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FINAL YEAR REPORT

**TOPIC: AN INVESTIGATION INTO THE EFFECTIVENESS OF SCHOOL LIBRARIES
IN SUPPORT OF LOCAL LANGUAGE POLICY. A CASE STUDY OF TWENTY
PRIVATE AND PUBLIC SCHOOLS IN LUSAKA.**

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DECLARATION

This report is our original work. All information used in this report by other authors is highly acknowledged by way of referencing. No part of this report may be reproduced without prior permission of the authors.

DEDICATION

This report is dedicated to the parents and guardians that have put us through school and seen us thus far. We would not be where without your constant love and support. We would also like to dedicate this to God, for always being faithful and providing peace when there is chaos.

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ABBREVIATIONS

GRZ	–	Government of the Republic of Zambia
MOE	–	Ministry of Education
MOU	–	Memorandum of Understanding
PPP	–	Private Public Partnerships
UK	–	United Kingdom
UNZA	–	University of Zambia
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
NGOS	-	Non Governmental Organizations
SDGS	-	Sustainable Development Goals
CDs	-	Credit Default Swap
DVDs	-	Compact disc

ABSTRACT

This study was undertaken to investigate the effectiveness of school libraries in support of local language policy. A case study of twenty private and public schools in Lusaka. Specifically, the study focused establishing the information services school libraries offer to users in support of the local language policy; assessing the availability of local language materials at the school libraries and; investigating the challenges faced by school libraries in providing information services to users in support of the local language policy. A total sample of 200 respondents was drawn using the stratified random sampling method. The sample was picked in the ratio of 1:9 with 1 librarian and 9 teachers respectively. In-depth interviews were conducted with these respondents using a preset interview guide. The salient findings from the study showed that the majority of the school libraries offer local language services to their users. These services are offered in form of literature, posters, charts and promotion of reading and usage through competitions. The respondents in this study pointed out that in as much as local language services are provided by their school libraries, the materials are not sufficient and do not meet the needs of the users. It was observed that the school libraries face numerous challenges and these are financially related as well as involve the inability of existing members of staff to use local language materials. The study concluded that local language policy is being promoted in the sampled schools but despite this, challenges are being faced and if the promotion of local language policy is to be enhanced, measures to mitigate these challenges must be implemented.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The role that school libraries play in the process of development of literacy skills cannot be undermined. For effective education to occur, literacy materials need to be provided to those participating in the learning process. The school library provides information and ideas that are fundamental to functioning successfully in our increasingly information and knowledge-based present day society. The school library equips pupils with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens.

Considering the fact that school libraries are expected to play a major role in the education process, these libraries should have sufficient reading material to cater for the needs of the pupils. In the same vein, these school libraries must have books and literature that are up to date and in line with the nation's curriculum. Educational frameworks and policies are altered and updated from time to time. Libraries always need to be up to date and stock up on the latest information in support of the prevailing educational policies in the nation.

One such policy is that which stipulates the language of instruction in schools. This is mostly common in multilingual societies and nations. The change of policy relating to the language of instruction may have an impact on the libraries in those nations especially if they do not have the financial capacity to make the necessary changes to promote learning in that language. For instance, according to the Commonwealth of Pennsylvania (2011), libraries have been facing challenges over the past decades because of the rise and changes in language policies. The effects of the policy shift encompasses the entire country and for the Education sector where these effects are readily apparent. Students were suddenly navigating a language with which they may have never had any prior experience. Teachers were required to not only learn this foreign language, but also how to effectively teach subject-specific content within that language, with minimal training and resources and lack of access to teaching materials from the school libraries that would facilitate easy learning in the new language of instruction. In this case, libraries were forced to adapt to the change of medium of instruction.

This chapter provides an introduction and background to the study on the effectiveness of school libraries in support of local language policy. The areas of focus in this chapter will be the background to the study, the statement of the problem, the research objectives and questions, the significance of the study, the ethical considerations and the definition of key terms.

1.1. Background of the Study

According to Dictionary of Library and Information Science (2004), a library is a collection of group of books and other materials organized and maintained for use (reading, consultation, study, research). A library is a place or location set apart to contain books, periodicals, and other materials for reading, viewing, listening, study, or reference, as a room, set of rooms, or building where books may be read or borrowed.

According to the Pennsylvania Department of Education (2011), today's school library is an integrated, instructional learning laboratory as well as a necessity for students to achieve high academic standards and for teachers to enhance their instruction. Today's school library programs do not only provide access to print and digital resources to meet student and teacher needs, but also instruction and guidance on how to ethically use information and technologies to generate new knowledge. Inquiry and problem solving skills are embedded in content area subjects across the curriculum creating a rich and engaging learning environment for students.

Edeghere (2001), stresses that education is a vital tool in the fight against poverty in that, once people are educated their chances and opportunities towards working or empowering themselves out of poverty increase. Therefore, school libraries are essential to the foundational upbringing of children. This is because they provide access to information needed for one to gain curriculum based knowledge and also general literacy skills.

It is therefore cardinal that schools should have libraries available on their premises so that pupils and students can have access to the necessary reading materials that will ensure that the best knowledge and education is acquired. Munsanje and Hagwelele (2018) echo these sentiments and opine that development requires concerted efforts of many parties among them those authorities tasked with the provision of library services. It is further opined that engaging the community and

developing partnerships in the provision of library services is important and this has helped libraries to transform and provide library services that meet user needs (ibid).

UNESCO (2004) pointed out that due to economic difficulties and the lack of a significant indigenous publishing industry, there are rarely the resources available to enable schools to create a literate environment. These difficulties have unfortunately been further exacerbated by the increase in school attendance numbers due to the drive for universal education under the MDGs (UNESCO, 2004). Makotsi (2004) highlights that the pupil to teacher ratios are typically very high and the few government text books that may have been provided to schools commonly have to be shared between six or more pupils at a time. The issue that is presented here points to some of the already existing challenges that exist in school libraries. The demand for education already has an impact on the scarce library resources in these schools. Therefore, a policy shift relating to the language of instruction would lead to further challenges for these libraries as more financial expenses must be incurred to stock these libraries with materials that are in the new language of instruction.

In Zambia, the language of instruction in schools has for a long time been English. Despite this, there has been a desire by the Zambian government to introduce local languages as languages of instruction. In agreement with this, Kashoki (1990) pointed out that the need to use local languages in education started even before the country got its independence. Among the many reasons for the change was the promotion of African culture in general. However, the use of local languages as mediums of instruction in Zambia has been a very contentious issue. One reason for this is that there are a number of major languages that are spoken in Zambia and picking one single local language would raise opposition and possible turmoil. However, Mudenda and Nankamba (2017) argued that familiar Zambian languages are to be used as languages of instruction to allow pupils ingest more knowledge and do so in a language that they understand comfortably. This is because there is evidence that children learn more easily and successfully through languages that they know and understand well. Political and historical factors tend to play huge roles in the formulation of policy around the languages to be used as the official medium of instruction for Zambian schools. The 1966 educational reforms for instance, left a big impact on the country's education as it proposed that English be the Medium of Instruction. Mwanakatwe, (1974) highlighted that it was

from this historical perspective that English was adopted as medium of instruction in all Zambian schools, including private institutions.

