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School of Postgraduate

**The Management of School Libraries: A Comparative Study
of Selected Private and Government Secondary Schools in
Lusaka District**

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award of the Degree of Master of Arts in Education Administration
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Declaration

I, Mwale Oscar G.L, do hereby declare that this dissertation represents my own work and that it has not been submitted for a degree by anyone else at University of Lusaka or at any other University for the purpose of acquiring a degree.

Signed.....

Date.....

Supervisor

Dr. Kapambwe Lumbwe

Signed.....

Date.....

Dedication

I dedicate this work to:

All the librarians and people in the education sector of Zambia who are working tirelessly and selflessly in improving the provision and quality of library services in schools, colleges and universities.

My family, my mother Mirriam Chipeta, my Uncle and Aunty Mr and Mrs Chipeta and all my brothers, sisters and cousins for their encouragements, support and inspiration which they instilled in me to achieve in the field of education .

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Abstract

A library is central to learning and plays a key role in encouraging innovation, curiosity, and problem solving as it provides support for teaching and learning throughout the school. This calls for effective management of the school libraries in order for them to be able to provide necessary services to the school community. The study presents the problem in that provision of school library services is poor and uncoordinated, most of the libraries in government schools are in worn out buildings, their collections are irrelevant and outdated, lacking electronic facilities and services. These limitations exist amidst the school management which proves that there is poor management of school libraries. The study sought to evaluate the management of school libraries in selected private and government secondary schools comparing the two in order to establish the best methods to manage school libraries.

The study employed a qualitative approach and the sample was purposively selected from 6 secondary schools. 3 private schools; Lake Road School, international School of Lusaka and Rhodes Park School, and 3 government schools; Munali Boys School, Matero Girls School and Kabulonga Girls School located in different areas within Lusaka. In the study, critical purposive sampling was used and a sample of 168 research respondents comprising pupils, teachers, school librarians, and head-teachers were selected from the mentioned schools. Primary data were collected using interview guides, focus group discussion and observation while secondary data was collected from various publications such as books, articles, journals and reports. Primary data was analyzed using thematic analysis, data was first transcribed from audio to text, then categories into major these.

The findings of the study reveal that school libraries especially government school libraries have challenges in their management. These range from; poor funding, lack of current and relevant books, expensive books on the market, no library computers, lack of trained librarian and poor library security. The study also found that the school head-teachers do not take a leading role in the management of the school libraries instead they leave them in the hands of the teacher librarians who are not given the much need support from the school management. The study also revealed that for school libraries to be effective and provide quality library services they need to be managed by trained personnel in librarianship.

The study concludes that a library is not just providing books and study space, it goes beyond to teach research skills, academic writing, corresponding assessments given to the materials available and computer skills. The study recommends that; Ministry of General Education employ trained librarians to manage the school libraries, increase funding for library operations, schools to seek alternative sources of funding the libraries and to acquire more relevant books that are current and in line with the schools' curriculums.

Keywords: School Libraries, Public Schools, Private Schools, School Managers, Management

Acronyms

DDC	Dewey Decimal Classification System
DSTV	Digital satellite television service
ICTs	Information Communications Technologies
ICL	International School of Lusaka
PEO	Provincial Education Office
PTA	Parents and Teachers Association
ZLS	Zambia Library Service
UNILUS	University of Lusaka
ZLS	Zambia Library Services

Table of Contents

Declaration.....	i
Dedication.....	ii
Acknowledgements.....	iii
Abstract.....	iv
Acronyms.....	vi
List of tables and Figures... ..	x
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background to the study.....	1
1.2 Statement of the problem	3
1.3 Research objectives.....	4
1.4 Research questions	4
1.5 Rationale of the study	5
1.6 Conceptual and Operational Definition of concepts.....	6
1.7 Organization of the study	7
CHAPTER TWO	8
2.0 Literature review.....	8
2.1 Introduction	8
2.2 Library management	11
2.3 Library legislation	12
2.4 The School Head-Teacher’s Role in the Management of Libraries	14
2.5 Pupils use of the Library.....	15
2.5 Collaboration between school librarians and teachers.....	16
2.6.0 Theoretical Framework and Conceptual Framework	17
2.6.1 The Systems Theory	17
2.6.2 Conceptual framework	18
2.7 Summary of chapter two	19
CHAPTER THREE.....	20

3.0 Methodology	20
3.1 Research design	20
3.2 Research site	20
3.3 Population	21
3.4 Sample size and Sampling procedures	21
3.5 Data collection	21
3.6 Instruments of data collection	22
3.7 Reliability of research instruments	23
3.8 Data analysis	24
3.9 Limitations of the study	24
3.10 Ethical considerations	24
3.11 Summary of chapter four	25
CHAPTER FOUR (4)	26
4.0 Presentation and Discussions of Findings	26
4.1 School Head-Teachers, Key Informants (Zambia Library Services and Public Libraries)	26
4.2 School librarians	34
4.3 School teachers	47
4.4 Focus group discussion	54
4.5.0 Emerging issues	62
4.5.1 Home libraries	62
4.5.2 Classroom libraries	62
4.5.3 Supplementary public libraries	63
CHAPTER FIVE (5)	64
5.0 Summary, Conclusion and Recommendations	64
5.1 Summary	64
5.2 Conclusion	66
5.3.0 Recommendations	68
5.3.1 Recommendations for the Government of Zambia	68
5.3.2 Recommendations for Law and Policy	68

5.3.3 Recommendations for Head-teachers.....	69
5.3.4 Recommendations for School Librarians	70
5.3.5 Recommendations for further Research	70
References	71
Appendix i: Permission Letter from University of Lusaka	79
Appendix ii: Permission Letter to School Head-teachers	79
Appendix iii: Permission Letter to Ministry of Education.....	81
Appendix iv: Permission Letter from Ministry of Education	84
Appendix vi: Concert Form.....	84
Appendix vii: Interview Guide for Key Informants	86
INTERVIEW GUIDE FOR KEY INFORMANTS FROM THE ZAMBIA LIBRARY SERVICES	86
Appendix viii: INTERVIEW GUIDE FOR KEY INFORMANTS (PUBLIC LIBRARIES)	87
Appendix ix: Head-Teachers Interview Guide.....	89
Appendix x: Interview Guide for school Librarian.....	91
Appendix xi: Interview Guide for Teachers	94
Appendix xii: Interview Guide for Focus Group Discussions	97
Appendix xv: Observation Checklist	99
Appendix xvi: Photos showing actual statuses of secondary school libraries from the selected schools	101

List of tables

Table 1: Number of pupils, teachers, libraries, sitting capacity and librarian qualifications 26

Table 2: Challenges faced by pupils in using the library..... 59

List of figures

Figure 1: School under Systems Theory and a Library as a Sub-System 19

CHAPTER ONE

1.0 Introduction

The chapter presents; background of the study, statement of the problem, the objectives, research questions, rationale and definitions of key words that are used in this research. It describes in brief, the historical background of libraries in Zambia and the establishment of school libraries bringing out emerging issues in the management of school libraries.

A library is central to learning and plays a key role in encouraging innovation, curiosity, and problem solving as it provides support for teaching and learning throughout the school. According to the Ministry of Education (1996:86), "Libraries hold knowledge and information resources that can help everybody 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". With effective management of these libraries, school librarians collaborate with teachers in the preparation, delivery, and assessment of pupils learning activities. Therefore, school libraries and school librarians promote teacher effectiveness by contributing to pupil learning by providing access to information resources and tools such as computers and reference books, which assist in the development of information literacy of the pupils (Oberg, 1997).

1.1 Background to the study

The origins of formal libraries in Zambia can be traced to the colonial period from the 1940s. However, before then, the local people had their own ways of managing indigenous knowledge. This knowledge was mainly oral and stored or presented through artifacts, sculptures, dances, drama and traditional ceremonies. These were used to transmit knowledge to the people usually from an older generation to a younger generation, teaching them; how to live in harmony in society, morals, spiritual life, house chores and politics of their traditions. Even though there were no formally established libraries, people were able to effectively manage the access, generation, storage and dissemination of information (Anderson, 2005).

Early library services in Zambia came with the colonial masters and were mainly geared to cater for the minority settlers and expatriate white community who lived along the line of rail. In addition other libraries came with the missionaries who were spreading the "Gospel of Jesus Christ" as they came with a lot of religious books.

During the colonial era, formal schools were established and in some schools libraries were set up, for example at Munali Boys Secondary School. Over the years, different types of libraries have evolved including; public libraries, academic and special libraries and the printing or publishing industry evolved and continues to grow. At Zambia's independence in 1964, the newly independent nation inherited a legacy of a public library service which was only serving an urban minority. According to Mukwena and Sumaili (2016:254) there are approximately 800 schools having collections of 250 library books loaned by the Zambia Library Service, each collection serving 500 to 1000 pupils and 12 to 20 teachers. They further state that most secondary schools in Zambia have no libraries and those that have, very few have trained librarians.

Improving pupils' academic performance is a vital school manager's role, but many school managers overlook libraries and librarians as potentially powerful instruments in that regard (Wilson and Blake, 1993). Consequently, school managers often leave library potential untapped despite there being evidence that effective library programs when led by active and qualified librarians can have a positive impact on pupil achievement (Hartzell, 2002). These libraries are left to be managed by untrained personnel for example teachers and in some cases school pupils. As a result, libraries are faced with a number of challenges (for example books not classified and no library management system) because they are poorly managed and by wrong people without the expertise in librarianship.

Most school libraries are in a deplorable state with old and worn out books. They are poorly managed by untrained librarians and are poorly funded putting them in no position to purchase new and latest books. Since education is the sole responsibility of the government, all the resources; human and material, should be provided for by the government. However, the provision of school libraries is not taken care of by the authorities in the Ministry of General Education. Mukwena and Sumaili (2016) explain that more than half of the secondary schools in Zambia don't have libraries and those that have, support from government is rarely above a bare minimum if it comes. Consequently all the school libraries in existence have to look elsewhere (from donor organizations) for much needed extra support. As these libraries are poorly managed, their usage has significantly reduced and the pupils rarely appreciate their role. To these effects, this paper sought to establish the management patterns in some private and government secondary school libraries (Mukwena and Sumaili, 2016).

1.2 Statement of the problem

In a given school, pupils do not only acquire knowledge through classroom lessons, they also refer to other materials or information resources provided by the library. The school library therefore provides great help in the fulfillment of their information needs. According to Nabuyanda (2011), more than half of all secondary schools in Zambia do not have libraries. The few that have, libraries in these schools leaves much to desire as these libraries do not meet most of the information needs of the pupils.

According to Mukwena and Sumaili (2016:265) looking at the current state of secondary school libraries, the provision of library and information services in Zambia is poor and uncoordinated, hence failing to meet the needs of the users. The collections in most libraries are irrelevant and outdated, their buildings and other facilities are broken-down, unsuitable, not purposive, and inadequate, while electronic facilities and services to cater for new trends in the provision of library and information services are lacking (Ministry of Education, 1996, Lumpa and Moyo 2012, Lundu, 1988). It is from this basis that it is envisaged that there is poor management of libraries in most secondary schools. Only a few schools have trained librarians (diploma or degree in Librarianship) while the majority are run and managed by untrained personnel in librarianship which include teachers and pupils.

Therefore, most of these libraries are managed by people without the knowledge, skills, interest, focus and motivation in librarianship. This is also coupled by the school management's lack of interest and cooperation in the library and the people running these libraries. Therefore, most of these libraries are coupled with poor resource mobilization; lack of appreciation for the value of information; poor regional and international co-operation as a result of lack of linkages with other libraries in the country; the rooms or library infrastructure are not conducive as some have poor air ventilation; and library collections in most school libraries are far below the expected standards due to various factors including low funding and high cost of library materials (Benard and Dulle, 2014).

The above mentioned problems are faced by these libraries in the presence of school managers and in some cases school librarians who are in charge of managing the affairs of the library. If there is a management in place to manage these libraries, why then do they still face such challenges, does it mean that school managers and librarians are not performing their jobs to expected standards, does it mean that they don't know their role in library development or does it mean that the schools don't have

the capacity to effectively and efficiently manage these libraries. These are some of the gaps in knowledge that this research sought to establish.

1.3 Research objectives

The purpose of this study was to evaluate the management of school libraries in selected private and government secondary schools in Lusaka District. The specific objectives are:

- i. To explore the status of libraries in the selected schools
- ii. To investigate how the secondary school libraries are managed and challenges being faced
- iii. To determine the role that the school manager plays in the management of the school library
- iv. To establish remedies the school librarian have put in place to promote maximum utilization of the school libraries

1.4 Research questions

The following are the research questions guided this study:

- i. What is the current status of libraries in the selected secondary schools?
- ii. How are the selected school libraries managed and what are the problems that they face in their management?
- iii. What are the roles that the school manager plays in the management of school libraries?
- iv. What remedies have the school librarian put in place to promote maximum utilization of the school libraries?

1.5 Rationale of the study

The significance of conducting this research on the evaluation of the management of selected secondary school libraries in both private schools and government schools is to provide information and add on to the existing knowledge on the management of school libraries in both private and government school libraries. Therefore, this research brings out the importance of having qualified librarians and putting in place strategic management systems and management approaches in the running of school libraries. In this line, it is expected that the study can assist to lobby for the recruitment of trained librarians in all secondary school libraries as well as provision of proper interventions for the effective management of school libraries from the Government through the Ministry of General Education.

The study also provides information that may be used by government and school managers to support the establishment of well stocked school libraries with adequate reading materials and facilities for pupils and teachers. As most libraries have a challenge of space and material acquisition, It advocates for the establishment of electronic libraries (E-libraries) which need not much space for shelves but rather just space for some computers where the users can access the library"s databases and by a click of a button on a computer be able to access more information. In addition, this study is hoped to provide government with information about the various problems and needs of the school libraries and establish measures to mitigating these challenges. The information that it provides can also be used by the government in formulating policies relating to improving the status and management of school libraries.

Ultimately, this brings out the benefits that pupils and teachers obtain from the provision of a school library so that future developments of constructing schools should include libraries. In addition, it is hoped that librarians that are managing some of the libraries in schools will be motivated to take a leading role in fighting for the betterment of libraries across the country. The research also opens up new opportunities for further research to be conducted.

1.6 Conceptual and Operational Definition of concepts

Private schools: These are schools which are not administered by local, state or national governments as a result, these schools retain the right to select their pupils and are funded in whole or in part by charging their pupils tuition, rather than relying on mandatory taxation through public (government) funding (Education Act 2011; Witham, 1997).

Government schools: According to the Education Act 2011, these are also referred to as Public Schools. However, for the purposes of this study the term Government Schools has been used throughout since this is the term that was commonly used by research subjects as well as the general public. These are schools which are maintained at public expense for the education of the children of a community, district or national that constitutes a part of a system of free public education, primary and secondary schools (Education Act 2011; OECD, 2012).

Management: It is the process of reaching organizational goals by working with and through people and other organizational resources. Therefore, management is not an activity that exists on its own, it is rather a description of a variety of activities carried out by those members of organizations whose role is that of a manager. They plan, organize, direct and control all the essential activities of the organization (Cole, 2011).

School Libraries: School's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity central to pupils' information-to-knowledge journey and to their personal, social, and cultural growth take place (Schultz-Jones and Oberg, 2005).

School librarian: A professionally qualified staff member responsible for planning and managing the school library, supported by staffing as adequate as possible, working together with all members of the school community, and liaising with the public library and others (Tilke, 2002).

1.7 Organization of the study

This study is divided into five (5) chapters as outline below

Chapter one

The first chapter gives an introduction and background to the study, it also presents the statement of the problem, objectives and research questions of the study, significance of the study and definition of key terms used in the study.

Chapter two

This chapter presents the literature review which is divided into four sections; library management, Library Legislation, School Head-teachers Roles in the Management of Libraries, Pupils usage of the Library and Collaboration between Librarians and Teachers. Theoretical and conceptual framework is also presented in this chapter and a systems theory is explained in this regard, interrelationships between the concepts of the study are also provided.

Chapter three

This chapter covers the research methodology.

Chapter four

This chapter is a presentation of the research findings, analysis and discussion in relation to the data collected from both primary and secondary sources. It brings out the findings of the research in relation to the research questions and objectives.

Chapter five

A summary, conclusions, and recommendations are covered in this chapter.

CHAPTER TWO

2.0 Literature review

2.1 Introduction

This chapter reviews the literature related to management of libraries, library legislation and library usage. It presents literature on various efforts made by other countries in enhancing effective library systems in secondary schools. It also presents what Zambian secondary schools have put in place in the libraries to provide quality services to the pupils.

There is no doubt that the support of a head-teacher is vital to the establishment and maintenance of a quality school library. The problem is that support flows from trust, and trust flows from understanding, if the head-teachers do not understand the role of a library in a school then support is likely not to be given to the library. Many head-teachers do not understand what school librarians really do, nor do they appreciate the potential the library has for contributing to pupils and faculty achievement. This is emanating from many principals having a limited understanding of the function of school library programs in contributing to good pupil performance and the ranking of the school (Hartzell, 2002).

According to Chaube and Chaube (1995), a library is a necessity for a school and sufficient attention should be directed towards its proper organization, utilization and development. In line with the above, the experiences of "our ancestors" are collected in the form of oral literature, books and in electronic formats. Therefore, collection of books and good management of libraries is very important in helping to store and disseminate the experiences to the pupils. Pupils cannot receive all the required knowledge in classrooms, they need the skill of self-study and research of which the library is useful for fulfillment their information desires and ambitions. This is based on the premise that pupils do not easily forget that which is to their taste and learnt through self-efforts. The whole atmosphere of the school is related with education and a library creates a suitable atmosphere.

A study by Nielen and Bus (2015) compared pupils from schools with an enriched school library having a large and current collection with pupils from schools having a typical school library. They tested effects of an enriched school library on reading motivation, reading frequency, and academic skills. Fourth- and fifth-grade pupils of 14 schools with an enriched library were compared to fourth and fifth graders from 10

control schools. Assignments to the experimental group were external and not determined by participants within schools. Pupils from schools with enriched libraries scored on average half a standard deviation higher on a standardized reading comprehension test than pupils from control schools. Mediation analysis revealed that for girls, this effect had been obtained as a result of an increase in reading motivation and reading frequency. For boys, only reading frequency was a significant mediator.

