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**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF LIBRARY AND INFORMATION  
STUDIES**

**Course: LIS 421 Proposal**

**Research Topic: To evaluate the impact of Kabulonga high school library on the academic performance of grade 11 A.P.U pupils.**

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# DEDICATION

This report is dedicated to my beloved mother, Mrs Namakau Mbewe and my brothers and sister.

## **ABSTRACT**

This research was carried out at Kabulonga Boys Secondary School with the purpose of evaluating the effectiveness of Kabulonga Boys Secondary School Library on the academic performance of grade 11 A.P.U pupils.

The sample size was 50 pupils, data was analyzed using software called SPSS. The research tried to find out to what extent A.P.U pupils utilize information resources that were provide in the library and if these resources had positive impacts on the academic performance of these pupils.

The research findings revealed that the library stored outdated books that did not interest the pupils, further with large enrollments space in the library was limiting pupils to use the library, hence most pupils lost interest in using the library as a source of information apart from information the obtained from class.

## CHAPTER ONE

### 1.10 INTRODUCTION

Information continues to play a vital role at every stage of human development. Experience has proved that for any activity to have a realistic chance of successful execution, it requires accurate, relevant and complete information. By definition, information are ideas, facts, imaginative works of mind and data of value potentially useful in decision-making, question answering, problem solving, that which reduces uncertainty(Kaniki, 1991) it is also knowledge communicated by others or obtained by study and investigation(Robek, Brown and Maedke, 1981).

Information assumes a very critical role in execution of functions because often most of these organizations operate in an environment of scare resources which must be efficiently used for them to survive and achieve their mandated goals.

Just like any other organization a school, whose major goal in society is to provide a conducive learning environment and cultivate every child to their full potential so that the can contribute to national development, requires information to effectively achieve its goal. The major type information required in a school is information that supports and enriches the school curriculum; this information should be in relation with the subjects that are offered by the school. For example if a school offers the French language as a subject, it should make available information on the French language to pupils taking French.

Historically a school library in most societies has been seen as an organ which supports information needs and educational work of the school, this has been seen by it providing pupils with means of finding what the require and the habit of using information.. By definition a school library is considered to be a collection of books and other forms of recorded knowledge chosen and organized by appropriately qualified trained staff for service which children access and benefit from in the school (Lock, 1973:1). Ray (1990:7) defines a school library as any library that is in a school setup and is meant to

provide information directly related to the curricula of the school. A school library is a sub-system of the school with the function information needs to pupils and teachers within the school. A school library aims at providing young members of society with information with the view of developing them into mature adults who will be capable of participating and contributing to a given society.

The benefits that accrue from the school library's effective provision of information are numerous on the pupils, the school itself and society as a whole. Effective provision of information encourages reading habits among pupils, it develops their ability to learn through other books without a teacher, it breaks down the rigid divisions which the school time-table often creates between different subjects and gives social training. Most importantly effective provision of information results in overall good performance of pupils in both their end of term examination as well as their end of year exams. On the part of the school teachers the effective provision by the school library aids them in finding vital information for teaching. For the school administration, information may be utilized for internal decision making and control of anti-social behaviors by pupils.

This research will therefore seek to evaluate or assess the effectiveness of information by the Kabulonga boys' high school library to APU pupils with particular focus on grade 11 pupils through a case study at Kabulonga boys' high school in Lusaka.

## **1.20 BACKGROUND/RESEARCH CONTEXT.**

### **1.2.1 THE SCHOOL**

Gilbert Rannie secondary school at present known as Kabulonga boys' high school was a boarding school for boys opened in February 1954 in Northern Rhodesia to save the colonial master's children educational needs. This school only catered for white boys who were in Form 1 to 6. In 1965 a year after Zambia gained its independence and the United National Independence Party (UNIP) came into power, the school incorporated black children of high politicians in the registration council which at present day is equivalent to the national assembly. In the mid 1970's the school was turned into a day school. At inception the school accommodated 35pupils but as at July 2007, the school

accommodated over 2000 pupils (Mwanza, 2007, interview). Being a high school offers classes to both morning and afternoon pupils from grades 10 to 12.

