

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL EDUCATION**  
**DEPT. OF LIBRARY AND INFORMATION STUDIES**

**TOPIC:** EVALUATION OF THE EFFECTIVENESS OF SCHOOL LIBRARY IN IMPROVING  
THE READING CULTURE AMONG SCHOOL GOING PUPILS: A CASE STUDY OF KAMWALA  
HIGH SCHOOL IN LUSAKA.

LIS 422 (RESEARCH IN DEVELOPMENT INFORMATION SYSTEMS AND  
SERVICES)  
RESEARCH REPORT

SUBMITTED BY:  
**KOLE VINCENT**  
(COMPUTER #: 21085510)

SUPERVISOR: Mr. WALUSIKU, L.  
COORDINATOR: MR HAMOOYA, C

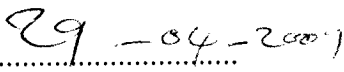
This research report is submitted in partial fulfillment of the requirement for the award of the Degree of  
Bachelor of Arts with Library and Information Studies.

DECLARATION

I wish to declare that the work contained in the report is purely out of my own intellectual efforts and that all works consulted have been fully acknowledged.

Signed:  .....

Vincent kole (Researcher)

Date:  .....

Signed: .....

Mr. Walusiku, L (Supervisor)

Date: .....

Signed: .....

Mr. Hamooya, C (Coordinator)

Date: .....

## DEDICATION

I would like to dedicate this work to my God; for seeing me through this far in my life, mum and dad; I love you so much, my siblings; you guys are just great, my nephews and nieces you give me reason to work hard.

## **ACKNOWLEDGEMENTS**

This work would not have been successful without the help of the following people who rendered their support and encouragement to me during the time I was conducting my research. Firstly I would like to thank my lecturer Mr. Hamooya all the effort put in from the time I embarked on this project, my supervisor Mr. Walusiku for the guidance, my colleagues in particular Brian, Terence, Geoffrey and Masausto for all your contributions. I would also like to thank the entire staff of Kamwala High School especially the Deputy Head and the Librarian for their hospitality and for allowing me to conduct my research from their school. Finally I would like to thank my family for their morale, financial and material support they rendered to me and all those I may have left out your contributions are very much appreciated. Thank you.

## ABSTRACT

Reading is an essential part in today's education system. The library is also seen as housing vast knowledge that need to be read by any one. The essence of this research is to evaluate the effectiveness of school libraries in promoting good reading culture and academic performance among school going pupils in particular, Kamwala High School pupils. The research adopted a non- experimental design which was descriptive in nature. 70 grade twelve pupils were selected as part of the sample systematically. From the data collected, the analysis revealed that the school library did not stock reading materials that interest them to read. As a result the main source of reading materials for pupils at this school was from their friends. The study also revealed that there was a close correlation between reading and academic performance because almost half of those who read from the library said that their academic performance had improved. Additionally sex was found to have an impact on the reading culture as female pupils tend to read more from the library than their male counterparts. It was also revealed that the most effective mode of information provision for the pupils was restrictive reading within the confinement of the library. The attitudes of the teachers were also found to be not so good towards the library as most pupils said that their teachers never gave them work to research from the library.

In view of these findings, the study recommends that library services should be extended even in holidays, also that the library should conduct an information needs assessment for the pupils so that it can acquire materials that will be useful to the pupils. Other recommendations made are that the book clubs should be strengthened as they are a good mode through which pupils can be encouraged to read more often, management to introduce compulsory computer lessons to enable pupils access materials from the internet and the library to allocate more time to each class for library research on topics of their interest. From the findings the study concluded that the library at Kamwala High School did not at all improve the reading culture of pupils reason being that the collection did not match up with the needs of the users (pupils).

## TABLE OF CONTENT

### CHAPTER 1

1.0	Introduction-----	1
1.1	Background of Kamwala High School-----	2
1.2	Mission Statement-----	2
1.3	Organization Structure -----	2
1.4	Statement of the Problem -----	3
1.5	Research Objectives -----	3
1.5.1	General objectives -----	3
1.5.2	Specific Objectives -----	3
1.6	Background Information about target Population -----	4
1.7	Justification of the Study -----	4

### CHAPTER 2

2.0	Review of Literature -----	6
-----	----------------------------	---

### CHAPTER 3

3.0	Research Methodology -----	11
3.1	Type of Study -----	11
3.2	Target Population -----	11
3.3	Sample size, selection and Procedure -----	11
3.4	Data Collection-----	12
3.5	Data Analysis-----	12
3.6	Ethical -----	13
3.7	Limitations of the Study-----	13

### CHAPTER 4

4.0	Presenting of finding -----	14
4.1	Background information -----	14
4.2	Knowledge, Awareness and Accessibility of information from the school library-----	14
4.3	Attitudes in terms of reading the collection-----	15
4.4	Attitudes of reading at school and outside School-----	16

4.5 Good reading culture and academic performance-----16

4.6 Relationship between sex and reading culture-----17

4.7 Effectiveness of mode of information provision at the school -----17

4.8 Teachers attitudes towards the library -----18

CHAPTER 5

5.0 Discussion -----19

5.1 Background information -----19

5.2 Knowledge, Awareness and Accessibility of information from the school library -----19

5.3 Attitudes in terms of reading the collection-----20

5.4 Attitudes of reading at school and outside School -----21

5.5 Good reading culture and academic performance-----21

5.6 Relationship between sex and reading culture-----22

5.7 Effectiveness of mode of information provision at the school -----22

5.8 Teachers attitudes towards the library -----23

5.9 Recommendations -----23

Conclusion -----24

References-----25

## CHAPTER 1

### 1.0 Introduction

Information is an indispensable commodity in human life. Thus humans can not have an educated society without information. Information is a necessary ingredient in all sectors such as education, health, economic and so on. For all of these sectors to perform to their maximum standards, the utilisation of information is inevitable for planning and decision making process. Our main area of concern is the role of school libraries in improving the reading culture of pupils.

