

THE PROVISION OF LIBRARY SERVICES, TO PRIMARY SCHOOL GOING CHILDREN IN ZAMBIA: A CASE OF SELECTED PRIMARY SCHOOL LIBRARIES IN LUSAKA.

By

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ABSTRACT

This study investigated the provision of Library services to primary school going children in Lusaka. Nine primary schools were selected based on the availability of libraries in the schools. The study sought to identify and describe library facilities and services provided at the schools. It also investigated the qualifications of the school librarians. The study went on to investigate the challenges faced and made a few recommendations to mitigate those challenges. In carrying out the research, the schools were visited during which time, the School librarians were interviewed. In addition, physical examinations of the facilities and resources was done. The findings indicated that the library services that were offered to school going children were in the form of literature (books) fiction and non-fiction and supplementary books for different subjects, audiovisual (AV) materials. Other services included information literacy training, reading lessons and story time. The study further revealed that the librarians were all trained and their qualifications ranged from certificate to degree level in library and Information Science. The challenges faced included inadequate time allocated to library periods, insufficient budgets, and lack of library management systems among others. The study recommended that every school should have a school library, more time should be allocated to library periods, library management systems should be installed and all school librarians should possess the necessary qualifications. It further recommended that since a library is core, librarians should not fall under support staff but should be at the same level as teachers or better depending on the qualifications. In addition, the Zambia library Service should sensitize all the stakeholders on the importance of School Libraries.

KEYWORDS: School Libraries, library services, library resources, children.

1.0 INTRODUCTION

The school library seems to be taking its place as a necessary part of any modern school. From its inception, the primary school focuses on teaching foundational subjects and reading is among them. It forms the basis of gaining knowledge in the other subjects because inevitably knowledge is gained from reading various materials and texts. Pedagogy has evolved over time, it is no longer dependent on the classroom, teacher and textbook but engages the pupil to do independent work. If the curious pupil has to go beyond the classroom and the teacher, the library then becomes a necessity. However, it seems to be gaining more ground in the developed world than in the developing world. Primary or elementary education caters for children between the ages of 5 to 13 years old. In the Zambian context, these will be children from grade 1 to grade 7. Zambian children start school when they are 5 to 7 years of age and complete their primary school when they are about 11 to 13 years. In international schools, primary education goes up to year six.

1.1 BACKGROUND

1.1.1 The Role of School Libraries in Schools

The role that a school library plays in a school cannot be overemphasized. School libraries are no longer a place of four walls lined with shelves of books and a librarian to manage the circulations desk. It has evolved to providing many services such as inculcating reading and information literacy skills to children, among others. In some places, because of the diversity in the services provided, they are no longer called school libraries, but media centres. These incorporate a variety of library resources, in different formats. They have come to embrace audio visual materials as well. And instead of having a separate ICT hub, some schools now have ICT hubs forming part of the library. This enables library users access a variety of internet and e- resource materials, such as games, to enhance their educational activities.

The school library has evolved through time and even its purpose and existence has evolved. In the 1980s, Okpa (1985) in Owate and Okpa (2013, p. 1451) defined a school library of the 1980s, as "a collection of a wide variety of library materials and resources housed in each school, centrally organized by staff, professionally prepared to offer services to students and teachers that will enrich and support the educational enterprises."

Fayose (1995) defined the 1990s's library as, that part of a school where collection of books, periodicals, magazines and newspapers, films and film strips, video tapes and recordings of all types, slides, computer study kits and other information bearing resources are housed for use by teachers and pupils for learning, recreational activities, personal interest and interpersonal relationship of children in school. So while in the 1980s libraries were meant for educational purposes only, several writers allude to the fact that in the 1990s libraries could be used for recreational, personal interest and interpersonal relationships.

School libraries in the 21st century now include a wide variety of services. UNESCO's in IFLA (2015, p. 16) definition reflects this change: "a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. This physical and digital place is known by several terms (e.g., school media centre, centre for documentation and information, library resource centre, library learning commons), but School Library is the term most commonly used and applied to the facility and functions." This shows that school libraries no longer just stock traditional information resources, but seek to promote the users personal social and cultural growth. They have become more holistic in nature.

