

LIBRARY MANAGEMENT AND RESOURCE MOBILISATION IN ZAMBIAN SECONDARY SCHOOLS

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ABSTRACT

There is increasing awareness that a library is the heart of any education system. The library is fundamental to the success of any school. However, most libraries in most cases have not performed and developed to the expectation. The overall aim of this study was to ascertain the library management and resource mobilisation practices in Zambian secondary school libraries. The study was largely quantitative in nature. Thirty-one (31) secondary schools purposively selected participated in the study. A self-administered questionnaire was used to gather primary data. In addition, observations were conducted for some schools. The results are reported and include the general standard of library infrastructure, management of collections, library security and maintenance; promotion of library services to patrons, methods of resources mobilisation, staffing levels and subject qualifications of staff in charge of secondary school libraries.

Keywords: Zambian Secondary Schools, Zambia, School Libraries, Libraries, Reading culture

1. INTRODUCTION

There is a growing awareness about the importance of having good libraries in schools in order to enable children acquire skills to access information contained in them at an early age. School libraries play a fundamental role in supporting the school curricula as it provides requisite information materials to both the learners and the teachers. Thus, it supports student-centred learning which is critical in producing learners with qualities of independent thought and inquiry. Another principal function of school libraries is inculcating a culture of reading in children at early stage thereby promoting literacy in society. Thus, school libraries are not only gateways of information (Kamosho & Kigongo-Bukenya, 2006) and knowledge but also second best connecting links between teaching and learning besides the class room (Mangla, 1995). School library services are integral to empowering students with skills that enable them to explore and develop their ideas beyond what they learn in class and develop critical thinking. They create not only educated but also informed communities through provision of opportunities for self-education, life-long learning, and self-improvement. A good learning environment consists of the teacher, the student and the world of knowledge. The teacher is the source of inspiration. However, the success of the students is ultimately measured by the ability of the students to learn independently through exposure to the world of knowledge which can only be found in the library. Schools with good school libraries tend to have better scores than those with lower rated libraries. In addition, school libraries prepare students adequately for academic excellence in higher learning institutions.

Consequently, the school library must be well managed and equipped with financial and other material resources so that both teachers and students can rely on it to support teaching and learning respectively. Library management encompasses a number of things which include library accommodation and space; storage of materials; selection of materials; the acquisition; cataloguing and classification; preservation of library materials; borrowing of materials; book processing (selection, ordering, receiving) and promoting the use of the library. In order to manage these library functions effectively, resource mobilisation becomes a critical issue. This involves obtaining the resources needed in order to successfully carry out planned activities. Such resources include finances and human resources among others.

However, most school libraries in Zambian Secondary schools have not performed and developed to the expectation. Among the notable challenges school libraries face include inadequate financial and other library resources, poor staffing patterns and insufficient materials to mention but a few. It is against this background that investigating library management and resource mobilisation practices in Zambian secondary school libraries is paramount.

2. BACKGROUND

The origins of libraries in Zambia can be traced to the colonial period. The colonial period can be divided into three eras as follows: (i) The British South African Company (1890–1924), (ii) the British Colonial Office Administration (1924–52), and (iii) the Federation of Northern Rhodesia and Nyasaland (1953–63). The politics of providing education, and let alone library services for Africans closely followed these stages. First and foremost, it is imperative to note that before the advent of white men, preservation of cultural traditions and beliefs of various ethnic groups was through memory and repeated orally from one generation to the other (Wedgeworth, 1993). It is believed that very important historical facts were remembered and unimportant things were forgotten. When the white men came to Zambia, they greatly relied on oral tradition to compile written words. Thus, the white men not only introduced written word from oral traditions but also western education which emphasised on reading and writing skills. Way before Zambia became colonised, David Livingstone, the first missionary explorer to arrive in Zambia, introduced the first prototype library known as the “tin-truck” portable library which was carried along during his travels in the country between 1853 and 1873.