Pupils like other people involved in the entire education system require information that is accurate, complete and relevant to their studies and survival. The availability of such information is the key to having a well informed generation of school going pupils with a reputable reading culture. It is thus believed that the school libraries are but one of the institutions that contain vast information required by both teachers and pupils. But the question that is asked is how far school libraries go in helping to improve the reading culture of pupils. From the foregoing it can be seen that effective education provision would not be attained without proper libraries or media for distribution of information.

Information found in the school library can be used by both pupils and teachers together with curricular developers in their daily operations. Teachers can get information from the library which in turn they may relay to pupils, at the same time pupils may go to the library research more on what they have been taught by their teachers. Thus proper information provision can help to build a good education system in Zambia.

In today's society where there is an information explosion, it is important that school libraries are given the much needed financial assistance that they deserve. As Walter Stone claims, the changed nature of modern society (created by the burst of technology, a world wide explosion of population, etc) is changing educational goals rapidly. In recent years we have established some wholly new emphasis in teaching. The changed objectives are also reflected in the teaching methods e.g. the current shift away from teacher centred presentations towards self paced learning, as well as in the



places chosen to carry forward the learning process. From this it can be seen that school libraries actually can be the key to promoting information utilisation as well as a good reading culture among the youth of today in Zambia.

### **1.1 Background of Kamwala High School**

The construction of Kamwala high school was started in 1959 under the federal government. It was originally built to cater for the Asian and Coloured community as the site on which the school stands was chosen for its proximity to the housing area occupied predominantly by the Asian population. The school began operations in May 1961, comprising of 120 pupils and nine staff. By the end of 1964 there were 472 pupils and about 35 staff members.

Over the years the school has undergone a lot of transformation which has seen it diverging from its initial objective of offering education to the Asian and Coloured population to admitting black Zambians as well. As a matter of fact the school has a total number of 78 members of staff and 1,242 pupils, of which almost all of them are black Zambians. But this does not mean that the school has lost its initial objective it was set out to meet which is to provide quality education to pupils in line with the government policy of education. This is also emphasised in the school's mission statement.

### **1.2 Mission statement**

To offer quality education and encourage pupils to become dignified adults with a sound sense of esteem in the diverse world.

### **1.3 Organisational structure**

The school is headed by the head teacher followed by his deputy. There are different departments hence the heads of departments follow the deputy head teacher. This level also includes the careers and guidance master and the librarian. The next in the line are the senior teachers followed by teachers and at the bottom of the structure there is the office orderly and the caretaker together with the security guard.

#### **1.4 Statement of the problem**

Pupils reading culture in Zambian schools has continued to decline. One such school is Kamwala high school. The schools' librarian attested to this by saying that the pupils reading culture is not as good. The problem of a poor reading culture is that pupils' performances tend to be very low. This is usually manifested in the poor grades obtained by pupils especially those in the examination classes. Despite the school recording an average pass rate of 86% since the year 2000 the percentage of pupils with grades above 50% in each subject averages to only 30%.

Due to bad reading culture pupils tend not to be abreast with what is happening around them and society at large, since teachers do not and can not give them all that they need to know. Eventually pupils end to be ignorant on various issues such as social, political, economic and environmental in that its rare that pupils can pick up even a newspaper and even read a paragraph. Because of this its rare that they even could enter a bookstore to look or even possibly buy a book.

Furthermore its these pupils who are expected to go into higher learning institutions and consequently become policy makers, but with a poor reading culture it would be impossible for them to come up with new researches and to formulate good policies. Thus the need to evaluate existing institutions that could help in improving the reading culture.

#### **1.5 Research objectives**

##### **1.5.1 General objective:**

To evaluate the effectiveness of Kamwala high school library in the provision of information by improving pupils reading culture and academic performance.

##### **1.5.2 Specific objectives**

- To establish whether the school library's collection does entice the pupils to read.
- To investigate the attitudes of pupils towards reading both from inside and out side school

- To establish the relationship between a good reading culture and academic performance
- To find out if gender has an impact on the reading culture
- To determine if the mode of information provision is effective at Kamwala High School
- To determine teachers attitudes towards the school library.

### **1.6 Background information about the target population**

Most of the pupils are from low to medium economic family status, thus there perception of things differ. The school is characterised by pupils whose families' economic income is either from the formal sector (civil servants or public sector) and or informal sector (self employed). Therefore; these pupils do not usually have the privilege of their parents or guardians afford to buy them books and other information resources such as the internet. As a result they mostly depend on the information that the school provides to them through the classroom and books from the school library.

### **1.7 Justification for the study**

The significance of this study is that the findings would be of benefit to the pupils and the school managers as it would be a basis for deciding whether the school library is a necessary component in the institution or not. Thus it will help both school managers and government policy makers particularly those in the ministry of education to come up with good policies with regard to school libraries. The study will be carried out because there is quite very little that has been written on the effectiveness of the school libraries in providing information to pupils in Zambia.

The findings of this research, will as such, be contributing to the existing body of knowledge. Thereby it will improve the prevailing situation at the school as far as information provision is concerned. It is also perceived that the finding s will bring about positive changes to the way the school system at Kamwala High provides information which will help to mode its pupils into better citizens.

It is also anticipated that the findings would also help other schools which do not have school libraries or those that have but are in the same situation as Kamwala high school as at now. Thus it will be a step further for both pupils and teachers in utilizing the information provided through school libraries.

