

**A GENDER PERSPECTIVE OF THE READING  
HABITS OF JOMO KENYATTA MEMORIAL  
LIBRARY USERS //**

**By**

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**Declaration**

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



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This research project has been submitted with my approval as a University Supervisor



.....  
Dr. Stevie Nangendo

18/12/01

## **Dedication**

Dedicated to my Lord Jesus Christ who has brought me this far and my daughter Leah for her continued support and understanding during the time of the research and lastly to Lorna, my spiritual mother, without whose spiritual support I could not have made it.

## **Acknowledgement**

I wish to express my sincere gratitude to all those people who in various ways contributed to the realization of this work. First, I would like to thank my lecturers who diligently imparted their unlimited knowledge on this new field of study to me. I also extend my sincere thanks to Josephine and Lorna for wordprocessing this work for me.

I feel greatly indebted to my supervisor, Dr. Stevie Nangendo whose patience and intellectual guidance overwhelmed me.

May God bless you all.

## Table of Contents

	Page
<b>List of Tables</b>	
Table 4.1	Distribution of Respondents by Age and Gender.....21
Table 4.2	Reasons for Reading in the Library.....23
Table 4.3	The Average Number of Users in JKML per day for one Week.....25
<b>CHAPTER ONE</b>	
1.0	Introduction.....1
1.1	Statement of the Problem.....2
1.2	Objectives.....2
1.3	Rationale.....3
1.4	The Scope and Limitation of the Study.....4
<b>CHAPTER TWO</b>	
2.0	Introduction .....5
2.1	Literature Review .....5
2.1.1	Reading habits .....5
2.1.2	Education .....6
2.1.3	Education and Culture .....8
2.1.4	Environment .....10
2.1.5	Employment and Promotion .....11
2.2	Theoretical Orientation: The Triple Role Framework.....13
2.3	Hypotheses .....13
2.4	Definition of Concepts .....14
<b>CHAPTER THREE</b>	
3.0	Introduction .....15
3.1	The Research Site .....15
3.2	Sampling Strategy and Data Collection Technique.....17
3.3	Methods/Instruments of Data Collection.....18
3.3.1	Library Search .....18
3.3.2	Questionnaires .....18
3.3.3	Observation .....18
3.3.4	Methods of Data Analysis .....19
<b>CHAPTER FOUR</b>	
4.0	Introduction .....20
4.1	Bio-data on JKML Users .....20
4.2	Reading Habits and Time .....21

<b>CHAPTER FIVE</b>	
5.1 Introduction .....	25
5.1.1 The Reading Habits of JKML Users.....	25
5.2 Further Areas of Research .....	27
<b>BIBLIOGRAPHY</b> .....	28
<b>APPENDIX 1</b> .....	30

# CHAPTER 1

## *1.0 INTRODUCTION*

Jomo Kenyatta Memorial Library is the largest and most central library of the University of Nairobi library system. It is based at the main campus and it opened its doors to users in 1987. Its closeness to the city center, late opening hours and large sitting capacity, of 3,330 readers exclusive of a number of study carrels, makes it convenient for the users. JKML caters for students, staff and other registered users. Its opening hours are from 8.00 a.m. to 10.00 p.m. during weekdays and 8.00 a.m. to 5.00 p.m. on Saturdays.

JKML is used for research, reference, and general reading. Readers are from different socio-cultural and economic backgrounds. They are also of diverse status. This diversity makes them use the Library for different reasons and at different times. Both men and women use the library at all times.

JKML is heavily used and packed to capacity twice in a year, namely, May to June and November to December. This is because there are several national examinations that take place during these months, therefore, candidates for these examinations register to use the library during these months. Nonetheless, in all cases there are always fewer women using JKML than there are men and the number reduces even more as the evening lapses. This is because women leave early for their residences for different reasons. Some go to prepare evening meals for their families, others may leave early because of security reasons and yet others may just leave because they are tired. Men tend to stay on until the library closes down at 10. 00 p.m on weekdays.