Thus the role that school libraries play can be described as being support centres for learners and teachers, a place where reading is encouraged for both curriculum and entertainment purposes, a place aimed at developing and enhancing all aspects of reading skills as well as a reading culture to children at an early age. They are places where information literacy skills can be taught, aimed at developing information literate citizens who can access and use relevant information from a maze of information resources. Additionally, they provide opportunities for research, promote users' personal social and cultural growth. They have become more holistic in nature.

1.1.2 School Libraries in Zambia

The history of school libraries in Zambia can be dated to as far back as 1951 and yet they are still not as wide spread as they should be. In 1951 there were two developments - the first was a detailed report by Barbara Mullane on the existing conditions for the establishment of libraries in the then central African territories. One of her recommendations was that Northern Rhodesia (now Zambia), should have a library system to include school libraries, children's libraries, music and art libraries, and libraries for hospitals, prisons and the blind as well as public libraries. The second was the Munali Library committee's submissions which noted the urgent need for the provision of libraries and that grants to Training institutions were to be channeled to the development of libraries in Northern Rhodesia (Zulu, 2013).

It was from there that a few school and college libraries were established country wide. Among the renown ones were Jeanes Training Centre at Chalimbana, Senga Hills Training Centre and the Barotse National School Library, currently called King George V Memorial Library. A School Library Service was eventually budgeted for in the First National Development Plan of 1966-1970, but to-date, this has not materialized. On the one hand, while there has been political-will to establish libraries, implementation has been farfetched, as currently many schools still remain without libraries. In response to the question "Do school libraries exist in Zambia?" Lungu (1973, p. 53) said: The answer oddly enough is both yes and no. In some schools they do exist, where as in others they have ceased to exist or they have never really existed at all". Unfortunately, the story is still the same 45 years.

On the other hand, various stakeholders are making strides in the development of School libraries. Examples include the Lubuto Primary Partners, a nonprofit organization based in the USA. It works with local professionals to establish libraries that are specifically meant for vulnerable children and youth. In partnerships with the host community and support from the government, the organisation has established a number of libraries in Zambia, including a Primary School Library at Ngwerere basic school (Mukonde, 2017, U.S.A embassy Zambia, 2010)

Similarly, the Zambia Library service has been making strides in the area of organizing and supporting School libraries. However, at the time of this study, its concentration was on secondary schools. This study targeted primary schools.

1.1.3 Primary school children in Zambia

Primary school children in Zambia are between the ages of five (5) to thirteen (13). They start school when they are between 5 and 7 years of age and they will be in grade seven when they are between 11 to 13 years of age. Primary school is divided into two levels. There is what is called lower primary from grade one to grade four and upper primary from grade 5 to grade 7 (Kakoma, 1984). In some international schools where the Zambian syllabus is not followed, primary school ends in year six (6).

1.1.4 Statement of the Problem

Despite the many benefits that school libraries provide such as teaching children how to read, (early literacy) inculcating a reading culture at an early age and training children on how to acquire information literacy skills, they have not been fully embraced in Zambia. This has led to later problems in the children's educational endeavors of not possessing a reading culture. Mostly students tend to read only to pass their examinations. They equally find it hard to even select and locate information for their educational activities such as writing assignments, research projects and tests. It is in this vein, that a need was felt to conduct a study on the provision of library services to primary school going children in Zambia.

1.2 Objectives

The principle objective was to investigate the provision of library services to primary school going children in Zambia. Specifically, the study aimed:

- To identify the facilities found in school libraries.
- To investigate the type of Library Resources available in the school libraries
- To investigate how the Library Resources are organized.
- To investigate how the library services are delivered.
- To find out the qualifications of the staff in the school libraries
- To investigate the challenges faced by school libraries

1.3 Significance of the Study

It is hoped that once the findings are disseminated, primary school librarians can learn from each other as well as adapt and adopt good practices. Some librarians indicated that they had on occasion visited well established school libraries to gain knowledge and good practices. Hence this paper will be of fundamental help.

It is also envisioned that policy makers from the Ministry of General Education can take measures to ensure that all primary schools prioritize the presence of libraries.

It is also hoped that the recommendations given may be used as means to mitigate the challenges faced by school libraries country wide.

