

AN ASSESSMENT OF COMMUNITY LIBRARIES' ENGAGEMENT IN IMPARTING
CIVIC EDUCATION TO CITIZENRY: A CASE STUDY OF KENYA NATIONAL LIBRARY
SERVICES, KIBRA BRANCH, NAIROBI COUNTY, KENYA

BY

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DECLARATION

I make a declaration concerning this work which I have solely worked on that it is mine and is being submitted for the award of a degree for the very first time in an academic institution or any other. Additionally, the work does not contain any previously published or written work by any other researcher from any other institution whatsoever.

Signature:



Date: **25th November 2022**

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Declaration by Supervisor

This research project has been submitted for examination with our approval as the university supervisors.

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DEDICATION

My dedication for this study goes to my family and friends who stood with me and provided the required support wherever I needed them. Their encouragement throughout could not be forgotten at all. To my parents Mr. and Mrs. Kesenwa, you were a standing stone throughout my education life.

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TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS.....	iv
ABSTRACT.....	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Context of the Study.....	3
1.3 The Statement of the Problem.....	4
1.4 The Purpose of the Study	4
1.4.1 Objectives of the Study	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Assumptions of the Study	5
1.8 Scope of the Study.....	5
1.9 Limitations of the Study.....	6
1.10 Operational Terms and Concepts	6
1.11 Organization of the Study	7
1.12 Summary	7
CHAPTER TWO	8

LITERATURE REVIEW	8
2.0 Introduction	8
2.2 The extent of usage of the CIVIC EDUCATION materials	9
2.3 Extent to which Kenya National Library Services is engaged in imparting civic education.	10
2.4 Appropriate Strategies of disseminating civic education alongside the existing methods.	11
2.5 Empirical Studies and Knowledge Gap	12
2.6 Theoretical and Conceptual Framework	12
2.6.1 Theoretical Framework.....	12
2.6.2 Conceptual Framework.....	13
2.6.3 Relationship Between Theoretical and Conceptual Framework	15
2.7 Summary	15
CHAPTER THREE	16
RESEARCH METHODOLOGY.....	16
3.0 Introduction	16
3.1 Research Design.....	16
3.2 Area of Study	16
3.3 Target Population	16
3.4 Sampling Techniques	17
3.5 Sample Size.....	17
3.6 Data Collection Tools and Instruments.....	18
3.7 Research Instruments	18
3.7.1 Pilot Study	18
3.7.2 Validity	19
3.7.3 Reliability	19

3.8 Ethical Considerations.....	19
3.9 Data Collection Procedures.....	19
3.10 Data Analysis and Presentation.....	20
3.11 Summary.....	20
CHAPTER FOUR.....	21
DATA PRESENTATION, ANALYSIS, AND INTERPRETATION	21
4.1 Introduction.....	21
4.2 Response Rate of Respondents	21
4.3 Profile of Respondents	21
4.4 Type of civic education Materials stocked in the library	24
4.5 Extent of User Accessibility to the Library.....	25
4.6 Ways in which KNLS Kibra Community Library Engages in Imparting Civic Education	26
4.7 Suggested Appropriate Strategies which if Employed Would Enhance the Delivery of Civic Education.....	27
4.7.1 Conducting Survey	27
4.7.2 Profiling.....	27
4.7.3 Dissemination.....	28
4.7.4 Evaluation.....	28
4.8 Summary	30
CHAPTER FIVE	31
SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS	31
5.1 Introduction.....	31
5.2 Summary of Findings.....	31
5.3 Conclusion of the Study	32
5.4 Recommendations of the study	33

5.5 Suggestions for Further Research	34
5.6 Summary	34
APPENDIX I	39
INTRODUCTION LETTER	39
APPENDIX II	40
RECOMMENDATION LETTER.....	40
APPENDIX III.....	41
RESEARCH LICENSE	41
APPENDIX IV.....	42
QUESTIONNAIRE FOR LIBRARY USERS.....	42
APPENDIX V.....	44
QUESTIONNAIRE FOR LIBRARY STAFF	44
APPENDIX VI.....	46
INTERVIEW SCHEDULE	46
APPENDIX VII	47
TURN-IT-IN REPORT.....	47

ABSTRACT

Community library engagements in disseminating civic education had for the past two decades grown into such a notable venture. The presence of such libraries with different approaches to this venture had become subject worthy research with the aim of facilitating more appropriate strategies of doing the same. This research sought to assess the community libraries' engagements in imparting civic education to the citizenry and specifically focused on the Kibra informal settlement community library. The study's specific objectives were to establish the type of civic education materials stocked by the Kenya National Library Services, Kibra; to examine the extent of usage of the civic education materials; to establish the extent to which the Kenya National Library Services is engaged in imparting civic education, and to suggest appropriate strategies of disseminating civic education alongside the existing methods. The study adopted a qualitative research methodology which involved the use of descriptive data collection techniques and interpretation. The collected data was analyzed descriptively, and results presented by use of bar graphs, pie charts, line graphs, tables, and figures to bring the study to its conclusion and recommendations. The study was based at the Kibra community library. The target population was derived from the KNLS library department and included the users of the same. The study was expected to be a lead towards appropriate strategies towards dissemination of civic education among the users of the Kibra community.

LIST OF TABLES

Table 3.1: Sample Size.....	15
Table 4.1: Type of Civic Education Materials Stocked in Kibra Community Library	24
Table 4.2: Ways in which KNLS Kibra Community Library Engages Themselves in Imparting Civic Education	26

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	9
Figure 4.1: Response Rate	20
Figure 4.2: Staff Length of Stay in the Library	22
Figure 4.3: User Length of Stay in the Library.....	23
Figure 4.4: Extent of User Accessibility in the Library	25
Figure 4.5: Suggested Appropriate Strategies Which if Employed Would Enhance the Delivery of Civic Education	36

LIST OF ABBREVIATIONS AND ACRONYMS

- 1. UN** – United Nations
- 2. NGO** - Non-Governmental Organizations
- 3. KNLS** - Kenya National Library Services
- 4. THP** - Tablet Hour Program
- 5. UNESCO** - United Nations Educational, Scientific and Cultural Organization
- 6. IGRTC** - Intergovernmental Relations Technical Committee
- 7. GCE** - General Citizenship Education
- 8. CD - ROM** – Compact Disk Read Only Memory
- 9. DVD** – Digital Versatile Disk
- 10. TV** – Television
- 11. ToTs** – Trainer of Trainer

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Past research had consistently shown that community libraries were the main supporters of civic education and the means through which stored information was disseminated (Rothstein, Schull, & ebrary, 2010). According to Rothstein, Schull and ebrary, regardless of the type of community being served by a particular library, all communities had common civic education needs included being political, financial, religious, volunteering among other community engagements at different levels of leadership.

Globally, community libraries had become custodians of very vital information which various stakeholders intending to conduct civic education always wanted to refer to (Rothstein, Schull & ebrary, 2010). As a matter of fact, the above authors noted that community libraries had continually been collecting, storing, and disseminating any civic education that was of help to the community at any one time. Much more they revealed that most of these community libraries were usually located strategically to allow access by any person within the target community.

According to Pearlmutter & Nelson, (2011) community libraries were mainly located in areas with high population to enable ease of information delivery by the authorities, researchers, and other stakeholders. In addition to this, most potential users of libraries usually were informed of the need to visit the library by the library staff publicizing their information material and attract users of the same to their libraries.

In the recent past however, particularly in the western countries, public libraries were adopting to new trends in the way they disseminate information to their users (Towsey & Roberts, 2018). This was so that whereas in the earlier days' users would come to the library to seek to know whether a particular information exists, it was now the libraries that go to the users to let them know the information resources they had and why it was necessary for them to have such knowledge.

In their discussion also, Towsey and Roberts noted that with the advent of the internet, most information was available online and readily available in computers, iPads, or smart phones. For this reason, they noted, community libraries have become more efficient in places where the community could rarely access civic education online and must be reached out in order to receive the information therein. Many of such places have in default become the informal settlements where population is high, and the dwellers therein are economically poor.

Over the last two decades, there had been a great increase of informal settlements all over the world which was mainly a result of the increasing growth of urban areas (Fairbanks, 2014). Fairbanks indicated that at least 1 billion people lived in informal settlements and predicted that the growth would increase as time progresses. Fairbanks' report confirmed a previous research report by the United Nations (UN), (2007) which after looking at the rate at which the urban centers were growing, together with the informal settlements growing therein, predicted that the population in the informal settlements areas in the globe may be 2 billion by 2030. However, these figures were estimates that had kept repeating themselves in various past research since some countries had continuously not been able to provide the exact figures of their informal settlements' populations (Kuffer, Persello, Pfeffer, Sliuzas, Rao, & JURSE, 2019).

