Factors Inhibiting Promotion of a Reading Culture: A Study of Basic School Libraries in Lusaka

BY

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A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Library and Information Studies (MLIS)

The University of Zambia
Lusaka
2011

Copyright Declaration

Declaration

I, Mutinta Mweemba Nabuyanda, do hereby declare that this dissertation represents my own work and that it has not been submitted for a degree by anyone else at the University of Zambia or at any other University for the purpose of acquiring a degree.

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This dissertation of **MUTINTA MWEEMBA NABUYANDA** has been approved as fulfilling the requirement for the award of the degree of master in Library and Information Studies by the University of Zambia.

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Abstract

This study investigates the factors that inhibit the promotion of a culture of reading in students. The study surveyed availability of libraries in basic schools, the current state of these libraries and perceptions of students towards the provision of services and facilities. The study analysed the implications of library services to supplement the provision of quality basic education in order to foster literacy.

The study population was government and private school libraries in Lusaka   n. Data was collected by means of questionnaires and observation schedule. A total of 15 schools were sampled. Fifteen teacher librarians (one from each school) were given questionnaires to find out the state of library facilities. A total of 225 students with ages ranging between 8 and 12 years were randomly selected. Five students per grade were selected from grades 5 to 7.

The major findings were that school libraries were poorly stocked with no qualified librarians to manage them. Although the majority of libraries had timetabled library periods, these were not being fully utilized as reading programmes were not established and programmed for the students to encourage them to read. Furthermore, the majority of students spent less than 2 hours reading on a daily basis. The findings further revealed that the home environment did not encourage students to read as the atmosphere was generally not conducive. Watching television was the highest factor that hindered the students from reading as much as they would have loved to. Students were spending their leisure time mainly watching television, playing on the computer and doing housework. These, together with not having free access to the library and lack of interesting books to read, were considered a big hindrance to the promotion of the culture of reading.

Although it has been established that libraries are an indispensable part of the school, results of this study revealed that basic school libraries in Zambia were not meeting the

students' reading needs and may not be adequately promoting a culture of reading. Suggestions to improve reading by the students included provision of new and interesting books in the library, the librarian assisting the students during their searched for reading materials, provision of big and spacious libraries with adequate furniture. The majority of these libraries have insufficient library materials, inadequate infrastructure and furniture, and unqualified staff.

Finally, the following recommendations have been made to help improve libraries in schools and find ways for the cultivation of reading interests by supplementing school reading schemes with efficient and effective modern library services; all basic schools being constructed should include libraries furnished with adequate facilities; Government's library standards and guidelines should be implemented and monitored by the Ministry of Education; qualified librarians should be employed in all schools to help implement reading programmes through timetabled library periods and other reading promotions like read-a-thon week; Government should consent the National library policy.

Dedication

To the memory of my late grandparents Pastor and Mrs. Wilfred Muhwanga who raised me up as their 'last born daughter', loved me unconditionally, helped me develop an appreciation for praising God through singing and taught me to believe in God's saving grace, no matter the circumstances.

Acknowledgements

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List of Acronyms

AASL	American Association of School Librarians
ALA	American Library Association
ALIA	Australian Library and Information Association
FAIFE	Committee on Free Access to Information and Freedom of Expression
HIV/AIDs	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IFLA	International Federation of Library Associations
IPF/BookTrust	Institute of Public Finance
MLIS	Master in Library and Information Studies
NBTL	New Breakthrough to Literacy
NRC	National Reading Committee
PRP	Primary Reading Programme
SACMEQ	Southern African Consortium for Monitoring Educational Quality
SLA	School Libraries Association
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UNDP	United National Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Or ion
UNICEF	United Nations Children's' Fund
USA	United States of America
ZEPH	Zambia Educational Publishing House
ZLA	Zambia Library Association
ZLS	Zambia Library Services

CHAPTER 1

Background of the study

1.1 Introduction

Libraries have continued to play an important role in   development of society as they are repositories of information and channels of information transfer. Information is a vital asset for any and every organization to function effectively. The uniform organization of knowledge regardless of where one maybe in the world, and the peaceful atmosphere that obtains in the library makes it a welcome place for study, research and leisure reading. A library is a treasure of valuable books and other information resources for a targeted group of people to use and gain from it. It is a very important aspect in an individual's learning process as it enhances the quality   learning by provision of resources. The Australian Library and Information Association (ALIA) (2010) states that 'the ability to read is a major factor in determining whether a child will succeed or fail in our education system, and later on in the workplace as one needs to decipher meaning of the agreed forms of communication'. Apart from being an organized collection of books, a library is also a medium for making people come in contact with sources of information which can either be in book form or any other media. A library does not only help to inculcate a culture of reading but also awakens a thirst for knowledge, which makes one open to new ideas throughout one's life and raises one's literacy levels for personal development and benefit of society as a whole.

1.2 Literacy

Literacy is defined as 'the possession of those literacy skills needed to successfully perform some reading task imposed by an external agent between the reader and the goal the reader wishes to obtain'(Mwansa, 1993). Literacy is one of the most important aspects of an individuals' personal and intellectual development as it aids in the easy understanding and analysis of issues. Literacy is not an inborn characteristic but an

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ability which is learnt and most often this is done in a   l setting such as a school. Today in order for one to make any form of transaction, they   to be literate if they are to better their lives. In each sphere of life, be   at the bank, in the hospital, in church or indeed in school, one needs to know how to read and decipher meaning out of what they read in order not to be misled or for them to make an intelligent decision. It is important therefore that literacy is cultivated at an   age in order for someone to develop it. The United Nations Educational Scientific and Cultural Organisation (UNESCO) (2004) considers literacy as a human right, a tool for personal empowerment and a means for social and human development. The need for literacy activities to be supported in order for the current generation to be able to articulate issues and contribute to national development as they integrate in society is very essential.

Walugembe (2008) reiterates the importance of reading in four ways, namely; functional literacy, workplace literacy, personal information and recreation. Stricevic (2008) argues that both reading for pleasure and functional reading   on the reading skill, because only a competent reader who has mastered all the cognitive and mechanical processes of reading is able to enjoy reading. Through reading, one can develop and learn about him/herself and about other people. Furthermore, this development will enable one to fully master and easily comprehend issues with less prejudice.

1.2.1 **Literacy in the Zambian context**

In 1969 when basic literacy was evaluated, a person was considered literate if she attained the equivalent of grade 3 (Natesh, 1972) as cited by (Mwansa, 1993). This level was however criticized because it is still low and falls below grade five which is generally accepted for developing countries (Ng'andwe, 1988). In 2004 UNESCO's estimates of illiteracy was 59.7% for Sub-Saharan Africa which was found to be relatively higher than the developing countries' average of 33% (UNESCO, 2004). This scenario necessitated many developing countries in the sub-region, Zambia included, to come up with strategies to improve the literacy levels through introduction of reading programmes. The ability to read is a basic requirement for eradicating illiteracy and promoting easy understanding of issues. Once literacy   been acquired, there is need

to continue building on it and this can best be done through a continued provision of interesting reading materials. Therefore, both public and school libraries have a vital function in supporting learners to acquire, maintain and develop their literacy levels.

Most schools after independence in 1964 only provided a semblance of a school library and these were in each classroom where the class teacher was responsible for lending the books to the students. The books were most often kept   cupboards and students were not allowed to carry them home. But with time there was an increase in the number of students per given class, especially in urban areas which also brought about the introduction of double-stream classes. There was also a shift in the educational system from subject matter to learner-centered approach of teaching which led to the need 'for materials to meet differences in each child's learning ability, interests and needs' (Gates, 1990). In 1962, the Ministry of Education established the Zambia Library Service (ZLS), a department in the Ministry to counter this deficiency and provide reading materials to schools to cater for students.

The Primary Reading Baseline Study conducted in 1999 by the Ministry of Education confirmed other investigations done earlier that levels of literacy among Zambian children of all grades were exceptionally low and were behind by at least two years (Sampa, 2003). (UNESCO, 2009) indicates that between 2003 and 2008, adult literacy rate (the percentage of persons aged 15 years and over who can read and write) in Zambia, was 68 percent. This is notwithstanding the revelation that although there is room in the schools for approximately nine out of ten children, the number of children aged 7-13 who are not in school is actually extremely high (Ministry of Education, 2007) which may be due to the high increase in population. There are a number of factors which have brought about this scenario. One of the reasons for this state of affairs is the emergence of the HIV/AIDS scourge which has brought abo   a rise in child-headed homes and street children who are not able to support themselves in school because their parents may be dead. Related to this is the 'growing number who leave school voluntarily before completing lower and middle basic school. Overall, only 79% of those who entered grade 1 in 1988 reached grade 7 in 1994' (Ministry of Education,

2007). The report further revealed that the completion rate for girls during the same period was 71.4% compared to that of the boys which was 86.9%. Left unchecked, this will lead to a decline in literacy levels among girls in particular and of the country in general. Most of the low income, high density population especially in rural areas, is illiterate and does not understand the value of reading and education in general as the parents themselves are illiterate. This lack of appreciation for education has led to the increase in cases of girls being married off at a tender age. However, this age group is critical for the grasping of reading skills as it is the age when children are expected to start reading for themselves, and yet education is most often cut off.

1.3 The culture of reading

The culture of reading is therefore, usually defined as a total of reading habits and interest for reading as well as a process, and not a final achieved condition (Stricevic, 2008). This entails a continued development and progression from one level to the next as one continues to read and expand their knowledge. Stricevic (2008) further states that the culture of reading changes and develops during a l   ime, influenced by numerous factors, such as environmental ones, as well as qualities and activities of an individual. It is a dynamic process which is not static and requires   'feeding' through reading for it not to disappear. If not already followed as a habit, it should be most   ly cultivated, as it is said to give the best returns in contentment, satisfaction, the use of leisure time, and securing useful knowledge even for simple daily life.

It is in this regard that 'focusing our efforts on improving our reading culture will increase the appreciation and awareness about the importance of reading (Walugembe, 2008)'. It has been said 'knowledge is power' (Bacon, 1657) and library power is of great importance as it presents the possibility for al people to create their own opinion of the society, of science, of culture and of the world. One can only acquire this power when they are literate, through reading as it helps to develop the mind and enables a child to acquire greater knowledge. Reading is the only form of entertainment that is also an essential life skill. 'It presents establishing the meaning in the interaction of the reader with text and the reader's context which results with the acquisition or the fusion

of knowledge, facts, information, wisdom and/or experience' (Jiao & Onwuegbuzie, 2003). This helps to create one's own opinion on issues and appreciate different kinds of information in a critical way, and it usually assists one to have the ability to make up their own minds and enjoy their freedom.

Reading makes one strong and able to decide the direction of (one's) life. Tella and Akande (2007) state that reading is a very important aspect of life which is not only about enjoyment but a necessity; the basic tool of education. Reading is key for each and every human being in order to deal with new and emerging knowledge in the changing world of technological advances. Reading therefore has been said to be 'the most important operating area for public and school libraries because it represents the competence which allows an individual to understand the information that has been offered to him (Stricevic, 2008). Based on this fact, Panigrahi and Panda (1996) as cited by Tella and Akande (2007) explain that once a child has taught to read and develop a love for books, he can explore for himself the wealth of human experience and knowledge. Reading for pleasure is done according to the interests of a person and together with the reading habit developed, it forms a reading culture of an individual.

The introduction of formal education has equally necessitated the need for provision of information resources to students in order to facilitate their learning. It has equally put some pressure on students to acquire reading skills as this is the only means for understanding and comprehending what is taught in class. Reading is regarded as an activity which requires a lot of concentration. Literacy is also a requirement in schools. On the other hand, it is seen as a means to either obtain a good job after school or as a status symbol. It is regarded as a means to an end. However, it may be argued that there are many reasons why people read apart from it being a requirement for literacy in schools as a studying tool. Reading challenging, or even entertaining, books assists an individual to expand their vocabulary. Melgosa (2007) notes that, 'everything touching our existence affects our lives positively or negative   listen to, what we read, whether attentively or superficially…all impacts us.' It is only with students having regular access to books and other reading materials from an early age that a

culture of reading may be developed, a lasting standard of literacy imprinted and a spirit of enquiry fostered which will help encourage individual improvement and enhanced standard of living all through life. Jonsson and Olsson (2008) state that a reading culture must be voluntary, and that an educational system where you mainly read for exams is an obstacle for a reading culture. A reading culture however is seen as a necessity for development and economic growth, both at personal and national level.

1.4 Factors affecting reading culture

Libraries are regarded as one of the institutions that have a role in advancing literacy and education in society (Onohwakpor, 2005) through encouraging users to borrow books and other materials for their use. The importance of school libraries cannot be overemphasized as indicated by the International Federation of Library Associations (IFLA) in their recently published School Library Manifesto which states that "the school library is essential to every long-term strategy for literacy, education, information provision and economic, cultural and social development…It has been demonstrated that when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills (IFLA, 2000). Ultimately, reading still remains an important facet of a child's daily life and provision of reading materials through   libraries cardinal. There are a number of factors affecting reading culture and these include the following:

1.4.1 Lack of well organized libraries

One of the factors which affect promotion of reading culture is limited and poor accessibility to the libraries. This is compounded by the fact that most libraries have inadequate library materials and poor infrastructure. 'Despite efforts to improve educational resources throughout the continent, most school libraries in Africa still suffer from lack of funds and lack of attention' (Graff, 2009). The school library is often considered as a by the way issue and often times, is given inadequate funding or no budgetary allocation given. This usually leads to poor provision of reading facilities which leads to a lack of understanding and grasping of the concept of reading as children do not develop the attitude of discovering by self. Most poor communities in Africa do not have access to a library and those that do exist are almost always poorly resourced

(Mchombu and Cadbury, 2006). It has been pointed out that most people in Sub-Saharan Africa have less access to books or other learning resources, and without proper access, it is hard to establish a reading culture (Tella and Akande, 2007). Additionally, Parry (2004) cited the inability of libraries to provide reading materials as a major roadblock in the fight against illiteracy in developing countries.

In Zambia, most of the government schools heavily rely on donations from Zambia Library Services (ZLS). However, ZLS is poorly funded by government and equally relies on donations from international organizations for books and other reading materials to distribute to schools. The book donations are often sporadic, unsuitable for the Zambian child's reading interests (lacking local content) and in multiple copies. According to the Zambia Library Association (ZLA, 2006) country report for the period 2004 to 2006, 'there is a general lack of appreciation of information   all levels of society' unless it directly relates to one's job or school work.

1.4.2 Poor publishing industry

Most African countries struggle with provision of publishing facilities because of the high costs which are associated with publishing. 'Publishing in Africa right from the colonial period was not meant to cater for the poor and illiterate masses but for a few literate and to publish materials that were of interest to the colonialists' (Odongo, 2010). In Zambia, most of the publishing houses which were available in the 1980's concentrated in providing textbooks and were controlled by the government which led to them not being self-sustaining. Additionally, the policy by government to introduce teaching in local languages in grade 1 meant that publishers could only publish a given title in small quantities since the seven different languages being taught did not cut across the country but were according to provinces. According to Chifwepa (2003) the multiplicity of languages means that the potential readers in local languages are split in small groups, making publishers hesitant to risk publishing with little demand although there are people who would like to read in their own language. This raises the cost of production since in publishing, the more copies printed, the less the production cost. Most of the reading materials are thus just bought from abroad and may not be suitable for local use as they are not tailored to the needs of the students. Kargbo (2008)

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discovered that 'the majority of reading materials in   school library is foreign and is sometimes not suitable to the needs of society.' This gives rise to the need for promotion of publications of local materials which would cater for the local needs. The few publishing houses in Zambia like Zambia Educational Publishing House (ZEPH), together with Zambia Printing Company and Times-Printpak concentrate on publishing educational textbooks as requested by the Ministry of Education with very few (if any at all) reading materials for leisure. The running costs of this industry are very high as everything related to publishing has to be imported. It equally becomes difficult to sustain this industry because most people are not able to buy these highly priced books as they cannot afford them.

1.4.3 Traditional oral African culture

Africa generally and Zambia in particular has been an oral society from time immemorial. Information was normally passed on by word of mouth. This in most cases was done through storytelling, folk music, and riddles. 'Historically all groups relied on oral histories, including the telling of creation myths, proverbs and folktales passed down through generations' (Ronnås, 2009). This was the norm from one generation to another. Instead of getting information through books and other literature, Zambians usually depended on information by word of mouth. However, the introduction of formal education by the 'colonialists' when they came to settle in Zambia in the 1800s brought a shift to the way information and knowledge were shared. This however has not been fully embraced by people, especially in rural areas where the use of oral methods to transmit information is still preferred. There is a preference in most cases to spend time chatting and interacting with colleagues than reading a book which is considered a solitary activity. In some instances, even contracts and transactions are still made and agreed upon orally, without anything in writing. This mainly is done on the basis of showing that the parties have good memories and mutual trust for each other. This cultural habit according to Sangkaeo (1999) has been transmitted from one generation to the next and is an obstacle to developing a reading culture.

1.4.4 Teachers and school managers

Tesfalul (2005) states that "although day in and day o they (teachers used to tell us to study our lessons, I hardly remember any teacher inspiring us to read books outside of our lessons. If they failed to cultivate the culture of reading, you could never expect other to take the lead.' The teacher's lack of individual interest in reading and appreciation of the importance of reading may impact negatively on the students as children learn by observation. Most often, teachers themselves are seldom seen reading by the students unless when conducting lessons. Sometimes, they do not even encourage the students to read or visit the school library even in cases where the library is available. Abeyrathna (2004) argues that a teacher's attitude is a very significant feature in improving a student's love for reading. Wherever possible, opportunities should be given to read for enjoyment. This would provide each pupil an excellent opportunity to exploit his need to improve his reading skills. Teachers are key to the development of a reading culture in students as they are considered role models. However, teachers who are entrusted with the noble task of imparting knowledge to the children may also not have a reading culture background and in turn may not inspire or encourage the students to read. Often what the teacher says is 'gospel truth' and with this high influence they have on students they are better placed to build an interest in them. Students' lack of appreciation may thus be partially 'explained by the teacher-centered curriculum existing in schools, where (students) regard teacher as the only source of information' (ZLA, 2006).