During the British South African Company rule from 1890 to 1924, the only remarkable development was the establishment of Livingstone subscription library in Livingstone about 1908 and in the 1920s. Later, a number of small subscription libraries were set up in the townships of Chipata, Kasama, Mongu, Mansa, Lusaka, Luanshya, Choma and Ndola (Wedgeworth, 1993). Most of these library services catered for the minority settlers and expatriate white community who lived along the line of rail (from Livingstone in Southern Province to Kitwe in the Copperbelt) (Hamakanda, 2006) and who could afford to pay membership and subscription fees (Wedgeworth, 1993).

The British Colonial Office Administration which ruled Zambia from 1924 to 1952 also did not do much to encourage the development of libraries in Zambia, despite Western institutions of education in Northern Rhodesia becoming more common and introducing more formal and professional control over schooling (Wedgeworth, 1993). Due to inadequate

resources and the unwillingness of the white settlers to promote secondary education of Africans, education was limited to lower levels of schooling. Secondary schooling was mainly introduced in order to provide teachers for primary education (Luchembe, 2009). The few secondary schools that were opened did not have any libraries. However, it was during this period that some funds from its Colonial Development and Welfare Fund was used to establish the Northern Rhodesia Publications Bureau in 1947 which was later renamed the Joint Publications Bureau of Northern Rhodesia and Nyasaland in 1948 (Wedgeworth, 1993).

Education during the Federation of Northern Rhodesia and Nyasaland from 1953 to 1963 continued to be largely characterised by segregationist and inequitable patterns of provision for African and European children. However, the bureau introduced a country book-box library scheme in 1959 that provided the majority of Africans their first access to library services. In 1960, the Joint Publications Bureau received a grant-in-aid from the Ford Foundation towards the development of a nationwide public library service in the country. Thus, in 1962, the Northern Rhodesia Library Service was established to oversee the establishment and running of public libraries in the country. This was subsequently renamed Zambia Library Service in 1964. Thus, the newly independent nation inherited a legacy of a public library service which was only serving an urban minority.

At independence, the country embarked on massive investment in education. Finances were invested in the Ministry of Education for the expansion of education facilities which included secondary schools. Thus, different types of libraries each serving the needs of a particular clientele evolved. This included school libraries.

3. STATEMENT OF THE PROBLEM

The school library is established to support the educational activities of the school. This purpose is achieved by ensuring that children are provided with the means of finding whatever information they need; and encouraging them to develop the habit of using books both for information and for pleasure (Ray, 1990).

However, Zambian school libraries have somehow not measured up to the expectations. They are poorly managed and poorly equipped with financial and other material resources. Thus, they have by and large not succeeded in their objectives. In fact, Kamosho & Kigongo-Bukenya, (2006) observed that libraries in general are not moving at the same pace of development. School library services are not only far from satisfactory but also not integrated into the curriculum. Library collections or information materials are lacking in most school libraries in Zambia, and where they exist, the materials are often inappropriate, outdated and not well organised. In most cases, the few books that may be available in these schools are kept in cupboards in head teachers' offices, storerooms and/or classrooms. Most library buildings in most secondary schools have over the years been turned into classrooms or laboratories.

One contributing factor according to Hamakanda (2006) is the general lack of appreciation of the value of libraries and information at all levels of society. Hamakanda claims that this is evident from the teacher-centred curriculum that has existed in schools from the earliest times, where pupils regard the teacher and not the library as the only source of information, and learning is by rote; coupled with high level of literacy and poor reading culture. School libraries are not seen as an educational tool. In addition, Chopra (1995) identified the

problems that libraries face and these include low funding, high cost and insufficient library materials and shortage of staff, furniture, equipment and physical facilities to mention but a few. Chitwamali (1983) claims that in Zambia, most secondary school libraries fail to satisfactorily perform their functions due to lack of clearly defined library objectives, negative attitude of school administrators towards the library and lack of qualified librarians to render a dynamic service to the school community and demonstrate the full value of the library to its funders and users. This is compounded by poor resource mobilisation practices.

