

**MANAGEMENT OF SCHOOL LIBRARY AND STUDENT ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS: A CASE OF NABWERU
DIVISION, NANSANA MUNICIPALITY, WAKISO DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN
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DECLARATION

I, the undersigned, hereby declare to the best of my knowledge that this research report has never been presented in any university or other institution of higher learning for any award of a certificate at any academic level in an educational institution. Where other individuals' information has been used, quotations have been made and references provided.

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APPROVAL

This is to certify that the research report entitled “Management of School Library and Student Academic Performance in Secondary Schools: A case of Nabweru Division, Nansana Municipality, Wakiso District” has been carried out by Kabanda Anthony under our supervision and submitted with our approval.

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DEDICATION

I dedicate this work to my family; Mrs. Renee Mwebiha, Mr. and Mrs. Kasenge Julius, My wife Ssanyu Stella and friends for their enormous patience and support towards my whole academic life and success.

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ABBREVIATIONS AND ACRONYMS

- SLD : School Library Development
- DIMP : Decentralized Instruction Material Procurement.
- I.V : Independent Variable.
- D.V : Dependent Variable.
- EASLIS : East Africa School of Library and Information Science.
- UCE : Uganda Certificate of Education.
- UNEB : Uganda National Examinations Board.
- UNICEF : United Nations International Children's Emergency Fund.
- UNESCO: United Nations Education, Scientific and Cultural Organization.
- INFLA : International Federation of Library Associations.
- O' level : Ordinary level
- A' level : Advanced level
- CVI : Content Validity Index.
- Div. : Division
- Agg. : Aggregates
- Fq. : Frequency
- % : Percentage
- Sch. : School
- Resp. : Respondents

ABSTRACT

The study aimed at determining the extent to which management of school library affects student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. Its objectives included establishing the relationship between; availability of enough and relevant reference materials, planning of school library, staffing of school library and organization of school library and student academic performance. This study adopted cross sectional survey design which was both quantitative and qualitative in nature. A purposive sampling technique was used to select senior four class, 2 government aided secondary schools, 5 librarians and 5 head teachers. A simple random sampling technique was used to select 3 private secondary schools and 2 teachers from each school while the stratified random sampling technique was used to select 36 senior four students from each school to raise a total of 180. The study made use of a structured questionnaire to gather quantitative data from 172 students and a semi-structured questionnaire to obtain both quantitative and qualitative data from 10 teachers whereas an interview guide was used to collect the qualitative data from 5 head teachers and 5 librarians. The observation guide was also used to get qualitative data on the availability of relevant reference materials, library planning, and organization of school library. Finally, the documentary analysis was used to collect information about the students' academic performance. Quantitative analysis involved descriptive statistics and inferential statistics. Findings revealed a weak positive correlation between availability of relevant materials, planning of school library and organization of school library and student academic performance. A moderate positive correlation between staffing of school library and student academic performance was also revealed by the findings. The study concluded that management of school library significantly affects student academic performance. It was thus recommended, among others, that management of school libraries be improved through adequate planning, adequate staffing and adequate organization so as to raise student academic performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study regarding the relationship between management of school library and student academic performance in Nabweru Division. The chapter provides a back ground to the problem, statement of the problem, objectives of the study, research question, hypotheses, scope of the study, conceptual framework, and significance of the study and definitions of key terms.

1.1 Background to the study

The background is divided into four perspectives, namely; the historical, the theoretical, the conceptual and the contextual perspectives

1.1.1 Historical perspective

Library management is an important component of school management that influences students' academic performance in secondary schools since libraries house learning materials that help students to make research and supplement classroom work and as well as providing conducive environment for personal reading. However, in many different parts of the world, school libraries have not been given the due attention. According to Bamidele, (2015), Public Secondary school libraries are still faced with challenges of funding, staffing, collection and rendering services which hinder the use of library by students.