According to Nkosha (1995: 37), the preference for English language was common because some people thought and “felt that rapid development could effectively be achieved through the English language.” In contrast, Simwiinga (2003) noted that although African countries have embraced imported languages as tools for economic development and national unity, the languages have not effectively served the purpose because the limited number of nationals who are able to use them. On the other hand, when commenting on local languages, they stated that it would be too costly to produce materials in so many local language and that while learners may be conversant with local languages, teachers may not be and therefore, would not be comfortable to teach in local languages, (Ministry of Education, 1977). The policy of using English language as medium of instruction in Zambian schools was pronounced in 1966 and it was to be used as official language in government workplaces and Education from grade one to tertiary levels and Zambian languages were to be taken as subjects where local languages were allowed to be used.

A common way that NGOs and donors have traditionally attempted to address this lack of resources is through the donation of surplus Western books and educational material. According to Otike (1993) book donation comes in two forms, the solicited and the unsolicited. The solicited approach requires that the librarian present a case for a specific need to the donor, which the donor then endeavors to meet. In contrast the recipients of unsolicited donations do not have prior knowledge of the material they are receiving. Otike (1993) states that, due to a lack of consultation with the recipients, unsolicited donations largely comprise the materials that libraries would least wish to receive yet this type of donation are the easiest to obtain it is the most common.

In 2013, the government of Zambia adopted and began implementing a policy that would ensure that local languages are taught in all primary schools. This document was called ‘The Zambia Education Curriculum Framework 2013’. Mudenda and Nankamba (2017) explain that the new education curriculum of 2013 has its main focus on areas such as review of the language of instruction in the early education and lower grades as well as to review the literacy teaching approaches and methodologies. This policy recognizes the use of familiar Zambian languages as

the official languages of instruction in the pre-schools up to the second grade. The teaching and learning in all the learning areas at the lower Primary level was to be familiar Zambian languages. This is because there is evidence that children learn more easily and successfully through languages that they know and understand well (ibid). In the policy document, it is stated that English will be offered as a subject, beginning at Grade 2. It is thought that after the children have acquired sufficient literacy skills in Zambian languages, it would be easier for them to transfer the skills quickly and with ease to literacy in English in the second grade (MOE, 2013).

The implementation of the local language policy in Zambian primary schools has an impact on various institutions such as school libraries. The impact of implementing this policy in primary schools in Zambia creates new opportunities and challenges especially for libraries that are expected to provide the necessary reading materials to ensure a smooth learning process for the learners. Opportunities include an increase in users and the need for an increase in staff to handle these users thus creating employment opportunities. Challenges faced may include funding challenges to purchase new stock and funds to pay new staff members. It cannot be stressed enough that the language used in the classroom is one that must be convenient for all learners and that the adoption of a local language policy must be accompanied by deliberate efforts to restock school libraries with materials in the new language of instruction. This should be done in order to avoid slowing the learning process.

This study was carried out at selected primary schools in Lusaka that have library resources, personnel and technology that support the curriculum and instruction to help students become efficient and responsible users and creators of ideas and information in a global world as well as promote the learning of additional languages and the development of mother tongue languages. The study focused on providing insights on the effectiveness of libraries in providing information materials to pupils in support of the local language policy at these schools.

1.2. Statement of the Problem

The implementation of the local language policy in Zambian primary schools has both pros and cons. The impact of implementing this policy in primary schools in Zambia creates new opportunities and challenges especially for libraries that are expected to provide the necessary

reading materials to ensure a smooth learning process for the learners. However, it was unknown how effective school libraries have been in supporting this local language policy. The problem lies therein – there was a gap in knowledge on the effectiveness of these school libraries in supporting the promotion of the local language policy. This study sought to explore this problem and bridge the gap in knowledge by use of a case study. Therefore, this study provided an investigation into the effectiveness of primary school libraries in supporting local language policy.

1.3. Research Objectives

1.3.1. General Objective

To investigate the effectiveness of school libraries in support of local language policy. A case study of twenty private and public schools in Lusaka.

1.3.2. Specific Objectives

- i) To establish the information services school libraries offer to users in support of the local language policy
- ii) To assess the availability of local language materials at the school libraries
- iii) To investigate the challenges faced by school libraries in providing information services to users in support of the local language policy

1.4. Research Questions

- i) What information services do school libraries offer to pupils in support of the local language policy?
- ii) How available are the local language materials at school libraries?
- iii) What challenges are faced by school libraries in providing information services to the pupils in support of the local language policy?

1.5. Significance of the Study

Firstly, the significance of this study was in the generation of new knowledge that spoke into the creation of new policies that may address the inadequacies and challenges faced by school libraries in Zambia. Secondly, this study was significant because it brought to light information that may address the challenges faced by the education sector in Zambia. Furthermore, the significance of

this study was hinged on Sustainable Development Goal number 4 which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Zambia, as a nation, has subscribed to the Sustainable Development Goals and has pledged to meet these goals by 2030. Finally, this research was being carried out for academic purposes and was being undertaken in partial fulfillment for a Bachelors of Arts degree in Library and Information Science.

1.6. Ethical Considerations

Curry (2010) asserted that ethical considerations entail that a researcher should observe the right to participation of subjects and participants in a study. In this study, the following measures were carried out to ensure that research ethics were respected. Firstly, names of respondents were not used or indicated anywhere by the researcher. Secondly, the researcher made sure that the responses coming from the respondents were confidential and used exclusively for the purpose of this study. In addition, consent was obtained from the respondents before any of the data collection tools were assigned.

1.7. Definition of Key Terms

School Library

A school library is “a dedicated facility located in and administered by the school that provides at least the following: an organized, circulating collection of printed, audiovisual and computer-based resources that are available to students and faculty as well as instruction on using library materials to support classroom standards and improve student research and literacy skills” (Library Research Services, 2014).

Local Language Policy

This refers to a policy that gives a mandate on the use of local languages as a medium of instruction (Tekeu, 2011).

Local Language

This refers to the language that is familiar to a particular community. It can be the mother tongue or simply a familiar language. It can be further stated that the local language is commonly used in

various domains in the community including the school. It is the language through which a community identifies itself (Mwanza, 2012).

1.8. Summary of the Chapter

This chapter outlined the background of the study, the statement of the problem, the general and specific objectives as well as the research questions that guided this research. The significance of the study and operational definitions were also explained in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the literature related to the role primary school libraries play in supporting the promotion of language policy. The literature review is presented in line with the study objectives. Studies from across the world on similar topics were reviewed and presented in this chapter.

2.1. Information Services offered by School Libraries

Kaur and Kaur (2012) carried out a study at Punjab public school library in India to show the roles and information services that multilingual libraries provide. The study aimed to show the importance of language diversity and the role that libraries play in helping language learning and providing information to students. From that study, some of the key services offered by the school library that were noted are that the library acts as a store-house of information on translation involving languages and makes information regarding all aspects of translation available. The library prioritises the translation of pedagogic materials at all levels including primary education –specifically in natural and social sciences. The library creates and maintains various tools for translation and encourages the preparation of bilingual, multilingual and special purpose translational dictionaries, word-finders and thesauri. The school library promotes printed as well as virtual publication of works on Translation Studies jointly or independently for the benefit of all institutions and individuals interested in the field and the library provides guidance in the methodology of translation and undertakes activities to enrich teaching and training activities in translation studies. The library based in India has many services that promote language learning and academic achievement.

Sætre and Willars (2002) argued that the role played by a library lies in it providing services that supplement curriculum development and academic advancement. In a publication titled *The School Library Today and Tomorrow*, the authors assert that the school library offers services that provide resources for different evaluation and assessment strategies and is essential in providing specialised services to those who need more support and those who need more stimulation. Further, services offered in school libraries allow pupils to do research for their homework, project work

and problem solving tasks, services that facilitate information seeking and information use and resources that contribute to the production of portfolios and material to be presented to teacher and classmates (ibid).

