Moreover, the researcher did see any student borrowing any of these texts. Therefore, it can be argued that   the books contained obsolete information hence were irrelevant for students' use.

Information from the Students' Issue Book also revealed that the new syllabus course books were being used and had already been issued out to students to be used individually or shared among desk mates in the ratio of 1:1, 1:2 and 1:3. The ratios were dependent on the number of students in class.   Further, the study established through the observation tool that only few copies of these texts lay on the shelves. Evident from the Inventory Book was that these books were bought in large numbers considering the large number of students in Form Three in various schools. It was only in L2 and L9   that the number of copies was limited and could not be issued out to students in class. Instead, they were borrowed individually by students for reference only; otherwise students entirely depended on what the teachers taught them in class. It was established through the staff that teachers did borrow them Issue Books the same texts to make notes for their students.

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

Story books that mostly comprised of old set books were found to draw very little interest in reading for pleasure among Form Three students. Further, it was established that students would not find time for leisure reading because of the strong academic demands and engagements like completion of assignments, research and preparation for examinations. Moreover, the interest of students in reading for pleasure was further worsen by general absence of comic books, journals and magazines meaning that there was very little for students to read even when they could find some time especially during weekends. This resulted from the fact that most schools did not purchase the materials. A copy of the *Report of the Head Teachers' conference* held in Mombasa in 2010 available in L8 was found to contain information that may not be of much interest and relevance to Form Three students as regards their curriculum.

The Library Inventory Book revealed that there were additional storybooks from the pacesetters series and the African Writers series in L3 and L6 only. These texts had been acquired to supplement the old set books. However, students did not borrow the old sets as revealed in the Students' Issue Book. This study may therefore observe that the students did not bother to read old set books since they considered them a waste of time as compared to reading current set books. Book donations were equally irrelevant since most of them were voluminous in size and were likely to discourage students from reading them because of their sizes. The content of some sampled Literature and Fiction books also revealed the use of animal characters like reindeers, seals, bears among others in the stories. They were also stories on gods and goddesses. These languages used in these texts were English, Latin and Spanish.

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

- ➢ "Students are no longer interested in borrowing books from the library since most of them are too old and titles are disinteresting. Most of the time students scramble for only few books which were recently bought by the school management. Most of the books are out-dated (meaning containing archaic information) that were given in form of donations by Western countries; these books have no relevance to the Kenyan student... (LB5).

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

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

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

- ➢ Question: Are materials in your school library adequate for all students? Explain your answer.
- ➢ Response: No, the library is small and most books are old... (R 20 in L2)

- ➢ Question: Do you enjoy reading materials provided in the school library? Explain your answer
- ➢ Response: No, most of them are old edition books and do not contain the information I need to do my class assignments. (R19 in L2)
- ➢ Response: No ... the materials are out-dated and these big books (books ondonation)are very boring to read. I can't even read some of the words written in a language that is not English (R19 in L2)
- ➢ Question: Do you enjoy reading materials provided in the school library? Explain your answer
- ➢ Response: No, most of them are old syllabus books not the ones we use currently. So I can't use them to make notes... some topics are not even in the current syllabus... (R10 in L9)

From the foregoing, this study can therefore suggest that much of the stock in libraries was not suitable for students' and teachers' academic needs. Similarly, books on donation from other countries and even local universities and publishers were irrelevant for use by students.

This study indeed confirmed that   librarians in the schools that had such books were of the opinion that the books were irrelevant and indeed no student bothered to borrow them. Indeed in L3 and L4, these books together with the old syllabus course books could be accessed freely by students on the shelves but the current ones were enclosed within a section where individual students could only borrow using a student's Identity Card (ID) or a library card. This implies that the donations were not guarded so much because they were less likely to be stolen or even mutilated by students. A summary of the books and reading materials available in the various libraries is provided in table 4.