The study by Nielen and Bus was a comparative study providing a map on comparability of libraries from government schools and private schools. However it dwelled so much on the impact of libraries on pupil performance. This research in as much as it also looks at the impact of libraries on academic performance and literacy of pupils, it goes a step further to look at the management of these libraries and how effective management of libraries leads to better performance of pupils and the school as a whole institution.

An article by Small (2008), reports on the results of a study on the impact of school library services and resources on pupil achievement and motivation in New York State schools. The study demonstrates a positive correlation between pupil achievement in tests and the presence of certified librarians, it further specifies that every school should have a fully funded library that meets the quality and national standards of a school library and a licensed, full-time Librarian. The report adds that certified school library professionals are more likely to develop library collections that support the general curriculum of the school and that demonstrate diverse points of view. In addition, Small also states that it does not take long for most school administrators to realize that the quality of a school library, like a classroom, is only as good as the educational professional within it and that the principals' support (or lack thereof) of the libraries and the librarians is critical to the success (or failure) of the library programs and services.

Therefore, the current research considered teacher librarians or those that were not trained in librarianship but were managing libraries, the impact they had on the management of school libraries and what levels of knowledge they had about librarianship and how they were applying this knowledge. It went further to establish whether the provision of quality library services was as a result of a librarian being trained or not.

According to a study by Kakoma (1994) on Developing Secondary School Libraries in Zambia, it was established that in Zambia the duty of managing a school library is an extra duty of a class teacher. The existence of a few school libraries in Zambia therefore owes a lot to a few interested and dedicated teachers who have to sacrifice part of their free time in order to organize these libraries. The teachers in charge are not often qualified in any area other than teaching and rely on pupil volunteers to staff the library at peak time, to this effect, school libraries are still not seen as an educational force.

Further, there is nobody in the Ministry of General Education officially responsible for the inspection of the school libraries. The responsibilities of organizing and staffing of school libraries are left to individual headmasters who do not see the importance of school libraries hence the lack of commitment (Kakoma, 1994). In line with Kakoma's study, the current study pursued to discover whether government supports these libraries and the impact of this support. It went further to add to the gap of knowledge on the importance of school head-teachers taking an active role in the management of school libraries and collaboration between teachers and librarians.

In a study by Nabuyanda (2011), factors that inhibit the promotion of a culture of reading in pupils were investigated. The study surveyed availability of libraries in basic schools, the current status of the libraries and perception of pupils towards the provision of library services. The population study by Nabuyanda comprised of government and private school libraries in Lusaka town. Data was collected by means of questionnaires and observation schedule. The major findings were that school libraries were poorly stocked with no qualified librarians to manage them. Although the majority of libraries had timetabled library periods, the library periods were not being fully utilized as reading programs were not established and programmed for the pupils to encourage them to read.

In line with Nabuyanda's study, where school libraries exist, school librarians do not have adequate time to run the school libraries. This is as a result of pressure from teaching work and most librarians who are manning the reference desk are not trained in school library management neither are they trained on how they can better serve pupils in providing reference services to meet their information needs. The current research went further to look at what measures the librarians and teacher librarians had put in place to encourage pupils to use the library. In line with Nabuyanda's study recommendations were therefore made to the government of Zambia to employ

qualified school librarians to manage school libraries. It is also recommended that there is need to form a board under the Ministry of General Education that can oversee the standards of school libraries in the country.

2.2 Library management

In a school library the librarian is the manager who is the dynamic force that provides direction to the library. Therefore, school librarians plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program and the school according to the ethics and principles of library science, education, management, and administration. The process of management of a library requires skills at various levels. These include the technical skill which indicates the ability to use knowledge, method and techniques in the performance of library tasks; human skills which include the understanding of motivation and the application of effective leadership; and the conceptual skill which incorporates the ability to understand the complexity of the overall school. These skills blend together to bring about organizational productivity, efficiency and harmony in the school environment emanating from the library environment (Ugah, 2011).

In line with Ugah's argument, a good librarian meets the needs of the users and his subordinates, the librarian needs to be interested in library work and must be very creative in order to make a library as attractive as possible to attract more users. Masters (2002) summarizes the notable principles of quality management as to manage by fact: make library decisions after careful analysis of data gathered; eliminate rework: respect people and ideas, staff are the library's most valuable resources, and they should be encouraged to point out problems without fear of management; and lastly to empower people: trust library staff to act responsibly and give them the appropriate authority to make decisions that can improve the quality of work they do.

The above qualities are what make up a good librarian. However, the librarian cannot function properly in a school where there is not collaboration with teachers, where there is lack of funding and appreciation for the value of the library. The current study tracked how school head-teachers encourage collaboration between teachers and the librarians and also how the pupils are encouraged to use the library. The school management needs to play its part if the library is to be effective, this is the gap of knowledge is what the current research sought to bring out.

Another study by Graham, Ashcroft and Farrow (2007) investigated aspects of the management of independent school libraries in England and Wales. It was based on a survey of 150 independent school library managers, with a response rate of 68.7 percent. Graham, Ashcroft and Farrow's study considers a range of issues important to school library managers in terms of policy and procedure document production, project management, sources of guidance, the management skills most important to practitioners and the opinions of school library managers on a range of management issues related to the running of a school library. The qualifications and experience of school library managers are also considered in the research. The survey demonstrated a notable degree of satisfaction with the management and operation of libraries by library managers in individual schools. However, a number of factors were identified as barriers to successful management, which may have implications for policies and procedures within the sector.

The above study guided the current research to the knowledge of how effective school libraries are managed. However, it must be noted that the above study was conducted from a developed nation while Zambia is still a Less Developed Country (LDC), the situations and environments where these libraries exist are totally different and the people's perceptions of libraries are also different but it still presented learning opportunities for the current research.

2.3 Library legislation

Rafste and Sundt (2006) conduct a study on the Norwegian Policy for Empowering School Libraries which was divided into two parts. The first part of the paper presented a general picture of school libraries in Norway, reviewing statistics, outlining legislation on schools and libraries and highlighting aspects of the national curriculum for primary and secondary schools. It illustrated the complex and integrated systems in which school libraries are to be found and looks at obstacles to maintaining and developing school libraries in Norway, bridges to cross and measures to be taken. The second part uses the plan Make Space for Reading! Norwegian Strategy for Stimulating a Love of Reading and Reading Skills, 2003-2007 (2003, 2005) to illustrate how the political, educational and library systems can join forces to empower school libraries and stimulate reading skills and interest in reading. It examines some of the projects and appraises the input from different parties, the project process and the preliminary results. Finally, it draws attention to future challenges for school libraries in Norway.

In line with this study, the current research also sought to find out the library systems in the selected school libraries and also presented a general picture of the school libraries in Zambia. In addition, the current research sought to recognize pertinent issues regarding the Zambian Library Legislation and the policies and laws that govern the establishment and maintenance of secondary school libraries.

According to a study by Mojapelo (2016), most governments, particularly in poor and developing African countries, are hesitant to pledge themselves through a legislated school library policy to roll out an active and sustainable library and information service for their schools to improve the quality of education. Mojapelo's study explains that in South Africa, providing schools with a well-resourced and well-staffed library and information service is even more challenging because of the inheritance of the apartheid education system prior to 1994. However, it is limited to just one part of a research project which investigated the resource provision in public high schools in Limpopo Province, South Africa. The purpose of Mojapelo's study was to investigate challenges that negatively affect the establishment and sustainability of an active and vigorous library and information service for all schools in Limpopo Province. Mojapelo argued that the national Department of Basic Education has a responsibility to ensure that school library policy is formulated, endorsed and implemented as a matter of urgency. The findings showed that there were daunting challenges which hinder effective establishment and maintenance of functional school libraries.

The current study advocated for school library policy and well-staffed libraries, however with the Zambian situation, school policies and standards are there but the libraries are still not effectively management. To this effect, the current study followed to find out the policies and laws that schools use in the management of the school libraries. To this effect, it found that policies and laws lack legal backing as there is no library legislation in Zambia, this is the gap of information that this study established.

The lack of library legislation has affected the development, growth and expansion of most libraries in Zambia. For example, the lack of support of public libraries by the government has brought a lot of challenges in the management and administration of public libraries. Kantumoya (2010) investigated and justified the need for a public library law in Zambia to lay the foundation for the provision and development of library services. Kantumoya also explains that on two occasions that is in 1976 and 1977, the Zambia library association made unsuccessful attempts to have a bill passed by the parliament of Zambia. Kantumoya further argued that the urgency of the need for a

library legislation stems from the fact that most library services in the country are both inadequate and inappropriate for the information needs of the Zambian people. Kantumoya also argued that this inadequacy has its roots in the failure of the authorities that be, to define the role of libraries to meet the information challenges of the clientele. This has made most libraries to fail to make any significant contribution to the advancement of the Zambian community. It is therefore, hoped that a library law will create the administrative and financial basis for the development of library services in the country.

Therefore, government of Zambia, the local people and non-governmental organizations should come together and establish a law that will be able to facilitate and spearhead library services in the country. Library legislation is important in that it can be used as a means to reinforce national library development which will put the government and other interested bodies to task to be able to channel resources such as finances to support and promote the rehabilitation of library buildings, renew library stock, introduce computerized services and also to give priority to the acquisition of materials of local importance (Patel and Kumar, 2001).

The above studies concentrated only on library legislation and argued that there is no bill that has been enacted in parliament on library legislation. The current research explored whether the people in charge of school libraries were aware of the policies (Educating Our Future, Education Act and Standards and Guidelines of Schools by the Ministry of Education) that govern the establishment and management of school libraries in Zambia. It also went further to look at whether these policies and laws that govern the development and management of libraries in schools were being followed and apply to their highest level. This gap of information is what this research pursued to find out.

2.4 The School Head-Teacher's Role in the Management of Libraries

Hartzell 2005 argues that school head teachers should support school libraries because it is in both their pupils' and their own best interests to do so. Quality library programs can enhance pupil achievement, and informed, committed librarians can help principals enhance their own administrative practice. Improving pupil achievement is a vital school head interest, but many principals overlook libraries and librarians as potentially powerful instruments in that work because they have not been educated to the library's value and potentials (Wilson and Blake, 1993). Consequently, principals often leave library potential untapped despite the fact that effective library programs-

when led by active, involved librarians-can have a visible positive impact on pupil achievement. School heads determine school library program quality as much as librarians do (Haycock, 1999; Oberg, 1995; Oberg, Hay, & Henri, 2000). The reason is that school head-teachers influence or control each of the library factors which include collection size, currency of materials, service hours, staff size, and the employment of full-time qualified librarians and adequate support staff all are tied to the school head's budgeting decisions.

Additionally, as important as money is, it's not the only measure of support. Equally important is the school head's role in creating a school environment where pupils' library use and librarian interaction are valued and promoted (Campbell & Cordiero, 1996; Wilson & Lyders, 2001). This study explored to identify what opportunities are there on the schedule in the selected schools that enhance collaboration among pupils, teachers and the librarians. It also assessed what schedules the school managers have put in place for the pupils to use the library in order to foster collaboration with the teachers.

2.5 Pupils use of the Library

A study by Kinnell (1994) was conducted to look at ways in which good school libraries meet the needs of pupils and teachers in a small group of secondary schools in England. Twelve schools were sampled and data was gathered using survey questionnaire, interviews, observation and school documentation. The study revealed that the school library played a significant role in developing skills such as communication, numeracy, study, personal and social, use of information technology. It was further revealed that although textbooks and worksheets still made up a larger part of reading resources, library books and software were also significant resources. In line with Kinnell's study, the current study pursued to establish what materials were stocked in the secondary school libraries and their relevancy to the pupils. It also pursued to explore the existence and management of electronic materials in these libraries. The study by Kinnell only concentrated on the use of the library by the pupils, however this study went further to look at how librarians manage the libraries and the roles of the school managers in the management of libraries.

Further, another study by Douglas (2010) undertook a survey of 17,000 pupils, the aim of this study was to investigate the state of School libraries and to develop a plan for improvements. It found that in many schools a school library is a wasted resource, poorly embedded in the infrastructure of the school, encouraging reading for pleasure

but resistant to “teaching” literacy and phonics. The school library is absent from school development plans, official guidance and inspection frameworks, staffed by people who have no specialist knowledge of children’s literature and effective library management. In line with Douglas’s study, the current research sought to establish correlation between having a qualified librarian and having an effective and quality library services. It also went on to establish why some librarians are left out in the developmental plans of the schools when a library is key to the academic circles of the school.

2.5 Collaboration between school librarians and teachers

Lance (2002) argues that when school libraries have higher levels of professional and total staffing, larger collections of print and electronic resources, and more funding, pupils tend to earn higher scores on state reading tests. One of the more intriguing findings of Lance’s study was that of the importance of school librarians playing a strong instructional role. In order to play an instructional role successfully, school librarians should exercise leadership skills to create the sort of working environment they need to help pupils and teachers succeed. Specific activities which define such leadership include; meeting frequently with the school head master, attending and participating in faculty meetings, serving on standards and curriculum committees, and meeting with library colleagues at building, district, and higher levels to promote library cooperation.

In line with this, it can be argued that when school librarians demonstrate this kind of leadership in their daily activities, they can create an environment conducive to collaboration between themselves and classroom teachers. This in turn, would enable them to work together as a team in order to instill a love of reading and information literacy skills in their pupils. Collaborative activities in which school librarians should participate include: identifying useful materials and information for teachers; planning instruction cooperatively with teachers; providing in-service training to teachers; and teaching pupils both with classroom teachers and independently (Lance, 2002). This research goes further to look at the extent to which school librarians engage in leadership and collaboration activities that foster information literacy; and the extent to which instructional technology is utilized to extend the reach of the library program beyond the walls of the school library.

According to a study by Otike (2011), the school library situation in Kenya is on the whole gloomy. Only a handful of schools can afford to employ professional librarians.

Out of a total of three thousand secondary schools in Kenya, less than forty have positions for trained Para-professionals. Teacher-librarians do not receive any allowance for their additional responsibilities and the majority have never had any training in librarianship. Clerical staff and pupil assistants are employed in many school libraries. Lack of recognition of the importance of school libraries on the part of the authorities adds to the staffing problem. Despite these problems, attempts are being made to improve the situation. The Ministry of Education in Kenya is gradually realizing the value of school libraries and new library education and training programmes are being developed. In the long run, however, the main solution will be to produce teacher-librarians with dual qualifications.

In line with Otike's study, this research established that most government schools cannot afford to employ trained librarians and that these libraries are left to be managed by teachers, clerical staff and pupil assistants. However, this research went further to establish whether there is collaboration between the teacher librarians and other people in charge of managing the library with the school teachers and school management. It was also established whether the schools provided for career development for teachers manning the libraries to be trained in librarianship.

2.6.0 Theoretical Framework and Conceptual Framework

2.6.1 The Systems Theory

Systems theory was developed following the World Wars from the work of Ludwig von Bertalanffy in the 1950s. According to this theory, all phenomena can be viewed as a web of relationships among elements, or a system. The fundamental systems-interactive paradigm of organizational analysis features the continual stages of input, processing, and output. A system is made up of a variety of parts that work together to achieve a goal. Systems theory is a broad perspective that allows managers to examine patterns and events in the workplace. This helps managers to coordinate programs to work as a collective whole for the overall goal or mission of the organization rather than for isolated departments (Bertalanffy, 1976).

In relation to a school, Inputs would include resources such as raw materials (teaching materials, library books), money, technologies (for example computers) and people (teachers). These inputs go through a process where they're planned, organized, motivated and controlled, ultimately to meet the school's goals. Outputs would be products or services to the community these may include good management of the school, good academic performance by the pupils, good networking with other schools

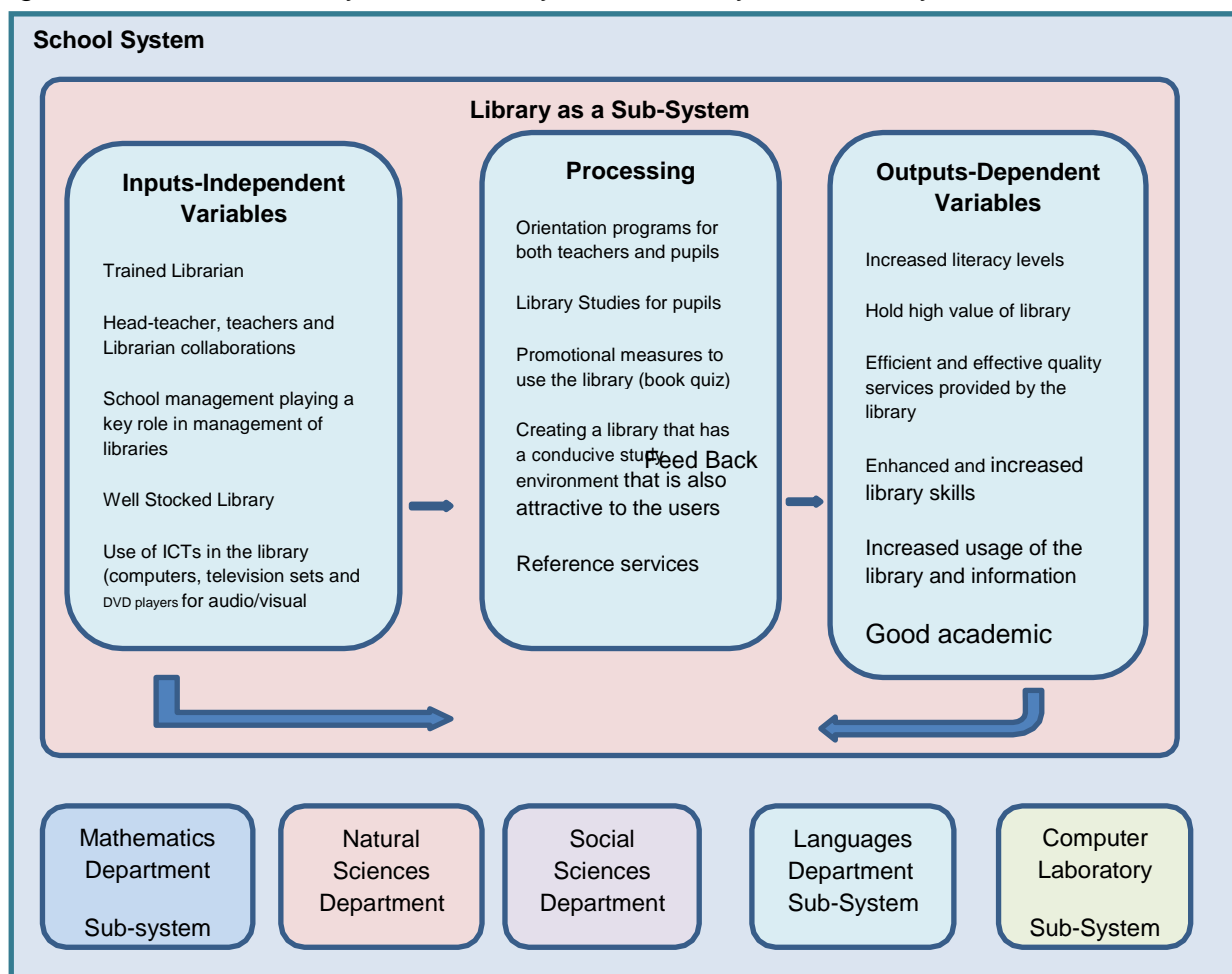
and universities prior to enrollment at university level, enhanced quality of life or productivity for the pupils. Feedback would be information from human resources (teachers and librarians), pupils and the community or parents which in one way or the other may be responsible for carrying out the process. Feedback also comes from the larger environment of the school for example influences from government, society, economics, and technologies. This overall system framework applies to any system, including subsystems (departments, programs, library and so forth) in the overall school (Midgley, 2003).