Oguntimehin (2004) cited the IFLA Manifesto (2006) and outlined the services of the school library as follows: supporting and enhancing educational goals, encouraging, developing and sustaining the reading habit in children, providing access to local, regional, national and global resources and opportunities, developing in pupils the ability to learn from books independently, breaking down rigid divisions which the school time table often creates, giving social training, supporting the teaching programme of the school and providing resources to enhance academic growth and development.

According to responses recorded in a study by Gretes (2013) it was revealed that the cardinal role played by the school library is to ensure that good reading materials are made available and accessible to pupils so that their academic progression is enhanced. Findings from a study carried out in the United Kingdom by the Chartered Institute of Library and Information Professionals (2002) indicated that the services that are offered by school libraries in that country include: provision of essential educational resources that supplement day-to-day classroom activities, promotion of life-long learning, being the cornerstone of information skills growth in the school and providing an important avenue where students gather to have their recreational and leisure needs.

Furthermore, the cultural function of the school library is highlighted by Sætre and Willars (2002: 69) who emphasise that the library can be used “informally as an aesthetic, cultural and stimulating environment that contains a variety of journals, novels, publications and audiovisual resources.” Special events can be organised in the library such as exhibitions, author visits and international literacy days. If there is enough space, students can do literature inspired performances for parents and other students, and the librarian can organise book talks and story telling for the younger students. The librarian should also stimulate interest in reading and organise reading promotion programmes in order to develop the appreciation of literature. Activities addressed to encourage reading involve cultural as well as learning aspects. There is a direct link between reading level

and learning results. Librarians should always be pragmatic and flexible in their approach when providing reading material to users and supporting the individual preferences of the readers by acknowledging their individual rights. By reading fiction and non-fiction literature which fits their needs and levels, students may be stimulated in their socialisation process and identity development. The cultural aspects highlighted above are some that can speak into the services provided by the library. It can be inferred that the organization of cultural exhibitions can trigger interest in the minds of young learners and draw them towards understanding local cultures and in essence developing an interest in learning their local languages.

In line with the services mentioned above, Edoka (1992) provided an enumeration of the services which are offered by the school library. These services offered in school libraries include: helping learners to use books and the library independently and training pupils to discover facts, check and compare evidence and form judgments for themselves.

Further, Todd and Heinstrom (2006) are of the view that the school library should provide information technology services and resources that create a conducive atmosphere that encourages and boosts students learning outcomes. Hay and Todd (2010) point out that school libraries offer an academic environment for acquiring knowledge and further argue that school libraries develop advanced thinking skills that learners require for deep knowledge and deep understanding.

Dike (2004) opined that library services play significant and indispensable roles in inculcating reading habits in pupils which invariably promotes their academic performance. Furthermore, studies have tried to establish whether there is an existing relationship between library and pupils' academic performance. For instance, Keith (2004) in his study found that the size of a library media programme, shown by the size of its staff and collection, is the best school predictor of academic achievement of pupils. To this end, the study of Keith (2004) showed a significant relationship between library services and academic performance of students. In addition to his findings, Keith (2004) carefully observed that the instructional role of the library media specialist shapes the collection and in turn academic achievement. From this study, it can be deduced that the services offered in a school library play a role in the academic performance of the pupils.

In a related study, Waldman (2003) discovered that school pupils visit libraries for different purposes. These purposes therefore, have strong influence on their performance. In one of his research questions that reads ‘what did they do at library?’ the majority indicated that they study and the least given response was to e-mail or chat. Other responses that were indicated by the respondents in that study were that pupils go to the library to do research, to sleep, to socialize, to use the library’s electronic resources and to check the books out. Based on this analysis, Waldman (2003) concluded that majority of the students visit school libraries for purposes related to academic enhancement. It can therefore be observed from this study that some of the services that libraries offer include provision of books and literature that will allow pupils to research and study. Other services offered are electronic resources such as the internet and e-mail where pupils can have access to various online resources.

Matras (2010) carried out a study in Manchester to assess the various language services provided at the library. From the findings of the study, it was pointed out that the largest section of fiction and non-fiction literature at the library is dedicated to Urdu. Newspapers, CDs and films were also available. At the entrance of the library, there were a number of computers that can be used to view the library catalogue and that this computer system can be accessed in Urdu and French, in addition to English. In this study, it was shown that the diversity in library materials promotes the learning of other languages other than the official language of the nation where that library is located. The library provided its key services in more than one language other than English, the official language of England.

2.2. Availability of Learning Materials in School Libraries

Research has shown that there is a positive correlation between access to books, daily reading for pleasure and school performance and that students who read voluntarily are able to read better, write better and acquire better vocabularies (Krashen, 2004). When students make reading a habit, they transfer it to the study of classroom subjects and students tend to understand issues better and faster because their intellect is opened up (ibid). Invariably, their academic performance also improves. In essence, voluntary reading has implications on education as well as personal development (Sanacore, 2002).

Countless studies indicate that well-resourced libraries contribute to excellent academic performance of schools (Lance, 2002). The New York Comprehensive Center for Education indicates that schools that relied on their libraries to support student academic growth in relation to learning have seen vast improvement in their assessment scores (New York Comprehensive Center, 2011:3). Other research shown in the United States have also established that a good school library programme enhances students' performance (Burgin and Bracy, 2003).

Moore (2001) documented that one of the causes that influences children's learning achievement is the availability and accessibility of reading materials in their immediate surroundings and that such children tend to be poised readers and very assertive later in life. Children who read more frequently tend to read, write and spell better (Krashen, 2004).

Amavi (2008) did a comparative study of the use of the school library in two basic schools. The study revealed that in both schools the pupils and teachers appreciated the school library concept and therefore recognised the school library as an indispensable aspect of the school. Findings from this study revealed that pupils and teachers in both schools patronised the library and used the resources in their learning and teaching even though there were some drawbacks in using the library.

These studies are significant because they highlight the importance of having reading materials accessible to school pupils. The more these children have access to these materials through their school libraries, the higher their chances of excelling in that subject or topic. Similarly, it can be argued that the provision of local language materials to these school going children through their libraries can have a positive impact on their learning of those local languages.

Mbambo (2005) conducted a research in South Africa on The Role of libraries in promoting African Indigenous Culture and language learning in schools. The study was qualitative in form of unstructured interviews. The aim of the study was to find out the role that was played by libraries in promoting African indigenous culture and language learning. The findings of the study were that there was a problem of time for African indigenous cultural activities in schools in that not all libraries engaged themselves in the promotion of African indigenous culture in schools. The study

showed that due to this, there was very little information on African cultures that could promote local language learning. Other findings were that the South African curriculum was not doing enough to promote learning of African indigenous culture and languages in schools and not all parents and School governing bodies supported the promotion of African indigenous culture in schools.

2.3. Challenges faced by School Libraries in providing Information Services

Issak (2000) described libraries in Africa as weak, with several problems concerning financial constraints, lack of human resources, outdated materials and poor use. According to Agwaranze (2004) various African governments have not been serious about school libraries hence their unwillingness to release funds for establishing and the upkeep of libraries in the basic schools. There is evidence from research that supports the argument that school libraries in Africa are woefully neglected with some researchers observing that African governments do not pay as much attention to education and school libraries as they attach to other sectors (Endra, 2001; Rosenberg, 2001; Mswazi, 2003; Khumalo, 2006).

Boekhorst and Britz (2004) note that most schools in South Africa cannot afford to run libraries. These findings were confirmed by Hoskins (2006) who found that functional libraries are limited to those schools that have the financial ability to manage them.

