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**An Evaluation of Children and Youth's Usage of the Lubuto
Model Library Services**

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December 2018

Abstract

The main objective of this study was evaluate the usefulness of services offered by Lubuto Model Library to children and youths. The specific objectives of the study were: to establish the extent to which the children and youths use the services being offered at Lubuto Model Library, to investigate the social-economic benefits children and youth derive from their usage of Lubuto Model Library, to establish the extent to which the children and youths are satisfied with the services offered at Lubuto Model Library, to assess the challenges children and youths face when using the services offered at Lubuto Model Library, and to investigate the impact of the mentorship program offered at Lubuto Model Library on the children and youths. The study used both convenience and purposive sampling to sample the respondents. Data was collected using administered questionnaires and in-depth interviews. Qualitative data was analyzed using thematic techniques while quantitative data was analyzed using the Statistical Packaging for Social Sciences (SPSS) version 23 to generate frequencies, charts and other descriptive statistics.

Ninety-three percent of the respondents were regular users of Lubuto Model Library, of which 49% visited the library daily while 44% visited the library on a weekly basis. The majority of the respondents visited the library for the following services to attend the reading program (43%), to attend the mentorship program (20.5%), and to use the computers and the Internet (20.5%). Some of the social-economic benefits respondents derived from the use of the Lubuto Model Library included improved reading skills (17%), obtaining sex education (14%), access to free computers and Internet (12%), enabled them choose careers (9%), and them discover their talents (8%), enabled them receive mentorship, received counselling (6%), provided facilities to do their homework (6%), enabled them to make friends (4%) and to connect with their families (4%), enabled them receive scholarships (3%).

Respondents were satisfied with the library staff's hospitality and commitment (88.8%), the social interactions that the library was facilitating (83.7%), the movies they had been watching (79.6%), literacy programs (77.6%), the general environment (76.5%), the available books (72.2%). The major challenges respondents were facing as they used the Library include noise (31.4%), difficulties in accessing books (16.2%), and inadequate toilet facilities (1.5%).

The respondents reported that the mentorship program enabled to develop high levels of self-esteem, abstain casual unprotected sex, develop self-confidence, improve social interaction, attain sex education and knowledge on HIV/AIDS, knowledge on gender roles, obtain scholarships, return to school, develop personal hygiene, and access to counselling.

The study recommends that the Ministry of General Education, through the Zambia Library Service, should work in collaboration with the Lubuto Library Partners and other non-governmental organizations to provide similar library services across the country.

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List of Abbreviations and acronyms

AIDS	Acquired Immune Deficiency Syndrome
AMP	Art and Music Program
CC	Children Collection
CL	Computer Lab
DREAMS	Development Relief and Education Alien Minors
GCE	Girl Child Education
GEAR	Growth, Employment and Redistribution
LML	Lubuto Model Library
LPP	Lubuto Library Partners
OECD	Organisation for Economic Corporation and Development
OP	Outreach Programs
OPAC	Online Public Access Catalogue
PEPFAR	President's Emergency Plan for Aids Relief
PISA	Programme for International Student Assessment
PTA	Parent Teacher Association
SPSS	Statistical Packaging for Social Sciences
STI	Sexually Transmitted Infections
ZLS	Zambia Library Service

Acknowledgements

We wish to thank the Almighty God for granting us the opportunity to conduct this study and good health during the period of this study.

Dr Akakandelwa Akakandelwa, we sincerely thank you for your wonderful supervisory skills and mentorship. Your clarity, efficiency and eye for detail has helped us not only to reach this far, but to become scholars we wished to be. Honestly, we could not ask for more.

Lubuto Model Library, our host, Ms Given Mwenda Besa and all the staff, we wish to thank you for your extensive help you rendered to our group during this research project. It was not easy but your intervention made it possible to move forward. We only pray that God will reward you accordingly.

CHAPTER 1: INTRODUCTION

1.0. Overview

This research paper will investigate the usefulness of the services offered at Lubuto Model Library by the Lubuto Library Partners to the children and youths. The services include art, music, reading, drama, information and communication technologies, rehabilitation of street kids, scholarships, mentorship programs and skills taught to young girls. Therefore, this chapter will mainly discuss the background of Lubuto Library Partners and Lubuto Model Library which is located at Ngwerere Basic School. Furthermore, the examination of the statement of the problem, discuss the objectives and research questions. Additionally, the chapter will discuss the significance, limitations and ethical considerations.

1.1 Background of the study

Public libraries are a world-wide phenomenon. They occur in a variety of societies, in different cultures and at different stages of development. Although the varied context in which they operate inevitably result in differences in the services they provide, and the way those services are delivered, they normally have characteristics in common. Public Libraries have an exciting opportunity to bring everyone into this global conversation and to bridge the digital divide. They can achieve this by providing information technology for public access by teaching basic computer skills and by participating in programs to combat illiteracy.

Public libraries perform a valuable community service, democratizing access to reading, information and learning, and act as a 'shop window' for local authority services. They offer a focal point for community and intergenerational contact, enable access to learning and an ever expanding range of information for a wide constituency through an increasingly broad and varied range of media (Bundy, 2003). Libraries have always catered for children and young families as well as for individual readers of all ages but they have frequently struggled to maintain the interest of young people, from teenagers to those in their early twenties. It is often at this age that usage shows a sharp decline and this is reflected in the experience of Public Libraries nationally and internationally (Define Research and Insight, 2006).

Public Libraries have traditionally been key providers of information and material for education, leisure and cultural pursuits, functioning as a gateway to the world of knowledge with book provision as the cornerstone of their services (Department of the Environment and Local Government, 1998). While public libraries increasingly provide a wider and more diverse range of formats, reading remains their central focus. Reading is of wide ranging value to the society, promoting education, independence, equality and health. International research shows that reading continues to be important in young people's lives, but increasingly includes a wider range of media than books alone. The 2007 American Harris Poll found that the major reason young people gave for visiting libraries was to borrow books for personal use, for school assignments, to read on the premises or to use the library website for information, research or recreation, or to hang out with friends (Hicks, 2003).

Lubuto Library Partners (LLP) is an innovative development organization that builds the capacity of African libraries to create opportunities for equitable education and poverty reduction. Its mission is to enlighten and enrich the lives of children and youth in sub-Saharan Africa, especially those not in school and highly vulnerable (Akakandelwa, 2018).

The specific objective of LLP is to deliver accessible, high-quality library services to children and youth through a) creating open access to child-friendly, culture-specific and well-equipped libraries, b) supporting holistic development and advocacy for the rights of all children and youth, especially the marginalized, and c) building capacity of librarians, communities and educators to provide high-quality educational, information and social services to children and youth through public libraries (Akakandelwa, 2018).

At the time of writing this research, LLP was running three libraries in Zambia, namely Lubuto Model Library situated at the Ngwerere Basic School grounds, Mumuni Library located in Zambia's Southern Province in the community of Nabukuyu (23 km east of Monze), and Lubuto Mthunzi American Youth Library in Lusaka which was constructed on the grounds of its host organization, the Mthunzi Centre.

The objective of Lubuto Library Partners is to bring knowledge to Zambian children, make high-quality opportunities for literacy development, offer psychosocial support and social integrations accessible to vulnerable children and youths, establish effective educational programs and social

support services and support literacy development through providing high quality balanced collections and quality reading programs (Akakandelwa, 2018).

Lubuto Library Partners is not a book donation program. The project is unique in providing comprehensive library collections of expertly selected and organized children's books. With the guidance of professional children's librarians, gifts of books from corporations, publishers and individuals are cataloged by volunteers and shipped as a self-ready collection. This core collection is just the beginning of the life of a Lubuto Library. Local language materials are identified and added, and new materials keep the library 'alive. Because of a dearth of children's materials in Zambian languages, Lubuto partnered with the Zambia Library Service to establish the Zambian Board on Books for Young People, whose goal is to bring together writers, illustrators, publishers, and educators to produce high-quality bilingual literature for children and youths.

Lubuto Library Partners works hand in hand with some non-governmental organizations such as Presidents Emergency Plan for Aids Relief (PEPFAR) which is the major funder of the library as well as government departments. In addition, the Lubuto Library Partners also provides scholarships to children with potential to excel in academia.