Just like any other African countries, Kenya has not been an exception in the growth of informal settlements with the number of informal settlements being more than 37 in the country and at least 2.5 million informal settlements dwellers in Nairobi (Rosenberg & Brent, 2020). Among the population dwelling in the informal settlements, women and children form the greatest numbers of residents and who were the most vulnerable group both health wise, economically, politically, financially, and academically among other aspects of life. Most of these informal settlements' dwellers found themselves settling in informal settlements for lack of the right knowledge on settlement and other information rights.

Writing on informal settlements in South Africa, Marutlulle, (2017) revealed that informal settlements are mainly caused by lack of proper education by the governments of the world. Most people prefer settling informally as a result of several reasons as highlighted by Marutlulle; some of them being population growth, low paid jobs, and marginalization among other factors.

Jain, Sridharan, & Korzhenevych, (2018), noted that since most of those who migrate to the urban centers went seeking jobs and any means of making a living, they settle in areas where life was cheap which mostly became the informal settlements of that city. Despite the reasons that brought about informal settlements where congestion, poverty and all manner of disorganized settlement took place, civic education by the governments of a nation in the informal settlements is quite vital since such eliminated ignorance and brought understanding of the political, economic, and social aspects of life. This was where the community libraries came in handy together with other stake holders and authorities in charge of civic education dissemination.

Also, as noted by the above researchers, informal settlements had some characteristics which hindered their growth and as a result, the same behavioral phenomenon was realized every now and then, hence posing a great challenge in their growth in most parts of the world and particularly in Nairobi Kenya. The Kenya National Library Services, together with other stakeholders worked hand in hand to ensure that citizens acquire their required information on time if they were to surely enjoy the benefits thereof.

Kenyan biggest informal settlement is known as Kibra. It is the biggest known informal settlements in Africa and is known to have the biggest population so far. In a research report by Swart, (2017) Kibra informal settlement is in the midst of Nairobi city and by 2009, the census results indicated a total population of 170,070 which comprised of men, women and children. This number had been magnifying since then and so the much more need for more concern by the Kenyan government.

Despite all other assistance or support that informal settlements dwellers may receive from well-wishers, the government, the Non-Governmental Organizations (NGO) and other stakeholders, civic education needs were usually the biggest challenge faced by these informal settlements' dwellers (Kimani, Bosire, & Luchetu, 2013). In addition to this, these researchers revealed that informal settlements had a variety of civic education needs whose most victims were women and children. These information needs, they said, were brought about by the state of the informal settlements' environment and if not well taken care of the people in that environment could be at great risk. This study is out to assess the community libraries' engagements in imparting civic education to citizenry and will specifically focus on the Kibra informal settlement community library. The research will focus on the various engagements by the community library in their effort to disseminate civic education to their users.

1.2 Context of the Study

The Kenya National Library Services has become very popular in the country for their engagement in establishing community libraries in the county within the Kenyan major informal settlements and henceforth providing avenues for acquiring civic education. Among the establishments, there have been at least 60 branches of such community libraries in the country with Kibra branch being one of them. In fact, according to Print and Lange, (2013) civic education needs were as important as any other basic need. This, he says, is one area that once ignored by the governments of a country, brings about a growth of poverty from one level to another with those who were poor continuing to be poor while those who were rich continuing to be rich.

1.3 The Statement of the Problem

According to various past research, informal settlements' dwellers in various parts of the world had continually benefited from community libraries' engagements in disseminating civic education. In fact, the history of library engagements in the globe in delivering civic education had been recorded as a venture that had enabled informal settlements to grow from being disorganized into very organized urban cities. In Kenya, the Kenya National Library Services (KNLS) has been on the top of the game in delivering civic education to the public. This involves the opening of various branches of community libraries in several informal settlements in the country.

As noted by MacDonald, (2014), one of the notable engagements of the KNLS in Kenyan informal settlements is in the Kibra community where the KNLS, in partnership with other agencies that work with poor communities like the Practical Action, opened a community library in 2012. The library has been up and down in delivering civic education to many users included being the many young unemployed youth, school going children, college students, job seekers and low casual earners.

Even though many informal settlements' dwellers had continually received civic education through the foundation of community libraries, the nature in which informal settlements' dwellers live and quickly move from informal settlements to more sophisticated urban areas made the process of imparting civic education a continuous process. Therefore, proper measures need to be put in place while at the same time taking into consideration other stakeholders who have in one way, or another shown their interest in working with them. The research was to assess the extent of engagements by the community libraries in imparting civic education to informal settlements populations while at the same time seeking to establish, discuss and suggest appropriate strategies which if well considered, could bring a solution to this menace.

1.4 The Purpose of the Study

This study's purpose was to assess the extent of community libraries' engagement in imparting civic education to informal settlements. The study focused its attention on the Kenya National Library Services, Kibra branch, Kenya.

1.4.1 Objectives of the Study

1. To establish the type of civic education materials stocked by the Kenya National Library Services, Kibra.

2. To examine usage of civic education materials.
3. To establish the extent to which Kenya National Library Services is engaged in imparting civic education.
4. To suggest appropriate strategies of disseminating civic education alongside the existing methods.

1.5 Research Questions

1. What type of civic education materials does Kenya National Library Services stock?
2. To what extent are the civic education materials stocked in the library being used.
3. To what extent was the Kenya National Library Services engaged itself in imparting civic education.
4. What other appropriate strategies would be used to disseminate civic education alongside the existing methods?

1.6 Significance of the Study

This study would be of great help to many stakeholders including the government and non-governmental institutions. First to the government which might require details in planning on how it can accomplish their mandate of promoting community libraries. Also, the stakeholders, including the NGOs and other interested parties involved in providing other physical needs among a particular region of study would be able to evaluate their performance so far and see the need to involve community libraries in their service provision. Finally, individuals living in appropriate informal settlements and who were also the case study of this research were able to see what is expected of them both in the present and in the future as far as making community libraries as important as any other stakeholders in resolving their other needs.

1.7 Assumptions of the Study

This research study assumes the following:

- That all targeted respondents were residents of Kibra informal settlement and were familiar with the role played by community libraries' in providing civic education to informal settlements dwellers.
- That all the targeted respondents employed honesty while filling in the questionnaires.

1.8 Scope of the Study

The Kibra informal settlement in Nairobi was the point of confinement by this study. This is because the characteristics required for this study were within this area, which is the role played

by the community libraries in imparting civic education to people living in informal settlements. In addition, the researcher only majored on the role of community libraries involved in providing civic education to informal settlements' dwellers and ignored any other element among the respondents in order bring forth the expected results by the objectives of the study.

1.9 Limitations of the Study

Though the study was seen to be of great benefit to many, there were some limitations which were not assumed. The first one was in the fact that the researcher highly depended on the cooperation of the respondents and hence the integrity of the answers provided. To mitigate this, the researcher notified the respondents of the need to be careful to give right answers to all questions in the questionnaire as expected. Since it was inappropriate to control the respondent's attitude when answering questions, the respondents were assured that the information given would purely be used for this study and not otherwise.

The choice of the right sample population for this study was also a limitation since the study area was highly populated. However, the researcher collaborated with the available authorities and identified the right respondents who provided the expected answers to the provided printed questionnaires.

1.10 Operational Terms and Concepts

This study used the following significant terms:

Civic - Refers to that which relates to ordinary citizens (Greenstone & Leviton, 2011).

Education – This has to do with learning new skills and knowledge (Dewey, J., (2015).

Information- Refers to facts that are learned which concern a particular subject, person, or place. (Garth, T. R., 2015).

Needs- Refers to that which is of necessity in the now. (Grandin, G., 2015).

Informal Settlements- Refers to an overcrowded urban place or area that is inhabited by the poor people. (Perlik & Membretti, 2018).

Urban Centre - Refers to human settlement with a high population density and many built infrastructures of built environment. (Funmilayo & Ogunlade, 2015).

Women – These are adult female human (Clifford, G. J. (2014).

Community Library - A public library that is accessible by the public. Mostly funded by the government.

1.11 Organization of the Study

The study was organized in accordance with the provided guidelines by the department of Library Science in the University of Nairobi. Accordingly, therefore, the study was organized into five chapters with the first one covering the introduction and background to the study, followed by the statement of the problem, the purpose of the study, the objectives and research questions of the study, the significance, the scope of the study, the limitations and finally the definitions of terms in the study.

Chapter two cover related literature review to the study, the theoretical and conceptual framework as well as their relationships therein. Chapter three covers the design and methodology of the study. Chapter four, the data analysis, and representations which was done in the form of descriptions, graphs, tables, and figures while chapter five presents the summary, conclusions, and recommendations of the study. The appendices lie in chapter six where questionnaires for the study were listed, and several other attachments related to the study were found.

1.12 Summary

Chapter one of this study cover the introduction and background to the study, followed by the statement of the problem, the purpose of the study, the objectives and research questions of the study, the significance, the scope of the study, the limitations and finally the definitions of terms in the study. This chapter is generally the presentation of the vision and mission of the study and forms the reason why the study was undertaken.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two of this study focused on various past literature that were related to the subject of this study. The chapter focused on literature that deals with various civic education dissemination engagements by community libraries and how informal settlements dwellers had benefited from such engagements.

