THE STATUS OF LIBRARIES IN COLLEGES OF EDUCATION IN ZAMBIA

By

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ABSTRACT

Libraries are changing in terms of their collections, facilities and services owing to constant changing scenario of information on account of Information and Communication Technology [ICT] applications and information seeking behavior of clientele. This is especially true in the case of academic libraries attached to specialized institutes. The overall aim of this study was to ascertain the status of libraries in colleges of education in Zambia. The study was largely quantitative in nature. Sixteen (16) colleges of education purposively selected participated in the study. A self-administered questionnaire survey was used to gather primary data. The results are reported and include the general standard of library buildings, organisation of collections, equipment and ICT facilities; the sources of funding for colleges of education libraries; the staffing levels and qualifications of head librarians in colleges of education libraries; the state of library materials; and the sources of book supply.

Keywords: Colleges of Education, Zambia, Academic Libraries, Higher Education, Libraries

1 INTRODUCTION

The role and importance of libraries in higher education cannot be over-emphasised. They play a fundamental role in providing necessary resources, inculcating reading habits to students and above all, improving the quality of teaching, learning and research in higher education. College libraries are not only gateways of information (Kamosho & Kigongo-Bukenya, 2006) and knowledge but also second best connecting links between teaching and learning besides the class room (Mangla, 1995). Students utilize library services to explore and develop their ideas beyond what they learn in class and develop critical thinking. A library is an essential partner in creating not only educated but also informed communities through provision of opportunities for self-education, life-long learning, and self-improvement. Above all, a library is established for the systematic collection, organization, preservation and dissemination of knowledge and information. Emphasising the importance of a library in any education system, Kaula (1995) argues that a college cannot get recognition unless it has a serviceable and effective library. Thus, Mangla (1995) describes the library as the heart of any education system. They are therefore, fundamental to the success of any college.

However, most libraries in most cases have not performed and developed to the expectation. Among the notable challenges college libraries face include inadequate financial resources, poor staffing levels and insufficient materials to mention but a few. It is against this background that investigating the status of libraries in Zambian colleges of education is paramount.

2 BACKGROUND

A college library has to perform its functions primarily in its college set up. As such, its growth and development is inextricably linked to the growth and development of educational activities (Mangla, 1995). In order to understand the development of college libraries in Zambia, it is essential to briefly survey the development of higher education in Zambia. The development of higher education in Zambia can be traced back to the colonial period. The colonial period can be divided into three eras as follows: (i) The British South African Company (1890–1924), (ii) the British Colonial Office Administration (1924–52), and (iii) the Federation of Northern Rhodesia and Nyasaland (1953–63). The politics of providing higher education, and let alone library services for Africans closely followed these stages.

Before the invention of white men, preservation of cultural traditions and beliefs of various ethnic groups was through memory and repeated orally from one generation to the other (Wedgeworth, 1993). It is believed that very important historical facts where remembered and unimportant things where forgotten. David Livingstone, the first missionary explorer to arrive in Zambia, introduced the first prototype library known as the "tin-truck" portable library which was carried out during his travels in the country between 1853 and 1873. He was later followed by missionary evangelists and later by prospectors and treaty seekers, all of the latter in some way representatives of Cecil Rhodes' British South Africa Company (Kelly, 1991). The white men not only introduced written word from oral traditions but also western education which emphasised on reading and writing skills.

The British South African Company (1890–1924): The Livingstone subscription library was one among the first libraries established in Livingstone about 1908 and in the 1920s, a number of small subscription libraries were set up in the townships of Chipata, Kasama, Mongu, Mansa, Lusaka, Luanshya, Choma and Ndola (Wedgeworth, 1993). Most of these library services catered for the minority settlers and expatriate white community who lived along the line of rail (from Livingstone in Southern Province to Kitwe in the Copperbelt) (Hamakanda, 2006) and who could afford to pay membership and subscription fees (Wedgeworth, 1993). Missionaries were preoccupied with industrial and trades education and not higher education for Africans during this period. Higher education was ill-conceived and looked upon with disfavour to their plans. In fact, they came from traditions that reserved higher education for privileged classes. In addition, the social thinking that emerged in the 19th century was that black man was mentally deficient and thus could not receive higher education. They also lacked genuine need for higher education for Africans. Thus higher education and let alone development of college libraries for Africans was inevitably out of the scope of their plans.