A study conducted by Bentum (2012) to investigate the effect of the use of school libraries on teaching and learning on public basic schools in revealed that students do not use the library as the library is too small, too noisy, too warm and congested, poor lighting system and that the library has inadequate resources. Similar studies done on school libraries in Ghana have uncovered similar issues such as inadequate resources, lack of funding and unqualified librarian and library staff to work in the school library (ibid).

One of the challenges faced by libraries is the poor reading cultures that pupils have. Pupils barely ever use the library for books and this makes some libraries redundant. For example, Ur (1987) found evidence from many parts of the world that suggested that reading habits have not been instilled in pupils due to the 'examination oriented' approach practiced by a majority of teachers.

The findings from that study highlighted that such an approach merely places emphasis on oral drilling and answering of past year examination questions and does not promote a reading culture. Later, Carrell (2007) carried out a similar study and concluded that the challenges discovered and presented in the study by Ur (1987) are challenges that are present even in the modern day. Further, the lack of interesting reading activities in classrooms might also affect the students' interest in exploring the boundless benefits of reading (Carrell, 2007). Therefore, school management did not put any effort into stocking the school library with materials that may promote local language learning. From the above studies, it can be observed that the two studies found that a poor reading culture among pupils discourages school management to purchase materials for the school libraries.

Another significant study on reading habits or behaviour was conducted by Pandian (2004). He carried out two studies to investigate reading behaviour of school going children. He employed the use of questionnaires in collecting data from the sample that was selected. The data were gathered from 674 students from 15 schools. The conclusions from the study were that the majority of the respondents were reluctant readers of language materials. This further speaks to the bad reading culture that dictates the decisions of school and library management to purchase language books for the libraries. It also highlights the lack of interest that school going children have when it comes to reading literature that is in a different language from their school's language of instruction.

There are many services that are offered by school libraries. However, if users are unaware of these services, they will not be utilized. For instance, it was revealed from a study in Nigeria by Chukwueke (2018) that although the libraries of the schools studied assumedly provided about ten library services, the pupils interviewed only showed awareness of four of those services. This disconnect may be attributed to lack of awareness of the existence of many services or restricted access to these services. Furthermore, the students' low level of awareness could be linked to their rare visit of the library.

Revelations from studies in Nigeria by Uzuegbu and Ibiyemi (2013) and Benson et al. (2017) showed that some school libraries however, are suffering from a shortage of resources and

facilities, absence of trained personnel, poor orientation about the library, inadequate finance, lack of support from Library Associations, lack of current and up-to-date information materials, non-proper organization of library resources, lack of ICT facilities, non-inclusion of use of library in the school curriculum and negative attitude of school principals. However, Lonsdale (2003) reports that a school library with strong library program, adequately staffed, resourced and funded can lead to higher student achievement regardless of the socioeconomic or educational levels of the parents of these students. Also, a strong computer network connecting the library's resources to the classroom and laboratories has an impact on student achievement. It was further reported that the quality of the collection has an impact on student's learning (ibid).

Iyamu and Ogiegbaen (2005) conducted a study on the use of local languages as a medium of instruction and assessed the challenges of implementation in Nigeria. The study revealed that teachers and pupils faced challenges in the implementation of the mother tongue as the medium of instruction in Nigeria. Some of the notable problems included, lack of instructional materials in the libraries, lack of trained mother-tongue education teachers and library staff; parental indisposition to their children being taught in the mother-tongue and the push for a language of wider communication. In the study, it was further discovered that popularization of the mother-tongue medium of instruction was an exercise that was both demanding and expensive. It entailed a lot of resources to produce teaching and learning materials and train teachers and library staff. It was further found that by then, no concrete efforts were made by the Nigerian government to face the challenges of implementation of the mother-tongue medium policy.

From a study by Gacheche (2010) in Kenya on challenges in implementing a local language education policy, it was revealed that there were numerous challenges that library staff faced in the implementation of the mother tongue as a medium of instruction. These challenges were: lack of policy incentives and political will by the Kenyan government; lack of desire by school management to implement the local language policies; lack of the skills set required for effective development of basic learning materials, like writers, curriculum developers, publishing and printing infrastructure and an acute shortage of teachers who speak or have access to these home languages. The study noted that this led to the unavailability of local language materials and hindered the ability of the pupils to effectively learn in the local languages. Gacheche (2010)

further argues that lack of instructional materials also hinders teachers' transmission of content in local languages to learners. Teachers in the study carried out in Kenya did not have the necessary instructional materials to offer meaningful education to pupils in the local language used as a medium of instruction. Furthermore, the study revealed that those pupils that originated from different ethnic backgrounds considered to be minority backgrounds were often marginalized because learning materials were biased towards those languages that were spoken by majority ethnic groups (ibid). Klaus (2003) carried out a study in Papua New Guinea and reaffirms the point that lack of writing and reading materials for certain languages was a major challenge.

Sampa (2003) carried out a country case study on Zambia to assess the challenges faced in implementing the local language policy in primary schools. It was revealed that some of the challenges were over enrolment, understaffing of libraries and low salaries given to library employees. The study discovered that because of over enrolment some libraries are crowded in some schools and there is sometimes little space to accommodate all the children in the library. The study also showed that understaffing in school libraries is a big problem that cannot be solved in a short time. Further, low salaries negates librarian morale and at times they do not even get the little salaries on time.

Mbewe (2015) carried out a study with the purpose of establishing the perceptions that teachers, pupils and parents have towards the use of Chinyanja as a medium of instruction in lower Primary schools in Lusaka district. The study also sought to determine the challenges that teachers and pupils are facing towards the implementation of Chinyanja as a medium of instruction in lower Primary schools in Lusaka district. The results of the study showed that teachers noted that some books that are found in the libraries such as creative and technological studies are still written in English and some words and formulas were not easy to translate in Chinyanja. It was also found that the teachers who were found to be trained were trained using English and the materials they used were also written in English. Therefore, it was difficult for teachers who are also not familiar in Chinyanja to translate these books which are still written in English when using Chinyanja in the process of learning. It was further revealed that although effort was being made to use Chinyanja as a medium of instruction, most of the tests or exercises that pupils were given were prepared in English because most of the books found in the library were still written in English. It

was also difficult for the pupils to understand fully what they were taught because there were no books for pupils to be given out in the process of learning for them to look at what the teacher was teaching them.

2.4. Summary of the Chapter

This chapter reviewed literature relevant to the subject under discussion. Studies from across the world that have tackled issues similar to those that this study aimed to address were reviewed in this chapter. The chapter paid particular attention to studies that have been done on information services offered by school libraries, availability and accessibility of local language materials in school libraries and the challenges faced by school libraries in providing information services.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design and methods that were used in the study and provided reasons why the chosen methods were thought to be appropriate to gather the information needed to answer the questions posed by the research problem. The chapter also presents the study population, the sample size, the sampling procedure, instruments for data collection, data collection techniques and data analysis. Ethical considerations are similarly included.

3.1. Research Design

A mixed method approach was considered appropriate for this study and research has now recognized mixed method as a third model of research in social and behaviour science (Ponce and Maldonado, 2015). This means that both quantitative and qualitative methods were used as components of the research design (Caruth, 2013, Ponce, 2011, Creswell, 2007, Greene, 2007).

3.2. Location of the study

The study was conducted at twenty primary schools in Lusaka Urban district. These schools included both private and public schools. Justification for this was that the study aimed to investigate the effectiveness of school libraries in support of local language policy. Therefore, the opinions of respondents from these schools were essential because of the different experiences encountered at private and public schools.