2.0 LITERATURE REVIEW

2.1 Facilities found in School Libraries

Several studies have been done on school libraries though the majority have been on secondary school libraries. One notable one was done by Owate, and Okpa, (2013) when they did a study on the availability and utilization of School Library Resources in some Selected Secondary Schools (High School) in Rivers State. One of the findings revealed that school libraries were lacking in a lot of schools. They also revealed that among the 8 schools they surveyed only one of them had office space accommodation. They had some chairs and tables for sitting, catalogue cabinets plus some shelves.

2.2 Library Services provided to Children

Akanwa (2013) looked into the matter of public library services to children in Rural Areas. Some of the services she noted were in form of literature (books) extension activities, audiovisual materials and Information Telecommunication Technology. Story time is one of the services offered in most children libraries. Wagner (2010) wrote about children and story time, she argued that library story times are planned activities which enhance the understanding of sounds of spoken language and how to put words together to make sense. They help to build vocabulary, handling books and learning the conventions of written words. In addition, it equips children with listening skills.

2.3 Challenges faced by School Libraries

Rayne (1998) did a research on primary school libraries in Fiji in Nigeria one of the things that were reviewed were that, there are several factors which mitigate against establishing and maintaining school libraries. These are: insufficient funds, lack of qualified library staff, large classes, and the attitude that a school library is not a top priority.

Similarly, Nabuyanda (2011) through her master's dissertation research entitled "Factors Inhibiting Promotion of a Reading Culture: A Study of Basic School Libraries in Lusaka observed all the factors above apart from the attitude one. In addition, it was revealed that, even though the library periods were timetabled, they were underutilised because they did not have proper library programmes.

3.0 METHODOLOGY

The study was a qualitative one and very descriptive in nature because it was aimed at answering the questions how and why. It was not quantitative because it was not aimed at finding out how many schools had school libraries or how many services they offered but rather how the services were provided and why. Further, it used purposive sampling, targeting Primary schools believed to have libraries in Lusaka. Lusaka was chosen because it was very convenient. It was further picked on the basis that it has some of the best school libraries in the country.

The sample comprised Nine (9) schools, all selected on that basis, although it was later discovered that one of them had its Library closed recently due to some challenges. However, data was still collected from the school authorities on how the school library was running before it closed. The breakdown is as follows: - there were two (2) international schools, two Mission ones, 1 government and four (4) Parent Teachers Association (PTA) run schools.

Data collection was done using face to face interviews with the school librarians. Physical examination and observation of the facilities was also done in order to establish the facilities present. This data was analysed using thematic analysis where related data were categorized under themes and summaries of those themes reported.

4.0 FINDINGS AND DISCUSSION

4.1 Facilities present in School Libraries

The first objective was to establish the facilities found in school libraries. It was discovered that in all the libraries visited, some book shelves, tables and chairs were available. It was

also established that only one school library had been purpose-built and includes some offices for staff. A number of them had initially been classrooms and then converted to libraries. This is in line with Owate and Okpa (2013) who out of 8 schools surveyed only found one with a librarian's office.

With regards to size, generally, the libraries were equivalent to a classroom-size of about 6 by 5 meters squared. Some of them consisted multiple rooms, which included computer hubs for e-resources and internet services or reading rooms. Generally, the seating capacity in most cases was equivalent to the sitting capacity of an average class. This was mainly because library visits catered for, though not restricted, each child to a weekly class timetable. Only one school allocated 2 periods per week.

One library had some colorful cushions invitingly laid down on one of the corners of the floor, complementing the chairs and table in the other corner. It was explained that some young readers preferred to sit comfortably on the floor while enjoying a good book.

At least one computer was available in almost all the libraries. Where there were more computers, they ranged from five (5) to about 20. Usually these would be placed in a separate room or in one corner of the room. In other schools, it was explained that having computers in the libraries was not seen as a priority because that was supplemented by ICT laboratories. This means that in order to access internet or computer related services, children visit the ICT labs. Further it was found that there was close monitoring of the use of the internet, to avoid abuse. Some Libraries also stocked Television sets used to view Digital Satellite Television (DSTV) educational programmes or some Digital Versatile Discs/ Digital Video Discs (DVDs) They subscribed to Multichoice Zambia for DSTV. Others had Liquid Crystal Display (LCD) projectors to show their videos projected on whiteboards.