### **1.2.2 ACADEMIC PRODUCTION UNIT PUPILS.**

Like any other government high school, Kabulonga high school introduced the Academic Production Unit Pupils (APU) in 1973. The main reason why the APU program was established was to offer school places for children who were not selected at grades 1 and 9 to progress to grades 8 and 10 (MOE report, 1992:43). Another reason why the APU program was established was to accommodate those pupils who have qualified to progress to grade 8 and 10 but due to the shortages of school places are left out in morning classes. The essence of this program to the school teachers and the school administration is that, extra income is obtained to add to the low salaries they obtain from the government.

### **1.2.3 THE SCHOOL LIBRARY**

Kabulonga school library was opened in February 1954 as the schools' sub-system to support the execution of the school objectives through information provision. At inception the school library had a collection of over 200 library materials. As at July 2007, the collection grew to over 1000 library materials.

#### **1.2.3.1 Functions of the school library.**

1. To provide its pupils with information for research purposes and for a sound education;
2. To provide suitable reading materials and an enabling environment to support the functions and operations of the school;
3. To provide information resources, it's a source of information for both the members of staff and pupils of school so as to support the school, instructional, research and other services;
4. Acquisition of stationary for the school; and



5. To help prepare pupils for efficient participation in activities such as school science fairs (Kabulonga secondary school report, 1997:13)

### **1.2.3.2 Facilities**

The library has tables and chairs which accommodated 55pupils. It has a television and decoder which offers visual educational programs through the digital satellite television network educational channels.

### **1.2.3.3Operations**

The school library operates from 8:30hrs to 17hrs Monday to Friday during the course of the term, it is sometimes on Saturdays' especially in the third term when examinations are about to be administered to assist those pupils who want to study on weekends. It is not compulsory for pupils to go to the school library, it is up to an individual pupil to choose whether to go to the library or not.

The library has no trained librarian, but it is managed by 3 members of staff (school teachers) who form up the school library committee.

## **1.30 STATEMENT OF THE PROBLEM**

It is increasingly being observed and has become a matter of concern that after the grade 12 general certificate examinations, the general performance of A.P.U. pupils is very poor. Only 40% of the total numbers of pupils who sit for their final grade 12 examinations obtain full certificates. The attribute to this poor performance could be that the school library is not effectively providing information which these A.P.U pupils to utilize to satisfy their actual demands.

An overall consequence of this poor performance is that these pupils are unable to progress in their tertiary education by entering in to universities and other institutions of higher learning. Hence the feedback from society, that these pupils are not performing well is disastrous, these children are unable to contribute favorably to the development of society and the country at large. This raises questions as to whether the school library is responsible for the poor performance of A.P.U pupils, is the school library really doing its work of information provision effectively to avoid this problem.

## **1.40 RESEARCH OBJECTIVES.**

### **1.4.1 General Objective**

To evaluate the impact of Kabulonga high school library on the academic performance grade 11 A.P.U pupils.

### **1.4.2 Specific Objectives**

- a. To find out whether A.P.U pupils are sensitized about the role of the school library in information provision;
- b. To find out whether the materials in the library are used by these pupils; ✓
- c. To establish why A.P.U pupils lack interest in utilizing resources; .
- d. To determine the effects of not utilizing resources on A.P.U pupils performance and well-being.

## **1.5.0 SIGNIFICANCE OF THE STUDY**

This research is very important and relevant because of among others, the following reasons. As earlier mentioned Kabulonga school library was established to provide reading/study materials and information to support the curriculum, however in Zambia, secondary school libraries are poor stocked with outdated materials and unqualified staff to run them. Hence there is a general lack of interest from the pupils (Lungu, 2000).

When A.P.U pupils are admitted in to secondary school, they have peculiar goals and objectives which they have to meet, that is, finish their secondary school education and obtain a good grade 12 certificates at the end, through their commitment and hard work, which is reflected in good performance in the best six subjects. However, the commitment and hard work is only possible if these pupils have enough reading/ studying material relevant (which include books, journals and other materials) to the subjects that are offered by the school . Apart from learning in class, a well stocked library School library with qualified staff running it is an essential component which can help these pupils to obtain information needs in order for them to attain high performance.

