

**SECONDARY SCHOOL PUPILS' PERCEPTION OF FACTORS INFLUENCING
THEIR UTILIZATION OF SCHOOL LIBRARIES: A CASE STUDY OF THREE
SELECTED GOVERNMENT SECONDARY SCHOOLS IN LUSAKA.**

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DECLARATION

We as the group, (Fred Chisala with computer number 2017009172, Dubz Kabamba 2017001476 and Diana M. Isiteketo 2016136188) pursuing Bachelor Degree in Library and Information Science at the University of Zambia, do hereby declare that the work presented and compiled in this study is our own original work and not a reproduction of any authored work.

Group leader's Signature.....

Dates.....

DEDICATION

We dedicate this research report to the one and only true God for carrying us through the course and for giving us the strength and grace we needed. We dedicate this report also to our families (parents) for been there for us and being advocates for education all our life. To our siblings we really love you so much and thank you for your support. Thank you for making this journey easier.

To our friends, we appreciate each one of you most sincerely.

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ABSTRACT

The study investigated Secondary school Pupils' perception of factors influencing their utilization of school libraries a case of Libala and Olympia park secondary schools. The objectives of the study were to establish pupils' utilization of their school libraries, to find out pupils' views about the availability of information resources and services in their school libraries, to find out pupils' opinions regarding the accessibility information resources & services in their school libraries and to find out pupils' feelings regarding the adequacy of information resources and services in their school libraries. The study used the qualitative approach and case study research design in order to effectively achieve the research objectives. The target population was grade elevens and twelve from both Libala and Olympia Park secondary schools. The total number of participants involved in the study was 42 from two schools. Interview was the main data collection tool in this study and triangulation method was also engaged during data collection and it included observations. The findings indicated that library materials were not adequately available in school libraries and certain school library did not have library materials for learners to use. It was also observed that school library had little study space and therefore, priority was given to the grade 12 at the time of data collection. The finding also indicated that a good number of pupils were not utilizing the library facilities due to various reasons that include distance from their home and school thus; when they knock off they used to go home directly as well as lack of relevant books in their library. The recommended that there was a need to fund school libraries adequately as well as deploy trained librarian in schools, expand school library facility because the current study space is too small and for future researchers, the study recommended that they investigate why certain school libraries like that of Olympia Park secondary are less effective than others like Libala school library. Finally, the study recommended that there was a serious need for proper management of school libraries.

LIST OF ACRONYMS

CD	Compact Disc
COVID-19	Coronavirus Disease 2019
HELSB	Higher Education and Scholarship Board
ICT	Information and Communication Technologies
LSS	Libala Secondary School
OPSS	Olympia Park secondary School
ROM	Read Only Memory
UNZA	University of Zambia

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CHAPTER ONE: INTRODUCTION

1.1 Overview

In looking at secondary school Pupils' perception of factors influencing their utilization of school libraries, this chapter covers the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance, and research limitation. The chapter shall also provide the operational definitions/ abbreviations, ethical consideration and research proposal lay out. Lastly, a summary of what this chapter would have covered shall be given.

1.2 Background to the Study

Library and education are two vital institutions of socialization and perpetuation of the human race (Hawwau, 2015). Education can be viewed as a cardinal concept that is needed to make an individual to be developed socially, morally, culturally, technologically, politically and religiously (Suleiman, Hanafi and Muhajir, 2018). The acquisition of sound education helps one contribute greatly to the development of the society of where he or she belongs and School is regarded as a place for receiving quality education (Ibid). Education as a result of knowledge imparted develops abilities, attitudes, behavior and technical know-how, and the agency responsible for acquiring, disseminating and imparting this knowledge is the library (Hawwau, 2015).

Libraries fall in several categories which includes National, public, academic, school, special and private libraries. Each type of library develops its mission statement, collections, services and facilities to satisfy the needs of its particular clientele (Ternenge and Agipu, 2019). The school library is an important aspect of the secondary school education system which supports education in general and plays an important role in the teaching and learning process. It can be regarded as the academic nerve center of the school (Ibid).

According to Arinde (2010), a school library is designed mainly for provision of all kinds of teaching and learning resources. Mulauzi and Munsanje (2013) in conclusion of their study, provided some roles of school Libraries such as creating and promoting a reading culture among learners and make available and accessible the reading materials to learner. It is therefore,

imperative for librarians and teachers together with their school administrators to create approaches which challenge learners to read (Mulauzi and Munsanje, 2013). The availability and accessibility of relevant reading materials can also inspire learners' interest, involvement and confidence in reading (Ibid) and thus making a positive impact on pupil's academic achievement. Learners use school library for reference purposes, which includes supplementing their class notes and assignments, which helped them in preparing for examination and it has positive effect on their academic performance (Benard and Dulle, 2014).

Libraries also serve as the source of information which is normally contained in different library materials. As we may be aware Information is considered as an important resource that contributes towards the development of a nation and it provides the core for the development of knowledge, the basis for innovations, and the resource for informed citizenry, and as a result, becomes a key commodity for the progress of a society. It plays a significant role in people's daily professional and personal lives and people are constantly challenged to take charge of the information that they need for work, fun and everyday decisions and tasks (Bruce, 2005).

There are various factors that influence Pupils' utilizations of the library either negatively or positively. One of the factors is the availability of library information resources and services. Libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, magazines, journals government documents, abstracts, indexes and grey literature such as projects, but also art reproductions, films, sound and video recordings, maps, Photographs, microfiches, CD-ROMs computer software, online resources such as databases e-journals, e-books and other media (Ternenge and Agipu, 2019).

The availability of these library materials (mentioned above) in different format influences the usability of the library in that users tend to use the library more because it has the information resources they need. On the other hand, lack of availability of information resources affects the utilization of the library in that users may stop utilizing the library. Benard and Dulle (2014) noted that one of the factors that positively influence students' reading fulfillment is the availability of textbooks books and other resources in the library.

When information resources are available in a library, services such as lending and borrowing of materials are enhanced. Learners tend to be unhappy with the lack of school library information

resources and that most of the library resources available in school do not please their needs (Arua and Chinaka, 2011). When different library materials are available in the library, pupils will have the reasons to enter and utilize those informational materials. In this case the availability of informational materials acts as the motivating or a pushing factor for pupils to enter and use the library of any type. But when information resources are not available in the library, pupils may fail to appreciate the importance of existence of the library.

Another factor that influences pupil's utilization of the library is the adequacy of information resources and services that the library should contain and provide respectively. The adequacy of information resources implies that information resources available must be sufficient enough to cover various subject areas in the curriculum. Information resources in a library whether in book or in non-book format are expected to be adequate and up to date (Abdulsalami, 2013). Learners expects to find information resources such as textbooks in the library for many subjects of the curriculum hence, the library need to contain adequate information resources to cater for a good number of learners at once.