2.1 Types/Formats of Civic Education Materials Stocked by Community Libraries

Civic education since the 19th century was the main agenda of community libraries all over the world particularly in densely populated areas like informal settlements (Miller, T. 2012). According to Miller, unless civic education was disseminated appropriately to those living in densely populated areas, basic information that was vital to their development would continually be missing and henceforth bring about retardation. This was so that when there was no information to enable growth both economically, socially, financially, and other important self-realizations, urban cities cease to grow.

According to Irace, et al., (2013) while writing on Mathare Informal Settlements, the researchers highlighted various civic education needs including the security needs, education needs, political needs, economical needs, and social needs among others which they said that unless the informal settlements' dwellers were well educated and the right knowledge conveyed to them on these basic needs, they remain needy in every way. The researchers also added that most NGOs that had interest in helping those in informal settlements areas must begin with civic education to the people before they could engage themselves in delivering practical solutions to the needs. This implies also that the type of materials stocked in the community libraries must be in line with the information needs of the society thereof.

According to Miller and Pellen, (2013) the type and format of materials stocked in community libraries was key to establishing whether civic education would effectively be disseminated to the targeted community. However, the above researcher noted that most community libraries stock equally the same type of materials though the format may differ depending on the locality of the library. In most developed countries they said, most information was in digital formats and was available through computers, ipads, smart phones and on the internet in general. This was

different from the undeveloped countries where users had limited knowledge required to access information from the digital formats.

According to Fairbanks, (2014) the assumption that people living in developed urban areas and rural areas had their civic education needs solved was one main reason why the governments and non-governmental organizations concentrate on delivering education only to those in informal settlements. This had, however, worked very well for most governments since the truth remains that the highest number of civic education needs was with those living in the informal settlements.

According to Gutsche, et al., (2014) the formats and the types of civic education materials stocked in community libraries range from reference sources where materials directing users on where to get information were stocked within the library. This as a result enabled users to quickly trace the information materials they required faster without wasting time. Such information materials like the books and e-books were availed for the users to read either by sitting down in the library reading area or borrowing the book to read from home; article databases; websites and information timelines were key information sources. Others Information include the CDs/DVDs, which one could still borrow and return to the library.

2.2 The Extent of Usage of the Civic Education Materials

In their research report, Gliner, & Infobase, (2008) noted that most institutions involved in providing, supporting, or sponsoring civic education engagements by the libraries are those that finally engage in providing the real practical solutions. Such include the religious organizations who educate the citizens on how to live together in a peaceable environment and in love with each other before they could provide them with the food which they could share as a practice of the learning they had gained. Political agents also availed themselves to educate the citizens on their political rights, unveil and reveal their present leaders before they could ask them to vote or reject a particular leader who was either performing or not performing.

Financial institutions likewise educate the residents of informal settlements; encourage them to form self-help groups, before they could provide loans to them for self-enhancement in business or at a personal level. The above two researchers also confirmed what had earlier been indicated by Mukhija, et al., (2003) that civic education needs of a people must be handled first before the need could be solved. This was because the civic education needs solved mostly brings a permanent solution rather than providing a temporal solution. In Kenya, the main stakeholders supporting the efforts of opening many community libraries branches in the country include the

Government of Kenya, The Uraia Trust in collaboration with USAWA and AMKENI; The Catholic Church, Youth Groups and the Civil Society of Kenya.

In line with the above, Pawley and Robbins, (2013) community libraries had to work hand in hand with these stakeholders to bring about the success of their intentions. Such they said included organizing outreaches to schools, colleges, hospitals, churches, and mosques among other places of gatherings with the intention of creating awareness of the available civic education materials in the library. As a result, they added, many community dwellers became frequent users of the libraries and at the end of the day, the library staff stopped going to the community and vice versa.

2.3 Extent to which Kenya National Library Services is Engaged in Imparting Civic Education.

The Kenya National Library Services (KNLS) was on the top in opening various community library branches around the country (Kalugho, B. A., (2018). Kalugho noted that KNLS made very notable contributions to the welfare of those living in informal settlements by opening at least 60 branches all over the country. Through these branches, KNLS was able to avail civic education to their target users which were mainly those living in densely populated areas like informal settlements in the country.

Kalugho, (2018) also noted that many users from the informal settlements and around the community libraries opened by the KNLS had made the branches a home so that no one gets bored or stays idle with nothing to do which led to theft cases and prostitution among the idle youths. The following services had been highlighted as being the ones availed to their users: first was the Tablet Hour Program (THP). This was a computer program for children and was very educative and entertaining. Another key service was the Adult, Junior and Institutional lending which enabled a user to borrow education material to use at home then return after some time. Overdue fines were always applied to alleviate cases of overstaying with the material.

Reference materials and services that enabled users to get a lead to the information required were also available. Other services included the user education which was planned and implemented by the library staff in several ways; organizing outreaches to primary schools for sensitization of the need to visit the library; special programs like mentorship to girl children which at first takes place as group events and finally narrows down to one on one mentorship; interlibrary lending where one library lends another and enabled them meet the information needs of their users without incurring much expenses and consultancy services. Other additional services found in

community libraries included the advisory library services, attachment (Library based) for students to understand the practical lessons, and distribution of condoms, wireless connection (Wi-Fi), language programs through book clubs and provided answers to day-to-day questions for users from the knowledge node corner. This was done in collaboration with Practical Action NGO.

2.4 Appropriate Strategies of Disseminating Civic Education Alongside the Existing Methods.

Onyangó & Tostensen, (2015) noted that the effort by the government to eradicate poverty in informal settlements had helped parents to better manage their children at home rather than trying to deal with the scattered ones in the streets. The two researchers noted that even though the government through the KNLS had tried their level best in imparting civic education to various communities in the country, there remained other methods which if applied, civic education would be available to all. In fact, they said, the fact that only community libraries opened by the KNLS were running the civic education programs, made the avenues of civic education very minimal.

According to Adam, (2015) civic education could be disseminated through various channels or strategies which may include among others, the use of social media platforms, email communications, use of self-help group trainings, use of small, printed fliers and booklets with summarized civic education content. Additionally, he said, that civic education could be disseminated any time by those who had already been trained or received the education. This implied therefore that while disseminating civic education, it would also be necessary to include a subject on how trainees became trainers.

This was supported also by Sheardy and Burns, (2012) who said that some methods used like the TV educative programs which could be held in identified halls within the communities with specific timings for both the women, men, youths, and children were very effective particularly in areas like informal settlements where TVs were few and are mostly watched in a common hall. The two researchers also added that such educational programs could be planned to include special mentorships to specific genders and ages. Other combinations of strategies of dissemination of civic education also included radio programs for those in the interiors and could only access radio stations.

Partnering with religious organizations to set up civic education sessions was another method that could work very well in disseminating civic education. As noted by the above authors, institutions

where those target users met could be very good locations for education sessions. This meant that instead of waiting for the users to get to the library, the library organized education sessions to meet the users at their meeting points. Other methods included partnering with schools to have specific time scheduled for the library staff to educate children, visiting self-help groups around the target areas and finally being available in political meetings and burial meetings to always have very brief intentional civic education speeches.

2.5 Empirical Studies and Knowledge Gap

There were few empirical studies done in Kenya on community libraries' engagements in imparting civic education to its citizenry. Many studies had been done in developed countries including the study done by Ndegwa and Minja, (2018). that aimed at establishing the impact of access to information, civic education, and political influence on public participation. Another study was done on the same was the one done by GOVERNANCE, R. O. V. E. O., (2019) which aimed at investigating the role of voter education on governance efficacy. With the given examples and many other related studies in Kenya, this study had identified gaps in many of these researches particularly in the manner in which civic education was disseminated. The study therefore aims to address these challenges and ensure there are appropriate strategies of disseminating civic education resources to community citizenry.

2.6 Theoretical and Conceptual Framework

2.6.1 Theoretical Framework

Past research revealed several theories associated with civic education dissemination (Strandbrink, P., 2017). Such were, but not limited to; discourse theory, which operated on the perspective of the verbal interchange of ideas where the discussion was based on 'what, shall, we, do' in an expression of thoughts. Others were the critical theory, which focuses on identifying and overcoming social constructs that privilege some people and oppress others. Another one was the democratic theory where the majority win and have their way. The democratic theory was found to be the best to adopt in this study since it suited the modern mode of education adopted in most civic education scenarios.

According to Sant, (2019) democratic theory focused majorly on democracy as the main element of disseminating information. This implied that the teacher did not come with his/her own lectures to the final subject of study in a learning or a training session but rather the students or the learner was given an opportunity to contribute to the subject until a specific knowledge was conveyed as the learnt subject at the end of the day. In fact, according to Sant, democratic theory merges

democratic values to education and allowed self-determination within a community of equals, hence forth allowed liberty in the learning process.