In Uganda, library management has been poor for decades in many secondary schools due to absence of a specific national school library policy, poor school inspection, financial constraints, among other factors. Magara and Batambuze (2009) contend that school library

development in Uganda continues to suffer underfunding, neglect and lack of a specific policy for school libraries. Since 1960s, the Ministry of Education has severally attempted to streamline the establishment and management of libraries in schools but with very little success.

In 1963, Castle's Commission was appointed and recommended for special attention to be paid to the organization of school libraries which would be placed in charge of qualified teacher librarians trained in basic management principles. It recommended up to 5% of the school budget to be earmarked for the purchase of books and journals until the libraries were reasonably stocked (Castle, 1963). However, Kawalya (2009) states that despite the development of libraries, in the late 1960s, the staff operating most school libraries were untrained and inexperienced; and the service was invariably inadequate, to mention a few (Kibirige, 1977, P.73). During the early 1980s, school libraries facilities did not exist at all or where they existed, they were out-dated (Uganda, Ministry of Education and Sports, 1992).

More recently, there have been several legal and policy frameworks, including Government White Paper on education (1992), which provides guidelines on the need for libraries and their organization in schools, and the National Text Book Policy (1997) and the Decentralized Instruction Material Procurement (DIMP) programme, which handed schools the opportunity to select titles of both text books and supplementary readers to buy for the schools, (Magara and Batambuze, 2009). The most recent is the School Library Development Policy (SLD) drafted by a technical committee chaired by Magara in 2005, (Ogwang 2012), with a vision; "a literate society capable of harnessing the environment around them", (Mugerwa and Batambuze, 2009) which was never taken up by the Ministry of Education and Sports.

As a result of lack of a specific national library policy, coupled with poor school inspection and underfunding, many secondary schools in Uganda continue to operate without or with libraries that have inadequate reference materials, inadequately planned library services, inadequate staff and poor organization libraries, to mention a few, which are said to impact on student learning hence resulting into low academic performance.

1.1.2 Theoretical perspective

The study was guided by the Systems Theory by Bertalanffy (1996). The Systems Theory focuses on the relationship between the parts and the whole; the way the parts are organized and how they interact with each other determines the properties of the system. According to Bertalanffy (1996), the term “system” implies a set of elements standing in interaction. With respect to management, a system refers to a set of different parts working together in an interrelated manner to accomplish the whole. The organization is thus made of interrelated parts that are known as subsystems, which work together to contribute to the survival of and success of the entire organization. This implies that any part of the organizational activity affects all other parts and thus the whole system.

Basing on the Systems Theory, a school library is perceived as a subsystem which forms part of the school system. The school library itself is composed of different elements such as library staff, learning materials such as text books and how they are organized, library facilities such as chairs, tables, shelves, among others which at the same time constitute library inputs. These are transformed by library management to produce library services which constitute library output. As the Systems Theory suggests, in a school system there is an interaction between library management and teaching and learning process and therefore any inadequacies in the

management of library elements affects the teaching and learning in the school and consequently may result into low student academic performance and vice versa. More general views on the need of having a library service in every school were those raised by Francis et al (2010) who said, school library was an integral part of educational system that could not be ignored without jeopardizing the quality of education in schools. Ayaz, et al (2017) state that school library is the place for knowledge and thoughts, and play fundamental part in supporting and developing pleasure of reading and multiple literacies. So without school library the educational program may not run effectively. In addition, Popoola (1989), cited by Owoeye and Olatunde (2011) discovered in his study that library correlates with academic performance and those schools with well-equipped library normally maintain high academic performance. Igwe and Onah (2013) opine that the school library serves a unique and strategic sector of the educational institutions, due to numerous services provided by this library to all segments of the institution for the advancement of the students in all ramifications. According to Keith (2004) availability of school libraries help teachers to teach the students effectively. Clark (1999) suggested that school library basically is the academic library which supports the entire school program and also help in teaching and learning process.