A variety of literature will enlarge learners' choices as they visit the libraries. Inadequacy of relevant information resources in school libraries contributes to low level use of the library. Ajegbomogun and Salaam (2011) observed that there was poor utilization level in libraries that stocked literatures that were not only out of date but also unrelated to the information needs and interests of the pupils. The adequacy of information resources in the library may influence pupil's utilization of the library positively or negatively. For instance, when a pupil visits a library and he is able to find, use and even borrow the materials he wants that pupil will be inspired to use the library even more in future. But a pupil who whenever he goes in the library and try to borrow the book and always find that the material he desperately need is lent to someone else may lose interest in the library especially after encountering the same responses many of times.

Furthermore, accessibility to information resources is another key factor that influences pupil's utilization of the library. Information resources may be available in the library but the user may not be able to lay hands on them (Nwachukwu, Abdulsalami and Paulina, 2014). This could be as the result of lack of orientation and motivation on the part of pupils, lack of qualified librarians/technicians and poor arrangement of library resources (Omah and Urhiewhu, 2016).

The way library information resources are organized and the specified hours in which the library operates hinder or enhance accessibility to library information resources. The more accessible information sources are, the more likely they are to be used. Readers tend to use information sources that require the least effort to access (Nwachukwu, Abdulsalami and Paulina, 2014). Some pupils may not be aware about what that particular library offers in terms of services and information resources. When pupils do not know what is offered in the library, even access to those information materials will not be easier. Pupils should have access to various library materials available in the library. This is so because failure to access the library materials by pupils will hinder their utilization level of the library.

Nonetheless, in this study we shall focused on Pupils' perception of the factors that influences their utilizations of the school library. School libraries in the educational institutions such as pre-primary, primary and secondary schools are important to the life wire and foundational upbringing of children. This is because they primary stock materials that are of interest and developmental growth for young teenagers and youths of the era (Rasaq, 2000). School libraries are known as learning laboratory for the school. They provide the total learning package required by the students and their teachers. They exist to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner (Morris, 2004).

Dike (2000) sees school library as a learning laboratory per excellence where learners find the world of knowledge, interact directly with resources, acquire information and develop research skill for lifelong learning. The objectives of the school library are to serve the schools need and to make possible the purpose and methods of education which the school undertakes. The school library enables the students to look into new ways of learning and with its resources can play a role that aims at new ambitions education result which would be impossible if learning were restricted to the use of direct teaching and textbooks alone without the use of other school library resources. School library resources refer to the equipment and other instructional and study materials in the school library meant for teaching and learning. School library facilities also serve as instructional materials for teaching/learning. Arua and Chinaka (2011) state that school library information facilities are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to achieve educational goals.

The school library in addition to doing the vital work of individual reading, guidance and development of school curriculum, it serves the school as a center for instructional materials. Instructional materials include books, the literature for children, young people and adults, other printed materials, films, recordings and other latest media developed to aid learning. The function of an instructional material center is to locate, gather, provide and co-ordinate schools materials for learning and the equipment required for use of these materials.

Pupils perceive a library in various ways some pupils view the library as a good place to go because the atmosphere is conducive to study and others see it has a place to find information (Sullivan-Windle, 1993). Library users expect to find information resources readily available in the library and these information resources are expected to be adequate enough to cover many subjects of the curriculum as well as provide easier access to these information resources.

Consequently, through pupil's expectation of what the library should provide, experiences in usage of that particular library and also the rumors or what they hear about a certain library may formulate the basis for their perception of the library. The perception plays a bigger role on utilization of the library in that learners will have some ideas of what the library is for and what must be contained in that particular library hence, they will be attracted to that library and utilize its services. On the other hand, if the Library is negatively perceived, there will be poor access and utilization of the library services. The perceptions that people or pupils may hold about the library will affect its utilization because through pupil's perception, the library and its services may be painted black or the library and its services may be marketed.

1.3 Statement of the Problem

School libraries play vital role in as far as education is concerned. A school library needs to be utilized by its users for it to remain relevant to pupils and a school as whole. Effective utilization of the library by pupils may be attributed to factors such as the availability of library materials, adequacy of relevant materials and access to library materials (Benard and Dulle, 2014). Sometimes poor or increased access and utilization of the library may be as the result of pupils' perceptions of that particular library. Therefore, it is necessary that school librarians knows pupils' perception of their library in terms of the factors that influences their library usage. It is important that we investigate it from Pupils points of view so that we get clear picture about their opinion over the factors that influence their utilization of the library as pupils are the main users

of the school library. This could be one of the best ways to find out why there is much or less utilization of the school library by learners.

1.4 Research Objectives

1.4.1 General Objective

The main objective of this study was to investigate Secondary Schools pupils' perception of factors that influences their utilization of school libraries. A case study of three selected Government Secondary Schools in Lusaka.

1.4.2 Specific Objectives

The specific objectives of the study were:

1. To establish pupils' utilization of their school libraries
2. To find out pupils' views about the availability of information resources and services in their school libraries
3. To find out pupils' opinions regarding the accessibility information resources and services in their school libraries
4. To find out pupils' feelings regarding the adequacy of information resources and services in their school libraries

1.5 Research Questions

The research questions of the study were as follows:

1. How do pupils utilize their school library?
2. What are pupils' views about the availability of information resources and services in their school libraries?
3. What are pupils' opinions regarding the accessibility information resources and services in their school libraries?
4. What are pupils' feelings regarding the adequacy of information resources and services in their school libraries

1.6 Significance of the study

At every school library, it is important for a school librarian to know pupils views over the library in terms of factors that influences their utilization of the library. This study shall bring to light pupils' perception of factors that influences utilization of their library thereby, giving an opportunity for the school librarian to address some pupil's perceptions about the library. Additionally, this study will enable the school librarian at each school to gauge whether pupils are satisfied or not with services that the library provides which will trigger them to improve on the services that they provide. Depending on what pupils perceive of the library at a certain school, this study shall be used by school Librarian as a base to propose for acquisition of information materials and improvement in the provision of library services. Lastly, the study might be used as source of literature for future researcher interested to carry a similar research in this particular subject area.

1.7 Scope and Limitation of the study

The study included secondary school pupils from grade 11 -12 both male and females as participants and not any other. This was because those were pupils assumed to have much knowledge and knew the importance of the library. In terms of pupil's perception, there are various factors that influence utilization of the library. But in this study, we focused on pupil's perception of their library in terms of availability of information resources, adequate of information resources and access to information resources as factors influencing utilization of the library. The study only based the investigation on these three mentioned factors.