The British Colonial Office Administration (1924–52): The British colonial government according to Wedgeworth (1993) also did not do much to encourage the development of libraries in Zambia, despite Western institutions of education in Northern Rhodesia becoming more common and introducing more formal and professional control over schooling. Due to inadequate resources and the unwillingness of the white settlers to promote secondary and higher education of Africans, education was limited to lower levels of schooling. Secondary schooling was mainly introduced in order to provide teachers for primary education (Luchembe, 2009). However, it was during this period that some funds from its Colonial Development and Welfare Fund was used to establish the Northern Rhodesia Publications

Bureau in 1947 which was later renamed the Joint Publications Bureau of Northern Rhodesia and Nyalasaland in 1948 (Wedgeworth, 1993).

The Federation of Northern Rhodesia and Nyasaland (1953–63): Education during the federation period continued to be largely characterised by segregationist and inequitable patterns of provision for African and European children. However, the bureau introduced a country book-box library scheme in 1959 that provided the majority of Africans their first access to library services during the federation period. In 1960, the Joint Publications Bureau received a grant-in-aid from the Ford Foundation towards the development of a nationwide public library service in the country. Thus in 1962, the Northern Rhodesia Library Service was established. This was subsequently renamed Zambia Library Service in 1964.

The newly independent nation inherited a legacy of a public library service which was only serving an urban minority. At independence, the country embarked on massive investment in higher education. Finances were invested in the Ministry of Education for the expansion of education facilities which included colleges. Thus, the first higher education institution, the University of Zambia, was officially opened in 1966. Prior to that, Natural Resources Development College was founded in 1964. Nkrumah Teachers College was founded in 1967, Copperbelt University in 1968, which was until 1987 part of the University of Zambia. Thereafter, a number of colleges were opened throughout the country. Similarly, different types of libraries each serving the needs of a particular clientele evolved including college libraries.

3   STATEMENT OF THE PROBLEM
The objectives of a library in higher education as outlined by Navalani (1995) are as follows:
   i.   To provide resources necessary for research in fields of special interest to the college
   ii. To aid the teacher in keeping abreast with developments in his/her field
   iii. To provide library facilities and services necessary for the success of all formal programmes of instruction
   iv. To open the door to the wide world of books that lies beyond conditions which encourage reading for pleasure, self-discovery, personal growth and sharpening of intellectual curiosity

However, Singh and Arora (1995) argue that college libraries have somehow not measured up to the expectations and they have by and large not succeeded in their objectives. In fact, Kamosho & Kigongo-Bukenya, (2006) observed that libraries in general are not moving at the same pace of development. One contributing factor according to Hamakanda (2006) is the general lack of appreciation of the value of information at all levels of society. Hamakanda claims that this is evident from the teacher-centred curriculum that has existed in schools from the earliest times, where pupils regard the teacher and not the library as the only source of information, and learning is by rote. In addition, Chopra (1995) identified the problems that college libraries are facing and these include low funding, high cost and insufficient library materials and shortage of staff, furniture, equipment and physical facilities to mention but a few. Furthermore, the role of college libraries is also being challenged by the developments in Information and Communication Technology (ICTs). This is so because provision of access to both physical and online information sources for study, teaching and research require a substantial and sustained investment by colleges (Simui & Kanyengo, 2001). Chitwamali (1983) claims that in Zambia, most college libraries fail to satisfactorily perform their functions due to lack of clearly defined library objectives, negative attitude of college administrators towards the library and lack of qualified librarians to render a dynamic

service to the college community and demonstrate the full value of the library to its funders and users.

The consequent lack of improved information services in higher education sector according to Zulu (1997) has serious effects on both trainers and trainees. As a result of serious shortage of suitable up-to-date reference materials, periodicals and other basic materials in various fields, lecturers and researchers tend to be handicapped in terms of their professional duties (i.e. the preparation of adequate lecture notes and development of adequate materials for teaching, research formulation, etc.) and in their own professional development (such as publishing). Students also face serious problems in preparing for lessons and assignments as many essential and basic text books and reference materials are not available or were in extreme short supply. It was imperative therefore, in this study to investigate the status of colleges of education libraries in Zambia.