The consequent lack of improved information services according to Zulu (1997) has serious effects on both trainers and trainees. As a result of serious shortage of suitable up-to-date reference materials, periodicals and other basic materials in various fields, teachers tend to be handicapped in terms of their professional duties (i.e. the preparation of adequate teaching notes and development of adequate materials for teaching. Students also face serious problems in preparing for lessons and assignments as many essential and basic text books and reference materials are not available or are in extreme short supply. Considering the multiple challenges faced in most school libraries, it was imperative, in this study to investigate the management and resource mobilisation practices in school libraries in Zambia.

4. RESEARCH QUESTIONS

There were several objectives of this study which were investigated on library management and resource mobilisation in Zambian secondary school libraries. These included the general standard of library buildings; organisation of collections; security and maintenance of library collections and buildings; promotion of library services, methods of mobilising financial and other library resources and the staffing levels and qualifications of head librarians. Six research questions, which were addressed, are presented as follows:

1. *What is the general standard of Zambian secondary school library infrastructure?*
2. *How are library collections managed in Zambian secondary school?*
3. *To what extent are secondary school libraries secure and properly maintained?*
4. *How do secondary school libraries promote their services to patrons?*
5. *How do secondary school libraries mobilise resources?*
6. *To what extent are secondary school libraries in Zambia adequately staffed and headed by full-time librarians?*

5. METHODOLOGY

The research design was centred on a quantitative methodology, surveying library management and resource mobilisation practices in Zambian secondary school libraries. The main data collection instrument employed for primary data was a self-administered questionnaire. Observations to some of the secondary schools were also undertaken. Thirty-one (31) secondary schools participated in the study. These include: Kawambwa, Mpunde girls, Kafue boys, Chipembi girls, Mansa, Holy Cross girls, Highridge, Mwinilunga, St. Monica's girls, Ndeke, Chambishi, Kitwe Girls, Mukuba, Chamboli, Nkana, Mutanto, Lubuto, Ndola Technical, Kansenshi, Ibenga girls, Fatima girls, Chikola, Kantanshi, Kalulushi, Dominican Convent, Lufwanyama, Mpongwe, Chizongwe Technical, Chadiza, Katete girls and Rusangu. Investigated schools covered all the nine provinces of Zambia.

6. FINDINGS AND DISCUSSION

The findings of this study are reported in the following main themes: the general standard of Zambian secondary school library infrastructure; management of library collections; security and maintenance of school libraries; promoting library services to patrons; resource

mobilisation in secondary school libraries and staffing levels and subject qualifications of staff in charge of secondary school libraries.

6.1 The general standard of Zambian secondary school library infrastructure

In this study, library infrastructure was taken to mean library buildings, furniture and ICT infrastructure.

6.1.1 General Standard of school library buildings

The study revealed that out of the 31 secondary schools covered, 6.5% have purpose built libraries and 90.3% indicated that their library is housed in a room or building originally built for some other purpose. 3.2% indicated that they have no library at all. The findings are depicted in table 1 below.

Table1: Standard of school library buildings

Standard of school library building	Frequency	Percentage (%)
Purpose-built	2	6.5
Housed in a room or building originally built for some other purpose	28	90.3
No library	1	3.2
Total	31	100.0

From the above table, it is clear that the majority of secondary school libraries are not purpose built. The findings concur with Chitwamali's study which established that all schools in Zambia constructed before or after independence have no proper library buildings to meet the actual requirements of their libraries. A physical check by the researchers in some of these libraries revealed that the ordinary rooms where most libraries are housed have insufficient facilities for readers to sit and consult the books of their interest. In addition, it was revealed that some schools that previously had suitable accommodation had later used these rooms for other purposes e.g. as extra classroom, staff room or computer laboratory. As Kakoma (1991: 86) observed, "a school library should be more important than a science laboratory since the latter deals with two to three subjects while the former stocks materials which are of relevance to all subjects taught in the school including sciences". There is an obvious need for more purpose built libraries or suitable rooms since it is fairly certain that those which have no such buildings have difficulties in trying to operate a school library and in trying to accommodate readers. The design of the library plays a critical role in determining its use. It is widely recognised that secondary schools with good libraries have a high pupil rate. A School library is one of the investments that influence the quality of schooling to a great extent. It is therefore, important to have purpose built libraries in secondary schools so as to enable schools satisfactorily perform their functions and meet their set objectives.

