

Availability and Utilization of Library Resources on Students' Academic Achievement in Public Day Secondary Schools

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Abstract:-The study sought to investigate the relationship between availability and utilization of library resources and students' academic achievement in Public day secondary schools in Kisii County, Kenya. The main objective of the study was to establish the level of availability and utilization of library resources and its relationship on students' academic achievement in public day secondary schools in Kisii County. Correlational research design was used in this study where secondary school teachers and students were involved. Non-proportionate sampling, systematic random sampling and purposive sampling techniques were used to select the sample size for this study. Non-proportionate sampling technique was used to sample schools, systematic random sampling technique was used to sample students while teachers were sampled using purposive sampling technique. The Yamane simplified formula was used to calculate the sample size of 426 subjects which comprised 401 students and 25 teachers. Data collection was done by use of student questionnaire (SQ) and Teachers Interview Schedule (TIS). The data collected were both quantitative and qualitative. Quantitative data were analyzed using inferential statistics, Pearson's Product Moment Correlational Coefficient analysis and multiple regression. Qualitative data were analyzed thematically and were reported as direct quotations. Findings from the analyzed data were presented as tables, figures and graphs. The study found out that most day secondary schools in the county had not availed library resources. The study concluded that availability and utilization of library resources had a relationship with students' academic achievement. The study recommends that; libraries should be put up in every public day secondary schools to enhance students' academic performance.

Key words: Library resources, Academic Achievement, Public Day Secondary Schools.

I. INTRODUCTION

Hornby (2010) defines a library as a building or room in which a collection of books, journals, articles, newspapers, and tapes are kept for people to read study or borrow. A library plays a very important role in the teaching-learning process. It is a service which is very essential in the education sector. The education process worldwide cannot function without books. The main function of a school library is to avail all books, periodicals and other reading materials to the learners at their convenience. A school library provides to the learners materials which are of interest and

value to them but are not assigned to them as basic or supplementary textbooks.

Studies done on library and students' academic performance, show a strong connection between the students' use of a school library and their academic performance. Students who oftenly use the school library indicate better performance in examination than those who fail to make use of the school library.

Research findings such as eHow (2011) indicated that there is a strong positive relationship between good study habits of students and their academic performance. Students with good study habits perform better in schools while those with bad study habits do not. Moghadam and Cheraghian (2008), in agreement with this statement underscored that, good study habits among other factors affect students' academic performance. The study habits in this case are inculcated by well-equipped libraries. They claimed that good study habits have immense benefits in academic performance. It is through the study habits that students get engaged in long studies which help in improving their academic performance. According to De Escobar (2011), students with good study habits perform better than those with poor study habits. Therefore students need to be aware of the relationship between of good study habits and academic achievement for them to accomplish great success at all levels of education.

A school library helps students to develop good study habits for the purpose of reading for leisure, to pass examinations and to obtain information on different aspects of life (George, 2011). It is a store of abundant and readily available information resource in different fields systematically organized for users. A school library is therefore an important entity that cannot be ignored as it acts as a parent to the institution leading to the development of all-round students. Library users utilize library resources for different purposes such as; reading their notes and personal books, doing assignments while others visit the library to prepare for examination, recreation and relaxation. According to Busayo (2011), a school library is an integral part of an education system that cannot be ignored since it can affect the quality of education in schools. It is therefore an important component of a school right from primary through secondary school system. School programmes without libraries hinders students

from performing well academically and invariably find it difficult to conduct academic research before they reach college level.

Alex (2011) stated that, a habit is what is simply done without exceptions, excuses or reservation. It is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. Therefore constant practice can improve a formed habit and once it is formed, it becomes very hard to give up. This implies that when students make frequent use of libraries, they get used to it which becomes very hard to stop its use. Library resources should therefore be availed in schools and ensure that students utilize them effectively. By so doing, students' engagement will be high which will eventually lead to improved academic performance. According to Alex (2011) studying is an expensive venture that requires devotion of resources such as time and money. It is to do away with all other engagement and dedicate time to the process of acquiring knowledge through reading and practical activities.