3.3. Population of the study

This study targeted the teachers and the library staff from the twenty schools. These individuals were key stakeholders in the study because they engage with the pupils and provide lessons to them. They also have access to the school libraries. Further, the teachers assess the pupils' academic performance and are able to judge the effectiveness of the learning experiences and have information on the effectiveness of school libraries in supporting local language policy based on their interactions with the pupils.

3.4. Sample Size

The total sample size for this study was 200 respondents. The study drew 10 respondents from each school and the data collection tool was administered to them. The sample was drawn in the ratio of 1:9 with one library staff member and 9 teachers picked from every school.

3.5. Sampling techniques

The respondents in this study were chosen using the stratified random sampling method. The sample was picked in the ratio of 1:9 with one librarian and 9 teachers respectively. A comprehensive list of the teachers and library staff employed at each school was obtained from each school administration and then the simple random sampling method was applied to these lists with one librarian and 9 teachers being picked from each school.

3.6. Data Collection Methods

Primary Data

The use of primary data is important in every study. In this study, it was important to use primary data because it provided first-hand information from the respondents. This first-hand information informed this research and upon analysis, it was used to make comparisons against other studies that have been done on similar topics. The primary data was collected by means of a specifically tailored interview guide.

3.7. Data Collection Tool

Interview guide

This study employed the use of an interview guide to collect data from the respondents. The interview guide allowed the researcher to conduct in-depth interviews with the respondents. Use of the interview guide was justified because it provided the research with answers that were detailed. Further, the interview guide allowed the researcher to probe and clarify on issues that were unclear.

3.8. Validity

In this study, the questions were constructed in a simple, clear and precise way in order to give respondents chance to give clear and precise answers which brought out their knowledge and

perceptions. As the interviews were recorded, reflections and participants' validations were done to ensure correctness of the data that was collected. Interviewing enabled the repetition of the interview process with various respondents, which standardized the questioning. Additionally, participants were informed on the nature and purpose of the study.

3.9. Data Analysis

This study contained data that was mostly qualitative. Therefore, the qualitative data that was recorded from the interviews was transcribed and then analyzed using thematic analysis. The analysis and interpretation of this qualitative data was carried out manually using graphs, tally tables and coding sheets. On the other hand, the quantitative data that was collected was analysed using SPSS software and frequency and percentage tables derived and interpreted.

3.10. Summary of the Chapter

In this chapter, the research methodology was explained. The manner in which the sample was drawn and the type of data collection tool that was used to collect first hand data was explained. Further, the research ethics that were considered as this research was carried out were outlined.

CHAPTER FOUR PRESENTATION OF FINDINGS

4.0 Introduction

This chapter will provide a presentation of the primary data that was collected from the interviews with the respondents from the study. The chapter is divided in line with the specific objectives of the study.

4.1. Background Characteristics

Age

The respondents were asked to state their ages and it was discovered that the majority of the respondents were aged between 40 and 49 years. These made up 43 percent of the total sample. The least represented age group was the age group above sixty. These made up 4 percent of the sample. The figure below is a representation of the responses recorded during the interviews with the respondents:

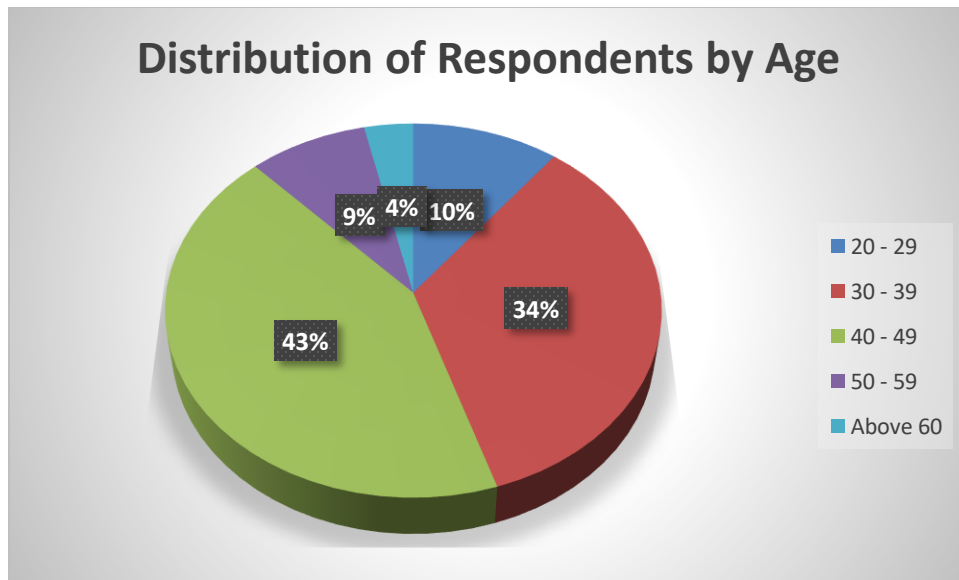


Figure 1: Distribution of Respondents by Age

Sex

The study sought to understand the number of male and female teachers that made up the sample. It was observed that the majority of the respondents were female with a percentage of 59 percent.

The male respondents made up the other 41 percent of the sample. The figure below shows the distribution of respondents by their sex:

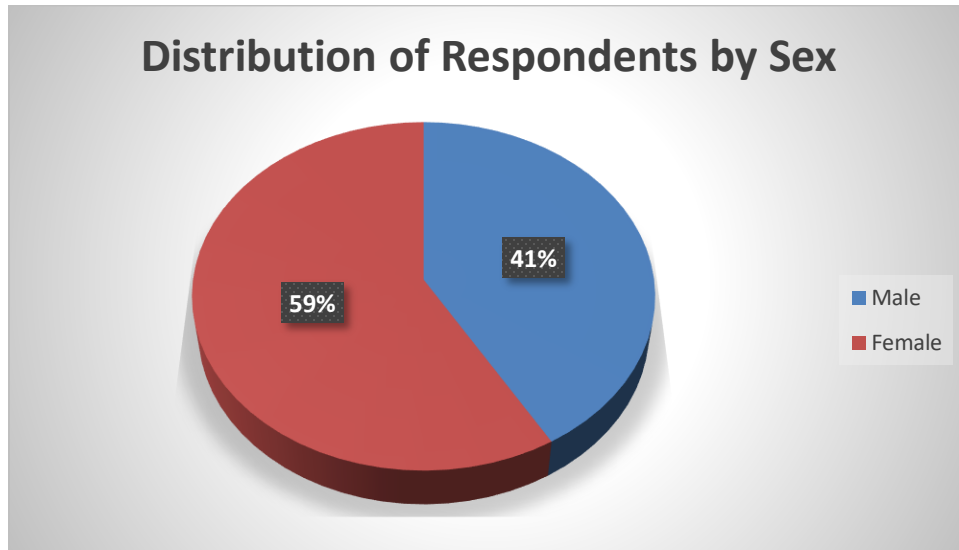


Figure 2: Distribution of Respondents by Sex

4.2. Information Services offered to Users in support of the Local Language Policy

The respondents in the study were asked to state what their understanding of the local language policy is. It was observed that the majority of the respondents knew what the policy is. This was represented by 78 percent of the total sample. The other 22 percent of the sample stated that they were not sure what the policy was.