1.1.1 Lubuto Model Library

The opening and celebration of the second Lubuto Library in Garden compound took place on November 10, 2010 and it was a great success with about five hundred children, youths and adults attending despite early rains; in itself a testimony of the pronounced need to strengthen literacy, improve the quality of education and specially to reach out-of-school children in Zambia. Lubuto and the Ministry of Education together looked at Lusaka's Garden compound as a logical site for a second Library as it was home to so many street children. The Permanent Secretary then asked Lubuto to build the next library on the grounds of Ngwerere Basic School, bearing in mind that this is a public library open to all. Prior to identifying the library site, Dow Jones, a donor wanted to support the construction of the second Lubuto library. With this pledge of financial support, Lubuto's relationship with the Ministry of Education was solidified in a Memorandum of Understanding.

The Library is focused on providing recreation and space to both children and youths in order to capture their attention in the community which includes those children from the street. It serves as

a center of knowledge and excellence in the community. Lubuto Model Library at Ngwerere Basic School was inspired by traditional and contemporary social, economic and cultural patterns which freely offered comprehensive collections of well-chosen books and technology resources. This library offers education, psychosocial support, and self-expression through reading, music, art, drama, computers and mentoring.

The Library has four trained, specialized professionals and several volunteers that spearhead the library services to its users. Lubuto Model Library intends to expand its buildings in the future in order to create more space for its users. Currently the library is sponsoring approximately fifty girls in different schools. It opens from 08:30 to 17:30 hours on Monday to Friday and does not open during the weekend. The Lubuto Model Public Library has evolved and it currently features comprehensive book collections and integrated programs. It acquires books from publishers and book dealers throughout the world and carefully selects for universality and high literacy quality. Zambian language books, including other locally-acquired materials are assessed, catalogued and added to the initial collection when it is delivered to Zambia.

1.2 Statement of the Problem

The Lubuto Library Partners is an international development organization whose mission is to enrich the lives of vulnerable and out-of-school children and youths in the sub-Saharan Africa. The organization constructs locally styled open access libraries stocked with a comprehensive collection of well-chosen books that serves as a safe haven and are the Centre of Lubuto Model Library's programs which offer discovery and joy through reading, music, art, drama and information and communication technologies.

Information is a very significant tool in the development of any country. However, quality information can mostly be obtained from a library, as a result the Lubuto Model Library was established to impart knowledge and the ability to use information in children and youths, so as to have information literate citizens in the country. An information literate person is a person who must be able to recognize when information is needed, have the ability to locate, evaluate and effectively use that information. Lubuto Model Library is one of the most visited libraries in Zambia having over two thousand visitors per week from different government departments, organizations and the community at large. However, little is known about how useful the users

find the services offered by this Library. Therefore, this study sought to evaluate the usefulness of the services offered to children and youths at Lubuto Model Library.

1.3 Objectives

The main objective of this research is to evaluate the usefulness of the services offered to children and youths at Lubuto Model Library. Therefore; this study has five specific objectives, namely:

1. To establish the extent to which the children and youths use the services being offered at Lubuto Model Library.
2. To investigate the social-economic benefits the Lubuto Model Library offers.
3. To establish the extent to which the children and youths are satisfied with services offered at Lubuto Model Library.
4. To assess the challenges children and youths face when using the services offered at Lubuto Model Library.
5. To investigate the impact of the mentorship program offered at Lubuto Model Library on the children and youths.

1.4 Research Questions

This study was guided by the following research questions:

1. To what extent are the children and youths utilising the services being offered at Lubuto Model Library?
2. What are the social economic benefits of Lubuto Model Library services to children and youths?
3. To what extent are the children and youths satisfied with the services offered at Lubuto Model Library?
4. What are the challenges children and youths face when using Lubuto Model Library?
5. What is the impact of the mentorship program offered at Lubuto Model Library?

1.5 Significance of the study

The aim of this study is to evaluate the usefulness of the services offered at Lubuto Model Library to children and youths. Hopefully, the findings of this study will be of great value to the patrons, the library management, researchers and the entire public.

Very few studies of this manner have been conducted on public libraries in Zambia. Therefore, this study contributes new knowledge upon which other researchers can build and replicate the study by involving more independent variables and respondents to generate a more dynamic and meaningful output. The strength of this study lies in its methodology that is, the high response rate from the patrons. It is therefore hoped that the results of this study will motivate Lubuto Partners to even reach greater heights in the provision of innovative library services to children and youths across the country.

1.6 Limitations of the study

The major limiting factor is that the study is only restricted to the users of Lubuto Model Library. This therefore limits generalization of the findings to that library. It is also worth noting that not all users of the library were included in the study since the study employed convenient and purposive sampling. Because of this, it is difficult to have a generalized view of the usefulness of the services offered to both children and youths. However, it is believed that the findings of this study will be of great value to Lubuto Library Partners, academic researchers, the users and the general public.

1.7 Ethical considerations

Approval to conduct the research was obtained from the Department of Library and Information Science at the University of Zambia. After careful scrutiny of the research instruments by the supervisor, ethics approval was also sought from the librarian of Lubuto Model Library. No potentially harmful or intrusive questions were included in the instruments and results were treated with the strictest confidentiality.

Permission was also obtained from participants. The researchers explained the aim of the research and made it clear that it was purely an academic research project. All participants were assured that information gathered from the study would be treated with the strictest confidence and would be used for the intended purpose only. Participation in this research was voluntary. The identity of participants was not disclosed. The research would not disadvantage participants or tarnish the image of the LLP. Respondents were asked to give their consent before interviews were conducted or questionnaires were given out. Library users who participated in the study, did so during their free time, so there was no pressure on them to participate, and they were free to withdraw at any

stage. Special attention was given to ensure children who participated in this study were not coerced in any manner and were made as comfortable as possible.

1.8 Operational definition of key concepts

The following are the key concepts in this research;

Youths: according to (World Health Organization, 2011) are people between ten to twenty four years age.

Children: People who have not yet reached adulthood, whether natural puberty, cultural or legal (Fartima, 2009). In this research, children entails people below the age of twelve years.

Library services: direct and indirect services provided by libraries and information centers to their users and clients in person and through communication technologies. In this research, it will refer to resources, activities and programs which are provided by libraries to enable users meet their information needs (Shokouhian, 2011).

Usage: the degree to which something is used or the way in which it is used (Fartima, 2009). For the purpose of this research, usage refers to the way children and young adults utilize the library and its services.

1.9 Summary

In conclusion, this chapter looked at different key components of this research chapter. The chapter began with an overview which defined the scope of this research and how it will be conducted. Thereafter, it gave the background of the case study. This chapter further outlined the statement of the problem, the main objective of the study, the specific objectives and the research questions. It proceeded by discussing the significance of the study, its limitations and the ethical considerations pertaining to this research. Lastly, the definition of key terms was done according to how they were used in this particular research.

CHAPTER 2: LITERATURE REVIEW

2.0 Overview

In this chapter, the main focus will be on the previously studied literature about Public Libraries in general, Lubuto Library Partners and Lubuto Model Library in particular. The literature review shall present the findings of the previous studies. This study will review the literature on all the four objectives of this research.

2.1 Children and youth's utilization of library services

According to report findings of two library surveys conducted for the National Center for Education Statistics in Rockville, Maryland in 1994, Youths are fairly frequent users of most available library services. Among the popular and fairly widely available services are video recordings, films, books, reference assistance and periodicals. However, several of the most popular youth's services are relatively scarce. Computer resources available for youths are among the most popular and heavily used according to libraries with these services in place. Where available, libraries report moderate to heavy use of personal computers and CD-ROM software. Computer information services although more widely for youths, are moderately or heavily used by patrons of these libraries. Demonstrating a disparity between availability and usage for this key item. Youth's book and film discussion groups, homework assistance programs, tutoring, and youth's advisory boards show large discrepancies between availability and usage patterns (Alessio and Buron 2006). This study shows that there are very scarce library resources and services available. Hence this research will convey the available resources public libraries offer and how best they can be utilized.

Another study on youth's public library use indicates that youths use public libraries for different reasons and extent. For instance, High School students aged fourteen to eighteen years in the United States were infrequent public library users and had limited perceptions of public library resources and services. Additionally, they used library for social interaction than for information access (Agosto et al, 2007). Using structural equation modelling, Sin (2012) found that 67 percent of the United States High School students were public library users. The main affecting factors on public library use were; school information environment, frequency of school library use, race or

ethnicity, and home computer availability which were used for schoolwork, leisure, and Internet access. A survey conducted by Haras (2011) revealed that Latinos High School students in East Los Angeles used public libraries moderately for borrowing books, videos, working on group projects, browsing the web, checking e-mails and visiting friends.