1.1.3 Conceptual perspective

The key concepts of the study are management of school library as an independent variable (I.V) and student academic performance as a dependent variable (D.V). According to Robins and Decenzo (2013), management is the process of getting things done effectively and efficiently through other people. Agbo (2015) defined the school library as that library attached or found in the pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of pupils and students. Management of school

library in this study refers the application of management functions of planning, staffing and organization in order to provide the required library services to both students and teachers. Under planning, the study focused on library physical plan, library location, library periods and library procurement plans. Under staffing, the study focused on the academic qualification and the process of selecting and recruitment of librarians, training offered to library staff and availability of enough man power. Under organization, the study focused on how well the library materials are arranged under the aspects of cataloguing, classification and shelving of library materials. Performance, on the other hand, is concerned with how well something is done (Armstrong 2014). Chukwueke, et al (2018) state that academic performance is the ability to study and remember facts and being able to communicate one's knowledge verbally or written on paper. According to Chukwueke, et al (2018), academic performance translates into the ability of the student to accomplish his or her tasks and studies. This accomplishment is measured with grades and is certainly the most well-known indicator of academic performance. In this study, therefore, academic performance means the level of scores attained by students in both internal and external examinations. Therefore students who passed in first and second division were considered to have had high academic performance while those who passed in third, fourth and ninth division were considered to have had low or poor academic performance.

1.1.4 Contextual perspective

School libraries must be properly managed in terms of provision of enough and relevant reference materials, proper planning; adequate staffing and proper organization to enable them provide the intended academic services to students and teachers in order to cause the desired academic performance. In Uganda, since the late 1960s, the Ministry of Education has made several policy frameworks to streamline the establishment and management of school library

but with almost no success. Ogwang (2012) quoted Bukirwa Muwanguzi, a senior lecturer at EASLIS; “Library and information services in schools are almost non-existent because there has not been a concerted effort to incorporate them as a policy.” Ogwang (2012) quoted Magala; “If the policy had been implemented, schools would have had effective library services and professional librarians would be on board to guarantee quality education”. Therefore in the absence of a specific national school library policy, the management of school libraries is left to the discretion of individual schools. Ogwang (2012) quoted Magala who stated; “Today schools are producing very poor quality students with questionable academic background because many of them are failing to incorporate library use in the education of their students.”

Nabweru division in Wakiso District is equally affected by low student academic performance. The evidence from Uganda Certificate of Education examination (UCE) of 2017 shows that out of 1418 candidates, 16.3% passed in Division One, 24.9% in Division Two, 24.1% passed in Division Three and 34.7% passed in Division Four. In 2018, of the 1397 candidates, 11.2% passed in division One, 25% in Division Two, 24.8% in Division Three, 39% in Division Four (UNEB 2017, 2018). The above poor academic performance is said to relate to the management of school libraries yet there is no empirical evidence to support the allegation. It is therefore against this background that the study investigated and established the existing relationship between management of school library and student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District.

1.2 Statement of the problem

Secondary education is supposed to be bedrock and a foundation towards higher knowledge in tertiary institutions. Therefore, students are expected to perform highly in both internal and UCE examinations to pave their way into tertiary institutions. However, in Uganda, Nabweru Division

in particular, a considerable number of students perform poorly in both internal and UCE examinations. Evidence from Uganda Certificate of Education Examinations results (UCE) of 2017 and 2018 show the following: Of the 1397 and 1418 candidates who sat in 2017 and 2018, 16.3% and 11.2% passed in Division One, 24.9% and 25% in Division Two, 24.1% and 24.8% in Division Three and 34.7% and 39% in Division Four respectively (UNEB 2017, 2018). This implies that in 2017 and in 2018, 58.8% and 63.8% of the candidates performed poorly. Only four schools out of eighteen in the division and out of 100 top schools in Wakiso District had 10 and above candidates in division one. School library management is believed to be among the major factors responsible for the above poor academic performance. However, there were no empirical studies on the relationship between library management in secondary schools and student academic performance in Nabweru Division. If this situation continues, school libraries will continue to be ignored by many school proprietors and managers, resulting into consistent low academic performance especially in national examinations. It will also reduce the number of student enrolment to the next desired level due to lack of entry academic requirements hence increasing the rate of school dropout, and finally wastage of resources by both parents and government. It is against this background therefore that this study intended to investigate the relationship between school library management and student academic performance in selected secondary schools in Nabweru Division, Nansana Municipality, Wakiso District.