Therefore, this theory was used in this study in order to view a school as a system in which a library is a part of that system. If the library is cut off from this system, it may have adverse effects on the performance of the school in terms of academic performance of the pupils. The theory is also used in this study in order to view the library as sub-system which is run by a librarian.

2.6.2 Conceptual framework

The conceptual framework is based on the theoretical framework used in the study. It argues that the schools or school managers must consider all departments of the school including the library as interrelated parts that work together to achieve the goals of the school. In line with the systems" theory, it is undeniably true that if good inputs are invested in the school and collaboration enhanced among all departments of the school, the school"s academic performance and management will develop and be of quality. A school library is part of the school system, therefore if a library is poorly managed or cut off from the school, the school system is likely to crumble in the performance of their pupils. On the other hand, if effective management of the school library is enhanced, this will impact positively on the school and performance of the pupils. Good library services can be enhanced by qualified school librarians who can also lead to maximum usage of the library and improved academic performance of the pupils by putting in place a library managed system and facilitate the acquisition of library books that are current and in line with the school curriculum.

Figure 1: School under Systems Theory and a Library as a Sub-System



Adopted from Midgley (2003), modified by the researcher 2017

2.7 Summary of chapter two

This chapter reviewed available and relevant literature to this research on the Management of School Libraries. It also reviewed only one theory which is the “systems theory” and how it relates to the management of a school as a total system and a library as a sub system. This theory was integrated with variables which should be considered if management of libraries is to be effective and efficient. This chapter concludes that for a library to deliver adequate and quality services in an efficient and effective manner, there is need to have not only skilled staff but adequate as well, and appropriate library materials and equipment (for example security system and computers). It should be noted that in this chapter and other chapters, quality and effective library services can be enhance in an environment that is characterized by supportive library legislation, good working relations (collaboration between management and the librarians), and effective interactions between the librarians and the pupils.

CHAPTER THREE

3.0 Methodology

The chapter presents the research methodology that was used in this study. It provides discussions and explanations of the study approach used to collect data needed to answer the research questions outlined in chapter one. It looks at the research design under which the type of research, the target population and sampling procedures are discussed. It further explains the research instruments that were used, research process, data analysis process and the ethical considerations.

This research employed a qualitative approach as this method offers a platform to interact with the respondents (Yin, 2016). Under qualitative approach observations were also used to provide a clear, actual status of the school libraries under study.

3.1 Research design

A comparative research design was used because the study was a comparative study of the management of some secondary school libraries from two different settings: private secondary schools and government secondary schools. Comparative design was used because it allows comparing two or more things with a view to discovering phenomenon about one or all of the things being compared (Bryman and Bell, 2011; Creswell, 2014).

3.2 Research site

The study was carried out in Lusaka District of Zambia. A purposive sampling technique was used to select Lusaka District and the selected schools because the majority of secondary schools in Zambia do not have libraries and the few that have, most of them are in Lusaka District (Nabuyanda, 2011). The 6 secondary schools that were selected included (3) government schools: Munali Boys Secondary School, Matero Girls Secondary School and Kabulonga Girls Secondary School; and three (3) private schools: Lake Road Secondary School, Lusaka International School and Rhodes Park School. In addition, the Zambia Library Service Head office in Lusaka was also visited in order to interview key informants and two (2) public libraries within Lusaka were also visited these being Lusaka Inter-city Public Library in Lusaka Town and the Mutendere Public Library in Mutendere compound.

3.3 Population

A population is a group of individuals, objects or items from which samples are taken for measurement (Kombo, 2006). It refers to the subjects who possess attributes which the researcher wishes to study and a universe of units from which the sample is to be drawn (Babbie, 2013). The study covered a population of 10647 research subjects. This total population was drawn from the following categories: 469 teachers inclusive of head-teachers, and librarians; and 10178 pupils.

3.4 Sample size and Sampling procedures

Sampling is a collection of information from a portion of the total population and on the basis of information collected from a subset to infer a phenomenon about the whole target population (Ghosh, 2008; Mouton, 2001). Raosoft internet based sample size calculator was used to derive a sample of one hundred and sixty-eight 168 respondents out of the total population of ten thousand six hundred and forty-seven 10647 research subjects. This sample was arrived at following a 95% confidence level, 50% response distribution and a margin of error at 6.3% (Raosoft, 2017).

The sample was derived from (6) secondary schools which comprised of three (3) private schools and three (3) government schools. Therefore, a total of six (6) school managers and six (6) school librarians were sampled as key informants of the study. In addition, 4 more key informants were interviewed, two (2) from the Zambia Library Service and two (2) from (2) public libraries. A total of thirty (30) teachers, five (5) from each school were sampled while a total of one hundred and twenty (120) pupils, twenty (20) pupils from each school grades 10 to 12 were also sampled to take part in this study in the focus group discussions.

The samples were arrived at by using critical case sampling. Critical case sampling was used because it is a type of purposive sampling technique that is particularly useful in research with limited resources and was useful because the research was an exploratory qualitative research, with limited resources, as well as research where a single case (or small number of cases) can be decisive in explaining the phenomenon of interest (Patton, 2002; Creswell, 2014).

3.5 Data collection

Data was collected using primary and secondary data collection techniques due to their reliability in providing necessary data, for avoiding the duplication of the studies done in the past and also providing firsthand information (primary data). These two techniques were used because they allow a systematic collection of information to

answer the objectives of the study. Secondary data was obtained by reviewing published and unpublished literature and these included relevant publications, journals, articles, books, reports and internet documents (Creswell, 2012). Data from such materials was collected and reviewed in order to provide background information and literature review to the topic under study. Primary data was obtained by way of comparative study design through interviews, focus group discussions and observations.

3.6 Instruments of data collection

Data was collected using three (3) data collection tools these being: one to one interviews, observation and focus group discussions.

Interviews: Interviews also referred to as personal communications were used as they elicit more detailed data and allow the researcher to interact with the person to better understand their response by probing for further information (Kombo and Tromp, 2014; Yin, 2016). These were conducted with the Zambia Library Services personnel who look after the affairs of school libraries and school head-teachers because they are the ones responsible for the operations of the schools inclusive of the school library. Interviews were also conducted with the librarians as they are the ones in charge of library operations and lastly, interviews were conducted with the teachers as they have a key role to play in collaborating with the librarian in enhancing full utilization of the library. These interviews were set up in such a way that the researcher could ask a question from the interview guide and the respondents would respond accordingly. While the interview was in place, the interviewer (the researcher) would record the information in a diary and also through a voice recorder device.

Focus Groups Discussions: Focus groups are an excellent method because they produce information from many people in a short period of time (Bryman, 2011; Creswell, 2012). Focus group discussions were used to collect data from pupils because pupils are the ones who are directly affected by the services of the school library. In addition focus group discussions were ideal because pupils were many. The discussions were setup in a classroom after having purposively selected 20 pupils among the grades 10, 11 and 12. These discussions were conducted in the absence of teachers or the school management so that the pupils would freely give their views and opinions about the library services in their schools. The information was collected using a voice recorder device as well as a diary. In order to avoid some of the obstacles of focus group discussion and in order not to select non-library users, the

librarians were used and consulted in selecting pupils to take part in the focus group discussions.

Observations: Since in most cases respondents provide answers according to how they perceive or feel about an issue which may not be accurate, the structured observation counters this by providing a direct observation of the situation under study. To this effect the researcher had a checklist to provide information about actual state of affairs in these libraries.

3.7 Reliability of research instruments

Reliability refers to whether a measurement is able to yield consistent results each time it is applied. It is the property of a measurement device that causes it to yield similar outcomes or results for similar inputs. Statistically, reliability is defined as the percentage of the inconsistency in the responses to the survey that is the result of differences in the respondents. This implies that responses to a reliable survey will vary because respondents have different opinions.

Validity issues

The data collection instruments (interview guides) were subjected to expert opinion for content validity. Content validity refers to whether a measurement instrument has adequate and representative coverage of the concepts in the variables being measured. It is usually achieved by seeking opinion of other investigators or experts. To this regard, the interview guides were given to three masters' students in Education Administration and Management and two lecturers to review its content validity.

The study used qualitative comparative study design to collect data from published and approved materials. Scholarly and officially accepted materials were relied upon for accuracy and reliability of information. In addition a pilot study was conducted before collection of actual data which was used in this study.

Pilot study

A pilot study was conducted at Chudleigh House School in Lusaka. The targeted sample comprised of the head-teacher, the school librarian and the pupils. These pilot-study participants were not from the sampled schools, so as not to contaminate the potential pool of the sampled private and public school respondents. This enabled the researcher to fine tune the research instruments and the errors before collecting data from the sampled schools. The reliability of the information obtained from the

interviewees was verified by observations of the various services, materials and activities of the library.

3.8 Data analysis

The study used thematic analysis to analyze the data collected. In this form of analysis the researcher examined the collected data and identified information that was relevant to the research objectives and questions after having transcribed information from the recordings from the interviews as well as the focus group discussions. From this, a coding system was developed based on samples of collected data and which clarified major issues covered. The researcher then reread the text and highlighted key insights and interpretations indicating the major themes in the margins of the diary. The researcher then placed the coded materials under the major themes or topics placing relevant materials to a certain topic together. At this point, a summary report was developed identifying major themes and the associations between them. These findings were then presented.

3.9 Limitations of the study

Two of the schools that were sampled at first declined to grant permission to the researcher to conduct the research from there, as a result the researcher was forced to look for other alternative schools which had libraries.

There was a tendency by teachers of refusing to be selected as interviews and most of them that accepted preferred not to be recorded using an audio device as they feared of being cited. This made most teachers including librarians not to give out all the challenges that the libraries were facing in their management.

Another limitation was with regards to time. The research had to be conducted and presented in a period of 6 months, the need to manage time between work, family, social issues and the research project posed a huge challenge.

3.10 Ethical considerations

To begin with, permission was sought from the Ministry of General Education specifically from the PEOs for visitation and to conduct the research in the government secondary schools while permission was sought from the school boards in the private schools. Permission was also sought from the Lusaka City Council for visitation and to conduct interviews with two librarians; one from Mtendere Public Library and one from Lusaka Town Center Library.

An introductory letter from the School of Postgraduate Studies was obtained and used to allow easy identification with authorities in the various schools. Permission was sought from Head-teachers before conducting interviews with the teacher-librarians and also before conducting any focus group discussion as well as before carrying out any observations. In addition, permission was sought to take photographs of the libraries in these schools.

Ethics refers to the appropriateness of one's behavior in relation to the rights of those who become a subject of one's work or are affected by it (Saunders, 2009). Ethical considerations provide an opportunity for strong cooperation between the researcher and the respondents. As a result, in order not to violate the subject's rights, the researcher took precautionary measures that ensured that data collected was handled confidentially. In order to gain the confidence of people, the researcher informed the participants that their names were not to be recorded instead only code names were used.

3.11 Summary of chapter four

This study collected both primary and secondary data using various means highlighted in the previous sections. Primary data was collected via direct personal interviews by means of interview guides and data recorders while secondary data was collected through document review (articles, books, periodicals and previous researches). The data collection exercise was done in a period of six to eight weeks after approval of the study. The tools used to collect data in this study included observation checklist, focus group discussion and interview guides.

CHAPTER FOUR (4)

4.0 Presentation and Discussions of Findings

The chapter presents the findings and discusses these findings giving the interpretations as the discussions are being given. This approach of presenting the findings, discussing and interpreting the results at the same time is used in order to make the information being discussed flow and criticized at the same time. Ethically, due to the sensitivity of the information that was being sought through the interviews, code names were used in this chapter and as such these names do not depict the actual names of the people interviewed from the institutions under this study.

4.1 School Head-Teachers, Key Informants (Zambia Library Services and Public Libraries)

One on one interviews were conducted with six school head-teachers, two librarians from public libraries (Lusaka City Library and Mutendere Community Library) and also two people from the Zambia Library Services headquarters. This group of research respondents were considered as key informants to this study.

Table 1: Number of pupils, teachers, libraries, sitting capacity and librarian qualifications.

	Government Schools			Private Schools		
	Kabulonga Girls School	Munali Boys School	Matero Girls School	Rhodes Park School	Lake Road School	International school of Lusaka
Number of Pupil	2000	2500	2798	580	800	1500
Number of Teachers	93	91	67	46	73	83
Functioning Library	Yes 1	Yes 1	Yes 1	Yes 2	Yes 1	Yes 2
Library Sitting Capacity	45	60	20	70	36	80
Librarian and Qualifications	Teacher but without any training in librarianship	Library Manned by a pupil prefect	Teacher of English without Library training	Trained Librarian with a degree in librarianship	Trained Librarian with a Diploma in Library Studies	Trained Librarian with a degree in Librarianship

4.1.1 Number of pupils against the library sitting capacity

According to the Guidelines and Evaluation Standards of the Ministry of General Education, a school library is supposed to have a sitting capacity of at least 10% of the total population of pupils at any given school. However, from Table 1 all the school libraries had a sitting capacity of less than 10 %.

Matero Girls school library had a sitting capacity of 20 pupils at a given time and this is against the total population of 2798. Munali Boys and Kabulonga Girls libraries had sitting capacities of 60 and 45 respectively and this was against a total population of 2000 for Munali Boys and 2500 for Kabulonga girls.

Lake Road school library had a sitting capacity of 36 and this was against a total population of 800 pupils. Rhodes Park School library had a sitting capacity of 70 with a total population of 580 pupils while International School of Lusaka library had a sitting capacity of 80 and this was against a total population of 1500 pupils.

These findings imply that the study spaces of the school libraries in line with the total numbers of the pupils from the schools are not adequate to accommodate 10% of the pupils. However, if the pupils are just studying, they can make also use of other class rooms to suffice for the inadequate study space in the library.

4.1.2 Personnel in charge of the library

It was established and is shown in Table 1 page (26) that all the government school libraries from Matero Girls, Munali Boys and Kabulonga Girls schools were being managed by teacher librarians who were not trained in librarianship.

On the other hand, it was also established that the private school libraries from Rhodes Park, International School of Lusaka and Lake Road schools were being managed by librarians, two of them having degree qualifications and one having a diploma in librarianship.

This implies that there is a lapse in government schools to employ trained librarians. Matero Girls, Munali Boys and Kabulonga Girls schools need to employ trained librarians or have the teacher librarians managing these libraries trained in librarianship. This will enhance their library management skills, develop more knowledge on how to effectively run a library and collaborate with the pupils, teachers and the school management as well.

4.1.3 Functioning library

Table 1 page (26) also shows that all the schools both from private and government schools under this study had libraries which were functioning and were being used by the pupils for studying, research and accessing books as well as past examination papers. The functionality of the libraries was mainly in terms of a library being open to the pupils for the purpose of offering study space and access to books whether old or current.

4.1.4 Roles that libraries play for Pupils

The purpose of a school library is to help every member of the school community (usually pupils and teachers) gain new knowledge, skills and dispositions for learning and personal development that they will use throughout their lives. School libraries exemplifies the principles of „learner agency“ which means pupils having the independence to choose their own reading, and to find resources that help them develop their interests and strengths at their own pace.

The roles that the libraries play in the education process of the pupils include providing necessary materials for research and materials or books according to the school curriculums and syllabi. It also provides a conducive study space, enhances silent reading (reading for enjoyment) and helping the pupils in preparing for examinations as well as their continuous assessments.

The library plays a key role in improving literacy and numeracy skills of the pupils as it provides the necessary materials, study environment and direction and guidance provided by the librarians on how best to study and which materials to use for particular subjects (Chanda, 2017).

The library therefore, acts as an avenue for learning through providing necessary materials for research and study, conducive study environment, direction and guidance on what to study and where to find the necessary materials.

4.1.5 Current status of secondary school libraries

School libraries are being transformed into modern libraries to provide the best library services to their school communities. In establishing the statuses of the school libraries under this study, the head-teachers from the private schools explained that their school libraries were in good condition as they met the information needs of their pupils and teachers. However the head-teacher for Rhodes Park School explained that the status of their library was good but that they could do better than what was

obtaining at the time of this research. She explained that the library had a number of empty shelves because they had just weeded their collection.

The head-teachers from the government schools explained that even though pupils were still using their libraries, these school libraries were not in good conditions to be operating as they were in old buildings stocked with old and torn books, they lacked a number of things which included good furniture, current books, security systems, computers and trained librarians.

The status of government school libraries is not good as some schools are turning school libraries into computer rooms meaning that they are prioritizing computer rooms to school libraries. School libraries are left in old building with poor furniture and old books (Zulu, 2017).

It was deduced from the head-teachers explanations that most of the school libraries in government schools under this study were in poor conditions at the time of this research as they lacked a number of things as earlier mentioned.