Meanwhile, in Clark and Hawkins' study (2010), the most common reasons for using public libraries cited by students aged eight to sixteen years from one hundred and twelve schools in England, were the existence of interesting materials, friendly space, and existence of computers. Furthermore, the students believed that public libraries helped them to do better at school. However, more than half of non-users conversed that the most common reason for not using public libraries was that their families did not go.

Teenagers in Isfahan, Iran utilized public libraries for meeting their information needs and school projects (Shokouhian, 2011). Whereas, Omidkhoda and Sepehr (2009) concluded that most youths in Tehran, Iran used public libraries to spend leisure time. The findings of Shokouhian (2011) revealed that fifty-eight percent of surveyed youths in the United States used public library services mainly to borrow books and other materials.

Some researchers investigated that demographic factors may be influencing on public library use. For instance, a study by Agosto et al (2007) showed that gender was not a factor influencing the frequency of public library use. However, girls rated public libraries as more useful to help them meet their information needs. However, through an online survey, Clark and Hawkins (2010) found that gender, age, ethnicity and socioeconomic background were predictors of frequency of public library use among the students in England.

Another study investigated the reading and library habits among teenagers and children in Oslo. The study combines individual interviews with four girls who were devoted readers, with a survey of teenagers' reading habits, and library use at four schools in central Oslo. Interviews with four girls demonstrated individual variation in their literary tastes and in the roles of reading they take on (Shokouhian, 2011). The survey gave an overview of children and teenagers' library use and their literature preferences, and detects that girls and boys differ in preferences of reading media. The survey indicated different patterns in reading frequency and reading materials in the sense that

students from the schools with the closest connection to the public library read more, as well as in a broader range of reading materials than students from schools with no such connection.

A lot of children simply do not have any library in their neighborhood. Still, many of the Norwegian public libraries offer a broad range of literature programs and activities for children. For youths, it is less so. Many Norwegian librarians are troubled by the fact that a relatively high percentage of their users leave the library when they reach the age of fifteen to sixteen years (Vaage, 2012).

A recent study of Nordic young adults reading, published by the Nordic Council of Ministers (Egelund, 2012), was based on the statistics from the annual Programme for International Student Assessment (PISA) reports, which measure the reading skills and reading habits of students of fifteen years of age in the Organization for Economic Cooperation and Development (OECD) countries. The reports have shown a decline in both reading competence and reading for enjoyment among youths in the Nordic countries. Hence, the librarians are concerned about young people's reading habits, reading skills, and their possible loss of cultural goods. Efforts are made to get the teenagers to stay interested in reading, and a few public libraries are striving to develop quality library services for this group (Sandvik, 2012).

However, the Institute of Museum and Library Services funded a three- year research project in which researchers from Drexel's College of Information Science and Technology collaborated with staff from the Free Library of Philadelphia to investigate the everyday information seeking behavior of urban youths (Debono, 2002). Presumably this study yielded a broader picture of the ways in which teens use libraries. This research therefore aims at showing the general public how available these resources are and how they can be used.

2.2 Social economic benefits

A substantial amount of work has been done on challenges, user satisfaction, utilization and social economic benefits of the public libraries accessed by children and young adults. Additionally, there has been considerable amount of literature documenting issues relating to public libraries. Previous research has shown that public libraries have social and economic impact and play a role in community building (Aobo, 2005). The social and economic contribution made by information

services (libraries) usually goes unnoticed as this study reveals that they add significant value. Libraries provide a way of preserving social knowledge through their activities, which extract value by applying the knowledge acquired from the information catalogued and stored. Some users principally view libraries as cultural resources and to some extent, as leisure resources. They are associated with literature and life enhancing activities. Nonetheless, the general conclusion is that libraries are not seen as making a practical contribution to tangible areas of modern life, one of the main which is employment, ideas on how to start a business and making friends. A significant proportion of the population living within a library area influences the use of the services. For example, in the city of Madrid, municipal sources state that around two million people are library members. According to library staff observations, a high percentage of these members belong to middle and low income households that would not be able to access the books or services provided by libraries by their own means.

Libraries have evolved almost invisibly in line with user's demands and changes in their environment. As a result, they have become providers of social integration services offering an increasingly diverse range of options like internet access, which is available throughout. Libraries serve a wide spectrum of society children and young adults; each group receives services appropriate to their needs. Nonetheless, a gap has been detected among adolescents. Libraries make up for shortcomings in knowledge of literature and other subjects not imparted in the Education system. Public libraries are beneficial because they provide multicultural experiences for people in different places and cultures. Understanding more about different places and cultures makes kids better global citizens and hopefully gives them compassion for all people and living things (Debono, 2002).

Further, a lifetime of learning and imagining through visiting the library shows how kids pick out their usual big stack of books. The subjects ranges from how cocoa beans are made into chocolate to a duck that lost his socks. Every time they pick out books, whether they are informative or not, they are learning about how the world works and strengthening their imaginations by encouraging them to do that, they hopefully start a lifelong habit of reading (Fry and Rich, 2011).

Public libraries do have impact on the community in which they operate. They sustain local community and identity, support people whose main activities are out of the labor market, foster

cultural enrichment diversity, promote a sense of a social cohesion, develop confidence in individuals and communities, stimulate imaginations and creativity, health and well-being. The wide range of the public library impacts demonstrate a fundamental characteristic of public libraries, namely complexity.

In contrast to other public institutions such as schools or hospitals, public libraries, although they are mainly small institutions, provide wide range of services directed towards very different spheres of life, towards children and youths, and the whole educational sector from kindergarten to university. They also provide a range of services for leisure time and personal cultivation and development of personal and civic skills.

Lubuto Model Library has an impact and value by being a physical, cultural and social meeting place, a public room and place of studying and contemplation. Its impact and value in the digitized and multicultural communities is being explored in contemporary research as well as the field of professional librarians. They contribute to economic development by supporting early literacy and school readiness. This research will help users understand the social economic benefits of the services that Lubuto Model Library offers and how they can best utilize them to their advantage.

2.3 User satisfaction

User satisfaction of public library services has become an imperative concern in recent times. There is no doubt that satisfaction of library services influences the degree in which the services are used and it has been found to be an important factor that affects the use or non-use of library services by children and youths (Saika and Gohain, 2013).

User satisfaction is a concept that includes how good users' feels after visiting and using the public library and their likeness to return back to that library when next information is needed by them. Mohammed (2006) sees "user satisfaction" as the extent to which a library user's information needs are fulfilled with the available service and information resources of a given library. Mohammed (2006) sees user's satisfaction of public library information resources and services as how users judge the services of the public libraries and whether users of public libraries get the desired information resources, facilities and services expected to be provided by the libraries. Satisfying the requests of users implies providing the actual information or services that will meet

the needs of an information patron or seeker. Sowole (1995) as cited by (Mohammed, 2006) found out that the quality of services rendered to users or readers in any library reflect the quality of the staff. He argued that if a library is managed by well experienced and cultured staff, users will always be encouraged to make use of the library.

The role of public libraries is to serve its users at any point in time and must be able to give out quality information in terms of currency, relevance, accuracy and ease of use to meet and satisfy the information needs of its users such as children and youths. If the library fails to meet the information needs of its users, then satisfactory and effective services have not been rendered. In other words, the library users must be satisfied with the services provided by the public library and the services provided must be able to meet their information needs at the right time and format as desired (Lancaster, 1993).

Satisfaction of users' needs and attention to their complaints should be the guiding principle for public library services in the 21st century. To support this, Sowole (1995) cited by (Mohammed, 2006) speculates that users are described as the "raison-detre" (reason for existence) of the library. It is entirely on their behalf that the organization and administration exists. Sowole also suggests that librarians should make maximum efforts to ensure that their library users derived the best possible benefits from the services they render. Libraries should provide materials in support of the learning process, research and advanced study and assist the users in self-development.

Goulding (2006) observes that the use of libraries by users and indeed their satisfaction with library services depend on availability of suitable learning materials, accommodation and competent staff in the library. He further comments that the main objective of any library is to support the parent institution, an objective which is achieved through systematic acquisition and organization of all forms of recorded and undocumented information in all fields and making such information available for use.