The problems above have lead to secondary school libraries not to being effective in meeting the information needs of these pupils, instead A.P.U pupils in most secondary schools do not realize the major role of a school library which in turn results in poor performance.

Therefore, this study will suggest ways in which the school library can help mitigate the problem identified; thereby the image of the A.P.U pupils, who are stigmatized because of poor feed back from society, can be brought back on track, through excellent performance by these pupils academically.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

A number of studies done on the impact of school libraries in information provision, particularly secondary school libraries show that, there is a strong co-relation existing between the effective information provision and high academic achievement.

School libraries should be viewed as essential components of an educational system because within this system, they have direct educational benefits. For instance the research done by Kinnell (1994) looked at the ways in which good school libraries meet the needs of students and teachers in a small group of secondary schools in England that were identified as exemplifying good practice. The study took place over four terms and involved a case study investigation of six schools and action research by the librarians themselves in another six schools. Data was gathered via interviews, observation, school documentation and survey questionnaires of 150 teachers and more than 800 students.

The study found that the school library played a significant role in developing cross-curricular skills, such as communication, numeric, study, problem-solving, personal and social, and use of information technology; that it helped to bridge the gap between primary and secondary schools; and that it helped in the development of information technology skills. The questionnaires showed that although textbooks and worksheets still made up around two-thirds of their teaching resources, library books and software significant resources.

Haycock(2003:76)in his study of the role of School Libraries clearly showed that students who attend schools with well-funded, properly stocked libraries managed by qualified teacher-librarians had higher achievement, improved literacy, and greater success at the post-secondary level. This is why governments of the U.S.A, Europe and Asia are aggressively investing in their school libraries.

The above happens in mostly in private owned schools, even where pupils, who are performing badly, underestimate their capacities and come into a school which has a library that effectively provides information pupils demand, the result is excellent performance in their end of term tests as well as their final examinations. An example of a secondary school whose pupils have performed extremely well because of the effective provision of information that supports the school curricula is Lake Road P.T.A School in Lusaka. For instance, according to the (January School Report 2007), the school recorded a 100% pass at grade 12 level.

To support the above view, where a school library is adequately staffed, better stocked and funded, academic achievements tend to be higher. The work of Krashen (1993:4) and others done in a case study of senior high school in New York showed the contribution that school libraries made improvements to the literacy of pupils.

A print rich environment led to more reading and free voluntary reading in turn had been found to be the best predictor of comprehension, vocabulary growth, spelling and grammatical ability a style of writing.

There is also evidence to show that school libraries have an impact not only on pupils' achievement in standardized tests and examination but also on learning more broadly.(Coles,2001:11) Pupils develop a sense of self-esteem, confidence; independence and responsibility in regard to their own learning (Wavell, 1999: 26).

In most African countries, school libraries are the poorest of libraries world over (Olden, 1995:127).In their existence, they are inadequately staffed, their shelves are occupied outdated and worn out material and they are marginal in terms of impact on the teaching/ learning process. The importance of school libraries has not been recognized as integral part of educational planning (Narayan and Katrinka, 1997:9)

Studies done in Malawi, specifically focused on the role of the school library as a disseminator of Information Communication Technologies to school going children. A

research done at a Malawian high school showed that pupils who had acquired technical knowledge and skills which they would not have acquire in class. This is because the school library was equipped with techniques and information technologies such as computers, the internet that were essentially important for both the access and dissemination of information that supported the school curricula (Kakhobwe, 1997) The above made the access of information that was not available within the collection of this school library both by the pupils and teachers easier.

As schools change from passive learning environments into active ones, the role of the school library has to adjust as well. The introduction of technology into the learning environment enhances information retrieval and offers the school library a new entry into the classroom curriculum. New teaching methods demand the support of information resources and training in their use (Eisenberg, et al.1990:22).

