

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

The effectiveness of school libraries towards the provision of study material to grade twelve (12) pupils. A case study of Kamwala High School in Lusaka.

COURSE : LIS 422 (DEVELOPMENT
INFORMATION SYSTEMS AND SERVICE)

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A: Questionnaire

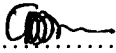
B: Interview Guide

DECLARATION

I, Casious Makalashi do here by declare that this report is my authentic work and that to the best of my knowledge, information and belief, no similar piece of work has previously been produced at the University of Zambia or any other institution for the award of a Bachelors of Library and Information Studies degree. All other works referred to in this report have been duly acknowledged.

Made this.....^{29th}.....day of April, 2009

By the said CASIOUS MAKALASHI


.....

At Lusaka.

Supervisor:

.....

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DEDICATION

To my late mother, Loveness Mushima Shamwiinga, may her soul rest in peace and my father Moses Kashala Makalashi.

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to the various persons whose invaluable help and support made it possible for the production of this report.

To my Supervisor, **Mr. L. Walusiku**, Head of Department, Library and Information Studies whose optimism, guidance and support made it possible for me to conclude this work with enthusiasm. Thank you.

The enthusiasm and great assistance of my Lecturer, Library and Information Studies as well as Project Coordinator, **Mr. Crispin Hamooya** over the study highly inspired me.

Mr. Dennis Chipande, thank you for the computer you used to surrender to me each time I wanted to work on my report.

Geog Tembo, when we met we were total strangers but today we are not just friends but brothers. Our being together has been coupled with some challenges, joy and laughter yet your encouragement and care has been outstanding. You always gave the computer upon my request in times when I could not access it from elsewhere. For this I will always thank you.

A number of **members of staff** at Kamwala Secondary School who were the Key informants and Pupils who were interviewed. Thank you for the commitment and confidence you showed in my work. Your responses and suggestions made valuable contributions to the results of the research.

My gratitude and love to all the members of my family who stimulate and brighten my academic life. I would be failing in my duties if I did not appreciate and thank **God Almighty** for His presence and favours in all that I went through to achieve this goal.

I am also grateful to all the people not mentioned but supported me and **fellow students** who shared with me their experiences in researches they had undertaken. Through this, I learnt how to carry out a good research.

ABSTRACT

The main aim or objective of the research was to assess the effectiveness of School Libraries and the provision of study material to grade twelve (12) pupils. The research design comprised both qualitative and quantitative designs; a sample size of 60 pupils was randomly drawn using a simple random sampling method out of a total population of 500 grade twelve pupils. 6 key informants were purposively and conveniently sampled and interviewed. Research Questionnaires which were both open and close ended were administered to pupils to obtain quantitative data, and interview guides were also administered to key informants to solicit qualitative data. Statistical Package for Social Sciences (SPSS) was used in the analysis of quantitative data whilst qualitative data from interviews was analysed using content analysis.

The research findings indicated that the library was too small to accommodate pupils who would want to use the library. The research findings also showed that most of the library stock was outdated and was not tailored towards the School Curriculum. The findings further indicated that the library apart from stocking old books did not stock other sources of information like compact discs, video tapes, video compact disks and audio tapes to mention but a few.

In view of making school libraries meaningful and improve pupils' performance in examination, the following recommendations were made: School authorities should embark on expanding the school library which was found to be very small. The school authority should stock current material tailored to meet user needs. Government through the Ministry of Education should increase funding to schools as funds would trickle down to school libraries making them efficient in service delivery. Further, Teachers should encourage pupils to use the library as this would improve pupil academic performance and the Library Assistant should offer library guidance to library users.

In conclusion, school libraries which are well stocked with adequate and current material of different sources of information are repositories of wisdom of mankind, they are the source of educational inspiration and facilitate teaching and education delivery in schools.

CHAPTER ONE

1.0 INTRODUCTION

Education according to the World Bank policy paper (1990) is the cornerstone for economic growth and social development, and a principle- means of improving the welfare of individuals. With this in view, secondary school education is said to be the foundation for human resource development for sustainable development.

It can not go without saying that education in all its various forms is the starting point for a meaningful human development and a useful catalyst to the Nation's development strategy. With the importance of education in mind, efforts are being put across in Zambia's education systems towards improving it at the various levels starting from primary to University level. (Ministry of Education, 1996). Through out the World, education development goes hand in hand with information resources. These information resources require a place where they can be processed, stored and retrieved in readiness for use in the format they are required. This is where school libraries come in as a special place for information sources in secondary schools.

Libraries are defined as repositories of wisdom of mankind, they enshrine the cultural heritage, they are symbolic of great civilizations- the reader may choose his own cliché from this and a score of others. (Roe, 1995: 2). Libraries are the source of educational inspiration, the food on which the educator is nourished in his task of handling on the cultural heritage to the next generation. Libraries conserve and organize the world's resources of recorded information for current and future use.

School libraries do not operate in a vacuum but instead work hand in hand with the schools they offer library services, Secondary School libraries are part of the whole education system established with the primary purpose of supporting the entire Secondary School activities. Hence, a library can never perform its functions in isolation but has to work hand in hand with the School body. To this effect any activity carried out by the School library should always be done in the interest of the School as a whole.

However, it is generally observed that libraries are not attached with the value they deserve in the Secondary education system.

One would not argue that most Government Secondary Schools more especially those in rural areas as well as those built on self help basis reveal that their target is just to teach the basic facts about specific subjects, not teaching them how to learn. The system applicable in most Secondary Schools ignores the fact that learning process which would effectively fulfill human development potential, should aim at achieving, among other things the following practical ends:

- Equip pupils with the ability to discover things on themselves when the teacher is withdrawn from them.
- Encourage lifelong learning among both the pupils and teachers by instilling in them the habits of individual investigation and research.

The Secondary education systems in most Zambian Schools therefore, do not teach pupils to be self reliant in the discovery and utilization of knowledge. (Mubanga, 1984). The answer to these problems lies in the establishment of School libraries. (Bwalya, 1972: Riggs, 1980). In Zambia, the role of libraries in Secondary Schools does not seem to be appreciated by the school authorities to the extent that School librarianship in this country is among the least developed of all the branches of the professions. (Momba, 1983).

Libraries hold resources that can help those who use them to improve their lives. Within a School, a library is an indispensable resource which at the same time establishes an environment for continued learning outside the classroom. (Ministry of Education, 1996: 86). Library users expect a library to stock adequate and relevant information needs which must be provided to them timely. In short Information provision in libraries should be efficient and effective, in order for this to be achieved there is need of competent and qualified Librarians and Library Assistants.

Lundu (1998:45) defines information as, “generated, acquired, stored, retrieved and disseminated data, signals, facts, views, opinions, ideas and events of significance, able to influence people’s actions, behaviours and decisions. It should be able to reduce uncertainty in the choices taken”.

As the saying goes that ignorance is not defense, it can as well be said that without information, irrational decisions would be made and such decisions would lead to loss of resources as planning is not based on facts.