The limitation of the study was that the study focused on two (2) Government secondary schools hence, the perceptions of pupils from those two Government secondary schools may not be generalized to all Secondary schools pupils. Furthermore, the main data collection technique we used was interviews hence; it could not cover many participants due to time. Finances was another limitation, this study required some funds especially during data collections, printing and binding and in that Covid-19 era it was very difficult to collect data as pupils had limited time in school. The other limitation was that researchers had limited time because they were student and actively engaged in other courses.

1.8 Ethical Consideration

Informed consent; we shall provide all the necessary information to allow respondent make up their minds to take part or not, respondents will be told that the data to be collected from them was for academic purpose and not for commercial purposes or any other intentions. Confidentiality shall be assured to the respondents in that information collected from them shall be treated in professional and academic manner. Finally, participants shall be assured of privacy as their names shall not be mentioned anywhere in the study, assured the right to sue the researchers if at all the information about them is unprofessionally treated and they have the right to back out at any point they feel like. Therefore, participants shall be urged to give honest information as information collected shall be treated in professional manner with highest level of confidentiality.

1.9 Definitions of key terms

School Libraries are libraries that are set up in nursery, primary and secondary school to cater for the teaching and learning needs of the pupils, student and their teachers. They provide printed and non-printed materials to facilitate learning. (Shidi, Aju and Ashaver in Aju and Karim, 2014)

Utilization is the act of making use of certain things for a purpose. It is also seen as making use of library facilities for the purpose of attaining educational goals. Utilization of library facilities such as books, journals, research works by students (Ibid).

Secondary school pupils are school learners from grade eight to grade 12.

Perception is the process of attaining awareness or understanding of the sensory information (Wikipedia, 2008). In this case it is the opinion, views, thoughts and feelings of secondary school pupils over the factors that influence their utilization of the school library.

1.10 Summary of the Chapter

This chapter has discussed the background to the study, the statement of the problem, purpose of the study, research objectives and research questions. It has further covered significance of the study, limitations, ethical issues and definitions of the key terms.

CHAPTER TWO: LITERATURE REVIEW.

2.0 Overview.

This chapter provides a complete overview of literature relating to the objectives of the study as already stated in chapter one. It also involves the collection and synthesis of literature review with existing information relating to the research topic and also familiarizes it with the latest developments in this particular area of research in the sense that it comprises researches conducted on the topic related to the perceptions of the use of the school library in their studies and perceptions of information resources and library services. In addition, the literature review also includes the theoretical framework.

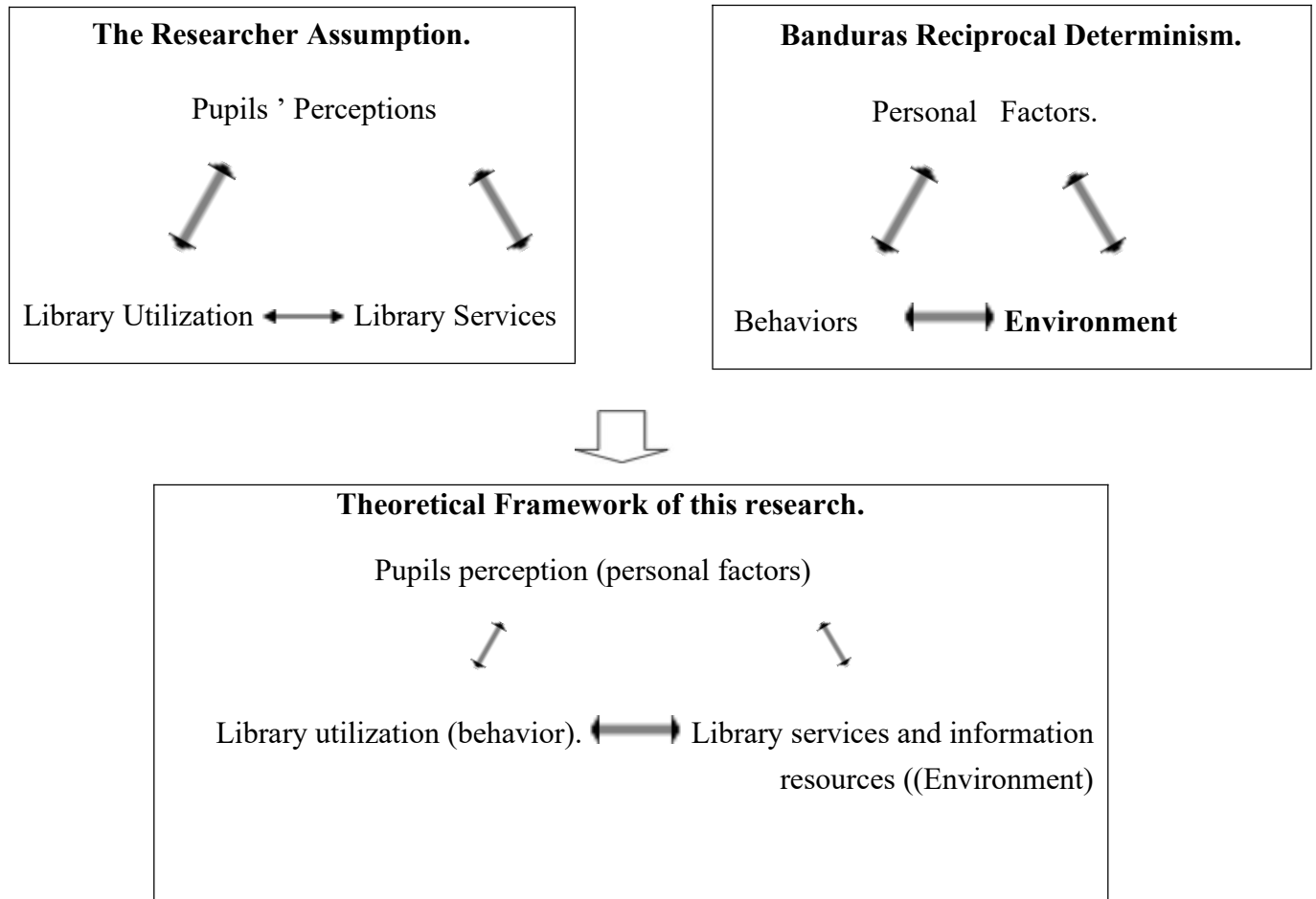
2.1 Theoretical Framework.

The theoretical framework of this study originates from experience and observation as a library and information science student, identifying the connections between pupils' perceptions, library utilization and level of library services provided, with an assumption that these relationships are not unidirectional and the three elements are inter-connected and interact with each other. For example, while the pupils' perceptions of libraries may affect how they use the library, their personal experience of library utilization may in return influence their perceptions of the libraries.