A school library technology reaches beyond the library walls via computer networks to put information resources into the hands of end users at the point of need. With networks linking all areas of the modern school, pupils are able to acquire technological literacy by the time the graduate from High school. (Pappas and Tepe, 1995).

In the electronic age, with a well motivated human resource in the school library, a trained librarian plays an important role to assist both pupils and teachers to search out their information needs, critically evaluate the materials they locate, and use technology means to synthesize their findings into new knowledge (Brown, 1990). Librarians must be proficient in the use of new technologies to promote these technologies and instruct pupils and teachers in their use.

As a result of the above pupils become more self directed learners, therefore they are able to cope with technological challenges as the progress in their education.

It is evident that a school library can be seen as a good source where pupils can benefit from accessing information electronically without going to the actual place where this

information was created. In African most secondary school libraries do not have these facilities so pupils are unable to access information, they are always technologically behind. In some cases these facilities are acquired but because there is a shortage and lack of trained human resource to operate these facilities, they become inappropriate because they are not used for their intended purposes.

The effectiveness of school libraries to meet information needs of pupils depends not on the number of materials in the library's collection but also how current and relevant the collection was. Kakhobwe 1997 observed that most of the libraries he visited in African countries are full of books that do not interest the user. Hence he concluded that it was important that secondary school library stocked materials that were in line with the curricula and objectives of a school.

Studies done by Carpenter and her colleagues in Zambia revealed that most secondary schools owned by the government were mainly responsive passive elements, with outdated books showing signs of intensive and prolonged use. In addition there was a high proportion of largely irrelevant donated books taking up shelf space which would otherwise be empty (Carpenter et. al, 1990)

Kalusopa and Chifwepa writing in (1997:28), confirmed that, although setting school libraries in every secondary school had been a Zambian government policy since independence, nothing had so far been achieved. Their survey of secondary school libraries on the Copperbelt Province found that most secondary schools did not provide any meaningful information services (Kalusopa and Chifwepa, 1997:28). Funding to provide information services to support the school activities was either non-existent or inadequate, infrastructure was very poor, collections were mostly out of date and dependent on donations, only one school had a trained librarian and lastly most of these school libraries had no catalogue to show the holdings of the collection.

In addition to the above, a research done by Chileshe 1998 on the effectiveness of Kamwala high school library concluded that the library was poorly managed due to

irregular opening hours and lack of instructions to pupils on how effectively to use the library. He argued that the lack of provision on how to use a library leads to the school library not being effective in providing library materials to students.

As a Government owned school, Kabulonga School library also finds itself in most of the problems discussed above, due to inadequate funding, the library has been unable to meet its objectives. The library's collection is not adequate enough to cater for all the pupils' demands, most materials in the library are old and can not meet the current demands, in addition it has no ITCs that have changed the way information is being handled. The infrastructure in place is poor; it has not been expanded to cope with the growing pupils' population due to high enrollment rates (Mwanza, 2007, interview).



## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

The research undertaken was a survey method because it involved an assessment.

#### **3.10 Description of the population.**

A total population of 50 grade 11A.P.U pupils at Kabulonga boys high school in Lusaka was surveyed. Excluded from this category include grades 10 and 12 A.P.U pupils as well as all the regular pupils (those who attend classes in the morning). This was to ensure easy access to respondents.

#### **3.11 Study Design**

The non experimental research design was used because the research was carried out in uncontrolled and natural environment, with elements treated equal regardless of age. This facilitated the natural responses which were based on what the respondents felt.

#### **3.12 Sampling Frame**

The research used the class register lists for grade 11 A.P.U pupils as a sampling frame. This was because the class register list contained the names of every member of the sampling unit; this made it easy to locate respondents. The population of grade 11 A.P.U pupils is 200.

#### **3.13 Sampling Design**

Random sampling was used to select a sample of 50 pupils from all the grade 11A.P.U pupils using the term three class registers. This method was used because of the small size of the population. These 50 pupils represented 25% of the total population. The data collected was imputed into the computer, a statistical package for social sciences

#### **3.14 Sampling Unit.**

A total of 50 grade 11 A.P.U pupils were randomly selected using the above sampling procedure out of the population of the total number of 200 grade 11 A.P.U pupils. These

consisted individual pupils of any age. This was generalized to the entire population of grade 11A.P.U pupils which is 200 according to the term two class register lists.