## CHAPTER 2

### 2.0 Literature Review

The goal of an educational programme, in any school should give form, substance and direction. In order to achieve this goal it is important to design and implement an effective school library programme, whose services must be synchronised with the curricular and personal needs of the pupils and teachers. (Ontario Ministry of Education; 1982)

The above is what shapes the definition of a school library. This highlights the different philosophies of different schools which consequently lead to the different many definitions of a school library. Hence prior to giving a working definition of a school library for the research, perhaps it is important to reveal one or two philosophies.

According to Walter Stone (1963) the philosophy of a school library is based on two points; (1) To put at the disposal of the teaching faculty all media technology, services and systems which will enhance the effective communication of ideas in a pre-programmed phase of learning; and (2) To put at the disposal of the student all the media technology, services and systems which will enhance the effective communication of ideas in a self programmed phase of learning.

Another interesting philosophy is that given by the Prince Edward Island Schools P.E.I (1990) that, all students will have access to a variety of learning activities that will serve their educational, informational and recreational needs, interests and abilities. The student will be provided with opportunities to develop and strengthen their knowledge, skills and attitudes, as valued members of society. These opportunities will encourage and allow the students to grow intellectually and personally.

The third philosophy is that of Alice Lohrer and that is, to give each student an unexcelled opportunity to grow according to his needs, interests, and abilities in academic achievement, social poise, worthy use of leisure time, vocational preparation, responsible citizenship, and physical development. Thus she defined a

school library as an instructional materials centre where a variety of materials and media are made available to enrich the curriculum, to challenge the students, to provide recreational opportunities and facilitate student use of every medium. This is going to be the working definition for the purposes of this research.

In order to effectively evaluate the effectiveness of school library in promoting academic and good reading culture among pupils, it is important to understand the goals, the role and the functions of the school library.

According to the American Library Association (1988), a major goal of education is to develop students who are informed, self-directed and discriminating learners. To be effective citizens in a society rich in information, students need to learn skills which will allow them to locate and select appropriate information to analyze that information critically and use it wisely. Research has demonstrated that the good school library has been identified as the agency which, by planning an effective match of its programs to the educational objectives of the school, can make vital contribution to education.

Furthermore the Nova Scotia School Library Association (1987) claims that the school library should be the focal point of the school, and should reflect the philosophy of the school, through its displays, nature of its collections and the services it offers. The library should provide pupils with opportunities- to gain skills needed to be independent learning and problem solving –to become skilful and competent in using a variety of learning resources efficiently and purposefully-to develop literacy through viewing listening and reading and to develop a life long interest in reading.

Use of the school library should be emphasized, in order for students to check on answers to issues raised in class, to complete assigned work, or to browse, read, listen or view the resources. The library should be a busy, active place where students feel comfortable and know how to make the best use of the learning materials available to them.

Thus the relationship of the school library in a school is expressed by Harold Howe the former U.S. Commissioner of Education as: What a school thinks about its library is a measure of what it feels about education. The school which thinks of education as something it does to students will have a small, attractive, well-patrolled and unused library. The school which thinks of education as something it helps students do for themselves will have a large active busy library in which all students are moving about, learning from books and from each other, and creating an atmosphere of people in pursuit of something.

In this era of information explosion, it is essential that the library provides high quality individualised learning opportunities to make students to develop skills necessary to locate, organise, analyse, interpret, evaluate and apply information, objectively, critically and independently to the problems that arise in their school studies as well as those they encounter in their daily lives.

The functions of the school library resource centre should be to provide adequate functional facilities for use by students and teachers, either individually, in small groups or by entire classes- to assist in the selection of learning materials, to complement, support and enrich instructors and learning- to store materials in an accessible, convenient way for students and teachers to use, to advise teachers and guide teachers and students in using the materials facilities and equipment properly- to maintain the efficient circulation of materials, on serving maximum utilisation and availability of materials and equipment- to communicate with outside sources for loans and to be responsible for the maintenance and repair of resources and equipment. The school library should also play a vital role in the school's program of curriculum planning and development (Barre J M 1975).

It has been argued that resource based learning is an ideal means of fulfilling the goals of the school and the library. It refers to planned educational programs that actively involve students in the meaningful use of a wide range of print and non print and human resources. Resource based programs can not be successful, however, unless students first master learning and research skills necessary to use materials effectively. This assertion is according to Branscombe et al (1977)

Instruction in learning skills is integrated with all aspects of the curriculum and taught together by the classroom teacher and the librarian or teacher librarian as it may be the case. The direction of teaching and learning focuses increasingly on learning how to learn, so that students have the necessary motivation and the skills to examine their own environment, evaluate it and perhaps even reform it. This should be the basic principle of education and learning in whole (Canadian School Library Association, 1989)

Any useful activity requires time, energy and planning, and the school library should be no exception. The focus of the activities should be on learning, not just teaching! Learning will be more meaningful when it is motivated by need or interest (Austrom et al, 1989). A student will remember what he learns about using resources of the library, if it is relevant to an assignment, a project or an interest he or she is exploring. Students experienced in using appropriate learning skills in the school library could then be introduced to and encouraged to seek out learning resources from outside the school.

Thus it has also been argued that the success of the school library will depend upon the support from the school administrators, boards where they exist and the teaching staff. These people share a common bond to provide successful learning experiences for students. Each of these partners will bring particular skills, knowledge and responsibilities to the educational enterprise. The partners will need to know and respect each others skills, philosophies of education and responsibilities (Austrom et al, 1986)

According to Loertscher D V (1988), financing is also a very critical part of any school library to perform to expected standards. As it has been argued that, the overall services a school library should provide are dependant upon the provision of personnel, learning materials and equipment, adequate facilities and the means of getting resources and students through external services. The provision of these four interlocking elements depends upon financing.