## ***1.1. Statement of the Problem***

Women in Kenya would most likely study and acquire more knowledge so as to advance in their careers but they may lack adequate time to do so as a result of perhaps too much work brought about by their triple roles. This is the reason perhaps why the Library, which has the most favorable environment for reading, usually has very few women users. On the other hand men tend to have enough time to use the library to study, therefore, they can advance their careers with much more ease. The few women who manage to use the Library do so for a relatively very short time because they have to rush home to do other equally demanding or important chores. The women who use the JKML have to leave earlier than men because of their triple roles. Also, their reading habits are poorer than those of men because of lack of time.

This study therefore was designed to answer the following questions:

- i) What are the reading habits of the JKML users?
- ii) Is there a relationship between the reading habits of women and their reproductive roles?
- iii) Is there a relationship between career opportunities and reading habits?

## ***1.2 Objectives***

The objectives of this study was:

- i) To determine the reading habits of the JKML users.
- ii) To find out if there is a relationship between the reading habits of women and their triple roles.



- iii) To find out if career opportunities have an influences on reading habits.

### ***1.3 Rationale***

This study is justified because some previous research has shown that women also love to study, acquire more knowledge and advance in their careers but they lack time to do so because of their triple roles (Reading Habits, 1995). This is perhaps the reason why the library, which is the most favorable environment for reading, usually has very few female users. These females also use the library for a very short time because they have to rush home to attend to other chores.

The rapid changes in technology and development advancement call for more and frequent occupational updating (UNESCO 1978). The ever-increasing volume of knowledge and greater rapidity, with which it becomes obsolete, the growing complexity of social phenomena and inter-group relations make lifelong education necessary.

Researches on reading habits have been conducted on the general public and mostly on children (Staiger, 1979; Obachi, 1999) from different theoretical approaches but none has been done from a Gender perspective. The purpose of this research, therefore, is to highlight the gender problems encountered in creating a good reading habit.

#### ***1.4 The Scope and Limitations of the Study***

The study was carried out at the JKML which is the central and largest library of the University of Nairobi Library system. The main focus was on the library users only who are free to sit anywhere in the library where they feel comfortable.

Jomo Kenyatta Memorial Library is the biggest Library in East Africa and because of its size, there are usually a lot of movements between the floors. The researcher did not have control over this because of ethical reasons. Such as stopping the users from moving about in search for reading materials, therefore, the chances of counting one reader twice were high.

The researcher could also not place all respondents in one room for them to fill the questionnaires. Hence, getting back all the questionnaires was futile since some respondents left before they submitted them.

## CHAPTER TWO

### *LITERATURE REVIEW AND THEORETICAL ORIENTATION*

#### *2.0 Introduction*

The chapter is divided into three sections. First, the existing literature on reading habits are reviewed, second, the theoretical framework that guided the research is outlined and lastly the hypotheses that were designed and tested as well as the operation of the key variables are given.

#### *2.1 Literature Review*

##### *2.1.1 Reading Habits*

Reading is the ability to interpret signs, marks or symbols and to unlock the codes of language as well as to formulate mentally the sounds and ideas they represent. It is a process, which involves a complex organization of higher mental functions. Reading creates a connection between words and human intellect and imaginations. Therefore, when a person reads, he/she sees images in his/her mind's eye about what is being read (Encyclopedia Americana 1979). The ability to imagine and build up a real situation from reading is what makes reading complex. Reading, therefore, is a complete communication from the written word.

A habit is defined as a concept that refers to a behavior that is frequently repeated and may seem involuntarily (Encyclopedia Americana 1979).

For a habit to form some practice is necessary and depending on the condition of the reinforcement and amount of practice involved in the habit formation, a habit may vary in quantity. A good reading habit, therefore, can only be formed after practice.

### **2.1.2        *Education***

Reading came to Kenya through the missionaries and the Arab traders. The first people to start schools in Kenya were the missionaries. Therefore, Christianity and readership are part and parcel of each other. Reading and education are also in a very close relationship and therefore making reading a prerequisite for formal education. Though reading is not the only avenue for learning about the world, it is the most portable technique (Straiger 1979). Straiger argues that learning can take different dimensions and he gives an example of walking through the forest with a non-reader who knows all the plants and animals of the wild. Despite the fact that this is true, another thing, which is also true, is that one cannot carry the forest or animals home to study them there but one can carry a book. In today's life, a non-reader cannot function intelligently in society.