4   RESEARCH QUESTIONS

There are several objectives of this study in its investigation of the status of college of education libraries in Zambia. These include the general standard of library buildings, collections, organisation, equipment and ICT facilities; the sources of funding; the staffing levels and qualifications of head librarians; the state of library materials; the sources of book supply; and the integration of library teaching in the school curriculum. Seven research questions, which were addressed, are presented as follows:

i)   *What is the standard of library buildings, organisation collections as well as equipment and ICT facilities of libraries in colleges of education in Zambia?*

ii)   *What are the sources of funding for libraries in colleges of education of Zambia?*

iii)   *To what extend are colleges of education libraries in Zambia adequately staffed and headed by qualified Head Librarians?*

iv)   *What is the status (in terms of age) of materials found in Colleges of education libraries in Zambia?*

v   *Are donations the main source of book supply for college of education libraries in Zambia?*

vi)   *Do we have integration of library teaching in the school curriculum for colleges of education?*

5   METHODOLOGY

The research design was centred on a quantitative methodology, surveying the status of colleges of education libraries in Zambia. The main data collection instrument employed for primary data was a self-administered questionnaire. Out of the 19 colleges of education in Zambia, sixteen colleges of education participated in the study. These include: Charles Lwanga, David Livingstone, Mongu, Mufulira, Solwezi, Copperbelt, Nkrumah, Zambia Institute for Special Education, Technical and Vocational Teachers' College, Evelyn Hone, Kasama, George Benson Christian College, Malcom Moffat, Chipata,,National In- Service Teachers College, and Mansa.

6   FINDINGS AND DISCUSSION

6.1   The general standard of library buildings, organisation of collections, equipment and ICT facilities

6.1.1   Standard of colleges of education library buildings

The study revealed that out of the 16 colleges of education covered, 93.8% have purpose built libraries and 6.2% indicated that their library is housed in a room or building originally built for some other purpose. The findings are depicted in table 1 below.

Table1: Standard of colleges of education library buildings

Standard of library building	Frequency	Percentage (%)
Purpose-built	15	93.8
Housed in a room or building originally built for some other purpose	1	6.2
Other (s)	0	0
Total	16	100.0

From the above table, it is clear that the majority of colleges of education libraries are purpose built. The tremendous improvement on the standard of library buildings which may be partly due to massive investment the government has embarked on in infrastructure development throughout the country and in particular, the education sector . The findings differ sharply from those obtained by Chitwamali (1983) and Kaula (1995). Chitwamali's study established that all colleges in Zambia whether constructed before or after independence have no proper library buildings to meet the actual requirements of their libraries, while Kaula's study revealed that most college libraries are housed in college halls or ordinary rooms where facilities do not exist for readers to sit and consult the books of their interest. The design of the library plays a critical role in determining its use. It is therefore, important to have a purpose built library in colleges of education so as to satisfactorily perform its functions and meet its set objectives.

The study further sought to elicit information on the condition of college of education libraries. Table 2 below shows that 6.2% of the colleges reported that their library is in a poor condition. 81.2% of the colleges indicated that their libraries are in good condition. 12.5% of the colleges reported that their libraries are in excellent condition. Interestingly, no college indicated that their library is in a dilapidated state. The general conclusion that may be derived from the findings is that most college of education libraries are in good condition.

Table 2: State of college of education libraries

State of college of education library	Frequency	Percentage
Dilapidated state	0	0
Poor condition	1	6.2
Good condition	13	81.2
Excellent condition	2	12.5
Total	16	100.0

Regarding information on the inside of the library building, the study revealed that 37.5% of college libraries are well ventilated, 25% are poorly ventilated, 18.8% have enough sitting capacity for users, 81.2% have insufficient sitting capacity to accommodate users, 6.2% have libraries large enough to support business of parent organisation and 31.2% have libraries too small to meet organisational needs. The results are presented in table 3 below. From the findings it can be concluded that most college of education libraries have limited sitting accommodation for users. Arora (1995) emphasises that a library is supposed to have proper reading space for readers to sit with ease. Additionally, it should have sufficient ventilation, light, proper furniture. Arora therefore, argues that if natural light is not available, artificial light and air circulation should be made available in the library.