The effectiveness of the school library will depend, in part, upon the amount of time allocation, to the librarian (or teacher-librarian), and the librarian's (or teacher-



librarian) qualifications. The librarian should demonstrate excellence in teaching individuals and groups, ensuring a commitment to provide activities that meet the needs of exceptional (handicapped and gifted), students as well as the others (Martin, Betty and Ben Carson)

Thus the librarian should have self confidence as an educator, and must be an innovative and enthusiastic member of the teaching staff. The positive image that the librarian projects, can influence the staff attitudes towards developing a working partnership. It is important for the librarian to articulate clearly the unique contribution that can be made to the learning activities of the school (Lundin Roy 1983).

According to Karen Jolliemore (1990), as support increases, more effective programs will be developed. As programs expand, the impact of material-based learning on students will be more pronounced. As a result the library should have material to support the subject teaching of the curriculum, promote a general interest in reading, on the part of the student and facilitate resource-based learning. A responsibility should become apparent to purchase or manufacture a variety of items which can be used and recombined in ways that suit the changing requirements of the curricula, and serve a variety of different needs and abilities of people involved.

The physical provisions of the school library could be the most important factor controlling the nature of the total programme. Individuals or groups using the facilities will be in need of pleasant facilities, optimum conditions to carry on their work, and technical assistance. Unless there is adequate space, unless the furniture and equipment are functional and arranged for easy accessibility to the user, unless provision is made for freedom of movement and flexibility, maximum service will never be realized. Thereby the breeding of a generation of pupils with very bad attitudes towards learning and reading in general will be the norm of the day.

## CHAPTER 3

### 3.0 Research methodology

The study was carried out at Kamwala High School in Lusaka district. This was because the library which was the conduit for providing information to pupils at this school was housed at the same school. Therefore the targeted population was selected from this school because it was the one that had been identified to have the problem that has been stated above. But the findings would be applicable to any education system especially government schools with similar characteristics as Kamwala high school in Zambia.

### 3.1 Type of study

The research adopted a non-experimental design because it was undertaken in an uncontrolled natural environment. The study was also a descriptive one since it involved the systematic collection, analysis and presentation of the findings. Furthermore, the findings have been generalized to the entire student population at Kamwala High School.

### 3.2 Target population

The target population was the pupils in the examination classes, that is, the grade twelve. Also the school librarian to give just an insight of how he/she viewed the attitudes of the pupils towards reading based on her observations.

### 3.3 Sample size

A systematic sampling design was used to select a sample size of 70 students. The justification of using this method was that, the respondents in the sampling frame were not serially numbered. It was believed that of the ten classes of the grade twelve, there are 35 pupils on average in each class, thus the sampling interval will be found by;

Let  $A=xy$

Where  $A$  = average number of pupils in the sampling frame, in this case 350 ( $10 \times 35$ ),

$x$  = the sample size that is 70.

Therefore the sampling interval  $y$  is calculated as:

$$\begin{aligned}
 y &= A/x \\
 &= 350/70 \\
 &= 5
 \end{aligned}$$

Therefore the first respondent was randomly selected from the class register. Then the sampling interval  $y$  was applied by adding it to each selected respondent until the required number was reached per class. The sample was also equally represented in terms of male female, since the school is a co-education system, thus the study was also gender sensitive.

### 3.4 Data collection

An interview method type of data collection was used to collect data. This method was reliable as it ensured that the data collected was of high quality as the interviewer was able to explain the questions to the respondents where they did not seem to understand. It also ensured that the data collected was valid as it enabled the researcher to be sure that the data was obtained from the actual respondents sampled.

The research instrument used to collect the primary data was a questionnaire. Most of the questions were closed ended as they only required short pre-determined responses. As for school librarian, an interview with not more than five questions was used.

### 3.5 Data analysis

A computer program called Statistical Package for Social Sciences (SPSS) was used to facilitate the analysis of the data which was collected. Research instrument (questionnaire) was checked for consistency and accuracy prior to coding of the data collected. The data was entered into the computer using Microsoft Excel, a spreadsheet software package. Then the data was exported to SPSS via a data entry syntax for analysis. Frequency tables and cross tabulations were produced using the same SPSS. The frequency tables and cross-tabulations were used because they facilitate the easy interpretation of the findings.

As for the school librarian, a qualitative analysis was used and the findings were incorporated in the discussion. Since the main purpose was to find out from the librarian his/ her perception on the topic which was being researched on.

### **3.6 Ethical consideration**

Due to the nature of the topic, the respondents were assured that the information that was collected from them was going to be treated with the highest confidentiality as the study was purely academic. Furthermore the school administration was be notified in advance since the information which was collected them especially that the research was to be done at their premises.

### **3.7 Limitations of Study**

One of the major limitations faced was non existence of literature related to my study that's within the country hence this led to using most of the studies done in other countries which was more close to the topic of my research.

In addition, though the sampling form was found so as to do systematic sampling. The individuals who were interviewed were not randomly picked but it was just at the discretion of school authority since they did not allow me to sample from all the classes but only two.

A large sample size would have been very ideal and much more representative of the whole population at Kamwala High School. However, due to time and resource limitation, a sample size of seventy (70), people equivalent to two classes was used to be representative of the whole population.

CHAPTER 4

4.0 PRESENTATION OF RESEARCH FINDINGS AND DATA ANALYSIS

This chapter presents the findings of the study in line with research objectives. Some information on certain characteristics has been presented in a frequency table while the other findings have been presented in cross tabulation tables.

4.1 Background information of respondents

The composition of the sample was from Kamwala High School which consisted of grade twelve pupils from the same school. The sample consisted of 70 respondents who were randomly selected, 35 male and 35 female. The age distribution of this sample was between 15years and 23years.