In the same vain, information which is carried in books among other sources is also considered that, “ without books, God is silent, justice dormant, natural science dumb at stand, philosophy lame, letters dumb and all things involved in Uttar darkness”. (Ministry of Education, 1996)

Information is a vital element in the life of both individuals and organizations. Information which is considered as knowledge opens up new horizons and develops people’s imagination as well as their creative powers. Every country in the world has the desire to develop. In order to develop, a country needs a combination of resources and among these resources; information should not be overlooked as one of the vital resources if not the most important resource in National Development. Information provides a systematic way of solving problems and also gives the background problem. Hence, people from all walks of life are interested in having specific information on particular problems in order to find solutions to such problems

1.2 TYPE OF INFORMATION

Secondary School libraries use information in their day to day activities in order to achieve efficiency and effectiveness in the set goals and objectives. According to Lyle (1991), Secondary School libraries use information for the following reasons among other reasons.

- To aid the provision of formal education as well as long life learning.
- Information provision to teachers, pupils and other members of society who need it in order to improve their lives.
- To facilitate communication of ideas in the community.

- Creation of a permanent knowledge for future generations.
- Offer information which would assist the readers in their use of the library and relate the library aims to the School.

In short, the types of information offered by Secondary School libraries fulfill the objectives of teaching, research and any other specialized public service. The function of a Secondary School library is to provide a collection of books and other materials both to support the academic program of the School and present a well- rounded library in the liberal arts; the collection must be administered not only in support of the work subjects but also as teaching instruments in itself. (Lyle, 1991: 395) The successful implementation of goals and objectives of Secondary Schools depend on the effectiveness of the library.

However, the type of information mentioned above should not only be presented in a manner in which the recipient easily understands it, but should be complete, relevant, timely, appropriate, adequate and most of all reliable. Therefore, if all the above factors are taken into consideration, the above type of information would make people knowledgeable and productive hence improve the academic performance in various Schools at different levels be it Primary, Secondary and higher levels of learning.

1.3 THE ROLE OF INFORMATION

Information plays a critical role in the human life and society as a whole, in the sense that it controls, instructs, educates and thus tends to influence the actions of the recipient of such information. Library information is intended to impart the users with knowledge which would not only improve their academic performance but to a larger extent change their way of thinking and doing things since better ways of living a healthy life are discovered through information. As such, it is hoped that when information is made available, pupils tend to understand and appreciate life hence becoming better citizens as they contribute positively to the well being of the country. Consequently, information of this sort enables one to make relevant and well informed decisions leading to good academic performance

Information plays a critical role in decision-making, policy formulation and implementation. Information is hence of great value to both the Policy-Makers (Government) and Education Providers (education institutions). For example, they both need to know the causes and consequences of policies. In this vain, the Policy and Decision Makers are able to strategize on the effective ways of providing education. To implement this recommendation, Policy and Decision Makers need information on the availability, quantity and quality of educational services and to the extent to which this affects Pupils and Students. It also helps in planning and examining a wide range of set goals and objectives to be achieved. This includes budget control, sensitization measures like campaigns for library use and the benefits derived from library use.

1.4 KAMWALA SECONDARY SCHOOL

1.4.1 BACKGROUND OF KAMWALA SECONDARY SCHOOL

The building of Kamwala Secondary School was begun in 1959. This was under the Federal Government.

The School was built originally to cater for Asian and Coloured pupils. The site for which the School stands was chosen for its proximity to the housing area occupied predominantly by the Asian population.

The School began functioning in January 1961 but was not officially opened until 23rd May 1961 by the **Federal Minister of Education Mr. Goldberg**.

The Headmaster for the first seven years was Mr. E.G.W. STEVENS who, in his first year led a staff of nine and 120 pupils. Later in the year permission was received from his Royal Highness Prince, Duke of Edinburgh, to name the school after him. The school badge with its motto NON SIBI SED ALLIS (NOT FOR OURSELVES BUT FOR OTHERS) was devised and the school became **THE PRINCE PHILIP HIGH SCHOOL** which consisted only of the central block comprising of the offices and the few classes above. The Staff Room, the Library and the Assembly Hall.

In 1962, the left wing with Science laboratories and more classrooms were added and later the right wing, the Art room and Domestic Science room and additional Classrooms. Separate Woodwork was built. In 1963 a hostel was established.

By the end of 1964 there were 472 pupils and 35 teachers. In accordance with the policy of naming schools after the districts in which they were situated, **Kamwala Secondary School** was adopted as the new name. There are currently 78 members of staff and 1, 242 pupils.

Kamwala Secondary School has a library which has a sitting capacity of 35 pupils and a total collection of 3000 books. The Library also has a Television Set (TV) which is connected to Multi-choice and also a Video Compact Recorder (VCR). The TV and a VCR are used to record programmes for the use of pupils.

The pupils mainly use the Library for study and not reading for pleasure. The reading culture is not very good because mainly pupils use the Library for study.

1.4.2 MISSION AND GOAL OF KAMWALA SECONDARY SCHOOL

To foster efficient and effective learning and teaching in order to contribute to sustainable human development.

The Goal of Kamwala Secondary School is: **TO OFFER QUALITY EDUCATION AND ENCOURAGE PUPILS TO BECOME DIGNIFIED ADULTS WITH A SOUND SENSE OF SELF ESTEEM IN A DIVERSE WORLD.**

It is deemed that with the above goal, Kamwala Secondary School would contribute to National development by setting a foundation for developing skilled human resource through fostering literacy by offering quality Secondary education.

1.5 STATEMENT OF THE PROBLEM

- It is every parents desire to see his/her children attain high levels of education as this is one of the sure ways of getting better jobs and have a decent source of income hence being responsible not just to the family but also being responsible citizens who would contribute to the well being of the country at large. However, not every pupil passes grade twelve examinations in Government Schools despite such Schools having the potential to record 100% grade twelve examinations pass rate just like some private owned Schools do .There are a number of reasons behind this low performance in grade twelve examinations. Kamwala Secondary School just like any other Government School is not spared with the problem of not achieving 100% pass rate in grade twelve examinations. For example in 2007 grade 12 final examinations, 63% and 76% of the 449 and 469 pupils passed in Science and Geography respectively. This has led to pupils repeating grade twelve and subsequently increase the already existing problem of high enrolment ratios at the School. These ratios do not match pupils and educational facilities. Pupils dropping out of School after failing grade twelve engage themselves in un-productive activities like crime and prostitution and engage in early marriages. They also burden parents and guardians who have to find more financial resources to take them back to grade twelve as well as a burden to Government which has to spend a lot of money towards the Educational sector.

1.6 OBJECTIVES

1.6.1 Main objective

- To establish the effectiveness of School Libraries in the provision of study material to grade twelve (12) pupils taking Kamwala Secondary School in Lusaka Province for a case study.

1.6.2 Specific objective

- To examine the extent to which grade twelve pupils and teachers have been able to access effective library services at Kamwala Secondary School..

- To detect the impact of Kamwala Secondary School library on the performance of grade twelve pupils in their examinations.
- ✓ To investigate how the School library at Kamwala Secondary School is valued by the pupils and teachers.
- To ascertain the needs for libraries in Secondary Schools to improve pupils' performance.
- To establish the factors behind the current state of Kamwala Secondary School library.