The sample of 50 was chosen because it is more representative of the population of 200 pupils, which is more than 15% of the total population. This sample was convenient and less costly looking at the time and resources available that were available.

### **3.15 Data collection**

The main method of collecting data in the case study was using sources, both primary and secondary data. Primary information was collected using close-ended questionnaire from the respondents, the questionnaires were self administered, because the population consists of learned people. Also the desire to quantify the data statistically using the computer is reason advanced for this choice.

Secondary sources of information were collected using books, the internet, newspapers and other such sources.

Computer software called Statistical package for social sciences (SPSS), will be used for analyzing the data. This software automatically converted data into statistical tables, percentages, charts and other statistical interpretations.

## CHAPTER FOUR

### 4.0) PRESNTATION OF FINDINGS

#### Section A: Background Information

Of the sampled A. P.U pupils, 54% of them lived in High density areas, 36% of lived in Middle density areas, whilst the rest of 10% lived in Low density areas. All (100%) the pupils sampled took Art based subjects; this was because no A.P.U pupil is allowed to take Science based subjects.

#### Section B: Information Needs

Table One; Do you require information to pass the subjects?

Responses	Number of Pupils	Total	Percentage
Yes	50	50	100%
No	-	0	
Total	50		
Percentage	100%		

Table one shows that all A.P.U pupils sampled need information in all subjects they take in order for them to pass and proceed to the next term or grade. This shows that all the 50 A. P.U pupils at Kabulonga Boys Secondary School Library needed information.

### Section C: Usage of Information Unit

Table Two; Awareness of the existence of a library.

Response	Number of Pupils	Total	Percentage
Yes	50	50	100%
No	-	0	
Total	50		
Percentage	100%		

According to table two all sampled pupils revealed they were aware of the existence of a school library at Kabulonga Boys Secondary School.

Table Three; Are you aware of the services provided by the library?

	Yes	No	Not Applicable	Total	Percentage
Yes	34			34	68%
No		16		16	32%
Not Applicable			-		
Total	34	16		<b>50</b>	<b>100%</b>
Percentage	68%	32%		<b>100%</b>	

Table Three shows that 68% of the pupils are aware of the services of the library while the rest of the 32% of the pupils were not aware of the services provided hence these pupils did not use the library. As stated earlier by Tembo (2000) most secondary school libraries in Zambia did not provide library periods in the regular class time table, therefore opportunities for these pupils to go to the library to know the services provided are limited.

Table Four; How do you rate the services being provided by the library.

	Excellent	Very Good	Fair	Poor	Not Applicable	Total	Percentage
Studying		3	6	12		21	42%
Borrowing		1	3	9		13	26%
Photocopying	-						
Internet	-						
Not Applicable					16	16	32%
Total		4	9	21	16	50	100%
Percentage		8%	18%	42%	32%	100%	

According to table Four 42% of these pupils rated the services being offered by the library as being poor, on the other hand 18% rated the services as being fair, whilst the remaining 8% rated the services as being good. The above indicates that the majority of the A.P.U pupils at Kabulonga Boys Secondary school rated the library services as being poor and hence did not meet their information needs.

Table Five How do you rate the school library's quality of collection.

	Number of Responses	Total	Percentage
Very satisfactory	2	2	4%
Quite Satisfactory	7	7	14%
Not Satisfactory	25	25	50%
Not Applicable	16	16	32%
Total	50%	50%	100%
Percentage	100%		

When asked on how satisfied they were with the library's collection table five shows that 4% said they were very satisfied with the library's collection, on the other hand 14% found

the library's collection quiet satisfying, while the rest who are the majority 50% did not find the library's collection satisfying. This proves that the majority of pupils did not find most of materials the needed to satisfy their needs. As Kakhobwe (1997) stated that, most of the materials in secondary school libraries did not stock materials needed by the pupils.