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

Table 4: Relevance of the books and reading materials available

Daily newspapers were available in only five libraries though in limited numbers and since teachers were given priority to read them over students, this study can assert that more often than not, students do not have access to the newspapers even if they wished to read them during their free time or during the library lessons. In L8 however, there was an effort made to curb this challenge. In this school, one newspaper either *The Standard* or *The Daily Nation* was pinned on the school notice board. However, this proved equally unsatisfactory because out of thirty-one students used in the study from this school, twenty of them noted that they only read a few pages of the newspaper and not the whole of it. Some of the comments were:

- ▪ "We can only read the front pages; they should also allow us to read the other pages. Why don't they (the school) buy two copies of the same newspaper then pin all pages on the notice board..." (R11 in L8)
- ▪ "We are limited to reading the newspaper that is pinned on the board for instance, on Mondays we have the standard, the next two days we have Taifa Leo and The Daily Nation, we should read all of them the same day..." (R8 in L8)

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

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

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

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

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

Furthermore, the course syllabus for Form Three dictates that an integrated approach of both language (grammar, oral skills, cloze test, functional skills and comprehension) and literature (set book analysis, poetry and oral literature) should be used and not how these book donations presented them, that is, having separate texts for grammar, vocabulary, writing, fiction and literature for different classes or grades. Findings of the study further concurred with Anyanwu *et al.,* (2012) who observed that most students hardly make use of libraries because they were not stocked with relevant information sources but with out-dated and irrelevant materials. In addition to this, Hawwau (2015) observes that the function of library is to support the school curriculum by providing up-to –date information to keep teachers and students abreast of new development.

 It was also established that most students did not also find time to read non- examinable textbooks since they had to do assignments for various subjects everyday apart from revising for R.A. Ts, weekly quizzes and Mid and End- term examinations. School libraries were not also opened at night or over the weekends when students could find some time for leisure reading. This concur with the findings of this study, Ogbonna & Eze (2015) note that some students fail to develop a love of reading because of unavailability of appropriate materials and also insufficient time to read extensively. Moreover, Ogbonna & Eze (2015) observe that school libraries should provide materials for recreation in order to encourage students to read for pleasure. They further note that libraries should provide opportunities for further reading and use of materials other than prescribed classroom textbooks.

Findings of this study further show that there were not specific library lessons on the Form Three class timetable. Students therefore only utilized free lessons. This agrees with Ognniyi et. al (2014) in a research in Nigeria observed that there were no library periods on the school timetable. The school library opening hours was the same with the school opening hours. Consequently, findings of this study also concur with Amuka (2012) who notes that the biggest culprit in the falling reading standards is the emerging exam oriented culture. Many curriculum consultants within and outside Kenya have agreed that the system has encouraged "reading for exams" rather than reading for knowledge and information. Moreover, the Form Four set book structure in English advances this approach (Njegere, 2013).

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

This study also found out that most libraries lacked attractive reading texts to arouse students' interest in reading. Otike (2012) notes that to inculcate a culture of reading, priority should be given to children by providing materials that attract their interest. Edeole & Adejoke (2016) add that school libraries should provide a wide range of reading materials and that they are always rich in colourful storybooks that capture the attention and imaginations of students to develop lifelong learning abilities. However, they note that most libraries lack adequate and suitable reading materials.

5. Conclusion

School libraries mostly have new syllabus course books, revision books, story books (old set books), old syllabus course books, newspapers and several books donated by other countries and some local publishers and universities. New   story books were not bought because old set books were strongly believed they could be used to develop an interest in reading for leisure among Form Three Students.

The number of newspapers in school libraries was so limited that most Form Three students could not readily access them. In fact in some of the libraries, they were missing. Hence they mostly read examinable materials and books only. Leisure reading materials like magazines, journals and comic books were missing in all school libraries. Therefore, students were not motivated to read any non-examinable material.

Most of the materials in the libraries do not arouse Form Three students' interest in reading for leisure meaning that much of stock available was academic oriented. Old syllabus books and books on donation were irrelevant in terms of content for use by both teachers and students. They only served to fill up the much needed spaces in libraries. Hence in most libraries, they were either packed in large carton boxes or left on shelves where students could freely access. On the contrary, the new syllabus course books that were enclosed within particular sections of the library.

6. Recommendations

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

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

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