Even though many researchers had looked at this theory as a means of bringing various disciplines, discourses of democracy and education, there were those who had continually felt that such may soon bring a conflict among researchers (Okoth & Anyango, 2014). This was because, while others had found it a place of challenge among educationalists to come up with new knowledge that would broaden the learning environment, others found it becoming too much and that most of the knowledge being built from this approach was not controllable and may flood the available knowledge and hence bring confusion in future. This notwithstanding however, Runciman (2018) confirmed the need for this method of learning by indicating that the approach brought about dignity among the learners and helped in enhancing stability, prosperity, and peace among citizens of a country. In his remarks, Runciman added that in a scenario where the information needs of a people were almost the same, the best way to conduct a learning process to them was by use of democratic approach. In fact, he concluded that civic education could not be taught better in any other way than the use of this approach.

2.6.2 Conceptual Framework

Buick, Mallett, James and Brotherhood, (2014) noted that a conceptual framework comprises of a set of main ideas and theories that a researcher formulates in his effort to identify and handle the problem at hand. This study derived its conceptual framework from the General Citizenship Education (GCE) which was published by the UNESCO (United Nations Educational, Scientific and Cultural Organization) in 2019. In this publication, the GCE provided three domains of learning and three expected outcomes of learning which brought about effective civic education dissemination process. These brought together, made the independent and dependent variables of this study.

Independent Variables

Stocking and Using of Civic Education Materials

Community Libraries' Engagement in Imparting Civic Education

Better Practices in Dissemination of Civic Education

Dependent Variables

User Satisfaction
Civic User Education

Intervening Variables

- Funding
- Community Engagement

Expected Outcomes

- Learners develop skills for critical thinking and analysis.
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity.
- Learners develop motivation and willingness to take necessary actions.

Fig: 2.1 Conceptual framework

Source: Researcher 2022

2.6.3 Relationship Between Theoretical and Conceptual Framework

Past research on civic user education indicated that community engagement and implementation of views of majority of respondents in a specific community influenced impartation of civic education to citizenry (Wohnig, A., 2016). Such engagements include but not limited to community participation in the stocking of civic education materials, either in digital or print format, library engagements in imparting civic education such as introduction of Tablet Hour Program (THP) computer program and better practices in dissemination of civic education through focus groups, televisions or social media platforms were vital.

Finley, (2011) noted with concern that for community engagement to be effective, several considerations must be put in place by stake holders. Therefore, public opinion and suggestions were important. Community engagement made civic education accessible to all members so they were aware and could engage in decisions that affect them. This enabled their inclusivity and provided equal access to opportunities to participate in such related activities in future. Additionally, he also noted that for there to be a democratic engagement in civic education dissemination, all citizens were provided with reasonable access to opportunities, spaces, and mechanisms within their reach to civic education processes. Effective community engagement demanded attention which was given to inclusion and equity so that all groups of all ages, from marginalized communities, and persons with disabilities were engaged and their needs expressed and considered, have effective mechanisms to capture and process input from members. This also called for feedback to members given on decisions made by majority, actions taken, and results achieved as reported by Intergovernmental Relations Technical Committee (IGRTC) in 2019 and which was how the conceptual framework related to the theoretical framework of this study.

2.7 Summary

This chapter elaborated the types/formats of civic education materials stocked by community libraries while at the same time giving historical evidence of past related research in different parts of the world. Additionally, the chapter looked at the extent of usage of the civic education materials; extent to which Kenya National Library Services was engaged in imparting civic education; suggested appropriate strategies of disseminating civic education alongside the existing methods, the theoretical and conceptual framework of the study and finally the relationship between the theoretical and conceptual framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter sought to elaborate the methodology used in this study. The researcher focused on the research design and methods which had been put in place to achieve the required data of the study. The research majorly focused on the research design, target population, and the sample size. Additionally, the researcher also looked at the data collection instruments, the data collection methods and procedures, together with the data analysis procedure, pre-test, validity, reliability and finally the ethical issues.

3.1 Research Design

The study used descriptive research design to collect and analyze the data collected from the respondents. According to Bryman, (2012), a research design is that which involves proper arrangement of the required conditions for data analysis applied in an economical manner but which on the other hand are relevant to the study. Regarding the same therefore, this study was about the assessment of community libraries' engagement in imparting civic education to the citizenry and applied a descriptive research design. A descriptive research study is usually designed in a way that there is a complete description of the situation. This ensured that there was minimum or no biasness at all in the collection of data and hence reduced errors in the interpretation of the data thereof.

3.2 Area of Study

The research study area of concentration was the Kibra Community Library which is in Kibra informal settlements in Nairobi. This is one of the 60 branches opened by the KNLS all over the country and which are distributed in various counties and mainly in informal settlements.

3.3 Target Population

Zikmund & Griffin, (2012), noted that a population is a totality of all elements and subjects, which are included therein in a study, and which possessed a specific set of some or most common characteristics that define it. The target population of this study included the Kibra community library staff who were divided into three distinct groups namely the top managers, the middle-level managers, and the junior library staff. The researcher also considered the users of the

education resources in and out of the library. Since the library had only 6 staff, some top management staff from the KNLS headquarters were engaged since they were part of the service providers in the library.

3.4 Sampling Techniques

As defined by (Zikmund et al., 2012), a sampling technique is a procedure which is used to select a representative sample from the target population. This includes all the procedures taken into consideration in getting the representative sample. The researcher applied stratified random sampling technique to select respondents. This method was seen to be the best for this study since the population is homogeneous and only those staff that were working in the Kibra community library branch, together with its users, were studied. The study generally sought to establish through assessment the engagements of community libraries engagements in imparting civic education to the citizenry.

The study targeted all the employees together with the added top managers from the KNLS head quarter. Out of the targeted staff (25), only 9 were sampled out while out of the targeted users (120) only 45 were sampled. Out of the total targeted population, (145) only 54 were sampled out which is 37.2% compared to the total target population. Complete representation of the three categories of respondents was ensured thorough and careful consideration in their selection.

3.5 Sample Size

Looking at below table (Table 3.1) which represents the sample size of this study 37.2% of the target population, it was evident that the research lies within the requirement of a standard research which according to Fowler, (2013) should not be less than 10% of the total target population.

Table 3.1: Sample Size

Category & Department	Target Population	Sample size	% Sample size
Top Management	4	1	25%
Mid-Level Management Staff	7	3	42.9%
Junior Staff	14	5	35.7%
Library Users	120	45	37.5%
Total	145	54	37.2%

3.6 Data Collection Tools and Instruments

The data in this study was collected using questionnaires while some more other data was collected using other literatures written in relation to the subject of the study. Most of these materials, which was majorly known as secondary data, were obtained through study in the library and on the internet.

3.6.1 Questionnaire: Sekaran and Bougie (2016) noted or highlighted that questionnaires are usually used to collect both quantitative and qualitative data depending on the area of study by the researcher.

3.6.2 Documented Evidence: Is usually a systematic procedure for evaluating and reviewing documents for purposes of gaining understanding and empirical knowledge development (Corbin & Strauss, 2008).

3.7 Research Instruments

The researcher used both the primary data as well as secondary data. The researcher distributed questionnaires to respondents for collecting primary data. Questionnaires were developed and divided into sections in accordance with the objectives of the study. They were then printed and distributed to the targeted sample population which was required to fill in the empty spaces with the right required information. The questionnaires consisted of both open and closed-ended questions. Email communication was used by the researcher to access those library staff that were far in other branches and the same method was used for receiving back feedback. According to (Bryman, 2012), questionnaires are usually designed and written statements and which enables ease of data collection included being the qualitative and quantitative data.

The research employed qualitative technique of which according to Zikmund et al. (2012), such is usually exploratory in nature while the results are in depth non-numerical information. Qualitative research normally deals with less tangible and measurable topics and allows for close examination of motives, not forgetting other aspects like perceptions, beliefs, and attitudes.

3.7.1 Pilot Study

Pre-test research was very necessary for this research to enable the researcher to identify gaps in the questionnaires and therefore have an opportunity to fine tune the questionnaires and any other data collection instrument that was used in the study (Zikmund et al., 2012). The researcher therefore carried out a pilot survey at the Rongo University in Migori County before embarking on the main research.

3.7.2 Validity

According to Fowler (2013) the validity of a research study is usually the soundness of a research, and which is measured by effectiveness of the design used in that study and the methods used therein. Other indicators of the validity of a research study are first, the careful selection of the sample size; secondly the distribution and thirdly the collection of questionnaires within the stated time frame not also forgetting the use of the indicated data collection instruments.

3.7.3 Reliability

As noted by Bunakov, Jones, Matthews, & Wilson, (2014) reliability of a research usually is the degree to which the tools used for assessment can produce consistent results or feedback. In this case therefore, since the case study of this (KNLS) was almost the same in all their branches, the responses obtained from all the respondents regardless of their branch which they came from was expected to show consistency all through. This was also expected to replicate with the users who were also part of the targeted population of this study. With this consistency realized, the reliability of the research study was confirmed.