2.1.1 Bandura's Model of Reciprocal Determinism

The connections between pupils' perceptions, library utilization and level of library services fit very well with the process of reciprocal determinism proposed by Bandura under his social learning theory (also called social cognitive theory) (Bandura, 1977, Chapter 6). In this process, Bandura argued that "behavior, other personal factors, and environmental factors all operate as interlocking determinants of each other" (Bandura, 1977, pp. 9-10), where personal factors would include beliefs, thoughts, preferences, expectations, and self-perceptions (Ewen, 2003, p. 367). Similarly, this research proposal also assumes that the library users' perceptions (the personal factor), affects their library utilization (the behavior) and the level of library services (the environment) determine the utilization and a user perception in short are inter-related. As a result, this research has developed the following theoretical framework of this study based on Bandura's model of reciprocal determinism:

Chart: **Theoretical framework of this research.**



There are very few studies in the field of library and information science, which have applied Bandura's social learning theory and his concept of self-effectiveness (Onwuegbuzie & Jiao, 2004; Ren, 2000; Savolainen, 2002), and they are not in the area of perceptions of library utilization but in the area of information searching. Being a psychological theory, Bandura's social learning model is adopted by this research as it provides a framework covering all three aspects of this study, i.e. the personal factor of pupil's perceptions, the behavior of library utilization and the environment of library services, and their common influences. Most importantly, perception is itself a cognitive process, which involves expectations, beliefs, thoughts and preferences.

2.1.2 Assumptions of the Theoretical Framework

Based on this theoretical framework, the following assumptions to guide this research study and to collect empirical evidence for the framework has been formulated.

1. The pupils' perceptions of factors influence library utilization (their personal factors which may include expectations, thoughts and beliefs) will influence their library utilization (their behavior of using their libraries) and levels of services provided by their libraries (the environment).
2. In return, the pupils' library utilization and the levels of library services will also influence the pupils' perceptions.
3. A reciprocal influence also exists between library utilization and levels of library services.
4. The functioning and success of a library is directly related to its utilization and levels of services.

Since pupils' perceptions influence their library utilization and the library's level of services, pupils' perceptions also have impacts on the functioning and success of a library. In school libraries, their functioning and success is reflected in the pupils' learning outcomes. Perceptions of the factors may influence library utilization in secondary school libraries.

2.2 Empirical Review

In this section the studies related to this research is discussed. Many related studies have been conducted on perception of factors influencing the utilization of library services all around the world. According to Somi (2015) positive perception of the library engages the users in activities intended to make them critical thinkers, problem solvers, independent information seekers and lifelong learners. However the library teaches the library users how to access, store, retrieve and use information. Furthermore Pupils are also taught how to carry out cross-referencing to access information and cite bibliographies for proper referencing.

2.2.1 Pupil's utilization of school libraries

Library resources and services utilization is perceived to be influenced by a number of factors, such as the availability of library resources, location of the library, age of the collections, and user's education and other factors not stated.

According to Bida (2014) the extent to which the materials of the library are accessed is referred to as utilization of resources available in a library. In order to know how much the materials have been utilized the library normally reviews a number of different resources used by pupils like the number of books borrowed by learners or the number of books found on the table, which were initially on the bookshelves of the library. But also going through the information on the books borrowed by pupils can check the utilization of the library resources.

George (2014) conducted a study on the use of library resources by pupils of secondary schools in Umuahia North Local Government Area of Abia state. The research work was restricted to only seven secondary schools from Ibekwu clan and three from Ohutu clan. The choice was by means of random selection and the research instrument was the questionnaire. A total number of 350 pupils were sampled. The major findings of the work were that: lack of current and up-to-date information materials were seen to be the most outstanding problem influencing against the use of these libraries. This was followed by poor library accommodation and poor library orientation. He recommended that: adequate provision of funds is necessary for the provision of current information resources and also for employment of qualified and trained teacher – librarian. User education should be taken seriously in secondary schools in order to boost the perception of both staffs and pupils on the use of library resources. This will also help to sharpen their search skills and elimination of user's frustration (George, 2014).

According to Inwhiwhu and Okorodude (2012) the perception of satisfaction of users of the library information resources and services is the judgment given by pupils in terms of the services they got in a given library when accessing information resources. In that matter for the users to be pleased the librarians must make sure that appropriate information needed by users is found in the library and also the services provided by librarians convince the users.

Furthermore, Chipana Boniface Richard conducted a research titled the influence of library resources utilization on secondary school pupils in Tanzania. Data was collected through questionnaires which were administered to 64 pupils. On how students used the school library at school, the findings on the respondents frequency indicated that 9 pupils which equals to 14.1% (five from Hombolo, two from Dodoma and one from both Msalato Girls' and Kiwanjacha Ndege) used the library daily, 14 (21.9%) pupils (Four from Hombolo and Dodoma, three students from Msalato Girls' and Kiwanjacha Ndege secondary schools) used the library weekly,

32 (50%) pupils (eleven from both secondary schools of Msalato Girls' and Kiwanjacha Ndege ,three from Hombolo and seven from Dodoma) used the library 2-3 times per week, 4 (6.2%) pupils two from both Msalato Girls' and Dodoma secondary schools) used the library for 4 or more times per week and 5 pupils (three from Dodoma and two from Kiwanjacha Ndege) which equal to 7.8% never used the library at all (Chipana, 2018).

These findings showed that a greater majority of students used the library irregularly. These findings were consistent with those of Aura (2011) on utilization of school libraries in Umuahia North Local Government Area of Abia State in Nigeria, where most of the pupils who were interviewed visited the library irregularly. This means that more effort was needed to improve the speed and regularity of library use and part of such efforts could be in the area of provision of latest and relevant information materials.

In the same study of Chipana (2018) in trying to find out Students utilization of the libraries, student respondents were requested to provide reasons for using the school library. The findings showed that 14 students (three from both Hombolo and Dodoma; five from Msalato Girls' and four from Kiwanjacha Ndege) which were equal to 21.9% of the student respondents visited the school library for private studies. Five students (two from both Msalato Girls' and Kiwanjacha Ndege, one from Dodoma secondary schools) which is equal to 7.8% of the students, visited school libraries to do project work. 14 students (three from both Kiwanjacha Ndege and Dodoma; six from Msalato Girls' and two from Hombolo) which were equal to 21.9% borrowed library resources. Three students from Msalato Girls secondary school, which is equal to 4.7% visited libraries for the purpose of using computer internet services.