Reading habits vary considerably according to age group, level of education, socio-cultural background and motivation (UNESCO 1977). Most surveys on reading habits attempt to determine the volume and nature of the books read by a population and the amount of time and money it spends on them. Kenyans are known for their poor reading habits (Chakava 1982). This can be linked with the negative attitude by which books

were introduced to them by colonialists. Reading was imposed on to the Kenyans creating a negative impression on the natives. This is because some of the natives were forced to know how to read so as to act as a link between the colonialists and the colonized. The village elders, especially, were forced to know how to read and write so as to be an example to the rest of the people. The women were spared this agony because the women were never village elders. Therefore, reading was associated with colonialism, which was a negative impression.

Reading is a prerequisite to formal education. The probability that an individual will read a book is a function of the amount of education. Within the educated population, there are those who can, but do not read. Perhaps they can be called 'book leavers'. Some have been conditioned in school to avoid reading by the teachers constantly telling them to read for exams. This makes them to only read for exams and nothing else. To them reading ends with the end of the exams. This may not be a deliberate act by the school authority but the peers and the environment. The reason usually given for lack of reading is time, material living conditions and the cost of books. There is also a feeling prevalent in certain sections of the population that a reading culture is also reserved for others and those books are outside their sphere of interest (UNESCO 1978). This especially applies to the female gender. They have been socialized to believe that reading is for males alone.

### ***2.1.3 Education and Culture***

In the field of education, there is a glaring inequality between men and women. In many countries for instance, obstacles to inequality of access to education take the forms of traditions and preconceived ideas, stereotyped distinctions and excessive differentiation between the roles of the men and women as they are usually portrayed by the media and by school textbooks. Reading has always been associated with the male gender. The barriers faced by women and girls in gaining education arise from a mixture of economic, social and cultural factors which define norms of women's capabilities, their existing activities within society and the views on how these should or should not be challenged.

Education improves life and reduces poverty. Women's education is the key to empowerment. It exposes them to wider horizons hence enabling them to overcome social prejudices and giving them socio-cultural autonomy. It is the most important weapon to compact sexual stereotyping and discrimination. However, this key to empowerment is not easily accessible at all.

Economic pressures on families force parents to make hard choices on whom to educate. The choice between daughters and sons and as to who deserves education more than the other is often hard but the hammer always falls on the sons. The girl child is always the painful loser. The cultural belief is that the boy will grow up to be the household breadwinner and therefore deserves education more than the girl always prevails. The girl, on the other hand, will grow up to be a housewife and mother and therefore deserves

no formal education. This is confirmed by the fact that there are 73 million out of schoolgirls compared to 37 million out of schoolboys. About 27 million girls in sub-Saharan Africa alone are out of school as compared to 17million boys (Adaya and Heneveld, 1995). The media stereotyping on reading has reinforced this.

The portrayal of women in Kenyan textbooks, magazines, newspapers and other electronic media as cleaners, cooks and passive recipients of commodities has made the situation even worse. Advertisements in both print and electronic media portray men as the only readers. Books and other information materials are image forming. They shape attitudes and behaviors. Textbooks, for instance, are the first authoritative information material a child encounters in school. This is so because it is given to a child by the authority: that is, the teacher.

In one of the main Kenyan Swahili Primary Textbooks 'Masomo ya Kiswahili' Kitabu cha Wanafunzi 1B (Jomo Kenyatta Foundation 1999), there is an illustration of a typical Kenyan family, The father is sitting on a sofa set reading a newspaper, the children are doing their homework on the study table while the mother is cooking in the kitchen (Obura,1991). This kind of portrayal of women in textbooks creates a permanent image on children who use them. It portrays the men, as the readers while women are cooks.

In most modern homes in Kenya where one or both parents 'work', the tendency that the father comes back home in the evening with a newspaper and reads it while the mother goes to the kitchen to prepare dinner is the norm. This impression has an everlasting

impact on the growing child who will grow up to believe that reading is only for the men. The girl child will also grow up knowing that her place is in the kitchen and reading is for her brothers.

The fact that women are bound to do all the preparations of the evening meals before they can settle for anything else leaves them with no time to read even the newspaper of the day. The African culture socializes a woman not to search for information since any information must first pass through the man before the wife gets it. This can be confirmed by the fact that very few women sit in front of the television to watch the news. Most women watch the news from kitchen corridors, while they are preparing meals for their families or from the bedrooms where they are preparing children to go to bed.