1.3 Purpose of the study

1.3.1 General objective

The general objective of this study is to establish the relationship between management of school library and student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District.

1.3.2 Specific objectives

- i. To establish the availability of enough and relevant reference materials in the school library and their effect on student academic performance
- ii. To examine the relationship between planning of school library and student academic performance in selected secondary schools.
- iii. To explore the relationship between staffing of school library and student academic performance in selected secondary schools.
- iv. To analyze the effect of the organization of school library on student academic performance in selected secondary schools.

1.4 Research question

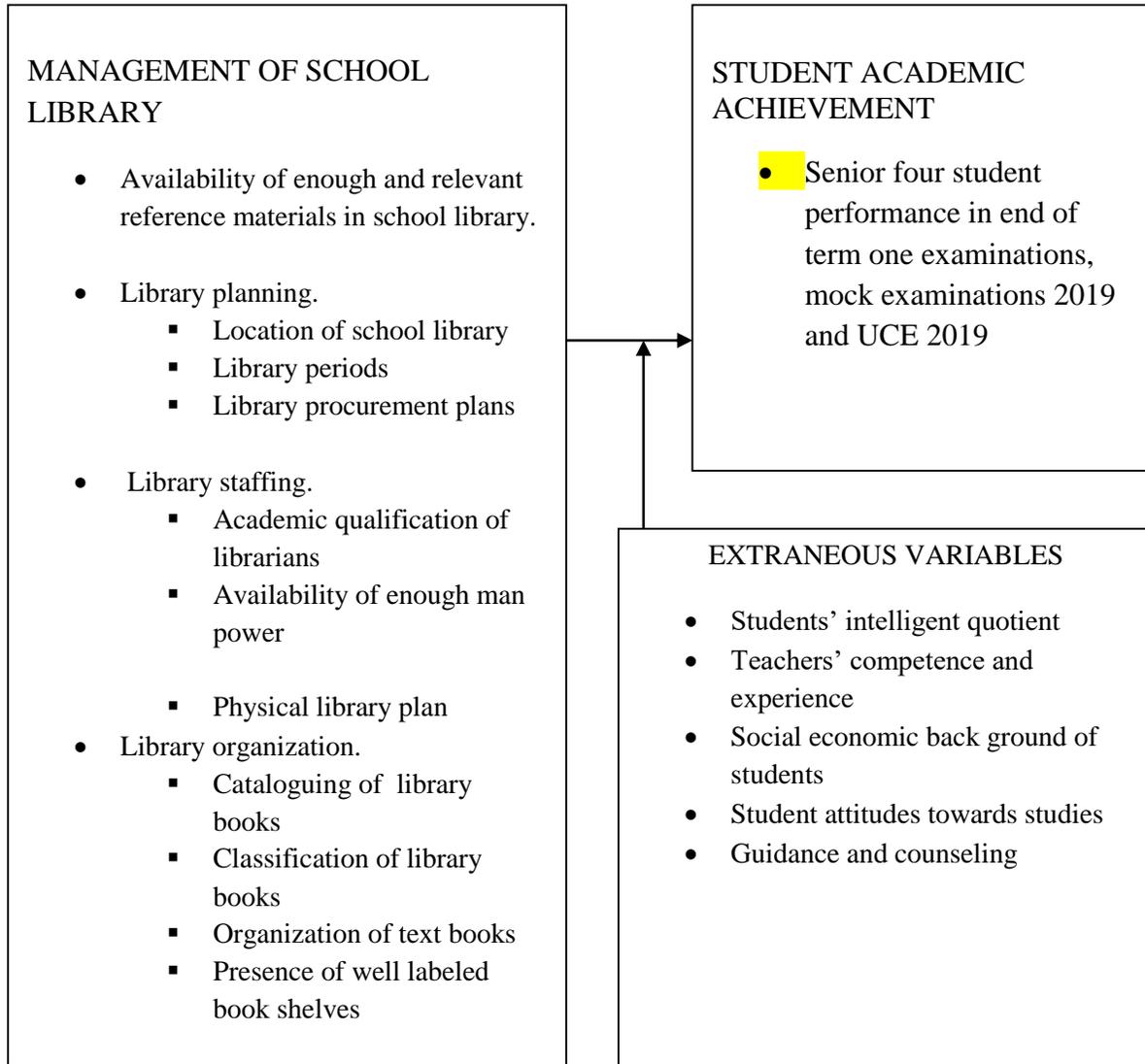
What is the state of school library in secondary schools and how does it affect students' academic performance in selected secondary schools?