4.2 Knowledge, Awareness and Accessibility of information from the school library

100% of the respondents said that they were aware of the existence of the school library. However, the modes through which the pupils got to know about its existence varied. And table1 shows how the respondents knew about the existence of the library.

Table1. How respondents knew about the existence of library

Responses	Frequency	Percent
Teacher	14	20.0
Friend	21	30.0
personal enquiry	29	41.4
Other	6	8.6
Total	70	100.0

20% respondents said that they first knew about the existence from their teachers, 30% from their friends, 41.4% from their own personal enquiry, only 8.6% said they of the respondents said they first knew about the existence of the school library from others sources other than those which were provided for and only 1 respondent did not answer on how he/she first got to learn about the existence of the school library.

Table2. Usage of library material

Responses	Frequency	Percent	Cumulative Percent
Yes	20	28.6	28.6
No	50	71.4	100.0
Total	70	100.0	

28.6% of the respondents said that they used the school library’s material while 71.4% said that they did not use the school library’s material.

Table3. Reasons why respondents do not read from the library

Responses	Reasons for not reading from the library		
	It’s noisy	Librarian not friendly	Collection does not interest you
Yes	20.4%	22.4%	87.8%
No	79.6%	77.6%	12.2%

Respondents who said they do not read from the library were asked for the reasons, and they responded as follows; 20.4% said that it was nosy and 79.6% said otherwise, on the of the librarian being friendly 22.4% and 77.6% said the librarian was and was not friendly respectively. 87.8% said the collection did not interest them to read while 12.2% said it did.

4.3 Attitudes in terms of reading the library’s collection

Table4. Enticement of the collection for pupils to read

Responses	Frequency	Percent
Yes	42	60.0
No	27	38.6
Total	69	98.6
Missing	1	1.4
Total	70	100.0

When asked whether the collection of the library inspires them to read 60% said yes and 38.1% said no. only 1.4 % of the respondents decide to be mute on this.

4.4 Attitudes of respondents reading, both at school and outside school

Table5. Other sources of reading material

Responses	Frequency	Percent
Friends	29	41.4
internet	1	1.4
city library	14	20.0
Other	12	17.1
Total	56	80.0
Missing	14	20.0
Total	70	100.0

Apart from the school library 41.4% said they also get information resources from their friends, 1.4%said they get from the internet, 20% said they get from the City Library, 17.1% said they get from other sources than the ones mentioned above and 20% of the respondents were mute on this.

4.5 Good reading culture and academic performance

Table6. Cross tabulation of good reading culture and academic performance

Times pupils read from the library	Academic performance		Total
	Yes	No	
once a week	2	3	5
twice a week	5	2	7
thrice a week	5	1	6
five times a week	1	1	2
Total	13	7	20

13 of the 20 respondents who read from the library said reading has an effect on their academic performance the rest said it did not.

Table7. Cross tabulation of respondents who do not read from the library and academic performance

	Academic performance		Total
	Yes	No	
Do not read from the library	2	2	4
	16	21	37
Total	18	23	41

18 of the 41 respondents who do not read from the library thought reading had an effect on their academic performance, while the rest thought otherwise.

4.6 Relationship of sex and a god reading culture

Table8. Cross tabulation of sex and how many times they use the library in a week

Sex	Read from the library				Total
	once a week	twice a week	thrice a week	five times a week	
m	1	1	2	2	6
f	4	6	5	0	15
Total	5	7	7	2	21

Out 35 male respondents only 6 said they read from the school library while 15 of the 35 female respondents said they read from the library.

4.7 Effectiveness of mode of information provision at the school

Table9. Mode of information provision used and its effectiveness

	Book clubs		Book circulations		Within the library	
	yes	No	Yes	No	yes	No
	9%	91%	50.7%	49.3%	90%	10%
Effectiveness of mode	7.6%	92.4%	31.3%	68.7%	72.9%	27.1%

The above table shows the results obtained from the respondents as regards to the mode of information provision by the school library and its effectiveness. 9% said



book clubs were used by the school while 91% said otherwise, at the same time only 7.6% said that book clubs were effective while 94.4% said they were not. For book circulations 50.7% said it was used while 49.3% said it was not and 31.3% and 68.7% said it was effective and not effective respectively. As for reading within the library 90 % said it was used while 10% said it was not used, and 72.9% said it was an effective way while only 27.1% said it was not an effective way of providing information by the school library.

4.8 Teachers attitudes towards the school library

Table10. Frequency of library research work given by the teachers

Responses	Frequency	Percent	Cumulative Percent
very often	4	5.7	5.7
not so often	23	32.9	38.6
never	43	61.4	100.0
Total	70	100.0	

When asked on whether teachers are keen on giving them work that requires them to go and search and research in the library, only 5.7% of the respondents said they were given quite regularly while 32.9% said that they were not given at a regular basis and 61.4% said that teachers never gave them any work that required them to go and look up in the library. Those who said they were given research work, 49.3% said they received help from the librarian to locate the information they are looking for while 50.7% said they did not.

## **CHAPTER 5**

### **5.0 DISCUSSION**

#### **5.1 Background information**

Even though the sample showed in the findings that the age distribution was between 23 years and 15 years, it was revealed that girls were relatively much younger than boys in that the youngest girl was only 15 years and the oldest girl was about 20years old. While for boys the oldest was 23years while the youngest was only 17years. But the average age for the entire sample was found to be 18 years old. This shows that the government's policy that the minimum age for one to be enrolled in grade one should be seven. This is evidently clear in the sample in that only those who start their grade one with seven years will reach their grade twelve by the time they are 18years, as the average age was found to be eighteen.