1.7 RATIONALE OF THE STUDY

The study will be useful as it will expose the causes of the problem of low pass rate at grade twelve level at Kamwala Secondary School and suggest curative measures thereby improving the pass rate at grade twelve level hence contributing to the preparations of qualified and competent Human Resources required by the Government of Zambia and other countries in the World to attain Economic and Sustainable Human Resource Development. Further more, improved pass rate will entail less grade twelve repeaters hence lessening the burden imposed on parents and guardians to look for finances to take back their children to grade twelve. The study will also enable Kamwala Secondary School Management to evaluate the effectiveness of the Library and be able to put in place measures to facilitate the achievement of goals and objectives of the School. The study will also extend to act as information upon which other research can be built on.

CHAPTER TWO

2.0 LITERATURE REVIEW

In order to have an in-depth understanding of the study, a literature review aimed at exposing the knowledge generated by various researchers in similar investigations as this study was conducted. This review provided ideas and approaches which were not known, revealed sources of data the Researcher did not know existed, suggested a technique or method of dealing with a problematic situation being faced and also helped in evaluating the research efforts as compared to others in the same field hence sealing the gap in the previous investigations and reflecting what others have done. A good number of explanations related to the research problem have been done before.

Research carried out from various Secondary Schools on the effectiveness of school libraries especially in the developing World has shown that development of school libraries to achieve greater effectiveness and efficiency has not correlated with the population growth rate and therefore a statistical increase in Secondary enrolments.

This mainly has been attributed to the economic decline that has occurred over the years in most of these countries (Kelly, 1991). This economic decline has been coupled with inadequate financial allocations to meet recurrent expenditure and capital developments which make library operations difficult. Sufficient financial allocations when wisely utilized would facilitate recruitment of required staff, purchase of sufficient and relevant books and other print, facilitate economic access to information and ensure subscription to online periodical services and CD-ROM services. All these are aimed at improving the efficiency and effectiveness of libraries hence improving the pass rate of students.

Similarly in a related context as the above, the cost of books, periodicals and other library materials and equipment has steeply risen. In this information society, new technologies are changing every day in which information is generated, recorded, stored, gathered, preserved, analyzed, disseminated and used by the people and consequently the ways in which the libraries are expected to improve access to it. All in all, economic conditions have hampered libraries from developing systems to deliver services at the required level.

Ramana (1995) similarly contends that the levels of funding to Indian Secondary Schools are clearly inadequate to improve and manage libraries and there seems to be severe limits to possible increases of funding levels from existing sources. However, decreasing illiterate levels is every country's concern in order to facilitate development. This is coupled with rising Secondary School enrolments which put more pressure on library use making library operations difficult as they are not expanded in most cases to contend rising enrolment ratios of pupils.

Lance (2005) and his associates in the study conducted in Colorado revealed that School Libraries and Schools of Library Education with well trained Professional Librarians make a direct impact on student achievement. Since their study was data- driven they were acceptable in the eyes of the large education.

Drawing more insight from the study of Lance and his Associates, it can not go without saying that the School librarians role as an educationist will involve being conversant with all the basic principles of education and with learner characteristics, so as to enable him to know what style of learning is best for each pupil.

However, the School librarian does not only work with children but with teachers as well because he is not just a Teacher of Children; the School media Specialist as the School Librarian is called in other countries is also a Teacher of Teachers. According to Wehmeyer (1995) "as they work together in planning overall curriculum and shorter instructional units, the Teacher and Librarian learn from one another."

The above investigations leave as with enough evidence to conclude that the success of the School library in playing an active role in the educational programme depends, and will continue to depend, on well qualified personnel being in charge of the Library. The United States is not the only country with an interest in the data given above. Lonsdale (2003) reviewed existing research on the impact of School library student achievement for the Australian School Library Association. His study exposed that highly qualified Librarians collaborating with Teachers and leadership within the School and the community would improve academic performance of students. Though the revelations of this study are true, there are other factors apart from qualified Librarians which would increase pass rate of students.

Closely related to Badu and Loughridge study has been the gradual and persistent decline in the economies as earlier outlined by Kelly (1991). However, the scope of knowledge has become too vast to be covered extensively within the boundaries of the class room instruction, superior though that instruction may be.

Through the School Library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expression and the means provided to meet and to stimulate the main interests, appreciations and curiosities of youths. (Kakoma, 1984: 64)

Kakoma Kaumba (1984) carried out an investigation in Zambia to find out the needs of the Library to satisfy the needs of pupils and teachers. It was discovered that the Library should stock all the necessary variety of materials. It should not be like the School Libraries of the 1950's and early 1960's where the Library was predominantly book- based and was seen as peripheral to the School's curriculum. Although this is still the case in most developing countries because School Librarianship is still in its infancy in developing countries, the fact remains that they should occupy a central place in the educational programme of the school. However material provision in School libraries in Zambia has been negatively affected due to lack of a thriving book industry. The Zambia National Book Policy (1996) argued that a thriving book industry could only exist if there is a supportive reading culture in the country.

It is observed that most pupils in Zambia and other developing countries read for the purpose of passing the examinations.

Research from the Zambian perspective show that levels of reading ability among pupils are dangerously low (Educating Our Future, 1996). This has an effect to children as they progress to higher levels of education as they maintain the same reading culture. But one should also bear in mind that to a larger extent, the development of reading skills and the formation of reading habits are heavily dependent on the availability of suitable varied reading material as alluded to above.

With the Knowledge generated from Kakoma's study, it is observed that in countries where the School library is accepted as the integral part of the School Educational Programme, the role of the School Librarian has changed.

Previously in these countries, the Traditional School Library was not a major part of the School's Educational Programme, the role of the School Librarian was simply to manage the Library resources; mostly books.

However, the Librarian today should have the knowledge of facilitating learning and teaching hence contributing to the improved academic performance of students. The Librarian should be quick in discovering youngsters with reading difficulties and to be ready to deal with these difficulties and to help other teachers to deal with them too. He should be alert of the study habits of the youngsters and work on the improvement of these habits. Because he knows books as well as people he will be alert to the activities of the World and be constantly relating books and magazine articles to the happenings of every-day life (Potter, 1992).

However, sufficient funding to Libraries is not enough alone, most African countries and developing countries all over the World should develop a management culture which would improve School library management in terms of planning, cost effectiveness, efficiency and accountability. (Yavas, Kayak and Dibe, 1985)

In line with Ramana (1995), the repercussions of low funding to Libraries are immense and negative. Among others, one of the results of the dropping levels of funding has been the inability of Secondary Schools and their Libraries to purchase computers, books and other informational products too numerous to mention needed to develop their communication infrastructure owing to constant shortage of foreign exchange.

This economic predicament has also affected Library and Organizational Behaviour. (Kissiedu, 1994).Lack of adequate funding is also coupled with failure of library Staff to project functions of the library in Secondary Schools which subsequently leads to the down fall of their image by pupils. Platt (2001) stressed out the fact that it is important to foresee which parts of the library service are likely to become more significant in the future. It would appear to be a forgone conclusion that the bigger the stock, the larger the staff and the more inviting the buildings, the greater will be the demands made upon the services. Absenteeism, bad time keeping at all levels and lax supervision at senior levels is manifestations of the frustration, lack of commitment and laziness that dominate school libraries in the third world countries resulting in the decline in the effectiveness of Secondary School libraries as systems of Secondary School Education.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

The research design comprised of both qualitative and quantitative designs. The method was assumed to provide room for compensation of weaknesses in one design by the other. Qualitative design offered an in-depth explanation of the phenomenon under investigation and generated information related to pupils and teacher's thinking. Quantitative design generated quantifiable results and made it easier to analyze the data.