Stephens (2010) underscores that, parents should develop a culture that encourages children to engage in their personal reading. This should involve parents creating study areas in their homes for their children's personal reading and making schedules such as time tables for specific tasks at a time. Parents need to take up the role of providing an enabling reading environment for their children, encouragement and materials necessary for successful studying to take place at home. However, at school, this conducive reading environment is provided by a well-equipped, well-lit and spacious library that is conducive to mental concentration.

In a study on factors affecting effective utilization of libraries in secondary schools, Ashioya (2012) noted that most secondary schools do not prioritise libraries as an important component in the education system and therefore continued to neglect them. When it comes to utilization of physical and material resources in teaching and learning process, it is important to appreciate that the teacher as the facilitator. As a facilitator the teacher must therefore have practical knowledge on the utilization of the available materials and improvisation of unavailable materials. Karimi (2011) underscores that well equipped libraries improves students' academic performance by providing reading materials and opportunities to students. Library services should be a matter of priority in all educational institutions right from elementary to higher levels.

According to the American Association of School Librarians (AASL) (2011), libraries connected to the internet are said to increase student performance. The report emphasized that a school library is able to provide ways for learners to gather and share information, use tools and display knowledge through the website. A website in the school library may be used in many ways such as; guiding learners towards the ways in which they can view, use, and assess information as they create products that are authentic and relate to a real-world context. AASL (2011) further underscores that; there should

be incorporation of appropriate information sources, reading promotional activities and statements on policies and procedures in the school library website. At the same time, school library websites should provide for the informational and curricular needs of the learners. The school librarian should therefore keep in mind the target audience (elementary, middle grades, or young adults).

A study conducted on the impact of school libraries on student academic achievement, by the New York Comprehensive Centre (NYCC) (2011) concluded by showing the importance of school libraries in students' academic performance. This was in support of the findings that school library resources have a positive effect on student academic outcomes. Laddunuri (2012) in his research titled "Status of School Education in Present Tanzania and Emerging Issues" argued that during the last five years, the students' pass percentage had been recording a continuous decline from 82.3 percent to 50.7 percent. He gave many factors such as; insufficient books in the school library, and the high cost of the books when compared to the students' economic situations for the students' failure in their Form Four examinations. He also found out that there was an acute shortages of library resources such as text books as well as good infrastructure in most schools.

Jato (2014) observed that school librarians should guide students' reading and research process as well as help them to choose books that fit their interests. eHow (2011) cited by Jato (2014) noted that there was a positive correlation between school libraries with qualified librarians and a high student performance. Jato (2014) reported that the study conducted in Ohio revealed that 99.4 percent of student surveyed believed that their school librarians helped them to succeed in school. The NYCC (2011) states that, school libraries had helped to improve teacher effectiveness. This had been made easy by providing students with access to technology and proper instructional process which in turn improves their academic performance. The report further argued that, schools and other educational institutions needed to increase school library spending owing to the positive impact they had on teacher and leader effectiveness, and, in turn, student growth.

Nimrold (2016) also conducted a study in Tanzania that explored how teachers working environment influence students' academic performance at Kilimanjaro region specifically in rural areas. A descriptive research design was employed in which both quantitative and qualitative approaches were used. The sample of 133 respondents including 49 primary school teachers, 59 primary school students, 9 head teachers 10 parents/education stakeholders, 3 District Education Officers and 3 District Education Inspectors participated in the study. The study employed simple random, stratified, and purposive sampling technique. Data were collected through interview, questionnaire and documentary review. The research findings revealed that, teachers were facing many environmental problems including poor school infrastructures and lack of text and reference

books. The study further established that the teaching aids and equipment were inadequate which impacted negatively in teaching and learning in schools. According to Adeyemi (2010), most secondary school library standards compares poorly with what operates in school libraries in developed countries and is far below the recommended number of volumes by the American Library Association which suggests a minimum base collection of 20,000 items for a school of 500 or less providing 40 items per pupil. World Bank (2008), noted that there was a shortage of textbooks and library resources in most secondary schools in the sub Saharan Africa.