User satisfaction in any library depends upon the service provided by the library. This objective attempts to determine the users' satisfaction in a public library. Lancaster (1993) discussed the possibility of an appropriate way to satisfy users' needs. In the survey, he sought to find out whether librarians should aim a little further at answering precise information on needs of users or

just play the role of instructing users to the appropriate information sources in the library leaving it as a subject of discussion.

Lubuto Library Partners is an innovative development organization that builds the capacity of public libraries to create opportunities for equitable education and poverty reduction. Their mission is to empower African children and youths, help them develop the knowledge and skills to reconnect with their culture and community and participate fully in society as result Chisenga (2004) opines that the once traditional assumption that “public libraries operate on a minimum level of user satisfaction, surviving largely on the goodwill, low expectations and relatively easy demands of the majority of users” has now largely disappeared, hence Lubuto Model Library can provide imaginable services to satisfy its users. Furthermore, with user studies extending into the realms of lapsed library users and non-users of library services, Lubuto Model Library is shaking off the presumption that they “do not promote themselves adequately and dismiss unmet needs as either already satisfied, all too easily. Further Giles (2015) exemplifies that library staff attitude affects users' satisfaction. Another challenge identified by the users is the poor information resources, which implies that poor information resource is a major challenge facing users of the library.

User satisfaction depends to a large extent on the ability of the library to integrate user needs into the development of the library. Tools for customer retention, like surveys run on a regular basis, help to detect weak points in library performance and give important hints for the optimization of library services. This research therefore will help to identify the extent to which the users of Lubuto Model Library are satisfied with the services being offered.

2.4 Challenges faced by young adults and youths

For the library user, conducting research is often similar to navigating a challenge course. From knowing where to begin once on the library website to navigating search results and then finding the right content, it is these library user's challenges which can impede successful research outcomes and potentially undermine the library's mission. Solomon (1993), conducted a research on young people's use of electronic resources and the earliest research in this area focused on children's use of automated library catalogues. He stated if adult library users had difficulties using

these new tools, what problems might children have. Keyboarding and spelling proved to be the most obvious barriers, as Paul Solomon demonstrated in his dissertation.

A more extended study of children's online catalogue use, the Science Library Catalogue project, was conducted by researchers in the early 1990s funded by the Sloan Foundation, this project was designed to discover how children search automated library catalogues. Children were tested on the Science Library Catalogue, a prototype of an effective, child-friendly retrieval system for library catalogue information and on conventional online catalogues (Busey and Doer, 1993).

The fourth and sixth graders who participated in the study were able to use browsing modes and keyword systems quite successfully, showing great persistence in their search strategies. Search topics affected their success. However, the only topics that were consistently easy for the children to find were concrete subjects that were easy to spell, such as "Chemistry" and "Farming." The graphical user interface of the prototype Science Library catalogue helped children overcome some of the searching features that were difficult for children in typical keyword Online Public Access Catalogue (OPAC) systems: typing skills, spelling, vocabulary, and Boolean logic. Topics that were located deeper in the Dewey hierarchy were easier to find on keyword systems. However, the focus group data from this study indicated that children would rather not use any library catalogue at all their preferred search strategy was to go directly to the shelves to find books, or to ask a friend or a librarian for help. The catalogue is the search aid of last resort (Walter and Borgman, 1996).

Furthermore, youths and children's information needs should connect to their other needs at different developmental stages. Bilal and Sarangthem (2009) stated, "children's information seeking was characterized by seven modes of behaviour; Start, Recognize, Browse, Differentiate, Read, Explore and Finish". Druin (2005) further investigated challenges that both children and youths experienced in understanding reading, writing and typing during information seeking, and so, she suggested that the two user groups need tools to search in multiple ways such as categorical browsing and keyword search and searching through interface design for children's effective information seeking in a digital library.

However, children's information-seeking difficulties emerge from their motor skills. Walter and Borgman (1991) pointed out the children's "hunt and peck" typing difficulty, in which a child

seeks out each key before striking it on the keyboard. They offered one solution to use subject hierarchies of kids through a “point and click” mechanism. Further, Hutchinson (2005) indicated that youths and children had mouse dragging and clicking difficulties in their study due to lack of knowledge on how to read, write and other education awareness, which makes them frustrated. It is still difficult for children to scroll down smoothly and accurately due to lack of their motor skill and separation of mouse buttons and so it prevents children from finding and navigating online information effectively. Ratriala (2005) found that children do not like to use scrolling down of the web pages. Gossen (2012) also indicated that scrolling is a difficult task for children since they need to use scroll wheel of the mouse, which their limited motor skills prevent them from using.

However, this research will help identify the challenges that the children and youths at Lubuto Model Library face and how best those challenges can be alleviated to help them use the Library in the most efficient and effective manner.

2.5 Impact of mentorship program

A study was conducted by Jekielek et al (2002) to assess whether mentorship programs work and if the young people who participate in these programs are better off because of this participation. The study brought together highlights from multiple studies and the major finding was that mentoring programs can be effective tools for enhancing the positive development of youth as mentored youths are likely to have fewer absences from school, better attitudes towards school, fewer incidents of hitting others, less drug and alcohol use, more positive attitudes towards their elders and toward helping in general and improved relationships with their parents. However, the research also established that Mentoring relationships of short duration may do more harm than good. Also, in most programs, mentoring was augmented with other services such as academic support.

A similar synthesis of experimental evaluations of nineteen mentoring programs for children and youth to determine how frequently these mentorship programs work to improve such outcomes as education, mental health, peer and parent relationships and behavior problems and what lessons can be learned to improve outcomes was conducted. It established that mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the

mentee. The major findings of this study were that mentoring programs that focused on helping children and youth with their education, social skills and relationships were more frequently effective than those focused on behavior problems such as bullying or programs aimed at reducing teen pregnancy. The study further established that mentoring programs targeting at-risk youth, community-based programs and programs lasting one year or more were more frequently found to be effective and that overall programs had positive impacts and were found to be effective (Han and Kerns, 2011).

Guptha (1992) conducted a similar research on the effects of Mentoring on At-Risk Youth. The study was conducted into the Growth, Employment and Redistribution (GEAR) mentoring program of superior. The participants in the study reported improvements in all areas that were examined. These results indicated that programs such as GEAR were having a positive impact on at-risk youth by providing these youths with a positive role model and getting them on track to further their education and ultimately better their lives. The GEAR program worked towards closing the gap between children of different socioeconomic backgrounds.

2.6 summary

This chapter revealed a huge amount of literature about previous studies that were done on the usefulness of library resources by children and youths, user satisfaction as well as challenges that children and youths faced when using different libraries. This chapter further discussed the many literatures under relevant categorical headings according to the objectives of the study.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Overview

This chapter will outline the methods and procedures to be used to collect data from the various respondents involved in this research. The study will utilize a case study approach to achieve the objectives. The case study of the children and youths at Lubuto Model Library.

3.1 Research design

Burns and Glove (2004) defined a research design as a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings. The research design adopted in this study is descriptive research design. A descriptive study is undertaken to ascertain and describe the usefulness of the services offered to children and youths at Lubuto Model Library. Adeniran (2011) adopted this research design and their findings confirmed that the specific research objectives were sufficiently achieved.

This study will use both qualitative and quantitative research. Qualitative research is a scientific method of observation to gather non-numerical data, it is used to gain an understanding of underlying reasons, opinions and motivations. It provides insights into the problem. On the other hand, quantitative research is used to quantify the problem by way of generating numerical data that can be transformed into usable statistics. Hence, it is a descriptive case study research design (Nitecki, 2000).

3.2 Target population

The target population are the users of Lubuto Model Library, the children and youths in particular. The library is located in a compound in Lusaka called Garden. Garden compound is a low income and high density neighborhood. It is one of the largest compounds in the city, with somewhere between 40,000 to 60,000 inhabitants who are extremely poor.

3.3 Sample size

A sample size is the act of choosing the number of observations to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make

inferences about a population from a sample (Burns and Glove, 2003). This research will use a sample size of one hundred (100) children and youths as respondents who visit and use the facility at Lubuto Model Library.

3.4 Sampling procedure

Both convenience and purposive sampling will be used to sample the respondents. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researchers, it is fast, inexpensive, easy and the subjects are readily available. However, purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study, it also known as judgmental, selective or subjective sampling. Both of the methods will be used on the children and youth at Lubuto Model Library.