4.1.6 Head-teachers roles in the management of school libraries

The school head-teachers are the overseers of all matters of the schools, nothing gets approved without first passing through the head-teachers office. Therefore, the school head-teachers can either build or distort the operations of the library. It was established from the head-teachers from both the private and government schools that one key role that they play in the management of school libraries was to make sure that the libraries were operational, conducive for studying, that they had the necessary materials or books required by the school communities. In line with this, they have a role to play in seeking for donations from well-wishers to donate books to the school libraries. It was established that the head-teachers also played a role in encouraging and motivating both the pupils and teachers to utilize the library.

Therefore, it is the role of the head-teachers to bring the libraries to acceptable school library standards. They also supervise the librarians or teacher librarians and encourage them to collaborate with the teachers.

It was added by one of the head-teachers from the private schools that their role was to work closely with the librarians, to check the library registers to see how the library was being used and also to check the lesson plans that these librarians prepared with regards to the library lessons that they gave to the pupils.

The operations of the school library are in the hands of the school head, through the head-teacher the library can acquire whatever materials or books, computers, library security system and employing trained a librarian. The school head-teachers need to release that the development of the school libraries entirely depends on them, they need to step up and take keen interest in managing the school libraries.

4.1.7 School's perception of the library

People usually have different perceptions about the library, the perceptions of the school head-teachers over the school libraries might affect the way the school libraries are managed and consequently affect the way the libraries function.

In establishing the perceptions that the head-teachers had towards the school libraries, the head-teachers from both private and government schools explained that they held the libraries in their schools with high esteem.

The library is given top priority in the school compared to other departments it always has an allocation in the school budget every year (Chanda, 2017).

Yes we hold high value of the school library, however demands from other departments are higher hence we tend to those needs first (Kavunga, 2017)

This implies that for school library to thrive in offering quality services, the school head-teachers need to have a positive mind towards libraries and view them from what they can offer. They should see a library as a key to supplementing the teaching the learning processes that take place in the class rooms.

4.1.8 Remedies to encourage maximum utilization of library

Schools usually put in place certain measures or remedies to encourage pupils to be using the library and also to increase the school library usage. It was established from the school head-teachers from the private schools that one measure that they had put in place to encourage usage of the library was allocating a library period for library studies on the school timetable. It was further explained that during these periods the pupils are sensitized on the importance of using a library, shown how to research and write academic papers, guided on which books to use for different subjects and also how to access the right information from the internet. All these are incentives were what gave pupils reasons to attend their library period and use the library in their own times when they do not have classes.

It was established that the government schools had also their own measures that they used to encourage and motivate pupils to use the library.

We allow the pupils to study from the library even in the night, our library closes at 20 hours giving our pupils more time to study (Manda, 2017).

The languages teachers are mandated to encourage the pupils to use the library as the library is under the languages department. Sometimes we also receive a mobile library from FAWEZA, this also encourages the pupils to ask for books and study from the school library (Kavunga, 2017).

Kabulonga Girls like the private schools also had allocated a library period on their school timetable compulsory to all pupils.

The school head-teachers should work hand in hand with the librarians and establish measures or remedies that motivate the pupils to use the library. These measures should be attractive to the pupils and should be implemented by the school managers.

4.1.9 Collaboration of school librarians with teachers, school head-master and public library

The school management, teachers, school librarians, pupils and the auxiliary staff all work together in the school environment to achieve one common goal for the pupils to achieve an education that would enhance self-sustainability of their lives. Therefore, the school head-teachers must always emphasize better collaboration among all the members of staff and the pupils. Librarians collaborating with teachers ensure that the teachers recommend books in the subjects that they teach, the teacher also communicate with the school librarian on which information sources pupils can be directed to for particular class exercises. The librarians also play a role in orienting the teachers on how to access electronic journals and other internet information sources.

The school librarian collaborating with the head-teachers is vital as it is through these collaborations that the librarians are able to communicate to the school management on the various needs and problems of the library and how to make the library provide quality services.

Collaborations with the public libraries enhances agreement terms between the school library and the public library to have interlibrary loans and provide a learning platform for the librarians while increasing the possibilities from which pupils can access materials.

4.1.10 Underutilization of school libraries

In establishing whether underutilization of school libraries was a result of the country's education system which dwells on teacher centered type of teaching, the school head-

teachers explained that teacher centered type of teaching was only one of the reasons as pupils were used to being given notes by their teachers, this discourages self-taught tendencies as the pupils were spoon fed the class notes and from these notes the teachers prepared their tests. There is need for head-teachers to recommend learner centered type of teaching methodology that will evoke learners to increase their usage of the library in search for more information.

The other reasons that were given as to why there is underutilization of school libraries was lack of adequate and current books and poor reading culture of the pupils as they only read to pass the examinations not to enhance their reading skills. This implies that the status of school libraries have an effect and usually put off the spirit of reading in the pupils, hence the need to make the library as attractive to the pupils as possible.

4.1.11 Library legislations

This is a law that is enacted in parliament to provide legal backing for the establishment, development and maintenance of libraries in a given country. It was established that Zambia is yet to enact a bill in parliament on library legislation. However, it was explained that the establishment, development, operations and management of school libraries was governed by policies such as „Educating Our Future,“ Standards and Guidelines for Schools by the Ministry of General Education and the Education Act of 2011.

The lack of Library Legislation means that there is no legal backing for libraries because there is no law to support it. Even the usage of information is limited as you cannot take anyone to task for providing insufficient or inaccurate information. On the contrary, library legislation gives you the legal rights for example Zambia Library Services (ZLS) cannot run its own website but with library legislation you become autonomous to operate (Zulu, 2017)

4.1.12 Challenges faced in the management of school libraries

It was established that schools face a number of challenges in the management of school libraries. It was explained by school head-teachers that the cost of buying books was getting more expensive every year and that some books were hard to find on the local market especially local titles. It was explained that government support to government schools had reduced significantly.

Government said we should not chase pupils who have not paid their school fees but this is the only source of income for schools, if this is not enhanced then the schools are left with very low funds making it impossible for the schools to purchase books or buy library computers (Manda, 2017).

It was also added that most government school libraries had a big challenge in providing library security, as a result these libraries were losing a great number of books as the pupils were not only borrowing and never returning them but were also directly stealing some books which they found interesting. These libraries are further coupled with difficulties in acquiring modern, current and relevant books as the Ministry of General Education stopped supplying books to these school libraries. They find themselves with old and torn books that are not relevant to the new and current school curriculum. Kasongo (2017) added that:

Perhaps the biggest challenge that government school libraries face is that they are managed by untrained librarians (teacher librarians) who in most cases do not have the right skills and knowledge in managing a school library. The library is also too small to support the information needs of the school community.

It was further explained by the key research subjects from the Zambia Library Services department that in most of the government schools the management would rather construct a school science laboratory rather than a school library. They added that school libraries are underfunded making it difficult for these school libraries to acquire materials for all the pupils interests.

Most of the Zambian people do not love reading, as such the libraries are not seen to be of importance. We Zambians don't love reading, we only read to pass an exam or a test. If you find pupils reading in the school library it means they are studying for a test or exam, very few pupils or even teachers read for person interests (Mweemba, 2017).

4.1.13 Recommendations that would promote effective management of school libraries

The head-teachers and key informants from the Zambia Library Services and the Public Libraries gave a number of recommendations that would promote the effective management of both government and private school libraries. The schools libraries need to improve their collection, acquire more relevant and current books in line with the curriculums of the schools in order to support the teaching and learning processes of the schools. It was recommended that prices of local books should be made reasonable and affordable if the schools are to acquire more copies of the local books for their libraries. It was added that publishers should ensure that local books are available on the market immediately after the authors launch their books.

It was also recommended that in order to improve the collections of the school libraries in government schools, government through the Ministry of Education needs to

provide books to these libraries. If this is not possible, the government should then increase funding to these schools so that out of these funds the schools can allocate a portion of those funds purchasing library books. The increased funding should enable these schools to expand these libraries in order to cater for more pupils who access the library services.

These libraries need to acquire computers and provide access to internets as this increase access to more information and enhance research. They also need to acquire and install detection machines at exist points of the libraries in order to enhance security and safeguard library books from thefts by pupils. In order to improve the management of the school libraries, it was recommended that government should employ qualified librarians and send them to these school libraries. In addition to this, it was also recommended that government should incorporate „library management“ training in school teachers“ syllabus in all government colleges that train teachers in order to produce teachers who also have the knowledge in library management. In line with this, the school head-teachers of schools with school libraries being managed by untrained librarians should facilitate for these teacher librarians to be trained in librarianship.

4.2 School librarians

4.2.1 Services provided by the library to both teachers and pupils

Generally, there are a number of services that the libraries offer to both teachers and the pupils. All the libraries under this study provide access to study space within the libraries and also access to books and study materials which included past examination papers. They also lend out books to their users except for Munali Boys School Library which did not allow the pupils to borrow the books but were allowed to use them within the library. Kabulonga Girls School Library also provided DSTV- TV learning classes, references services and library computers.

Rhodes Park School and International School Libraries also provided computers but also provided internet services. International School of Lusaka librarian added that they also offered orientation services first time users, they also provided information skills in research and that they also provided collaborative services with the teachers. Lake Road School librarian added that they also provided services in support of the

school curriculum and fiction materials which enhanced the reading skills of the learners.

It can be deduced that the government school libraries Munali Boys and Matero Girls only provided the basic services of a library which are study space and access to books. Therefore, there is need to go an extra mile to include more services like computers and internet to enhance research in these librarians, provide library studies to the pupils to be educated with the basic library skills in order to enhance their literacy and numeracy levels.

4.2.2 Other facilities or services offered in the library

From government schools, only Kabulonga Girls indicated that the extra service or facility that they had in place was providing learning through a television set through digital satellite TV service (DSTV) on their education channels.

From the private schools, while Lake Road School indicated they had no extra services or facilities, Rhodes Park School Library had offered research via using the library computers. International School of Lusaka indicated that they offered a range of extra services or facilities which included library computers, scanning, binding, printing, photocopying and a news desk which provided newspapers on a daily basis.

It is deduced that most libraries do not want to venture into other services or facilities. However, if properly implemented, these services are able to raise extra funds for the libraries which they can use in managing the petty operational costs of the libraries. For example at International School of Lusaka pupils have accounts and when they access these facilities the money is deducted from their accounts.

4.2.3 Roles that the library plays in a given school

The roles of a school library, be it from a private or a government school are the same. It was established that a school library plays a great role in the life of a pupil. A school library is a place in the school where vast collections of academic books are kept, a store house of knowledge. Pupils can find books on various subjects to increase their knowledge and understanding on various subjects. The library provides an environment that is peaceful where pupils can study without any disturbances.

Library is an appreciable place for studies, literary skills by reading rare books of literature and mental development. It also plays a key role in closing up the education gap, for pupils who might otherwise be disadvantaged, the library can provide access

to the stories, information, and technology they need. The librarian from Rhodes Park school library added that the library played a role in providing guidance to the pupils and educating them on library skills which include researching for the collect information to answers their various questions. The librarian from International school of Lusaka also added that the library contributed to the teaching process of the pupils as it acts as a media center providing both audio and visual materials. It was also added that the librarians played a key role in teaching the pupils academic writing.

However, these roles can only be accomplished if the librarians take up the task to effectively manage the libraries and introduce measures that would promote library usage. The school managers should also play a key role in the management of the library, making sure that the libraries are supported and given the necessary funding.

4.2.4 Current status of the school libraries

It was established that the libraries' statuses varied between the private school libraries and the government school libraries. From the government school libraries, it was explained by the librarian for Kabulonga Girls school library that in terms of status their library was on average as it needed maintenance works, restocking of books, and installation of computerized library system as the library was still using a manual system. The librarian for Munali Boys school library similarly explained that the status of their library was not so good but that it was not so bad either, however it was explained that the library can do better. The librarian from Matero Girls school librarian elaborated that from the suggestions they got from the pupils, the library was not conducive and that the books were not relevant. It was added that the library needed a lot of work, the books needed to be put in order as it was difficulty for the pupils to find the books since they were not classified.

On the other hand, it was established from the private school librarians that the statuses of libraries from the private schools was good. The librarian from Lake Road added that their library was well stocked and that it was able to meet the pupils' information needs. The librarian from International School of Lusaka also added that their library was in good condition as it served the purpose for which it was established although it was still growing.

If the libraries especially from government schools are to add value to the learning processes of the pupils, the school managers need to improve the current statuses of these libraries by renovating, acquiring more comfortable furniture, improving the

securing system, employing people with the right qualifications and expertise in managing the libraries, acquiring more books and computers for the libraries.

4.2.5 Operating hours

All the libraries both from private and government operated from 07:00hrs to 17:00hrs and remained closed over weekends except for Rhodes Park School which operated from 07:00hrs to 20:00. In all these libraries, pupils are only allowed to use the library during their library period or with permission from a teacher but they are free to use the library during break time or after the knock off.

Looking at these library operating times most of the times, it shows that pupils spend less time in the library because during the times for which the libraries are open the pupils are expected to be in their respective classes except for when they have a library period. By the time classes are finishing they have little time left before the libraries close. Rhodes Park School Library should be recommended for having a longer operating time which gives their users more time to use the library.

4.2.6 Allocated library periods on the school timetable

In order to make sure that pupils use the library, schools usually allocate periods on their timetables. Only 2 government schools Munali Boys and Matero Girls did not have allocated library periods on their school timetables. Kabulonga Girls had allocated at least 40 minutes per week for each class.

On the other side, all the private schools had allocated periods for which the pupils could use the library. Rhodes Park School had allocated 40 minutes per week for every class. Lake Road School and International school of Lusaka had both allocated 45 minutes per week for every class respectively.

These private schools and Kabulonga Girls government school should be recommended for having allocated periods on their school timetables as this introduces the learner to library skills and also time to love their library. However, Munali Boys and Matero Girls should need to work towards allocating a period on their timetable to make sure that pupils utilize the library and are impacted with library skills.

4.2.7 Access to books

Access to books varies from one library to the other depending on the demand for those books, the number of copies and their value in the school curriculums. Kabulonga Girls School Library provided access to the library books and allowed the pupils to borrow books for a period of one week. Munali Boys School Library only provided access to the library books to be used only within the library. This was so because pupils used to borrow books and would never return them so the school management resorted to stopping the pupils from borrowing of books as they had lost a number of books and could not trace them. Matero Girls is likely to suffer the same fate as it allows the pupils to borrow books and return them whenever they want.

Private school libraries have a more stable lending period of books compared to the above mentioned government school libraries. Rhodes Park School and Lake Road School Libraries provide access to books and allow their pupils to borrow books for a period of one week. International School of Lusaka library provides access to books and allows their pupils to borrow a maximum of 5 books for a period of 2 weeks.

In order to promote access and more usage of the library books Munali Boys and Matero Girls school libraries need to implement an effective lending out period and have a library system in place to track the pupils having books.

4.2.8 Number of library users a day

Librarians are supposed to have statistics of how many users they have on a daily basis as this gives them information on how the library is being used. It was established that Kabulonga Girls library had a maximum of 120 pupils per day while Munali Boys Library had 60 pupils per day. From Matero Girls Library no statistics were given as the teacher librarian did not have these at the time of this research.

Rhodes Park School Library recorded 150 pupil users per day while Lake Road School Library recorded 140 pupil users per day. International School of Lusaka Library recorded about 90 user pupils per day.

It is therefore deduced that the private school libraries had more users, pupils accessing library services compared to the government school libraries. This calls for teacher librarians to put in place promotional measures to market the libraries and simply provide orientation services to both the teachers and the pupils to enhance awareness of the services that the libraries offer to their clients.

4.2.9 Library meeting the information needs of pupils and teachers

One of the aims of a school library is to meet the information needs of the pupils and the teachers in a timely manner. In establishing whether the school libraries were meeting the information needs of the pupils, the librarians from all the private schools under this study explained that the libraries did meet the information needs of the pupils as they offered a variety of information materials across all subjects that the schools were offering to the pupils. Banda (2017) added that:

It is meeting the information needs of the pupils in that when selecting books for to be purchased for the library the pupils are involved. I ask the pupils to make submission of the books that they want us to buy then after assessments of these submissions I recommend or disregard the books for purchasing and off course this is done with consultations with the class teachers.

The librarian from International School of Lusaka added that the library was meeting the information needs of the pupils as it subscribed to electronic journals in addition to the physical books that they had.

On the other hand, from government schools, the librarian from Matero Girls school library explained that she doubted if the library met the information needs of the pupils as it lacked a number of books and library equipment. The library from Munali Boys School library explained that the library met the information needs of the pupils to some extent but that much needed to be done. Similarly, the librarian from Kabulonga Girls school library explained that the library only met the information needs of the pupils partly because the library still need to be equipped with more books.

The information world keeps growing on a daily basis, however the government school libraries under this study need to meet the information needs of the pupils. In order to achieve this, these libraries need to improve on their collection by buying more books or even subscribing to online materials. The librarians should also be able to source for the materials that they do not have in the libraries from other sources on behalf of the pupils and information seekers.

4.2.10 Strategies put in place to encourage pupils to utilize the library

School libraries have time and again put in place strategies and introduce certain programs and activities that encourage pupils to use the library. In establishing what activities and programs the libraries had put in place to encourage the pupils to use the library, Matero Girls school librarian explained that there were no programs or activities that they had put in place to encourage the usage of the library. Munali Boys

and Kabulonga Girls school librarians explained that pupils who were library prefects would go round classes encouraging their fellow pupils to use the library and sensitizing them what the libraries had to offer. The librarian from Kabulonga Girls School library further added that the library period which was compulsory to all classes helped to motivate pupils to use the library.

From the private schools under this study, it was established that they all had orientation and library periods which encouraged pupils to use the libraries. It was also established from International School of Lusaka that the library had programs such as sport-light on authors, quiz and giving of prizes, international book week and advertising new books on the notice boards. Banda (2017) explained that:

In order to motivate our pupils to be using the library we have display colorful charts in the library, we have library corners in all classes and as a school we also have a program called reader thorn where pupils are encouraged to select and read a book every morning from which they provide summaries of what they have read and this is given to their teachers, at the end of the week the pupils with the best summaries are awarded. This encourages the pupils to be reading and constantly asking for books.