The respondents were asked to state what the operational hours of their respective school libraries are. It was discovered that the majority of the respondents' school libraries operated up to eight hours daily. This made up the majority of the total sample with a percentage of 65 percent. 5 percent of the respondents interviewed stated that their library operates up to four hours daily. This represented the minority of the sample. The table below shows the distribution of responses recorded from the respondents:

Table 1: Library Operational Hours

Response	Frequency	Percentage
Up to 4 hours	10	5
Up to 6 hours	20	10
Up to 8 hours	130	65

Up to 10 hours	40	20
Total	200	100

When asked how often pupils from Grades 1 – 4 use the school library in their respective schools, the majority of the respondents stated that the pupils use the library on a weekly basis. This response was provided by a majority of the respondents which represented 43 percent of the sample. One of the respondents elucidated further and said “*the pupils have weekly library sessions where they are allowed to visit the library as a class. They are escorted by their teachers and are assisted by the librarian and the teacher to pick books of their choice.*” 23 percent of the respondents stated that the pupils at their schools use the library on a fortnightly basis. 16 percent indicated daily usage, 8.5 percent indicated rare usage and 5.5 percent stated that pupils use the library on a monthly basis. The least recorded response was that the pupils never use the library. This was given by 4 percent of the total sample. The table below shows the responses recorded:

Table 2: Use of Library by Grade 1 - 4 Pupils

Response	Frequency	Percentage
Never	8	4
Rarely	17	8.5
Daily	32	16
Weekly	86	43
Fortnightly	46	23
Monthly	11	5.5
Total	200	100

The respondents were asked to state what services are available in their respective libraries in support of the local language policy. The majority of the respondents, 75 percent, indicated that their school libraries provide local language literature to their pupils. It was also discovered that there are some school libraries that promote local language literature usage by holding competitions. This response was recorded from 30 percent of the respondents interviewed. There were respondents that stated that their libraries do not offer any local language services and these

made up 10 percent of the sample thus representing the minority. The responses recorded are shown in the table below:

Table 3: Local Language Services offered by Library

Response	Percentage
Posters and charts in local languages	25
Competitions to encourage local language material usage	30
Provision of books and other literature to pupils	75
Provision of books and other literature to teachers	40
Audio books	20
No services are offered	10

When asked to state whether the local language services offered in the respondents' respective libraries are adequate to cater for the pupils needs, it was discovered that the majority of the respondents, represented by 61 percent of the total sample, stated that the services are not adequate to meet the pupils' needs. 28 percent of the sample stated that the local language services provided by their libraries are adequate to meet pupil needs. There were some individuals who were unsure whether the local language services were adequate and this made up 11 percent of the sample, representing the minority.

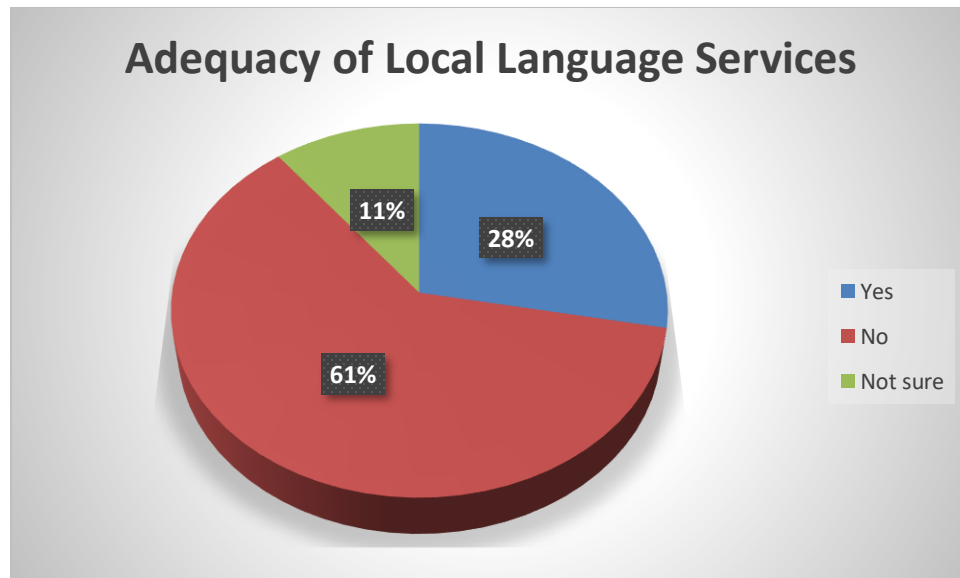


Figure 3: Adequacy of Local Language Services

4.3. Availability of Local Language Materials in the School Library

The respondents were asked to state whether they think the local language materials provided in their respective school libraries are sufficient for all the pupils at their respective schools. This question was answered by 90 percent of the total sample. This was because the other 10 percent had earlier indicated that their libraries did not offer any local language services. One of the respondents said, “*we do not offer any local language services at our school library so the children do not have any access to any local language resources.*” The majority of the respondents who stated that they offer local language services, stated that the local language materials provided in their school libraries were not sufficient. This made up 43 percent of those who offer local language services. There were 33 percent that felt that the resources were sufficient and 24 percent were not sure whether the materials were sufficient. The figure below shows the distribution of responses:

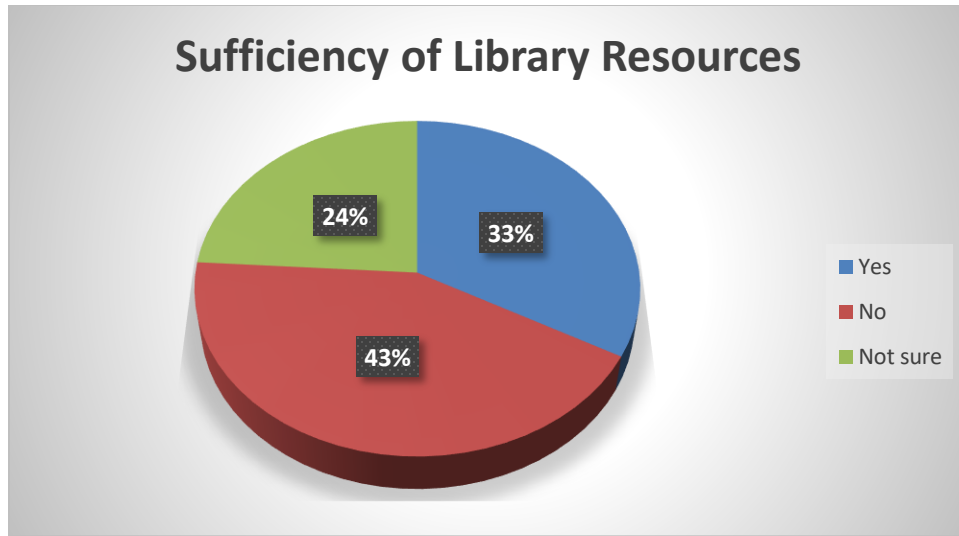


Figure 4: Sufficiency of Library Resources

The respondents were asked to state whether they saw any improvement in students’ learning of local languages as they use the school library resources. The majority of the respondents who offer local language services were of the view that the resources offered in the library did lead to an improvement in the use of local languages by their pupils. These respondents made up 62 percent of the total sample. The least recorded response made up 13 percent of the sample and this was recorded from those who stated that the local language materials had not contributed to any improvements. There were 25 percent of the respondents that felt unsure whether the local language resources contributed to improvements. One respondents said, *“it is hard to tell whether the improvement in local language usage and fluency can be attributed to the materials that we offer in our library. There are other factors that come to play such as the people they play with at home and the languages that the pupils are exposed to in their homes.”* In the figure below, the distribution of responses is shown:

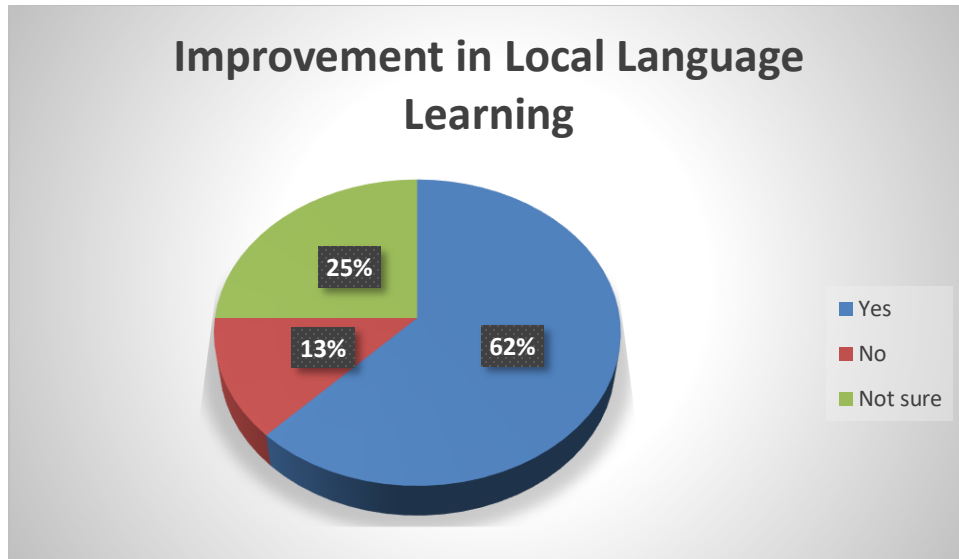


Figure 5: Improvement in Local Language Learning

Further, the respondents were asked to state whether they thought their school libraries had been effective in supporting the local language policy. The majority of the respondents, 63 percent, felt that their libraries had contributed significantly to promoting the local language policy at their school. One respondent shared their view *“we have so many local language materials in our library now and because of this we are one of the best schools in Lusaka when it comes to promoting local language learning.”* 24 percent of the respondents felt that their schools had not been effective enough in promoting the local language policy. 13 percent stated that their libraries had not been effective at all. There was a respondent that shared their sentiments on the ineffectiveness of their school library in supporting the promotion of the policy. This respondent opined, *“we are not effective at all when it comes to promoting the local language policy. This is mainly because our school library does not stock any local language materials... maybe in the near future.”* The figure below is a distribution of responses recorded:

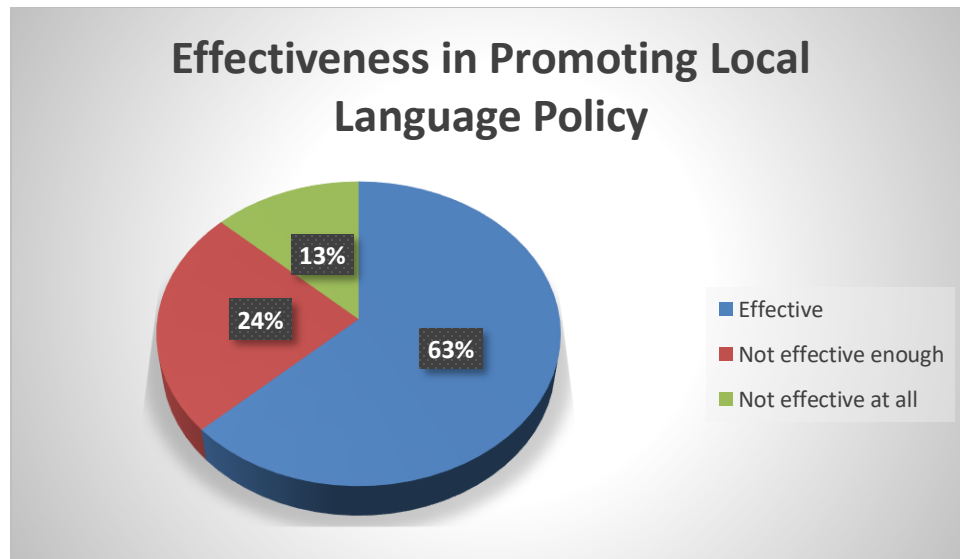


Figure 6: Effectiveness in Promoting Local Language Policy

4.4. Challenges faced by the School Library in providing Information Services to Users

The respondents were asked to outline some of the problems affecting the provision of effective local language services in their respective school libraries. The most common response recorded was that teachers are unable to use local languages to teach and that some teachers cannot speak local languages. It was also observed that there is push back or disapproval from parents that do not wish for their children to be taught or to learn local languages. The least recorded response was that there are no local language resources available. The table below is a distribution of the responses:

Table 4: Challenges faced in Promoting Local Language Policy

Response	Percentage
No local language resources	10
Financial constraints	53
Reluctance by administration to promote local language learning	32
Teachers inability to use local languages to teach	74
Parental disapproval of local language teaching	60
No policies that local language teaching	23
No separate budget for local language resources	45

When asked to state what measures their school administrations had put in place to mitigate these challenges, it was discovered that the majority of the responses recorded pointed to budgetary allocations. The responses recorded are highlighted in the table below:

Table 5: Measures to Mitigate Challenges

Response	Frequency	Percentage
Appointment of new teachers who are can teach in local languages	18	9
Sensitization of staff on importance of local language learning	26	13
Sensitization of parents on importance of local language learning	31	15.5
Budgetary allocation to the purchase of Local language materials	41	20.5
Seeking of sponsors and donors to stock up library	23	11.5
Fundraising ventures to stock up library	14	7
Nothing has been done	47	23.5
Total	200	100

4.5. Summary of the Chapter

This chapter presented the findings from the interviews that were conducted with the respondents from the 20 schools. The findings were presented using tables and graphs to provide easier understanding and a pictorial view of the data that was collected.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter provides a discussion of the findings that are presented in the fourth chapter of this report. These findings will be discussed and compared and contrasted to studies done by other authors and scholars on similar topics. The general objective of this study was to investigate the effectiveness of school libraries in support of the local language policy. A breakdown of this objective into specific objectives was done. The specific objectives in this study were to establish the information services school libraries offer to users in support of the local language policy; to assess the availability of local language materials at the school libraries and; to investigate the challenges faced by school libraries in providing information services to users in support of the local language policy.

5.1. Information Services offered to Users in support of the Local Language Policy

This study sought to establish the information services school libraries offer to users in support of the local language policy. It was revealed that the majority of the respondents that were interviewed had knowledge on what the local language policy is. This shows a significant amount of knowledge of what the policy is and what it states. The majority of the libraries operate for up to eight hours as indicated by the respondents in this research. Ideally, this means that the pupils would have access to their respective school libraries for most of the day. This would therefore mean that in an ideal situation, pupils would walk into the library any time during school hours to use the local language resources that are provided in these libraries. With long operational hours, the libraries give opportunities to the pupils to access the various materials including those in local languages. In this way, the school libraries are playing a significant role in promotion of the local language policy.

According to the members of staff interviewed in the study, the pupils that are in their first – fourth grades at the schools are allowed to use their school libraries regularly with most of these respondents interviewed pointing out that this is on a weekly basis. Frequent usage of the library can be seen as one of the ways in which the local language policy can be promoted. This is

especially true for those libraries that have local language materials and have policies that promote usage of local language resources.