3.5 Data collection instruments

This study will utilize a mixture of interview guides and questionnaires to achieve the objectives. The children and youths who utilize Lubuto Model Library services will be interviewed individually in depth. The purpose of this mode of research design is for researchers to describe the opinions, patterns and behaviour of the target population based on data collected from the study sample.

3.6 Data collection procedures

Secondary data: This data includes background information on the topic, information on the research site and data for the literature review. This data is important because it can be used to compare the collected primary data results. In addition, the data helps to make primary data collection more specific since with the help of secondary data, we are able to make out what the gaps, efficiencies are in previous literature. The secondary data collected from the Lubuto Model Library will include; circulation data, reports, membership statistics, book collection and the various programs offered.

Primary data: This data collected from the original source or first-hand it will be gathered from interviews with respondents. The interviews will give an in depth view of the topic being

researched on. Primary data is more reliable, authentic and objective since it is collected from first-hand experience. Primary data is not changed or altered and is therefore more valid.

3.7 Data analysis

Data analysis is a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, informing conclusions and supporting decision-making. It has multiple facets and approaches, encompassing diverse techniques under a variety of names, while being used in different business, science and social science domains.

The collected information will be analyzed using a computer software application known as Statistical Packaging for Social Sciences (SPSS) version 23. SPSS is used for statistical analysis and capable of complex data manipulation and analysis. It is designed or created for both interactive and non-interactive batch uses and can be controlled with simple instructions.

3.8 Summary

This chapter discussed many key components of research methodology, the components discussed include: the research design, target population and the sample size. Furthermore, this chapter looked at the sampling procedure, data collection instruments, and data collection procedures and data analysis respectively.

CHAPTER 4: FINDINGS

4.0 Overview

This chapter presents the findings of the study in line with the research objectives.

4.1 Demographic information

All the respondents were Lubuto Model Library users conveniently selected at different intervals during the period of data collection. A total of hundred (100) respondents participated in this study. The majority, sixty-two percent of the respondents were female and 38% were male. On the other hand, fifty-five percent were aged between 13 and 16 years old, 33% percent were aged between 17 and 20 years old, 8% were aged between 9 and 12 years old and finally 4% were aged between 21 and 24 years old. Sixty-five percent of the respondents were in secondary school, 33% were in primary school and 2% were school leavers. Eighty-nine percent of the respondents were residents of Garden compound where Lubuto Model Library is situated while 11% were from neighbouring residential areas like Luangwa compound, Olympia Park, Zanimuone, Emmasdale and Kabanana (Table 1).

Table 1: Demographic information of respondents

Variable	Value	Frequency (n=100)	Percentage
Gender	Female	62	62.0
	Male	38	38.0
Age	9-12	8	8.0
	13-16	55	55.0
	17-20	33	33.0
	21-24	4	4.0
Educational status	Secondary	65	65.0
	Primary	33	33.0
	School leaver	2	2.0
Residential area	Garden Compound	89	89.0
	Luangwa Compound	3	3.0
	Olympia Park	2	2.0
	Zanimuone	2	2.0
	Emmasdale	1	1.0
	Chaisa	1	1.0
	Garden Overspill	1	1.0
	Kabanana site and Service	1	1.0

4.2 Library usage

The first objective was to assess the extent to which the children and youths use the services being offered by Lubuto Model Library. The research revealed that 93% of the respondent visited the library regularly of which 49% visited the library daily whereas 44% visited it weekly, 4% rarely visited the library and 3% visited it monthly (Fig. 1).

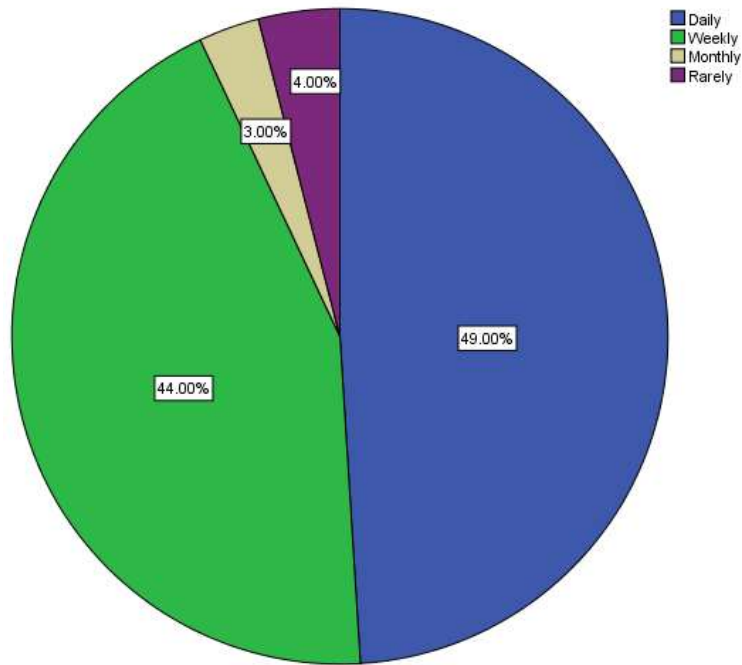


Figure 1: Library usage

Further, the respondents were asked what they came to do at the library and the results reviewed that 43% percent came to attend the reading program, 20.5% came to attend the mentorship program, 20.5% came to use computers and internet, 5.1% came to play games, 4.3% came to do art, 4% came for drama, 1.7% came for the literacy program and 0.9% came to watch movies (Table 2).

Table 2: Library services accessed by users

Services	Frequency	Percent
Reading program	50	43
Mentorship program	24	20.5
Technology	24	20.5
Playing games	6	5.1
Art	5	4.3
Drama	5	4
Literacy program	2	1.7
Movies	1	0.9

4.3 Social economic benefits users derive from using Lubuto Model Library

Table 3 presents the benefits that respondents obtained from using Lubuto Model Library. These include improved reading skills (17%), obtaining sex education (14%), access to free computers and internet (12%), improved writing skills (9%), enabled them to choose a career (9%), enabled them to discover their talents (8%), received mentorship (8%), received counselling (6%), provided facilities to do their school homework (6%), enabled them to make friends (4%) and to connect with their families (4%). Furthermore, 3% benefited from Lubuto by receiving scholarship.

Table 3: Benefits users derive from using Lubuto Model Library

Variables	Percent	Cumulative Percent
Improved reading skills	17.0	17.0
Obtaining sex education	14.0	14.0
Free access to technology	12.0	12.0
Improved writing skills	9.0	9.0
Choose a career	9.0	9.0
Discover my talent	8.0	8.0
Receive mentorship	8.0	8.0
Receive counseling	6.0	6.0
Do my home work	6.0	6.0
Make friends	4.0	4.0
Connect with family	4.0	4.0
Obtain scholarship	3.0	3.0

When probed further to indicate what career choices, the majority twenty-four percent wanted to be health professionals, 16% wanted to be art, 14% wanted a career in teaching, 12.4% wanted to be engineers, 10.1% wanted to be legal practitioners, 9% wanted to do finance and accountancy, 7.9% wanted to do aviation, 6.7% wanted to join the defence force. (Table 4).

Table 4: Career choices of Lubuto Model Library users

Variables	Percent	Cumulative Percent
Health professionals	24	24
Art	16	15.9
Teaching	14	14
Engineering	12.4	12.4
Legal practitioners	10.1	10.1
Finance and Accountancy	9	9
Aviation	7.9	7.9
Defence force	6.7	6.7

Furthermore, the respondents were asked other benefits they derived from the library, the results showed that twenty three percent had attained knowledge on personal empowerment, 22.6% had achieved self-awareness, 20.2% achieved humility, 11.8% experienced adventure and enjoyment, 6.8% had attained technological skills, 5.1% had attained research skills, 5.1% were exposed to more opportunities for self-fulfillment for example (the library provided a platform for them to meet celebrities, to go to tourists resorts) and 5.1% had obtained artistic skills such as (poetry, hair plaiting, drawing, dancing, singing and drama). The information is expressed in the table below.