1.5 Hypotheses

- i. There is a statistically significant relationship between enough and relevant reference materials in school library and student academic performance in Nabweru division, Nansana Municipality, Wakiso District.
- ii. There is a statistically significant relationship between planning of school library services and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District.
- iii. There is a statistically significant relationship between staffing of school library and student academic performance in Nabweru division, Nansana Municipality, Wakiso.
- iv. There is a statistically significant relationship between organization of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District

1.6 Conceptual framework

Figure1: Conceptual framework showing the relationship between school library management and student academic performance.



Source: Adapted from Kayode (2017) and Strong (2014) and modified by the researcher.

The conceptual framework above indicates that management of school library as an independent variable influences student academic performance which relationship is affected by intervening variable which include students' intelligent quotient, teachers' competence and experience,

social economic background of students, student attitudes towards studies and guidance and counseling.

1.7 Significance of the study

It is hoped that the study will benefit the students in secondary schools by highlighting the role of the school library in influencing their academic performance. The study is also hoped to provide information to the secondary school administrators and proprietors about the importance of school libraries in influencing students' academic performance in secondary schools. The study will be useful to the policy makers in the Ministry of Education and Sports by providing a basis for formulating and enforcing a school library policy to streamline the establishment and management of school libraries in order to enhance student academic performance. The study will also provide up-to-date information for the academicians of institutions of higher learning on the relationship between management of school library and student academic performance in secondary schools.

1.8 Scope of the study

The study was conducted in Nabweru Division, Nansana Municipality, Wakiso District, which is located north of Kampala District. The study area was purposively chosen because it is one of the areas in Wakiso District where many students in secondary schools do not perform well in both internal and UCE examinations.

The study investigated the relationship between management of libraries in secondary schools and students' academic performance. After establishing that none of the schools in the study area had an electronic library, the study focused on physical or print library.

The study was conducted within a period of nine months from May 2019 to February 2020.

1.9 Definition of key terms

Management of school library refers to the application of management functions of planning, staffing and organization in order to provide the required library services to both students and teachers. A school library means a room which is purposely located within the school premises, whose functions are to collect, organize, store, retrieve, preserve, and disseminate various information to both teachers and students and also provide conducive environment for reading. In this study, academic performance means the level of scores obtained by students in both internal and external examinations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a literature review upon which this research relating management of school library and student academic performance was based. It is based on what the many other authors have written about management of school library and student academic performance locally in Uganda and in the different parts of the world. The literature was presented in accordance with objectives of the study.

2.1 Theoretical review

2.1.1 The systems theory

The study was guided by the Systems Theory by Bertalanffy (1996). The Systems Theory focuses on the relationship between the parts and the whole; the way the parts are organized and how they interact with each other determines the properties of the system. The organization is thus made of interrelated parts that are known as subsystems, which work together to contribute to the survival and success of the entire organization. As the systems theory suggests, in a school system there is an interaction between library management and teaching and learning process and therefore any inadequacies in the management of library elements affects the teaching and learning in the school and may consequently results into poor output in form of poor student academic performance while proper management of school library promotes teaching and learning and consequently results into high levels of academic performance.

2.2 Review of the literature

This section reviews the literature related to respective specific objectives in this research.