3.8 Ethical Considerations

Ethical issues in a research study simply refers to the adherence of all rules and regulations governing the process of conducting a research (Hair, 2010). Such issues which were key in this area were plagiarism issues, consents which a researcher was expected to obtain from various authorities and awareness that a researcher was expected to communicate to the respondents. Others included the use of faulty methods and procedures of data collection, not forgetting the misleading authorship which led to poor future research. To ensure that all these were taken care of, the researcher followed all legal procedures required while conducting a research study.

3.9 Data Collection Procedures

Primary data was collected through distribution of the printed questionnaires to the respondents while secondary data was collected from the related literature online and in the library. The distributed questionnaires were then collected and analyzed for the conclusion and recommendation for the study.

3.10 Data Analysis and Presentation

According to Hair, (2010), data analysis of a study varies depending on three main reasons. The first one is the purpose of the research which is mainly the key focal point of every single researcher. Secondly, the complexity of the research design matters in a great way since this is what gives the researcher the pathway to which to prepare the budget and lastly is the extent to which conclusions can be reached easily. Descriptive research design was used in this study to bring this study to its conclusion. Pie charts, figures, tables, and bar graphs were used in this study to represent the findings.

The study employed descriptive research design to analyze the collected data from the respondents. The raw data collected from the distributed questionnaires was systematically organized in a manner that enabled proper analysis. The process involved data cleaning through editing, coding, and tabulation to ensure that the questionnaires were consistent and complete. According to the flow of the questions in the questionnaire and their responses by the respondents, each was tackled independently in the analysis to ensure that the conclusion and recommendation fits the expectation of the research study.

3.11 Summary

This chapter has elaborated the research design and methodology that was used for the completion of the study. Such include the introduction, research design, area of study, target population, sampling techniques, the sample size, data collection tools and instruments, research instruments, pilot study, validity, reliability, ethical considerations, data collection procedures and finally the data analysis and presentation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher presented the findings of the study as well as the data obtained, which were in relation to the objectives of the study. The purpose of this study was to assess the community libraries' engagement in imparting civic education to citizenry. The specific objectives of the study were: to establish the type of civic education materials stocked by the Kenya National Library Services, Kibra; to examine the usage of the civic education materials; to establish the extent to which Kenya National Library Services is engaged in imparting civic education and finally to suggest appropriate strategies of disseminating civic education alongside the existing methods. The data collected was presented in tables and figures.

4.2 Response Rate of Respondents

From the 54 questionnaires that were distributed; 1 to the top management and 3 to the middle level management, 5 to Junior staff and 45 to the library users, only 40 usable questionnaires were returned. That is, 1 (100%) from top management, 3 (100%) from the middle-level management, 4 (80%) from the Junior Staff and 32 (71%) from the library users. The top management staff had their questionnaire well answered and returned (100% return rate), and the same applied to the middle-level staff. The junior staff had 80% return rate while the library users had 71% return rate. This translated to 74% return rate which was an acceptable return rate for data analysis and interpretation as proposed by Mugenda and Mugenda, (2003).

4.3 Profile of Respondents

From the questionnaires that were completed successfully, 55% of the staff respondents were female while 45% were male. On the other hand, the users had 60% male and 40% female. On following up why most staff were female, the researcher realised that most the profession (i.e., Librarians) had more female than male which could be a good reason for the results obtained. Contrary to this representation by the staff, the users had more male (60%) than female (40%). The main reason for this was noted to be determined by the population of youth that were idle in the community surrounding the library. To avoid boredom, most young men resolve to visiting the library to acquire some information on the daily occurrences and in search of job opportunities which could come up. Additionally, most male students during holidays had not much to do in the house as compared to the girls who must stay at home to help their mothers in house chores.

All staff were above 24 years old in all levels while all the users were averagely 16 years and above. This was a good indication of the consideration of the KNLS management when recruiting their staff so that all age groups were included in the working environment. This also is a good indication of a good succession plan among the staff. So that by the time the older ones retire from work, the younger ones were ready to take up the offices, fully equipped with the necessary required experience.

Academically, 2% of the staff were O-level; 6% A-Level; 11% certificate level; 26% Diploma; 37% Degree level; 14% Masters and 4% PHD. This was a good combination of qualification since most of the staff were degree holders (37%) plus other combinations made it evidence of professional services being offered in the Kibra community library and the headquarters as well.

Most users had a great number of them being certificate holders (26%) and diploma holders (36%) while others were degree holders (16%), Masters (9%), PhD (4%) A- level (5%) and finally the O-level holders (2). This was a very good representation of users in the library where all groups of qualifications were represented. According to the respondents, this combination of all levels of users calls for an 'extra mile' effort by the KNLS management in ensuring that all classes of users are well served and provided with the library materials which they deserved while in the library environment and outside as well.

On the issue of how long one had been in the library either as a staff or as a user, the distributed questionnaires had in them items that demanded a response on this. The staff representation on the length of time one had been in the library indicated the following: Less than 2 years had 18%; 2 – 5 years had 21%; 6 – 10 years had 26% while those who had stayed above 10 years had 35%. The bar graph below is a representation of the same.

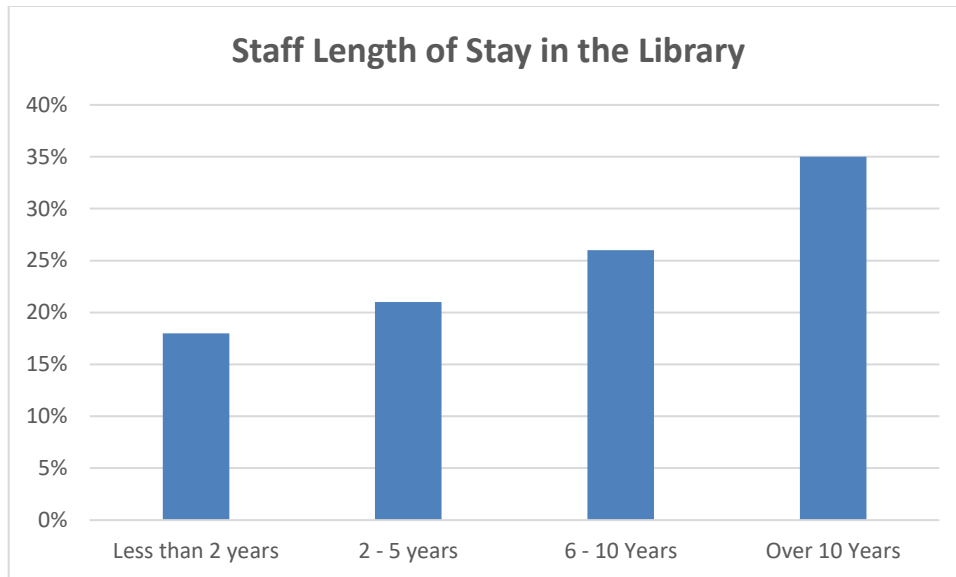


Figure 4.2: Staff length of stay in the library

According to figure 4.2 above, it was evident that most staff had stayed for long in the KNLS library (over 10 years) while those for 6-10 years had lesser numbers followed by the 2-5 years and then less than 2 years. With these results therefore, it is right to confirm that KNLS is a good environment for library staff since those who come in remain there for many years and most likely retire there.

The users of the said community library and which is the case study of this research had a relatively different representation in the length of time one had stayed there as a user as follows: those less than 2 years had 54%, those between 2 – 5years had 26%; those between 6 – 10 years had 14 % while those with over 10 years had 6% representation in rating. The pie chart below is a representation of the same.

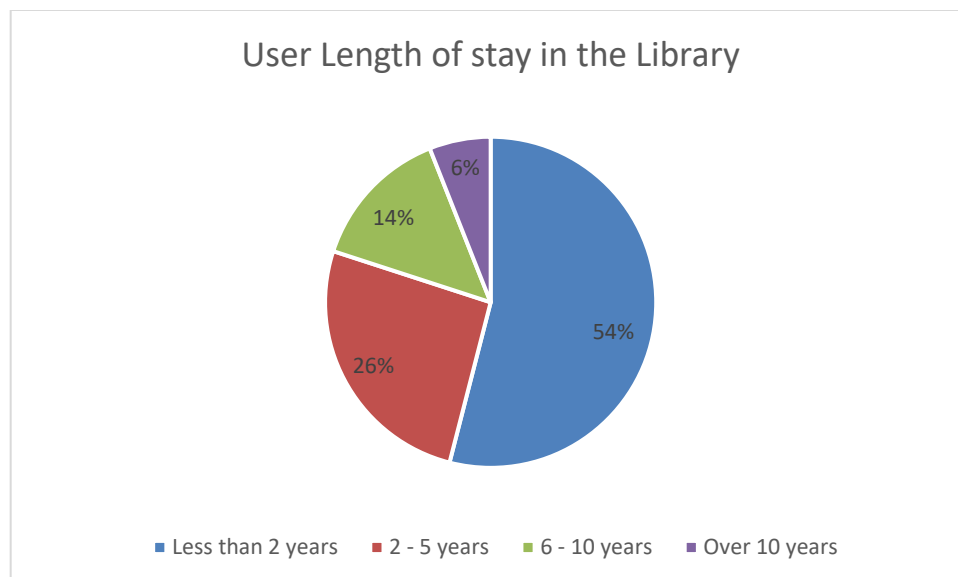


Figure 4.3: User length of stay in the library

In look of the above pie chart in figure 4.3, it was evident from the results that the users do not stay for long in the library before they leave or stop using the library. This was probably due to the nature of the community in which the library serves. In fact, from the results of this study, it was realized that most library users come to look for information that could get them better living in form of better jobs elsewhere, better business opportunities and better education after which if they find, they moved out of the estate and hence cease to be users of the library. Other users come to the library to release boredom after which if they find something to do, they stop visiting the library.