School managers are a key element in ensuring that school libraries are well established to fulfill their mandate of promoting a reading culture. However, most often the decision to establish and efficiently run these libraries lies in the manager's hands. It is in this same vein that the recruitment of qualified school librarians is not a priority. However, Barrett (2010) argues that 'the impact of a knowledgeable well qualified librarian on all aspects of the service including quality of the stock should not be underestimated'. The Ministry of Education school library policy may not be followed as there may be inadequate funding to these schools leading to neglect of the library. The non-implementation of a follow up mechanism by school inspectors to ensure school

libraries are properly organized has impacted negative   on the provision of library services especially in government schools.

1.4.5 The Home environment

Tella and Akande (2007) point out that the non-progressive nature of literacy in almost all African countries is more prevalent as it goes beyond schooling since parents who cannot read themselves are unable to help their children to read, and the cycle continues. UNESCO (2009) indicates that between 2003 and 2008, adult literacy rate (the percentage of persons aged 15 years and over who can read and write) in Zambia, was 68%. Sometimes, even in cases where the parents are educated, they do not seem to have time to spend with their children reading as they may   ot have an interest in reading for pleasure. Parents have a big role to play in encouraging their children to read through provision of reading materials and time. Tella and Akande (2007) indicate that parents who spend time reading to their children give them the best possible start on the road to literacy. But if parents who should be role models for their chi   do not themselves read, it is very difficult to help develop this habit   their children. Parents may not be in a position to purchase books on a regular basis for their children to read due to economic pressures as books are often imported and are expensive. In some cases, a lack of interest or prioritization may influence parents' decisions to purchase books for their children. In most high density areas, homes may be too small and crowded with no electricity for the child to read in the evening.

It can however, be argued that reading has been taken to another level with the introduction of the Internet. There is need to integrate the new technologies in the promotion of programmes to promote reading. Moreover, for one to be able to use technology, especially Internet, one still should be able to read well. This can only best be done when one has been equipped with the reading skills through literacy programmes which will include knowledge of how to use the Internet for either research or leisure. It is important that these skills are continually cultivated so that one will not relapse into illiteracy due to none utilization of acquired skills. The introduction of these new technologies poses a threat to the development of a reading culture for the young

generation especially if there is no parental control on their use. It has often been said that reading takes the reader to places which he/she may otherwise not be able to travel to. Most of these may be harmful to the intellectual growth of the child. White (1980) states 'that unhealthy reading is to the mind what unhealthy eating is to the body'. If children spend much of their time on computer games and watching television with no parental guidance, this is bound to reduce their interest in reading as they may find these to be more stimulating to their minds than obtaining a book to read. It is important that parents guide their children in the home environment as to what type of entertainment they engage in, by ascertaining whether it is of help   their intellectual growth as future responsible adults. However, none parental guidance in most cases results in children pursuing other vices at the expense of reading especially if not introduced to books at a tender age as books are not appreciated.

1.4.6 The school librarian

The librarian plays a very significant role in supplementing the work of the teacher in class. The School Library Association (SLA) (2006) believes that 'the School Librarian has an essential and unique specialist role to play in supporting students' learning and their development into effective, independent learners and readers.' A qualified librarian who is engaged on a full-time basis will be more effective in providing reading programmes for the students. However, many schools do not have qualified librarians to facilitate for programmes which encourage the use of the library by the students, opting to employ teacher-librarians or assistants. Most often this is due to schools having no means to support full time trained librarian or the teacher librarian, who are most often 'asked to spend more time in the classroom and, as a result, are unable to do literature promotion, book clubs, staff liaison, effective teaching of information and research skills, co-operative teaching and planning (Lonsdale, 2003). Thus the library services which should be rendered to the students suffer and in turn hinder the students from developing a positive attitude towards reading.

1.5 The role of the school library

A school library provides services to the students and staff and its services are tailored towards supplementing the school curriculum as well as encouraging students to read story books and other entertaining books to develop their reading sk lls. They are usually funded by the parent school. School libraries help in supporting literacy if they are fully functional and able to provide relevant and appealing   als to keep the students interested in reading, thus upgrading their reading skills. While reading for pleasure is a key element of literacy and has been shown to be beneficial to children's wider attainment, it is not the sole purpose of the primary   ol library. According to the School Libraries Association (2006), the purpose of the school library is 'to provide a wide range of books and multimedia resources to support teaching and learning throughout the key stages, and foster a reading and information culture that promotes independent motivated readers and learners for life'. Ambili (1994) describes the functions of school library and some of them are as follows:

- to acquire and display books and non-book materials for reading;
- to make the library an agency for curricular enrichment, pupil exploration, and dissemination of information;
- to instill love for books and libraries in children as their companions in leisure;
- to stimulate reading habits in students; and
- to teach the art of skilful use of books, non-book materials and sophisticated library.

Similarly, Ijari (1994) describes some objectives of school libraries as:

- to promote the reading habit among the young generation;
- to eradicate illiteracy;
- to encourage creative thinking among school children;
- to improve the economic conditions of society; and
- to ensure philosophical and social values in the community.

Ambili's and Ijari's observations reflect the words of Fargo (reviewed by Humayoon, 1994) that the objective of the school library is 'to capture and hold the interest of the children's reading, to make children active and intell ent users of all sorts of books both for pleasure reading and for research, and to cultivate in them an appreciation of libraries as social institutions'. Four roles of the school library in the school environment emerge and these are: to support learning programmes; to support teaching programmes, and research; to act as information centres; and to provide recreational and professional development. The American Association of School Librar ans (AASL) as reviewed by Humayoon (1994) endorsed the need for a school library in these words: to serve to meet the needs of students, teachers and community, provide library materials and services appropriate to them, [and] stimulate and guide students in all aspects of reading; to help students develop helpful interests and acquire desirable social attitudes, help students/pupils become skilful users of libraries. The International Federation of Library Associations and Institutions (IFLA) endorses the importance of school libraries and has formulated a School Library Manifesto, ratified by UNESCO stating that, 'the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge based society' (IFLA, 2002).

1.6 The School Library Standards in Zambia

For any organization to meet its intended goal, it needs to be guided by standards. These may be at an international, regional, national, professional or local level. For libraries, 'the standards present statements of purpose and function of the modern school library and can provide school librarians, school library personnel, teachers and educational administrators with an agreed set of goals to be aimed at, thus encouraging regular evaluation of the existing services and facilities' (Herring, 1988). These may also be called guidelines or mission statements. They are usually minimum standards set to guide the minimum requirements for a school library. There are many school library guidelines in the USA, UK and Australia which have been established (Herring, 1988). On the international scene as well, there are organizations such as The School Libraries Association, American Library Association, IFLA and UNESCO, which have come up with standards to assist schools in setting up and managing their libraries. Guidelines

include provision of at least 10 books per student with a minimum stock of 8,000 books, adequate accommodation for both materials and students' reading area including appropriate furniture, provision of computer workstations and Internet accessibility including audio visual facilities, free from external   provision of a professionally qualified librarian preferably at head of department level reporting to head teacher or deputy head (Herring, 1988). These guides are freely available and can be adopted by any school anywhere in the world in order for them to come up with a quality, efficient and appreciated library service for their school community.

The Zambian government through the Ministry of Education also came up with standards for school and college libraries in their Standards and Evaluation Guidelines of 1997. In these guidelines, it is stated that 'the teaching programme of the school needs to be planned in such a way that the library plays a central role in learning. The library must be organized in such a way that teachers can rely on it to support the children's learning.' In terms of the library stock, it is stated that books should be selected for their quality and usefulness to the school catering for the various reading levels which should include leisure reading with at least 5 copies of any iven title of a book. The stock should include audio-visual equipment, periodicals, charts and maps. The size of the stock should be at least 5 books per student. As an ab   the library should have a stock of not less than one and half books per student. In terms of accommodation and space, the guidelines state that the library must be located where everyone can visit it easily and conveniently, and it must have room specifically allocated to it. It must have no leakage, moisture, or dump places. The storage of books must be on book shelves which are easily accessible to students with average heights of shelves measuring 1200mm for younger children and 1950mm for older children. Budgeting for stock should be done on an annual basis to ensure planning. Sourcing of books should be done through the annual budgets, donations from well wishers and through interlibrary exchange services. Weeding of the library materials should be done regularly to remove items no longer worth keeping. All library materials should be accessioned, classified and catalogued so that they are accounted for and properly shelved for easily accessibility. As far as possible, it is recommended that a qualified librarian should be

employed to setup and manage the library. Lastly, the   ines stipulate that assistance and advice may be obtained from the Zambia Library Service (Ministry of Education, 1997).

It should therefore, be noted that education in this age of information and technological advances cannot be classroom-centred but has to be child/learner-centred, which in turn requires a resource- and library-centred approach in order to develop a culture of reading (Magara and Nyumba, 2004). Such an approach can only be achieved if library infrastructure is adequate and suitably equipped, staffed, and monitored effectively. This calls for a purposeful library policy and guidelines to be put in place, implemented and monitored, for the improvement of the country's future progress in literacy levels.

1.7 Status of basic school libraries in Zambia

Although literacy rates have increased in the last 20 years in Zambia, there are still many people who do not engage in reading as a daily activity, let   the use of the library, expect for educational purposes. However, according to the Committee on Free Access to Information and Freedom of Expression (FAIFE) world report on Zambia (2009), the information infrastructure with regard to library serv   has been one of being undervalued, marginalised and without grounded or meaningful resource base with the exception of libraries supported by foreign missions and international agencies and some private schools. The libraries that are poorly funded and supported result in the general provision of pitiable library services in Zambia. The result has been constraints in information provision and consequently on access to timely, relevant, accurate and complete information. This coupled with stifled political culture has rendered library services more of policy pronouncements than concrete policy initiatives and programmes. Stricevic (2008) also mentions that libraries are not only expected to provide answers to the existing reading interests of their users, but to encourage and develop a need for reading, motivation and preferences, especially with young library users. In the year 1962, the Ministry of Education introduced the Zambia Library Service as department in the ministry with the aim of countering this deficiency and provide reading materials to schools to cater for the reading needs of students.

School libraries in Zambia have therefore a significant role to play in providing library services to students as they are in a better position to introduce the culture of reading and reduce illiteracy at an early stage. Magara and Nyumba (2004) specifically mention the need for school libraries in order to support 'child-centered teaching and develop a 'culture of reading'. Therefore libraries in general, and especially school libraries, have a challenge to continually conduct some measures that will ensure reader's development and education from the earliest age thus turning reading for pleasure a vital habit of today's children and youth (Stricevic, 2008). However, research has shown that 'for the school library to make a difference, its contribution   to be fully integrated into the teaching and learning of the school' (Williams, Wavell and Coles, 2001; Kinnell, 1994). This is one of the effective ways to make libraries have a meaningful impact on the education of the students. Most private schools have embraced the value of librar   in their schools and most of the times use it as a marketing tool for recruitment of students.

Basic education is the beginning of that development as it 'lays a foundation on which all further education must build' (Ministry of Education, 2006). An educated individual does not only inspire himself or herself but is able to contribute to development in his community by the way he analyses issues and also the ability to find employment that is sustainable. Good quality education, according to the Ministry of Education (2006), brings personal, social, economic and educational benefits. It promotes desirable attitudes, values and ways of behavior and opens the minds of (students) to new ideas and methods. Literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development,   and democracy (ALIA, 2010). Access to basic education, especially in urban areas has become a challenge due to large numbers of students, making school places not enough to meet the demand. This is why the government of Zambia, through the Ministry   Education revitalized the 'educational sector and managed to improve access   primary education' (United National Development Programme (UNDP), 2008) by embarking on a programme to increase the number of basic schools to cater for the   ing number of students who enroll in grade one, especially in urban areas.

According to the Ministry of Education (2008) report, Zambia has four distinct types of basic schools; government, private, community and grant-aided, which have their own levels of sponsorships depending on the category. In 2　8, there were 8,195 basic schools in Zambia with a total enrolment of 1,507,660　lower and middle basic classes. In Lusaka district alone, there were a total of 657 primary (basic) schools of which 202 were government and 90 were private schools. There were 15 grant-aided and 350 community schools. Of the 657 schools, only 168 had libraries, while 8 were still being established and yet to be completed. Obanya (2002) explains that 'library curriculum should be part of basic education. This can only be achieved if libraries are fully established and functional'. The following table indicates the number of libraries in basic schools throughout the country.

Table 1: Libraries in Basic Schools by type and province

	Perm.	Temp.	% (Temp)	Total	% of Tot.	Incomplete	% Ch.
Central	29	7	19.4%	36	6.8%	4	-3%
Copperbelt	97	26	21.1%	123	23.3%	4	11%
Eastern	16	16	50.0%	32	6.1%	3	68%
Luapula	8	4	33.3%	12	2.3%	3	-20%
Lusaka	145	23	13.7%	168	31.8%	8	29%
N. Western	16	13	44.8%	29	5.5%	3	45%
Northern	15	9	37.5%	24	4.5%	1	-27%
Southern	56	20	0.0%	76	14.4%	2	-3%
Western	19	9	0.0%	28	5.3%	1	0%
National	401	127	24.1%	528	100.0%	29	12%

Source: 2008 Educational Statistical Bulletin.

Additionally, the Ministry of Education (2008) report states that, "in Lusaka the average class consists of 45 pupils with the age range between 7 and 13 years for grades one to seven." Of these, 351 schools are from grade 1 to grade 7, while 253 from 1 to 9 (*basic schools*), and 52 from 1 to 4. Secondly, it is expected and hoped that by the time the pupils reach grade 5, which is the beginning of upper　they are able to read without any assistance from anyone and they can make decisions and choices on what they want to read. This is cardinal since by this age　would have an appreciation of reading. According to Panigrahi (1996), 'to know about the world and its environment, a

child helps himself through reading books, newspapers, and other magazines', and in this age, through Internet research and also mobile phone usage including social networks like face-book and twitter.

The intervention in 1962 by the Government to set up the Zambia Library Services (ZLS) to cater for the reading needs of both students and the general public did not result in the improvement of the general reading culture. Students continued to read only recommended textbooks for them to pass their examinations. As for public libraries, most of them eventually became non-functional as most of the books were either destroyed due to neglect or the libraries themselves converted into shops or indeed just abandoned altogether. With the advent of information technology, a lot of schools and higher institutions of learning were faced with the challenge of improving their libraries to provide accurate, up-to-date and timely information to their users. Much as there has been a deliberate policy in provision of both print and electronic information resources by institutions such as the American Center, the World Bank, the European Union and other international organizations setting up information centers as well, the use of this information still remains poor except for studying and research purposes. Much needs to be done to inculcate a culture of reading in Zambia, not only for educational purposes but also to be knowledgeable in pertinent issues facing the world in day to day lives. The issues pertaining to the HIV/AIDs pandemic and other social vices will only be tackled if there is know-how over these and many other challenges.

In 1995, the Zambian government through the Ministry of Education formed a National Reading Committee (NRC) which was mandated to improve   levels in primary schools. It was specifically tasked to raise awareness of the reading problem, and seek solutions as a matter of urgency (Linehan, 1996). This was after a study by the Ministry under the auspices of the Southern African Consortium   Monitoring Educational Quality (SACMEQ) which showed that only 25 percent of grade 6 pupils could read at defined minimum levels and only 3 percent could read at desirable levels (Nkamba and Kanyika, 1998). The results of this study culminated in the introduction of the Primary Reading Programme (PRP) in 1999 to act as a systematic intervention measure to help improve reading and writing within the first seven years of primary school. It was

divided in three levels: the first one was the *New Breakthrough to Literacy* (NBTL) for grade 1, the second was *Pathway to English* developed for grade 2, and the third was *Read On* which was developed for grade 3 through to grade 7. It was envisioned that through this development of reading skills, the student should be able to use resources to his advantage by studying independently and finding answers on his own. If developed at an early age, reading will ensure students are well prepared to do extremely well in their studies which in turn will develop the educational standards (Linehan, 1996).

Additionally, according to the Crowther Report (1959), school children were discovered to be at their peak in borrowing and using the library at age 8 to 11 but this declined when they started reaching their adolescent. Terman and Lima (1931) state that interest in reading approaches a climax of intensity at the age of twelve and afterwards declines in the years of high school education. Since these studies have shown that the interest is highest during the time of upper primary school, it is important to study the reading habits of students in this age group, encourage them by providing relevant materials so that they continue with the acquired reading skills even into their secondary level, indeed through out their lives. Based on this finding, Panigrahi and Panda (1996) explain that once the child has been taught to read and develop a love for books, he can explore for himself the wealth of human experience and knowledge. These authors went on further to say that 'children missing the opportunity of getting in touch with books at this stage, find it difficult to acquire reading habits in   later years.' Tella and Akande (2007) argue that the achievement of quality basic education in all countries in Africa call for development of good reading habits of both the children and the adult. There is a great need for school libraries to make a lasting impact on the student at this stage to ensure that reading skills are grasped. This will change the stigma already associated with Africa as a continent with a 'poor reading culture'.

In the IFLA/UNESCO School Library Guidelines (2002) there is an emphasis on the provision of not only books attached to the teaching process, but to free reading materials as well such as popular novels, magazines, posters, computer games and the Internet. This helps in the holistic development of an interest in reading   the students regardless of whether they are in the school or home environment. The introduction of

other forms of reading materials which are in line with the technological advances captures the students' interest in discovering for themselves the vast information available at their disposal.