The librarian from Lake Road school library also added that during the library periods they had an activity of searching for search from the dictionaries and atlases. It was added that this encourage the pupils to use dictionaries, atlases and other reference materials to widen their knowledge on what is contained in reference materials.

It is thus deduced that the government school libraries under this study need to employ new and more strategies that encourage and motivate pupils to use the libraries. It must be noted that in order for usage of the library to increase, the libraries should be responsive to the information needs of the pupils and should have librarians who are warm hearted.

4.2.11 Acquisition of Materials

Basically materials may be acquired through purchases, donations or subscriptions. Munali Boys and Kabulonga Girls librarians explained that the acquired materials through purchases and donations but they could not account for how much was spent in the purchasing of books.

From time I was given to be the teacher librarian, there has only been donations of books to the library. In terms of how much the school spends on purchasing of books, not that I know off, they only buy books for the other departments (Chisenga, 2017).

Coming to the private schools, Lake Road School explained that they acquired materials through both purchases and donations although they had not received any donations in the last 3 years from the time of this research. The librarian explained that the school on a yearly basis allocated about k60 000 towards the purchases of books. Rhodes Park School librarian explained that they also acquired materials through purchases and donations but that they never kept the donated books instead they also donated them to charitable organizations. Approximately k200 000 could be allocated per year towards the purchasing of books and approximately k60 000 per term respectively. Similarly, Chirwa 2017 elaborated that they acquired materials through purchases and that the school runs a book club in the United Kingdom (UK) which lobbies for money for them and this money is used to buy more books for the school. Donations are also received especially from various departments of government ministries. She further explained that:

We have an unlimited budget, we request for what we need as need arises but in approximation we spend about 15 to 20 pounds which is about k200 000, this is inclusive of subscriptions as well.

It can be deduced that most of the materials in government school libraries are acquired through donations as the libraries could not account for how much in approximation their schools spent on buying books. This may be the reason why these libraries have books which are not in line with the school curriculums. On the other hand, the private school libraries usually allocate a significant amount of funds towards the purchasing of books as explained by the librarians. However, the actual situations of these libraries do not show that these schools spend that much of monies on purchases of books. Except for International School of Lusaka Library which has a huge collection of books and has also subscribed to electronic journals.

4.2.12 Capacity of library in line with the total number of pupils at a given school

In terms of the sitting capacity of the libraries, Matero Girls School Library had the smallest sitting capacity of only 20 pupils maximum against a total population of pupils of about 2789. Kabulonga Girls School Library had a sitting capacity of 45 against a total of 2000 pupils while Munali Boys School Library had a sitting capacity of 60 pupils and this is against a total number of about 2500 pupils.

With the private schools, the library with the smallest sitting capacity of 40 pupils was Lake Road School Library against the total population of pupil at about 800. Rhodes Park School Library indicated a sitting capacity of 70 pupils and this is against a total

population of 580 pupils while International school of Lusaka Library had a sitting capacity of 80 pupils and this is against a total population of 1500 pupils.

With regards to standards, a library is supposed to have a sitting capacity of at least 30% of the total population of the school. However, all the libraries under this study be it private or government had their sitting capacity less than 10% of their total population of the pupils. This indicated that all the libraries could use some extra study space for their pupils although it was indicated that pupils still use some classrooms for their studies.

4.2.13 Size of collection

In terms of the sizes of the collection of these libraries, the private school libraries have relatively bigger collections compared to the government school libraries. International School of Lusaka has the largest collection of over 8 thousand books. This was followed by Lake Road School Library with a collection of about 4000 books while Rhodes Park School Library had a collection of about 3000 books.

On the other hand, government school libraries had collections of about 2000 at Kabulonga Girls School Library while Munali Boys School Library had a collection of less than 1000 books. Matero Girls had a collection of about 1500 books. These government school libraries had more empty shelves compared to the private school libraries.

It is deduced therefore that government needs to pump in more funds to restocking these libraries or better still the schools need to find ways in which they can raise funds to use in enhancing the library collection.

4.2.14 Head-teachers roles in the management of libraries

The school head-teachers being the overall managers of the schools play some key roles in the management of the school library. It was established from all the school librarians both from the private and government schools under this study that indeed the school head-teachers had a role to play in the management of the school libraries. It was established that the head-teachers encouraged the pupils to be reading and using the library regularly. In addition, they played a huge role in facilitating for the procurement of library books. The head-teachers were also able to engage with the libraries and teacher librarians to inquire on how the libraries were doing and seek for better ways to manage the libraries. Some of the head-teachers would delegate their

powers to the heads of the language department which is in charge of library affairs.

Further, Banda (2017) explained that:

The relationship with the school manager is very good, if a library budget is made they push to have the budget met. The head-teacher physically checks the register to see how pupils are using the library and at assembly she talks to the pupils about the importance of using the library.

The school head-teachers also ensured that the library is a center that offers proper information to supplement what is taught in classes. Further, they also ensure that there is collaboration between the teachers and the library staff and the pupils.

Head-teachers should take up an active role in managing the school libraries and enhance their quality service provision to the pupils and the teachers. Emphasis should be given on teachers collaborating with the librarians in order to ascertain that the libraries are offering the right materials, at the right time, to the right pupils and in the right quantities.

4.2.15 Library Legislation, Standards and Evaluation Guidelines

The operations of libraries in Zambia whether in schools, colleges or even public libraries need legal backing for them to have the support that they need. However, all the teacher librarians from Munali Boys, Matero Girls and Kabulonga Girls stated that they were not aware of the Library Legislation in the country. As such they could not comment whether library legislation could have a positive or negative impact on the management of libraries. In addition, it was also established that these librarians were not aware of the Standards and Evaluation Guidelines for libraries that are set by the Ministry of General Education. This showed that these teacher librarians were managing the libraries from their own and school rules.

Coming to the private schools, all the librarians were aware of library legislation and explained that it has a positive impact because when Zambia as a country has this, the librarians and libraries will have support at national level but without it, it is difficulty for those in the public service to push for what they need to improve library services especially in schools. However, two of these librarians explained that they were not aware of the standards and Evaluation Guidelines on libraries from the Ministry of General Education. The librarian for International School of Lusaka explained that she was aware of the Guidelines but that International School of Lusaka being a private institution had its own standards and guidelines which they followed but which are in line with the 2011 Education Act of Zambia.

All librarians should take it upon themselves to educate themselves or acquire information about library legislation or the laws and rules that are used in the country in the establishment of libraries. The Ministry of Education uses such documents as „Educating our Future,” „Educational Act” and the „Standards and Evaluation Guidelines” to set a basis and law for which a school library is expected to operate. The Ministry of Education needs to make available these documents to the schools and also other libraries, they need to sensitize the schools especially the librarians on the importance of these documents in managing school libraries. This should be followed by monitoring the implementation of these documents and sanctions to be given to those that fail to implement them, this is the only way to bring sanity to the school libraries in most government schools. However, the country still needs to pass a bill in parliament to enact a law that governs the establishment, development and maintenance of librarians as well as the librarian profession.

4.2.16 Challenges faced by libraries

The librarians and the teacher librarians presented a number of challenges that the libraries they were managing faced. The teacher librarians from government schools explained that their libraries had a challenge of study space as the sitting capacity was less than 10 % of the total populations in those schools. It was also elaborated that there was no funding for the purchase of books and that books were only acquired through donations as such they could receive anything including materials which had no value to the education of the pupils. This led the libraries to have outdated books and lack of updated books in line with the revised school curriculum.

Another challenge is poor library security, the libraries have no library security or guard to watch the pupils going out with books. As a result, these libraries have experienced a number of loses of books because there is no person stationed in the library all the time, if the teacher librarian is teaching then no one will be there to take care of the library. The other challenge is that these libraries do not have a library management system in place which operates on a computer as they do not have computers, only Kabulonga Girls school Library as some old computers which are non-functional. Since they do not have library computers, they do not offer internet services to the library users. As such it is difficult to know the number of stock in these libraries and it is also difficulty to keep track of the books that are borrowed as this is still done manually.

At Munali Boys, pupils are not allowed to borrow books thereby limiting them to only using the books within the library, this implies that pupils have less time with the books as they also get to share the same books with their colleagues within the library. Another challenge faced by the teacher librarians was that teacher librarians were most times overwhelmed with teaching work as such they spent less and less time in managing the library. In addition, Chisenga 2017 explained that:

Teachers rarely use the library as such they don't know the kind of materials that we have here. Another challenge is that books that they use in classes we don't have them in the library so when a pupil asks for a book you don't have, you look unserious to the pupils

On the other hand, the private schools only brought out four challenges as the only challenges that they faced. The library for International School of Lusaka mentioned that the ICTs in the library were not directly under the library but that they were under the ICT department hence they had a challenge in managing the computers in that, if they have a system malfunction they have to wait for the ICT department to come and attend to the fault and this usually would have to wait until the ICT department are done with their other tasks. She added that the other challenge that they faced was collaboration with teachers is difficulty as teachers are busy A to Z with their teaching schedules, therefore collaboration has to be enhance more and librarians need to be proactive. She further added that the other challenge they faced was that purchases for books was only done once in a year but that demands for new books were being received from the pupils almost on a daily basis because the school being International School had pupils who were abreast with technology and would know about a latest book just after its published and launched.

The librarian from Lake Road schools explained that purchasing of books was only done after a period of 3 to 4 years which a longtime as new books are published on a daily basis and there is always latest books on the market every day. This made the library to luck in certain latest books. The other and only challenge given by the Librarian from Rhodes Park School was that pupils were not returning books on time hindering access to those books by their friends.

4.2.17 Recommendations

Challenges provide a learning platform and are a source of recommendations in order to improve the library services. In line with this, a number of recommendations were given by the teacher librarians and the librarians in order to overcome the challenges being faced. One of the most important recommendations made by the librarians was

that there is need to educate the school head-teacher on the important roles that a library plays in the education of pupils, teachers and the school as a whole institution. The librarian International School of Lusaka recommended that there is need for more collaboration between libraries from different schools and among librarians. Libraries or librarians should have a forum to learn from each other were they can present their challenges and learn from others experiences. As funding has been poor, it is recommended that there should be a consistent budget for the purchases of books in order to acquire latest books, in line with the schools" curriculum and enough to be shared by the pupils.

It was recommended for government school libraries to upgrade the libraries to modern libraries with new library shelves, increased study space, new comfortable chairs and tables, security systems as well as library management system, library computers and a person or guard to be stationed all the time in the library in order to observe and maintain order in the library. In addition to this, the schools need to have the teacher librarians trained in library skills and management. As the libraries have a lot of old and torn books, there is needs to weed out most of these books in order to have space for new books and have books which are in good shape and attractive to pupils.

Generally, for both government and private school libraries, funding has to be increased in order to acquire the right materials in the right quantities, and this will also lead to the rehabilitation of old libraries, acquisition of new computer and furniture. Collaboration should be enhanced between teachers and the librarians and the school head-teachers should be educated on the importance of a library in a given school. A learning platform should be enhanced or provided where these libraries can present their challenges and learn from the experiences of their fellow librarians.

4.3 School teachers

4.3.1 Current status of the School Libraries

School libraries are moving towards a modern kind of library systems that allows them to have more information by using various technologies such as computers. Modern schools libraries may contain a wide range of materials, including manuscripts and pamphlets, posters, photographs, motion pictures, and videotapes, sound recordings, and computer databases in various forms.

It was established that the school libraries under this study had different status with regards to the teachers' views. It was established that only two libraries from the private schools these being International School of Lusaka and Rhodes Park School had attained the status of a modern school library. These libraries were said to be in good condition and functioning to their highest levels providing physical books as well as audiovisual materials and internet documents. The status of Lake Road school library was said to be conducive for studying and library lessons though a lot more of current books, story books and reference materials needed to be stocked.

On the other hand, it was established from the government school libraries that the school libraries statuses were low as these libraries in these schools lacked among other things good library furniture, current and relevant books, library management software, computers and security systems. It was explained that despite lacking these things, these libraries were still functioning and offering a number of services to the teachers and pupils which included a quiet study environment and access to some books.

It was deduced that the government school libraries under this study needed to strive towards attaining the status of a modern library if they were to be effective in providing library services in this technological age of the 21st century.

4.3.2 Services library provides to teachers

A school library provides a number of services to the teachers whether from government or private schools. It serves as resource center to the teachers providing them access to materials for research and teaching. This access is to both physical books and audiovisual materials ranging from reference materials, books, electrical materials as well internet documents. The school library also provides a quiet environment from which the teachers can study and also prepare their lesson plans as well as the tests and examinations for their pupils. It also serves as a learning

environment to the teachers to the teachers as the librarians are able to orient and teach the teachers library skills which include research and how best to search for materials that they want either on the internet or from the physical books. The teachers usually find the books on their own but those that do not know how to go about looking for books seek help from the librarians and are helped in that line.

It was established that these services were mainly available to the teachers in the private schools as the school libraries from these schools were able to provide these services to their teachers. However, teachers from government school libraries under this study only accessed the quiet environment for study and preparing their lesson plans and tests as their libraries lacked most of the books they used for teaching.

Therefore, when the school librarians are developing or changing library services and programmes, they need to involve the school community by gathering evidence from them to guide any changes that they make. Services that take the needs of the school community into account will better support teaching and learning in that school. The school librarians need to use evidence, input, and feedback from teachers and pupils to continuously improve school library services.

4.3.3 Roles the library plays in schools with regards to teachers

It was established that the teachers rarely differentiated between the services and roles of the school library. These teachers from both the private and government schools explained that the school libraries did play a role in supplementing the learning and teaching processes in the schools. It was explained that the school libraries helped the teachers as the library provided teaching aids in terms of grade books recommended for particular grades and in line with the Zambian curriculum. However, this only applied to private school libraries as the government schools libraries lack some of these books.

It was also established that the school library plays a role in providing access to research and study materials. The school library provides a quiet and conducive environment for study and also plays a role in enhancing the literacy and numeracy skills of the teachers and learners as it provides a variety of books across disciplines.

However, these roles can only be enhanced if the school librarian takes a key role in collaborating with the teachers and the school managers, taking the school management to task to give the library the necessary funds that it deserves.

4.3.4 Teacher's access and usage of the library

Different people from the school community access the library for different reasons and needs. It was established that teachers accessed the school library for to borrow books as well as to study as the school libraries provided a quiet conducive place for studying. It was also established that some teachers accessed the library for research and in order to broaden their knowledge in the subjects that they taught. One teacher from Rhodes Park School explained that he accessed the library for relaxing, preparation for his lessons, marking his class test papers and also for using the internet and browsing on the library computers.

However, some teachers especially from the government schools explained that they did not access library services because the school libraries their schools did not have adequate books inline the curriculum and the subjects they were teaching. It is deduced that librarians need to collaborate more with teachers and books that are bought for different departments for example the sciences department need to be put in the libraries as well so that teachers can access these books from the libraries as well. However, the school libraries are supposed to have more books or information in these subjects as they are resource centers for teaching, research and learning.

4.3.5 Library having information or books for the subjects being taught

School libraries are supposed to have books and materials in all the subjects that are taught at a given school. To this regard, the teachers from the private schools under this study explained that the libraries did have the materials or books in line with the subjects that they taught. This included materials in subjects such as social sciences, natural sciences, languages, mathematics and reference materials.

However, some teachers from the government schools under this study explained that the libraries in their schools did not have current and relevant materials in the courses that they taught which included geography, chemistry, physics and accounts. It was further explained that the libraries mostly had reference books these being dictionaries, year books, encyclopedias and some old books in other subjects.

It was thus deduced that school libraries mostly in government schools under this study need to improve their library collections by stocking current and relevant books in line with the courses that are taught in the schools. Collaborations between the teachers and the librarians should be enhanced so that the teachers can communicate to the librarians what the materials or books that are needed for their subjects.

4.3.6 Pupil's level of using the Library

In establishing the pupils level of using the libraries, most of the teachers explained that the rate of pupils using the libraries was high especially in times of examinations or tests. They explained that the level of pupils using the library was good as the libraries would get full in times of examinations and tests.

However, it was also explained by some teachers that the level of pupils using the library was good for some pupils and bad for some pupils, showing that the usage was on average. One teacher from Kabulonga Girls Schools explained that it was low as their library was not big enough to allow the majority of the pupils to study from there. It was further explained that as a result, the same pupils are the ones that try to access the libraries on a regular basis.

Therefore, it is deduced that for pupils to increase the level of access the library, the library needs to increase its sitting capacity and purchase more books. More orientation activities are to be given to the pupils.

4.3.7 Encouraging pupils to use the library

In order for pupils to use the library fully they require encouragement and motivation from their teachers and the library management as well. Teachers need to use the libraries more regularly in order to be role models and to motivate the pupils to use the library. It was established that teachers do encourage the pupils to use the library for studying and research. Teachers from International School of Lusaka and Rhodes Park schools acknowledged that they did give their pupils class work which required them to research from the libraries. It was also explained that some teachers encouraged pupils to use and study from the library towards and during examinations or when writing tests.

However some teachers from the government schools did acknowledge that they only encouraged the pupils to study from there but did not give them work to research from the library as the libraries did not stock recent materials that are in line with the new curriculum. To encourage research and increase library usage, the school libraries need to invest in acquiring more materials and subscribing to more electronic journals as well as provide internet services on library computers to increase access to more information.

4.3.8 Allocated library periods on the school timetable

It was established from the teachers that only one government school Kabulonga Girls had allocated library periods on the school for 40 minutes once in a week. Matero Girls and Munali Boys schools had not allocated library periods on their school timetable.

On the other hand, it was established from the teachers that all the private schools under this study had allocated library periods on their school timetables with International School of Lusaka allocating 45 minutes once per week for every class and 40 minutes once per week was allocated on the school timetables for Lake Road and Rhodes Park schools.

Perhaps the lack of allocation of library periods in the two government schools on their school timetables is as a result of the libraries being managed by library teachers who have no training in librarianship. Therefore these teacher librarians do not know how to teach the pupils library skills and information or research skills. Library periods are not just for pupils to use the library to study but are for the librarians to teach and show the pupils how to search and get the right information, how to write academic papers, referencing and avoiding plagiarism. It is only a trained librarian who has the knowledge and skills to offer lessons in line with these activities.