6.1.2 Furniture

Generally, findings regarding furniture revealed that most secondary schools do not have adequate shelves, chairs and tables. As regards chairs, 80% of the secondary schools reported

that they do not have adequate chairs to cater for a large number of readers. For those schools that had chairs (20%), the rooms were too small to accommodate extra chairs. For this reason, only a few pupils were allowed to use the library at any given time and in some cases, the library was used for lending purposes. The findings of the study further reveal that the situation regarding tables is pathetic. 90% of the secondary schools indicated that they do not have reading or working tables for students and library staff respectively. Only 10% reported to have tables for use by students and staff. Tables and chairs are needed so that students can work with books in the library. In addition, the library staffs need tables and chairs for their own work. 6.5% of the secondary schools reported that they had adequate shelves for their books while 3.2% indicated that they do not have shelves at all and their books are kept in carton boxes. 90.3% of the secondary schools indicated that they do not have sufficient shelves for their books. According to Baird (1994) the basic furnishing infrastructure for a library is book shelves. Books last longer and are easier to find if they are displayed on shelves. In addition, cupboards and carton boxes unlike shelves hinder access and self-sufficiency in the use of the library. It is conventional to store books upright on shelves because so many books have information on their spines and shelves serve as a display system tool.

6.1.3 ICT infrastructure

The study also sought to elicit information on the kinds of ICT facilities available in secondary schools. 18% of the schools reported that they have computers, 3% indicated that they have other ICT facilities such as televisions and decoders and 8% indicated that they do not have any ICT facilities. In fact, those that reported having computers explained that they use them mainly for word processing. The importance of ICTs in meeting the information needs of teachers and students in secondary school cannot be overemphasised. ICTs would enable both teachers and students to create, use and access enormous amounts of information quickly to enrich their teaching and learning experiences respectively. For instance, students can use computers to type assignments and also entertain themselves.

Table 2: ICT Facilities available in secondary school libraries

ICT Facility	Frequency	Percentage (%)
Computers	18	58.1
Internet access	2	6.5
Digital cameras	0	0
Local Area Network	0	0
Other (s)	3	9.7
No ICT facility	8	25.8
Total	31	100.0

6.2 Management of library collections

The issues that were considered under this objective included collection development policy, Size of library collections, kinds of library collections, library catalogue and cataloguing and classification of library materials.

6.1.1 Collection development policy

The study also sought to elicit information on whether secondary school libraries had Collection Development Policies (CDP). Surprisingly, only 3.2% indicated that they had a CDP while 96.8% had none. It can be concluded from the findings that most school libraries do not have a CDP. These findings agree with Chitwamali's 1983 observations that practically, most libraries do not have collection building and development policy statements. Baird (1994) argues that a CDP is essential for effective building and development of library collection. It guides the librarian's thinking in decision-making when deciding on what subject areas to consider in terms of resource acquisition as well as how much emphasis each area should receive (Evans, 1979). The importance of a school library adopting a policy is surely one that cannot be overemphasised. According to Chitwamali (1983), collection development and building is a very complex and demanding activity especially in an academic environment where librarians need to: (1) decide the basis for fund allocation among various subjects or departments (2) strike a balance between different subject areas (3) decide the types and forms of materials to acquire in different subject areas and (4) decide on the question of duplication of copies and purchasing of student textbooks. Bavakutty (1995) argues that a school library can only succeed in its defined aims if its library collection is balanced and selection is based on sound principles.