Table 3: Information on inside library building

Inside library building	Frequency	Percentage (%)
It is well ventilated	6	37.5
There is poor ventilation	4	25
It has enough sitting capacity for users	3	18.8
Sitting capacity is not sufficient to accommodate users	13	81.2
Large enough to support business of parent organisation	1	6.2
Too small to meet organisational goals	5	31.2

Multiple response question

6.1.2 Organisation of library collection

All the sixteen colleges (100%) reported that their books are kept on shelves. This is attributed to the realisation that cupboards hinder access and self-sufficiency in the use of the library. It is conventional to store books upright on shelves because so many books have information on their spines and shelves serve as a display system tool.

Concerning the size of library collection in terms of volume in college of education libraries, 12.5% of the colleges reported that they have less than 6,000 volumes, 18.8% have between 6,000 and 9,000 volumes, 31.2% have between 9,000 and 12,000 volumes and another 31.2% have over 12,000 volumes. It is clear from the findings that most college of education libraries have collection that range from 9,000 to over 12, 000 volumes. The findings concur

with Chitwamali (1983) whose findings revealed that most colleges have library collections of between 2,289 and 20, 000 volumes.

Furthermore, the study sought to elicit information on the kinds of collections libraries in colleges of education hold. The study revealed that 50% of college of education libraries have books and journals (50%), 6.2% have books only, another 6.2% have collection comprising of books, journals, audio tapes and films and 37.5% have collections comprising of books, journals, CD-ROMs and DVDs. The findings demonstrate that most college of education libraries have collections comprising of books and journals. These findings are similar to Bavakutty's observation that in most college libraries, the collection is mainly limited to books and periodicals. Modern media such as tapes, cassettes, films and slides are not available. Maps are the only available non-book material available in colleges (Bavakutty, 1995).

It was also established that most stocks of the library are recorded in a book or accession register (81.2%) while only 18.8% record their library stocks on cards or catalogue. No college of education library reported using both. As Rigg (1979) observed, the functions of the accessions register seems to be much better understood than that of the catalogue and that there is an urgent need for many libraries to catalogue their books. College of education librarians should be aware that a library catalogue enables an individual to find a book using whatever is known either by the author, title, subject or category. In addition, it shows what the library has by a given author, on a given subject and in a given kind of literature. It also assist in the choice of a book as to its edition (bibliographically) or as to its character (literary or topical). According to Singh (1995), non-existence of catalogue in the library may be termed as most unhelpful omen in the use of library materials by students. It is for this reason that college of education librarians should take keen interest to record their stocks on cards other than in accessions register.

Pertaining to the issue of classification of library materials, it is encouraging that all the 16 colleges of education covered in the study reported having their books classified using Dewey Decimal Classification scheme. No college of education library uses any other classification scheme such as the Library of Congress Classification scheme, Broad subject headings, and Home-made classification system to classify their books. In fact, Rigg (1979) claims that DDC is the only scheme suitable for college libraries. Therefore, DDC is arguably not only the most important bibliographic classification scheme used in knowledge organisation but also the widely used scheme in the world of library and information management because of its simplicity. The fact that a library is perceived as a living organism that grows in quantity as more materials get added into the collection, DDC is the best tool to be employed in college of education libraries because it provides number building which allows for more materials to be added on to the collection. So when new courses are introduced, it is possible to add new materials to the collection using DDC. The wide utilisation of DDC could also be attributed to the fact that most of the librarians running these libraries are graduates of the University of Zambia where DDC is the classification system they are introduced to.