3.1 DESCRIPTION OF THE POPULATION

The target population in this study consisted of both male and female grade twelve pupils, the School Librarian, the Head Teacher and selected Teachers at Kamwala Secondary School in Lusaka city. Other Administrative Staffs were excluded from the study as they were not very much considered to be directly affected by the Library and were taken to be a risk to increased costs. The research was restricted to establish the effectiveness of Kamwala Secondary School Library in the provision of study material to grade twelve (12) pupils.

3.2 SAMPLING METHOD

Simple random sampling was used to sample pupils. Pupils were drawn from one source which was the Pupils' School Register. In this method, both male and female pupils were given a non-zero and equal chance of being included in the sample. Purposive and convenient sampling was applied to sample Key informants. This procedure ensured accurate estimates of the general perceptions and experiences of the total population hence producing accurate and valid research results.

3.3 SAMPLE SIZE

The sample size consisted of 66 respondents composed of 60 pupils who were randomly drawn out of an average school list of pupils of 500 registered grade twelve pupils at Kamwala Secondary School and 6 teachers amongst them the Deputy Head Teacher and the Assistant Librarian who were purposively and conveniently sampled. With enough finances, the sample size could have been a lot more than this, for instance not less than 150 pupils out of 500 pupils could have been sampled to make the sample more representative of the total population. Nevertheless, the sample was deemed representative of the total population and the research was feasible in that it was within the budget and scope of the research.

3.4 DATA COLLECTION METHOD

Data for the study from pupils was collected using both primary and secondary sources. Since the study dealt with a literate population, primary collection of data involved self-administered questionnaires to pupils with both open ended and closed-ended questions. The respondents were at liberty to answer questions at their own convenient time in an anonymous way as this was deemed to facilitate honest responses as the respondents were not influenced by the presence of the interviewer. This method of data collection was considered to reduce on un-necessary costs and reduce on time taken in data collection and also provided consistency since the questions were asked in a standardized manner. Coding of data was also easy hence facilitated easier processing of data. Collection of qualitative data from Key informants was achieved by using interview guides during a person to person interview.

Secondary sources involved information generated through the literature provided both through library and internet sources. Data concerning such sources has already been collected, analyzed and presented in different forms by various Scholars and Writers in books, magazines, reports, theses and journals to mention but a few.

3.5 DATA ANALYSIS

A Statistical Package for Social Sciences (SPSS) version 11.5 was used to facilitate analysis of data collected for the study. This package was used because of the mentioned advantages below among others of SPSS.

- It is user friendly.
- It has enough space for a long range of numbers.
- Mathematical manipulation can be easily dealt with through its inbuilt functions.

The researcher also has knowledge of this programme hence it was easy to use although minor difficulties were faced as it was not possible to edit tables in SPSS hence there was need of copying tables to Microsoft word where it was possible to edit. At times, tables copied direct from SPSS to Microsoft word appeared imperfect hence there were need to perfect them, the researcher had to copy them to excel for perfection and then back to Microsoft word. To facilitate interpretation of data, tables and percentages were used. However, data from Key informants was analyzed using content analysis.

3.6 LIMITATIONS OF THE STUDY

The research assessed the effectiveness of school libraries and the provision of study material to grade (12) pupils, a case study of Kamwala Secondary School. Due to its nature, the following were limitations encountered:

Due to insufficient funds and lack of time faced by the Researcher, the study was restricted to Kamwala Secondary School only. Hence, other Secondary Schools with School Libraries within Lusaka were left out. This implied that their views were ignored since they were not catered for in the study and this made the research findings not very valid to be generalized to all School Libraries in Lusaka.

CHAPTER FOUR

4.0 FINDINGS OF THE STUDY

This chapter presents the research findings of the respondents by description and tabular form.

4.1: Distribution of total respondents

A sample of 60 pupils which comprised of 50% Males and 50% Females were interviewed for quantitative data collection. For collection of qualitative data, 6 key informants were interviewed. Key informants included the Head Teacher, the Librarian, and four ordinary Teachers comprising of an equal number of males and females. Therefore, the total number of respondents was 66.

4.2: Distribution of respondents by age

Key informants were not asked of their age; however, most pupils were between the age of 17 and 20 years and comprised 60% of the total pupils. A few pupils were between the age of 15 and 16 years old, these made up 13.4% of the total pupils and also few pupils were in the age group of 20 and 21 years old making up 13.3 percent of the total pupils. The youngest respondent was 15 years old and the oldest respondent was 21 years old.

Table 4.1: Distribution of pupils by frequency of library use

Responses	Frequency	Percentage (%)
Once a week	13	21.7
Twice a week	5	8.3
Three times in a week	12	20
Four times in a week	7	11.7
Five times in a week	15	25
I do not use the library	6	10
Non response	2	3.3
Total	60	100

Source: Field Data

The Table above clearly indicates that most of the respondents either mostly used the library once in a week, three times in a week or five times in a in a week. A few respondents used the library either twice in a week or four times in a week. However, 10% of the total respondents had not used the library and 2 pupils did not respond.

4.3: Distribution of respondents (pupils) in respect to the effectiveness of the library in terms of stock of library material.

On one hand, total 48.3 of the total respondents indicated that the library was effective in terms of stock. On the other hand 28.3 of the total respondents indicated that the library stock was ineffective. However, 11.7% of the respondents could not comment on the effectiveness of the library stock as they said that they do not use the library. Unfortunately, one pupil did not respond.

Table 4.2: Distribution of respondents (pupils) according to purpose for library use

Responses	Frequency	Percentage (%)
Borrowing study material (Books)	7	11.7
For studies	45	75
For leisure	1	1.7
Other (specify)	5	8.3
Non response	1	1.7
Total	60	100

Source: Field Data

From the Table above, it is indicated that the majority of the respondents rated at 75% used the library for studies.

A few of the respondents at 11.7% used the library for borrowing study material and a smaller fraction of them at 8.3% had other specified reasons for library use. However, 1 pupil did not respond. The Teachers said that though rarely, they use the library for preparing lesson plans.

4.4: Distribution of respondents by currency of library material accessed

Over 50% of the total pupils alluded to the fact that the material stocked in the library was out-dated if not very out-dated. Another 26.7% of the pupils said that the material stocked in the library was current. However, a handful of the respondents did not know anything about the currency of the material stocked in the library. All the key informants indicated that the library stock was out-dated and could not support teaching and study.

4.5: Distribution of respondents with regards to need of school libraries

All the respondents that is pupils and key informants said that there was need of the school library to support delivery of education services as well as help pupils meet their academic needs as well as social needs.

4.6: Distribution of respondents by value attached to library services in general.

When asked about the value attached to library services in general, 56.6% of the total pupils indicated that libraries were of high value in the education system while 41.7% of the total respondents said that they attached low value to libraries. However 1.7% of the pupils did not respond. All the Key informants said that libraries were of very high value in the education system.