Additionally, 6 Students (two from Kiwanjacha Ndege and Dodoma, three from Msalato Girls' and one from Hombolo) which is equal to 12.5% used library resources to do assignments. 20 students (six from both Msalato Girls' and Dodoma, five from Kiwanjacha Ndege and three from Hombolo) which is equal to 31.2% used libraries to prepare for tests and examinations. This indicated that the majority of students made use of school libraries for preparation of tests and examinations, private studies and borrowing library resources and also doing assignments. Low response percentages were for project work, computer and internet services. Spreadbury and Spiller (2012) in their research findings observed that school libraries were still responsible for

acquiring and providing access to books, reference materials and other media that met the educational, recreational and informational needs of their users.

2.2.2 Pupils views about the availability of information resource and services

Pupils have difference perception and opinions concerning how the availability of information resource and services affect utilization and may mean different things to different pupils in various circumstances. According to Okore et al (2014), all documents plus e-books, databases, e-journals, multimedia as well as linkage to different other resources refer to the library resources. All the materials found in the library including books and other information media are referred to as the library resources for example periodicals, pamphlets, and newspapers, books and, audio materials, film materials, graphic, computers (Fayose, 2014).

A study by Okiy (2014) in Nigeria found that both the categories of the library users in most cases had access to books other than other materials in the library due to the fact that books are observed to be the main materials available in libraries compared to other materials. Things like indexes, abstracts and journals, which have current information, are nowhere to be found in school libraries. This is the main reason as to why pupils opinions in libraries are mainly dealing with books compared other materials which should be found in libraries. So when the pupils visit the library they find mainly books as the sources of information. Furthermore a study by Adeoye and Popoola (2014) showed that a good number of resources found in the library were mainly printed resources, which were highly utilized by the respondents. Furthermore the addition of various services like photocopy machines, availability of journals, and increase in library usage hours as well as good customer care from the library staff may perceive to motivate more pupils to visit the library more often.

Moreover, Chipana (2018) on his study on the influence of library resources utilization on secondary school pupils in Tanzania, aim also to look at the availability of the resources and its relevance to the users, subjects taught and if they fulfilled the needs of the students towards their learning. The findings indicated that three students (4.7%) from Kiwanjacha Ndege when asked if the existing books and other materials were sufficient and relevant to the subjects answered 'Yes' and 13 students (20.3%) of the same school answered 'No' when asked the same question. 6 students (9.4%) from Dodoma when asked if the existing books and other materials were sufficient and relevant to the subjects taught answered 'Yes' and ten students (15.63%) of the

same school answered 'No' when asked the same question. Seven students (10.94%) from Msalato Girls' when asked if the existing books and other materials were relevant to the subjects in the curriculum, answered 'Yes' and nine students (14.06%) of the same school answered 'No.' When the same question was asked to Hombolo students ,four students (4.7%) answered 'Yes' and 12 students (18.75%) answered 'No' when asked the same question.

The findings also revealed that 68.74% of the library resources that exist did not support students to use the min reading, doing their assignments, preparation for tests and examinations because most of them mainly books were not current and were irrelevant to their subjects as compared to 31.29% which were relevant to the school subjects. For instance one student from Kiwanjacha Ndege commented that "Most of these books were outdated with difficult language, compared with current textbooks and in the library there are a lot of magazines and Chinese story books. Such situation makes learners to depend on own notes only despite the availability of the resources". This finding was in agreement with the study conducted by Crossley and Murby (1994) and Adeyemi (2010) in Ekiti state in Nigeria which indicated that, the shortage of relevant information resources in school libraries contributed to low levels of student utilization.

2.2.3 Pupils opinion regarding accessibility of Information Resources and Services.

Leaners have various perceptions regarding accessibility of information resources and services. According to Bassey (2014) the quality of the library staffs are perceived by the quality of the services they provide to pupils or readers of materials in the library. If the staff working in the library are experienced and do follow the norms of library profession in most cases the users will be more motivated to use the library. The library in schools has responsibility of giving service all the time and making sure that the information provided has all qualities needed (i.e. relevance, accuracy, currency and ease of access). If all the qualities mentioned above such as relevance and accuracy of the information provided are taken into account then the users will be inspired with in library use. The failure to do so may result to discouragement of the library users in accessing information in a particular library (Bassey, 2014).

Another study by Tella, Owolabi and Attama (2011) revealed that showed almost half of the users of the library visit the library only once a day in order to make photocopies, reading or borrowing books. The reason behind visitation of the library only once a day was due to the opinion that the libraries electronic resources were not good to pupils. In other words the access

to electronic resources was not user friendly to them, in the sense that the library computers were not connected to the Internet. In that regard they found themselves reading or borrowing books only instead of utilizing the library fully. So in order to access Internet services the pupils were forced to visit Internet cafes in streets rather than the library.

Oyelekan and Haruna (2012) found that learners had the view that due to good access of Internet services in the library a good number of learners found themselves visiting the library several times. If the library is fully equipped with Information Communication Technologies (ICT) services including Internet access in library computers more and more pupils will be attracted to use the library when compared to library without ICT facilities. This is because lack of ICT facilities in the library may necessitate users to look for Internet services somewhere else away from the library.

Findings by Bassey and Odu (2015) in Nigeria found that majority of the pupils had an opinion of using the library in accessing Internet sources. A large number of these users had received knowledge on how to access Internet sources from the library personnel. They were given orientations on how to search for materials on line and in that regard the number of visits to the library increased. However the number of visits varied from time to time.

Sohil, pandye and Upadhyay (2012) argues that in order for the pupils to have a positive opinion in regard to accessibility of information resource and services library pupils need to be given the orientation on how to search for books through computers or the catalogues. Without this knowledge it perceived very difficult for the pupils to look for books that they need in the library. The impact on pupils coming in the library and not getting the books they need may lead to some of them not visiting the library next time. So pupils must be educated on how computers and catalogues can be used in searching for books in the library.

Furthermore, Ashaver and Bura (2013) also conducted a study on students' perception of library services in Schools in Benue State. Questionnaires were distributed to 200 pupils randomly. The study reveals that the pupils in those schools have a negative perception on the library services. This was because lack of awareness by the pupils on how to search for information materials and ignorance on information search strategies. The study also found that pupils were frustrated with the outdated material and the services provided were not encouraging.

The access of the library services and information resources also perceived to be influenced by its location. The level in which the library is used dependent much on distance from the library to the pupil's home. If a library is located far away from pupils residence; its use will be low; on the other hand, closeness of the library to the pupils' residence is likely to maximize library access (Orgem, 2012). Also the age of the collection affects its accessibility and use, in most school libraries current information sources are likely to be used than retrospective ones, the implication of this is that age of materials affects the usage, as information sources become older with time, the frequency of their use declines (Orgem, 2012). Another aspect that brings about usage of the library is user education; a major reason why academic libraries spend some time educating their users is to improve their skills on library use, the main objective in giving user education is to help the users make the best use of overall library resources (Orgem, 2012).