6.2.2 Size of library collections

With regard to the size of school library collection 6.5% of the schools reported that they had less than 1,000 volumes, 19.3% had between 1,000 and 1,500 volumes, 61% had between 1,500 and 2,000 volumes, 12.9% had between 2,000 and 3,000 volumes. It is clear from the findings that most school libraries have between 1,500 and 2,000 volumes of collection. This is contrary to Baird's assertion that most secondary school libraries have fewer than 200 books (Baird, 1994). However, a physical check on some of these libraries revealed that most of these collections are mostly old and in many cases, the bulk of stock was irrelevant to the schools' needs. In addition, most schools visited by the researchers had a shelf filled up with several copies on one subject. For a library to serve all its students, Ray (1990) contends that the library should possess enough books to enable (a) every student in the school to have a book out on loan (b) some additional books to be available on the shelves so that individuals can refer to them or borrow them, and (c) some books to be kept on the shelves for class or group work in the library. Obviously, there is need for secondary school libraries to expand their holdings with up-to-date and relevant materials.

6.2.3 Kinds of Library collections

Furthermore, the study sought to elicit information on the kinds of collections school libraries hold. The findings revealed that 83.8% of secondary school libraries have books only, 6.5% have books and journals, another 6.5% have collection comprising of books, journals, audio tapes and films and 3.2% have collections consisting of books, journals, audio tapes, films, CD-ROMs, DVDs, newspapers, maps, flipcharts, pamphlets, posters, audio visual equipment. It is clear from the findings that the stocks in most secondary school libraries consist of books. These findings concur with Baird's (1994) and Bavakutty's (1995) observations that in most libraries the collection is mainly limited to books than any other type of stock. Non-book materials such as newspapers, clippings or press cuttings, photographs, maps, flipcharts,

pamphlets, posters, videotapes, audiotape cassettes, gramophone records, illustrations, wall charts and postcards of popular scenes are also useful for the library (Baird, 1994). In addition, modern media such as tapes, cassettes, films and slides should be available in school libraries (Bavakutty, 1995) as well as reference books such as encyclopaedias, dictionaries, thesaurus, atlases, fiction and non-fiction books that students can borrow. In fact, ray (1990) claims that non-book materials are more effective for educational purposes than books.

6.2.4 Library catalogue

It was also established that most secondary school libraries' stocks are recorded in a book or accession register (93.5%) while only 6.5% record their library stocks on cards or catalogue. As Rigg (1979) observed, the functions of an accessions register seems to be much better understood than that of the catalogue and that there is an urgent need for many libraries to catalogue their books. Secondary school librarians should be aware that a library catalogue enables an individual to find a book using whatever is known either by the author, title, subject or category. In addition, it shows what the library has by a given author, on a given subject and in a given kind of literature. It also assist in the choice of a book as to its edition (bibliographically) or as to its character (literary or topical). According to Singh (1995), non-existence of catalogue in the library may be termed as most unhelpful omen in the use of library materials by students. It is for this reason that school librarians should take keen interest to record their stocks on cards other than in accessions register. A library catalogue according to Baird (1994) tells you what books you have in your library and where to find them.

6.2.5 Cataloguing and classification of library materials

Pertaining to the issue of cataloguing and classification of library materials, the findings reveal that 70.9% of the secondary schools reported having their books catalogued and classified using Dewey Decimal Classification scheme. 29% indicated that they use Junior Colour Scheme to arrange their library stocks. These findings show that most school libraries use DDC to catalogue and classify library materials. In fact, Rigg (1979) claims that DDC is the only scheme suitable for most libraries. Therefore, DDC is arguably not only the most important bibliographic classification scheme used in knowledge organisation but also the widely used scheme in the world of library and information management because of its simplicity. The fact that a library is perceived as a living organism that grows in quantity as more materials get added into the collection, DDC is the best tool to be employed in secondary school libraries because it provides number building which allows for more materials to be added on to the collection. So when new subjects are introduced, it is possible to add new materials to the collection using DDC.