4.7: Distribution of respondents by extent to which a good library would improve the performance of pupils in examinations.

The majority of the pupils rated at 85% said that a good library would improve the performance of pupils in examinations to a larger extent. A smaller fraction of the respondents of 13.3% said that pupil's performance in examinations would be improved by good libraries only to a smaller extent. One pupil did not respond. However, all the Key informants said that a good library would improve the performance of pupils in examinations to a very large extent.

Table 4.3: Distribution of respondents (pupils) by cause of pupils' low performance in examinations.

Responses	Frequency	Percentage (%)
Pupils inadequate examinations preparations	28	46.7
Teachers incompetence	7	11.7
Poor library services	19	31.7
Other (specify)	4	6.7
Non response	2	3.3
Total	60	100

Source: Field Data

According to the data statistics indicated by the above Table, among the causes of pupils' low performance in examinations, pupils inadequate examinations ranks highest at 46.7% with poor library services ranking second at 31.7%. Teacher incompetence as a cause of pupils' low performance in examinations ranked at 11.7% while 6.7% of the respondents had their own specified reasons for pupils low performance in examinations. All the Key informants inclined pupils' poor performance in examinations due to pupils' inadequate examinations preparations and lack of hard work on the part of pupils.

Table 4.4: Distribution showing respondents (pupils') regard to size of the school library to accommodate users.

Responses	Frequency	Percentage (%)
Big	4	6.7
Very big	4	6.7
Small	32	53.3
Very small	19	31.7
Non response	1	1.7
Total	60	100

Source: Field Data

From the statistics shown in the above Table, 53.3% of the respondents said that the size of the library was small. 31.7% of the respondents said that the library was not just small but very small. This clearly indicates that all in all over 80% of the respondents said that the size of the library was small to accommodate users.

However, 6.7% of the respondents said that the size of the library was big to accommodate users and another 6.7% said that the library was not just big but very big to accommodate users. All the Key informants said that the library was too small to accommodate users at a time.

Table 4.5: Distribution showing respondents (pupils) preference of project to be undertaken when money is available.

Response	Frequency	Percentage (%)
Building a class room block	7	11.7
Buying a school vehicle	2	3.3
Constructing / expanding the library	46	76.7
Other (specify)	4	6.7
Non response	1	1.7
Total	60	100

Source: Field Data

The table above indicates that the majority of the respondents at 76.7% said that they would prefer constructing or expanding the library in case money was available for a school project, a few at 11.7% said that they would advocate for building a class room block where money for a school project was available. 6.7% of the respondents had other specified preferences of projects to be done where money was available and very few at only 3.3% suggested that they would rather money for a school project was used to buy a school vehicle.

4.8: Distribution indicating respondents' information sources expected to be found in the library.

On one hand, the majority of the pupils expected the library to be stocked with education material. On the other hand 36.7% of the pupils expected all information sources to be found in the library. All the Key informants indicated that they expected all information sources to be found in the library.

4.9: Distribution of type of education system preferred by respondents.

It was found that the majority of the pupils at 71.7% preferred a Teacher centered education system while 20% of the respondents gave preference to a Pupil centered education system. Unfortunately 6.7 pupils did not state their education system of preference. All the Key informants preferred both systems of education.

4.10: Distribution showing whether or not pupils face problems in accessing study material.

Respondents who said encountered problems were at 76.7% while those who said that they never faced problems in accessing study material were at 23.3%.

CHAPTER FIVE

5.0 DISCUSSION OF THE RESULTS

The study conducted constituted an equal number of Male and Female grade 12 pupils making the total number of pupils interviewed 60 as shown in **distribution 4.1** from the findings. An in-depth interview was also conducted to get the views of Teachers who are also school library users. Four Teachers comprising two female Teachers and two male Teachers, the Deputy Head Teacher and the Librarian were interviewed. Therefore, the total number of respondents was 66. Most pupils interviewed were aged between 17 and 19 years as indicated by the findings, this is because children in Zambia especially in urban areas usually start grade one at the age of five and complete grade 12 at an average age of 19 years. It was not necessary to know the age of the Key informants as this had no impact on the significance of the study.

Most of the pupils interviewed used the library. However, the frequency of use differed from pupil to pupil. As shown by **Table 4.1** of the findings, it is observed that each pupil interviewed used the library at least once in a week though it is indicated that most of the respondents either mostly used the library once in a week, three times in a week or five times in a in a week. A few respondents used the library either twice in a week or four times in a week. A few pupils never used the library at all; this could have been due to a number of reasons as was given from a brief face to face interview with pupils to find out what would make pupils not have interest in using the library. Among the main reasons given some of them were the library not meeting user needs in terms of library stock as most of material stocked was said to be out-dated. Others said that they would rather stay away from the library as the study space was too small to accommodate a reasonable number of pupils at a time. This made pupils opt to use class rooms as alternatives to library use.

For those pupils who rarely used the library or do not use the library, support is drawn by Research from the Zambian perspective showing that levels of reading ability among pupils are dangerously low (Educating Our Future , 1996).

This has an effect to children as they progress to higher levels of education as they maintain the same reading culture. But one should also bear in mind that to a larger extent, the development of reading skills and the formation of reading habits are heavily dependent on the availability of suitable varied reading material.

Knapp (1999) with studies carried out in London on school library use, also supports low levels of library use as emanating from the use of the library not being considered as an essential element, perhaps not even an important element in the education of a Secondary School pupil. Further more, he propagated that pupils use the library little because very little library use is required of them in their course of work. Although School members of Staff believe collectively that pupils should use the library extensively, few pupils find it necessary to use the library extensively so as to achieve the objectives of their courses.

It was discovered from the in-depth interview held with Teachers that they easily accessed the library. However, library stock which the Teachers complained of as being too out-dated and not being in line with the subjects they teach discourage them from using the library.

Members of staff interviewed had mixed feelings over the effectiveness and efficiency of the library, some said that the library was very effective and efficient while others said that it was not efficient and effective as most of the library stock was out-dated and the library was small. As one can observe from **Distribution 4.3** of the findings about a total of 58% of the pupils indicated that the library was either effective or very effective in terms of stock of library material, while the rest of the pupils said that the library was either ineffective or very ineffective in the delivery of information. Effectiveness of the library implies the attainment of a valued outcome or effect from the library services. Only quality library services would be considered effective as such services satisfy user needs in the sense that users' queries are solved by the library.

On the other hand efficiency implies the amount of effort required to produce a given level of effectiveness or in short the relationship between effectiveness and effort. With this understanding, it can be said that the respondents who said that the library was efficient and effective derived high utility from library use and had their queries solved while those who said that libraries were ineffective and inefficient could have implied that the efforts they would put in library use would go to waste as the library would not provide solutions to their information problems.

There are so many factors that may lead to a library being ineffective and inefficient, few among them are lack of relevant library stock to support teaching as well as learning, incompetent library personnel to guide information seekers in library use and the library being small to accommodate the growing population due to increased information needs which comes with this information society. Kelly(1991), states that research carried out from various schools on the effectiveness of the school libraries especially in the developing World has shown that development of school libraries to achieve effectiveness and efficiency has not correlated with the population growth rate and therefore, a statistical increase in School enrolments. This has mainly been attributed to the economic decline that has occurred over the years in most of these countries.