4.4 Type of Civic Education Materials Stocked in the library

The questionnaires of this study had in them items that sought to establish which type of civic education materials were stocked in the community library under this study. The results indicated a variety of stocked materials ranging books both in print and in soft copies, e-resources, journals, CD-ROM/DVDs, Newspapers, magazines, photographs, and wall posters. The table below is a list of all the stocked civic education materials in the Kibra community library and their percentage (%) volume rating in availability, compared to what is needed in the library as reported by the distributed and returned questionnaires of this research study.

Table 4.1: Type of Civic Education Materials Stocked in Kibra Community Library

S/No	Type of CIVIC EDUCATION Material	% Volume Rating
1.	Books in print copies	45%
2.	Books in soft copies	55%

3.	E-resources	75%
4.	Journals	65%
5.	CD-ROMs/DVDs	25%
6.	News Papers	35%
7.	Magazines	30%
8.	Photographs	25%
9.	Wall Posters	25%

In view of the results in Table 4.1 above it was evident that the civic education materials available in the Kibra community library was yet to be well equipped. Compared to what expected to satisfactorily satisfy the user need, it was clear that no single civic education material is fully stocked. This meant that at any one time, if all the users of that information material were to appear once in the library, some of them would have to wait in shifts to access the material. This was therefore a call to the government for the library increases the civic education materials in the library to ensure user satisfaction.

4.5 Extent of User Accessibility to the Library

The questionnaires used to collect data in this study had in them items that sought to establish the extent of library user accessibility. These items required answers from both users and staff respondents and the following were their responses: 47% said to a very great extent; 32% said to moderate extent; 32% to a low extent while 6% said to a very low extent. The bar graph below is a representation of the same results diagrammatically.

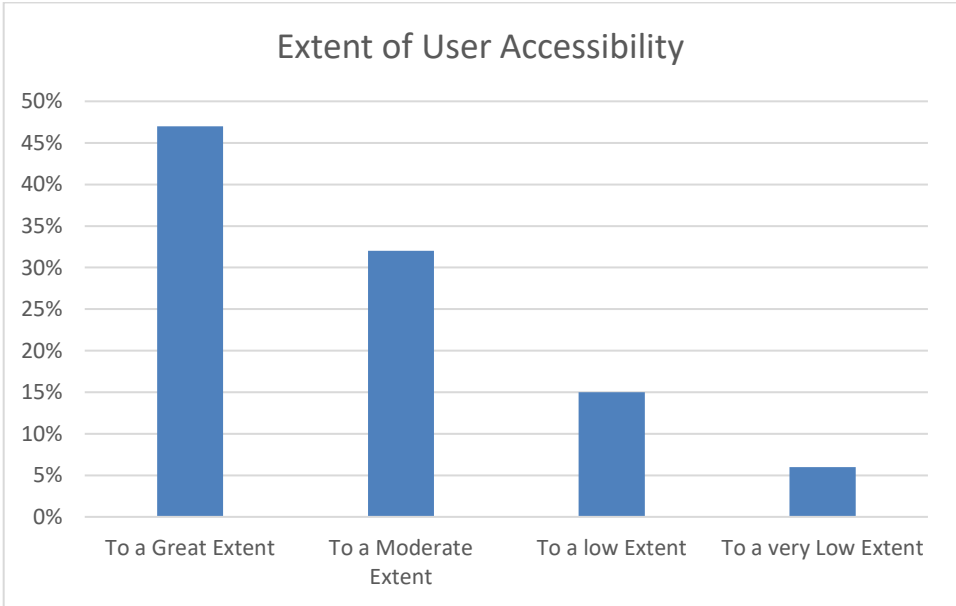


Figure 4.4: Extent of User Accessibility to the Library

Looking at the results in figure 4.4 above, it was evident that the extent of user accessibility is satisfying. With 47% of both users and staff confirming user accessibility, it was worth noting that most users and potential users were well reached and assisted in accessing the information materials they desired or needed to get the information they need. 32% of moderate extent accessibility is also a plus in accessibility since it's a 'fifty-fifty' response. However, a few were for the low and very low extent of accessibility which called for more user awareness to ensure total user accessibility.

4.6 Ways in which KNLS Kibra Community Library Engages in Imparting Civic Education

The questionnaires that were distributed in this study to collect data had in them items that sought to establish the ways in which the said community library engages themselves in imparting civic education. The results for this item in the questionnaires range from the use of e-books, e-magazines, e-newspapers, e-radio, Teen programs, family programs, use of smart phones, social media posting, one on one user engagement: use of customer delighting programs. The table below is a list of the reported ways in which KNLS Kibra library engages themselves in imparting civic education.

Table 4.2: Ways in which KNLS Kibra Community Library Engages in Imparting Civic Education

S/No.	Ways of Engagement	% Rating in the level of Engagement
1.	Use of E-books	55%
2.	Use of e-magazines	50%
3.	Use of e-newspapers	45%
4.	E-Radio	65%
5.	Teen Programs	75%
6.	Family Programs	60%
7.	Use of smart phones	40%
8.	Social media posting	85%
9.	User engagement	75%
10.	Use of customer delighting programs	55%

In view of the results in table 4.2 above, there is a good level of engagement by the KNLS Kibra community library in imparting civic education. In fact, the levels of engagement according to the results of the study were above average (50% and above) except the use of e-magazines and use of smart phone which could be due to cost implication of subscription and purchase fees. However, there was still more effort required to increase the engagement at least to levels of 85% and above to ensure satisfactory impartation of civic education.

4.7 Suggested Appropriate Strategies which if Employed Would Enhance the Delivery of Civic Education

The questionnaires that were distributed for the collection of data in this study had in them items that sought to determine whether there were appropriate strategies which if employed would enhance the delivery of civic education. The respondents suggested various appropriate strategies which they felt that if employed, would bring better results on delivery of civic education. Such included the following:

4.7.1 Conducting Survey

As per the conceptual framework of this study, the use of survey in enhancing delivery of civic education is a notable intervening variable since such sets the pace for the process and can identify areas that need corrective measures or improvements before the real exercise can commence. Focus groups for example can come up with suitable ways and strategies for disseminating civic education in a particular area since they are part of that community. When conducting interviews as well, very intentional selection of the respondents for interviews can as well lead to a successful strategy formulation for ways to better disseminate civic education interviews. Use of questionnaires to the particular group of people who are deemed to have the information needed. Unlike other methods of survey, questionnaires can reach many people who may not be available for interviews or for observation. Finally, respondents also highlighted that observation as a method of survey could equally be of great help in formulating new strategies. Since the environments of one place differs with that of another in various ways, visiting the particular place to see the geographical topology of the place is key before deciding which strategy to use for better dissemination of civic education.

4.7.2 Profiling

As noted in the questionnaires collected from the respondents of this study, it was clear that different respondents reasoned differently depending on their sex, age, and profession as regarding the new and appropriate strategies which when applied, could be used to enhance

dissemination of civic education. In this aspect for example, most female felt that they had been left out and were rarely involved in preparation of the dissemination of civic education process. They suggested that since they had several women groups and youth groups which they were part of, and it was necessary to involve them in establishing the appropriate strategies to disseminate civic education. Most men were okay with the strategies already in use and said that in many ways they have been consulted. However, a few indicated the same with the women.

As regarding the age, the young people would like to be involved in strategizing the dissemination of civic education because such education is very key to them. Such young people need to learn more and so their involvement in the process is an advantage to them in every way. Most aged people may be okay with what is already happening and settled. Such will seem settled with no need for more knowledge of anything related to civic education. The middle-aged groups, however, may seem to have had mixed reactions with most of them indicating some interest in being involved in decision making on better ways of dissemination of the same while others may not even be sure of what they want. In profiling, the professions would equally be very helpful in developing new ideas on how to acquire more education materials and at the same time come in as partners of dissemination of the civic education. Having been in school and loaded with experience, the professionals are the best to use and involve since they hold the backbone of education.