The attainment of the 2nd Millennium Development Goal of "achieving universal primary education" (UNDP, 2008) by 2015 has been embraced by the government. Therefore, to attain this objective, there is need for concerted   to establish school libraries in support of formal teaching programs with a rich collection of reading materials both in book and non-book form to foster literacy. Universal basic education is regarded as a priority for developing countries and is the focus of the *Education for all* movement by UNESCO (UNESCO, 2004). In order for the Ministry of Education Primary Reading Program to have a lasting impact on the literacy of students and to keep the interest in reading generated in the class, school libraries should supplement these efforts, because to a large extent, libraries are associated with education. Students with good reading habits are constantly educating themselves through exposure to the author's documented ideas. The school library should encourage students to read materials in whatever format for leisure as well as for study.

1.8 Statement of the problem

Most basic schools in Zambia may be faced with non-availability of properly established libraries and proper literacy programmes. In the case of those that may have library facilities, these are either poorly stocked or have outdated books which may not inspire students to read. The lack of school libraries or poorly established libraries may have a negative impact on literacy levels of children. The non-availability of library resources may most often force students to read only what they are taught by teachers during class. This situation simply encourages pupils to read only for the purpose of passing examinations and once they write their examinations, they stop reading, resulting in a decline in their literacy levels which unfortunately stands at 138th in the world rankings of the United National Development Programme report (UNDP, 2009).

The reading programmes introduced by the Ministry of Education may not be as effective as they should be in the absence of school librar   to supplement and support them. Accessibility of reading materials is a major factor in developing and sustaining reading interest and as such school libraries play a big role in satisfying these needs. Poor library facilities and services result in failure   ide impetus which is necessary for the development of literacy. This state of affairs will make it difficult for students to develop an interest in reading. The reexamination, through this study, of this state of affairs will help bring to the fore the importance of he school library to combat this predicament as there is need for continuity if the reading habit is to be a lifelong activity. The Ministry's reading programmes should, therefore, be supported and sustained by good and modern library facilities and services coupled with qualified librarians to run these libraries.

1.9 Research Objectives

The main purpose of this study was to evaluate the factors which inhibit promotion of reading culture in basic schools. The specific objectives were to:

1. Establish the current state of school library facilities and services
2. Establish to what extent students used library materials
3. Establish other sources of information used by students
4. Establish reading preferences of students
5. Identify problems students encountered when using the library
6. Identify measures needed to encourage reading among students

1.10 Research Questions

The research questions which guided the study were:

1. What was the current state of libraries in schools?
2. To what extent did students use library materials in schools?
3. What other sources of information did students use?
4. What were the students' reading preferences?
5. What were the problems students encountered when using the library?
6. What measures should be taken to encourage reading among students

1.11 Significance of the study

The rationale for studying the reading culture of children in basic schools is that there is an absence of research on availability and provision of properly established libraries in basic schools in Lusaka District. It is expected that the study will assist provide proper interventions by the Government through the Ministry of Education to help influence the need for reading and developing an interest for reading at an early stage through the provision of properly established school libraries. It is hoped that the results of the research will be useful to policy makers in government by providing insight into library impact on schools in terms of literacy and development of a reading culture and the importance of having qualified librarians to ably dertake this task. The study will provide information that may be used by government and school managers to support the establishment of well stocked school libraries with adequate reading materials and facilities for students and teachers. It is hoped that the results of this study will promote the concerted efforts of parents, teachers and librarians in assisting students, at an early age, to absorb a sustained reading culture. Ultimately, this will bring out the benefits that students and teachers obtain from the provision of a school library so that future projects of building schools should include libraries. It is also hoped that the research will, in this regard, further help contribute to improving literacy programmes and library services in schools to help achieve the 2nd millennium development goal as reading culture promotes an informed citizenry that is able to influence development by making informed decisions in matters of governance. Lastly, it is hoped that the research will open up new avenues for further research to be conducted.

1.12 Operational definition of terms

The purpose of this section is to guide the reader to operational usage of the terms outlined as they apply to this study.

Basic Education- comprises primary education (first stage of basic education) and lower secondary education (second stage); that is from grade 1 to grade 9. It refers to the whole range of educational activities taking place whose aim is to meet basic learning needs.

Child- Any individual below the age of 15 years.

Literacy- the ability to read, write, and calculate figures well enough to carry out activities that many people consider necessary to function in society. Such activities include but are not exclusive to, reading books, reading notes given in class, understanding assignments given and being able to decipher meaning.

Read-a-thon- a programme aimed at encouraging students to read as many books as they can manage in a given week (can also be termed 'reading motivation week'). The more books one reads, the higher the chances of rewards.

Reading culture- a way of life where reading is regarded as highly appreciated and valued by members of a given community, in this case the school community.

School library- an organized collection of books placed in a school for the use of teachers and students, but usually for students. A building big enough to accommodate at least a class at a time, and a collection large enough to provide 'every reader his/her book' (Ranganathan, 1932).

School librarian- a professionally qualified librarian employed to operate a library within a school.

Teacher librarian- a member of a school's staff with specific teaching commitments, but who is allocated a number of hours per week to organize and maintain a school library.

Student- a person attending basic school.

CHAPTER 2

Literature Review

2.1 Overview

Literature review is an important aspect of a research as it gives a background of related studies undertaken which may guide the researcher in their interpretation and analysis of data collected. According to Cooper and Schindler (200   literature review is recent or historically significant research studies, company data or industry reports that act as a basis for the proposed study. Although no major studies have been undertaken in Zambia to explore the factors inhibiting promotion of reading and the role school libraries play in developing a reading culture, some studies have been carried out in various sections of society. Most of the studies which have been undertaken are for secondary school and university students. It is important to inculcate reading and library skills at a tender age in order for one to appreciate it and make it a lifelong habit and thus the need to study this age group for which part of it falls in the lower secondary school category.

This chapter aims at reviewing literature written by different scholars in relation to the topic of study. This chapter is significant as it assists the researcher to know what is already known about the research being carried out and have a better understanding of the topic including limiting of the research problem.   reviewed literature helped the researcher get familiar with a number of research methods used by different researchers and different approaches to methodologies used. The review provided an insight that brought out the limitations of the studies which helped to refine and interpret the research findings on the importance of school libraries for the development of a reading habit. This chapter is divided into 6 sections, namely: section one is the introduction to the chapter, section two looks at the promotion of reading culture in schools, section three reviews literature on the role of libraries in schools, section four reviews literature

on the reading habits of students, section five looks at diverse methodologies used by different researchers in the reviewed literature, and section six gives a summary of the literature reviewed.

2.2 Promotion of reading culture in schools

One of the studies carried out on the promotion of reading among school children in Zambia was conducted by Ronnås (2009). It revealed that social interaction through storytelling, artwork and reading aloud was an essential element to promote reading. The three reading projects studied (book bus library, Lubuto project and reading circles) all revealed the common challenge of inadequate resources   terms of money, books and other reading materials as these fully depended on project funders. The study further discovered that primary schools lacked properly establ   libraries hence the rising numbers of children using these library facilities offered by the three projects. The study mainly used observations and semi-structured interviews with organizers, teachers and students.

Another study conducted on the reading culture of students was one done by Githiora, Kiplang't and Otike (2007) where they investigated efforts being made to cultivate and promote a reading culture in primary schools within Eldoret Municipality in Kenya. The objective of the study was to determine to what extent the reading culture was being promoted in the schools. Fifteen (15) primary schools were sampled. Of these, five were private and ten were public primary schools. Self administered questionnaires were used for collection of data from students while the head teacher and language teacher/school librarian were interviewed using semi-structured interview schedule. The study established that most of the schools relied on the library lessons to promote a reading habit. Furthermore, there were no policies in the government's educational system that encouraged promotion of a reading culture. Due to none availability of a policy, most of the schools had no libraries or adequate reading materials. The provision of more reading books was cited as one of the reasons which would promote reading and develop reading culture in the schools.

Johnson (1963) studied the children's newspaper reading habits. The main purpose of this study was to explore some aspects of newspaper reading habits and interests of children in grade four, five and six. There were 564 children in the study and the majority indicated that they sometimes read the newspaper. The regular classroom teachers administered the instrument without previous   preparations or discussions. Seventy percent reported that they were irregular readers while twenty four percent indicated that they were regular readers. The numbers of children who did not read showed a corresponding decline from year to year, with 20 at grade four, 10 at grade five and 3 at grade 6. The majority of children indicated school subjects in which they had been helped by newspaper reading and these were social studies, reading and current events.

2.3 State of libraries in schools

A study to assess students' use of the library was car ied out by Udoh-Ilomechine (2008). Two hundred secondary school students were targeted with 198 returning the questionnaire. The vast majority of students indicated that they used the library even though less than a quarter indicated that they used it frequently. The study revealed that more than 80% of the students found the library resources inadequate. The survey showed that most students who responded were not satisfied with the services and collections of their school library. Based on the importance and benefits of the school library to both teachers and students, Udoh-Ilomechine recommended that the school library should have a professional librarian to render effective   ices, while at the same time organize orientation, films, exhibitions and displays to create awareness. It was further recommended that the library should be restocked to meet needs of staff and students and provision of adequate reading space be made.

A study was undertaken by Todd (2006) as cited in Barrett (2008) of students in 46 schools across Queensland and Victoria in Australia. This study revealed that 81% of the students indicated that the library had contributed to their progress in reading while the same percentage of students indicated that the library helped them to enjoy reading. Another study was undertaken by Todd (2006) in Ontario, Canada and this study

revealed positive results where reading enjoyment was closely linked to overall student achievement. A similar survey was undertaken by Todd (2005) in Delaware, USA, on the reading habits of students in grade 3 to 5. The results revealed that the students considered the school library as strongly helping them to enjoy reading more. The students further highly valued the school librarian as teacher, particularly when the school librarian provided individual and class instruction centering on independent information seeking, Internet search and site evaluation, interpreting and analyzing information to develop their own ideas.

A related study on library development in nursery/primary schools in Ilorin, Kwara State, Nigeria was carried out by Akanbi (2001). Out of the ten schools targeted, the study only involved five nursery/primary schools of which two did not have school libraries. It is worth noting that the school which ranked second in terms of pupil population was one of those without a library. It was revealed that most respondents cited inadequate financial resources as the reason for not having libraries in the two schools, while others indicated the ignorance of proprietors of these schools on the importance of libraries. The study revealed that the library plays an important role in the education of the students and it should be allowed to   pplement or complement the efforts of the teachers. It was further recommended that these libraries should be managed by qualified teacher-librarians.

Another study by Kinnell (1994) was conducted to look at ways in which good school libraries meet the needs of students and teachers in a small group of secondary schools in England. Twelve schools were sampled and data was gathered using survey questionnaire, interviews, observation and school documentation. The study revealed that the school library played a significant role in developing skills such as communication, numeracy, study, personal and social, use of information technology. It was further revealed that although textbooks and worksheets still made up a larger part of reading resources, library books and software were also significant resources.

2.4 Reading habits of students

Rosita (2009) carried out a research at a high school   Jakarta to determine whether young students really do not like reading. Using a questionnaire and interviews she explored problems leading to reading comprehension. The findings revealed that overall, students had little interest in reading and among the   ns for this were that some did not know how to read effectively, not understanding the complex grammar vocabulary, and having no interest in the topic. Lack   access to reading materials due to low-income families was cited as the most serious barrier to promoting literacy.

In a related study, Tella & Akande (2007) carried out a research on children's reading habits and availability of books in Botswana primary schools. The study examined children's reading habits and the availability of books in Botswana primary schools and considered its implications on the achievement of quality basic education in the country. A total of 200 questionnaires were administered, and 75% return rate was achieved. Primary school pupils ranging from 10-13 years were randomly drawn from 10 selected schools. Results of the study showed that only 36.7% of the pupils read on a daily basis. They cited inadequate library materials as the reason most of them did not engage in reading on a regular basis. The study further revealed that the inability to purchase books was discovered to be a great threat to reading culture as lack of books were identified as one impediment that threatened effective learning at primary levels.

Another study of primary age students was conducted by Warning, Henri and Leung (2007) in Hong Kong. This study revealed that parental support for reading was highly correlated to adoption of an active reading habit by children. In a related survey, Wilson and Bhamjee (2007) carried out a survey on promoting literacy in secondary school students whose main objective was fostering of a reading culture. Only 9% of the students came from homes where parents read regularly   ile 32% of all students indicated that they had no quiet place in which to read at home. Issues arising from the survey were that reading was considered difficult and there were very few reading resources available. It was reported that the students did not consider borrowing as an option for fear of losing the books and being fined. Other related problems reported were

limited vocabulary in speaking and writing, and parental disinterest in reading   a worthwhile activity.

Another study was carried out by Vinterek (2007) in Sweden where she studied the reading habits of Grade 5 and 8 students at one school. A total of 1526 respondents were sampled. The results of the study revealed that students receive very little training in the reading of coherent texts in school and very few students were able to read large amounts of text. The results revealed that more than 50% of the respondents only read a maximum of two pages in a given day. The results further revealed that there was an increase in the use of computers which decreased the number of books borrowed from the library and resulted in less time for reading books.

A study of over 8000 primary and secondary schools in England was carried out by Clark and Foster (2005). A survey was used to solicit   data to determine the reading preferences of the respondents. The study revealed that whereas most children read everyday, they would read even more if they had extra time. Girls were more positive about reading than boys and they read more frequently. The study further revealed that enjoyment of reading declined as children grew older as primary students appeared to read for more varied reasons than secondary students. Furthermore, enthusiastic readers stated that they were encouraged to read more by their parents than teachers. Only questionnaire was used to collect data. A related survey by Clark (2010) in which she studied young people's reading habits and attitudes to their school library, revealed that most young people (68.7%) used the library as it gave them easy access to books, had friendly space and they believed its use would help them do better in class. Those who did not use it (28.1%) indicated that the library did not have books that interested them and they never saw their peers use it. This survey also revealed that girls used the school library more than boys. Of those who did not have a school library (3.2%), they indicated that they would use one if it was available, and if it had interesting books and particularly computers.

In a related study by Ivey and Broaddus (2001), the reading activities of over 1,700 middle school students in the USA indicated that students mostly valued independent

reading and teachers reading aloud to them. It was revealed that students enjoyed free reading in a quiet environment without being disturbed or distracted by other tasks. In the same study, it was further revealed that students   nsidered teacher reading aloud to the class as a helpful activity in so far as identifying the range of materials and genres.

In another study, Panigrahi and Panda (1996) looked at the reading interests and information sources of school going children in India. In this study, the main objective was to understand the reading interests and information use habits of the school going children. A group of 145 students from two leading English-medium schools of Rourkela were selected. A total of 130 questionnaires were returned giving an 89% response. The study revealed that reading newspapers was considered to be more significant than textbooks. The student's interest in reading journals, novels and comics was not so significant. Panigrahi and Panda recommended that the library should provide sufficient reading materials.

Another study was undertaken by Ogunrombi and Adio (1995) at 10 secondary schools in Nigeria. The data was collected by means of a questionnaire and administered to 600 students from both junior secondary and senior secondary. The results revealed that the level of literacy of parents had a direct bearing on t   children's reading habits. Additionally 79% of the respondents indicated that the   liked to read, with 56% of them indicating that they read on average 2 hours per day. The number of them of who relied on textbooks was 87% while only 6% owned personal books. The study further revealed that there were no functional libraries in most of the schools surveyed, neither did the schools have trained librarians or library periods.

In their study report entitled 'What Johnny likes to read is hard to find in school', Worthy, Moorman and Turner (1999) examined the reading preferences and access to reading materials of six-grade students in three large middle schools in Southwestern USA. Results of this study indicated that students enj   d reading scary books and stories, comics and cartoons, magazines about popular culture, and books and magazines about sport. Student preferences were examined by gender, reading attitude and achievement. More similarities than differences were found among these groups. The

results showed that the majority of students obtained   preferred reading materials from home and stores rather than from schools and libraries. Schools ranked the lowest for availability of interesting books to read. The study concluded that materials students want to read are not available to them in school.

All the studies reviewed are in agreement as to the importance of reading and provision of resources by school libraries in promoting reading culture. In the meantime, very few school libraries provide adequate books in line with the third library law as stipulated by Ranganathan (1932), which is 'each user his/her book.' The case is more prominent in government run schools than in private schools. For most private schools, the provision of library services is seen as one of the facilities for luring parents to take their children to these schools. Since these schools are mainly fee paying unlike government schools, the provision of 'extra incentives' is a trump card for their competitiveness. Apart from providing adequate and relevant reading materials, libraries should provide a working area for students to sit and read, do their assignments or homework and research. But most often, the use and provision of school libraries are not given the prominence they deserve in order to provide the required services and   ilities to the students. Literature reviewed has given eminence to the argument that school libraries can, and do play a significant role in the education and literacy levels   students as they aid in making reading a lifelong habit. It is with this reason in mind that this study set out to establish the factors inhibiting reading by students and the role school libraries in Zambia should play in promoting a reading culture.

2.5 Methodologies used in the reviewed literature

Different methodologies were employed by different researchers, but the majority of the studies used surveys and interviews. (Ronnås, 2008; Kinnell, 1994) combined surveys, semi structured interviews and observations while (Githiora, 2007; Rosita, 2009) employed surveys with semi-structured interviews and (Ogunrombi and Adio, 1992) used only questionnaires. There was no indication of any of the studies having been pre-tested before administering the actual research. Pre-testing is usually a good tool to use as it helps one to be sure whether the instruments used are suitable for the research to

bring out desired results against the set objectives. As noted, the most common research methodology used was a survey. The advantages of surveys are that they are inexpensive to administer, they do not require too much time and resources while they can be administered to a very large number of people at a given time. Since they also employ open-ended questions which allow for flexibility in responses, this ensures that respondents are given the opportunity to express themselves freely to provide in-depth information to guide the research. Surveys may have their own weaknesses as they usually rely on standardisation which forces the researcher to develop questions which are of a general nature to suit all the respondents. This usually hinders respondents who may have more to say about a particular situation to fully express themselves.