Pupils interviewed had various reasons for library use though the common among the reasons as shown by **Table 4.2** from the findings, was using the library for studies. A few pupils used the library for borrowing study material and a smaller fraction of pupils had other specified reasons for library use. It can be said that those Pupils who usually used the library had realized the key role libraries play in facilitating education delivery. A library stores knowledge which has to be imparted in Pupils and Teachers as they seek information. Hence, it can not go without saying that a School library supports education provision in a school and improves pupils' academic performance in examinations. Teachers indicated that they mostly used the library to prepare their lesson plans when they did not feel like using the staff room though more often they resorted to using the staff room.

When asked how current material accessed in the library was, the research findings in **Distribution 4.4** show that more than half of the total pupils interviewed said that the material in the library was out-dated, this gives an explanation as to why some pupils do not access the library for their information needs. In the same vein all the Teachers interviewed and the librarian complained of the library stock being too old and not being in line with the demands of the Curriculum. Current material which satisfies user needs encourage information seekers to utilize the library while outdated information sources draw away information seekers or would be library users as such sources are irrelevant to user needs. Based on out-dated information sources, it becomes difficult to improve pupils' performance in their academic pursuits as libraries which are supposed to support quality education delivery would not serve its intended purpose of timely, relevant and accurate information delivery to information seekers. This would not improve pupils' academic performance and consequently improve pass rate in examinations.

All the respondents as can be observed from **Distribution 4.5** of the findings including members of Staff said that there was need of School libraries. This was because the respondents were aware of the benefits which could be derived from the services of a good library. Although Kamwala Secondary School library may not meet user expectations in terms of information delivery, respondents still advocated for need of School libraries as they had realized that a library was an integral part of the school as libraries facilitate education delivery in providing the necessary information and material which support learning.

It is said that value attached to a School library and any other library is determined by how effective and efficient the library is in terms of meeting user information needs. As indicated by **Distribution 4.6** from the findings, slightly over half of the pupils attached high value to the School library; this could be because those pupils felt that the library met their information needs. However, the remaining pupils attached low value to the School library as they felt that the library did not meet their information needs as seen from out-dated material and material not in line with the subjects offered by the school stocked in the library. All the Teachers including the librarian interviewed attached high value to the library and said that the school library was very useful in the education system.

On one hand one would speculate that there could have been chances of the pupils not understanding the meaning of the question or the term value in relation to libraries as evidenced from the Teachers who attached high value to libraries. It was expected that the value Teachers attach to libraries would trickle down to pupils. However, the stance given by the pupils on library use would be considered as gospel truth as it is observed in most developing countries how reluctant people tend to be to use the library generally because of the poor reading culture in these countries more especially in African countries. This is supported by Knapp (1999:12) who carried out a similar study in Europe on the effectiveness of school libraries, part of his discovery was that some pupils do not feel that the use of library is an essential element in education and have done most of their School work without using the library. Non utilization of libraries would lead to unsatisfactory academic performance of pupils.

When asked about the extent to which a good library would improve the performance of pupils in their examinations, it is evidenced from the findings in **Distribution 4.7** that the majority of them said that the library would improve the performance of pupils in examinations to a very large extent, those who said so were 85% of the total pupils. Only 13% of the respondents said that the library would improve the performance of pupils in examinations only to a smaller extent. Although all the Key informants were for the idea that libraries improved the pupil's performance in examination to a very large extent, they were forced to uncover some factors among others which would lead to improved performance in examinations. These factors though not part of this study are related to the intelligence of pupils, good education facilities and infrastructure in schools and above all pupils' seriousness with school and hard work. When these are in place coupled with dedication and high ambitions of the pupils, performance would definitely improve according to the Teachers statements. According to one of the Teachers, "a library which is fully stocked with books and other relevant information sources with current information responding to information needs would improve pupils' performance in the examinations to very large extent". (Interview held on 23rd February, 2009).

Pupils had mixed feelings about causes of pupils' low performance in examinations. From the causes provided as indicated by **Table 4.3** from the findings, pupils surprisingly ranked pupil's inadequate examinations preparations as the major cause of pupils low performance in examinations, this was said so by 46.7% of the total pupils interviewed, 31.7% of the pupils interviewed ranked poor library services second as a cause of pupils low performance in examinations. However, a small section of the pupils at 11.7% of the pupils said that poor performance of pupils in examination emanated from Teachers incompetence and a very small section of the pupils of barely 6.7% had other reasons from those indicated on the list of possible causes of pupils' low performance in examinations. The findings show that most pupils had similar reasons of pupils' low performance in examinations with Key informants who said that low performance was to a larger extent due to pupils' lack of hard work and not taking school seriously. According to one of the Key informants who was one of the Heads of Departments in her own words said, "A hard working pupil would pass the examinations with flying colours". (Interview held on 24th February, 2009). This shows that though there are other factors which lead to pupils' low performance in examinations, lack of adequate examinations preparations on the part of pupils themselves highly contribute to low examinations performance at Kamwala Secondary School. Poor library services also can be said to contribute to pupils' low performance in examinations at Kamwala Secondary School as indicated from the findings.

However, library services can only be said to be meaningful where they are efficient and effective and this can only be attained where libraries are well stocked with relevant study material to support the school's educational programme as the library is considered as an integral part of the school programme. Competent library services can be achieved by a qualified librarian who is a professional in the field of librarianship. Only such a librarian would be efficient and effective in the delivery of library services. Luckily the school librarian according her and the entire Key informants is qualified as she has a diploma in library and information studies. This to some extent is not bad to run a small Secondary School library like one at Kamwala Secondary School.

This could be one of the reasons why fewer pupils mentioned of poor library services being a cause of low performance in examinations. In support of this, Potter (1992) from the studies on School library use carried out in London alludes that the Librarian should be quick in discovering youngsters with reading difficulties and to be ready to deal with these difficulties and to help other Teachers to deal with them too. He should be alert of the study habits of the youngsters and work on the improvement of these habits. Because he knows books as well as people he will be alert to the activities of the World and be constantly relating books and magazine articles to the happenings of every-day life. This would lead to high academic achievement and consequently improve pupil's performance in examinations. In the same vain, support for professional librarians is drawn from Lance (2005) and his associates in the study conducted in Colorado which revealed that School Libraries and Schools of Library Education with well trained Professional Librarians make a direct impact on student achievement. Though few respondents mentioned Teacher incompetence as one of the causes of pupils' low performance, it can be said that Teachers would to some extent contribute to either good performance or poor performance in examinations depending on their levels of competence. Since Teachers impart knowledge in pupils, it can be said that competent and intelligent Teachers would improve pupils' performance in examinations.