6.1.3 ICT Facilities

There are various ICT facilities college of education libraries offer to students (Table 4). The majority of college of education libraries essentially offer computer facilities to students. 6.2% of the colleges reported having laptops for students' use. Sixty-eight point eight indicated that they offer Internet facilities to students while 37.7% indicated that they offer Local Area Network facilities to students. Furthermore, 12.5% of the colleges reported that they have digital cameras for use by students while another 12.5% reported that they offer other ICT facilities such as security module. The importance of ICTs in meeting the information needs of students in colleges of education cannot be overemphasised. ICTs enable students to create, use and access enormous amounts of information quickly to enrich their learning environment. For instance, students can use computers to type assignments and also entertain themselves.

Table 4: ICT Facilities offered to students

ICT Facility	Frequency	Percentage (%)
Computers	13	81.2
Laptops	1	6.2
Internet access	11	68.8
Digital cameras	2	12.5
Local Area Network	6	37.5
Other (s)	2	12.5

Multiple response question

An attempt was also made to also find out whether colleges of education have institutional Websites and e-mail addresses. Only 25% reported having a Website which apparently are not easy to access. 50% indicated that they have no Websites at all. Regarding e-mail, 50% indicated that they have institutional e-mail addresses and another half (50%) reported having no e-mail addresses for the institution. These findings entails that most colleges of education do not have institutional Websites. In the era of ICTs, individuals can easily access alternative options of finding information through the use of Internet. Thus, it is critical that colleges and specifically libraries develop unique products and services to reach out to new customers and enhance services to keep current customers happy (Kamosho & Kigongo-Bukenya, 2006).

It is encouraging that 81.2% of the colleges reported having an ICT policy while 18.8% of the colleges indicated that they do not have an ICT policy. It is important to have an ICT policy in place so as to guide decisions and achieve rational outcome(s) in as far as ICTs are concerned.

Surprisingly 81.2% of the colleges of education reported that their libraries are not automated against 18.8% of the colleges that indicated that their libraries were automated. Furthermore, 87.5% of the colleges have no single facility or process that is automated. Only 6.2% of the colleges indicated that cataloguing is done online and another 6.2% of the colleges also reported that information retrieval is done via Internet and Online Databases

Regarding the library management system or software, findings as shown in table 5 below suggest that 87.7% of the colleges covered in the study do not use any library management

system or software. Only 12.5% of the colleges indicated using other library management systems or software such as KOHA and home-made. These include Evelyn Hone College of Applied Arts and Science and David Livingstone College of Education respectively.

Table 5: Database management system or library management software used in colleges of education libraries

Database or library software	Frequency	Percentage (%)
WINISIS	0	0
FILEMAKER	0	0
STYLIS	0	0
Other (s)	2	12.5
NONE	14	87.5
Total	16	100.0

The findings above demonstrate that most colleges of education perform their library functions manually. However, the colleges of education libraries cannot escape from the impact of ICTs. It is high time that colleges of education libraries consider adopting library management systems or software so as to improve their operational efficiency which can lead to improved and better productivity in colleges of education libraries throughout the country. There are several benefits of using a library management system or software. For instance, functions fulfilled by WINISI library management software include ordering and acquisitions, cataloguing, circulation, serial control, interlibrary loans, management information and security control. However, Lungu and Mwamba (2011) argue that due financial constraints libraries are facing to implement commercial ILMS, it would be ideal for them to adopt integrated library management systems (ILM). Specifically, they recommend the use of Free and Open Source Software (FOSS) such as KOHA. KOHA library management system has the following benefits:

1. Easy access to information for library staff and users due to effective searching and issuing of items
2. Automation of alerts to remind patrons and staff about for instance, overdue items or arrival of new items
3. Reduced time of processing of library items due to MARC and z39.50 compatibility
4. Online supervision becomes possible, reducing the line management responsibilities of senior staff
5. Library management becomes easier through automated collection of data
6. Through the acquisition module, budgets can be more effectively managed
7. Koha brings together library users and staff, as both can see various aspects of the system and can work together more effectively to achieve each user's goals.

Therefore, to avoid vendor lock in, license fees and participate in software development, Lungu and Mwamba strongly advices libraries in Zambia to utilise major open source integrated library softwares such as KOHA. Nonetheless, Balakrishan (1995) claims that what is most lacking in the widespread use of computers in libraries and information centres is not the capability of computers, but the right kind of personnel in implementing computer application projects in libraries. Therefore, interest plays a major role in this regard.