4.3.9 Library meeting the pupil's information needs

Pupils usually need a variety of information to gain more knowledge on the things they are taught in class and to enhance their self-taught skills. It was established from the teachers from the government schools that the school libraries in these schools under this study did not fully meet the information needs of the pupils as the school libraries lacked most of the current and relevant books in line with the school curriculum. It was explained that pupils mainly go to the library to study the notes they are given in class and that instead of searching for more information from the library they ask for notes from the teachers.

On the contrary, it was established from teachers from the private schools that school libraries in their schools did meet the information needs of the pupils as they provided a range of information and books in all the subjects that are taught at the schools. However, one teacher from Rhodes Park School explained that their library did meet the information needs of the pupils but that there was need to increase access to internet sources.

This shows that all the school libraries have room for improvement as the information age keeps changing on a daily basis. School libraries in government schools really need to improve their stocks and access to information if the libraries are to make a significant impact in the academic performance of the pupils.

4.3.10 Roles of the school Head-master in management of school libraries

With regards to the roles that the head-teacher plays in the management of the school library, it was established from the teachers from both government and the private schools that the head-teachers played a role in ensuring that the library was a safe and conducive place for studying by both teachers and pupils. Therefore, it is the role of the head-teacher to make sure that the library has the right and relevant books, has good lighting system, managed by the right person (trained librarian), has the right furniture, library security, is well painted and has good ventilation systems.

It was further explained by one of the teachers from Lake Road School that the head-teacher played a role in ensuring that the school library operated within the overall aims and objectives of the school. The other role is to ensure that there is collaboration between the pupils and the members of staff (teachers and the school librarian) and also between teachers and the school librarian. The head-teacher also play a role in ensuring that the school library is up-to-date with innovations, from library practices to new technologies. Chakufyali (2017) stated that:

The head-teacher plays a role in sourcing for library books even from donations by well-wishers, approving the library budget and reviewing the status of the library.

School head-teachers from both private and government schools should take keen interest in the affairs of the school libraries as these libraries would not thrive in the absence of their participation.

4.3.11 Head-teachers encouraging teachers to use the library and collaborate with librarians

A head-teacher is the most senior teacher and leader of a school, responsible for the education of all pupils, management of staff which includes teachers and the librarians, and for school policy making. One of the roles of a head-teacher is to motivate and encourage cooperation among all members of staff. To this regard, it was established that the head-teachers encouraged the teachers and school librarians to collaborate and work together for the good of the schools.

Yes during meetings and school assemblies the head-teacher usually encourages us to work together with the librarian especially during the library periods (Chilambe, 2017)

However some teachers from the government schools acknowledged that the head-teachers did not encourage collaboration between teachers and the school librarians.

Collaboration between the teachers and school librarians should be motivated and encouraged by the head-teachers not only during meetings or assemblies but on a daily basis as this creates awareness of the benefits of using the library by both teachers and pupils. As this is coming from the head-teachers, the teachers are more likely to obey and start using the libraries.

4.3.12 Measure to improve the management of school libraries

School head-teachers and librarians should always be looking for new ways to improve and better the service delivery of the school libraries. The teachers from both the private and government schools under this study provided a number of recommendations which in their view would help to improve the delivery of library services. The teachers recommended that the school libraries needed to improve their stock by acquiring more books that are relevant and current to the school curriculums. When selecting materials to be purchased for the library, teachers and pupils should be involved in the selection process. It was also recommended that buying of books should be on time and on a regular interval, for example once every year.

The library should acquire more computers and allow the pupils to be researching using these computers and also to provide soft copy books as these can be access by many pupils at the same time (Hantobolo, 2017)

It was also recommended that the government school libraries needed to be expanded in order to increase their sitting capacities, and also to acquire more comfortable furniture for the libraries. One teacher from Kabulonga Girls recommended that teachers should be encouraged to give the pupils work that encourages them to use the library.

It is deduced from the teachers recommendations that the school libraries in government schools need to be rehabilitated, acquire more relevant and current books, they need more computers and to have trained librarians.

4.4 Focus group discussion

4.4.1 Status of Libraries

The libraries are in different statuses but generally coming from the pupils they are in a good state since the pupils are able to use them for studying. From private schools, the pupils explained that the libraries were fully stocked, provided a peaceful, quiet environment which is well ventilated and that they were very resourceful to the pupils as they had interesting books.

From government schools, it was deduced from the pupils that the libraries were in a good status as they provided the pupils with study space and some books. It was however mentioned by the pupils from Munali Boys that their library chairs were not comfortable and that it needed a fresh look, it needed to be painted and to have new study tables and chairs.

It is 50, 50, the library is both in a good status and needs work in order for it to be better. However it is conducive for studying although it doesn't look good, it needs some renovations (Musonda, 2017).

However, letting these libraries stand against the standards and guidelines of setting up a library from the Ministry of General Education, only private school libraries would stand.

4.4.2 Services provided by the libraries

There are quite a number of services and facilities that the libraries provide to the pupils. It was deduced from government schools that the pupils accessed services such as study space, borrowing of books and providing materials for research. Nevertheless, it was established that pupils in government school libraries only accessed libraries to study personal school notes.

On the other side, from private schools it was deduced that pupils similarly accessed the same services as those from government schools but added that they also accessed the computers and internet services from the library. They also added that they accessed entertainment services through reading story books and adventurous books. They also accessed a television set for literature and viewing of videos files.

Generally, the major services that the pupils accessed from the libraries were study space, borrowing of books, access to research materials, access to computers and the internet.

4.4.3 Number of books in the library

It is practically impossible for a library to provide every pupil with a copy of a book for all the subjects. Therefore, in line with this, it was deduced from private schools that the libraries had all the recommended books for all the subjects but that these books were not sufficient to be used by the majority of the pupils. Chambatama (2017) explained that:

Yes the library has enough books but they are old books

From government schools, specifically Munali Boys, it was established that the library did not have enough books for all the subjects that the school teaches. It was thus deduced that the library lacked books in chemistry, physics, and some social sciences. Similarly, it was also established from Matero Girls School that their library did not have enough books as it lacked books not only in biology, physics, chemistry and geography but also reference books which include dictionaries, Bibles, Atlases and so forth.

This simply shows that all the libraries had a common lack of books in a number of areas/subjects. More funding is needed if libraries are going to improve and purchase more books that are accessed by the majority of the pupils.

4.4.4 Number of times the pupils visit the library

It was established for private schools that mostly pupils accessed the libraries every time they had a library period. It was also explained that pupils access to the library increased when examinations were near and during the period of these examination. Reasons for using the library included personal study, reading to improve vocabulary, and also reading for entertainment.

However, it was established that pupils from government schools accessed the library on a daily basis except on weekends and holidays when the libraries are closed. They explained that they accessed the libraries simply to study personal notes (notes for various subjects which they write in classes) in preparation for their tests and examinations.

4.4.5 Borrowing of books

There was conflicting arguments among the pupils when this issue was raised for discussion. Others explained that they were allowed to borrow books while other explained that they were not allowed to borrow books. Nevertheless, it was only Munali Boys School Library that did not allow its pupils to borrow the books, the pupils

were only allowed to use the books within the library. Pupils from Kabulonga Girls explained that they were allowed to borrow books for 2 weeks or for the whole year but they are to return the books before they complete their grade 12.

Yes we are allowed to borrow books and it's up to us to dictate when to bring back the books but before you complete your grade 12 you are supposed to return all the books if you borrowed (Longwe, 2017).

For Lake Road School, pupils were allowed to borrow books for a minimum of one week and a maximum of one term as long as the pupil returns the books by the end of the term. Rhodes park school allowed the pupils to borrow books for one week while International School of Lusaka allowed the pupils to borrow 5 books for 14 days.

It is thus comprehended that it is not clear to most pupils from both these private and government schools whether they are allowed to borrow books or not. The librarians need to make it clear to the pupils whether they are allowed to borrow or not and if they are, for how long are they allowed to keep a book. It is also deduced that there is poor control of the books when lent to the pupils as the pupils can borrow the book for the whole term or even the whole year. The effect of this is that if that's the only book in the library, it means that it will only be used by one person for the whole year. These books are also susceptible to being lost or stolen by pupils who stop school or that are transferred to other schools. It is therefore of great importance that the librarians should develop and implement short term borrowing periods of a maximum two weeks as this will increase access to the book by more pupils and provide a tracking period for the books lent out.

4.4.6 Measures or things the library has put in place to attract pupils to use the library

School libraries usually put in place a number of things or measures that attract pupils to use the library. Pupils from both Matero Girls and Munali Boys schools explained that the things that attracted them to use their libraries was the conducive study environment which is quiet and order maintained by the library prefects. However, pupils from Kabulonga Girls explained that there was nothing that attracted them to use the library. Nyembezi¹ a grade 12 pupil and her colleagues at Kabulonga Girls explained that there was nothing that the school or the librarians had put in place to attract pupils to use the library, as such they explained that the library had dirty walls and the shelves full of dust.

¹The pupil has been cited to present the views of the other pupils who took part in this discussion

Similarly to the responses from Matero Girls and Munali Boys schools, pupils from the private schools narrated that they were only attracted to use the libraries due to their conducive environment for research and studying. However, one of the pupils at Lusaka International Schools mentioned the good hospitality from the librarians was what motivated him to be using the library as the librarians were very helpful in locating books for the pupils and directing them which books to use for particular subjects.

Generally, from the pupils perspectives, the conducive study environments provided by the libraries from both government and private schools was motivation enough for them to use the library. However, this is further enhanced librarians who are very cordial to the pupils.

4.4.7 Teachers encourage pupils to use the library

From all the schools both government and private, it was deduced that teachers at one point or the other did encourage pupils to use the library for studying especially pupils that were in examination classes. Pupils using the library have to come also from the work in terms of exercises and research given by the teachers that requires the pupils to research from the library. In line with this, the pupils explained that most teachers did not give them work that required them to research from the library and those that did, the pupils needed not to go to the library because the libraries did not have books that could answer their research.

When the teachers given us work to research, we just google or search for the needed information from the internet on a phone or computer (Panduka, 2017).

Despite this, some pupils from Lake Road School explained that some teachers did give them work that required them to use the library and mentioned these as teachers in subjects such as Religious Education, Geography, English Language and Literature. These pupils from Lake Road mentioned that they were very much encouraged and inspired by Mr. Msoni² to use the library.

Efforts are made by teachers form both private and government schools in encouraging the pupils to use the libraries but many are times that the pupils do not find the information they are looking for therefore resorting to searching for the information from the internet on “goodle.” If pupils are to use the libraries to the maximum, these libraries must provide the right information, in the right quantity and at

²Mr Musoni is a class who motivated the pupils to use the library

the right time to these pupils. The services offered are to be friendly and awareness created in order to market the available services.

4.4.8 Library timetable or period

In order to make sure that pupils use the library, schools usually develop a library timetable for all classes so that each class has a specific time in which the use the library. From all the 6 schools under study, it was deduced that only two schools these being Munali Boys and Matero Girls did not have a scheduled timetable for which classes were expected to use the library. These are government schools, however on a good note, all private schools under study had scheduled timetables for the pupils for all classes.

During the library periods, the pupils are guided and taught by the librarians on various library skills and information seeking skills. They are also given time to study their own notes and also to use library books to compare with what the teachers taught them. However, pupils from Munali Boys and Matero Girls explained that they used the library to study their own class notes for the subjects they were taking. Jere (2017) explained that

We don't have anyone to guide us on how to use the library or how to search for information, we just come here to study our own notes and search from the library books own our own. The library prefect is just there to maintain order (no noise making) in the library and to observe that pupils are not stealing books.

Librarians from private schools take this opportunity to teach the pupils not only library skills but also computer skills and use of the internet to search for more information for their self-study and research given by their classes. The trained librarians provide guidance on which materials to consult for particular research that a pupil might have.

It is therefore of great importance that schools employ trained librarians or have the teacher librarians trained in librarianship so that they can have the skills and knowledge on how to effectively manage a library. It is only a trained library who can be able to offer guidance and training on how best pupils can use the library and subsequently lead to improvement in their academic performance.

4.4.9 Challenges faced in using the library

Table 2: Challenges faced by pupils in using the library

Pupils from Government Schools	Pupils from Private Schools
Kabulonga Girls: explained that the library is full of books which are not useful	The library has a lot of useless books
There is a shortage of books that are in line with the new school curriculum	Pupils are not allowed to use the library computers
Munali Boys: The library has old and torn books	The library has a lot of Cambridge books and less local books
Kabulonga Girls: Librarians are not friendly when you ask them where a book is found	Rhodes Park: The librarians are rude
Munali Boys: The library does not have enough study space	Lake Road School: If the library is being used for a meeting, the pupils are not allowed to study from there until the meeting finishes
Munali Boys: The library furniture is not suitable for use because if you don't sit properly there are nails there which usually get stuck into the uniform and then it gets torn.	Rhodes Park: The library is small to cater for all the majority of the pupils.

Source: Field Date 2017

It was deduced that the major challenges that the pupils from government schools were facing in accessing their libraries was lack of study space as the libraries can only hold a maximum number of 70 pupils at a go and this is against a total number of 1000 plus pupils. It is argued that pupils can use classes as well to study but classes are most of the times occupied by pupils having their classes, a library is the right place for studying as it is designed specifically for that and serves that purpose. The other challenge is that of lack of books, books of local content and in line with the new Zambian school curriculum as such most shelves in these libraries are empty. Most of the books in these libraries are old, worn out and not in line with the school curriculum as such they are rarely used by the pupils. Poor furniture is another challenge in these libraries. Musukwa (2017) explained that:

The chairs and tables are not good, if you don't sit properly the chairs have nails which get stuck to our uniforms and when standing up they tear our uniforms.

These challenges are further enhanced as a result of these libraries not having trained librarians. It was also explained by a pupils from Kabulonga Girls that the teacher librarians were not friendly to the pupils when they were asking for books.

On the other side, private school libraries also have challenges that pupils face as they were accessing library services. Similarly to government school libraries, private school libraries are also faced with the challenge lack of enough study space in ratio to the number of pupils from these schools. The libraries have a maximum siting capacity of 80 pupils against a total population of 500 plus pupils. In as much as these libraries have more books than the government schools, the majority of these books are Cambridge books even when the schools offer ECZ examinations except for International School of Lusaka which offers Cambridge exams.

In addition, pupils also face a challenge of not using library computers even though their libraries have a computer laboratory. Only International School of Lusaka offered computer lessons to its pupils. Further, Kapotwe (2017) explained that:

The librarians are rude they are not welcoming to us the pupils

Generally, private schools have a challenge of study space and lack of books of local content.

4.4.10 Pupils Recommended measures to the challenges being faced in the Libraries

From the challenges discussed by the pupils, a numbers of recommendations were presented in order to meet some of these challenges. These recommendations where need applies can be used and implement by either the private school libraries or the government secondary school libraries. Libraries in government schools are whole in need of new books, books from the Ministry of General Education and the Examinations Council of Zambia, these books should be in line with the revised Zambian School Curriculum and as such should be of local content. This also applies to private school libraries which in most cases are usually stocked with Cambridge books. Therefore, both libraries from government and private schools need to beef up their collections especially in areas or subjects such as science, physics and chemistry, mathematics and geography.

The government school libraries do not meet the set school library standards by the Ministry of General education, therefore it is recommended that these libraries be renovated, expanded in order to increase the sitting capacity, painted and if possible install air-conditioners. This should also be accompanied by comfortable seats/chairs and tables which do not tear the uniforms of the pupils. They have to be made as attractive as possible within the manageable means of the school. Mulenga (2017) explained that:

The library needs to be painted, librarians should allow and use the pupils to decorate the library so that it can look attractive to the pupils. They can also use the pupils to be cleaning the library because there is a lot of dust on the books and book shelves.

This implies that, in order to meet the varying needs of pupils in rehabilitating the libraries to conducive study environments, there is a greater need to engage and consult the pupils on what measures they would want the school to implement in the libraries. To this effect all parties that are affected by the services of the library are to be consulted. This will lead to inclusive development of the libraries.

There is a growing need for ICTs in libraries as such pupils recommended that libraries need to have computer that can be used by pupils in their researches as well as practicing their computer skills. Computers are an important resource for the libraries as they can also be used to study, read or present audio-visual materials.

Further, librarians needs to be taken for training in „good customer service delivery“ in order to train them to be friendly to the pupils and not to discriminate any pupils as all pupils are equal and only come for a common goal which is education. This should also enable the librarians to promote or show the services they provide to all the clients that they serve. This is so because pupils are not aware of the services that they can help them improve their academic performance from the library. In promoting their services, they need to make the pupils understand how they can borrow books and for how long, they need to explain to them just what reference services are there for the pupils.

4.5.0 Emerging issues

4.5.1 Home libraries

By definition, a home library is simply a library in a given home or household, these can range from a whole room having a lot of books on shelves to just having a simple single shelf in the living room containing a few books. Very few homes where pupils are coming from have a small library or simply a book shelf housing a few books which may include dictionaries, Bibles, Encyclopedias some story books and novels. However, home libraries enhance the spirit of children or pupils to read these books thereby improving their literacy levels.

The school management together with the school librarians during PTA meetings need to encourage parents and guardians to have small libraries or book shelves in their homes, to have books that interests the pupils and that are educative to them so as to instill in them a good reading culture. Home libraries need to be encouraged in families and the teachers and school librarians need to set examples.

The concept of „home libraries,“ was there sometime back but it has reduced. This is why we are introducing the children’s corners in public libraries. For example at Mansa Public Library a child as young as 4 years is able to be taken to the library by the parents, in the library children’s corner they are able to find story books, pictures and are allow to play with toys and to do some painting or coloring in particular books that are also provided by the library (Zulu, 2017).

There are no libraries in most homes because parents of today leave everything to do with the education of their children in the hands of the teachers. Just helping a child to do her homework is considered difficult and time consuming, what more selecting and buying the right study materials, having a librarian in the house may only be achieve by a few elite. However, the concept of home libraries is a good thing as it promotes the reading culture of the children (Nalungwe, 2017).

Most of the books in government secondary school libraries are either out of date or are not in line with the current school syllabus that was recently introduced in the Zambian Education system. Therefore, the parents and guardians of the pupils also have a mandate to buy books for their children to supplement where the school libraries are lacking. In order to enhance and improve the reading culture of the pupils, it takes everyone’s efforts; the pupils themselves, the parents or guardians, the teachers, the head-teachers, the librarians and the community at large.