Accessibility of the school library is hampered by the size of the library of which more than three quarters of the respondents, as shown from the research findings in **Table 4.4** said that the library was small to accommodate users. A few, about 13.4% of the respondents said that the library space was big. It is suspected that the respondents who said that the library was big did not know the basis of measurement. All the Key informants said that the library was very small. According to the Assistant Library Officer in her own words, "the library is very small in relation to the School population, there are about 500 grade twelve pupils and on top of this there are also other classes for grade elevens and tens making the total population of pupils 1,242 pupils but the library can only accommodate 35 people thus allowing only one class at a time". (Interview held on 19th February, 2009). This leads to pupils under utilization of libraries and possibly leads to undesired examination performance by grade twelves.

Pupils were asked what project they would prefer to be instituted in a case where the school was given money for any project of their choice. This gave the Researcher a clue of a major problem which would be considered as needing immediate attention. **Table 4.5** of the findings indicates pupils' preference of project to be undertaken when given money. It is clearly indicated that more than three quarters of the respondents said that they would prefer a library is constructed or expanded in a case where the school sourced money. This shows that the capacity of the library to accommodate library users is not sufficient, this demoralizes pupils from using the library hence, the library at Kamwala Secondary School is not considered as an effective tool to foster education in schools as the small sitting capacity of the library prevented pupils from using the library. A few pupils at 11.7% talked of building a class room block and only 3.3% mentioned buying a school vehicle as their preference of project to be undertaken whenever money for the project is available. Other pupils who made up 6.7% of the total pupils had other reasons of the project they would like to be implemented if they had a choice to make a decision concerning the project they would embark on if the School had money for a project. The investigation of preference of project money to be used on clearly sends a signal to Management and other School library stakeholders to consider expanding the library in order to meet user demands for library space. Among other things, enough library space would encourage library use hence contribute to the success of pupils and higher educational achievement and consequently high performance in grade twelve examinations.

When asked the kind of material pupils would like to be found in the library, the majority pupils suggested that the library stocks more text books to facilitate learning. As indicated by **Distribution 4.8** of the research findings, about quarter of the pupils interviewed suggested that the library stocks all information sources which includes apart from text books other information sources for example, CDs, DVDs, VCDs, Audio Tapes, Video tapes, magazines and journals to mention but a few. This is supported by Kakoma Kaumba, A (1984) who carried out an investigation in Zambia to find out the needs of the Library to satisfy the needs of Pupils and Teachers.

It was discovered that the Library should stock all the necessary variety of materials. It should not be like the School Libraries of the 1950's and early 1960's where the Library was predominantly book- based and was seen as peripheral to the School's curriculum. From the interview and the Researcher's observation, it was discovered that Kamwala secondary school library stocks more of old out-dated books as the only source of information hence, does not support teaching as expected thereby, contributing less to pupils good performance in examinations.

In trying to know education system of preference by pupils and Teachers at Kamwala Secondary School, **Distribution 4.9** from the findings show that the majority of pupils comprising of 71.7% of the total pupils were for Teacher centered education system and 20% of the pupils favoured Pupil centered education system while 6.7% did not respond. The reasons for non response were not well known although there could have been chances of a few pupils not understanding the given education systems. However, almost all the Key informants preferred both education systems. It is said that Pupil centered education system support the development of school libraries as there is less Teacher to Pupil contact unlike in the other education system which promotes more of Teacher to Pupil contact. Therefore, chances of Kamwala Secondary School developing the library would not be said to be high if the education system preferred was Teacher centered and vice-versa where the Pupil centered education was preferred as this would force the School Authority to improve libraries because this system would mean that pupils mostly do school work with less attention of the Teachers. Pupils in the Pupil centered education system usually research on their own hence utilize more often than not the library.

Accessibility of library material at Kamwala Secondary School was seen to come with some problems; over three quarters (76.7%) of the pupils interviewed indicated that they faced problems in accessing library material while the remaining pupils represented by almost one quarter (23.3%) of the pupils showed that they had no problems in accessing material as shown by the research findings in **Distribution 4.10**. The natures of problems as indicated by Table 4.6 from the research findings faced by pupils were as follows: out-dated, inadequate library material and lack of library guidance.

Other pupils had specified problems like the library being small to accommodate users. The problem of material being out-dated and insufficient stock of library material are common problems in most libraries more especially in developing countries. This status of libraries could be brought up due to a number of factors, among them being lack of finances to buy more library stock and current material to replace old out-dated material and meet user demands. This is supported by studies conducted by Badu and Loughridge (1996) which were aimed at exposing problems faced by libraries in Ghana. It was discovered that the major problem facing School Libraries in Africa was their inability to acquire Library materials and provide information services even at levels achieved long ago. The study further indicated that it was clearly observed that most countries in Africa and in other developing countries around the world do not attach more value to information and do not recognize information as a resource just like any other resource if not the most important resource of all. This could explain the status of Kamwala Secondary School library at the time of the research and other school libraries in Africa and other developing countries of the World.

In line with the problems above faced by Pupils which hinder accessibility, Key informants cited similar problems as Pupils although they strongly emphasized poor library funding as a major problem which consequently negatively affect accessibility as it becomes difficult to stock the library with adequate and current material where funding is insufficient. However, the problem of poor funding in most cases emanate from Government's economic status. Strong economies facilitate purchase of sufficient and up to-date library material. Countries with strong economies for example developed countries have adequate and current stock of library material as Governments of such countries tend to have enough money to allocate to libraries unlike Countries with weak economies such as developing countries which due to lack of finances would rather allocate money to other sectors for example health or agriculture and not libraries as libraries are not taken to be of value in most developing countries. In support of sufficient funding to libraries by Governments, Ramana (1995) contends that the level of funding to Indian Secondary Schools are clearly inadequate to improve and manage libraries and there seems to be severe limits to possible increases of funding levels from existing sources.

Further, Kelly (1991) identifies problems affecting smooth library operations in Zambia. He cites the problem of economic decline as being coupled with inadequate financial allocations to meet recurrent expenditure and capital developments which make library operations difficult. Sufficient financial allocations when wisely utilized would facilitate recruitment of required staff, purchase of sufficient and relevant books and other print, facilitate economic access to information and ensure subscription to online periodical services and CD-ROM services.

On the problems being faced by Kamwala Secondary School library, just like the rest of the Key informants had cited in the above paragraph that funding to libraries was insufficient, the Assistant Librarian said that, “funding to the library is on the low side, maybe once after two years”. (Interview held with the Assistant Librarian on 19th February, 2009).

5.1 RECOMMENDATIONS

In order to ensure effective and efficient provision of study material to grade twelve (12) pupils, the following factors must be put in place:

- The School Authority should embark on expanding the library which was discovered to be very small to cater for the potential population of library users (pupils). The total sitting capacity of the library was found to be 35 pupils out of the total population of 1,242 pupils. Once the school library is expanded, it would improve library accessibility of pupils and consequently encourage pupils to use the library for studies. This would in return increase the passing rates hence reduce on grade twelve drop outs.
- The School Authority should improve library stock in terms of stocking current material tailored to pupils and teacher information needs unlike stocking out-dated books which do not support pupils’ educational needs. The library should also stock all sources of information material for example video tapes, audio tapes, compact discs and video compact discs (VCDs) unlike text books only.