6.2 Sources of funding for college of education libraries

There seem to be so many sources of funding for college of education libraries (Table 6). 37.5% indicated that government is the source of funding for their libraries and another 37.5% reported that funding for the library is shared between government and the institution. 18.8% indicated that the institution (i.e. college) itself is the source of funding for the library while 6.2% indicated that students are the major source of funding for the library. Another 6.2% reported that funding for the library if shared between government, the institution and students. The findings imply college of education libraries largely depend on government for funding and in most cases, funding for the libraries is shared between government and the institution.

Table 6: Sources of funding for college of education libraries

Source of funding	Frequency	Percentage (%)
Government	6	37.5
The institution itself	3	18.8
Students	1	6.2
Shared between government and the institution	6	37.5
Shared between government, the institution and students	1	6.2
Other (s)	0	0

Multiple response question

However, most colleges (87.5%) lamented that funding is not adequate for the library to meet most of its needs. Worse still, 81.2% indicated that funding is not regular. Financial resources are the prime input which irrigates all the secondary inputs such as physical plant, documents and staff of a library (Raj, 1995). Lack of funding affects acquisition of current information sources, provision of intended library and information services, user confidence in libraries, infrastructure and seating capacity, and the quality of learning, teaching and research (Simui & Kanyengo, 2001).

6.3 Staffing levels and qualifications of head librarians in college of education libraries

Table 7 shows the highest qualifications of Head Librarians of colleges of education. The findings suggest that the majority (62.5%) of Head Librarians in colleges of education indicated that they hold a Bachelors degree, 25% hold Diplomas, 6.2% hold Masters degree and another 6.2% hold a Certificate. In fact, 81% of the colleges indicated that the qualifications they hold are in Library and Information Science wshile 18.8% have other qualifications such as computer science. It is clear from the findings that most colleges of education libraries are manned by qualified head librarians. In fact, Singh (1995) claims that the existence of suitably qualified library personnel is the most important of all that constitute a library. A well knowledgeable and professionally competent librarian is a key to success of the library. However, findings differ from those of Chitwamali (1983) whose findings revealed that most college libraries operate without qualified librarians.

Table 7: Highest qualifications of Head Librarian

Qualifications	Frequency	Percentage (%)
Masters degree	1	6.2
Bachelors degree	10	62.5
Diploma	4	25.0
Certificate	1	6.2
Other (s)	0	0
Total	16	100.0

In terms of staffing levels, the findings reveal that 6.2% indicated that they have only one library staff. 62.5% reported that they have two members of staff in the library. Further, 31.2% indicated that they have more than two library staff. The findings reveal that most college of education libraries have two members of staff. The findings concur with those of Chitwamali (1983) whose findings revealed that the staffing situation in almost all college libraries is extremely poor.

6.4 The state of library materials in colleges of education libraries

Regarding the state of library materials, results from table 8 shows that 62.5% reported to have materials that are current as compared to 37.5% who indicated that the materials in their libraries were out-dated. From these findings, it can be concluded that most materials in colleges of education libraries are current. It is important to keep abreast with developments in new knowledge in various subject areas.

Table 8: State of library materials

State of library materials	Frequency	Percentage (%)
Current	10	62.5
Out-dated	6	37.5
Torn	0	0
Other (s)	0	0
Total	16	100

In fact, 12.5% indicated that the materials in their library were published between 1990 and 2000, 31.2% reported that their materials were published between 2000 and 2005. 18.8% indicated that their materials were published between 2005 and 2011. 37.5% indicated that their materials were published between 1990 and 2011.

6.5 Sources of book supply for college of education libraries

Concerning the source or sources of book supply for college of education libraries, 37.5% indicated that they use the Zambia Library Service, 43.8% use the Ministry of Education,

6.2% Mission sources and 87.5% indicated that they use other sources. The findings summarised in table 9 seem to confirm earlier findings in studies such as (Rigg, 1979) that other sources is the most common source of materials for libraries. The importance of other sources can be seen from the fact that almost every college listed at list one other source. These consisted of organisations which were prepared to donate materials to college libraries. Among these, the most named was the Flemish Association for Development Cooperation and Technical Assistance (VVOB). The others were Book World, Project educate, World Vision, Society for Family Health, Oxford, Mcmillan Press, Insaka, Longman and donations from individuals and other institutions.