In Kenya, Likoko, Mutsotso and Nasongo (2013) conducted a study in eight private teacher training colleges in Western Province in Kenya. The study sample was selected through simple random and purposive sampling techniques. The sample comprised of eight college principals, 43 tutors and 416 second year teacher trainees. Data was collected through questionnaires and observation checklists. The study established that the rapid emergence of private primary teacher training colleges had a negative impact on the quality of teacher preparation. It was established that these institutions were faced with challenges such as; lack of adequate facilities like libraries and inadequate instructional materials which affected students' academic performance.

II. METHODOLOGY

According to Creswell (2009), a research design in a study is a plan that guides the research process. This study adopted a correlational research design. Salkind (2011), argues that a correlational research design describes a linear relationship between variables and that it does not imply a cause-and-effect relationship. It expresses the degree of linear relatedness between variables and shows the strength of relatedness. In this correlational research design, the study adopted an ex post facto research method. According to Cohen et al (2003), Ex post facto research is a method of teasing out possible antecedents of events that have happened and cannot, therefore, be manipulated by the investigator. This method is a systematic empirical inquiry in which the researcher does not have direct control of the independent variables because their manifestations have already occurred. The study was trying to establish how availability and utilization of school resources relate to students' academic achievement. The variables had already occurred and could not be manipulated; the correlation coefficient was used to effectively how availability and utilization of school resources relate to students' academic achievement. Therefore, the most appropriate research design for this study was a correlational research design.

III. RESULTS

The Level of Availability and Utilization of Library Resources

The level of availability and utilization of library resources among the selected secondary schools was assessed through

the use of rating scale questionnaire, which helped the student respondents to rate the availability and utilization of the library resources in various subject areas. Using the rating on a five point scale ranging from very highly available 5 (ratio of 1:1) to very low 1 (ratio of 1:5) for availability and from very highly utilized (5) to very low (1) for utilization. Table 1 presents the findings on availability and utilization of text books per subjects summarized in mean and standard deviation.

Table 1: Availability and Utilization of Utilization of Library Resources

Basic Library	Availability		Utilization		Overall	
	Mean	SD	Mean	SD	Mean	SD
English Dictionary	3.19	1.25	3.12	1.06	3.16	1.16
English revision books	2.34	1.05	2.47	0.65	2.41	0.85
Kiswahili Dictionary (Kamusi)	3.2	1.25	3.1	1.06	3.15	1.16
Kiswahili Revision Books	2.34	1.06	2.49	0.69	2.42	0.88
Mathematics wall charts	2.16	1.05	2.43	0.65	2.30	0.85
Mathematics revision books	3.34	1.24	3.2	1.08	3.27	1.16
Physics revision books	2.15	1.08	2.42	0.62	2.29	0.85
Physics wall charts	3.2	1.12	3.01	0.9	3.11	1.01
Chemistry revision books	2.15	1.02	2.39	0.62	2.27	0.82
Chemistry wall charts	2.92	1.2	2.89	0.92	2.91	1.06
Biology revision books	2.15	1.01	2.38	0.56	2.27	0.79
Biology wall charts	2.87	1.19	2.83	0.87	2.85	1.03
Geography revision books	2.28	1.16	2.49	0.79	2.39	0.98
Geography wall maps	2.89	1.3	2.88	0.95	2.89	1.13
Geography globe and models	3.14	1.25	3.01	0.96	3.08	1.11
Hist. & Gov. revision books	2.00	1.03	2.34	0.64	2.17	0.84
Hist. & Gov't Wall maps	3.09	1.32	3.03	1.07	3.06	1.20
CRE revision books	2.05	1.02	2.35	0.6	2.20	0.81
Bible	2.69	1.33	2.79	1.01	2.74	1.17
Agriculture wall charts	2.14	1.14	2.43	0.71	2.29	0.93
Agriculture revision books	3.35	1.29	3.19	1.13	3.27	1.21
Bus. studies revision books	2.35	1.26	2.57	0.89	2.46	1.08
Overall mean	2.62	0.83	2.40	0.57	2.51	0.70