2.2.4 Pupils feelings regarding the adequacy of information resources and services

The abundance of information resource and services in school libraries makes the pupils to have a positive feeling which result into information resources and services utilization. Arua and Chinaka (2011) observed how the competence of information resource and services perceive to influence utilization of libraries, for instance if the up to date materials is adequate it activates pupils' mood and enables the pupils to make use of the library. The adequacies of materials, which are up to date, meet the needs of the library users which is the school going pupils. A study by Johnson (2013) showed that learners have negative feelings in schools with libraries that do not have sufficient resources as well as service providers.

The findings by Joy and Idowu (2014) revealed that majority of the learners have positive feelings in the use of libraries due to adequate information resource and services. However according to these findings major challenges result to negative feelings were shortage of sufficient facilities, the information resources which are out of date and insufficient internet services. These were the main factors affecting perception of library users in Nigeria. In that regard Joy and Idowu (2014) recommended that the government must increase proper information resources as well as ICT facilities in school libraries. Doing so may motivate more pupils' perception in using the school libraries in accessing information for the academic purposes and thus meet their needs.

Moruf (2015) did a research in Nigeria on students' perception on utilization of secondary school libraries in Akinyele local government area of Oyo state. The data was analyzed using statistical package for social science and presented in tabular form with frequency counts and percentages. The study findings indicated that students low perception resulted to an effectively utilization of school libraries as there were inadequate library resources, poor funding for library activities, and lack of reading culture and lack of adequate provision for school library development to crow up, this research showed that sufficient subject coverage and Relevance available resources are considered to be among the perception of the factors that influence high utilization of school libraries by the pupils.

The above reviewed literature showed that even though the use of school library information resources in various countries have been studied, the use of school library information resources in Zambia, have not been adequately addressed and there are several studies that have explained on the use of library and come up with their findings that show the many challenges facing students in utilizing the library. Most of the related studies discussed have not explained the perception of the factors that influence library resource and services utilization by secondary school pupils.

2.3 Summary.

This chapter presented the literature review, which relates to Secondary school Pupils' perception of factors influencing their utilization of School libraries students'. It covered utilization of their school libraries, availability of information resources and services, accessibility information resources and services in their school libraries and adequacy of information resources and services in school libraries. The chapter also provided theoretical framework for the study. The next chapter will provide research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

This chapter gives methods and the techniques which were employed in conducting the study. It constitutes the following; research design, study population and sample, sampling procedure, data collection procedure, data collection instruments and data analysis.

3.2 Research design

For this study, a case study research design will be used. A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real- life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2009). A case study design shall be used because it allows one to generalize data from a smaller group to a large group. In terms of research approach, this study shall use qualitative research approach. Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem (Creswell, 2014). Social constructivists believe that individuals seek understanding of the world in which they live and work (Ibid). Qualitative research approach is used for the purpose of in-depth understanding of the problem one is dealing with (Johnson et al., 2007).

3.3 Population

A population is a group of individuals, objects or items from which samples are taken for measurement (Kasonde-Ng'andu, 2014). The study was done in Lusaka. Lusaka was purposively chosen because that is where Kamwala, Libala and Olympia Park Secondary Schools are found (the schools where we intended to collect data from). The above mentioned secondary schools were also purposively selected in that they were assumed to have a school library and they are located away from the University of Zambia main campus hence, we believed they were not over- researched on by UNZA library and information Science undergraduate students.

3.4 Target Population

Our target population was the Grade 11 and 12 pupils from the three Libala, Kamwala and Olympia Park secondary schools. We considered the views or opinions of grade 11 and 12 pupils because they were assumed to have been utilizing the school library for at least 2 years. Another reason was that those pupils were in their semi-final and final grades preparing themselves for

grade 12 final examinations in order to obtain school certificate. So they were expected to be utilizing the library more than other pupils in other grades. We assumed that if they were not utilizing the library, they had a story to tell about the library through their passed usage and experiences.

Although we proposed to conduct the study from three (3) Government secondary schools, during data collection, we only interviewed pupils from two schools Libala and Olympia Park secondary because Kamwala secondary school was already taken by another group of students who were also a doing a research about school library. Time also could not allow us to conduct the study from all three (3) secondary schools.

3.5 Sampling and Sample size

The study was proposed to constitute a sample size of 60 secondary school pupils, 20 from each school. In terms of sampling, the study proposed to use non-probability sampling to select participants for the study. Non- probability sampling is the opposite of random sampling in that random sampling gives each individual an equal probability of being selected from the population and the sample is usually a representative of the population (Keppel and Wickens, 2003). Purposive sampling procedure was to be engaged. It was to be used in that it allows the researcher to choose participants due to their qualities they possess (Bernard, 2002). Snowball sampling procedure was to be engaged as well in that one identified pupil would lead us to another pupil and so on until we achieve the needed number or reach saturation (an instance in data collection when new data no longer bring additional insights into the research topic) especially that we will be collecting data during pupil's free time such as break and lunch time.

Nevertheless, we only sampled 42 pupils from both Libala and Olympia secondary schools that is 15 from Libala and 27 from Olympia park school. Also due to time, the guidance teachers from both schools helped us in selection of pupils to interview and those pupils were picked randomly by the school guidance teachers.

3.6 Research instruments

In order to collect data that helped answer the objectives, interviews were used. Interviews are ideal to collect data from key Informants because they allow a researcher to get a detailed background about the subject as well as get elaborate data concerning respondent's opinions,

values, motivations and experiences (Wimmer and Dominick, 2006). Participants were interviewed in groups orally. Apart from interviews, triangulation method was also employed (Triangulation involves the mix of different methods in the collection of data) that included observations through checking and passing through the school library facilities.

3.7 Data Analysis

According to Creswell (2005), data analysis is the process of pulling the data apart and putting them back together in a more meaningful way, an aspect that involves making a detailed description of the case and its setting study. Qualitative data analysis often involves synthesis, evaluation, interpretations, and categorizing, hypothesizing, comparison and pattern findings (Hatch, 2002). This study used thematic analysis to analyze data that was collected through interview. According to Ibrahim (2012) a thematic analysis is the type of qualitative analysis that is usually applied to a set of texts such as interview scripts and used to analyze classification and identify common themes such as topics, ideas and patterns of meaning that come up repeatedly.