Table 5: Benefits users obtained from Lubuto Model Library

Variables	Percent	Cumulative Percent
Personal empowerment	23.3	20.3
Self-awareness	22.6	18.6
Humility	20.2	15.2
Adventure	11.8	6.8
Technological skills	6.8	6.8
Researching skills	5.1	5.1
Make opportunities	5.1	5.1
Artistic skills	5.1	5.1

4.4 User satisfaction with resources and services offered by Lubuto Model Library

The respondents were asked to indicate their satisfaction on the various services offered by the library and the results were as follows; eighty-eight percent were satisfied with the hospitality and commitment of the library staff, 83.7% were satisfied with the social interactions that the library

was facilitating, 79.6% were satisfied with the movies they had been watching, 77.6% were satisfied with literacy programs, 76.5% were satisfied with the general environment, 72.2%, were satisfied with the available books, 67.3% were satisfied with the sitting or reading space of the library, 66.3% were satisfied with the internet services, 66.3% were satisfied with computer facilities, 66.3% were satisfied with culture and drama, 64.3% were satisfied with the games and sporting activities, 61.2% had their satisfied with art and finally 53.1% were satisfied with the computer games. The information is presented in the table below.

Table 6: Respondents' level of satisfaction with library services

Services offered	Frequency	Percent
Library staff hospitality/commitment	86	87.8
Social interactions	82	83.7
Movies	78	79.6
Literacy programs	76	77.6
General environment	75	76.5
Available books	70	72.2
Sitting/Reading space	66	67.3
Culture and Drama	65	66.3
Internet services	65	66.3
Computer facilities	65	66.3
Games/Sports	63	64.3
Art	60	61.2
Computer games	52	53.1

4.1.5 Challenges users face when using Lubuto Model Library

The fourth objective was to assess the challenges children and young adults face when using the library, 71.1% of the respondents stated that they faced challenges while using the library, indicated in (Table7), these are as follows; noise, difficulties in accessing books, lack of toilets, inadequate library staff, limited time to use computers and bullying. While 18.9% indicated that they faced no challenges while using the library.

Table 7: User challenges being faced by library users

Challenges	Percent	Rank
Noise	31.4	1
Difficulties in accessing books	16.2	2
No toilets	3.7	3
Inadequate library staff	1.9	4
Limited time	1.9	5
Bullying	0.9	6

However, the respondents gave a few suggestions and these were as follows; the building of toilets and that more branches should be opened to enable children and youths from other places to enjoy the services. Furthermore, they advised that the library should increase the number of staff.

4.5 The impact of the mentorship program on the participants

4.5.1 Background of the participants

The objective of this part of the survey was to establish the impact of the mentorship program on the participants. Twenty participants took part in the survey of which 10 were male and 10 were female whose ages ranged from 14 to 20 years. Twelve participants were in secondary school, 7 were in primary school while 1 was a school dropout. Thirteen had been using the library for more than two years, 6 participants had been using the library for one year, and 1 participant had been using the library for seven years. Other programs the participants were involved in included drama, art, bare feet club, Bible kids club, book club, counselling and reading.

4.5.2 Benefits users derive from participating in the mentorship program

The study reviewed that before going to Lubuto Model Library, the participants faced various issues including drug abuse (alcohol and smoking), immoral behaviour (indecent dressing, short tempered, peer pressure), strained relationships with families (no respect for parents, mistreated

by parents), lack of self-esteem (had no friends, no confidence.), vulnerability to Sexually Transmitted Infections such as HIV/AIDS due to engaging in sexual activities, ignorance/illiteracy (had little or no knowledge about HIV/AIDS, didn't know how to handle problems and the use of condoms, didn't know how to read), financial problems leading to dropping out of school. Had no knowledge about gender roles and gender based-violence.

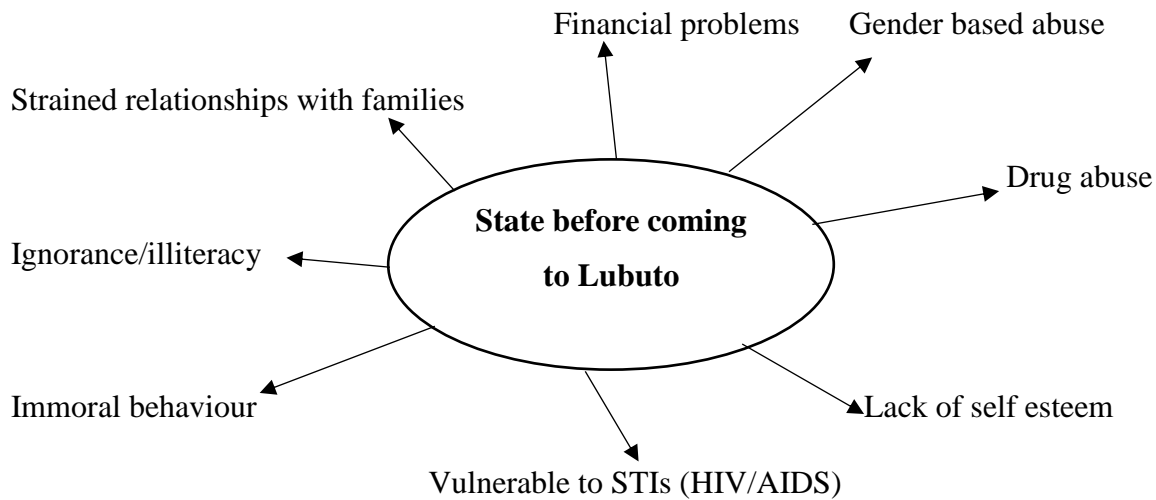


Figure 2: State of respondents before attending the mentorship program

Due to the mentorship program, the respondents revealed that they had enjoyed several benefits and changes such as developing high self-esteem as they observed that they had gained confidence, were able to set goals and had learnt about self-empowerment. Other benefits they had enjoyed were being able to refrain from sexual activities as they had attained knowledge about HIV/AIDS, sex, disease prevention, use of condoms, self-control, avoiding stigmatisation and use of contraceptives. Additionally, the respondents had received counselling, attained improved social interaction as they were able to make friends while others had received scholarship, improved academic performance, knowledge about gender roles (Gender based violence) and change in behaviour as they noted that they had developed respect for elders, personal hygiene, improved moral behaviour, able to avoid drug abuse, and were able to use time constructively.

Furthermore, the respondents revealed that the mentorship program had helped them discover various talents and skills ranging from art, poetry, music, hair plaiting, drama, games, modelling, dancing, debate, designing, decorating, leadership skills, being able to mentor others and writing.

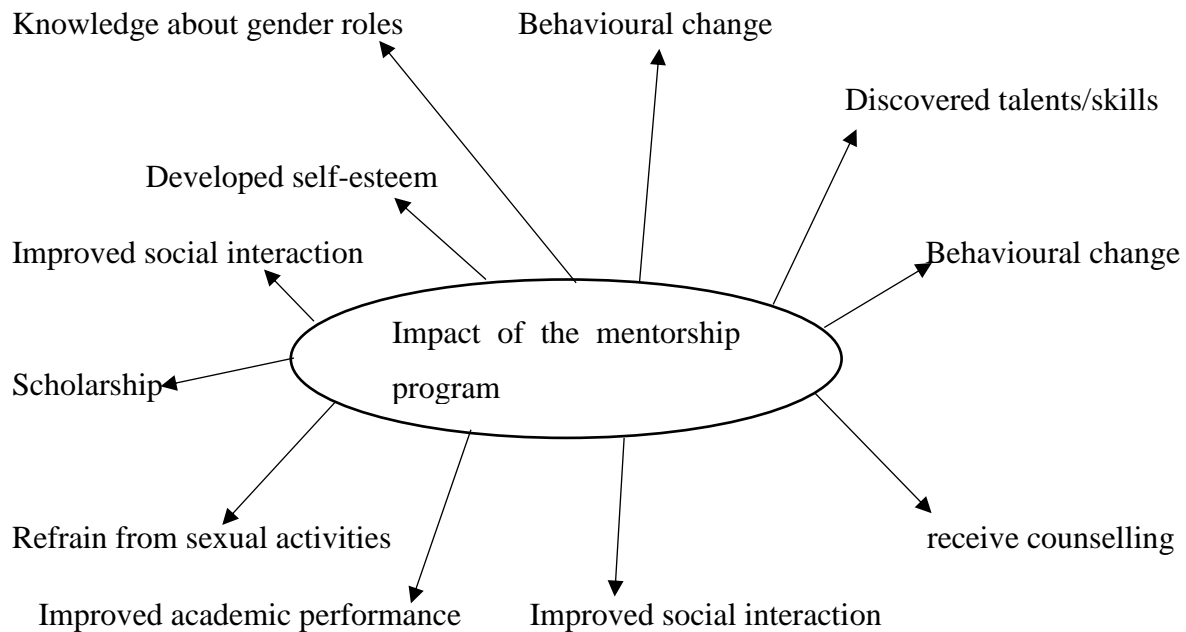


Figure 3: Impact of the mentorship program

4.5.3 User satisfaction with the Mentorship program

The respondents were generally satisfied with the mentorship program. Majority of the respondents reported that the mentorship program had helped them solve some of their problems through the various services they received, including receiving advice, motivation, scholarships, and literacy program. They further revealed that mentorship had improved their levels of self-esteem and enabled them realize that career choices were not limited by one's gender. Furthermore, some respondents indicated that the Library offered them opportunities to meet celebrities, book authors, political leaders and other important people in society.