Table 1 reveals that, despite of the general understanding that there is strong connection between the students' use of school library and their academic performance, many day secondary schools in Kisii County have no adequate library resources for

the students to use. This finding is reflected by an overall mean of 2.62 with a standard deviation of 0.83 for availability and 2.51 with a standard deviation of 0.70 for utilization of the library resources on a scale of 1 to 5. This implies that, on average, the library resources among the sampled schools is only adequate for just slightly above half (52.4%) of student population in the county. Worse still, the level of availability of library resources is not corresponding with their utilization, as reflected by mean average utilization level of 2.51 (SD=0.70). Whereas some of the schools have at least a few library resources, the usage of these resources is only at 50.2% as interpreted from a mean of 2.51. This implies that the available library resources are not maximally utilized. This could be one of the reasons for the low academic achievement among most of the day secondary schools in Kisii County. Generally, a school library is important in modelling students' habits in regards to reading for leisure, to pass examinations and to obtain information on different aspects as good study habits lead to high academic attainments.

On the same note, the results of the survey show that there is a disparity in the availability and utilization of the text books among different subjects areas. For example, CRE revision books and History and Government revision books are the worst hit subjects in terms of availability as a library resource. The study established that, on average, the day secondary schools in the county have only about 40.0% availability index for History and Government revision books, as interpreted from a mean of 2.00 (SD=1.03). CRE revision books are also equally few, as a library resource, as reflected by a mean of 2.05 with a standard deviation of 1.02. Mathematics and Agriculture revision are the highest (mean=3.34, SD=1.24) available library resources among secondary schools which were sampled for the study.

On utilization, it emerged that History and Government revision books were rated the least utilized library resource. Their usage only stood at a mean of 2.34 (SD=0.64) in the scale of 1 to 5, implying that just about a half of the students use this library resource as expected. On the other hand, Mathematics and Agriculture still emerged to be the highly utilized library resources at a mean of 3.20 (SD=1.08).

The findings above concurs with Wanjiku (2013), who carried out a study on availability and utilization of educational resources in influencing students' performance in secondary schools in Mbeere South, Embu County in Kenya. Findings from Wanjiku's study showed that, majority of the schools utilized rooms stocked with some books which students borrowed during break time and returned within two or three days. These sentiments concurs with what the teachers said during an interview that their schools had no library but what they had were rooms where books were stored. Wanjiku (2013) continues to argue that, even though the two boarding schools that were studied had 1 library each, the researcher observed that the libraries were not spacious and hence could accommodate only about 50 students at a time. Further the researcher found out that the 2 libraries were

ill equipped as they had a few old books. A majority of the teachers who were interviewed said that their schools had no standard school library. Most schools had a book store and not a library. This is supported by the following sentiments made by some teachers during the interview.

'As you can see, is there a room in this compound that looks like a library? The answer is definitely no. What we have is only a book store, books are just heaped in that room. There is no school librarian to man that book store, it is one of our colleagues who has been given a responsibility to be in charge of that store. Even the way books are given out to the students depends on when the teacher responsible is free from his teaching duties to embark on the duties of the librarian. I wish the school spared some funds meant for other activities and construct a modern school library for our students. Borrowing of library learning materials is very low owing to the fact that there is no permanent school librarian to assist students in the process. This calls for an urgent intervention according to my view.'

Another teacher from a different school had this to say;

'Well, there is library in our school but to me it is only a room where books are heaped. There is no librarian, there is no sitting space for students to read, there is no reading area, even when students go to borrow books they stand on the window and they ask for a book they need, where they are served by a teacher in charge of that room. Students borrow textbooks or after three days and they keep renewing the borrowing. The teacher in charge of the library and the deputy head teacher ensure the students borrow the text books by checking borrowing cards which is done on a weekly basis. This is to ensure utilization of the textbooks by the students.'

The sentiments made above show that most public day secondary schools in Kisii County lack library facilities in their schools. These sentiments are in line with GEAR (2009) which conducted a study within the Gusii land and found that most secondary schools visited had no libraries and related these to the dismal academic performance witnessed in the region.