With regard to availability of local language materials, it was observed that a significant majority of the respondents came from schools that have local language materials and services provided in their libraries. It was discovered in this study that there are some schools that hold competitions where learners are encouraged to utilize the local language materials. Through such measures, these schools are having a significant impact on the promotion of local language policy. With regards to competitions held in the library, Sætre and Willars (2002) found results of a similar nature. They revealed that special events can be organised in the library and the school librarian can also stimulate interest in reading and organise reading promotion programmes in order to develop the appreciation of literature. It was however noted that these researchers advocated for exhibitions, author visits and international literacy days as ways in which library usage can be promoted. It can be argued that exhibitions can promote literature usage and ultimately local language learning. There were no results from our study that pointed to the use of exhibitions.

However, there were a few respondents that stated that their school libraries do not offer local language services to their pupils. It can therefore be stated that these schools do not offer any services that support promotion of the local language policy. Importance of school libraries in promoting academic learning is highlighted by Gretes (2013) who revealed that the cardinal role played by the school library is to ensure that good reading materials are made available and accessible to pupils so that their academic progression is enhanced. Therefore, the importance of the library and the role it plays in supporting local language policy can be observed.

For the schools that offer local language services, some of the services that they offer include provision of books to pupils and to teachers, posters and charts that are in local languages and provision of audio books. Similarly, findings from a study carried out in the United Kingdom by the Chartered Institute of Library and Information Professionals (2002) indicated that the services that are offered by school libraries in that country include: provision of essential educational resources that supplement day-to-day classroom activities. In the same vein, Sætre and Willars

(2002) found similar results and pointed out that the library can be used as a stimulating environment that contains a variety of journals, novels, publications and audiovisual resources.

A difference can be noted from this study by the Chartered Institute of Library and Information Professionals (2002) which found that school libraries in the UK provide an important avenue where students gather to have their recreational and leisure needs. The study carried out in Lusaka did not bring out any information that states that the school libraries provide recreational and leisure activities as a way of promoting local language learning.

Finally, it was observed that at most of these schools, the local language materials are inadequate and do not cater for the needs of all the pupils. Despite having local language resources, the inadequacy of these resources may have a negative impact on the promotion of the local language policy. This is because some pupils will not be able to access these materials and learning may be hindered.

5.2. Availability of Local Language Materials in the School Library

The study assessed the availability of local language materials at the school libraries. Findings show that the majority of the schools provide local language materials to the users. The provision of these materials has a positive impact on the library users as they are able to access them and improve their knowledge and improve their academic performance. There are similar studies that revealed that that well-resourced libraries supported by a good school library programme contribute to excellent academic performance among pupils (Lance, 2002; New York Comprehensive Center, 2011:3; Amavi, 2008). These studies are significant because they highlight the importance of having reading materials accessible to school pupils and the role that these resources have in promoting learning. The more these children have access to these materials through their school libraries, the higher their chances of excelling in that subject or topic. Similarly, it can be argued that the provision of local language materials to these school going children through their libraries can have a positive impact on their learning of those local languages.

However, it was discovered in our study that the local language resources provided by the school libraries are not sufficient. Similarly, Mbambo (2005) conducted a research in South Africa with the aim of finding out the role that was played by libraries in promoting African indigenous culture and language learning and showed that due to this, there was very little information on African cultures that could promote local language learning. Other findings were that the South African curriculum was not doing enough to promote learning of African indigenous culture and languages in schools and not all parents and School governing bodies supported the promotion of African indigenous culture in schools.

The respondents from the study were of the view that the provision of local language resources offered in their school libraries had led to an improvement in the use of local languages by their pupils. Further, the respondents felt that their school libraries had contributed significantly to promoting the local language policy.

5.3. Challenges faced by the School Library in providing Information Services to Users

The study aimed to understand the challenges that are faced by school libraries in support of the local language policy. The most common response recorded was that teachers are unable to use local languages to teach and that some teachers cannot speak local languages. This problem was one that was also observed in Nigeria by Iyamu and Ogiegbaen (2005) and they further elucidated that in that country, promotion of local language learning was a challenge because of the resources required to produce teaching and learning materials and train teachers and library staff.

It was also observed that there is push back or disapproval from parents that do not wish for their children to be taught or to learn local languages. Other challenges faced point to financial constraints that these libraries face. Likewise, Issak (2000) observed that school libraries in Africa face similar challenges such as financial constraints, lack of human resources, outdated materials and poor use. Studies in Nigeria, similarly found that school libraries are suffering from a shortage of resources and facilities, absence of trained personnel, poor orientation about the library, inadequate finance, lack of support from Library Associations, lack of current and up-to-date information materials, non-proper organization of library resources and lack of ICT facilities.

Conversely, Agwaranze (2004) highlighted the role that governments play in the administration of public schools. The study showed that various African governments have not been serious about school libraries hence their unwillingness to release funds for establishing and the upkeep of libraries in the basic schools.

In contrast to the challenges highlighted above, Bentum (2012) revealed that students do not use the library as the library is too small, too noisy, too warm and congested, poor lighting system and that the library has inadequate resources.

Other differences are shown by Gacheche (2010) in Kenya where the challenges revealed included lack of policy incentives and political will by the Kenyan government, lack of desire by school management to implement the local language policies, lack of the skills set required for effective development of basic learning materials and an acute shortage of teachers who speak or have access to these home languages.

5.4. Summary of the Chapter

The chapter provided a discussion of the research findings. Comparisons were made with other studies that have been done across the world. It was observed that the majority of the findings from this study were similar to other findings.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Conclusion

From the findings that have been discussed in the fifth chapter, it can therefore be stated that these schools are able to effectively support the promotion of the local language policy. The schools make use of various modes to teach their students and this mainly involves use of literature that can be accessed in the library by both pupils and teachers. It was also discovered that the resources that are available in these school libraries are inadequate to meet pupil needs.

The study also found that there are many challenges that are experienced by these school libraries in promoting local language policy. The most common challenges relate to financial constraints. This is in line with other studies across the world where the same was observed. Other challenges highlighted in this study show that the teachers are unable to speak local languages or teach using these local languages. Therefore, a challenge is created as the lack of human resource to deliver local language learning inhibits the promotion of local language policy.

6.1. Recommendations

Based on the findings of this study, it is therefore suggested that the following recommendations be carried out:

1. There should be deliberate policy put in place by school management to ensure that local language materials are stocked in their libraries.
2. School management should embark on an aggressive exercise to purchase local language materials.
3. Teachers and library staff should be encouraged to be creative in rolling out diverse tools that will foster pupils' interest in accessing local language materials in their school libraries.

6.2. Further Research

This study brought out new information that raised pertinent questions that will require further research. It is therefore recommended that research be carried out on the following proposed topics:

1. Perceptions of parents on the importance of the local language policy.
2. An exploration of policies implemented by Zambian private schools in support of the local language policy.
3. Perceptions of teaching staff on the role that local language policy has in promoting academic performance.

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Appendices

Appendix I: Interview Guide

Section A: Background Characteristics

1. Age
2. Sex

Section B: Information Services offered to Users in support of the Local Language Policy

3. What is your understanding of the local language policy?
4. What are the operational hours of the library at your school?
5. How often do pupils from Grades 1 – 4 use the school library?
6. What services are available in your library in support of the local language policy?
7. Are the local language services provided by your library adequate to cater for all the pupils needs?

Section C: Availability of Local Language Materials in the School Library

8. Are the local language materials provided in your school library sufficient for all the pupils at your school?
9. In your opinion, do you see any improvement in students' learning of local languages as they use the school library resources?
10. In your opinion, how effective has your school library been in supporting the promotion of the local language policy?

Section D: Challenges faced by the School Library in providing Information Services to Users

11. What are the problems affecting the provision of effective local language services in your school library?
12. What measures has your school's administration put in place to mitigate these challenges?