The respondents that were on the scholarship program revealed that the program had helped them and their families access education. This in turn allowed their parents to pay for their siblings' education.

4.5 Summary

The above chapter presented the findings according to the objectives, therefore, the major findings on each objective were that 93% of the respondent visited the library regularly of which 49% visited the library daily whereas 44% visited it weekly that is twice or thrice in a week, besides these, 43% percent came to attend the reading program, 20.5% came to attend the mentorship program and 20.5% came to use computers among other services. On the other hand, 17% of the respondents improved their reading skills. Pertaining to user satisfaction 87.8% were satisfied with the library staffs' hospitality/commitment. However, 31.4% of the respondents experienced noise problem. The major findings from the interview were that the majority of the respondents visited the library on a daily and weekly basis and the programs they participated in included the reading program, mentorship program, using ICT technology, playing games, art, drama, Literacy program and watching movies. The respondents also obtained socio economic benefits such as improved reading skills, obtaining sex education, free access to computers and the internet, improved writing skills, choose a career, discover their talents, received mentorship, received counselling, do their homework, make friends, connect with family and obtained scholarship. They obtained other benefits such as personal empowerment, self-awareness, humility, adventure, technological skills, research skills, other opportunities and artistic skills. They further expressed satisfaction with the library staff hospitality/commitment, social interactions, movies, literacy programs, general environment, available books, sitting/reading space, culture and drama, Internet services, computer facilities, games/sports, art and the computer games however they faced various challenges including noise, difficulties in accessing books, no toilets, Inadequate library staff, limited time and bullying. The second part reviewed that the respondents faced various issues before undergoing the mentorship program such as drug abuse, immoral behaviour, strained relationships with families, lack of self-esteem, vulnerability to Sexually Transmitted Infections such as HIV/AIDS, ignorance/illiteracy, financial problems and had no knowledge about gender roles and gender based violence. However, the mentorship program helped them enjoy several benefits and changes such as developing high self-esteem, being able to refrain from sexual activities, receive counselling, attained improved social interaction, receive scholarship, improved academic performance, knowledge about gender roles and change in behaviour. Others had also discovered their talents and skills. The findings also reviewed that the respondents were generally satisfied with the mentorship program.

CHAPTER 5: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter discusses the findings of the study from both the questionnaires and the interview guide, then after, it will also draw the conclusion and finally the recommendations will be elaborated.

5.1 Library usage

The major finding was that the majority of the respondents visited the library either daily or weekly. Similar to an earlier study by Agosto et al (2015) where he asserts that youths use public libraries to different extents. This is because most youths are mostly interested in youth related activities such as the mentorship program and social interaction. Other services such as literacy programs are mostly utilized by children. Therefore, Lubuto Model Library is one of the most heavily used library because users frequently use it. The study also revealed that the children and the youths visited the library to access different services such as the reading program, mentorship program, computer services, playing games as well as internet services. The finding is consistent with that of a library survey conducted for the National Centre for Education Statistics in Rockville Maryland that revealed that the most popular and fairly widely used services by youths are computers, film discussion groups, homework assistance and youth advisory boards (Alessio and Buron, 2006).

5.2 Social-economic Benefits Respondents Derive from Using Lubuto Model Library

The study has revealed that apart from academic benefits, the respondents also enjoy social economic benefits by using Lubuto Model Library. It was discovered that the major socio-economic benefits users derived from using Lubuto Model Library were improved reading skills, obtaining sex education, free access to technology, improved writing skills, choosing careers, discovering talents and receiving mentorship. These services that Lubuto Model Library provides to its users have positively contributed to their well-being as the respondents learnt how to read from the library as Aabo (2005) points out that research has shown that public libraries have social and economic impact and play a role in community building. However, the social and economic contribution made by libraries usually goes unnoticed. In addition, majority of the respondents were influenced by the library to choose their life time career of which others chose their career in

medicine, artistic works, teaching, engineering, to mention but a few. This shows that Lubuto Model Library is providing life changing opportunities to children and youths to excel and choose their destiny.

The study established that the respondents further acquired other benefits such personal empowerment, self-awareness, humility, technological skills, researching skills, making opportunities and artistic skills such as singing, drama among others. Respondents are equipped with several surviving skills from Lubuto Model Library that sustain their survival in society by acquiring a vast amount of skills in different areas such as technology that enables them to operate a computer among many things. Lubuto Model Library has also provided the patrons with a better way of life in contrast to low life of beer drinking, smoking, stealing and prostitution.

Further, it was recognised that respondents learnt good morals from the library through guided leaning such as dreams programs, counselling and one to one interaction with the library staff, as a result, Lubuto Model Library has positively impacted on its users by imparting good morals and values in children and youths hence promoting good morality in society and the country at large. However, some respondents felt that the Lubuto Model Library should build more branches in other parts of the country so that other children and youths could also benefit from the services they offer. The findings of this study confirm findings made by previous researchers like Debono (2002) and Devesa (2006).

5.3 User Satisfaction Levels with Library Services

The other major findings from the study are that 87.8% of the respondents were satisfied with the Lubuto Model Library staff's hospitality and commitment while 83.7% were satisfied with social interactions among other services such as watching movies, the literacy program, general environment, available books, sitting/reading space, internet services and computer facilities among others, this shows that the Lubuto Model Library staff are specialised in handling patrons such as children and youths, they are charismatic and considerate as most respondents explained they do not encounter any difficulties with the librarians, the librarians are not harsh to them and they treat patrons like their own children as one stated "*they provide parental care to us*", this shows how competent these librarians are in provision of services similarly, Goulding (2006) in his research observes that the use of libraries by users and indeed their satisfaction with library services depend on availability of suitable materials, accommodation and competent staff in the library.

Furthermore, respondents expressed high levels of satisfaction with the social-interaction that the library facilitates. This observation clearly shows that the library provides a very good platform for respondents to interact and share their personal issues such as problems and joy. Most services provided by Lubuto Model Library are satisfactory to its patrons. This can be related to Sowole's suggestion that librarians should make maximum efforts to ensure that their library users derive the best possible benefits from the services they render: He further suggests that librarians should provide materials in support of the learning process, research and advanced study and assist the users in self-development (Sowole, 1995).

5.4 The Impact of the Mentorship Program

The findings were that the majority of the respondents knew about Lubuto Model Library through their friends and family and the respondents had been going to Lubuto for 2 years, others for as long as 7 years while others for only 3 months and also for 1 week. The study also revealed that the respondents participated in various programs such as the mentorship program, drama, art, bare feet club, Bible club, book club, counselling and reading. In addition, before the respondents started visiting the Library they were in different situations such as not being able to go to school and others lacked self-esteem, had bad behaviour, used to engage in sexual activities with little or no knowledge about HIV/AIDS, STIs and the use of condoms. Others lacked friends, respect for parents, a study place, talents, not knowing how to read, having no confidence and low self-esteem but at the same time a few of them had no problems at all.

However, the mentorship program helped them overcome these challenges as most of them had observed changes in themselves such as high self-esteem, being able to abstain and teach others about what they had learnt, being confident, had improved social interaction, change in behaviour and had attained some knowledge about HIV. The respondents had also enjoyed some benefits such as being able to socially interact, improved academic performance, being able to set goals, attained knowledge about gender roles, learnt how to properly use condoms, self-empowerment, obtained scholarships to go back to school, received counselling and developed personal hygiene. These findings are in line with a study that was conducted by Goulding (2002) as he affirmed that mentoring programs can be effective tools for enhancing the positive development of youth as mentored youths are likely to have fewer absences from school, better attitudes towards school,

fewer incidents of hitting others, less drug and alcohol use, more positive attitudes towards their elders and toward helping in general and improved relationships with their parents.