4.2 The Type of Library Resources available in School Libraries

The type of Library Resources found were mainly fiction and nonfiction books used mainly to inculcate a reading culture among pupils. Where reading lessons were provided, library staff, stocked and used library resources such as the Oxford Reading Tree which is from stage 1 to stage 17 in multiple quantities. Some used the Ladybird Key Words Reading Scheme (Peter and Jane) which is from levels 1 to 12. Some of the libraries had audio visual (AV) material mainly in form of DVDs, some of them being complimentary material (part of book sets).

The findings revealed that subject textbooks were hardly stocked. It was explained that textbooks were kept by the teachers in the classroom cabinets. Instead, what they stocked were supplementary books to enhance learning. One librarian said "If for example they learn about Egypt in class, the children are given books about Egypt to read."

With regards reference sources, there were mainly two types found. These were encyclopedias and dictionaries. A few atlases were found in some libraries. It seems that reference sources were not really a priority.

4.3 Collection Development, Organization and Marketing of Library Resources

The study found that in libraries that had good collections, acquisition of the resources was mainly done through purchases, while donations was the most common method of acquisition for those with average collections. One librarian said they used to get donations from BookAid, though they had not received new titles recently. Those that purchased materials used international sources such as Mallory and local bookstores like Book world, Grey Matter and the catholic book shop. The one who used Mallory said that it was used because it finds the cheapest sources for its clients.

Some libraries had a regular budget set aside for the acquisition of resources, while others did not. In almost all the cases, the purchasing was done by the management of the School and not the librarian.

Among the schools visited only one of them had a collection Development Policy. Recommendations to purchase the books were done by the librarians and teachers. In one library though, it was found that children were also encouraged to make recommendations. They had a notice board for children to use sticky notes for their recommendations. Once the book is purchased, the recommender is then informed.

The library resources were mainly organized using Dewey Classification Scheme (DDC) classification scheme. Also used were in-house classification schemes, where materials were classified according to the subject areas or Alphabetical order. Most of the shelves were labeled, making retrieval of the resources easier. Very few libraries had functioning catalogues. The ones noted were the Browne/Card System. In one exceptional school, there was an online public Access Catalogue (OPAC) running.

There were a few libraries that were automated. Among them, some used an information system which was used for the whole school administration but certain modules for the library were missing. Examples include Academic Information Management system and Education Administration. Librarians who used them stated that they were not very helpful as some of them lacked certain components found in dedicated Library Management Systems. Two libraries were found to be using dedicated Library Management systems, one called "Cadolmel (Library Gold)" used maintain bibliographic details of the resources, circulations records as well as library users, who can be sorted by class.; another is called "Destiny", a web-based Library Management system useful in maintaining an inventory of library resources and has an OPAC that with potential for innovative interaction between users and the collection. One school was trying to come up with an In-house system at the time of the visit.

The study also found that most libraries market their resources by means of displays, notice boards and data boards. Some used the library periods to alert their users to new materials or get support from the teachers to make announcements in their classes, while others take advantage of the school's weekly Assemblies to do so. Interestingly, it was also found that a WhatsApp group for parents at one of the schools was also used to communicate information concerning new library resources to parents, who in turn informed their children.

4.4 The delivery of the Library Services

4.4.1 Allocated Time and lending services

It was found that the libraries' operational hours ran concurrently with the school hours i.e. the times that the schools were open for classes, for example 07 hours to 16 hours on a full day (Monday to Thursdays) and 07 hours to 13 hours on half days, (such as Thursdays or Fridays in some schools). The study made an interesting discovery of a school library that stayed open even during the school holidays, operating on weekdays.

The weekly timetabled library periods ranged from 35 to 50 minutes, with Librarians indicating that the time allocated was hardly ever enough to allow for loaning of material as well as other planned activities. In order to mitigate this challenge, Librarians allowed the pupils to borrow or return books outside time tabled hours, such as just before classes commence, during break and lunch times respectively. This however was not always convenient for the Librarians.

Some libraries allowed users to borrow resources for a maximum of a week, nevertheless, pupils were free to change before that period elapsed. However, it was brought to light that some librarians were not able to offer lending services due to a number of challenges, among them increased lost or damaged books. As one Librarian explained: "at this age, they are vei-y immature; they come back with all sorts of stories, like teacher I had the book at lunch time, it was in my bag, but then I didn't find it, I don't know who took it. Or teacher there was a cousin who came home during the weekend for a sleep over. She was reading the book. I think she went with it." That is how she stopped the service because the school had no policy to recover the lost books. She said "how can you ask a parent to buy a book they have never seen?" Some librarians reported mitigating these challenges by charging users (in effect their parents) for lost or damaged materials. This ensured that all lost books or damaged were replaced. This practice is easier done in schools which allow for security deposits to be made.