After considering the advantages and disadvantages of ach of the methodologies used in the literature review covered, the researcher decided to combine both qualitative and quantitative approaches in order to obtain all the desired data. Questionnaires and observation methods were used. This was done in order   capture all valuable information to guide the study and meet the set out objectives considering the topic at hand.

2.6 Summary of the reviewed literature

The review provided studies on literature undertaken on the reading habits of students, their reading culture and importance of school libraries to promote reading in students. Research has shown that reading enhances learning and iteracy especially when it is embraced at a tender age as it then develops into a ha   And once a habit is formed it is very seldom that it dies. It is for this reason that many governments and other international organisations have set out standards to   the establishment and running of school libraries (Ministry of Education, 1997; IFLA/UNESCO, 2002; Kargbo, 2008; Magara and Nyumba, 2004) and specifically make recommendations that every school should have a well established library with a qualified librarian to supplement the class curriculum on reading.

Most of the studies revealed a low usage of borrowing books and library usage in general due to a general provision of poor library fac lities and services. This study is

meant to bring out the factors which will need to be addressed in order to provide libraries in schools and reposition them in such a way that they will promote reading, thereby helping develop a reading culture in the students to accelerate literacy levels in the country. The literature review therefore provided background information and helped meet the set objectives and concretize the subject of this study. No study has been taken to determine the factors which inhibit promotion of reading in students in Zambia and therefore this study has been conducted to fill in this gap.

CHAPTER 3
Methodology

3.1 Overview

This chapter deals with the methods that were used to   uct this research. A methodology is defined as 'the theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted' (Saunders, Lewis and Thornhill, 2007). A research methodology is defined by Akakandelwa (2000) as 'an application of scientific procedures to get answers to a particular problem or puzzle.' The stages from collection of data to discussion of the findings are what constitute this activity. Different studies use varied methods for collection of data depending on the population and the ultimate results required. Methodologies may involve questionnaire administration, interviews, focus group discussions, observation checklist and library research, and one methodology or more may be used depending on what the researcher wants to achieve.

This chapter is divided into the following categories: part one is the overview, part two provides details on the research design, part three looks at the total population being studied, part four looks at the sampling method used and the actual sample obtained, part five provides the research instruments which were administered, part six looks at the methods used to analyse data obtained, part seven covers problems encountered during the process of collecting data, while part 8 looks at the limitations of the study and part 9 brings out the research ethics considerations made.

3.2 Research design

This study adopted the survey design methodology which is "a research strategy that involves the structured collection of data using questionnaires, structured observation and interviews" (Saunders, Lewis and Thornhill, 2007). This method is intended to guide the researcher in the activities of collection of data, analyzing and interpretation of the collected data. Its use allows for generalization from a smaller group to a larger group. It is further relatively cheap and easy to administer   it equally allows for open-ended questions which give a leeway for free expression from the respondents. Both quantitative and qualitative methods were used in the collection, analysis and interpretation of data. Two types of questionnaires were administered, one for students and one for teacher-librarians. In order to counter the limitations of the survey method, the researcher employed the observation method to have a first-hand experience and an in-depth appreciation of the day-to-day operations of the libraries. Bryman (2008) defines a structured observation method as 'systematically observing the behavior of individuals in terms of a schedule of categories. This method allows behaviour to be observed directly unlike survey research which allows   only to be inferred'. Since in most cases, in the survey method respondents   answers according to how they perceive or feel about an issue which may not be accurate, the structured observation counters this by providing a direct observation of the situation under study. An observation checklist was designed using the Ministry of Education standards and guidelines for school libraries. The data collected from the students in the sampled schools would represent the general outlook of basic school libraries in the country as a whole.

3.3 Population

Population of study is 'the universe of units from which the sample is to be selected' (Bryman, 2008). The population of the study in this research was all the basic schools in Lusaka. However, the study sampled a target group of basic schools located in high, medium and low density areas of Lusaka urban and consisted of both male and female students. A basic school in the Zambian context is from grade one through to grade nine of school.

3.4 Sample size and Sampling procedure

A sample size is a group or subset within the whole population of study. A sample size of 15 schools out of the total population of 657 basic schools in Lusaka was studied using questionnaires. In addition to the questionnaire, structured observations were carried out in all the schools.

A stratified sampling technique was used in order to try and get a proper representation of the study. Bless, Higson-Smith and Kagee (2006) give the principle of this sampling method as that of 'dividing a population into different groups, called strata so that each element of the population belongs to one and only one   Then within each stratum, random sampling is performed using either the simple or the interval sampling method. This increases the availability of adequate lists and facilitates selection of a simple random sample without decreasing the quality of the sample in any way'.

According to the 2008 Educational Statistical Bulletin (Ministry of Education, 2008), in 2007 there were 8,195 basic schools in Zambia, and 657 of those were in Lusaka out of which 20 were sampled for this study. The government has currently embarked on a project to build more basic schools countrywide. Since there were two categories of basic schools, private schools and government schools, being studied and these were located in three different categories of residential density areas, high, medium and low, the stratified random sampling was used in order to have a representative proportion of schools from the three areas. For private schools, two were from high density areas, one from medium density area while 2 were from low density areas. Of the ten Government schools, 4 were located in high density areas, 4 in medium density areas and 2 in low density areas.

Of the sampled schools, 15 responded with 225 students (5 from each grade per school). Grades 5 through 7 students from both private and government schools were sampled. The expectation was that this sample would give a representative indication of the study output.

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The rationale for choosing to use the survey design was that it allows one to generalize from a smaller group to a large group. Additionally, the method is inexpensive and is not time consuming while giving a high response rate. The stratified sampling technique was adopted as the researcher was convinced that in this case it was the best in order to come up with useful results.

3.5 Data collection instruments

The research used two instruments, namely questionnaires and observation method to collect data from the respondents. Two questionnaires were administered; one to the students and another to the teacher-librarians. Both closed and open-ended questions were employed. This was done so that the two would complement each other so that vital information related to the study would not be omitted. The students were in most cases requested to choose as many answers as applied to them for some questions. The open-ended questions provided alternative answers for the students to provide and for more additional information. The teacher-librarians were also subjected to non-structured interviews in order to let the respondents express the   fully by relating their experiences and obtain in depth understanding of the study. Questionnaires were chosen because they are easier to administer, generate wider coverage in a short time, save on time and financial costs. The observation method was employed to ascertain as to what constituted libraries in the different schools. The use of these two methods complemented each other as a weakness in one was compe   by the strength of the other.

The questionnaires to the students were administered by the researcher in person while the ones for the teacher-librarians were left with them to fill in, in their own time.

3.6 Data analysis

Data analysis is one of the critical components of a research. Miyanda (2010) defines data analysis as 'a process of making meaningful and useful conclusions from bulky and jumbled pieces of information obtained during the course of one's investigation of the problem.' Data from questionnaires was analysed using SPSS14 while data from

observations checklist was analysed manually. SPSS14 generated results in form of tables and graphs which assisted the researcher in meeting the set objectives of the study. The results from the observations made were used to give credence to the answers provided by both the students and the teacher-librarians.

3.7 Problems encountered during data collection

Data collection was done between the third week of September and the first week of November 2010. Out of the 20 schools sampled, only 18 were visited. However, of the 18 schools, 15 responded, while one did not as their School Manager was reportedly out of the office and any subsequent visits yielded no results. The grade 7 examinations had a bearing on the last 2 schools as the collection of data coincided with the writing of these examinations, and the schools were busy and could not attend to the researcher. It was challenging to administer to all the sampled schools as the data collection period coincided with the schools' preparations for grade 7 examinations.

3.8 Limitations of the study

The study concentrated on selected private and government schools in Lusaka urban only, excluding community and grant-aided schools. Although the study included schools situated in high, medium and low density areas, it did not cover all primary grades but concentrated on grade 5 to 7. This is because it is envisioned that by the time the students reach grade 5, they have developed their   skills and can easily read on their own. It is understood they will at this stage be able to answer the questionnaires with limited guidance.

According to the statistics given, the number of grade 5 to 7 students selected gave an average of the students' population hence the study concentrated on these grades. This was the basis for generalizing the findings.

3.9 Ethical considerations

Ethics refers to the appropriateness of your behavior   relation to the rights of those who become a subject of your work or are affected by it (Saunders, 2009). The study ensured that it upheld the confidentiality of the respondents by ensuring that their privacy was assured and protected through none disclosure of their names. An introductory letter from the department of library and information studies was obtained to allow for easy identification with authorities in the various schools. Permission was sought from Head-teachers before administering the questionnaires to students and teacher-librarians and carrying out the observation method. Consent was sought from the students sampled and teacher-librarians and they were assured of absolute confidentiality and anonymity.

Permission was sought and granted to this researcher to take the photographs appearing in this report, on condition that the schools remain anonymous, including the persons in the photographs, to protect their privacy.

CHAPTER 4

Presentation of Research Findings

4.1   Overview

This chapter presents findings obtained from questionnaires administered to selected basic school library managers and students. The chapter outlines data as was captured from librarians/teacher librarians and student questionnaires, including observations made by the researcher.

4.2   Findings from librarians/teacher librarians

Data was collected from 2 categories of schools: private and government within the catchment area of Lusaka urban district. Fifteen (15) schools were sampled, of which 5 were private schools while 10 were government schools. Of these schools, 6 were located in high density areas, 5 in medium density areas while 4 were in low density areas. The total number of respondents were 15 teacher librarians and 225 students.

Table 2 provides an indication of the student population in these schools.

Table 2: Student population of surveyed schools

Student population in schools	Frequency	Percent	Cumulative Percent
Below 500	3	20	20
500 to 1000	3	20	40
1000 to 2000	7	47	87
2000 to 3000	2	13	100
Total	15	100	

The results indicate that, of the sampled schools, 3 had a student population below 500. Another 3 schools had between 500 and 1,000 students. Seven schools had their student

population ranging between 1,000 and 2,000. Two schools had student population ranging between 2,000 and 3,000. These results have further shown that 9 of the schools had a student population of between 1,000 and 3,000.

Fifteen questionnaires were all administered and returned by the respondents, giving a response rate of 100%. This exceptional response rate   be attributed to the willingness of the respondents to provide the information required especially that permission had been expressly granted by the school managers for this researcher to be given the assistance she required.

4.2.1 Availability and status of school libraries

The respondents were asked to state whether their schools had libraries or not. All the fifteen respondents indicated that their schools had libraries. The respondents were further asked to state the qualifications of the managers of these libraries. The results revealed that seven of the school libraries were being managed by staff who had other qualifications and not library studies. Three libraries were being managed by staff with no qualifications at all, while another three were managed by staff with certificate in library studies. Only two libraries were managed by staff with Diploma in Library and Information Studies. In total, only five libraries were being managed by staff that had a library studies qualification.

An additional question to find out how many of these respondents were permanently employed as library staff revealed that 3 of the private schools had full time library employees, while 12 had other duties apart from the library, hence the term 'teacher librarian'. On further scrutiny, the results revealed   the situation was more prominent in government schools with none of them having a permanent library staff. Of the 12 who were not permanently stationed in the library, only 2 were from private schools while 10 were from government schools.

The respondents were further asked to state the operating days and hours of their respective libraries. Results revealed that these varied from school to school, although

all of the libraries operated during the week from Mon   to Friday. Only one library opened on Saturdays. Hours of operation varied with 6 government school libraries operating at lunch time between 13:00 hours and 14:00 hours and then from 16:00 hours to 17:00 hours. The 3 school libraries which operated from 07:30 hours to 16 0 hours were those with full time library staff and they were   l from private schools. Three libraries operated between 12:00 hours and 14:00 hours from Monday to Friday.

When the respondents were requested to indicate whether they had allocated timetables for students to use the library, the results revealed that ten of the school libraries had allocated time periods for students to go and read in the library while five had no periods allocated. Of the ten, only four also allowed students to freely access the library whenever they wished as long as it was open. Three of the libraries used general staff to keep the library open for the students for reading purposes only, when the teacher/librarian was busy with other duties outside the library. This arrangement was not consistent though. While ten respondents indicated that they had time for students, this was not tallying with the results of the operating hours and days which were irregular, except for three libraries.

Findings from observation indicated that ten of the school libraries operated without a permanent librarian. Therefore, these libraries operated on the basis of the teacher librarian being available even though there was an allocated time for classes to visit the library.

Although there were set times for the library hours, most of the schools seldom adhered to them due to other commitments by the teacher librarian which most often included teaching.

For all the schools without a full time librarian, the researcher had to look for the teacher librarians around the school in order to administer the questionnaire as they were all not found in the library at the time of visits. This was the case in all the government school libraries and two private school libraries. The only schools where the libraries were found open with the person in charge available were the ones with full-time library staff.

However, the researcher noticed that in most of the libraries, teacher librarians seemed not to know exactly how to handle the needs of the stu s who were sometimes eager to borrow books. An observation made at five schools was that when the students came to ask whether they could come and borrow even when not in their allotted time, they were told that the teacher/librarian was busy.

A follow-up question was asked to find out whether students were allowed to borrow books from the library. Results revealed that fourteen libraries allowed students to borrow books while one did not. The reason given by this one library for not allowing students to borrow books was that the books were not enough. Of the fourteen libraries who allowed students to borrow books from the library, ten allowed students to borrow one book at any given time, while four allowed students to borrow a maximum of two books at a time.

The students were allowed to keep the borrowed books f different durations according to the following results: ten indicated that the students were allowed to keep the books for one week, two allowed students to keep the books for 4 days, while another two allowed students to keep borrowed books for 3 days. One library allowed students to keep borrowed books for 1 day only.

A follow up analysis was therefore made to ascertain the borrowing patterns of the students in comparison with the student population, considering the number of books students were allowed to borrow and allocated library times. The results are presented in table 3.

Table 3: Student population and the number of students who borrow in a given day

		The number of students who borrow books in a day				Total
		less than 20	25 to 55	60 to 90	over 100	
Number of students in your school	below 500	1	2	0	0	3
	500 to 1000	2	0	1	0	3
	1000 to 2000	5	0	0	2	7
	2000 to 3000	1	1	0	0	2
Total		9	3	1	2	15

The results in table 3 reveal that the number of students who borrow on any given day is low compared to the total number of students in the schools. In analyzing the borrowing patterns of the students, it was revealed that in nine schools, less than 20 students borrowed books from the library on any given day. Three schools indicated that between 25 and 55 students borrowed books on any given day. Only two schools indicated that over 100 students borrowed books on any given day and oth of these were private school libraries.

Respondents were requested to additionally indicate whether they kept circulation statistics for the student's borrowing of books. The findings revealed that of the fifteen libraries, eight of them kept circulation statistics while seven did not. Of the seven, two felt that it was not an important aspect while five indicated that they were not aware of the need to do so.

On observation, the researcher noted that reading schemes for students from   3 were in place in all the private schools. Two private   with full time librarians introduced a programme called 'read-a-thon week'(reading motivation week) where students were being encouraged to read as many books as they could in a given week and write summaries after finishing reading each book. Students with best summaries written were rewarded including those with the highest number of books read. The

researcher was privileged to be part of the audience at one of the schools' read-a-thon day where students who had read the most books and written good summaries were being rewarded with prizes.

The respondents were asked to indicate whether their l ries offered other facilities and services apart from lending of books. The responses are presented in Figure 1.

Figure 1: Other services offered in the library

The results reveal that 5 libraries had photocopying facilities for use by students and staff. Six libraries had computer facilities while only four had Internet facilities. Of the eleven without Internet facilities, ten were government school libraries while one was a private school library. All the four libraries with Internet facilities were f private schools.

4.2.2 Sources of funding and size of library collection

Funding is a major aspect of the successful operations of any institution, including school libraries. Funding usually determines the collection size and quality of materials and services. Respondents were asked to provide information on their sources of funding. The findings revealed that eight of the libraries sorely relied on donations from

well wishers and did not have any budgetary allocations from their school administration for purchase of books and any other library materials. All the eight were government school libraries. Four libraries indicated that they relied on both donations from well wishers and also their own budgetary allocations. Two of these were government school libraries while the other two were private school libraries. Three libraries disclosed that they solely relied on their own individual school budgetary allocations for purchases of books and other library materials, and these were all   ivate schools. When prompted to give an indication of their budgetary allocations, however, none of the schools could provide this information.

The lack of disclosure of budgetary allocations for the libraries   it difficult for the researcher to evaluate whether the libraries were being adequately supported by their respective schools or not. This equally gave a distorted picture of how self-sufficient these libraries really were, compared with the picture that was being portrayed.

When the respondents were asked to indicate the size of their library collection, the following results were obtained as shown in table 4.

Table 4: Size of library collection by type of school

		Size of the library collection				Total
		less than 500	500 to 1000	1100 to 2500	more than 2500	
Type of your school	Private	0	2	2	1	5
	Government	1	6	3	0	10
Total		1	8	5	1	15

Table 4 reveals that one school library had a collection of less than 500. Eight libraries had a collection size of between 500 and 1000 while five libraries had between 1,100 and 2,500. Only one library had a collection size of more than 2,500. These results indicate that the majority of school libraries, whether in private or government schools, have a collection size of 500 and 2,500.

The findings of the observation however, reveal that all the government schools and two private school libraries had as many as 30 copies per itle which, upon scrutiny, were mainly donated books. Most of these were not being used by the students.