4.7.3 Dissemination

In dissemination of civic education, where the expected variable of this study is realized, there were several strategies which were highlighted by the respondents as the best to use to enhance the dissemination of the same and which is not being applied currently. Such were the use of Trainer of Trainers (ToTs), focus groups, road shows, and use of brochures/flyers. Most respondents indicated that there was no serious attention given to civic education dissemination by the stakeholders. As a result, very useful strategies as indicated above, and which were very effective in such process of dissemination have been ignored and hence slowing down the whole process. Other respondents also noted that civic education, though is very useful, was assumed to be available and which is not true.

4.7.4 Evaluation

This is the outcome and has to do with how effective the applied strategies have worked or not worked and takes place after the formulated strategies were employed and results obtained. Most respondents noted that this exercise could be very helpful in making corrections and planning for

the next exercise. It was also indicated by some respondents that this exercise, if well taken into considerations could alleviate future errors in the process and make it more effective. This strategy when applied, is sure to bring out an informed citizenry so that civic education is then available to all who need it. The figure below is a representation of the appropriate strategies as explained above and which, if taken into consideration by the government would increase delivery of civic education to its citizenry.

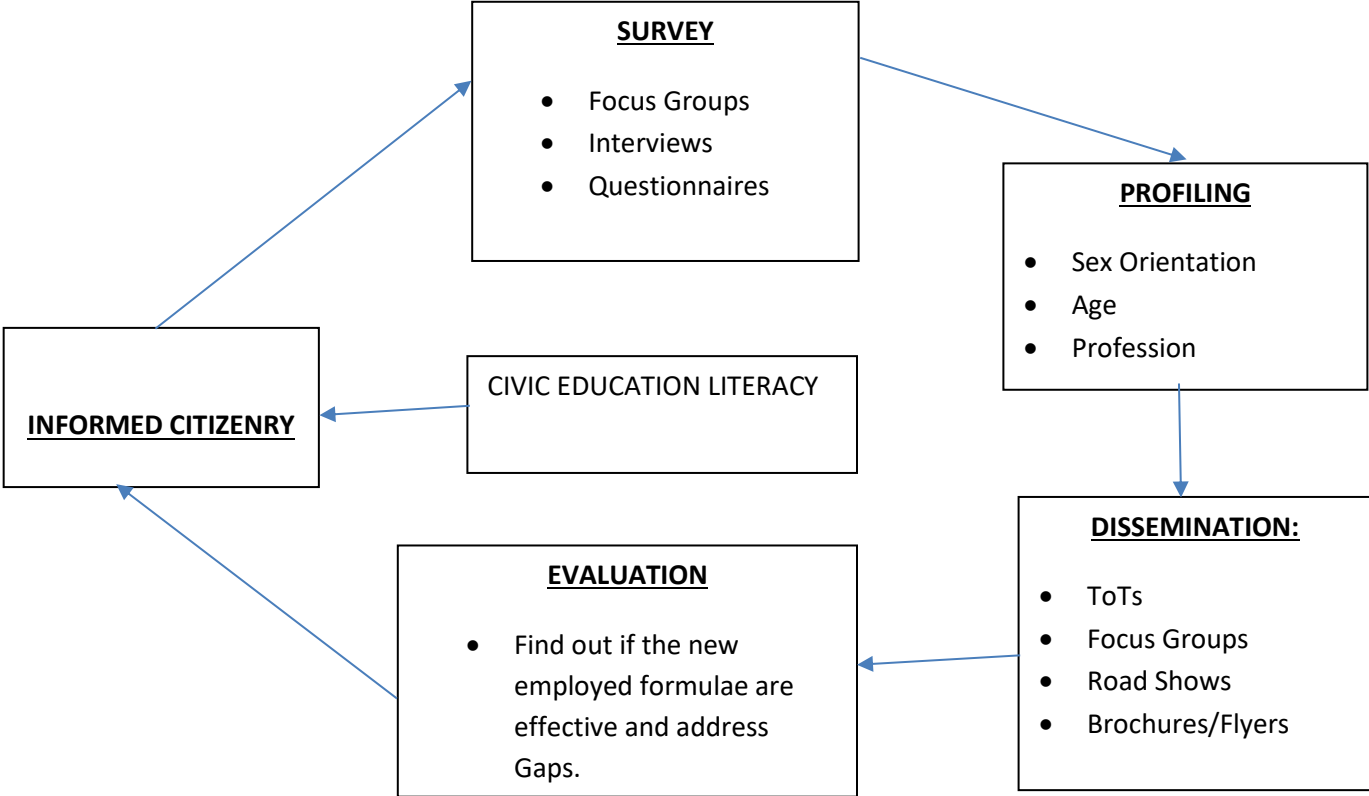


Figure 4.5: Suggested Appropriate Strategies which if Employed Would Enhance the Delivery of Civic Education

The results in figure 4.5 above is evidence of work yet to be done by the management of the KNLS Kibra community library to achieve better impartation of civic education to their users. This can however call for great interactive programs between the staff and the users since most of these proposed methods are interactive and require total consultations before they can launch and have its impact felt.

4.8 Summary

This chapter provided the analysis of the data collected through various instruments used to collect data in this study. As such, the chapter viewed the response rate and provided a profile of respondents which included gender, age, and level of education. The chapter also showed the type of civic education materials stocked in the libraries; the extent of user accessibility in the library; ways in which KNLS Kibra community library engages themselves in imparting civic education and finally provided appropriate strategies which if employed would enhance the delivery of civic education.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the research findings while at the same time making conclusions and recommendations on the assessment of community libraries engagement in imparting civic education to citizenry. This chapter also drew all conclusions from the research and the results obtained during the research study.

5.2 Summary of Findings

This research study had four research questions whose answers were addressed in chapter four in the data analysis and presentation. The first one sought to establish the type of civic education materials stocked by the KNLS Kibra branch. The results of the returned questionnaires showed various stocked education materials which included the printed and the non-printed formats, e-resources which were available for users in the library; journals both printed and non-prints, CD-ROMS and DVDs, newspapers and magazines, photographs and finally the wall posters. Both staff and user respondents had a contribution in this item of response in the questionnaire since they equally access the type or formats of information materials in the library

The second research question sought to establish the extent to which civic education materials stocked in the library were accessed by the users. The responses to this item of study was divided into a 'to a great extent', 'to a moderate extent', 'to a low extent, and 'to a very low extent'. The extents were rated at 47%, 32%, 15% and 6% consecutively. Although there were those who indicated a negative response on accessibility of the materials stocked in the library there was general evidence that a good number of users were accessing the available civic education materials comfortably which was satisfactory realization for the researcher.

The third research question sought to establish to what extent had the Kenya National Library Services engaged itself in imparting Civic education to the citizenry. This item of study specifically focused on the ways in which KNLS engage themselves in imparting civic education. The respondents identified various engagement ways which had been confirmed to be in practice then. This included the use of e-books, the use of e-magazines, e-newspapers, e-radio, teen programs, family programs, use of smart phones, social media engagements and postings, one on one user engagements and use of customer delighting programs. These methods were confirmed

to have been used and became very productive in imparting civic education and only some improvements were needed to perfect them.

The fourth research question sought to determine appropriate strategies which could be used to disseminate civic education alongside the existing methods. This was a very important item of the questionnaires since such would bring improvement to what had already been practiced imparting civic education. In this regard therefore, the respondents suggested other appropriate strategies to use included being the use of survey, profiling of community members, dissemination of civic education materials using ToTs, road shows and focus groups and finally evaluation. All these new suggested strategies among others were said to be the best if applied to improve the already existing methods and perfect the whole process of imparting civic education to the citizenry.

5.3 Conclusion of the Study

The study findings indicated clearly that there was already some good level of engagement in disseminating civic education by the KNLS Kibra branch to the citizenry. In fact, the availability of the various types and formats of civic education resources in the library, is proof that the users can access the available information resources and the evidence that there were various ways being used by the KNLS to impart civic education, was a positive response to the research questions of this research study.

Even though much is being done to a good measure in imparting the civic education the findings of this research indicated that there was much awaiting to be done to improve the existing status quo. The percentage ratings in usage of the information materials as compared to what was expected by the users indicated that more civic education materials were needed to satisfy the user needs.

The study also revealed a need for improvement in handling different classes of users. The study findings stated that the users of the library were of all categories, age, and academic qualifications. This showed that the library must therefore get prepared to accommodate all classes of users by acquiring civic education materials that will cover all categories without discrimination of any kind. For example, the civic education needs for children may be different from those of adults as well as those of A-level education level differing from that of PhD holders.

Also, the new appropriate strategies require a great deal of engagement between the management and the users. Example of such is the community TV programs which may require some members of the community to be directly involved in the running of the programs; digital career day where there must be legal authorization involved alongside the direct participation of the user and non-users as well. Since such would be a combination of library promotions and user awareness, a good relationship between the two parties needs to be cultivated to a very good extent.