Since interviews were recorded, the following procedure was followed in analyzing the data; we got familiar with the data by going through the recordings, transcribed data from audio into written transcript, then revisited research objectives and identified research questions that can be answered through the collected data. The data analysis process was done manually and it further involved comparing the responses with the literature reviewed related to the study. Before writing the final report, presentation of findings was made to the participants for proof reading especially that we took some phone numbers for a few pupils from the interviewed group. Afterward, corrections and adjustments were done.

3.8 Summary

This chapter has explained how the study was conducted. It has covered the research design, research approach, population, target population, sample size and sampling procedures, research instrument and data collection technique and data analysis.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the finding of the research carried out in Lusaka on secondary school pupils' perception of factors influencing their utilization of school libraries, a case of Libala and Olympia Park secondary schools. The findings will be presented in themes drawn from the research objectives. The research objectives were to establish pupils' utilization of their school libraries, to find out pupils' views about the availability of information resources and services in their school libraries, to find out pupils' opinions regarding the accessibility information resources and services in their school libraries and to find out pupils' feelings regarding the adequacy of information resources and services in their school libraries. A total number of 42 pupils were interviewed. Interview was the main data collection tool and triangulation method was also used (the mixing of other data collections methods to the proposed one) that included observations.

4.2 Establishing pupils' utilization of their school libraries

This was the first objective which sought to get information on how pupils make use of their school libraries. In trying to meet this objective, pupils were asked this question; how do you use your library? If you do not use the library, explain your reasons. The findings indicated that some pupils used library for studying, for research and also doing assignments.

“Whenever I am given an assignment I go in the library to answer it and research from there.” One pupil from Libala secondary school Indicated.

The findings also indicated that learners used their school library for tests and examinations preparation, private studies and borrowing library resources.

“The library is the only convenience place for studying because it is more quiet as they do not allow noise than studying from study parks as we are distracted by a lot of things happenings around such as people moving and playing”. Pupils from both Libala and Olympia park secondary schools narrated.

Furthermore, the findings showed that some grade 12 learners used the library regularly and some never used the library at all. None of the grade eleven pupil from Olympia park secondary school indicated to have had used their school library before.

“At the school where I was before I came here, I used to visit the library more often and borrow books but here this is the first time am hearing about existence of the school library at this school”. One pupil from Olympia Park secondary school stated.

In addition, the findings indicated that some pupils were not using the library at Olympia Park secondary because the school library was negatively perceived as the storage area and a place for discussions for teachers. While other pupils from both OP and Libala secondary schools indicated they were not using the library because they were coming from far place hence time could not allow them. Other pupils said that were not using their school library because in the library they do not allow group discussion one has to study on his own. Space was also another reason pupils gave as to why they were not using their school library.

“Our library does not have enough study space and due to covid-19, they only allow 20 pupils to use the library at once and they also charge a K5 per week for grade 11 elevens to use the library because priority to use the library is given to the grade 12”. Some grade eleven pupils from Libala secondary school (LSS) said.

Some Pupils from Olympia Park secondary school (OPSS) indicated that were not using their school library because the library had little study space, it was used to be locked all the time and there were no relevant library materials.

A check through the school library facilities, researchers observed that there were little study space at both schools and books especially at OPSS library were not given relevance by pupils as they were not in line with what pupils were learning.

4.3 Pupils views about the availability of information resources and services in their libraries

This was another objective. In trying to achieve this objective, participants were asked to comment about what they thought about the availability of information resources and services in their libraries and were also asked if they were able to find different library materials in their

libraries. The findings indicated that some participants said only books were found in the libraries and those books were outdated and did not support learners academically. Researchers observed that relevant books were not available in the school library at OPSS.

“Here in this library there are no other books apart from books for literature so the books in the books are more like decorations to us. Some grade 12 pupils at OPSS said.”

Other participants from LSS indicated that different library materials such as text books were available in their library.

Furthermore, pupils were asked; tell us more about the services that your library offers. What are your views over those library services? Do they influence you to use the library? The findings was that learners from OPSS responded that no other services are been offered apart from the studying space, tables and chairs. But some pupils from LSS indicated that apart from study space, they were also able to borrow books from the library. When they were further asked if there were computers in their library, participants from both schools indicated that there were no computers in their school libraries. The findings also indicated that some pupils were influenced by the services offered in their school library while others were influenced.

4.4 Pupils opinion regarding the accessibility of information resources and services in their libraries

This was our third objective. In trying to archive this objective learners were asked; Are you able to access information resources and services of the library? Some pupils from LSS responded that they were able to access some of the information resources. Others especially those we interviewed from OPSS indicated they were not able to access the library information materials as they relied much on their own materials.

In addition those who were using the library answered to say library materials were easily accessible because of the presence of the librarian who used to guide and assist learners to locate materials they were looking for. Furthermore, participants were asked these questions; in your opinion what can you say about the accessibility of library information resources and services at your library? Do you find it easy to use library information resources and services in your library? Majority who were using their library said yes they were able to use the books materials easily.

Some had different views as they indicated that they had no idea because they were not using the library materials and its services.

4.5 Pupil's feelings regarding the adequacy of information resources and services in their libraries

This objective aimed at finding out pupils feelings regarding the adequacy of information resources and services in their libraries. in order to try to archive this objective, participants were asked this question; what is your feelings regarding the adequacy of information resources and services in your library? Do you think your library provides enough information resources and services to you? It was established that school libraries did not provide enough information resources and services at both OPSS and LSS. Some pupils from both schools explained computers were not available in the library though there were computers for grade eights and nines at both schools.

Moreover, pupils were asked this question; what are some of the factors that influence user's usability of your library either negatively or positively? The pupils mentioned a lot of factors that includes the size of their libraries were quite small to cater for the all learners and the library resources were not related to what pupils were learning in class.

“Textbooks which are update and support the curriculum were removed from the library to prevent them from being stolen by the users thus if we want to ask for a book we ask from our teachers.” Some grade 12 at OPSS said.

4.5 Summary

This chapter has presented the findings of the research on secondary school pupils' perception of factors influencing their utilization of school libraries: a case study of Libala and Olympia Park secondary school in Lusaka. The chapter was presented in themes drawn from the research objectives and various questions which were asked under each objective have addressed fully in this chapter.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Overview

As the purpose of the study was to investigate Secondary Schools pupils' perception of factors that influences their utilization of school libraries, this chapter discusses the findings presented in the preceding chapter study. The data for discussion is structured along the same themes or headings under which the findings are presented. This chapter also presents a conclusion and recommendations.