- Library funding is a central factor in the effective provision of education services. There should be an increased funding from both the Government and Ministry of Education towards the day to day running of Kamwala Secondary School library. This would ensure that library infrastructure is improved and current and up to-date library material is sourced.
- The Library Assistant at Kamwala Secondary School should guide and sensitise pupils in library use and the benefits of using a library. This would encourage and motivate pupils to have the desire to use the library leading to improved performance in examinations. In the same vein, library lessons should be made part of the Secondary School syllabus as this is one of the sure ways of enlightening pupils about libraries and the benefits derived from using the library. Pupils with library knowledge tend to use the library for studies hence their performance in examinations consequently tends to be better than those pupils who do not usually use the library.
- The School Authority at Kamwala Secondary School should put up a collection development policy which never existed at the time of the research. This policy would stipulate what is supposed to be done in order to purchase library material, the kind of library material to stock in the library and who is supposed to be in charge of ordering library material.

5.2 CONCLUSION

The research looked at the effectiveness of School libraries in the provision of study material to grade twelve (12) pupils, taking Kamwala Secondary School for a case study. The research exposed that School libraries are vital components in the education system hence their benefits cannot be over emphasised.

Good School libraries with good infrastructure support the provision of education in Schools and consequently improve the academic performance of pupils in examinations.

However, most Secondary School libraries in Zambia including Kamwala Secondary School library face so many challenges in their day to day duties. Among the main challenges are: lack of adequate and current text books and other information sources tailored to user needs.

It was discovered from the research that 30% of the pupils said that the material stocked in the library was inadequate and 31.7% said that the material stocked in the library was out-dated. This status of Kamwala Secondary School library impeded pupils examination preparations as they could not usually access study material and in a case where material was accessed it is out-dated hence could not meet their information needs. The Researcher investigated the currency of library material and found that most text books stocked were very old getting as far back as between the 1950s and 1960s; Kamwala Secondary School library space was found to be small to meet overwhelming users. This was evidenced from 87.7% of the total pupils and all the Key informants who considered the School library to be small to accommodate library user demand. The total population of all the pupils at the time the research was carried out was 1,242 pupils and the sitting capacity of the library was 35 pupils.

The small space of the library discouraged pupils to use the library; lack of adequate library funding as pointed out by all the Key informants was found to be a source of problems in the provision of efficient library services. Sufficient funding to the library would improve library infrastructure, improve library stock as current material can be bought and facilitate recruitment of required number of library personnel hence eradicating another problem of lack of adequate library personnel to guide users in library use faced by Kamwala Secondary School library. When these problems are minimised, there is no doubt that Kamwala Secondary School library would be more efficient and effective in the provision of study material to grade twelve (12) pupils thereby improving the performance of pupils in examinations as 31.7% of the total pupils interviewed said poor library services was one of the causes of pupils low performance in grade twelve examinations.

With the above challenges mentioned above faced by Kamwala Secondary School library at the time of the research, it can be said that the library was not effective in the provision of study material to grade twelve (12) pupils despite the librarian being competent hence pupils examination performance was lower than expected. In this view, there is need of concerted efforts by Government through the Ministry of Education, Schools, Civil Society and individual well meaning citizens to improve the standards of School libraries in order to make them more efficient and effective in information provision as this is one way of improving the performance of pupils in secondary schools leading to high pass rate in grade twelve (12) examinations.

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SECTION A : BACKGROUND INFORMATION

For official use

1. What is your sex? []
1. Male []
- 2 Female []
2. What was your age at the last birthday?

SECTION B : INFORMATION NEEDS

3. How often do you use the library?
1. Once a week []
2. Twice a week []
3. Three times in a week []
4. Four times in a week []
5. Five time in a week []
4. How effective is the library in terms of stock of material and study space?
1. Good []
2. Very good []
3. Poor []
4. Very poor
6. Do not use the library
5. For what purpose do you use the school library?
1. Borrowing study material (Books) []
2. For studies []
3. For leisure []
4. Other (specify).....
6. How current is the material you access in the library?
1. Current []
2. Very current []
3. Out- dated []

4. Very out-dated []

SECTION C : INFORMATION ABOUT THE LIBRARY

7. Do you think there is need of school libraries?

- 1. Yes []
- 2. No []

8. How do you value library services in schools in general?

- 1. High []
- 2. Very high []
- 3. Low []
- 4. Very low []

9. To what extent do you think a good library would improve the performance of pupils in examinations?

- 1. Smaller extent []
- 2. Larger extent []

10. In cases where the performance was not to the expectations of the school, what would you say could be the cause?

- 1. Pupils inadequate examinations preparations []
- 2. Teachers incompetence []
- 3. Poor library services []
- 4. Other (specify)..... []

11. How big is the study space of the school library to accommodate users?

- 1. Big []
- 2. Very big []
- 3. Small []
- 4. Very small []

12. If the school was given money to use on any project of your choice, what project would you prefer money to be spent on?

- 1. Building a classroom block []
- 2. Buying a school vehicle []
- 3. Constructing / expanding the library []
- 4. Other (specify)..... []

- | | | |
|--|-----|--------------------------|
| 13. What information sources do you expect to find in the library? | | <input type="checkbox"/> |
| 1. Educational material | [] | |
| 2. Leisure material | [] | <input type="checkbox"/> |
| 3. ICTs (Video tapes, CDs, DVDs, DVCs) | [] | |
| 4. All information sources | [] | |
| 14 What type of education system would you prefer? | | |
| 1. Teacher centered | [] | <input type="checkbox"/> |
| 2. Pupil centered | [] | |
| 15. Do you face any problems in accessing study material? | | |
| 1. Yes | [] | <input type="checkbox"/> |
| 2. No | [] | |
| 16. If yes to question 15, what problems do you face? | | |
| 1. Lack of Library guidance | [] | <input type="checkbox"/> |
| 2. Inadequate material | [] | <input type="checkbox"/> |
| 3. Out-dated material | [] | <input type="checkbox"/> |
| 4. Other (specify)..... | | <input type="checkbox"/> |

THANK YOU FOR YOUR TIME

APPENDIX B

Serial No.....

RESEARCH INTERVIEW GUIDE

Dear Respondent,

I am a 4th year student at the University of Zambia, Great East Road Campus pursuing Library and Information Studies in the School of Education. I am conducting an academic research in Library and Information Studies.

The main aim of this Research is to assess the effectiveness of School Libraries and the provision of study material to grade (12) pupils, a case study of Kamwala Secondary School in Lusaka.

You have been conveniently selected to help me answer these questions. Please be rest assured that the information which you will provide will be treated as confidential.

Date of Interview:

Name of Institution:

Job Title of Interviewee:.....

Questions

1. How useful is the School Library in the School system?.....
.....

2. How big is the School Library to accommodate users?.....
.....

3. To what extent do you think a good School Library would improve the performance of pupils in examinations?.....
.....

4. In cases where the performance of pupils in grade 12 was below your expectations, what would you say could be the cause?.....
.....

5. How efficient and effective would you say the School Library is in the provision of education material?.....
.....

6. How would you describe the competence of the School Librarian in the discharge of library duties?.....
.....

7. How sufficient is the funding to the library?.....
.....

8. What factors do you think would lead to a library being poor in the information provision?.....
.....

9. Is there a Collection Development Policy of the School Library?.....
.....

10. What type of Education System would you recommend between Teacher centered and Pupil centered?.....
.....