5.4 Recommendations of the Study

After looking at the analyzed results, the summary of this study and summary of findings and conclusions, the following are the recommendations:

- The government should engage other stakeholders concerned in the dissemination of civic education in the country to assist in the Kibra community library project venture. Such will help in equipping it in such a way that all the materials needed by the users at any one time are available. Additionally, considerations on civic education materials that will meet the needs of all categories of staff are necessary to avoid scenarios where some users have nothing to use for acquisition of civic education.
- Since this study revealed that most users are only part of the library for a short time before they can go elsewhere for better opportunities of life, the library management should prepare themselves to maximize the short time available between the user and the library so that as they exit from the environment, they have what they need to have in form of civic education knowledge.
- When acquiring the various types or formats of information materials, it is recommendable that the management considers getting more of those materials which are frequently used and less of those which are not frequently used. This will enable every user to feel satisfied and fully helped to meet their information needs.
- Additionally, the government through the management of KNLS should engage the community in a research survey to have their minds on what would work best for them since not all suggested new strategies would work for this community in imparting civic education. When the community is engaged in the preparation and establishing of appropriate strategies of disseminating civic education, it would become very easy to implement since they feel part of the plan and hence readiness to participate without being forced.

5.5 Suggestions for Further Research

Regarding more study and research on this subject, it is worth noting that more studies on this topic is very needful. This is because the KNLS community libraries, together with other few stakeholders have for a long time dominated the dissemination of civic education while this can be done through other strategies and methods. Research on available methods verses possible appropriate strategies of civic education dissemination; different formats that can be used in other new methods, together with possible stakeholders who, if engaged can improve engagements to citizens in dissemination of civic education.

5.6 Summary

The purpose of this study was to assess libraries' engagement in imparting civic education to citizenry. The study sought to establish the type of civic education materials stocked by the Kenya National Library Services, Kibra branch to assess the community; examine the usage of the civic education materials; establish the extent to which Kenya National Library Services is engaged in imparting civic education and finally suggest appropriate strategies of disseminating civic education alongside the existing methods. The research study used a descriptive research design to better assess the libraries' engagement in imparting civic education. Qualitative research design was used to analyse the collected data.

A sample size of 54 respondents was drawn from a targeted population of 145 targeted library staff and users (i.e., 1 from top management, 3 from middle level management, 5 from junior staff and 45 from the library users). Data was collected by use of printed open-ended questionnaires, to the sampled library staff and users. Interview schedule was also printed by the researcher for observation and interview purpose and the collected data was analysed descriptively to bring about the desired conclusions of this study.

This chapter has provided the summary of the study, the summary of findings and the conclusion of the study. The chapter has also given various recommendations regarding the subject matter of this study and has made various suggestions for further study.

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APPENDIX I

INTRODUCTION LETTER

Roselyne Adema Kesenwa,
Department of Library and Information Science
University of Nairobi
P.O. Box 30917-00100
Nairobi.

Dear Respondent,

RE: INTRODUCTION LETTER FOR RESEARCH

I am a Master of Library and information Science student in the Department of Library and information Science, University of Nairobi. I am currently undertaking research on the assessment of community libraries engagement in imparting civic education to citizenry. The Kibra community library – Nairobi is my case study for this research study, which is why your participation is required. The aim of the study is to assess the extent of community library engagement in imparting civic education to Informal Settlements dwellers

This research seeks establish the type of CIVIC EDUCATION materials stocked by the Kenya National Library Services, Kibra, to investigate the extent of usage of the CIVIC EDUCATION materials, establish the extent to which Kenya National Library Services is engaged in imparting civic education and finally suggest better methods of disseminating civic education alongside the existing methods.

The information and opinions you provide are purely for use in the study and shall remain strictly confidential. Thank you in advance for your cooperation.

Yours sincerely,

ROSELYNE ADEMA KESENWA

APPENDIX II
RECOMMENDATION LETTER

UNIVERSITY
FACULTY OF ARTS AND
DEPARTMENT OF LIBRARY



OF NAIROBI
SOCIAL SCIENCES
AND INFORMATION SCIENCE

Telephone: +254 20 3918223/3147
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P.O. Box 30197- 00100
Nairobi, Kenya.
dept-lis@uonbi.ac.ke

Our Ref: C54/77789/2015

9th February, 2022

Director General,
National Commission for science, Technology & Innovation
P. O. Box 30623-00100, Nairobi

Dear Sir/Madam,

RECOMMENDATION FOR ROSELYNE ADEMA KESENWA, REG NO: C54/77789/2015

The above named is a bonafide student at the University of Nairobi undertaking a Master of Library and Information Science (MLIS). She is currently in the process of collecting data as part of the requirements for the course.

Her topic is **“An Assessment of Community Libraries Engagement In Imparting Civic Education To Citizenry: A Case Study of Kenya National Library Service, Kibra Branch, Nairobi County, Kenya.”**

Any assistance accorded to her will highly be appreciated.


Regards,

A handwritten signature in black ink, appearing to read 'Elisha Makori'.

Dr. Elisha Makori
Ag. Chairperson, Department of Library & Information Science (DLIS)

APPENDIX III


RESEARCH LICENSE


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RESEARCH LICENSE


Date of Issue: **25/February/2022**




This is to Certify that Ms. Roselyne Adema Kesenwa of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: AN ASSESSMENT OF COMMUNITY LIBRARIES ENGAGEMENT IN IMPARTING CIVIC EDUCATION TO CITIZENRY: A CASE STUDY OF KENYA NATIONAL LIBRARY SERVICE, KIBRA BRANCH, NAIROBI COUNTY, KENYA. for the period ending : 25/February/2023.

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APPENDIX IV

QUESTIONNAIRE FOR LIBRARY USERS

Introduction

The study seeks to assess the community libraries' engagement in imparting civic education to citizenry. The information provided will be strictly for the purpose of research and will be treated confidentially. Please do not indicate your name.

Instructions

Please ensure you answer the following questions to the best of your knowledge. Please tick or provide information as required.

1. Gender

- a) Male () b) Female ()

2. Age

- a) Below 25 years () b) 25 – 35 years ()
c) 36 – 45 years () d) Over 45 years ()

3. Your highest academic qualification

- a) O – level and below () b) A-Level ()
c) Certificate () d) Diploma ()
e) Degree () f) Masters ()
g) PHD ()

4. How long have you been a user in this Library?

- a) Less than 2 years () b) 2 – 5 years ()
c) 6 – 10 years () d) Over 10 years ()

5. Briefly list the type of CIVIC EDUCATION materials which you access in the KNLS of Kibra? List the types/formats

6. How frequent do you visit the library to access the library materials?

7. Are there ways in which the KNLS community engages themselves in imparting civic education? If yes, list them.

8. In your own view, are there better methods which if employed can enhance the delivery of civic education? List them if any.

Thank you for your participation.

APPENDIX V

QUESTIONNAIRE FOR LIBRARY STAFF

Introduction

The study seeks to assess the community libraries' engagement in imparting civic education to citizenry. The information provided will be strictly for the purpose of research and will be treated confidentially. Please do not indicate your name.

Instructions

Please ensure you answer the following questions to the best of your knowledge. Please tick or provide information as required.

1. Gender

Male () b) Female ()

2. Age

a) Below 25 years () b) 25 – 35 years ()
c) 36 – 45 years () d) Over 45 years ()

3. Your highest academic qualification

a) O – level and below () b) A-Level ()
c) Certificate () d) Diploma ()
e) Degree () f) Masters ()
g) PHD ()

4. How long have you been a staff in this Library?

a) Less than 2 years () b) 2 – 5 years ()
c) 6 – 10 years () d) Over 10 years ()

5. Briefly list the type of CIVIC EDUCATION materials which that are stocked in the KNLS of Kibra? List the types/formats.

6. In your view, to what extent would you rate the user access to the stocked library materials?

a) To a great extent () b) To a moderate extent ()

c) To a low extent () d) Not at all ()

7. Are there ways in which the KNLS community engages themselves in imparting civic education? If yes, list them.

8. In your own view, are there better methods which if employed can enhance the delivery of civic education? List them if any.

Thank you for your participation.

APPENDIX VI

INTERVIEW SCHEDULE

Introduction

The study seeks to assess the community libraries' engagement in imparting civic education to citizenry. The information provided will be strictly for the purpose of research and will be treated confidentially. Please do not indicate your name.

Instructions

Please ensure you answer the following questions to the best of your knowledge.

1. What is your gender
2. What is your age
3. What is your highest academic qualification
4. How long have you been a member of staff in this Library?
5. Briefly list the type of CIVIC EDUCATION materials which that are stocked in the KNLS of Kibra? List the types/formats.

6. In your view, to what extent would you rate the user access to the stocked library materials?
7. Are there ways in which the KNLS community engages themselves in imparting civic education? If yes, list them.

8. In your own view, are there better methods which if employed can enhance the delivery of civic education? List them if any.

Thank you for your participation.

APPENDIX VII

TURN-IT-IN REPORT

AN ASSESSMENT OF COMMUNITY LIBRARIES' ENGAGEMENT IN IMPARTING CIVIC EDUCATION TO CITIZENRY: A CASE STUDY OF KENYA NATIONAL LIBRARY SERVICES, KIBRA BRANCH, NAIROBI COUNTY, KENYA

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