One other intriguing factor about this sample is that despite the fact that only two classes were sampled, it was quite revealing that the ratio of male and female pupils was one to one. The first class consisted of 25 boys and 15 girls while the second class consisted of 15 boys and 25 girls and according to the class register all the pupils in the two classes were present on that particular day. This also reveals that the school is keen on offering equal access to education for both boys and girls.

#### **5.2 Knowledge, Awareness and Accessibility of information from the school library**

The study revealed that all the respondents knew about the existence of the school library. However the modes in which they got to know about its existence varied. According to the findings in table1, 20.3% knew about the existence of the library through their teachers, 30.4% through their friends, 42% through their own inquiry and 7.2% through other means of which most of them said was through their reading from the school's broacher. From the findings it is evident that the school generally had not done much in terms of sensitization and promotion to the pupils on the importance of the library. As it is seen fewer respondents said they got to learn about the existence from their teachers while most of them got to learn about the existence through their friends. This is contrary to what Barre's (1975) assertion that teachers should also be in the limelight in promoting the use of the library by the pupils as it plays a vital role in the school program in terms of development and curriculum

planning. If this were the case at Kamwala High School, then teachers would have taken a leading role in promoting the library.

Further the study revealed that despite that 100% of respondents knew about the existence of the school library not all of them used it and its materials. As a matter of fact, only 28.6% said that they used the library while 71.4% said they did not as shown in table2. When probed on the reasons why they do not read from the library, according to table4 about 87.8% said that the library's collection did not interest them such that they can take time to go and read as most of it is obsolete. This is contrary also to what Nabuyanda (2008) asserts, the academic library has traditionally been seen as a custodian of books and journals for the academia but the challenge that is arising out of globalization and information technology is that the third world academic library has to provide up-to-date information which will benefit the clients both now and in the future.

### **5.3 Attitudes in terms of reading the library's collection**

Despite the above fact, the study also revealed that pupils are keener on reading if the library's collection was improved. This was evidenced by the results as shown in table4, when pupils were asked if the collection inspires them to read or not. About 61% said they were and only 39% said no. this clearly shows that if the right materials were stocked in the library definitely pupils will be constantly be frequenting the library hence the reading culture would be significantly increased.

Thus, the revelation that, much as the pupils would like to read, they are actually discouraged by the material content of the collection. This was actually revealed when the respondents were asked on the kind of information found in the library, 80% academic while 20% said there was no academic information, 44% said information on hygiene was provided while 56% said no, and 71% said information on career information was provided while 29 said otherwise. But according to Cotta-Schönberg (2005). Besides the traditional functions of research and teaching, the third major task of (academic libraries) is now seen as dissemination of knowledge to society including the general public. Hence despite this the school library is more equipped to just providing academic information leaving out important information that the pupils require there by promoting a negative attitude towards reading amongst the pupils.

#### **5.4 Attitudes of respondents reading outside school**

When finding out pupils reading culture both outside school respondents were asked if they have any other source of material when they are not in school. The study revealed in table 5 of the findings that friends accounted for 41.4%, city library 20% internet 1.4% as source of reading materials when pupils are not in school, while 17% got from other sources of which most of them in this group said they just bought their reading material. When pupils are on holiday they hardly come to the school library to read instead they opt to borrow reading materials with their colleagues and or get from other sources. This has resulted in pupils not developing good reading habits (Library Annual Report 2005).

What was worth noting about these findings is the low level of the utilization of the internet as a source of information and reading materials by the pupils. In this era young people of school going age are now interested in getting and learning almost everything from the internet. Apparently pupils at Kamwala High School are still lagging behind in internet utilization. This justifies the librarians cry for the speedy introduction of computer lessons at the school so that eventually the library could also be up graded so that it would also start to offer internet service and avail a vast pond of knowledge to the pupils. According to this report, “ our pupils are lagging behind in as far as internet use is concerned even though currently the school library does not offer internet service, our pupils utilization of the internet outside is very low when compared with other pupils from schools like Kabulonga Girls and Boys high schools. This is because these schools offer computer classes to their pupils hence they are able to use a computer and the internet to obtain information. In order for our pupils to reach this stage of internet utilization there has to be a speedy introduction of computer classes in the school’s curriculum”.

#### **5.5 Good reading culture and academic performance**

Under this section the measure of a good reading culture was taken to be reading from the library and the study revealed that, 65 % of the pupils who read from the library thought their academic performance had increased even 43.7% of those who do not read from the library thought reading has an impact on one’s academic performance despite not reading in table 6. The reason for the high rate for pupils who felt that

treading has an impact on their academic performance is because of the tendency by most people to read just because they have to or because they have to write an exam so that they pass people, just read to pass examinations. A Zambian magazine journalist (Wishimega, 2006 in Baker, G) observes that “the reading culture in Zambia is very poor, people don’t read for enjoyment, they do so because they are required to; it might be because of examinations or something like that.” They disregard the fact that general reading actually broadens your knowledge. Hence, there tends to be a correlation between reading and academic performance.