A further analysis of the size of the collection compared with the student population was made to determine whether the libraries had enough books for the students in their schools. The results are as indicated in table 5.

Table 5: The number of students in your school by the size of the library collection

		The size of the library collection				Total
		less than 500	500 to 1000	1100 to 2500	more than 2500	
The number of students in your school	below 500	0	0	1	2	3
	500 to 1000	0	2	1	0	3
	1000 to 2000	1	3	1	2	7
	2000 to 3000	0	1	1	0	2
Total		1	6	4	4	15

The results reveal that four schools which had a population of between 1000 and 2000 had a collection size of below 500 to 1000. This meant that for these schools, if books were to be borrowed by the whole student population, they would not suffice. Three schools, which were all private schools, had a student population of below 500 with a collection size of between 1,100 and 2,500. For these hools, it meant that books were enough for the student population. Cumulatively, the results reveal that 9 schools were able to provide at least one book to each student in the school while 6 schools were not able to manage to provide all the students with at least one book.

The researcher's observation however, provided a different picture of the situation especially in one private school and 5 government schools. An exaggeration on the

collection size was made and most of the books which were found were not even suitable for the students to read.

The respondents were further asked to assess the general environment of their libraries, with regard to accessibility, conduciveness and adequacy and the results are presented in table 6.

Table 6: The general environment of the library

You consider your school library to be:	Frequency
A welcoming place for students and staff	10
Easy to use with plenty of guidance for individual use	9
Organized in a way that lets students control their own search	8
Conducive for study	8
Well stocked with books to cater for all subjects	7
Well stocked with books to cater for all age groups at the school	5
A comfortable room with adequate furniture	4

The results reveal that ten libraries were considered as being organized in a welcoming manner to the students and staff. Nine libraries were considered as being an easy place to use with plenty of guidance from the teacher-librarian, while eight were considered as being organized in a way that let the students control their own search. Seven libraries were regarded as being conducive for studying, while six of the libraries were considered to be well stocked with books to cater for all subjects. In terms   the library being a comfortable place with adequate furniture, only four of the libraries were considered to be the case.

The researcher also observed that in the majority of libraries, the students usually visited the library just to borrow books as the rooms were not big enough to accommodate

whole classes except for the three private schools which had spacious libraries. At 6 schools, it was observed that the books were arranged n high shelves and most students needed help to reach out and get a required book. Yet at some two libraries, books were piled on top on each other on the shelves and this made it difficult to make a choice of preferred book.

Seven of the teachers charged with the responsibility of managing the library were observed by the researcher either marking students' bo or preparing for their next teaching lesson while in the library. These libraries in reality were used just for lending books and not any other library activity.

The researcher observed that 5 schools, which included both government and private had embarked on or were in the process of embarking on projects to build and establish computer laboratories. Hence the reason why 3 of the libraries had been turned into store rooms for building materials of classrooms and computer rooms!

4.2.3 Challenges faced and suggestions to improve library usage

The respondents were requested to indicate what they felt were the challenges they faced when providing library services to the students. Twelve respondents indicated that the biggest challenge they faced was the lack of a proper library building, while ten stated that the lack of furniture had a negative impact on the provision of library services. Lack of funds was considered a challenge by nine respondents. Seven considered the lack of interesting books as a major challenge for them.

Respondents were further requested to provide suggestions they felt would encourage the students to use the library more. Their suggestions are presented in table 7.

Table 7: Suggestions by teacher librarians for increase in library usage

Suggestions to encourage use of library	Ranking	Frequency
The school should purchase more books	1	12
The library should provide new and interesting books	1	12
Hold regular library activities	1	12
The librarian should introduce reading programmes like 'read-a-thon' and reward students who read, help struggling readers and explain importance of reading	2	10
Make the library attractive by providing quality furniture and a conducive atmosphere	3	9
Encourage students to share what they read	4	7
Provide computers and Internet	4	7
Have book shelves suitable for the height of students	5	6
Encourage free access to the library through grade teachers	7	4

The highest number of teacher librarians felt that the most important aspect that would encourage more use of the library, was the purchase of more books, provision of more modern books suitable for the level of students, and holding of regular library activities to show case the facilities of the library. The second in ranking to improving the student's interest in usage of the library was the introduction   reading programmes, especially if they were coupled with rewards for good   The third was that of encouraging students to share what they read and provision of an attractive library environment through provision of quality furniture. The next aspect indicated was the provision of computers and Internet. The other important aspect which was highlighted was that if librarians assisted struggling readers, it would encourage them to use the library more.

There should be consideration for the young students in terms of shelving of books so that they are able to easily reach out and pick the books for themselves. Explaining the

importance of reading to the students on a regular basis was considered equally important including encouraging students to have free   to the library by grade teachers.

The researcher further observed the following challenges regarding library management:

- The lack of collection development policy
- None implementation of library standards as stipulated by the Ministry of Education
- Books being outdated and not suitable for children
- Most donated books were too advanced for the level of students
- Inability of teachers to take students to the library even when timetabled
- Library being too small
- And lack of full time trained library staff.

4.3 Findings from questionnaires administered to the students

This section covers findings from the students and the main issues covered are whether students were aware of the availability of library fac lties in their school, whether they were fully utilising the facilities by borrowing materials to read, whether there were other services offered apart from books and how useful they considered these library facilities. The challenges they faced in their efforts to acquire knowledge through reading and research in the library and also the suggestions they felt would make the library a more conducive place for them were equally considered.

The average number of students in a class was forty-five. Five respondents from each of the three grades (5 to 7) were sampled giving a total   fifteen respondents from each school. A total number of 225 questionnaires were distributed and they were all returned giving a response rate of 100%. The tremendous response is attributed to the fact that the teacher-librarians were very eager to mobilize the sampled students for the researcher to administer the questionnaires while all the respondents found the questionnaire easy to understand and respond to.

4.3.1. Demographics

This section covers general information of the respondents, providing statistics of the grade they were in, their age and their gender. Of the 225 respondents, 33.8% were in grade 7, 33.3% were in grade 6 while 32.9% were in grade 5. Nineteen percent of the respondents were aged between 8 and 10 years old while forty eight percent of the respondents were aged between 11 and 12 years old. Thirty-three percent were aged above 12 years. The majority of the respondents under   sion were aged 12 years and below. Of these, 116 (51.6%) were girls while 109 (48.4%) were boys. The results revealed that there was an even distribution of respondents in the three grades and also in terms of gender balancing.

4.3.2 Awareness of availability of school library facilities and services

The students were asked to indicate whether they were aware that their school had a library or not. They were further asked to evaluate the facilities and services offered by their libraries.

The results reveal that 88% were aware and indicated that their school had a library, while 12% were not aware and indicated that their school did not have a library. Of the 12% percent who indicated that they had no school library, 4.4% came from one government school while the rest were distributed among other government and private schools.

On further analysis, while the teacher-librarians had all responded that their schools had libraries, the comparison with the student's response gave a different picture as tabulated in table 8.

Table 8: Availability of a library against awareness by students

| Type of school | Availability of library | Awareness by students | | Total |
		Yes	No	
Private schools	Yes	72 (32%)	3 (1.3%)	75 (33.3%)
Government schools	Yes	127 (56.4%)	23 (10.3%)	150 (66.7%)
Total		199 (88.4%)	26 (11.6%)	225 (100%)

The results of table 8 reveal that not all students were aware of the existence of libraries at their school. Seventy-two students from the private schools were aware that they had a school library while three were not. As for government schools, one hundred and twenty-seven students were aware of the availability of library facilities at their schools, while twenty-three were not. On further scrutiny, it was revealed that five students from

one government school indicated that they had a library while ten said they did not have one. Of the schools with variations in the response of the students as to whether they had a library or not at their school, one was a private school while five were government schools.

The respondents were also asked to indicate the state of their library. It was pointed out to them that a good library in this case was one which had enough and current books for the students, adequate sitting space for reading and big enough for unrestricted movements, including provision of computers and Internet. A bad library was one which lacked the basic facilities including enough space for reading, current books and other reading materials and a clean environment. The results of their response are as shown in figure 2.

Figure 2: The respondents' perception of the state of their library

The results in figure 2 reveal that 55% of the respondents felt that their school library was in a bad state, with 18% indicating that their library was in a very bad state. Twelve percent indicated that their library was in a very good condition while 15% rated their library as being in a good state. Cumulatively, the majority of students (73%) indicated that their library was in a bad state.

A further analysis was required to establish whether the type of school, private or government, had any relationship with the state of the library considering the information obtained from the teacher librarians. The results are shown in table 9.

Table 9: Type of school against the state of your library

Type of school	State of library					Total
	Very bad	Bad	Good	Very good	Not applicable	
Private	4 (1.8%)	20 (8.9%)	27 (12%)	24 (10.7%)	0	75 (33.3%)
Government	33 (14.6%)	93 (41.3%)	6 (2.7%)	0	18 (8%)	150 (66.7%)
Total	37 (16.4%)	113 (50.2%)	33 (14.7%)	24 (10.7%)	18 (8%)	225 (100%)

It was discovered that all the 18 (8%) respondents who indicated that they were not aware of their school having any library and therefore could not indicate so were from government schools. Of these, ten were from one school, while the other 8 were distributed among 6 schools.

It was further observed that 75% of the schools had very small rooms they called libraries with no sitting space and students just went to borrow books. In some cases, only one student was allowed to enter at any given time as the library was just as small as a storeroom. Some books were just stored in boxes as there were insufficient shelves. When students came to borrow, the teacher/librarian would rummage through the boxes to show the students the books. On observation, this seemed to be a tedious and uninspiring job. One library was partitioned to serve as both a sick bay and library at the same time.

Further findings revealed that three libraries had been turned into storerooms where building materials had been stacked as more classrooms were being built. At two schools, it was observed that the library was mainly used by teachers for marking student's exercise books and the floor was heaped with students' books. Some library books were heaped on top of each other on the few avai lves (see figure 3).

Figure 3: School Library with books heaped on top of each other with no proper shelving

All the 10 government school libraries, including 3 pr vate ones had books shelved according to broad subject areas. No classification system was used. At two private school libraries though, they had enough computers, the libraries were big enough for a class with space for students to sit and read and the books were shelved according to the Dewey Decimal Classification system (see figure 4). In the two schools, the librarians had developed reading schemes which were followed by all the classes.
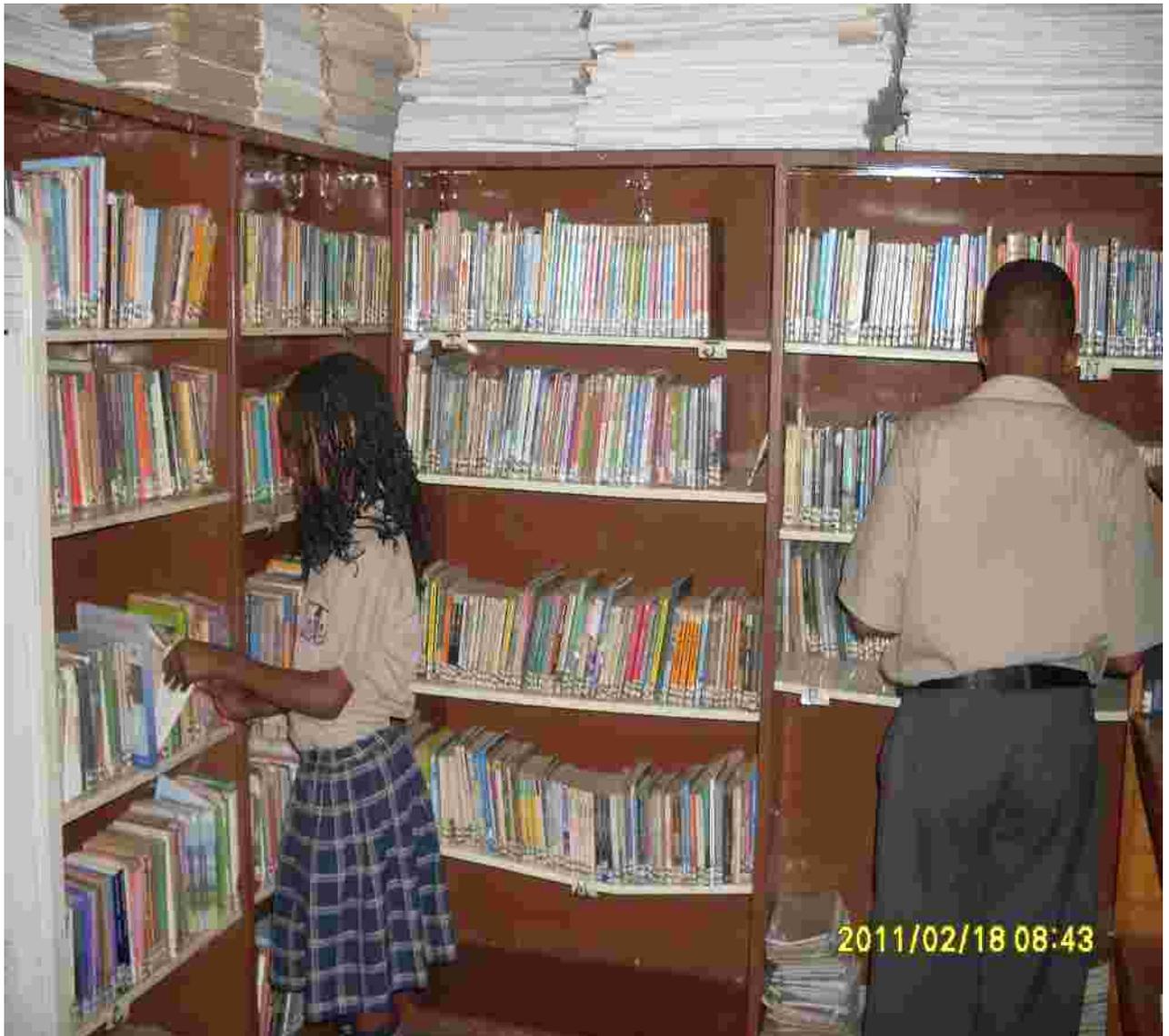
Figure 4: School Library with books shelved according to an approved classification system

The respondents were further asked to indicate which library facilities were readily available in their library. The facilities included books adequate space for reading, computer workstations and Internet connectivity.

The findings reveal that the major facility provided by the school libraries according to 87% of the students, were reading materials in form of books. The number of students who indicated availability of reading space as a facil   r library was 33%, while 25% indicated that their library provided computer facilities. The provision of Internet facilities was very low with only 12% of the respondents confirming its availability in their libraries. Upon further scrutiny, it was discovered that this facility was only available in four private school libraries. No Internet facility was offered in any of the government school libraries. These results confirmed and were in   y with the results obtained from the teacher librarians.

Considering that availability of books was the major facility provided in all libraries, there was need to find out how adequate these materials were. Therefore, the respondents were further asked to indicate whether the were convinced that their libraries had enough books to cater for the student population.

The results reveal that seventy-six percent (76%) of the students considered their library as not having adequate books while only twenty-four percent (24%) affirmed that their library had enough books. Although books were the main facility provided, these results indicate that they were still not adequate.

A further comparison below between the two categories of schools and availability of enough books generated the results in table 10.

Table 10: Type of school against whether the library had enough books

| Type of school | Availability of enough books | | Total |
	Yes	No	
Private	21 (9%)	54 (24%)	75 (33%)
Government	33 (15%)	117 (52%)	150 (67%)
Total	54 (24%)	171 (76%)	225 (100%)

According to the results in table 10, the majority of students from both private (24%) and government (52%) schools stated that their library did not have enough books, while from the same schools, a total of 24% of the students indicated that their school library had enough books. On further analysis, it can be deduced that out of the five private schools, a total of 15 students (being a sample from one school) and another 6 (about half of one school sample) were of the view that their schools had enough books. As for the government schools, out of the 10 schools only 33 students (a sample of slightly over two schools) indicated that their libraries had enough books.

It was observed upon scrutiny that in the majority of   school libraries, the books which were stocked were donations from organizations such as the Lions Club and Canadian Book Aid International. Most copies looked new and upon enquiry, it was noted that most students avoided reading these books because they found them to be boring or beyond their level of comprehension. The books were sometimes in excess of 30 copies per title (See figure 5).

Some books were just stored in cupboards as they were too many of the same title and were not being used. Most of the government school libraries concentrated on providing library services to grades 8 and 9 and not the lower grades. These services in most cases

did not translate into reading programmes as required to promote an interest in reading in the students. However, most of the interesting books available for the level of the students had missing pages and were worn out.

Figure 5: Library fully dependent on donations with multiple copies of books

4.3.3 The extent of usage of library materials

In order to assess the extent to which students used library materials, it was imperative to request them to provide information on the reasons they used the library for, how frequently they used the library, the type of materials they borrowed and the frequency of borrowing.

Table 11 provides results on the reasons students used the library in the order importance.

Table 11: Reasons for using the library

What you normally use the library for	Percentage	Ranking
Studying	62	1
Reading story books	52	2
Borrowing books	40	3
Writing homework	16	4

The results reveal that 62% of the students used the library mainly for studying while 52% used it as a place for reading. Forty percent used the library for borrowing books and 16% used it for writing homework. Since it was discovered that most of the students did not borrow the books from their libraries as they were deemed to be uninteresting or too advanced for their level, the library seemed to be a place which was used more for studying their notes or reading books which they obtained from somewhere else   not the library.

A further question was asked to find out how often the students used the library. Table 12 provides the results of how frequently the students used the library.