4.5.2 Classroom libraries

Classroom libraries play a key role in providing access to books and promoting literacy; they have the potential to increase pupil motivation, engagement, and achievement and help pupils become critical thinkers, analytical readers, and informed

citizens. Administrators, teachers, pupils, parents, and community leaders are all essential in promoting, building, and maintaining classroom libraries, but teachers play an especially critical role. They are uniquely qualified to select books that supplement and complement curricula and address the needs, interests, and concerns of their pupils.

There is need to recognize the importance of rich and diverse classroom libraries, that they offer pupils access to a wide and extensive repertoire of accessible reading materials and that it promotes pupils' right to read while recognizing teachers as curriculum decision makers in promoting their pupils' repertoire of literacy skills and strategies. To this regard, classroom libraries improve reading abilities for all pupils.

Therefore, class teachers should take it upon themselves to organize and have a book shelf placed in front of the class or at the back, stocked with relevant books in line with the subjects taught to the pupils. The school head-teachers should encourage this to all teachers and where possible organize the necessary resources for shelves and books. The community and parents through the pupils (who are their children) can donate books to these classroom libraries and help to organize them.

4.5.3 Supplementary public libraries

Public libraries also play a key role in the education of pupils from various schools as they supplement in what is lacking in some of the school libraries. It was explained by the librarian from Mutendere Public Library that public libraries supplemented school libraries by; providing library reading spaces which are quieter than school libraries, have more books compared to most government school libraries, always open even when schools close and their affiliation cards can be used to any city council library.

The librarian from Mutendere further added that they had recent books in line with the revised Zambian curriculum. These books included; Biology for grade 12, computer studies for grade 8, 9, and 10, Social Studies grade 7, Civic Education grade 10, English grade 7 and 12, History grade 10, Religious Education grade 9 and Mathematics 12. With these mentioned materials, public libraries can prove to be very helpful and complement to the needs of the school libraries. School librarians and the librarians in the public libraries should collaborate more often for the good of the pupils to enhance interlibrary loans.

CHAPTER FIVE (5)

5.0 Summary, Conclusion and Recommendations

5.1 Summary

The purpose of the study was to evaluate the management of school libraries in selected private and government secondary schools in Lusaka District. The study was conducted from 6 secondary schools which included (3) government schools: Munali Boys Secondary School, Matero Girls Secondary School and Kabulonga Girls Secondary School; and three (3) private schools: Lake Road Secondary School, Lusaka International School and Rhodes Park School. The Zambia Library Service Head office in Lusaka was also visited and two (2) public libraries within Lusaka were also visited these being Lusaka Inter-city Public Library in Lusaka Town and the Mutendere Public Library in Mutendere compound.

The status of the school libraries varied between the private and the government school libraries. In government schools the school libraries were not in good condition to be operating as they were in old buildings stocked with old and torn books, they lacked a number of things which included good furniture, current books, security systems, computers and trained librarians. However private school libraries were in good condition as they served the purpose for which they were established. They were well stocked and were also able to meet the pupils' information needs. However, the information base keeps growing on a daily basis raising a need for the school libraries to keep updating their collections on a yearly basis in order to keep abreast with the latest information on the market.

All the government school libraries from Matero Girls, Munali Boys and Kabulonga Girls schools were being managed by teacher librarians who were not trained in librarianship. As such, these libraries were not being managed to the expected standards for school libraries. For example, at the time of this study it was established that the books at Matero Girls School library were disorganised as they were not classified, this posed a challenge to the pupils as they had difficulties in finding books. On the other hand, the private school libraries from Rhodes Park, International School of Lusaka and Lake Road schools were being managed by librarians, two of them having degree qualifications and one having a diploma in librarianship. These libraries had books classified using the DDC and the shelves had labels to guide pupils were to find specific books under their subjects.

The school head-teachers play a number of key roles in the management of school libraries. These include; making sure that the libraries are operational, conducive for studying, have necessary materials or books required by the school communities. They also play a role to in seeking for donations from well-wishers to donate books to the school libraries. It was established that the head-teachers also played a role in encouraging and motivating both the pupils and teachers to utilize the library. It is also the role of the head-teachers to bring the libraries to acceptable school library standards. It is also their role to supervise the librarians or teacher librarians and encourage them to collaborate with the teachers.

The school librarians and the head-teachers need to put in place measures that attract and motivate pupils to use the libraries. These measures and activities included; library corners in classrooms, colourful charts in the library, orientation and library periods which encouraged pupils to use the libraries, programs such as sport-light on authors, quiz and giving of prizes, international book week and advertising new books on the notice boards. These were the main remedies that the school libraries had in place to encourage the pupils to use the library.

The school libraries were facing a number of challenges in their quest to deliver quality services. These challenges included; poor library security, lack of library computers leading to poor ICT status, no library management system for circulation of library books, thefts of books by pupils, lack of funding making it difficult for these school libraries to acquire materials, lack of teachers-librarian collaboration, pupils not returning books on time hindering access to those books by their friends, pupils not allowed to borrow books and lack of trained librarians for the government schools.

It is the role of the school head-teachers to make sure that the school libraries are operating and have all the materials they need. To mitigate the challenges that the libraries were facing the school head-teachers need to realise and take a leading role in managing the library. They need to take a leading role in raising funds and supporting the library budgets, advocate for and encourage collaboration between the teachers and the librarians.

The government school libraries have to upgrade the libraries to modern libraries with new library shelves, increased study space, new comfortable chairs and tables, security systems as well as library management system, library computers and a person or guard to be stationed all the time in the library in order to observe and

maintain order in the library. In addition to this, the schools need to have the teacher librarians trained in library skills and management. As the libraries have a lot of old and torn books, there is needs to weed out most of these books in order to have space for new books and have books which are in good shape and attractive to pupils.

5.2 Conclusion

This research was conducted with an objective to establish the management systems of school libraries from selected government and private schools, presenting a comparison of these libraries from the two different setups. It was established that the private school libraries are doing far much better than the government school libraries. One reason owing to this was that the private schools have a push of funds which are given to the libraries for their operations. It was also established that the private school libraries had employed qualified librarians and their impact could be seen from the way their libraries were managed. The trained librarians could; select and manage a quality collection; co-operatively plan and teach; provide recreational reading; are experts in current literacy research and practices; and are leaders of information literacy and educational technology.

A library is not only providing study space and books, it goes behold that to include; imparting information research skills, computer skills, sourcing for information on behalf of the pupils or teachers, providing reference services, teaching academic writing, using technology to better provide quality services. These services can only be accessed from a library with a trained librarian who has the knowledge and expertise in librarianship. The librarian is able to; manages the school library program and all activities relating to it (program development), implements policies, develops procedures, manages budgets, evaluates the school library, develops partnerships with other libraries, and creates a welcoming and user-friendly environment to stimulate excitement for lifelong learning.

The study also indicates that collaboration between the librarians and the teachers and pupils should be enhanced. The school head-teachers should spear head the task of enhancing collaboration between the librarians and the teachers in order for the school to function as a system whose goal is to achieve good academic performance of the pupils. In order to achieve this, there is need to evaluate the school libraries and make sure that the school library programs and services seek to; create and develop motivating, flexible physical and digital learning spaces, run independent learning programs, which integrate information resources and technologies, equip pupils with

the skills necessary to succeed in a constantly changing technological, social and economic environment, collaborate with classroom teachers to plan, implement and evaluate inquiry-based programs that will ensure pupils acquire skills to collect, critically analyze and organize information, problem-solve and communicate their findings.

The findings of the study also indicate that the school libraries should be supplemented by public libraries and home libraries in order to enhance the literacy skills of the pupils. Where school libraries are lacking, the public libraries should come in to supplement. The parents and guardians of the pupils should also take it upon themselves were they can manage to buy the required text books for their children.

As the private school libraries and government school libraries present different status of libraries and are managed differently, they present a platform from which the two library environments can learn from each other in their quests to better provide quality library services. Government school head-teachers should emulate and learn from the private school head-teachers how they manage to keep their school libraries in good shape.

The study results also indicated that most of the school librarians were not aware of; library legislation; the Standards and Guidelines on school libraries, school library provision as stipulated in „Educating Our Future,“ and what the Education Act 2011 says about the school library. The librarians should take keen interest in knowing the law that governs the establishment of libraries as this helps in setting standards for the libraries.

5.3.0 Recommendations

This section presents recommendations to; the government of the republic of Zambia, recommendations for law and policy, school head-teachers, school librarians and recommendations for further research. These recommendations will be presented to the relevant people and institutions that were sampled in this study in order to communicate to the people what needs to be done to improve the quality of school libraries. In view of the findings from the other chapters, it is therefore recommended as follows:

5.3.1 Recommendations for the Government of Zambia

- Government should introduce a special department in the Ministry of General Education to oversee the development of school libraries including the provision of reference and information resources or revamp and strengthen the Zambia Library Services to work to its full potentials.
- Government should also consider setting up special funds for developing and rehabilitating school libraries. This will ensure that creation of adequate space and better utilization of reference and information services by pupils is enhanced.
- The Zambian government should also recruit qualified school librarians or teacher librarians to staff school libraries and library reading time should be allocated in all schools time tables to allow pupils use and access reference and information services in school libraries.

5.3.2 Recommendations for Law and Policy

- School library policy and standards should be developed by Ministry of General Education in order to govern the development of school libraries and management of reference work and information services. To this regard there is a great need to pass an act in parliament that will see library legislation passed and made policy from which the establishments, maintenance, and managing of libraries can have legal backing.

5.3.3 Recommendations for Head-teachers

- The school head-teachers need to recognize the contributions that the school library and the librarian's service make to inspiring pupil's reading, supporting their literacy and developing their information skills. They need to consider the school library as a tool in the School Improvement Plan and include it in the Self Evaluation Framework (SEF) for the school.
- It is highly recommended that school head-teachers should challenge and champion the services of the library, act as advocates for it and ensure that staff is trained to deliver this and that the role of the library is built into the anti-bullying strategy.
- They also need to review the Continuing Professional Development (CPD) program for school librarians (especially teachers who have no training in library skill/management) and ensure that they receive the training which will support them in forging better delivery of library services and partnerships across the school.
- Head-teachers need to ensure that pupils have access to staff (teachers and librarians) who have the expert knowledge of children's literature which can help build a love of reading and knowledge of how to develop pupils' information literacy skills.
- They also need to give libraries a strategic role in the school's ICT development and use in order to enhance online research skills for pupils and access a wider variety of knowledge that the internet has to offer.
- They should not wait for government to sponsor the libraries but instead take it upon themselves and spearhead fundraising ventures for the library in order to support the library in areas where its lacking (purchasing updated books in line with the new school curriculum, library computers, security system and so on).

5.3.4 Recommendations for School Librarians

- The major burden falls on the librarians as they are the ones to make the library into a state of the art. Therefore, they have to work pro-actively in partnership with teachers through curriculum planning to align the school library with their educational purpose and involve themselves in delivery.
- They need to take it upon themselves to create new partnerships in the wider community and partner with other school libraries, public libraries, booksellers, community and voluntary groups in order to have a platform from which they can learn from fellow librarians, share their experiences and discover the new trends in librarianship in order to keep abreast with the latest information and technologies in the management of libraries.
- As librarians they need to understand the reading cultures of the pupils and ensure that the services that they provide can meet and support the differentiated needs of all categories of pupils in there school. It is also pertinent that librarians involve pupils in library design, management and delivery of library services. .
- Therefore, librarians need to keep up to date with how pupils use new media and support this in the library in order to make the library as a place for information acquisition and sharing among pupils and the teachers as well.

5.3.5 Recommendations for further Research

- The study has immerging issues focusing on the challenges of promoting quality service delivery by the school libraries. An in-depth study of the existence of home libraries and their impact to raise literacy levels in Zambia is one area that needs to be researched on.
- The Ministry of Education uses such documents as „Educating our Future,“ „Educational Act“ and the „Standards and Evaluation Guidelines“ to set a basis and law for which a school library is expected to operate. Further research needs to be carried out on whether the school libraries are aware and implement these policies and laws governing the establishment, development and maintenance of school libraries.

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Appendix i: Permission Letter from University of Lusaka



Plot No. 37413, off Alick Nkhata Road, Mass Media, P.O. Box 36711, Lusaka
Phone: +260 211 233407, 258409, Fax: +260 211 233409, E-mail: ictar@zamnet.zm, unilus@zamnet.zm

All correspondence should be addressed to the rector

8th February, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

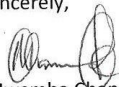
RE: DATA COLLECTION REQUEST- THE MANAGEMENT OF SECONDARY SCHOOL LIBRARIES: A COMPARATIVE STUDY OF SELECTED PRIVATE SCHOOLS AND GOVERNMENT SCHOOLS IN LUSAKA DISTRICT

This letter serves to introduce **MWALE OSCAR G. L** Student Identity **MEDA1510879** as a bona fide student of the University of Lusaka pursuing a Master of Educational Administration and Management.

MWALE OSCAR G.L is required to submit a Dissertation as part of the requirements for the award of the degree and therefore seeks to collect data from your institution. His Dissertation title is stated above. The data will be used solely for Academic purposes and a copy of the final document can be availed to you upon request.

Any assistance given to him will be greatly appreciated.

Sincerely,


Mwamba Chanda (Mr.)

DEPUTY REGISTRAR



Passion for Quality Education! Our Driving Force

Appendix ii: Permission Letter to School Head-teachers
University of Lusaka

Plot 37413 Off Alick Nkhata Rd, Mass Media

P.O Box 36711

Lusaka.

The Head teacher/Principal

..... Secondary School

P.O. Box

Lusaka.

Dear Sir/Madam,

RE: Permission to conduct qualitative research for Master of Education Administration and Management Degree

With reference to the above subject, I am hereby seeking permission to conduct a qualitative research in this school. I am a registered postgraduate student at the University of Lusaka, the focus of my study is the Management of School Libraries both in government secondary school libraries and private secondary school libraries. My supervisor is Dr. Kapambwe Lumbwe (Lecturer at University of Lusaka).

My research topic is: „*The management of secondary school libraries: A comparative study of private schools and government schools in Lusaka District.*’ The study will involve interviewing selected members of your schools which include the School Head Teacher, 5 teachers and the School Librarian and conducting focus group discussions with 15 pupils (grade 10-12). The focus group discussions and some interviews will be recorded on audiovisual equipment for the purposes of transcription and analysis of data and thereafter the tapes of audio files will be destroyed. These recordings will only be view by myself and my supervisor and used for academic purposes only. Confidentiality of participants is assured and each participant will be expected to sign a consent form before being interviewed.

I am interested in finding out how the library is managed, what strategies the libraries have put in place to attract and motivate pupils to utilize the school library and just how important the library is to their education. The learners will be engaged in an informal discussion, in which the above topic will be explored. The interview(s) will last

approximately an hour and a half. The time(s) best suited for the interview(s) will be as the school deems appropriate and will not interfere with the learners' school studies.

Yours Faithfully,

Mwale, Oscar G. L

(Email: lemekani.oscar@ymail.com Cell Phone Number +260978944273)

This proposal carries my approval

Dr. Kapambwe Lumbwe (Supervisor)

(Office number: +260 211 233407, 258409 Email: lumbwe@unilus.ac.zm)

Appendix iii: Permission Letter to Ministry of Education

University of Lusaka

Plot 37413 Off Alick Nkhata Rd, Mass Media

P.O Box 36711

Lusaka.

10th February, 2017.

Ministry of General Education,

Lusaka Provincial Headquarters

P.O Box

Lusaka.

Dear Sir/Madam

RE: Permission to conduct qualitative research for Master of Education Administration and Management Degree

With regards to the above-stated subject, I hereby seek permission to conduct a qualitative research in Lusaka District. I am a registered postgraduate student at the University of Lusaka, the focus of my study is the Management of School Libraries comparing the management systems in government secondary school libraries and private secondary school libraries. My supervisor is Dr. Kapambwe Lumbwe (Lecturer at University of Lusaka).

My research topic is: „*The management of secondary school libraries: A comparative study of some private school libraries and government school libraries in Lusaka District.*’ The study will involve interviewing specifically selected members of the selected schools in Lusaka. The focus group discussions and some interviews will be recorded on audiovisual equipment for the purposes of transcription and analysis of data and thereafter the tapes of audio files will be destroyed. These recordings will only be viewed by myself and my supervisor and used for academic purposes only. Confidentiality of participants is assured and each participant will be expected to sign a consent form before being interviewed.

Aside from contributing to my research, the finding of this research could be used for further research on the management of school libraries and can serve as a guide for the school effectively management of the school libraries.

Yours Faithfully,

Mwale, Oscar G. L

(Email: lemekani.oscar@ymail.com Cell Phone Number +260978944273)

This proposal carries my approval

Dr. Kapambwe Lumbwe (Supervisor)

(Office number: +260 211 233407, 258409 Email:)

Appendix iv: Permission Letter from Ministry of Education

All communications should be addressed to
the Provincial Educational Officer and not
to any individual by name

Telephone: +260 -211- 250655/251220
Fax: +260-251009



In reply please quote:
PEOLR/101/41/14
No.

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION
OFFICE OF THE PROVINCIAL EDUCATION OFFICER
LUSAKA REGIONAL HEADQUARTERS
PRIVATE BG RW 21E
LUSAKA

20th February, 2017

The Headteachers of GVT and Private Schools:

.....
LUSAKA

**RE: INTRODUCTORY LETTER FOR MWALE OSCAR G.L. STUDENT AT
UNILUS. I. D. NUMBER: MEDA1510879**

I write to introduce Mwale Oscar G.L, a bonafide student of the UNILUS currently pursuing a master of Educational Administration and Management.

As part of his studies, he is required to submit a Dissertation in data Collection.

His Dissertation title is "The Management of Secondary School Libraries: A comparative study of selected Private Schools and Government Schools in Lusaka District".

Accordingly, the above stated student has been granted authority to collect data at your school.

Kindly facilitate by availing him the information sought.

A handwritten signature in blue ink, appearing to read 'Ngoma Felix Z.', with a long horizontal stroke extending to the right.