Table 9: Sources of book supply for college of education libraries

Sources of book supply	Frequency	Percentage (%)
Zambia Library Service	6	37.5
Ministry of Education	7	43.8
Mission sources	1	6.2
Other sources	14	87.5

Multiple response question

The study also sought to elicit information on whether college of education libraries have Collection Development Policies (CDP). 62.5% indicated that they have a CDP while 37.5% reported having no CDP. Contrary to the assertion by Chitwamali (1983) that practically all college libraries do not have collection building and development policy statements, the findings above reveal that most college of education libraries do have collection development policies. A CDP is essential for effective building and development of library collection. It guides the librarians thinking and decision-making when deciding in what subject areas to consider buying as well as how much emphasis each area should receive (Evans, 1979). The importance of a college of education library adopting a policy is surely one that cannot be overemphasised. According to Chitwamali (1983), collection development and building is a very complex and demanding activity especially in an academic environment where librarians need to 1) decide the basis for fund allocation among various subjects or departments 2) strike a balance between different subject areas (3) decide the types and forms of materials to acquire in different subject areas and (4) decide on the question of duplication of copies and purchasing of student textbooks. Bavakutty (1995) argues that a college library can succeed in its defined aims only if the library collection is balanced and selection is based on sound principles.

Regarding the policy on book donations in college of education libraries, the findings reveal that college libraries accept only those materials that (i) are relevant to the programs or courses offered in the college or the needs of their clientele and (iii) fall within the collection development priorities. Irrelevant materials are discarded or disposed of by donations or exchange. Books donated to the college library cannot be sold unless so specified by the donor

6.6   Integration of library teaching in the school curriculum

Table 10: Integration of library teaching in the school curriculum

Response	Frequency	Percentage
Yes	2	12.5
No	14	87.5
Total	16	100

Respondents were asked whether the college curriculum prepare student teachers in the running of college libraries. 87.5% of the respondents indicated that the curriculum does not prepare student teachers in running of the school libraries. While 12.5% of the respondents indicated that the school curriculum does prepare student teachers in running of school libraries. For this reason, 93.8% indicated that a course outline (non-examinable) to orient student teachers in library and information management roles is welcome while 6.2% of the respondents indicated that they do not welcome the ideal of introducing a non-examinable course outline to orient student teachers in running of school libraries. The importance of integrating library teaching in the school curriculum cannot be overemphasised. This would ensure that school libraries meet the needs of the clientele. Most school libraries are poor managed due to non-exposure of teachers running these libraries to library teaching.

7   SUMMARY AND CONCLUSION

The findings highlighted the following on the status of college of education libraries in Zambia:

- The standard of library buildings has generally improved. The majority of the library buildings are purpose built and in good condition. However, most of them have insufficient seating capacity for readers
- In terms of organisation of library collections, libraries in colleges of education keep their materials on shelves. The collections in these libraries mainly comprise of books and journal. Materials are recorded in a book or accession registers. The DDC is the scheme used to organise library collections in college of education libraries. Most of the collections are current in that they were published between the years 1990 and 2011.
- In terms of ICT facilities, the study reveals that various ICT facilities including computers, Internet access, laptops, digitals cameras, LAN, etc. Are offered to students by libraries in colleges of education. In addition, most colleges of education do not have institutional Websites; however half of the colleges who participate in the study do have institutional e-mail addresses. Further, the study reveals that most libraries in colleges of education are not automated.
- The government and the colleges themselves are the major sources of funding for libraries in colleges of education in Zambia. However, libraries are under funded
- Libraries in colleges of education in Zambia are not adequately staffed. However, they are run by qualified Head Librarians
- Libraries in colleges of education in Zambia contain current materials

- While libraries have different sources of book supply, donations (Other sources) seem to be the main source of book supply for libraries in colleges of education in Zambia

- There is no integration of library teaching in the school curriculum for colleges of education

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