6.3 Security and maintenance of school libraries

As noted by Ray (1990), for most school libraries, the biggest problem is security. This study, thus also elicited information on how school libraries secure and maintain their library buildings as well as the stocks. However, the findings of this study reveal that secondary school libraries have taken several measures to secure not only the library buildings but also

the stocks of the library from theft, fire and water. 12.9% of the schools reported that their library was well ventilated, all the schools (100%) reported that they cleaned their libraries regularly, 58.1% and 38.7% reported having fixed grill doors and burglar bars to their library buildings, 45.2% indicated that their library roof was well maintained, 58.8% restrict entry to storage areas, 100% reported issuing identity cards, 93.5% indicated that they checked electrical appliances regularly, 87% indicated that they do not keep inflammable materials in the library, 9.7% reported having fire extinguishers in the library and 6.5% reported having put a 'No Smoking' sign in the library as well as appropriate library rules for users. The findings are depicted in table 3.

Table 3: Measures to secure and maintain school libraries

Measure	Frequency	Percentage
The library is well ventilated	4	12.9
Clean the library regularly	31	100
The library has grill doors	18	58.1
The library has burglar bars	12	38.7
The roof is well maintained	14	45.2
Restrict entry to storage areas	17	58.8
Users produce identity cards	31	100
Check electrical appliances regularly	29	93.5
No inflammable materials are kept in the library	27	87
The library has fire extinguishers	3	9.7
Other (s)	2	6.5

It is important that the school library room is secure because if all important books are lost, students including teachers will never come to the library. According to Baird (1990), making it difficult for anyone to take books is the best way to protect books from theft. Ray however, cautions that the library is meant to be an inviting place for students to study in or visit, so do not make it look like a prison when thinking about security (Baird, 1990). Sharma (1978) also contends that a library should be neat and clean and also have a pleasant atmosphere with other amenities.

6.4 Promoting library services to patrons

The purposes of a school library according to Ray (1990) will not be achieved automatically. The school and the librarian must use different mechanisms to promote the use of the library to its patrons i.e. teachers and students. The findings of this study reveal that secondary school libraries in Zambia use different mechanisms to promote the use of their services (Table 4). 9.8% of the school libraries indicated that they conduct exhibitions. 32.3% indicated that they conduct reading competitions. 6.5% compile booklists while 28.8% teach study skills. 45.3% teach library skills and 83.9% provide assistance to locate materials in the library. Another 83.9% indicated that they exhibit good communication skills to library users and 6.5% use other mechanisms such as public relations activities e.g. putting in place a suggestion box, sensitisation talks. In addition, they also organise discussion forums or debate sessions which encourage pupils to research on motions they are given and wearing of

an identity cards and this according to Neal (1975) indicate to readers that they are members of the library staff, and therefore available to offer advice. Special events such as sports day can be a fun way to publicize library services to your patrons.

Table 4: Mechanisms used to promote library use

Mechanism	Frequency	Percentage
Exhibitions/displays	3	9.8
Conduct reading competitions	10	32.3
Compile booklists	2	6.5
Teach study skills	8	28.8
Teach library skills	14	45.3
Provide assistance to locate materials	26	83.9
Exhibit good communication skills	26	83.9
Other (s)	2	6.5

A school library may wish to display samples of valuable information to the general public through exhibitions. Exhibitions are often an effective way of arousing interest in library use and in creating favourable publicity. Interesting documents or attractive copies to look at as well as interesting in content and relevant to the chosen theme should be chosen for display during an exhibition. Thus, to ensure the success for an exhibition, materials displayed should contain strong visual images. Apart from exhibitions, school librarians can set regular competitions that will attract students to use the library. The use of books and other materials in the library can also be encouraged by preparation of booklists. The intention of a booklist according to Ray (1990) is to draw the attention of students to books and other materials they may not have come across or have thought not worth trying.

The acquisition of study skills will help students to make the best use of books. School librarians should teach students the importance of each part of the book e.g. Title page, the contents list, the index, illustrations (e.g. Diagrams), bibliographies. Further, training in library use is intended to make the students capable of using a well organised library for finding information. They will need to know (i) the purpose and nature of the library (ii) its general organisation (iii) the basic idea of the classified arrangement (iv) how to use the catalogue to trace items in the library, and (v) how to use bibliographic materials in order to find out what books and other items are in existence (Ray, 1990).