It is not strange to find a man walking with a family radio under his armpit. The women eventually end up knowing about something new from their husbands. Reading has also taken the same trend. It takes a woman double efforts of a man to read anything because of the double workload.

#### **2.1.4 Environment**

For anything to succeed, a favorable environment is necessary. Reading needs the right environment and the right information material. Reading is a personalized activity, which needs the mobilization of all the reader's abilities. A good reading environment is not necessarily a quiet environment, but it is true that in homes where reading has to be



done in the middle of a lot of family movements, concentration is difficult. A good reading environment includes the availability of the reading materials. JKML, among other libraries has a good environment since it is an academic library and the majority of the users are scholars. It is situated away from the noisy city center and has a ample space for reading. Its modern design with beautiful fully stocked shelves gives one a feeling of scholarship. Also, the fact that it is a library of the highest institution of learning gives one a feeling of readership.

Many people lacking reading environments are not motivated to read. Poor reading environment can be created by homes whereby there are no study rooms and if there are, they are very close to the TV room (areas) so that a person is distracted when trying to read. Certain merging of availability is therefore necessary for reading and that it depends not only on working hours, working conditions and proper residence, but also on the reader's situation generally. Reading cannot be 'bestowed' a favor: it cannot be implanted arbitrarily in society in the absence of supporting structures of comprehensive socio-cultural policies to promote conditions necessary for its development. Well-stocked and properly situated libraries are best for reading.

#### **2.1.5 *Employment and Promotion***

It has been established that the social demand for higher education is mainly for professional career reasons (Psacharopoulos, 1981). In Tanzania, for example, 95% of students who were interviewed on why they go for higher studies or professional qualifications said they did it to get employment. Good jobs demand for highest

academic qualifications though it has also been established that the civil service demands for the highest qualifications while the private sector demands experience. In Kenya, for example, a teacher gets an automatic upgrading immediately he/she presents a higher certificate. No interview is needed. However, to do well in flexible labor markets, workers need to have extensive information networks. Workers with more and better education enjoy greater access to information, have larger networks and more choices and can more easily adjust to change. Labor markets favor highly educated parents (ILO, 2001)

The demands for credentials have motivated people, more especially the women to scamp for education more than ever before. This is because the workers are being defined less in terms of the knowledge they have acquired through studying and working. The acquisition of the “knowledge portfolio” enables them to move between firms and even between types of work (ILO, 2001). The men had a head start and this has put the women at a disadvantage. As (Coombs, 1985) says the diploma disease from which all formal education systems suffer and which seems to be getting even worse with the rise of educated unemployed, it has rubbed off on many non-formal education programs in detrimental ways. Most promotions and employment are based on academic qualification. Many potential participants in academic programs feel that unless they get credible and marketable credentials at the end, they have not really been educated and have wasted their time. This means that the people who go for adult education need the credentials in order to use them for looking for jobs or promotions.

## ***2.2 Theoretical Orientation: The triple role framework***

In this study, the triple role theory was adopted for the purpose of guiding the research investigations. Caroline Moser (1987) propounded the theory in her study of the gender roles. The triple role framework draws attention to the multiplicity of demands on women's time. Though both men and women maintain households and communities, the women's work tends to be different in nature and value. The division of roles between them is neither uniform nor symmetrical. Women enjoy fewer advantages and work longer hours than men and their primary responsibilities is their reproductive and community work. Productive roles are income-generating activities because they have an exchange value for money. Reproductive roles are child bearing/rearing responsibilities and domestic tasks, which are required to guarantee the maintenance and reproduction at the community level. Men tend to perform productive and community roles. Both of which are valued either directly through paid remuneration or indirectly through status and political power.

In the present study, the women's triple roles are considered to be the main hindrance to women's good reading habits.

## ***2.3 Hypotheses***

The study aimed at testing the following hypotheses.

- i. The reading habits of the JKML female users are poorer than those of males because of their triple roles.

- ii. The majority of the JKML users read to pass exams and get promotions and not for knowledge or leisure.