According to table six, 14% of the pupils where very satisfied with the library hours, whereas 16% where quite satisfied. 38% said they where not satisfied with the library hours. The above entails that most pupils where not satisfied with the library hours, this is because the library was only open to them in the morning; it was closed in the afternoons in order to enable the morning regular pupils to use it. The library was also closed on weekends; hence pupils did not have extra time apart from weekdays to utilize the library.

#### **LIMITATION OF THE STUDY**

- i. Financial limitations related to delays in project allowance
- ii. Shortage of computers for typing the report and data analysis.

## CHAPTER FIVE

### 5.0) DISCUSSION OF FINDINGS

From the findings of the research, it can be seen that all the A.P.U pupils sampled at Kabulonga Boys Secondary School needed information to pass all the school subjects they were taking. This is because all the sampled pupils indicated they vital role information played in their academic progress.

When it came to the awareness of the existence of the school library, all the pupils sampled were aware of the existence of a school library, this is because all the sampled pupils indicated they were aware of the existence of a library at their school, table two illustrates this point.

However when it came to awareness of services provided by the school library, 68% of the pupils said they were aware of the library services, while 32% of the pupils said that they were not aware of the services provided by the library. For those who were not aware of the library services, when asked they were not aware of the library services, said they were not interested in knowing the services. Others said they hated libraries as the associated them to quite places.

Library services are very important in that the help pupils to appreciate the need for a library setup in a school. The justification behind this point is that library services such as borrowing out materials enable pupils to use library materials, at their respective homes when school hours end. Hence lack of these services always limit the time these pupils use these materials.

Furthermore of the 68% of the pupils who were aware of the library services 42% of the pupils only used the library for the purpose of studying while 26% of the pupils only used the library borrowing materials, this can be seen from table four. Thus, it can be said that the majority of pupils who use the library only use it for studying. According to Mwanza

(2007) in most secondary schools, pupils use libraries for studying. This is usually in preparation for end of term tests and final examinations.

When asked how satisfied they were in terms of the library's holdings/collection and if they found most of the information they needed, 50% of the pupils said they were not satisfied, 14% of the pupils said they were quite satisfied, while 4% of the pupils said they were very satisfied with the library's collection. Table Five illustrates this. Therefore the research found that the majority of the pupils did not find the information resources they needed in order to meet their needs.

Most of the pupils who did not find the information resources they needed said the problem lay in the fact that the school library collection stocked old books that were not relevant to their studies. Furthermore the library was under the management of an English teacher and not a trained librarian who could bring up issues of weeding old stock in the library and bringing in new materials that were relevant to the curricula.

In addition table Six further shows that 38% of the pupils were not satisfied with the library hours, 16% said they were quite satisfied while 14% said they were very satisfied. When asked to provide reasons why the hours were not satisfying, most pupils said they needed to utilize the library all day not just in the morning. Others said the time given to them was not convenient because the library is small and can only take a certain amount of pupils per session.

#### **4.1) RECOMMENDATIONS**

A school library plays a vital role in the provision of information resources to pupils in a school, therefore the school administration should ensure that the library stocks materials that support the curricula. The following are the recommendations,



- i. There is need for the Ministry of Education under the Central Government, the School administration and other stakeholders to acquire more materials that support and are relevant to the curricula. Most pupils suggested that the library needed to be stocked with new materials.
- ii. The issue of employing a trained librarian to run and manage the library is important. Kabulonga Secondary School Library is managed by an English teacher, however the teacher has not being able to deliver the full services that a trained librarian would deliver.
- iii. The issue of space. There is need to expand the capacity of Kabulonga Secondary school library, this is because over the years the enrollment rates have increased but the setting capacity has remained the same.
- iv. There is need for class teachers and all the members of staff to sensitize these pupils on the benefits of using the school library.