Every librarian according to Neal (1975) must develop good communications with its readers, so as to not only win their constant support in his/her endeavours to secure adequate resources for the library service but also to gain the understanding and approval of readers of library policy and practices. In addition, it gives the librarian some inkling as to what readers want from the library and what use they make of it. Finally, the school librarian should provide direct assistance to individual readers by locating specified publications and articles, finding simple facts and figures, and tracing some or all of the information on the topic (Neal, 1975).

Despite all these efforts to promote the use of school libraries, participants generally reported that the response is not good especially from students due to poor reading culture. It was also reported that most students preferred watching learning programmes on television than reading hard copies of such programmes.

6.5 Resource mobilisation in secondary school libraries

Limited financial and other library resources (e.g. human and material) are some of the challenges facing school libraries. In as far as resource mobilisation is concerned, the findings of the study shows that 3.2% of the school libraries engage in fundraising ventures or income generating activities, 12.3% engage in resource sharing and 83.9% rely on donor support or well wishers. The findings demonstrate that the majority of the school libraries cultivate donor support for financial and other library resources. From the findings, it can also be concluded that school libraries have not been active in utilising other mechanisms such as provision of fee-based services, corporate partnerships and alliances, individual pledges and also fundraising ventures.

Table 5: Methods used to mobilise resources in secondary school libraries

Methods	Frequency	Percentage
Fundraising ventures/income generating activities	1	3.2
Provide fee-based services	0	0
Resource sharing	4	12.9
Seek Donor support/well wishers	26	83.9
Corporate partnerships and alliances	0	0
Individual pledges	0	0
Use volunteers	0	0
Other (s)	0	0
Total	31	100.0

According to Sera and Beaudry (2007) developing a plan or strategy for resource mobilization can lead to creative efforts in using your own local assets to gain support for your organization. In addition, multiple sources of funding can increase your independence and flexibility to implement programs and reduce reliance for instance on library funding. With increased competition for scarce grant resources, thinking of, and creating options for new, diverse, and multiple funding streams would greatly help in managing library programs.

School librarians can engage in fundraising ventures such as walks, fun fair, library project fee, suggest library materials new students can come with at school, through Alumni, braii, etc. These could be valuable sources of financial and other library resources. In addition, school librarians could also include fee-based services such as photocopying, Internet and binding services. Further, a number of organisations secure funding from grant giving foundations, trusts, governments or quasi-government organisations civil society organisations, faith based organisations, etc. Partnerships and alliances can result in benefits

to libraries. Corporations or local businesses may be interested in contributing more than just funds and they could also be asked for their expertise, volunteers, products, or services. Small businesses located in the community's neighbourhood may have a personal interest in the school library's work and may sponsor events or provide prizes for raffles. In many parts of the world, individual pledges also form one of the largest sources of support for libraries. School librarians can make a list of individuals that can be included in their resource mobilisation portfolio. Volunteers according to Sera and Beaudry (2007) can provide great resources and benefits to your library. Volunteering is generally done by choice, without monetary reward. Librarians can recruit retirees, technical experts, young people or student interns to work as volunteers in the school library.

Other sources of donations include professional associations, such as the Rotary or Lions Clubs. These can provide excellent opportunities to network and connect to international sources of funding. Local associations or community clubs may also provide donations or be a partner to organize charity events. Expatriate associations or international schools may also be interested in donating goods, such as books, toys, or furniture.

6.6 Staffing levels and subject qualifications of staff in charge of secondary school libraries

The findings reveal that out of the 31 secondary school libraries that participated in the study only three had support staff. The rest are staffed by one staff. This means that in the event that the librarian is out of the workstation, the library could be hardly opened. As observed by Australian Library and Information Association (ALIA) Schools Victoria and the Victorian Catholic Teacher Librarians (VCTL) (2007), both professional and support staff are needed for the effective functioning of school libraries and the achievement of the desired teaching and learning outcomes.