4.4.2 Reading Lessons

The study found that not all libraries offered reading lessons to pupils as it was deemed as the sole responsibility of the teachers. A librarian at one such school indicated that, that was the reason for not allowing children below grade 2 or 3 from accessing the library. One librarian explained that "by that age (above grade 3) the children know how to read with just a few with problems." One librarian indicated that the school even had a teacher employed to do reading lessons, whose sole focus was literacy.

Nevertheless, Librarians who provided reading lessons to pupils reported following a particular reading system. Three (3) Librarians reported using the Oxford Reading Tree, a reading scheme that has 17 levels, each with a variety of titles. It allows young readers to read books at their own pace within each level and then they are then assessed before progressing to the next level. Because it is individualised, one Librarian said that "you would find maybe a grade 5 pupil is way ahead of a grade 6 or even a grade 7 child." The reading scheme comes with guides for the teacher or librarian.

Another Librarian indicated using the Accelerated Reader Scheme. It is a computer-based program that is used to monitor reading practice and progress. The program has more than 150,000 titles to choose from on its Book Finder list, with each level given a particular colour code. Based on a set criterion, a reader is assigned a specific range of books to choose from, encouraged to read for at least 30 min daily and quizzed after finishing each book. They are quizzed again at the end of each level. Teachers use these quizzes to track each student's progress as well as to set suitable goals for each reader.

Other librarians used the Ladybird Key Words with Peter and Jane reading scheme, which has 12 levels with a variety of books at each level. This scheme gradually introduces and repeats words that are most frequently used in the English language. The idea behind this is that by teaching young readers these key words enables them to recognize them on sight and understand sentences more easily. The scheme does not have a formal assessment, once the child is able to successfully read the books in that level, he/she progresses to the next level.

The Librarians who reported using Oxford also indicated that they taught expressions, pronunciations and comprehensions as well as how to do a book review. One of the libraries even had separate reading rooms, one for lower levels and another for the higher reading levels. Teaching comprehension was common even among those who didn't teach reading, while Book Reviewing was reported by two (2) Librarians. One of them attested to having made an in-house reviewing form for the children to follow. While some Librarians did not specifically state that they taught expressions and pronunciations, chances are that they also do.

4.4.3 Information Literacy

The study also found that Informational literacy skills were taught across all the libraries visited with the only differences being in the level of depth and teaching styles. For some, just orientation was enough while for others it was fully fledged. One of the librarians actually said it was her main area of service delivery. They teach "How to conduct themselves in the library," "research skills", how to use the DDC, how to find information in the books using the table of contents and the index, how to follow the labelled sections of the library among other things.

One Librarian said "I am an information Literacy Specialist" she explained that her role was to equip the children with information literacy skills. She reported using in-house teaching scheme of work adapted from the information Literacy Standards and revised annually to keep abreast with current trends. Her focus is on the searching and using of information resources. For instance, children are taught how to search and locate information in the library, the various ethical issues such as how to avoid plagiarism, copyright issues, citation and referencing. She does this in an age-appropriate manner and then empathizes specific research skills for grades 5 and 6.

Another Librarian reported using in-house schemes of work that teach the basics of book care, different parts of story such as characters, themes, plots in fiction books for younger children, while introducing grade 4s onwards to the DDC classification scheme. For those in grade 6, the Librarian said that she teaches them how to research using different reference

sources such as encyclopedias, stating: "I give them a topic to find information using the different sources and they make PowerPoint presentations of their results." Additionally, two children every week in grades 4 to 6 were given a chance to be librarian during their weekly library periods. This kept the children interested in library activities and encouraged them to be more interactive.

4.4.4 Audio-visual services

Audio visual materials were present in almost all the libraries as earlier alluded to. These were mainly in form of DVDs. Some story books also come with accompanying DVDs. Some Librarians reported that instead of making the children read, they sometimes played videos of fairytales like Cinderella, or YouTube videos that teach library skills among other lessons. A Librarian reported that her school had subscribed to DSTV and so the children get to watch educational content on one of the channels.