Table 12: Frequency of usage of the school library

Library usage	Percentage	Cumulative percentage
Daily	20	20
Once a week	49	69
Once a month	7	76
Seldom	7	83
Never	17	100

In table 12, the findings indicate that 49% of the respondents visited the l   once a week. Twenty percent of the students stated that they   sed the library on a daily basis. The other 17% indicated that they never used the school library. However, 7% of students indicated that they used other libraries apart from the school l   ry. Another 7% percent only used the library once a month. Cumulatively, however, 69% of the students used the library frequently (daily and once a week). This suggests that many students used the library. Of the students who indicated none usage of the school library, two reasons for this none usage prominently came out when prompted in the follow-up question. The library was said to be too small, and the class teachers did not encourage them to use the library.

There was need to further find out which category of students of these three grades frequently used the library. Table 13 is a cross tabulation between the frequency of library usage and the grade of the respondent.

Table 13: Rate of library usage and grade of respondent

Rate of library usage	Grade of the student			Total
	Grade 5	**Grade 6**	**Grade 7**	
Daily	7.1%	7.1%	5.3%	19.6%
Once a week	16.4%	18.2%	14.7%	49.3%
Once per month	1.8%	1.8%	3.1%	6.7%
Seldom	1.8%	2.7%	2.7%	7.1%
Never	5.8%	3.6%	8%	17.3%
Total	32.9%	33.3%	33.8%	100%

The results reveal that the frequency of library usage for the respondent according to the grades they were in was on average the same. Grade 5 and 6 students used the library on a daily basis and once a week more than the grade 7 students. There were more grade 7 students who never used the library compared to grades 5 and 6. However, more grade 7 students used the library on a monthly basis than the other two grades. One would expect that grade 7s being an examination class, would make constant use of the library more than the other grades, but the results reveal otherwise.

A comparison between male and female students' library usage revealed no major difference although slightly more female students did not use the library compared to their male counterparts. Whereas 11% of the male students indicated that they used the library daily, 9% of their female counterparts did. Twenty-four percent of male students used the library once a week, while 25% of the female students used the library in the same period. Of those who did not make any use of the library, 7% were male, while 11% were female.

In relation to the findings, and in order to establish to what extent students borrowed books from the library, they were asked to indicate how regularly they borrowed books when they visited the library. The results are presented in table 14.

Table 14: Rate of borrowing books by students

Rate of borrowing	Percentage	Cumulative percentage
Never	33	33
Rarely	27	60
Often	21	81
Very often	19	100

The results reveal that 33% of the respondents never borrowed any books from the library, while 27% rarely borrowed any books. Twenty-one percent borrowed often, while 19% borrowed very often. Cumulatively, a larger   ber of students (60%) had none or very poor borrowing patterns as compared to 40% whose borrowing patterns were good. Although results in table 12 indicate that the majority of students used the library for studying and reading, respectively, the results in table 14 indicate that the students seem to obtain what they read from other sources either than the library. The reasons given by 60% of the students for poor borrowing patterns were that the library had very few interesting books.

Since the borrowing patterns of the respondents were analysed and borrowing of books from the library was revealed to be low, it was imperative that they provide information on the other sources of information they used.

4.3.4 Other sources of information utilized by students

There was need to establish what other sources of information the students utilized apart from the library for their assignments and leisure reading, since the respondents' borrowing patterns from the school library were on the poor side. They were asked to indicate in order of frequency what other sources of reading materials they used. The results reveal that 55% of the students mainly borrowed their reading materials from

friends while only 23% usually bought reading materials from the book shop. Sixteen percent used the Internet. In total, the cumulative frequency of using other sources (213) was far much lower than that of not using any other sources (462). These results indicate that the reading patterns of the students were poor as they rarely borrowed from the library as well as obtaining reading materials from other sources other than the school library. Considering that this research was for basic   ol students who are usually given homework and projects by their teachers, it was important to establish where they obtained information to assist them in doing their assignments. The students were, therefore, further requested to give an indication of   their sources of information specifically when writing assignments given at school were. The results are presented in table 15.

Table 15: Sources of information when writing assignments

Sources of information for assignments	Percentage	Ranking
Parents	59	1
Teachers	48	2
Textbooks	42	3
Friends	39	4
Library	37	5
Internet at home	24	6

The results reveal that 59% of the respondents indicated that they preferred using parents as their source of information for school assignments, while 48% indicated teachers as their source of information. Forty-two percent indicated that they mainly used textbooks while 39% consulted their friends. The library was consulted by 37% of the respondents while 24% used Internet facilities in their homes.

The students' usage of any other libraries aside the school library   not encouraging. Actually when asked as to whether they visited any other library apart from the school library, 65% of them said 'No' while only 35% answered in the affirmative.

These results reveal that while the majority of students rarely used the school library when engaged in research or other assignments, they equally did not use any other library.

4.3.5 Reading preferences of students

When the respondents were asked to indicate the reason why they read, 72% indicated that they read in order to learn new things, while 69.   read mainly to prepare for examinations. Only 16.4% read for leisure. When prompted to provide any other reasons why they read, 12% of the respondents said that they also read in order to gain knowledge, to learn interesting things and to refresh the mind. They were further asked to indicate which materials they enjoyed reading most and these are presented in table 16.

Table 16: Most enjoyed reading materials

What you read most	Percentage	Ranking
Story books	64	1
Textbooks	60	2
Notes from class	53	3
Newspapers	37	4
Novels	28	5
Comics	19	6
Magazines	16	7

The results in table 16 reveal that reading of story books was enjoyed most by 64% of the respondents. Textbooks were the materials mostly enjoyed by 60% of the students while 53% enjoyed reading notes from class. Comics and magazines were the least read. The results reveal that story books were more widely read than novels at this stage by the majority of students. This could be attributed to   age of the students (between 8 and 12 years old) who by this stage still read and enjoyed short stories probably with pictures compared with novels which may be too advanced for them. The results provided by students as to the reasons they read and the most enjoyed materials correspond well in that 69% of them mainly read to pass examinations as the second most enjoyed reading materials were textbooks.

Furthermore the respondents were asked to indicate how much time they spent reading. Even though the results above show that a large number of students indicated that they enjoyed reading story books and textbooks most, 41% of them spent less than 1 hour reading on a daily basis while 38% spent between 1 and 2 hours. Interesting to note though was that the results cut across the 3 grades under discussion and were not specific to one grade only as can be seen in table 17.

Table 17: Time spent reading daily against grade of student

Time spent reading	Grade of student			Total
	Grade 5	Grade 6	Grade 7	
Less than 1 hour	15.1%	15.6%	10.7%	41.3%
Between 1 and 2 hours	9.8%	13.3%	15.1%	38.2%
Between 2 and 3 hours	4%	0.9%	3.6%	8.4%
More than 3 hours	2.7%	2.7%	3.1%	8.4%
Never	1.3%	0.9%	1.3%	3.6%
Total	**32.9%**	**33.3%**	**33.8%**	**100%**

The results reveal that the reading trends of the students according to the hours were on average the same regardless of which grade the students were in. However, for the students who read less than 1 hour, those in grade 5 (15%) and 6 (16%) were more than those in grade 7 (11%). For the students who spent between 1 and 2 hours reading daily, grade 6 (13%) and 7 (15%) were more than those in grade 5 (10%). Cumulatively, the majority of students (79%) mainly spent at most 2 hours reading on a daily basis.

A comparison between private school libraries and government school libraries was made to determine whether the reading trends of the students in these two categories of schools were the same or different. The results are presented in Figure 6.

Figure 6: A comparison of reading trends by type of school

The results of the comparison between the two types of libraries and reading trends of the students revealed that there was not much difference on average as the majority of students from both categories of schools read between less than 1 hour to 2 hours on a given day.

An observation made was that most students from the low density areas were picked up late after school by their parents or guardians. When prompted to say how this may have

an effect on the time they spent reading, one grade 7   dent said "*I get too tired to read at home since my parents pick me up from school after they knock off from work.*"

4.3.6 Problems students encountered when using the library

This section covers results of the findings on what problems students faced when using their respective libraries. It was important to initia   determine as to whether the students enjoyed going to the library in the first place before finding out what problems they faced.

The findings reveal that the majority of students (80%) enjoyed going to the library. Although this large number of students indicated that they enjoyed going to the library, they still pointed out that they faced some challenges. The 20% who did not enjoy going to the library indicated that they encountered challenges which made them not like the library. The results of the challenges faced are presented in table 18.

Table 18: Challenges students face when using the library

Challenges faced when using library	Percentage	Ranking
Books are too old	73	1
Inadequate tables and chairs to sit on	50	2
Lack of interesting books	48	3
Dirty library	6	4
Teacher/librarian unfriendly	6	4
Teacher/librarian too strict	5	5

The results reveal that 73% of the respondents considered the lack of new books as a challenge to their using the library. The non availabi ity of enough tables and chairs to sit on was considered a challenge by 50% of the respondents while 48% of them

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indicated the lack of interesting books as a challenge. A few students (6%) considered the teacher/librarians' attitude towards them and the   of the library in terms of it being dirty (6%) as challenges to their use of the library.

In order to establish and obtain as much information as possible from the respondents on the challenges they faced when using the library, they were requested to state other factors which were not listed. The following were cited in their order of frequency:

- Not finding books being sought
- Inadequate books
- Books are shelved too high
- Poor shelving and storage of books
- Lack of reading space
- Not enough desks to sit on
- Scared to enter the library as librarian chases us

The respondents were further asked to indicate who they usually consulted when they faced some difficulties when reading. The results are in figure 7.

Figure 7: People consulted when faced with difficulties in reading

Figure 7 reveals that the majority of the students (73%) asked   teacher for help when they encountered difficulties whilst reading a book, while 58% consulted their parents. Forty-four percent asked their friends for assistance while 2% solicited the librarian's assistance.

Since the results revealed that the majority of respondents did not read any material for more than two hours on any given day (table 17), there was need to establish the major causes of this state of affairs. Table 19 provides the reasons which made the students read less than they would have loved to in their order of frequency.

Table 19: Hindrances to reading as much as you would like to

Reasons why you do not read as much as you would like to	Percentage	Ranking
Watching TV	69	1
Not having free access to the library	60	2
Lack of interesting books to read	57	3
Not having any books	51	4
Playing games on the computer	32	5
Housework	28	6
Playing sport	22	7
Listening to the radio	14	8
Too much homework	13	9
Home not conducive	11	10

Table 19 reveals that watching of television was cited as being the highest reason for the students not reading as much they would have loved to. The second highest reason indicated was that of not having free access to the library, while lack of interesting books to read was third. Not having any personal books was considered a hindrance by some students. Three students indicated that "*my young brother and sister disturb me when I am reading*." Another reason given was reaching home late from school and

therefore wanting to just sleep, while a few indicated that they had difficulties in reading.

4.3.7 Measures needed to encourage reading among students

The respondents were asked to indicate what measures they felt the school authorities should put in place which would encourage them read more than they currently did. Table 20 provides the results.

Table 20: Reasons that would make students use the library more

What would make you use the library more	Percentage	Ranking
Provision of new and interesting books	86	1
Librarian being helpful	53	2
Adequate furniture in the library	50	3
Availability of computers and Internet	28	4
A clean library	24	5

The results in table 20 reveal that 86% of the respondents considered the introduction of new and interesting books as a major reason which would make them use the library more. Fifty-three percent of the respondents indicated that if the librarian was more helpful, it would make them use the library more. Fifty percent of the students indicated that the furniture of the library was an important aspect which would help them use the library more. Computers and Internet were considered as important factors by 28% of the respondents while only 24% indicated a clean environment as one of the reasons which would make them use the library more.

The results in section 4.3.6 revealed that a high number of students considered the presence of old books in the library as a hindrance to their fully utilising its services. This is supported by the high percentage (86%) of students who indicated that if only the library introduced new and interesting books, then they would use it more.

The respondents were further requested to state other suggestions they felt would encourage their use of the library and these are presented below in order of frequency;

- A big and spacious library
- If more of the other students frequented the library
- If the library stopped charging a membership fee
- Having group discussions in the library

The results above reveal that the majority of respondents felt that having a big and spacious library was one other reason which would make them use the library more. The other reason indicated was that if more of the other students had free access to the library, then this would encourage them to frequently make use of it. Some respondents whose libraries charge them for utilising the services felt that the abolition of the library membership fee which was a precondition to their using the library at their schools would make them start frequenting the library. This was indicated by respondents from government and none from private schools. Others considered the introduction of group-work undertaken in the library, to be an encouragement for them to use it more.

4.4 Summary of findings

The findings revealed that in general, libraries did not provide the required services and facilities to the students. Even though the majority of libraries indicated that they had timetabled periods for classes to visit the library, these libraries were not open through out the school hours because the teacher librarians managing the libraries had other duties to perform outside the library. Hence the students' borrowing patterns were low even when they liked visiting the library. The majority of libraries did not have adequate materials to cater for the student membership due to the inability to fund themselves in terms of purchasing of required materials.

CHAPTER 5

Discussion of Research Findings

5.1 Overview

This chapter discusses the findings of the investigations on the factors inhibiting promotion of reading culture in school libraries at basic level of education. The issues discussed are the reading habits of the students, their awareness of the availability of these resources, their reading preferences and whether the school library is providing adequate materials, facilities and resources to promote reading in students. The chapter equally discusses challenges encountered when using the libraries, and suggests interventions to encourage the use of these libraries to promote a culture of reading.

It has been established that libraries in general, and school libraries in particular play a critical role in promoting reading and supplementing the school curriculum to enhance literacy and bring about a reading culture. This justifies the need to establish the library as a strategic place in the school.

5.2 Availability and current state of school libraries

Even though the results show that all the sampled schools had libraries, not all the students were aware of this as 88% of them were aware of the availability of a library at their school while 12% were not aware of this facility. The findings revealed that the majority of the students were aware that their schools had libraries. These findings agree with those of Clark (2010) in which 69% of the students had indicated that they were aware that their school had a library. The high level of awareness may be attributed to the results in sub-section 4.2.1 where 10 of the teacher librarians indicated that they provided timetabled periods for the students to use the library. Even though the number of students who indicated that they were not aware of he library facilities in their school was small, this revealed that there was a flaw in the dissemination of information on the availability of the library in the school.

Although the majority of students (88%) indicated that their school had a library, the results of the findings in sub-section 4.2.1 reveal that the majority of school libraries were not fully operational during the week due to the non availability of full time staff to run them. A study undertaken by the IPF/BookTrust (2007) found that the majority of school libraries operated only during lesson time. But in the case studies undertaken by Greenwood, Creaser and Maynard (2008) in England of successful primary school libraries, all the libraries opened before/after school and/or during lunch time. This enabled the students to have free access to the library and freedom to choose when to visit the library. It is only through the encouragement to free accessibility that the school would evaluate the children's attitude towards reading.

However, in this study, even though the majority of students (80%) enjoyed visiting the library, only in 4 schools were they allowed free access to the library even outside their timetabled period. In addition only these 4 libraries operated on a regular basis. The low results of accessibility levels could be attributed to the fact that all the government schools had no permanent library staff or indeed staff qualified in library studies as earlier stated. This meant that the library facilities were not being fully utilized by the teachers and students. Akanbi (2001) and Udoh-Ilomechine (2008) in their findings also argued that in order for school libraries to have a full impact on the students through provision of effective services, there was need to employ fulltime librarians who had some form of library qualifications.

In addition, while the results indicated that all the had libraries, the results in figure 2 showed that 55% of the students indicated that their school library was in a bad state with 18% indicating that it was in a very bad state. In total, the majority of students (73%) felt that their libraries were in a bad state. Of these, 60% were from government schools while 13% were private schools. On further observation as to what the cause of this could be, it was discovered that 75% of the schools had very small rooms they called libraries with no adequate sitting space. The researcher's observations were that the majority of libraries, especially in government schools, were just big enough for the students to borrow and not sit and read as a whole class. In some cases only one student would manage to enter the room at any given time as the library was as small as a

storeroom. Two libraries were too small such that only one student was allowed access at any given time while the rest would be waiting in a queue. Some books were just stored in boxes or heaped on top of each other due to inadequate shelves and lack of qualified librarian to process the books and shelve them accordingly (see figure 3). These results are similar to those by Cassidy (2005) in Greenwood, Creaser and Maynard (2008) where most of the libraries surveyed did not have enough space for a whole class to work, a situation which contributed to   standards. Two observations by students which stand out were as follows:

Our library is small and the books are squeezed, so it takes time to find them.

There is no space.

Research indicates that space is one of the critical factors in determining the nature and service provided by school libraries (IPF/Book Trust,   007; World Bank, 2008). Inadequate space discouraged the use of the library as discovered by Burks (1999) in his studies of the use of school libraries and students' achievement.

The majority of students indicated that books were the   facility offered in the library (page 58). Although the majority of students frequently used the library, their borrowing patterns were very poor as the majority of students indicated that there were inadequate books in their libraries. A student at one of the government schools had this to say:

We are only allowed to borrow one book at a time and I have to bring it back within 3 days!

Most of the libraries only allowed students to borrow one book at a time. The restricting of students to borrowing only one book at a time was mainly due to non-availability of adequate materials to go round each student. Additionally, according to the findings in table 2, while cumulatively the majority of schools had a student population between 1000 and 3000, the results for 10 government and 4 private school libraries (table 4) had a collection size of between 500 and 2500. According to the Ministry of Education

school library standards, it is recommended that the library provides a collection size of at least 5 books per student. These results simply reveal that books in these libraries are not adequate for the numbers of students in the schools (Ministry of Education, 1997).

Other studies undertaken (Tellah and Akande, 2007; Wilson and Bamjee, 2007; Githiora, 2007) had similar revelations where the majority of students did not find the library resources adequate and most of them were not satisfied with the services and collections of their library. However in their study, Greenwood, Creaser and Maynard (2008) revealed that students were allowed to borrow 6 books   any given time. In this case, it can be deduced that the library was mainly used for studying and not for reading which was a prerequisite to expanding the students' vocabulary and knowledge base.