### 2.3 *Definition of Concepts*

**Triple roles:** These are roles in which women participate in their daily routines. For a majority of women, these roles include productive roles, reproductive roles and communal roles.

**Productive roles:** Income earning activities done by a person

**Reproductive roles:** These are activities that include childbearing and rearing and domestic work.

**Community roles:** These are collective roles performed in a community for communal consumption.

**Gender:** This is a socially constructed definition of man and woman and the relationship between them. It is culture specific and dynamic.

**Gender roles:** These are the socially determined behaviors, tasks and responsibilities for women and men based on socially perceived differences that define how women and men should act.

**Reading habits:** This is consistent and regular reading for a purpose.

**Triple roles:** These are roles in which women and women participate in their daily routines. For a majority of women these roles include productive and the communal roles.

## CHAPTER THREE

### *METHODOLOGY*

#### *3.0 Introduction*

This chapter deals with the methods used in conducting the study. The first section describes the research site while Section two deals with the population sample and sample procedures. Section three deals with data collection instruments while section four deals with data processing.

#### *3.1 The Research Site*

This study was carried out at the JKML, which is the central and largest library of the University of Nairobi library system. JKML is situated at the University's Main Campus and has a sitting capacity of 1,330 readers spread out over four floors. The basement houses non-current journals and archival materials, the ground floor houses reference section, reserve section, current journals, catalogues and the circulation desk. The First Floor accommodates books on sociology, government, education, science and technology, language and anthropology. The Second floor contains the MBA (Masters in Business Administration) library, books on philosophy, literary, geography, social sciences and economics. While the third floor houses the Africana section, the UN collection and the University Press.

The largest sitting capacity is on the first floor because it houses no other offices part from seminar rooms. The second floor is the second largest in terms of sitting capacity while offices mostly occupy the third floor.

The majority of library users are the University of Nairobi students. However, with the introduction of the Parallel programs, the use of the library has now become more diversified. Most of the parallel program students use the library in the evenings and on the weekends more than during daytime. This is because most of them are working and they can only be free during these times.

All books on the first and second floors are open access except the books in the MBA library situated on the second floor. This means that the readers do not need assistance from the staff to access the reading materials. All the other sections, that is Africana, UN collections, Reserve, Archives collections, part of the periodicals collection and part of the reference need the assistance of a member of staff to access the literature.

According to records taken, JKML has not less than 300 users at any one time of the day. Most people avoid using the ground floor because of too much movement there. The third floor tends to be too far also for some users, therefore most readers are concentrated on first and second floors.

### ***3.2 Sampling Strategy and Data Collection Techniques***

The study is based on a survey on the users of JKML. The population sample was taken from the first and second floors of the library. This is because these floors have the largest sitting capacities.

The primary source of data for this study was the survey. Structured questionnaires were administered to 100 users by the researcher with the help of one library attendant. The questionnaires were administered twice a day for two days to randomly selected library users on the two floors only. Two days of the week were chosen namely, Monday and Saturday so as to capture both students and outside users who tend to use the library on Saturdays. The Saturday questionnaires were administered at 10.00 a.m. and 4.00 p.m., while the Monday questionnaires were administered at 10.00 a.m. and 5.30 p.m. The researcher took desegregated data of the users of the two floors four times a day for one week. These times were chosen so as to capture both the students and the outside users. 10.00 a.m. is good time for most people to use the library after the hustles of the morning. 1.30 p.m. was chosen so that the researcher could capture the working users who use the lunch hour to read. 6.00 p.m. is the time when the parallel program students have left the library for their lectures and the library mostly remains with only outside users and regular students. 9.00 p.m. is good time to capture all the users of the library because there are no lectures going on then.

### ***3.3 Methods/Instruments of Data Collection***

The various methods applied in collecting the data and their relevance to the study are outlined in this section.

#### ***3.3.1 Library Search***

Published and unpublished documentary materials were used to obtain basic information on the subject study as well as relevant theoretical orientation. The researcher was able to identify the existing gaps related with the reading habits.

#### ***3.3.2 Questionnaires***

The questionnaire was one of the instruments of collecting data. The questionnaire covered such areas as age, marital status, social status, the frequency in the use of the library and the convenience in using JKML. The questionnaires were to reflect the kind of users who used the library and at what time of the day or night.