Ngoma Felix Z.
PROVINCIAL EDUCATION OFFICER
LUSAKA PROVINCE

/mkk

Appendix vi: Concert Form

INTERVIEW CONSENT FORM

Mwale Oscar G. L (MEDA 1510879) has received approval from the University of Lusaka and from the Ministry of General Education to undertake a research project entitled:

The management of secondary school libraries: A comparative study of private schools and government schools in Lusaka District.

The information will be obtained by conducting Individual and/or Focus Group Interviews.

I will appreciate your willingness to participate. All information obtained will be kept confidential and no participant will be identified in the research report. You are at liberty to withdraw from this project at any stage should you not feel comfortable with the information being requested from you.

I.....have read the above and agree to participate in this study on understanding that:

- All information will be confidential
- I am free to withdraw at any stage without jeopardy to University of Lusaka or myself.

Signed.....

Date.....

This proposal carries my approval.

Dr. Kapambwe Lumbwe (Supervisor)

(Office number: +260 211 233407, 258409 Email: lumbwe@unilus.ac.zm)

Appendix vii: Interview Guide for Key Informants

INTERVIEW GUIDE FOR KEY INFORMANTS FROM THE ZAMBIA LIBRARY SERVICES

Research topic: The Management of Selected Secondary School Libraries: A Comparative Study of Private schools and government schools in Lusaka District

Theme 1: What would you say is the current status of secondary school libraries in Zambia?.....

.....

Theme 2: Do you have statistics as to how many secondary schools in Lusaka have functioning libraries?.....

If yes, can these statistics be made available to the researcher?

.....

Theme 3: Do you think these school libraries are meeting the pupils" and teachers" information needs?

.....

.....

Theme 4: What would you say is the status of ICTs in these secondary School libraries?

.....

Theme 5: Do these libraries have permanent librarians or teacher librarians that run and management these libraries?

.....

Theme 6: Do the head teachers or school managers play a role in the management of these libraries?.....

Please explain what roles these are?

.....

.....

Theme 7: Where the secondary school libraries do not meet the information needs of pupils, (areas where the school libraries are lacking) do the public libraries for example the Lusaka City Library provide or supplement in that line?

.....
.....
Theme 8: The concept of “home libraries” do you think it exists in Zambia where a given family usually has a small collection of books placed on a shelf in one of the rooms in the house?

.....
.....
Theme 9: Is there Library Legislation in Zambia?.....

If it's not there, what law governs the establishment and operations of libraries in Zambia?.....
.....

What are the negative effects of not having Library Legislation?.....
.....
.....

What are the advantages of having Library Legislation?.....
.....
.....

Theme 10: What would you say are the challenges that most schools face in the management of these libraries?.....
.....
.....

Theme 11: What would you recommend the schools and government do in order to improve the status of these libraries and promote maximum usage of them?
.....
.....

Thank you for your time

Your cooperation is highly appreciated

Appendix viii: INTERVIEW GUIDE FOR KEY INFORMANTS (PUBLIC LIBRARIES)

INTERVIEW GUIDE FOR KEY INFORMANTS (PUBLIC LIBRARIES)

Research topic: The Management of Selected Secondary School Libraries: A Comparative Study of Private and government schools in Lusaka District

Theme 1: What would you say is the current status of this public library?

.....

Theme 2: Who are your most frequent patrons?

.....

Theme 3: How is this library managed and who are the managers?

.....

Theme 4: How many qualified librarians does this library have?

.....

Theme 5: Do you think Zambia has enough public libraries to supplement what school libraries are not able to offer in terms of library services?

.....

.....

Theme 6: Does this library stock materials of the new Zambian school curriculum?....

If yes, please mention these materials?

.....

.....

Theme 7: In what ways would you say this library helps to supplement secondary school libraries?

.....

Theme 8: Do you as a library collaborate with other libraries in this case school libraries?

If yes please explain the kind of collaboration that is there (e.g inter-library lending)?

.....

.....

Theme 9: The concept of “home libraries” do you think it exists in Zambia where a given family usually has a small collection of books placed on a shelf in one of the rooms in the house?

.....

Theme 10: Is there Library Legislation in Zambia?.....

If it's not there, what law governs the establishment and operations of libraries in Zambia?.....
.....

What are the negative effects of not having Library Legislation?.....
.....

What are the advantages of having Library Legislation?.....
.....

Theme 11: What would you say are the challenges that most schools face in the management of these libraries?.....
.....

Theme 12: What would you recommend the schools and government do in order to improve the status of these libraries and promote maximum usage of them?
.....
.....

Thank you for your time

Your cooperation is highly appreciated

Appendix ix: Head-Teachers Interview Guide

Head Masters/School Managers' Interview Guide

Name of school

Category of school

1). In which area is the school located

2). How many pupils are in this school

3). How many teachers are in this school.....

- 4). Does the school have a functioning library
-
-
- 5). What roles do the libraries play in the education process of the pupils?
-
-
- 6). What would you say is the current state of your school library?
-
-
- 7). How is the school library operations managed? (is it by a trained librarian or an appointed teacher to head the library, or by regular untrained staff, or by a pupil).....
-
- 8). As the school headmaster or deputy headmaster, what roles do you play in the management of the school library?
-
-
- 9). Does the school hold high value of the library in relation to other facilities of the school for example the computer laboratory or the science laboratory?
-
-
- 10). Has the school put in any remedies to encourage maximum utilization of the library? If yes please mention and explain these remedies
-
-
- 11). How does increased and better collaboration of school librarians with teachers, and the school headmaster and public libraries improve the academic performance of the learners?
-
-
- 12). Do you think the underutilization of libraries in most schools is as a result of the country's education system which still dwells on teacher centered type of teaching?

.....
.....
13). What would you say are the challenges that you face in the management of the library?

.....
.....
14). In line with the mentioned challenges, what recommendations would you suggest in order to promote effective management of libraries and their maximum usage?

.....
.....
.....

Thank you for your time,

Your participation is highly appreciated

Appendix x: Interview Guide for school Librarian

Interview Guide for the School Librarian

Name of school

Category of school

1). What services does the library offer to the pupils and the teachers?

.....
.....

2). What roles do the libraries play in the education process of the pupils?.....

..... 3).

What would you say is the current state of your school library?

.....

4). What are the operating hours of the library?

.....

5). Does the school have allocated and timetabled period for pupils to come and read in the library?

.....

6). Are pupils allowed to borrow books from the library?

.....

7). For how long is a pupil allowed to keep a book

.....

7). On average how many pupils borrow books in a day?

.....

9). Do you think your library is meeting the pupils' reading/information needs?

.....

10). What other facilities are available in the library?

.....

11). What strategies has the library put in place to encourage pupils to utilize the library?.....

.....

12). How do you stock the library, is it through own purchases or through donations?

.....

If it's through own purchases, approximately how much is allocated to purchasing of books per year?

.....

13). What is the sitting capacity of the library in relation to the number of pupils at this school?

.....

14). What is the size of the library collection.....

.....

15). Does the library have a permanent librarian and if so what qualifications does he or she hold?

.....

16). Does the Headmaster or school manager play any roles in the management of the library?

If yes, please explain these roles that the headmaster plays

.....

.....

17). What comment would you make on the library legislation in line with the management of libraries, can library legislation have a positive impact on the effective management of school libraries?

.....

.....

18). Are you aware of the Standards and Evaluation Guidelines on library management from the Ministry of Education, Science, Vocational Training and Early Education?

If yes, do you use these standards in the running and management of this library?

.....

19). What are the major challenges that the library is currently facing?

.....

20). What are some of the challenges that the library faces in its management?

.....

21). What recommendations would you suggest be put in place to improve the management and operations of the school library?

.....

.....

Thank you for your time

Your participation is highly appreciated

Appendix xi: Interview Guide for Teachers

Interview Guide for Teachers

Name of school

Category of school

1). Does your school have a functioning library?

.....

2). What would you say is the current status of your school library?

.....

3). What services does the school library provide to teachers?

.....

4). What roles do the libraries play in the education process of the pupils?

.....

.....

5). Do you as a teacher access or use the library?

For what reasons do you access the library for?

.....

.....

6). Does the library have books or information materials pertaining to the subject(s)

that you teach?

If yes, please explain what kind of books or materials these are?.....

.....

7). How would you rate your pupils' level of using the library?.....

.....

8). Do you as a teacher encourage the pupils to use the library and give them work that requires them to research from the library?

.....

.....

9). Does your school have allocated and timetabled periods for pupils to use the library?

.....

10). Do you think your library is meeting the pupils' reading needs?

.....

11). Does the library have a permanent school librarian?

.....

12). What would you say are the roles of the School Head Master in the management of the school Library?.....

.....

.....

13). Does the head teacher encourage teachers to use the library and collaborate with the librarian?

.....

.....

14). What measures do you think have to be put in place in order to improve the management of school libraries and the facilities in these libraries?

.....

.....

Thank you for your time

Your participation is highly appreciated

Appendix xii: Interview Guide for Key Informants

INTERVIEW GUIDE FOR KEY INFORMANT FROM THE ZAMBIA LIBRARY SERVICES

Research topic: The Management of Selected Secondary School Libraries: A Comparative Study of Private schools and government schools in Lusaka District

Theme 1: What would you say is the current status of secondary school libraries in Zambia?.....
.....

Theme 2: Do you have statistics as to how many secondary schools in Lusaka have functioning libraries?.....

If yes, can these statistics be made available to the researcher?

.....**Th**
eme 3: Do you think these school libraries are meeting the pupils" and teachers" information needs?

.....
Theme 4: What would you say is the status of ICTs in these secondary School libraries?

.....
Theme 5: Do these libraries have permanent librarians or teacher librarians that run and management these libraries?

.....**Th**
eme 6: Do the head teachers or school managers play a role in the management of these libraries?.....

Please explain what roles these are?

.....
Theme 7: Where the secondary school libraries do not meet the information needs of pupils, (areas where the school libraries are lacking) do the public libraries for example the Lusaka City Library provide or supplement in that line?

.....
.....

Theme 8: The concept of “home libraries” do you think it exists in Zambia where a given family usually has a small collection of books placed on a shelf in one of the rooms in the house?

.....

Theme 9: Is there Library Legislation in Zambia?.....

If it's not there, what law governs the establishment and operations of libraries in Zambia?.....

.....

What are the negative effects of not having Library Legislation?.....

.....

.....

What are the advantages of having Library Legislation?.....

.....

.....

Theme 10: What would you say are the challenges that most schools face in the management of these libraries?.....

.....

.....

Theme 11: What would you recommend the schools and government do in order to improve the status of these libraries and promote maximum usage of them?

.....

.....

.....

Thank you for your time

Your cooperation is highly appreciated

Appendix xii: Interview Guide for Focus Group Discussions

Interview Guide/Discussion Guide for Focus Group Discussion with the Pupils

Name of School

Category of School

1). Observe the number of boys and girls taking part in the discussion

.....
.....

2). Establish their ages and their grades

.....
.....

3). Establish whether the school has a functioning library.....

.....
.....

4). Who manages the library and how many members of staff are there

.....
.....

5). In what state is the library (is it conducive to study in, how is the ventilation, the chairs and tables, the shelves).....

.....
.....

6). What facilities or services does the school library provide to you the learners

.....
.....

7). Does the library have enough books to cater for the majority of the school pupils

.....

If not, which books are lacking

.....
.....

8). How often and for what reasons do you access the library

.....
.....

9). Are the learners allowed to borrow books and for how long?

.....
.....

10). Has the library put any measure or things that attract pupils to use the library

.....

If yes, please explain further what these things are

.....

.....

11). Do teachers encourage you (pupils) to use the library?

.....

.....

12). Do teachers give you work that requires you to source for information from the library.....

.....

13). Does the school have a scheduled timetable in which pupils are expected to use the library.....

.....

14). What are the challenges that you face in using the library

.....

.....

15). What recommended measures would you like the library to put in place in order to mitigate the challenges pupils face in accessing the library.....

.....

.....

Thank you for your time

Your participation is highly appreciated

Appendix xv: Observation Checklist

Observation Checklist

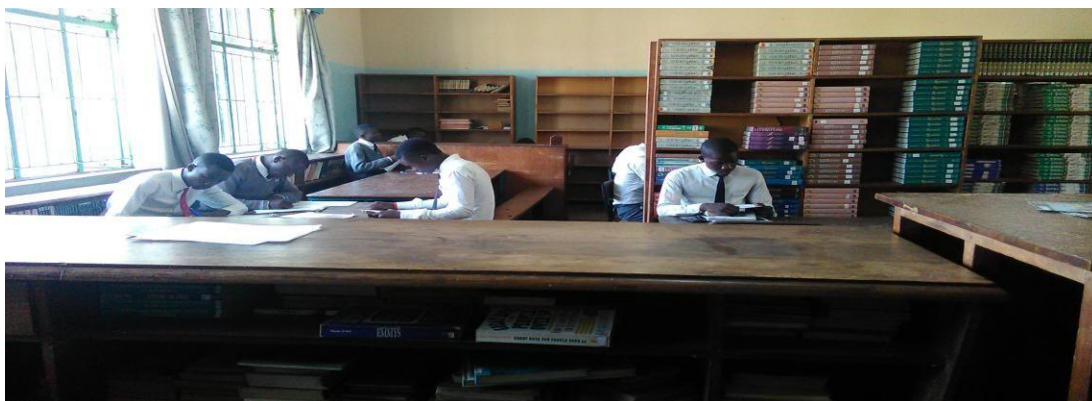
ISSUE	CHECKLIST	OBSERVATION
Management	<ul style="list-style-type: none"> • Who is in charge of the library • Library supporting staff 	

Storage materials	<ul style="list-style-type: none"> • Books placed on shelves which are easily accessible to the learners • Where there are no shelves, metal trunks can be used • Periodicals should be stored on sloping shelves or special periodical displays • Provisions for electronic materials 	
Stock of school library	<ul style="list-style-type: none"> • Most library stock will consist of books but may also consist of electronic books • Books must be of quality and recommended text • Books must cater for all various reading levels and including leisure reading • Reference materials should include maps, dictionaries, atlases, charts, encyclopedias • There must be at least five copies of any given title in the library 	
ICTs	<ul style="list-style-type: none"> • Does the library have any computers to be used by learners • Does the library have any other devices for accessing audiovisual materials 	
Rebinding	<ul style="list-style-type: none"> • Books in poor state should be bound • Learners can take part in book binding with the help of library staff • There should be a room for book repair 	
Classification and cataloguing	<ul style="list-style-type: none"> • The library should have a classification system in place using the Dewey Decimal Classification • Books should be catalogued using the Anglo American Cataloguing Rules 	
Departmental libraries	<ul style="list-style-type: none"> • Are there departmental libraries containing relevant books to specific subjects of the departments • If so, do these libraries collaborate with the main library? • Does the head of department or section keep an inventory of all books received and issued 	

Library furnitur and study space	<ul style="list-style-type: none"> • Tables and chairs should be available in th library or alternatively desks can be used • Library space should at least accommodate 3 percent of the school population • Library must have its own space in the school • Library should be situated where everyone ca visit it easily and conveniently • Library must be well lit, well ventilated an secure, with burglar bars on windows and gri gates on outer doors for security • Storage rooms, shelves and reading spac must be clean and tidy • Library must have no leakages, moisture damp places or dust • The library must have toilets for library staff • No food or drinks should be brought into th library 	
Use of th library	<ul style="list-style-type: none"> • There should be a timetable available fo learners to use the library • A record of books borrowed or lent should b maintained • Are learners encouraged to use the library 	

Appendix xvi: Photos showing actual statuses of secondary school libraries from the selected schools

Government Secondary School Libraries



Source: Field Data 2017: Pupils studying their own notes from their note books because the library has outdate books and book which are not for the current syllabus



Source: Field Data 2017: Library Prefect in charge of one of the government secondary school library



Source: Field Data 2017: Worn out and outdated books in one of the government secondary school libraries



Source: Field Data 2017: Pupils searching for books in line with an assignment they were given



Source: Field Data 2017: Nonfunctional computers in one of the government secondary school libraries (poor ICTs Status)



Source: Field Data 2017: A pupil studying her own notes



Source: Field Data 2017: Shelves are full of books which are not in line with the current/newly introduced syllabus in Zambia

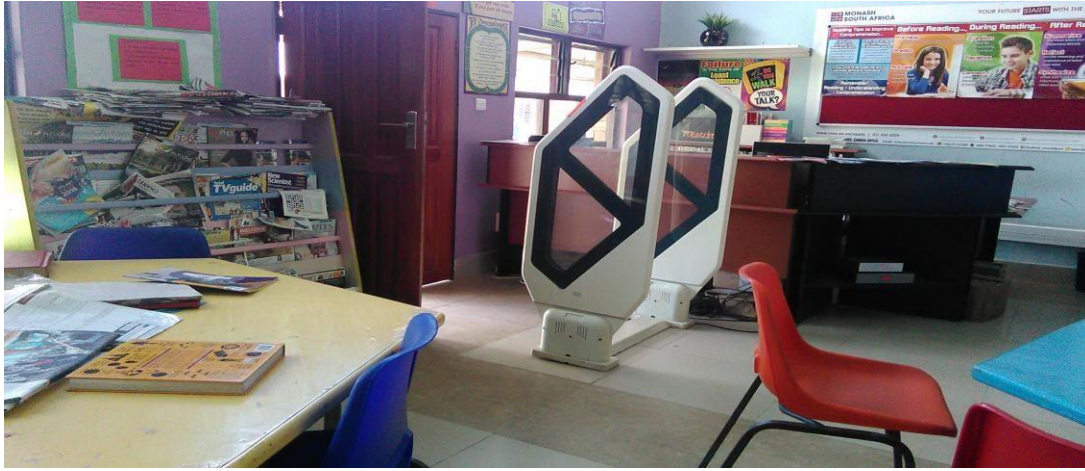


Source: Field Data 2017: The study space is only sufficient for 5% of the whole population of pupils

Private Secondary School Libraries



Source: Field Data 2017: Current and relevant books



Source: Field Data 2017: Good library security systems



Source: Field Data 2017: Attractive study environment



Source: Field Data 2017: Good and current ICTs



Source: Field Data 2017: The library even has air conditioners and CCTV (cameras) to observe and monitor the activities of pupils in the library



Source: Field Data 2017: Use of Television and DVD Players to provide lessons and information on CDs