Table 6 below shows the subject qualifications of staff in charge of secondary school libraries. The findings suggest that the majority (48.3%) of staff had Library and Information Science as their subject qualifications at certificate level. 32.2% had English as their subject major at diploma level and 19.5% had certificates in Records Management. These qualifications are low as compared to the level of qualification that someone running a library in a secondary school must have. The quality and effective delivery of school library services, according to the ALIA and VCTL (2007) depends critically on the quality of the staff that provides it. The person responsible for managing the school library resource facility should be a qualified teacher librarian (ALIA & VCTL, 2007). In fact, Singh (1995) claims that the existence of suitably qualified library personnel is the most important of all that constitute a library. A well knowledgeable and professionally competent librarian is a key to success of the library. Thus, these findings concur with those of Chitwamali (1983) that most Zambian secondary school libraries operate without qualified librarians.

Table 6: Subject qualifications of staff in charge of secondary school libraries

Subject qualifications	Qualification level	Frequency	Percentage (%)
Library and Information Science	Certificate	15	48.3
English	Diploma	10	32.2
Records management	Certificate	6	19.5

Science		0	0
Mathematics		0	0
Other (s)		0	0.0
Total		31	100.0

7 CONCLUSIONS AND RECOMMENDATIONS

As presented in the paper, the major findings of the study revealed the following:

- In terms of the general standard of library infrastructure, the majority of secondary school libraries are not purpose-built. In addition, the ordinary rooms where most libraries are housed have insufficient facilities for readers. Some schools that previously had purpose built libraries have turned them into rooms for other purposes e.g. as extra classrooms, staff rooms or computer laboratories. Further, most secondary schools do not have adequate shelves, chairs and tables. The ICT facilities available in secondary school libraries include computers, televisions and decoders. Therefore, there is need for Zambian secondary school libraries to construct purpose built libraries, acquire more furniture and ICT facilities.
- With regard to management of library collections, most school libraries do not have a CDP. Additionally, most school libraries have collections of between 1,500 and 2,000 volumes and these mainly consist of books. The majority of the school libraries record their library materials in a book or accession register. The DDC is the scheme used to organise library collections in the majority of the school libraries. There is need to expand library collections in secondary school libraries. In addition, librarians should create library catalogues.
- In terms of security and maintenance of library buildings and stocks, secondary school libraries in Zambia take several measures such as ventilation of libraries, regular cleaning of libraries and its surrounding, fixing grill doors and burglar bars to their library buildings, maintaining the library roof, restricting entry to storage areas for essential materials, issuing identity cards to library users, regularly checking of electrical appliances, avoiding keeping inflammable materials in the library, putting in place fire extinguishers in the library, putting up a 'No Smoking' sign in the library and enforcing appropriate library rules for users. There is need for secondary school libraries to put up measures to secure and maintain library buildings and stocks at all times.
- In terms of promoting use of library services, different mechanisms are used and these include conducting exhibitions and reading competitions, compiling booklists, teaching study and library skills, providing assistance to readers, demonstrating good communication skills to library users, putting in place a suggestion box, conducting sensitisation talks and debate sessions and wearing identity cards. There is need for secondary school libraries to promote library services to their patrons using a variety of mechanisms.
- In as far as resource mobilisation is concerned, findings of the study demonstrate that school libraries engage more in resource sharing and cultivating donor support. There is need for secondary school librarians to engage in diverse income generating activities such as providing fee-based services, corporate partnerships, seeking

individual pledges and use of volunteers in order to beef up their financial and material resources for the library.

- Moreover, the findings suggest that the majority of staffs in charge of secondary school libraries are not qualified. There is need to employ qualified personnel to run secondary school libraries in Zambia.

Overall, School libraries in *Zambian Secondary Schools* are poorly managed. Resource mobilisation activities are non-existence. Most school libraries largely rely on budgetary allocation which is normally far from meeting the library needs.

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