#### ***3.3.3 Observation***

This method was used to identify the users' concentration so as to establish the effectiveness of the use of the JKML and at what time of the day or night. The desegregated data, which were taken four times a day, were to identify the times when especially women least used the library.



### ***3.3.4 Methods of Data Analysis***

The data for this study were analyzed through quantitative and qualitative approaches. Quantitative data are composed of all those aspects that could be quantified such as the answers from closed-ended questions. The quantitative techniques that have been used in presenting these data include tables and percentages.

On the other hand, the qualitative approach was used in describing and discussing the data collected from observations.

## CHAPTER FOUR

### **4.0 Introduction**

This chapter deals with data analysis. To determine gender issues in the reading habits of the KML users, questions related to the respondents' time spent in the library, the time they leave the library in the evening, why they leave at that time, why they read in the library and whether the library opening hours were okay for them were asked.

### **4.1 Bio- Data on JKML Users**

The youngest respondent was 19 years and the oldest was 54 years. JKML has over 18,000 registered users.

It is evident from table 4.1 below that the majority of the respondents (69.2%) were between the ages 26-31 years. These were 35.2% females and 34.% males, respectively.

**Table 4.1 Gender distribution of respondents by age**

Age in years	Females		Males		Total
	Frequency	Percentages	Frequency	Percentage	
19-25 years	9	24.3%	12	24%	21
26-31	13	35.2%	17	34%	30
32-37	7	18.9%	8	16%	15
38-43	6	16.2%	7	14%	13
44-50	2	5.4%	3	6%	5
51-56	0	0%	1	2%	1
Not stated	0	0%	2	4%	2
Total	37	100%	50	100%	87

## **4.2 Reading Habits and Time**

In order to establish whether the time factor played a major role in the use of the library services, the respondents were asked if they had enough time to use the library. A vast majority, of the responds 72.5% said they did not. And out of this proportion, 47.6% of them were females. The reasons they gave were that they worked in offices and at the same time they were part-time students. This took most of their time leaving none for studying in the Library. Others said that there were other jobs back home that they were expected to do after “work” therefore their stay in the library was limited. This indicates that more women than men did not have enough time to use the library. It is interesting

to note that out of the 27.5% of the respondents, who said that they had enough time to use the library, 75% of them were below 26 years and single. Thirty five percent of this proportion were females. This could be probably because this age bracket has less domestic responsibilities. The other 25% of those who said they had enough time to use the library were all males aged between 36 and 47 years except one female who was 31years old. They were all married. This indicates that the men whether married or not, could still create enough time to spend in the library probably because they have less domestic responsibilities.

The respondents were asked if they were happy with the opening hours of the library and if not, whether they would want the hours to be extended. They were also asked to give the most appropriate time for them for the extension of the opening hours were they to be extended. The data show that a majority (79%) of the 48 respondents who answered in the affirmative chose Sunday as the day the library should be open. A small number of (14.5%) wanted the night hours to be extended until midnight. However, there were some other respondents (56.2%) who were of the opinion that the library should open on Saturday until 10 p.m.

An interesting point to note here is that all the 14.5% respondents who wanted the evening opening hours to be extended to midnight were males and below 26 years. This could also be because of less domestic responsibilities that are assigned to males of this age. It could also mean that the young males also stayed on campus and had no sense of insecurity at night.

In order to establish the reading habits of the JKML users, the respondents were asked why they read in the library. Table 4.3 below gives an overview of the response

**Table 4.2 reasons for reading in the library**

Respondent	Females	Males	Total	%
For amusement	2 5.4%	8 16%	10	11.5%
To pass exams	17 45%	18 36%	35	40.2%
For knowledge	5 13.5%	10 20%	15	17.3%
To pass exams and Get promoted	13 35.1%	14 28%	27	31%
Total	37 100%	50 100%	87	100%

A majority of the respondents (40%) said they read in the library in order to pass exams. On the other hand, (31%) stated that they read in the library so as to pass exams and get promoted. However (17.3%) said they read for knowledge, while (11.5%) of the informants read in the library for amusement.