#### **4.2) CONCLUSION**

In conclusion it must be said that even though 68% of the A.P.U pupils use the library at Kabulonga boys secondary school, the library is not effective in its provision of information resources to pupils. This is because firstly, 32% of these pupils don't use the library and 50% of these pupils have not found the library's information providing materials satisfying. The reasons given were that the pupils were not interest in using the library and most of them who used it only used it for studying their own notes, most of the information resources found in the library are outdated and not relevant to their studies. Further more only a small proportion of these pupils where able to find the information materials the needed in the school library. Hence there is serious need for the Ministry of Education and School Administration to look into this matter and address the problems being faced by the school library so that it can function effectively and meet the information needs of the A.P.U pupils.

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**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF LIBRARY AND INFORMATION STUDIES  
LIS 422**

Self Administered Questionnaire

Dear Respondent

I, m a fourth year student at UNZA carrying out a research on impact of Kabulonga High School Library on the academic performance on grade 11 A.P.U pupils.

You are one of the grade 11 A.P.U pupil who has been picked randomly to participate in this research. This research is for academic purpose.

All your responses in this questionnaire will be treated strictly confidential. Please tick [ ] for the answer and fill in the spaces provided.

Questionnaire # .....

*Yours Sincerely*

## SECTION A

### BACKGROUND INFORMATION

#### 1. Area of Residence

- a) High Density e.g. Mthendere [      ]
- b) Middle Density e.g. Kabwata [      ]
- c) Low Density e.g. Ibex [      ]

#### 2. Which Subjects do you take?

- a) Science based [      ]
- b) Art based [      ]
- c) Others specify.....

## SECTION B

### INFORMATION NEEDS

#### 3. Do you require information to pass the above subjects?

- a) Yes if Yes go to 5
- b) No if No go to 8

#### 4. At what stage do you require this information?

- a) End Of Term Tests [      ]
- b) Class Tests [      ]
- c) Final Examinations [      ]
- d) Other Specify.....

#### 5. Where do you obtain the information resources required in your subjects?

- a) Class Only [      ]
- b) Class and Library [      ]
- c) Class and Friends [      ]
- d) Other Specify.....

#### 6. Have these information resources helped you in your academic performance?

- a) Very much [      ]

- b) A bit [       ]
- c) Not sure [       ]
- d) No [       ]

7. What is your judgment about the ability of these information resources to meet your information needs?

- a) Excellent [       ]
- b) Very good [       ]
- c) Good [       ]
- d) Fair [       ]
- e) Poor [       ]

8. If the answer is no to the question, give reasons for your answer

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### SECTION C

#### USAGE OF INFORMATION UNIT

9. Are you aware of the existence of the school library?

- a) Yes if yes go to 10
- b) No if no go to 11

10. If yes, how did you know about the existence of the school library?

- a) From my teacher [       ]
- b) From my fellow friend [       ]
- c) From my prefect [       ]
- d) Others specify .....

11. If the answer is no to the question, give reasons for your answer .....

12. Are you aware of the services provided by the school library?

- a) Yes [       ]
- b) No [       ]

13. If yes what resources does the school library provide?

- a) Reading [       ]

- b) Borrowing [       ]
- c) Photocopying [       ]
- d) Internet service [       ]
- e) Any other specify [       ]

14. How do you rate the services being provided by the library?

- a) Excellent [       ]
- b) Very good [       ]
- c) Fair [       ]
- d) Poor [       ]
- e) I don't know [       ]

15. If the answer is no to the question, give reasons for your answer?

16. Who is responsible for the day to day operations of the library (i.e. issuing and receiving library materials and offering other information services)?

- a) Secretarial staff [       ]
- b) Teachers [       ]
- c) Pupils [       ]
- d) Qualified librarian [       ]
- Any other specify

17. Do they provide information services according to your satisfaction?

- a) Yes [       ]
- b) No [       ]
- c) I don't know [       ]

18. How do you rate the school libraries quality of collection?

- a) Very satisfactory [       ]
- b) Quite satisfactory [       ]
- c) Not satisfactory [       ]
- d) Not applicable [       ]

19. How would you describe your satisfaction with the library hours?

- a) Very satisfactory [       ]
- b) Quite satisfactory [       ]
- c) Not satisfactory [       ]
- d) Not applicable [       ]

20. If not satisfied what are the appropriate times for your effective use

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21. Please suggest how the school library can provide library and information services according to your satisfaction

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