5.1.1 Establish pupil's utilization of their school libraries

The findings indicated that some pupils used library for studying, for research and also doing assignments. The findings also indicated that learners used their school library for tests and examinations preparation, private studies and borrowing library resources. However, many pupils were not using the library due to various reasons. Space was one of the reasons, books were not available those which were available were not relevant to pupils especially grade 12 and long distance between school and learners homes. Some pupils were not even bothered to be checking whether their library was full of people or not instead they perceived that the library had no materials and space was little. This perception influenced pupils negatively in that they were not using their school library based on that. This is similar to what George (2014) found whose major findings were that lack of current and up-to-date information materials were seen to be the most outstanding problem influencing against the use of these libraries.

5.1.2 Pupils views about the availability of information resources and services in their libraries

Pupils were with various views about the availability of library resources and services at their school libraries. The findings indicated that the books which were available in the library were outdated and irrelevant to what they learn in class. Although some pupils indicated that some library materials were available, it was observed that some books were just decorations because at OPSS pupils were allowed to enter the library with their bags and to make the matters worse, there was neither security system nor security guard in the library. However, pupils explained that they could not steal those books because they were irrelevant. Similarly, Chipana (2018) findings revealed that 68.74% of the library resources that exist did not support students to use

the min reading, doing their assignments, preparation for tests and examinations because most of them mainly books were not current and were irrelevant to their subjects as compared to 31.29% which were relevant to the school subjects. The perceptions that learners had on the availability of library materials and services made some to use the school library and others not to use the library at all. The findings also indicated that there were no computers in school libraries hence there were only printed books. This was a case in a study by Adeoye and Popoola (2014) that showed that a good number of resources found in the library were mainly printed resources, which were highly utilized by the respondents.

5.1.3 Pupils options regarding the accessibility of information resources and services in their libraries

According to the findings accessibility of library resources and services were prevented by distance meaning distance from home to the library and distance from class to the library. According to Orgem, 2012 the level in which the library is used depended much on distance from the library to the pupil's home. If a library is located far away from pupils residence; its use will be low; on the other hand, closeness of the library to the pupils' residence is likely to maximize library access. Apart from that, the size of a library determined the accessibility of information resources and services. It was observed that all the libraries under investigation were very small to support everyone to have access to the services of the library. On the other hand, library materials were easily accessible because of the presence of the librarian who guided the learners in location of materials in the library. The findings showed that some pupils were not able to access the information resources and services because they perceived that there were no relevant materials to study in the library.

5.1.4 Pupil's feelings regarding the adequacy of information resources and services in their libraries

Pupils had a view and feeling regarding the adequacy of information resources and services in their libraries. The findings indicated that information resources and services were not enough for instance computers, printers were not available or rather school libraries were not automated. It was also observed that factors like size of libraries prevented pupils to make use of the library, the library resources were not related to what they learn in class.

Library resources and equipment plays a vital role in satisfying users' needs. Relevant resources are not all the library users expect to receive and do their work with but they also require good equipment and facilities as well. The absence of these resources and facilities means that the library is not well equipped to assist users and enable to the pupils to have a feeling of having adequacy of information resources and services. Moore (2001) states that establishing a computer lab requires a healthy amount of funding, and priority should be afforded to the planning of the budget due to the high cost of equipment, installing of certain systems and having a staff to manage them.

5.1.5 Summary of the study

The purpose of this study was to investigate Secondary Schools pupils' perception of factors that influences their utilization of school libraries .The study was conducted in two secondary schools located in Lusaka Zambia. For data collection interviews were used in this case study which involved qualitative method. The total number of participants involved in the study was 42 from two schools. Interview was administered to pupils.

The findings revealed that inadequate spacing for the library users. The findings also revealed that libraries were most frequently used by pupils when preparing themselves for the tests and examinations and for private studies. The findings further revealed that secondary school pupils faced various challenges in using school libraries; the challenges include small library rooms, lack of tables and sitting facilities that could accommodate many pupils at once, lack of professional librarians, limited reading hours; and lack of current and up-to date reading materials.

5.2 CONCLUSION

In view of the discussed findings it can be concluded that in order to achieve a successful utilization of library which can enable users to have a positive perception about school library, pupils have to be stocked with adequacy of up-to date library resources and services. On the other hand, library services must be improved. The availability of various information resources and services, adequacy of library materials and services and having full access to the materials and services available in the library remains as factors under which a particular library may be judged upon either positively or negatively.

5.3 Recommendations

In the view of the research findings, the research recommends the following:

1. There is a need to fund school libraries adequately as well as deploy trained librarian in schools
2. There is a need to expand school library facility because the current study space is too small
3. For future researcher we recommend that they investigate why certain school libraries like that of Olympia Park secondary are less effective than others like Libala school library
4. There is a serious need for proper management of school libraries

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APPENDICES

Appendix A: Semi- structured Interview guide

Dear Participant (s),

We are fourth year students in the Department of Library and Information Science at the University of Zambia, carrying out an academic research on secondary school pupils' perception of factors influencing their utilization of school libraries. This research is under the supervision of Mrs. K. Daka, a Lecturer at the University of Zambia under the department of Library and Information Science. The purpose of this study is to investigate Secondary Schools pupils' perception of factors that influences their utilization of school libraries. The objectives of our study are as follows:

- To establish pupils' utilization of their school libraries
- To find out pupils' views about the availability of information resources & services in their school libraries
- To find out pupils' opinions regarding the accessibility information resources & services in their school libraries
- To find out pupils' feelings regarding the adequacy of information resources & services in their school libraries

You have been purposefully selected to participate in this study as a respondent and thus, we would like to interview you for a few minutes on these questions below. This research is purely academic and the information obtained will be treated with the utmost confidentiality.

Date:..... Time:.....

1. How do you use your library? If you do not use the library, explain your reasons
2. What do you think about the availability of information resources in your library? Comment on it. Are you able to find different library materials in your library?
3. Tell us more about the services that your library offers. What are your views over those library services? Do they influence you to use the library?
4. Are you able to access information resources and services of the library?

5. In your opinion what can you say about the accessibility of library information and services at your library? Do you find it easy to use library information resources and services in your library?
6. What are your feelings regarding the adequacy of information resources and services in your library? Do you think your library provides enough information resources and services to you?
7. What are some of the factors that influence user's usability of your library either negatively or positively? Let us start with those that contribute to low usage of your library.

Thank you for your time and willingness to participate!!!!

Appendix C: Budget

From March, 2021 to December, 2021

S/N	Description	Quantity	Unity Price (K)	Total (K)
1	Printing	-	-	90
2	Staples	1 Packet	35	35
3	Stapler	1	50	50
4	Binding	1		15
5	Pens	5	3	15
6	Airtime and Internet bundles	-	-	450
7	Transport and food			300
8	Contingency			100
	TOTAL			1,055