The use of Audio visual materials in libraries is important as they stimulate the interest of the learners, they help them to better understand the lessons and make it easier to remember. It makes the learning process for the children much more exciting, as stated by Yazar and Arifoglu (2012, p. 304)

Audio-visual aids in education are very important in that they make learning permanent. The more senses these aids include, the more permanent and qualified learning is. Thus, in choosing the educational aids to be used, aids which will switch on the child's audio visual senses should be chosen. A great number of researches have shown that people remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 80% of what they see, hear and tell and 90% of what they see, hear, touch and tell. The development in the child's basic skills include his being aware of the differences around by using senses of seeing, hearing, touching, smelling and tasting.

4.4.5 Story time

This was common in all the libraries except one, where the Librarian indicated that her focus was on Information Literacy. During story time, one of three things happen: either the librarian reads to the class, or one of the pupils reads to the class, or if the books are enough to go round, everybody reads aloud together. A discussion then follows to gauge the pupils' comprehension and lessons learnt as well as to highlight any new words. The librarians also pick a few words and ask the children to spell them.

Individual reading in silence is equally promoted in order to gauge concentration and understanding. Children are meant to read silently. This is where you see "which minds are not present, you will find one touching her shoes and another peeping at the friend's book" to use the words of one of the librarians. "This gives an opportunity for the librarian to know whether the children know what they are doing or they are just bored" she went on to say.

4.4.6 Qualifications of the Library' Staff

All the Libraries visited had trained librarians except one, the majority being Degree holders and a few with diplomas and only one with a certificate in Library and information science. Only one library was reported to be run by teachers on rotation and eventually had to close to make room for a new teacher who had no accommodation.

The fact that all but one library were manned by qualified professionals was encouraging because trained librarians understand the value of the library and they are very conversant with the running of the libraries. This presents a different case from Nabuyanda (2011) who found that most school libraries were run by unqualified staff. This however, may have something to do with the methodologies, because while her sample had been random selection, this study was purposive because it targeted schools which were deemed to have functional and well established libraries in place.

4.4.7 Challenges faced by school Libraries

One of the challenges which was common among all the libraries was that time allocated to library periods was inadequate. The periods ranged from 35 to 50 minutes in a week. The other challenge was that most of them were not automated. Even the ones which were automated had some modules missing. Schools administrators expected the librarians to use the general education administration information systems which lacked certain modules like circulations. In most schools, the librarian was alone without an assistant. "There is too much work" confessed one librarian. Another challenge was that sometimes the materials such as tape and glue for processing of books or mending books were not bought on time. Another challenge was insufficient budget for library materials, with one Librarian saying she ended up exceeding the budget allocation, pointing to lack of prioritization by school administrators. The study also concluded that in some schools the library is not a priority because the school opted to close the library to pave way for a teacher to be accommodated.

5.0 CONCLUSION

The first objective was to look at the facilities that were found in school libraries. Most school libraries were not purpose built and they were initially classrooms and then converted to libraries. Some had multiple rooms which included reading rooms and computer hubs. There were some book shelves tables and chairs. Television sets and a projector in one library. The library resources included fiction and nonfiction books, a few reference materials in some schools and specific reading scheme titles like the Oxford reading Tree, the Accelerated reader and Lady Bird titles. Some libraries provided lending services usually for a period of one week whereas some had no such services. Infonnadon literacy skills were also taught. Among the challenges was the attitude of not prioritizing the school library by School administrators, inadequate library periods, insufficient budgets, the lack of library assistants, and the damage of books especially by younger children among others.



5.1 RECOMMENDATIONS

- The Ministry of General Education should make it mandatory for every school to own a library with an office space for the librarian.
- The Ministry of General Education should further ensure that every School Library should be run by trained Librarians who should not fall under support staff but should be at the same level as teachers or better depending on their qualifications.
- School managers should ensure that Library periods are increased to at least one hour.

- School Librarians should ensure that automation of the Libraries should not be an option. Proper library systems should be installed especially that even open source ones are available.
- The School librarians should consider stocking a *few* textbooks at short loan to use within the library even though the bulk of them are kept by the teachers in the classrooms.
- School Managers should ensure that budget allocations should be adequate to ensure the smooth running of the libraries.
- The Zambia Library Service should sensitize various stakeholders on the importance of School libraries.

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