The study revealed that all the respondents were still undergoing the mentorship program and through it, they had discovered several talents and skills ranging from drama, music, poetry, art, debate, hair plaiting, modelling, writing books, mentoring others, leadership skills although others were yet to discover what they were good at. In a similar vein, Jekielek et al (2002) also established that Mentoring relationships of short duration may do more harm than good. Hence the participants participate in the program for longer periods of time. It was also established that the mentorship program had mainly taught the respondents sex education and HIV prevention. However, there were other lessons they had acquired such as self-control, self-esteem, avoiding stigmatization, how to go about their school work, confidence, disease prevention, gender-based violence, realities of life, social interaction and the use of contraceptives.

These lessons had helped them educate others, be able to avoid sexual activities, develop self-confidence, gain knowledge about STIs, respect elders, have personal hygiene, gain knowledge on sex education, improve their grammar and writing skills. A similar synthesis of experimental evaluations established that mentoring brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. The major findings of this study were that mentoring programs focused on helping children and youth with their education, social skills and relationships, prevent behavior problems such a bullying or programs aimed at reducing teen pregnancy were very effective at achieving the aims (Adeniran, 2011).

Majority of the respondents felt that counselling had provided solutions to their problems and that Lubuto Model Library helped them by giving them advise, motivating them, sponsoring some of them to school and teaching them how to read. Due to the mentorship program, all those who underwent the mentorship program felt that they could choose any ambition and even though the majority where not on scholarship, other respondents revealed that the scholarship program had helped them and their families by giving their siblings a chance to also go to school and others were able to complete school with the financial help rendered. Stricker (2002) conducted a similar research as he assessed the impact of mentoring on youths and the finding was that the participants

in the study reported improvements in all areas that were examined. These results indicated that programs such as DREAMS mentorship program were having a positive impact on youths by providing these youths with positive role models and getting them on track to further their education and ultimately better their lives. It works towards closing the gap between children of different socioeconomic backgrounds.

5.5 Challenges Users Face when Using the Library Services

The last but not the least finding to be discussed is user challenges, based on the results, a majority of 31.4% reported that the main challenge they face when using the Lubuto Model Library services is noise, this challenge is mainly faced by the youths, they stated that children make a lot of noise when they want to study hence disturbing their concentration, they said that noise is mostly perpetuated by school children from Ngwelele Primary school during school days.

In addition, the study established that toilets at this library are inadequate (no toilets), this limit user's stay in the library premises as they have to walk long distances to their homes to answer the call of nature as a result they fail to return to the library to finish their tasks.

5.6 Conclusion

The study's main objective was to evaluate the usefulness of the services offered to children and youths at Lubuto Model Library. The major findings of the study are that: a majority of respondents visited the library on a daily basis to access different services such as the reading program, mentorship program, computer services, to play games, internet services. Most respondents acquired socio-economic benefits such personal empowerment, self-awareness, humility, technological skills, researching skills, making opportunities and artistic skills such as singing, drama among others. Furthermore, respondents were satisfied with library staff's hospitality and commitment, social interactions, library service, literacy program, general environment, available books, sitting/reading space, internet services and computer facilities. However, the study established user challenges which included; noise and inadequate toilet facilities.

The major findings were that the respondents to a larger extent benefited from the mentorship program as most of them had observed changes after participating in the mentorship program as they have discovered various talents and skills such as hair plaiting, writing, drama, art, poetry,

debate and being able to mentor others as well. Further, the respondents have equally enjoyed socio- economic benefits such as learning how to interact socially, improving their academic performance, being able to set goals, attain knowledge about gender roles, learning how to properly use condoms, self-empowerment, obtaining scholarships to go back to school, receive counselling and develop personal hygiene.

5.7 Recommendations

This study recommends that:

1. The Ministry of General Education, through Zambia Library Service, and non-governmental organizations, work with Lubuto Library Partners to open up similar libraries across the country.

5.8 Summary

In summary, this chapter discussed the major findings according to the order of the objectives; these findings were that the majority of the respondents visited the library either daily or weekly. This is because most youths are mostly interested in youth related activities such as the mentorship program and social interaction. Furthermore, the study discovered that the major socio-economic benefits users derived from using Lubuto Model Library were improved reading skills, obtaining sex education, free access to technology, improved writing skills, choosing careers, discovering talents and receiving mentorship to mention but a few. In addition, this chapter further drew some recommendations, the recommendations were that the ministry of general education should honor the memorandum of understanding by honoring its agreement to replicate school libraries across the country, secondly, religious bodies, civil society organizations and non-governmental organizations should volunteer to become stable hosts of Lubuto Model Libraries and the last recommendation was that Lubuto Model Library should provide adequate toilets apart from depending on school toilets.

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Appendix 1: Research questionnaire on the evaluation of the usefulness of the services offered to children and youths at Lubuto Model Library.

Part A. Bio Data

1. What is your gender?
 - a) Male.....
 - b) Female.....
2. What is your age?
3. What Grade are you doing currently?.....

Part B. Library Usage

4. What have you come to do at the library today? Please tick where applicable.

a	Use the library computer laboratory	
b	Play	
c	Make friends	
d	Find/borrow books	
e	To read	
f	Watch a movie	
g	Escorted a friend	
h	I had nowhere else to go	
i	To learn about art and music	
j	Meet friends	
k	To use the internet	
l	Get help	
m	Others (please specify) -----	

5. How often do you usually visit the Library?
 - a) Daily
 - b) Weekly
 - c) Monthly
 - d) Rarely
6. How long do you usually stay in the library premises?
 - a) Quick visit (<30 minutes)
 - b) 30 minutes to 2 hours
 - c) Long visit (> 2 hours)

7. Which library services do you usually use?

.....

Part C. Socio-economic Benefits

From the table below, tick as many as you can

8. What benefits have you enjoyed from using Lubuto Model Library?

	It has helped me to...	Yes	No
a	Make friends		
b	Access free Internet		
c	Improve my reading skills		
d	Improve my writing skills		
e	Do my homework		
f	Obtain Scholarship		
g	Connect with my Family		
h	Access free computers		
i	Receive counselling		
j	Receive Mentorship		
l	Obtain Sex education		
m	Discover my talent/skill		
n	Choose a career(ambition)		

9. Has Lubuto Model Library helped you choose a career? A) Yes b) No

10. Are there any other benefits you have received from Lubuto Model Library as an individual apart from the ones listed above?

Part D. User satisfaction

Tick where you feel it is appropriate.

11. On average, are you satisfied with the services offered by the Lubuto Model Library?

a) Yes

b) No

12. Explain the reason for your answer in question (11)

13. Please indicate your satisfaction concerning the following:

	Satisfied	Dissatisfied
(a). Library being a good place for making friends		
(b). Available books helpful for school work		
(c). Internet services		
(d). Games/Entertainment		
(e). Reading space		
(f). Library staff		
(g). Size of the library collection		
(h). Number of computers		
(i). Arrangement of looks on the shelves		

Part E. About User Challenges

14. What problems do you face when using the Library?

.....
.....

15. Please share any comments that you have about how you feel concerning the library, what the library means to you, or what you think about it concerning the provision of services.

.....

Appendix 2: Lubuto Model Library mentorship programme interview guide

1. How old are you?.....
2. What grade are you in?.....
3. Which school are you at?.....
4. How did you get to know about Lubuto Model Library?.....
5. How long have you been coming to Lubuto Model Library?.....
6. What programs do you participate in?.....
7. Before you started coming to Lubuto, what state were you in?
.....
.....
8. What problems did you have before coming to Lubuto Model Library?
.....
9. What changes have occurred because of participating in the mentoring programme?.....
10. What benefits have you enjoyed as a result of attending the mentorship program?.....
11. Are you still in the mentorship program?
12. What talent have you discovered after undergoing the mentorship programme?
13. What skill have you discovered after undergoing the mentorship programme?
14. One of the objectives of the DREAMS mentorship programme is to raise determined, resilient, empowered, mentored and strong young women/ men. What have you learnt from the mentorship programme?
.....
.....
15. How helpful are the lessons that you have learnt from the reading program?

.....
.....

16. Do you think that counselling has provided solutions to your problems?

.....
.....

17. After being counselled, how has Lubuto Model Library helped you solve your problems?.....

.....

18. There has been a belief that there are certain careers that only boys can do and others that only girls can do. After undergoing the mentorship program, how do you feel about yourself? Do you think you can be whatever you want to be in future?

.....
.....

19. How has the scholarship programme helped you and your family?

.....
.....