### **5.6 Relationship between sex and a good reading culture**

The study revealed that 21.4% males read from the library while 42.8% of female read from the library in table8 of the findings. This clearly showed that sex had a role to play in shaping the reading culture of society between sexes. As Matheson (2000) asserts, it is generally accepted that girls are better readers than boys. Instead of reading, a boy would prefer playing football while girls after they are done with their chores are most likely to pick a book and read, especially urban teenage girls, they love reading the romantic novels from the African Writers’ Series and the Pacesetters. *Another reason why girls generally have a better reading culture than boys is that, of late government, civil society as well as parents are encouraging girls to be very serious with their studies. As a result girls tend to concentrate more on their studies than their male counterparts, hence much as they are encouraging the female child to read, very little is being done for the male child so that he too can improve, hence the reading standards for this group has either declining or remained static.*

### **5.7 Mode of information provision and Attitude**

The mode of information provision can make the library to be effective in terms of information provision and can also make the people to use or not use information. Kamwala High School library has three ways in which it provided information to pupils of this school. Information was provided through book clubs, book circulations and restrictive reading (reading within the confines of the school library). The study revealed that the prominent mode of information provision was restricted reading within the library. It was further revealed that this method despite being prominent was also actually the most effective way of information provision as evidently shown in the findings in table9. Out of the 90% who said it restrictive reading was a method

used to provide information about 73% said it was effective unlike for book clubs were only 9% of the respondents said it was used and only 7.6% of these said it was effective while only 50.7% said that book circulations was a method used and only 31.3% said it was effective. This disparity is because of the school's policy of delaying the pupils for reading after classes are over. According to the librarian's annual report of 2005, this made the pupils not to be so keen on borrowing books and even if they do borrow they do not read them instead they opt to do other things that has nothing to do with reading as they are fatigued.

### **5.8 Teachers' attitudes towards the school library**

The study revealed that teachers did not give work to pupils which require them to do their own research work. This was reflected in the high percentage of pupils who said that teachers did not give them any work to research from the library. According to this study in table10, 61.4% of pupils said that their teachers never gave them any research work, 23.9% said that they were rarely given any work while only 5.7% of pupils said that they were often given research work.

The above findings are contrary to what the American Library Association (1988) claims, "a major goal of education is to develop students who are informed, self-directed and discriminating learners. To be effective citizens in a society rich in information, students need to learn skills which will allow them to locate and select appropriate information to analyze that information critically and use it wisely". Use of the school library should be emphasized, in order for students to check on answers to issues raised in class, to complete assigned work, or to browse, read, listen or view the resources.

### **5.9 Recommendations**

The following recommendations are made in order to make Kamwala High School clinic become effective in disseminating information to the pupils of Kamwala High School.

- The library should extend the provision of materials to pupils in even during the holidays in order to keep them busy.

- The library should buy more materials that would encourage pupils to read more often. Thus the recommendation that the library should carry out an information needs assessments.
- The library should find means of strengthening book clubs among pupils in order to inculcate a good spirit of reading in pupils will be required to discuss what they read in their books, hence they will be reading more.
- School management should introduce computer lessons and make them compulsory so that pupils can access internet more frequently even outside school.
- School management and the library should allocate each class at least some time in a week for general reading and not academic work so that pupils can realize their interests and maybe they might just want to read more even their free time. This will help them to distinguish between studying and reading.

### **5.1.0 Conclusion**

This study aimed at evaluating the effectiveness of Kamwala High School library in improving the pupils reading culture at this school. It has been discovered that Kamwala High School library is not effective in terms improving the reading cultures of the pupils of this school. This is evident from the findings of this research, which shows that a lot of pupils do not really use the library's materials nor do they read from the library. This means that the library does not provide the services for which it was initially intended to provide, that is to provide reading materials and reading space to pupils. This conclusion has been reached in that more than half of the sampled population do not actually read nor use the library's materials.

The research have further shown that Kamwala High School library's collection does not fit-in with the interests of the pupils due to the fact that most of its collection consists of academic. Thus pupils who only want to go to the library and read for pleasure and leisure are not catered for. The most used and efficient source of reading materials by pupils from this school is friends, this is because most of the pupils feel more comfortable to borrow books amongst themselves

than to go to the library or any other place. This is because the library's collection is somewhat not adequate to meet the user needs since the population of the users has been growing while the collection has not been growing towards meeting the needs of this growing population.



## REFERENCES

Alice Lohrer. "Future possibilities in the development of the school library materials centre". The school library materials centre: it resources and their utilisation, number 10 (November 3-6, 1963)

American association of school libraries. Standard school library programs. Chicago. American library association. 1988

Austrom, Liz et. al. Fuel for change: A co-operative approach. British Columbia Teacher Librarians association. 1986.

Austrom, Liz et. al. Implementing change: A co-operative approach. British Columbia Teacher Librarians association. 1989

Baker, Gillian (2006), "Book some time to read". The woman's Beauty Zambia Magazine, Issue M305. Also available on <http://www.langmead.com/cgi-bin>

Barre, Joseph M. The instructional resource centre. Memorial University of Newfoundland. 1975

Branscombe, Frederic R and Harry E. Newsom. Resource services for Canadian schools. McGraw-Hill Ryerson. 1977

Canadian School Library Association. "Guidelines for effective School Library programs". Emergency librarian, Volume 16, number 3 (Jan.-Feb. 1989)

Cotta-Schönberg, Michael. "Drivers and directions of academic library development 2005", Paper presented to the European Business Schools Librarians' group (EBSLG) at its annual general meeting, April 2005. As seen at <http://liber.library.uu.nl/publish/articles/000130/index.html> on 12th March, 2009.

Department of education, P.E.I. A philosophy of public education for Prince Edward Island schools, 1990

Kamwala High School, 2005, School Library Annual Report. Lusaka.

Karen Jollimore. The role of the school library resource centre. 1990. as seen on <http://www.ifla.org/schoollibs> on 16th July 2008.

Loertscher, David V. Measures of Excellence for school library media centres. Libraries unlimited, 1988

Lundin, Roy, “The teacher librarian and formation skills – An across the curriculum approach”. Emergency librarian volume 11, number 1 (sept.-oct. 1983)

Martin, Betty and Ben Carson. The principal’s handbook on the school media centre. She String Press, 1981.

Matheson, Ishbel . “Zambian library endangered”, 2000. As seen at <http://www.palimpsest.stanford.edu/byform> on 12<sup>th</sup> March, 2009.