Relationship between Library Resources and Student Academic Achievement

H₀₃: *There is no significant relationship between availability of Library Resources and students' academic achievement in public day secondary schools in Kisii County*

To investigate whether there was any statistical significant relationship between availability and utilization of library resources and students’ academic achievement, the null hypothesis was tested using Pearson Product Moment Correlation Coefficient analysis. The scores on availability and utilization of library resources was used as the independent variable and students’ academic achievement scores used as dependent variable. The level of availability and utilization of library resources was computed from the frequency of responses and converted into a continuous scale, where high scale ratings implied high perceived level of availability and utilization of library resources and vice-versa. Students’ academic achievement for each respondent was obtained from a common exams administered to them. The significant level (p-value) was set at .05. If the p-value established was less than 0.05, the null hypothesis would be rejected and conclusion reached that a significant difference does exist. If the p-value was larger than 0.05, it would be concluded that a significant difference does not exist. Table 2 shows the correlation analysis results in SPSS output.

Table 2: Relationship between Availability and Utilization of Library Resources and Student’s Academic Achievement

		Academic Achievement	Library Resources Availability & Utilization
Academic Achievement	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.000
	N	377	377
Library Resources Availability & Utilization	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.000	
	N	377	377

** . Correlation is significant at the 0.01 level (2-tailed).

The finding of the study shows that there was a statistically significant positive correlation ($r=.255$, $n=377$, $p<.05$) between the availability and utilization of library resources and student’s academic achievement, with high a level of availability and utilization associated to increased academic achievement among the students and vice-versa. Given that the relationship was statistically significant, the hypothesis that, “*there is no statistically significant relationship between availability and utilization of library resources and student’s academic achievement*” was rejected. Therefore, it was concluded that there is a statistically significant positive relationship between availability and utilization of library resources and student’s academic achievement.

However, to estimate the level of influence of availability and utilization of library resources on student’s academic achievement, a coefficient of determination was computed using regression analysis and the result was as shown in Table 3.

Table 3: Model Summary on Regression Analysis of Influence of Availability and Utilization of Library Resources on Student’s Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255 ^a	.065	.063	10.0351

a. Predictors: (Constant), Library Resources Availability & Utilization

The model summary reveals that the level of availability and utilization of library resources accounted for 6.5 % ($R^2=.065$) of the variation in student academic achievement. This finding suggests that variation in the level of availability and utilization of library resources explains 6.5% of the variability in students’ academic achievement. This infers that other factors not studied in this research contributed to 93.5% of students’ academic achievement in the county. This therefore means that there are other factors other than availability and utilization of laboratory equipment that contribute to students’ academic achievement in the county. The fact that there is a significant positive relationship between library resources and students’ academic achievement prompts the study to conclude that library resources relate positively to students’ academic achievement in public day secondary schools in Kisii County.

The finding corroborates with that of Todd and Carol (2010) whose findings reported that students who attend schools with well-equipped libraries perform better in achievement tests. The study by Todd and Carol (2010) concluded that quality school libraries have a positive relationship with students’ academic achievement. Also, in a study conducted by Shannon (2012), it was discovered that a majority of students from quality school libraries indicated higher academic performance. This is an indication that well- equipped school libraries contributed significantly to higher academic achievement. The findings of George (2011) also revealed that availability and utilization of school library resources help in shaping students’ habit towards learning, desire to pass examination and obtaining information on different aspects of life. This was also supported by one of the teachers during an interview;

‘To realise good results students must develop a reading culture in themselves. It is very hard to force students to read unless it comes from their inner desire. The school has enough reading materials and revision books in the library. Students don’t normally use their free time to read. I doubt if they even do their private reading at home. I can tell that from the frequency of book borrowing from the library. Many students do not borrow books from the library which means they don’t take time to read either for assignments or their personal reading. That is why you are seeing this kind of mean standard scores. A few of the students who are seen serious with their work

at least try in class classwork and those are ones who posting these better grades you are seeing.’

The sentiments above imply that although library resources have been availed in most public day secondary schools in the county, they are not being utilized maximally by the students. This could be one of the factors that is contributing to the dismal academic performance among students in these schools. Studies for instance that of Wanjiku (2013) reveal that although teaching and learning resources have been availed in some schools they are not utilized optimally and could be reason for a dismal academic performance.

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