The students did not consider the non-availability of computers as a major issue to their use of the library. Clark's (2010) results indicated that students who did not use the library would use it more if it had computers and this component is very important in this technological era. Therefore the non-availability of this facility where 75% of the respondents indicated so, was worrisome. In this study, none of the government school libraries had Internet accessibility or computers. However, Vinterek (2007) in her study discovered that the increase in the use of computers decreased the amount of time spent reading books. Nevertheless, this researcher still contends that availability of computers and Internet in the library can be used as a tool to promote reading and research   the students.

The overall current state of school libraries left much to be desired as the majority of the libraries did not meet the required basic description of a standard school library as stated in chapter 1 (subsection 1.6). The few libraries which had properly established libra es were all privately owned. Could it be that private schools on average are scared of being de-registered in case of Ministry of Education inspectors finding that they did not adhere to the requirements of providing library services to the students? Government schools may not be under so much pressure as they directly fal under the same ministry which is supposed to provide funding to them for establishment nd management of not only libraries but the entire school administration. Or alternatively, private schools have seen

the importance of providing library facilities as it is one of the issues parents look out for when deciding to enroll their children, whereas in most government schools since they are not fee paying, parents may not have a say on the ndards of services on offer in these schools.

5.3 The extent to which students use library facilities

In table 12, the findings revealed that cumulatively, the majority of students (69%) frequently used the library. This could probably be due to the time tabled periods where they were required to visit the library. While this study revealed that the frequency of usage according to grades was on average the same, Johnson's (1963) results revealed that the number of students who read regularly increased with grade.

However, the majority of libraries (9) had less than 20 students who borrowed books from the library on any given day. Whereas a large number of students were aware of the library facilities, very few borrowed any books on a given day probably due to the cumbersomeness of the whole process of borrowing in most libraries. The results in this study revealed no major differences in the borrowing patterns of boys and girls. These results are similar to a study carried out by Worthy, Moorman and Turner (199 where a comparison between girls and boys revealed that there was no major difference in the frequency and preference of borrowing. Studies by Cla and Foster (2005) and Clark (2010), however, have found gender to be one consistent factor that distinguished reading habits and use of the library where girls were found to be more of readers and library users than boys. This study revealed the opposite of Clark's study where more girls (11%) indicated that they never used the school library compared to boys (7%), although the difference is minimal. Of the 11% girls, 9% indicated that they were made to do house chores and this made them have no time to at home, hence they saw no need of borrowing books that they know they will not be able to read as school hours are spent attending classes. The other 2% indicated the la of a conducive home environment. These and many other reasons give credence to the need for the school to provide adequate time for students to visit the library.

Although the results in table 11 reveal that students used the library for studying more than anything else, the facilities in most libraries were not sufficient enough to cater for the whole class. Students tended to utilize this facil   ir own books and it can be assumed that most of the times they were studying their note books or textbooks. The students' reading of story books was at fifty percent   the total number. In all the government schools and one private school, books on the reading level of students were mainly not enough to go round the whole class. This was one of the challenges faced by students as one teacher librarian noted:

Many students have lost interest in reading. Seven pupils are made to share one book.

This inadequate provision of books leads to reduced usage of the library as the students may not find it motivating since there are few books to choose from. In his study, Burks (1999) argues that there was limited use of the school library mainly because of lack of motivation (through provision of books) and time to read. The need therefore to provide reading materials for the students was an important aspect to their being motivated to use the library. The importance of doing so was also documented by Templeton and Pikulski (1999) in their study where they found that when students read widely in books and other print materials, they came into contact with vocabulary that rarely occurs in spoken language. Reading therefore provides the students with a wide variety of text which they may not ordinarily come across in class during their lessons. The unavailability of enough and quality materials does not inspire the students to develop an interest in reading which is a prerequisite to becoming proficient readers and critical thinkers. This state of affairs does not inspire the promotion of the introduction of reading schemes which are meant to promote literacy.

However, at one of the private schools which had a fully established library (see figure 4), the reading programmes which have been introduced with the librarian fully in charge, have yielded positive results in the reading levels of students and according to the librarian, in their overall school achievements. The school librarian had this to say:

We have read-a-thon (reading motivation) week which all the children look forward to as we encourage them to compose poems, read as many books and write summaries of

the same. After a week of these activities, the best poems are selected and the students who have read the most number of books and written the best summaries are rewarded at a colourful ceremony. We feel this encourages the other students.

According to this librarian, the introduction of this   ity has seen a rise in the borrowing patterns of students from the library with the school consistently having a high pass rate percentage since. She alleges that the school was at one time queried over this consistent high pass rate by the Ministry of Education but according to the administration, this has been partially attributed to the importance they had placed in fully integrating library activities in the school curriculum. According to the school librarian, *'it helps develop their vocabulary and their understanding even in other subjects aside English.'*

In his book, 'Think big' the renowned neurosurgeon Carson (1999) who was introduced to the culture of reading at a tender age, discovered after reading two books every week that books held a wealth of knowledge. He was later to confess 'The reason I knew the answer is because I was reading those books. *What if you read books about all your subjects-....Couldn't you then know more than all those students who tease you and call you dummy?...* I read everything I could get my hands on… and within a year I went from bottom of class to the top of the class.' A study by Todd (2006) also revealed similar results where students indicated that the library helped them to enjoy reading and it had contributed to their progress in reading. This, among other issues is the bedrock of this discussion as it hinges on the core of the need for students to value reading in order to open up new horizons for themselves. Students therefore should be encouraged to fully utilize these facilities when available.

5.4 Other sources of information used by students

Since the borrowing patterns of students from the school library were poor, it was understood that they used other sources of reading materials. However, cumulatively, the majority of students indicated that they did not utilize other sources as well. On the other hand, of the ones who did so, most of them borrowed from their peers, while a small number bought from the bookshops (Ogunrombi and Adio, 1992) and the least

number downloaded from the Internet. However, findings by Lenhart, Simon and Graziano (2001) provided contrary results where the use of the Internet was considered a very high alternative source of information by the students. In this study, the use of the Internet both at home and at school was very low (sub-section 4.3.4). The socio-economic factors may be at play as most parents may not afford to have a computer at home with Internet connectivity while the majority of libraries in   schools are not self sufficient to afford to provide computer and Internet facilities to the students unlike the study undertaken by Lenhart, Simon and Graziano (2001) which was done in America. The economic factors may not be comparable between the two studies.

In sub-section 4.3.4, the majority of students (65%) did not use other libraries. This simply means that while the students may not be fully   lizing the school library, they equally did not visit other libraries, like the public libraries in their localities as these may be in even more pitiable conditions. Additionally, it means that even in the homes, there are no home libraries for students to use. This situation is worrisome especially that it has been established that students develop an   in reading at this stage of their lives.

In table 15, the students were further asked to state what their sources of information are when writing homework or any other assignments given by the teacher. Most of the students (59%) consulted their parents. These results are similar with those of the studies conducted by Worthy, Turner and Pikulski (1999) and Warning, Henri and Leung (2007), where students equally mainly obtained their reading materials from home and parental support was discovered to be an important aspect to supplement the support of reading habits in these students. However, Wilson and Bhamjee (2007) in their study discovered that less than 10% of the students came from homes where parents read while 32% had no quiet place to read from. Although Ogunrombi and Adio (1992) concluded in their study that parents had a direct bearing on their children's reading habits from the home environment, Ronnås (2009) argues that most often parents do not give encouragement or home support when it comes to reading. Most homes are often overcrowded and noisy and as earlier stated, have no l   ries. One of the students had this to say about the home environment:

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My young brother and sister disturb me when I am reading.

Ivey and Broaddus (2001) in their study argue that students valued independent reading and enjoyed doing so in a quiet environment without an   disturbances or distractions. This is why it is important to ensure that the home environment was conducive for the students and parents should be aware of educational needs of these children so that they assist them. The socio-economic standing of parents and the home environment, therefore, was an equally important aspect to the students' reading and educational development. Even though this study has revealed that the majority of the students consult parents, the percentage of these students is slightly above 50%. This means that others may not use parents due to various reasons. Lack of access to reading materials due to low-income families (Rosita, 2009) and inability to purchase books in the home (Tellah and Akande, 2007) were discovered to be one of the major threats to encouraging reading in the home. The other reason may be the literacy levels of some parents who may not be able to assist their children,   indeed the lack of time by parents to spend with their children as they may work   hours. The library unfortunately was least consulted in these assignments although this is one place which should be the natural place for the students to consult. However, other studies (Hirst, 1999; Lorenzen, 2001) discovered the very opposite in terms of library usage. Students sought assistance form librarians and teachers more than from their peers or parents. It can be argued that the libraries studied by Hirst (1999) and Lorenzen (2001) were from developed countries and these were well-established with enough support from the authorities. This study however studied libraries which were mainly poorly supported and this could be the reason why few students (37%) ever consulted the library, let alone the librarian. These results simply mean that the libraries may not have adequate resources and facilities to cater for the information needs of the students. It could equally be that most of the libraries do not operate through the whole day and after class for the students to have free access to consult the librarian if one is available) and the resources.

5.5 Reading preferences of students

In subsection 4.3.5, the majority of students (72%) indicated that they read in order to learn new things, while 69% read mainly to prepare for examinations. The results in Table 16 reveal that the majority of students (64%) enjoyed reading storybooks followed by textbooks (60%). These results indicate that most of the students at this stage prefer reading leisure materials than textbooks which are for school assignments. It can be deduced from the above results that students felt they get to learn new things through the reading of story books more than through the reading of textbooks which may be read just for passing examinations. It can be further deduced that whatever it is they read, be it story books or textbooks, the main reason why they   was first and foremost to learn new things and secondly to prepare for examinations. Although the revelation by 69% of students that they read mainly to prepare for examinations was not encouraging for the purpose of this study, the motivation for reading   still be for a broader perspective than just examinations. The results therefore provide a positive starting point for promotion of reading by the school library in these students as the interest for exploration and discovery of new things through reading is mainly already there. These results are contrary to those by Abeyrathna (2004) who discovered that students preferred reading non-fiction to fiction materials and these were mainly confined to textbooks.

In table 17 the majority of students (79%) spent less than 2 hours reading on any given day. These results were not similar to those by Tella and Akande (2007) whose results revealed that only 37% of the students read on a daily basis. In this study, a comparison between the three grades did not provide any significant differences in reading patterns of the students. This study as well as a study by Vinterek (2007) revealed that most students read only a maximum of 2 pages in a day. There may be a number of reasons why the situation is so. As indicated in section 4.2, only 4 schools were located in low density areas, while the majority were not. Most students in the high density areas came from homes and neighbourhoods which were overcrowded and noisy. Some children indicated they had to help out their parents to make ends meet by either helping out in the home based shops 'tuntembas' to help with sales. Some children are involved in

general domestic chores, while others go to hawk their mothers' merchandise. These are not the best situations for promoting reading. Additionally, most of the homes in these localities may not have availability of electricity in order for the child to read in the night. At one of the schools, the teacher librarian indicated that:

Even if this school is situated in a low density area, the fact that it borders Chawama compound has brought an influx of students from there. In the 1980s it used to be a school for rich people but these have with time withdr   their children from this school.

It could be the reason why the majority of students spent less than 2 hours reading on a daily basis as they had to walk to and from school everyday. The situation is made grim by the fact that the Grade 7s are the largest number who spent less than 2 hours reading. It can only be imagined what kind of results (Grade 7, being an examination class in Zambia) are obtained at the end of the day as the students who should be doing a lot of reading, either for leisure or studying, are rarely doing so. The trend will need to be looked at in order to break it so that students are encouraged to be readers especially at this crucial stage of their lives. There is also need to provide enjoyable materials which will appeal to this age group in order to encourage them to read. Additionally, notwithstanding the social economic factors, the home environment should be made conducive for children to find time to read.

5.6 Problems students encountered when using the libra y

The majority of students indicated that they enjoyed going to the library, although most of them did not borrow any books from there. The need to establish what led to this state of affairs was necessary in order to begin to work at   these negative issues which made the students not read as they should. In table 18, almost three quarters of the students indicated that the major challenge they faced when using the library was that books were too old. If most of the libraries were said not to have their own budgetary allocations for purchase of books and other library materials (sub-section 4.2.2), it could be said that the provision of these facilities left much to be desired. Inadequate tables and chairs to sit on and lack of interesting books were equally cited as major challenges.

The teacher librarians' attitude to the students was perhaps a secondary issue at this moment because the main requirements for the students, being provision of adequate library materials and a conducive environment, were not satisfactory. The argument may be that even if the schools had to provide full time qualified librarians, the fact that the libraries are not fully supported will still stand out as impediments to the provision of proper library services. The provision of inadequate library materials due to inability to purchase books was revealed as a major threat to the promotion of reading culture (Udoh-Ilomechine, 2008; Tellah and Akande, 2007; Akanbi, 2001; Panigrahi and Panda, 1996).

In figure 7, the students were further requested to indicate who   consulted whenever they faced problems with reading. It is interesting to note that 73% of them consulted their teachers while 56% consulted their parents. There was some consistency noticed in the student's consultation with parents where writing   and other assignments is concerned, compared with when they found difficulties reading. It is however not encouraging, but expected, that very few students cons   the librarian. On further scrutiny, it was discovered that most of the students (30%) who indicated consulting the librarian were those from well established libraries with a full time librarian. This gives credence to the importance of a well established libra   ort students in difficulties they faced when reading or doing other assignments. The schools that had integrated their reading schemes with the library as the central location for borrowing books, had a high number of students consulting the librarian. Could it therefore be said that this aspect of the school environment although highly neglected, has potential to elevate literacy and promote a reading culture? Similar studies undertaken (Greenwood, Creaser and Maynard, 2008; Akanbi, 2001; Kinnell, 1994) have revealed the significant role the library plays in improving reading abilities of the students through provision of appropriate library resources. Greenwood, Creaser and Maynard (2008) further note the importance of collaboration between teachers and librarians, not least to develop links between the library and curriculum. They further contend that integrating information skills into the curriculum can improve students' mastery of b   content and information literacy. The argument is that most often the class teacher's knowledge of books may be limited as they usually rely on their knowledge when deciding what books to use in the

classroom for students without consultation with the l   ian. They may equally only recommend the class textbooks to the students to read. The link between the teacher, who in most cases is seen as 'all-knowing' by the students, and the librarian should be built so that the reading base of the students is broadened and not restricted to 'what teacher says' or class textbooks. The study by Githiora, Kiplang't and Otike (2007) supports this argument as their study established that most of the schools relied on library lessons to promote reading. As noted above, the link between student interest in reading and the curriculum should be imbedded together in order to achieve better results. This can only be done if the teacher and the librarian work together.

Moreover, most of the schools (8) sorely relied on donations from well wishers which meant that the books and other facilities which were available for the students were dependent on the goodwill of donors. Of the 15 schools, only three entirely relied on their own resources to purchase library materials, although donations were also accepted. However, none of these schools could disclose their annual budgetary allocations. This made it difficult to ascertain as to whether they were really self sufficient as portrayed. The non-disclosure of budgetary allocations by most school libraries was discovered by Akanbi (2001) as a hindrance to provision of better services and facilities. A distorted picture of library funding may prevent the ability of a particular school to provide required library materials according to the needs of the students. Of the 12 schools that relied on donors, the books found in the libraries were in most cases lined up on the shelves just to fill the spaces, as they could be as many as 30 copies of the same title (figure 5) which did not encourage borrowing. This meant that the objective of the library to encourage reading was not being met.

In table 19 students indicated the reasons which made them not read as much as they would have loved to. In this age of technological era, the introduction of television in the homes with little or no parental guidance has proved to be a major threat which is contributing to the reduced time students and everyone in general,   reading. The majority of students (69%) indicated watching television as the major hindrance to their not engaging in reading as much as they would have loved to. If not properly handled, this and the introduction of computer games will render all efforts to encourage children

to read futile. According to Copperwiki (2010) when a typical American child starts first grade, he would have already watched some 5000 hours of television. Another 12 years later when he goes to graduate school he would probably have spent more time in front of a screen than in class. According to one student:

I enjoy watching cartoon network with my young sister

On the Internet, there are games to download, instant messaging, browsing and 'chatting' especially on the social networks like facebook, U-tube and twitter; the challenge is enormous to ensure children are encouraged to read. A study by Smith et.al. (1998) found that students watched television on average 2.3 hours a day. Although the majority of students (56%) in this study hailed from high density areas of whose inhabitants are on average assumed to be of low income, television is in most cases a must have gadget in the homes with some families opting to using car batteries or solar panels to connect the television in cases where they may have no electricity. The lure of television, which has not spared even older people, should be of great concern. It is a challenge therefore to ensure that reading also becomes as natural as watching television. This may only be possible if there is parental guidance on the use of these facilities. Even though the need to provide interesting books is cardinal to the encouragement of students' reading habits, the control of alternative forms of entertainment is equally important.

The other major challenge for these students was not having free access to the library and lack of interesting books to read. If both the school and home environment do not provide adequate reading materials for the students, then it becomes difficult to encourage them to read. As earlier noted, most students (64%) indicated that they mainly enjoyed reading story books, but if they are not able   have free access to the library (subsection 4.2.1) which most often has uninteresting books to read (4.2.2) this will lead to poor borrowing patterns (table 14), then they will spend most of their free time watching television.

Other reasons stated for not reading as much as the students would like to were as follows;

Reaching home late.

I have read all the books too many times

Some categories of books are hard to find and some books have worn o t pages.

One student summed it up with these words:

We do not have enough books, proper shelves, tables and chairs. The study space is too small to accommodate all of us at once. We are appeali   to government to help us with these facilities.