Nabuyanda Mutinta M. The Academic Librarian in a Developing Society: challenges and prospects of retooling academic libraries. Lusaka, National Institute of Public Administration, 2008.

Nova Scotia school library association. Nova Scotia school libraries standards and practices. 1987

Ontario Ministry of Education. Partners in action: the library resource centre in the school curriculum. 1982

Walter R Stone. “Research and practical experiences of recent years that support the concept of the school library materials centre”. The school library materials centre: IT resources and their utilisation, number 10 November 3-6, 1963

**APPENDIX**

Questionnaire No.....

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF LIBRARY AND INFORMATION STUDIES**

**QUESTIONNAIRE**

Dear Respondent

I am a fourth year student at the University of Zambia, in the School of Education pursuing a Bachelors of Arts Degree with Library and Information Studies. I am conducting a research on the effectiveness of school libraries in improving the reading culture amongst pupils and Kamwala High School as a case study. You have been randomly selected and therefore, kindly requested to take part in this study by answering this questionnaire.

This is purely an academic research and it is not political in any way. Thus you are therefore assured of high confidentiality of the information you will provide.

Your cooperation will be greatly appreciated. Thanking you in advance.

Kole Vincent  
(Researcher)

PLEASE TICK THE CORRECT OPTION IN THE BOXES PROVIDED      [   ]

**SECTION A: BACKGROUND INFORMATION OF RESPONDENT**

- Q1. What is your age? [     ] [   ]
- Q2. What is your sex?                      Male [   ]                      Female [   ]                      [   ]

**SECTION B: KNOWLEDGE AND INFORMATION NEEDS OF THE RESPONDENTS**

- Q3. Are you aware that Kamwala High School has a library?
- Yes [   ]                      No [   ]                      [   ]
- (if yes skip to Q.5)

- Q4. If not, why are you not aware of the existence of the school library?
- (a) Not interested [   ]
- (b) You have not been informed about the its existence [   ] [   ]
- (c) You have never asked if there is one [   ]

- Q5. How did you first know about the existence of the school library?
- (a) Teacher [   ]
- (b) Friend [   ] [   ]
- (c) Personal enquiry [   ]
- (d) Other (specify).....

- Q6. Do you use materials from the library?
- Yes [   ]                      no [   ]                      [   ]
- (If no go to Q8)

- Q7. How often do you read from the library?
- (a) Once a week [   ]
- (b) Twice a week [   ]
- (c) Thrice a week [   ] [   ]
- (D) Four times a week [   ]
- (e) Five times a week [   ]

- Q8. If you do not read from the library what are your reasons?
- |                   | Yes   | No    |       |
|-------------------|-------|-------|-------|
| (a) Its too noisy | [   ] | [   ] | [   ] |

- |   |     |     |     |
|---|-----|-----|-----|
| (b) The librarian is not friendly             | [ ] | [ ] | [ ] |
| (c) Materials found there do not interest you | [ ] | [ ] | [ ] |
| (d) You have no need to go to the library     | [ ] | [ ] | [ ] |

Q9. If the school library is not the source of your reading materials, then what is the source?

- |                         |     |  |     |
|-------------------------|-----|--|-----|
| (a) Friends             | [ ] |  |     |
| (b) Internet            | [ ] |  |     |
| (c) City library        | [ ] |  | [ ] |
| (d) Other(specify)..... |     |  |     |

### SECTION C: MODE OF INFORMATION PROVISION

Q10. In what ways does the school library provide reading materials?

- |   |     |     |     |
|---|-----|-----|-----|
|   | Yes | no  |     |
| (a) Book clubs                            | [ ] | [ ] | [ ] |
| (b) Book circulations                     | [ ] | [ ] | [ ] |
| (c) Restricted reading within the library | [ ] | [ ] | [ ] |

Q11. Which of the following ways of information provision used by the school library is the most effective?

- |   |     |     |     |
|---|-----|-----|-----|
|   | Yes | no  |     |
| (a) Book clubs                            | [ ] | [ ] | [ ] |
| (b) Book circulations                     | [ ] | [ ] | [ ] |
| (c) Restricted reading within the library | [ ] | [ ] | [ ] |

Q12. What type of reading material do you think the library should provide but is not being provided?

- |                        |     |     |     |
|------------------------|-----|-----|-----|
|                        | Yes | no  |     |
| (a) Academic           | [ ] | [ ] | [ ] |
| (b) Personal hygiene   | [ ] | [ ] | [ ] |
| (c) Career information | [ ] | [ ] | [ ] |

Q13. Does the information provided by the school encourage you to read?

- |         |        |     |
|---------|--------|-----|
| Yes [ ] | no [ ] | [ ] |
|---------|--------|-----|

Q14. Which of the following ways has the information provided by the school library helped you?

	Yes	no	
(a) Academic performance	[   ]	[   ]	[   ]
(b) Understanding the environment	[   ]	[   ]	[   ]
(c) Improve your reading skills	[   ]	[   ]	[   ]

Q15. How would you describe the materials provided by the school library?

- (a) Very adequate [   ]
- (b) Adequate [   ] [   ]
- (C) Not adequate [   ]

Q16. How long does it take you to locate the materials you are looking for in the library?

- (a) Very long [   ]
- (b) Quite long [   ] [   ]
- (c) Not so long [   ]

Q17. Is the librarian helpful when you cannot locate the materials you are looking for?

- Yes [   ] No [   ] [   ]

Q18. How often do your teachers give you work for you to search for in the library?

- (a)Very often [   ]
- (b) Not so often [   ] [   ]
- (c) Never [   ]

Q19. What do you think about the materials being provided by the school library?

.....

..... [   ]

Q20. Are there any ways you think amwala High School library can be improved in terms of providing reading materials that will encourage pupils to read even more?

.....

..... [   ]