For general and all round use of the library by the JKML users, the researcher took gender-desegregated data on the users on the first and second floors four times daily for one week. The results indicated that there was an average of 290 readers on the two floors at any one time. Even though the males who participated in the research were much more than the females, the data indicate that the average ratio is 1:8.8. The following Table 4.3 below gives a gender desegregated data overview of the average number of users at different times of the day for the one-week survey

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**Table 4.3** *The average number of users in JKML per day for one week*

	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Total Average	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
10 am	102	182	19	67	98	187	157	193	120	201	173	260	111.5	181.6
1.30 pm	87	162	20	111	106	192	96	222	87	206	207	330	100.5	187.1
6 pm	156	210	30	120	130	228	149	301	114	228			96.6	181.1
9 pm	40	230	20	67	33	187	55	194	21	106			28.1	129

Through observation, the researcher noticed that the male JKML users sat near the library corridors and entrances. They also spent more time browsing on the bookshelves. This could be probably because they have more time to spend in the library, and therefore, can afford not to be very serious. Conversely, the female library users sat in more secluded areas and corners and browsed less. Similarly, the female JKML users made fewer movements around the library than males. This may be an indication of their seriousness in their studies and because of their limited time, the females can not afford any disturbance in the library. Another observation, the researcher made was that the female library users gave up looking for a reading information material much faster than the males. The researcher also noticed that the females concentrated more in their reading than the males. The female users seemed to have acquired books prior to coming to their respective floors to sit and read while the males would look for one or so books from the shelves before settling down to read.

## CHAPTER FIVE

### *CONCLUSION AND RECOMMENDATIONS*

#### *5.1 Introduction*

This Chapter concludes the major findings of the study. The conclusion is divided into two sections and in each, a hypothesis is tested. Recommendations and further areas of research are also given.

##### *5.1.1 The reading habits of JKML users*

This study was designed to investigate the reading habits of the JKML users from a gender perspective. The first hypothesis was that the reading habits of the JKML female users are poorer than those of males because of their triple roles”.

The results indicate that there are generally fewer female JKML users at any one time. An average ratio of 1:8.8 was found using the library at four different times of the day. This indicates that there are fewer female library users than there are males.

On the other hand, the result also indicated that the majority (90%)female JKML users leave the library early so as to go and do other demanding jobs back home. When asked whether they would like the library opening hours to be extended, most women (78%) answered in affirmative but chose Sunday as the day they could wish the library to open because that is the time they are free.



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This implies that all the other days are occupied. Observations by the researcher indicated that female users concentrated more in the library than males. The male JKML users made more movements around the library than females. In fact, the researcher had to persuade most of the female library users to fill the questionnaires because most of them complained that they did not have time to do so. Male library users, on the other hand, had no problem filling the questionnaires, which might imply that they had enough time.

The male respondents were more composed, relaxed and even anxious to fill the questionnaires. In fact, two male respondents insisted that the researcher stands and waits while they filled and return the questionnaires.

The research results never brought out clearly the reason why the female respondents left the library earlier than the males. As much as several female respondents said/they had other demanding jobs at home, they never said which ones.

Another hypothesis of the study was to find out if career opportunities had any influence on the reading habits of the JKML users. The results indicated that the highest number of respondents, (40.% said that they read to pass their exams, (31% of the respondents said they read at JKML to pass examination and get promoted while (17.3%) of the respondents said they read for knowledge. It was only a meager (11.5%) of the respondents in JKML who read for amusement. These results clearly imply that a majority of the readers in JKML have purposive reading. It also gives an explanation as

to why the library is packed to capacity during the two seasons of the year namely, June and December when national professional exams are taken.

Although most respondents (80%) of those who said they read to pass exams also claimed that they would still continue reading after passing exams, it is very unlikely that they will surely do so because only (11.5%) of the respondents indicated that they read for amusement. It is also unlikely that the ones who read to pass exams and get promoted would continue reading after they have achieved their aims.

Therefore, these results clearly indicate that career opportunities played a great role in the reading habits.

## ***5.2 Further Areas of Research***

The research is not exhaustive since it only covers JKML. This is the library of the highest institution of learning and some people may shy away from using it because of its scholarly attachment. A comprehensive study can only be done if other libraries were involved. There are also those people who may study from their homes. They should also be involved in the research in order to know their reading habits too.

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