What would be the use of government investing millions of kwacha in new library buildings and stocking them with all the interesting books, if the people who need to use these facilities are more interested in other forms of entertainment like computer games or watching television? This is the more reason why school libraries should be conducive for the students so that they are encouraged to read. The hope is that once these facilities are provided, students will be encouraged to develop more interest in using them.

5.7 Measures needed to encourage reading

In table 20 the students were asked to indicate what changes they would like to see in the school library environment which would help them make   ore use of the library. The provision of new and interesting books yet again was a prominent aspect cited with more than three quarters (86%) of the students indicating so. Other studies give credence to these results (Githiora, Kiplang't and Otike; Clark, 2010) where the provision of more reading books and orientation programmes, exhibitions, displays and reading week competitions (Udoh-Ilimechine; 2008) to the students would encourage a reading culture. Interesting to note is that much as there is   growing shift of library services to include Internet and computers, very few students (28%) indicated that the provision of

these facilities would make them make more use of the ry. The results of a study by Sturm (2003) however note that increased interest in computer usage was a major factor to the promotion of library usage by the students. The question to ask though is whether the usage of these computers is for playing computer games or for educational and general knowledge purposes.

A number of students (58%), when requested to state what they felt would make them use the library more, mentioned the need for more time and more books. Could it be that the children are deprived of enough time to use the library especially that most of the time may be spent in the queue waiting to enter the library so that by the time its ones' turn to borrow a book, the library period is over? This is coupled with the recurring issue of the need for more books. Additionally, there is need for not just more, but interesting books which would appeal to the young minds while also imparting knowledge to them.

Comments from teacher librarians on what should be done to encourage students to read are stated below:

- Ø *Students should be allowed to borrow books as much as   sible*
- Ø *Involve students in selection of books to buy for the library and more books should be bought to cater for the lower grades*
- Ø *All teachers should give assignments which will require students to research in the library.*

The major interest of the students in these libraries may not necessarily be provision of computers at this stage. What they see as being a starting point is the provision of adequate reading materials. This revelation is encouraging as it means that it will not be an uphill battle to promote reading in these students as they already have an interest, except that the services and facilities may be discouraging them. The provision of adequate materials should be supplemented by the availability of qualified full time school librarians who are able to help stimulate and arouse the students' reading interests through library programmes such as book summaries, exhibitions, talks and reading competitions.

5.8 Conclusion of the findings

Numerous studies have shown and argued the factors inhibiting reading and the importance of the school library in promoting a reading culture in students at an early stage of their education. The question then to ask is: are these schools providing the library services required to students?

Although it has been established that school libraries play a role in promoting reading culture of students, the results of this study give a grim picture of the state of libraries in basic schools in Zambia. School libraries are not promoting reading culture in students at basic school level except in very few private schools. Factors inhibiting the promotion of reading and contributing to this state of affairs are that there are no policies to guide provision of library services in schools and as such in most cases, libraries are just buildings without any proper facilities and services in place. In other cases, the buildings are equally not adequate. Donors equally just donate books and other resources without considering the needs of the recipients such that what is donated in most cases is obsolete or not appropriate for local use.

The home environment in most cases does not provide the support these children need as there is lack of a conducive atmosphere and reading materials.

The absence of a national library policy to regulate the provision of library services may be one of the major factors hindering properly established libraries in schools. Each school as established from the findings, have their own rules and regulations for service provision and as such it is left to individual schools to determine the level of importance they attach to their school libraries. Private school ibraries in most instances may be better than those in government schools probably becau they charge their students school fees, and may feel obligated to provide this service.

In order to get full value for education, it is important that the Ministry of Education takes up this challenge and bring stakeholders together in order to find a solution. This programme of reading scheme books was only being adhered to in the schools where the books were being centrally administered from the library. The challenge that was

indicated in some schools was the continued change of   from year to year by the ministry without the involvement (at planning level) of the teachers who are directly involved in the implementation. The complaint was that before a syllabus is fully implemented to see how effective it is, it is withdrawn and another one introduced. This was a cause of frustration on the part of the implementers, the teachers.

It is incumbent upon the government through the Ministry of Education to ensure that the standards which may only be on paper are adhered t in order to provide tangible and positive results. If not properly handled, the lack of a reading culture may have a spiral effect as students may reach secondary school and eventually, go through tertiary level without being established as critical thinkers which is a prerequisite for success in this era of technological advances. It is often said that education is power and one who is literate has the power to shape their destiny. Therefore, it becomes imperative to inculcate this culture of reading.

The findings have revealed that given enough resources and facilities in the school library, the students' usage of the same would increase thereby raising their literacy levels.

5.9 Recommendations

The results of this study have highlighted the gaps in the education system of the Zambian basic schools with regards to encouraging children to read using school libraries. The results have brought to the fore the general condition of school libraries and their inability to satisfy the reading needs of the students. However, despite the low usage of library facilities, it is gratifying to note hat most of the children have an interest in visiting the school library. The solutions stated by the children which they felt would encourage them to read need to be taken on board and seriously addressed. The need for the school library to aid in the promotion of reading in the students is not debatable as adduced from various studies that have been undertaken.

The following recommendations to improve school library services and facilities are made:

1. All schools constructed and those already in place should have properly established library buildings spacious enough to cater for the student population and with adequate library books and other facilities in line with the Ministry of Education Standards on school libraries. The Ministry's inspectorate department should ensure that all schools are inspected at least 3 times a year as stipulated in the standard guidelines.

2. The schools should employ and adequately remunerate full-time library staff with at least a diploma in library studies. This will ensure library services are in line with the required standards.

3. The ZLS should be injected with a lease of life (funding) and reorganization so that it continues with its mandate of providing books and other reading materials to schools, and training to teacher librarians.

4. The Ministry of Education through provincial education officers and district education officers should harmonise library services with the curriculum.

5. Schools should ensure that there is collaboration between teachers and librarians in the implementation of reading schemes.

6. Government should ratify the National library policy to harmonise and standardize library provision and establishment not only in schools, but colleges and universities, both private and government owned.

5.10 Recommendations for further study

It is recommended that a study be carried out on the viability of the ZLS to provide leadership to school libraries. It is further recommen that a study be carried out to establish library services at secondary level to determine whether students get value for education as they proceed higher in their education.

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Appendix 1: Introductory letter to student respondents

UNIVERSITY OF ZAMBIA

School of Education

Department of Library and Information Studies

Dear respondent,

I am a student at The University of Zambia (UNZA) pursuing a Masters in Library and Information Studies. I am currently conducting a study on "Factors inhibiting the promotion of a reading culture."

The purpose of this study is to establish what role the library plays in encouraging the development of a reading culture in pupils at an early stage so that it is cultivated into a lifelong habit. As the saying goes, "A reading mind is an informed mind."

You have been randomly selected. Please do not write down your name on this questionnaire. The responses you will give will be treated with the most confidentiality and only for purposes of this research.

Thank you for accepting to be a respondent.

Appendix 2: QUESTIONAIRE FOR STUDENTS

SECTION A

Name of your school: ……………………………………………………

Please tick [v] in the appropriate box.

1. What grade are you doing?
      a) Grade 5   [ ]
      b) Grade 6   [ ]
      c) Grade 7   [ ]

2. How old are you?
      a) Below 8 years   [ ]
      b) 8 to 10 years   [ ]
      c) 11 to 12 years   [ ]
      d) Above 12 years   [ ]

3. What gender are you?
      a) Male   [ ]
      b) Female   [ ]

SECTION B

4. Does your school have a library?
      a) Yes   [ ]
      b) No   [ ]

5. If your answer is 'NO', go to question number 13.

6. If your answer is 'YES', in what state is your library?
      a) Very bad   [ ]
      b) Bad   [ ]
      c) Good   [ ]
      d) Very good   [ ]

7. Do you think your library has enough new books?
      a) Yes   [ ]
      b) No   [ ]

8. What facilities does your school library provide to you? (Tick as many as apply)
      a) Computers   [ ]
      b) Books   [ ]
      c) Internet   [ ]
      d) Reading space   [ ]
      e) Any other: please specify:………………………………………………..

9. How often do you use the library?
   a) Daily   [ ]
   b) Once a week   [ ]
   c) Once per month   [ ]
   d) Never   [ ]
   e) Any other (specify): …………………………………………………………..

10. For what reasons do you use the library? (Tick as many as apply)
    a) Studying   [ ]
    b) Writing homework   [ ]
    c) Reading story books   [ ]
    d) Borrowing books   [ ]
    e) Any other (specify): …………………………………………………………

11. Are you allowed to borrow books from your library?
    a) Yes   [ ]
    b) No   [ ]

12. How often?
    a) Never   [ ]
    b) Rarely   [ ]
    c) Often   [ ]
    d) Very often   [ ]

13. Where do you find most information you need, for example when doing a project or homework? (Tick as many as apply)
    a) Friends   [ ]
    b) Parents   [ ]
    c) Teacher   [ ]
    d) Library   [ ]
    e) Internet at home   [ ]
    f) Textbook   [ ]
    g) Any other (specify): …………………………………………………………

14. What are the reasons why you read? (Tick as many as apply)
    a) To prepare for tests and exams   [ ]
    b) For fun   [ ]
    c) To learn new things   [ ]
    d) Any other (specify):…………………………………………………………

15. What do you read most? (Tick as many as apply)
    a) Story books   [ ]
    b) Text books   [ ]
    c) Magazines   [ ]
    d) Novels   [ ]
    e) Comics   [ ]

f) Newspaper   [ ]
g) Notes from class   [ ]
h) Any other (specify): ……………………………………………………..

16. Do you visit any other library apart from your school library?
    a) Yes   [ ]
    b) No   [ ]

17. Where else, apart from the library, do you get what you read? (Tick as many as apply)
    a) Buy from bookshops   [ ]
    b) Borrow from friends   [ ]
    c) Download from the internet?   [ ]
    d) Any other (specify): …………………………………………………..

18. How much time do you spend reading daily?
    a) Never   [ ]
    b) Less than 1 hour   [ ]
    c) 1 and 2 hours   [ ]
    d) 2 and 3 hours   [ ]
    e) More than 3 hours   [ ]

19. Do you enjoy going to the library?
    a) Yes   [ ]
    b) No   [ ]

20. If 'No', Why? (Tick as many as apply)
    a) No interesting books to read   [ ]
    b) The library is dirty   [ ]
    c) The teacher/librarian is too strict [ ]
    d) The teacher/ librarian is unfriendly [ ]
    e) No enough chairs and tables to sit on [ ]
    f) The books are too old   [ ]
    g) Any other (specify):…………………………………………………………

21. Do you find any problems when looking for books an   other materials from the library?
    a) Yes   [ ]
    b) No   [ ]

22. If 'Yes', what problems do you face?
    a) …………………………………………………………………………………
    b) …………………………………………………………………………………

23. Who do you ask for help when you find difficulties reading a book? (Tick as many as apply)
    a) Teacher   [ ]
    b) Parents   [ ]
    c) Friends   [ ]

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d) Librarian   [ ]
e) No one, I stop reading the book   [ ]
f) Any other (specify): ……………………………………………………………….

24. What do you think makes you not read as much as yo   would like to? (Tick as many as apply)
a) Playing games on the computer   [ ]
b) Watching TV   [ ]
c) Lack of interesting books to read   [ ]
d) Not having any books.   [ ]
e) Listening to the radio   [ ]
f) Playing sport   [ ]
g) Not having free access to the library [ ]
h) Too much homework   [ ]
i) Housework   [ ]
j) My home is not conducive   [ ]
k) Any other:………………………………………………………………

25. What would make you use the library more? (Tick as many as apply)
a) new and interesting books   [ ]
b) clean library   [ ]
c) furniture in the library   [ ]
d) librarian being helpful   [ ]
e) computers and internet   [ ]
f) Any other (specify): …………………………………………………

(Thank you for taking time to answer this questionnaire)

Appendix 3: Introductory letter to teacher librarians

UNIVERSITY OF ZAMBIA

School of Education

Department of Library and Information Studies

Dear respondent,

I am a student at The University of Zambia (UNZA) pursuing a Masters in Library and Information Studies. I am currently conducting a study on "Factors inhibiting the promotion of reading culture."

The purpose of this study is to establish what role the library plays in encouraging the development of a reading culture in pupils at an early stage so that it is cultivated into a lifelong habit. As the saying goes, "A reading mind is an informed mind."

You have been selected being the person in charge of the school library to give additional information. Please do not write down your name on this questionnaire. The responses you will give will be treated with the most onfidentiality and only for purposes of this research.

Thank you for accepting to be a respondent.

Appendix 4: QUESTIONNAIRE FOR TEACHER LIBRARIANS

Name of your school: ……………………………………………………….

<u>**SECTION A**</u>

Background information

Please tick [v] in the appropriate box.

1. What category is your school?
   - a. Private school   [ ]
   - b. Government school   [ ]

2. In which area is your school located?
   - a. Low density   [ ]
   - b. Medium density   [ ]
   - c. High density   [ ]

3. How many pupils are in your school?
   - a. Below 500   [ ]
   - b. 500 to 1000   [ ]
   - c. 1000 to 2000   [ ]
   - d. 2000 to 3000   [ ]
   - e. More than 3000   [ ]

4. How many teachers are in your school?
   - a. Below 20   [ ]
   - b. 20 to 30   [ ]
   - c. 30 to 40   [ ]
   - d. 40 to 50   [ ]
   - e. Above 50   [ ]

SECTION B

5. Do you have a library/resource center at your school?
   - a. Yes   [ ]
   - b. No   [ ]

6. If 'Yes', state the opening and closing times?
   - a. Days:………………………………………………………………..
   - b. Hours:………………………………………………………………..

7. Does your school have allocated and timetabled period   pupils to come and read in the library?
    a. Yes   [ ]
    b. No   [ ]

8. Are pupils allowed to borrow books from the library?
    a. Yes   [ ]
    b. No   [ ]

9. If 'Yes', how many books is a pupil allowed to borrow at a time?
    a. 1   [ ]
    b. 2   [ ]
    c. 3   [ ]
    d. 4   [ ]
    e. Other (specify):………………………………………………………….

10. For how long is a pupil allowed to keep a borrowed book from the library/resource center?
    a. 1 day   [ ]
    b. 2 days   [ ]
    c. 3 days   [ ]
    d. 4 days   [ ]
    e. Other (specify):…………………………………………………………

11. How many pupils on average borrow books in a day?
    a. Less than 20   [ ]
    b. 25 to 55   [ ]
    c. 60 to 90   [ ]
    d. Over 100   [ ]

12. Do you keep records of circulation statistics?
    a. Yes   [ ]
    b. No   [ ]

13. If 'Yes', how many books were borrowed by pupils from the library last term?
    …………………………………………………………………………..

14. How do you stock the library?
    a. Through donations   [ ]
    b. Through own purchasing   [ ]
    c. Both 'a' and 'b'   [ ]

15. If 'through own purchasing', please state the budgetary allocations to the library for book purchases the past 4 years.

Year	Budgetary allocation in Kwacha
2007	
2008	
2009	
2010	

16. What is the size of the library collection?
    a. Less than 500   [ ]
    b. 500 to 1000   [ ]
    c. 1100 to 2500   [ ]
    d. More than 2500   [ ]

17. What are the qualifications of the person who manages the library?
    a. No qualification   [ ]
    b. Certificate in library studies   [ ]
    c. Diploma in library studies   [ ]
    d. Degree in library studies   [ ]
    e. Other:……………………………………………………………..

18. Does the library have a permanent school librarian?
    a. Yes   [ ]
    b. No   [ ]

19. Are pupils encouraged to use the library?
    a. Yes   [ ]
    b. No   [ ]

20. If so, how?
    a. ………………………………………………………………………
    b. ………………………………………………………………………

21. Do you recommend specific library books to pupils to read?
    a. Yes   [ ]
    b. No   [ ]

22. Do you think your library is meeting the pupils' reading needs?
    a. Yes   [ ]
    b. No   [ ]

23. If 'No', state the reasons?
    a. ………………………………………………………………………

b. …………………………………………………………………………

c. …………………………………………………………………………

24. What other facilities are available in the library?
    a. Computers   [ ]
    b. Internet   [ ]
    c. Photocopying   [ ]
    d. Other (specify):………………………………………………………..

25. In your own opinion, is the library: (indicate 'Yes' or 'No')

    a. a welcoming place for pupils and staff?   ___

    b. a comfortable room with adequate furniture?   ___

    c. conductive to study?   ___

    d. easy to use with plenty of guidance for independent use? ___

    e. organised in a way that lets pupils control their own search? ___

    f. well stocked with books to cater for all age groups at the school? ___

    g. well stocked with books to cater for all subjects? ___

26. What additional facilities or services do you think the library should offer to encourage more use?
    a. ....

    b. ....

    c. ....

    d. ....

27. What major challenges do you face when providing library and information services to the pupils in your school?

    a. Lack of funds   [ ]

    b. Lack of a library building   [ ]

    c. Lack of furniture   [ ]

    d. Lack of books   [ ]

    e. Other (specify):..

28. What suggestions would you give to encourage reading among the pupils?

    a. ……………………………………………………………………….

    b. ……………………………………………………………………….

    (Thank you for taking time to answer this questionnaire)

Appendix 5: OBSERVATION CHECKLIST

NAME AND TYPE OF
SCHOOL:…………………………………………………………

1. Availability of established school library	yes	no	
2. Adequacy of Size of library compared with population of students	Yes	no	
3. Quality of collection of books	good	fair	bad
4. Quantity of book collection compared with student p ulation.	enough	not enough	
5. Accessibility to the library	restricted	unrestricted	
6. Regular availability of teacher librarian	yes	no	

7. Allocated timetables for students' use of library

and whether they are adhered to.   Yes   no

8. Availability of other facilities	yes	no	
9. Availability and adherence to reading scheme programme	yes	no	
10. Quality of furniture and shelves	good	fair	bad