2.2.1 Availability of enough and relevant reference materials and student academic performance

It is widely accepted that the availability of enough and relevant and relevant reference materials like text books, journals, news papers, to mention but a few, in a school library influences students' attitudes towards using the school library which in turn determines their academic performance. Gardner & Eng (2005) found that 99.44% of students with well-furnished school libraries felt the libraries helped them to learn, 89% reported that they helped them to get better score marks on examinations, to think critically and become much more confident in school tasks. They stated that access to libraries, availability of learning materials, students' frequency to libraries and students' habits towards studies enhanced the academic achievement of students in schools with libraries; their counterparts in schools without libraries were denied that opportunity to improve their learning outcomes. Laddunuri (2012) in his study in Tanzania, noted that pass percentages of the students in Form four examinations had been declining continuously from 82.3 percent to 50.7 percent during the last five years due to many factors including insufficient books in the school library. Similarly, Olden (1968) cited by Leo (2016) contends that 92 percent of the participants in his study agreed that insufficient books in the library did hinder high performance of students. Popoola (1989), cited by Owoeye and Olatunde (2011), discovered that library correlates with academic achievement and those schools with well-equipped library normally maintain high academic performance. Daramola (2013) in his study discovered that library space, library seats, magazines/daily news, book shelves, book volumes, book relevance, among others were not adequate. It could be inferred that school libraries were not found adequate in meeting most of the needs of the students; no wonder the poor performance of most students in public schools in the certificate examinations. Nzoka (2014), states that in a study conducted by UNICEF (2000) in Latin America that included 5,000

students in Grade Three and Grade Four found that students whose schools had inadequate libraries, were significantly more likely to show lower test scores and high grade repetition than those schools which had well equipped libraries (William, 2000). Similarly, Ogwang (2012) quoted students in a secondary school in Kampala who stated that lack of text books impacted negatively on their grades.

In addition, Leo (2016) in his research in Tanzania also established that 77% of the respondents disagreed that there were enough books in the school libraries. He stated that on their elaboration they pointed that schools had no enough books such that students depended only on teachers' materials; despite this truth, respondents agreed that reading books in secondary schools widens knowledge of students hence increase in performance. In addition, Ola (1990) cited by Owoeye and Olatunde (2011) contends that a well-equipped library is a major facility which enhances good learning and achievement of higher educational standards. According to Atanda (2014), in any school where the usage of school library is effectively put in place with good and relevant library materials that suit the students in specific area of study or discipline, such students will definitely achieve in their academics. Atanda (2014) continues that; " Research shows that the reading scores for students in schools that focus on improving their library programs are, on average of eight to twenty one percent, higher than similar schools with no such development". Finally, Adeyemi, (2010), in his study in Ekiti State Nigeria, tested the hypothesis and the results showed that there was a significant relationship between the quality of library resources in the school libraries and students' learning outcomes. Hence, as the quality of library resources was low, the level of students' learning outcomes was also low. In summary, the literature on library reference materials therefore implies that students in schools with well stocked libraries in terms

of enough and relevant reference materials perform better than those in schools with ill-stocked libraries.

2.2.2 Planning of school library and student academic performance

Planning, one of the most important functions of management, is an act of forecasting the future and designing activities that will lead to the attainment of the determined goals and objectives of the institution. Library planning is a powerful means of promoting library effectiveness which in turn influences student academic performance.

2.2.2.1 Physical plan of the school library

A good school library should be well built and should have enough space for storage of reference materials and for accommodation of a considerable number of the school population. Concerning the adequacy of facility in the library, Adetoro (2006) observes that adequate library facilities help in delivering library services, thus school library should be well built, furnished with the up-to-date and relevant materials as well as interior decoration and conducive environment. In terms of space, Kayode (2017) argued that space matters a lot in school libraries. He referred to UNESCO prescription of standard typical library which should provide sitting facilities for at least a quarter of the population in the community in which it is located. This standard has perhaps not been met by most secondary schools in Uganda hence limiting many students from accessing library facilities. In addition, IFLA (2015) among its guidelines for a school library, it mentions adequate size to give space for the collection of books, fiction, non-fiction, hardback and paperback, newspapers and magazines, non-print resources and storage, study spaces, reading areas, computer workstations, display areas, and work areas for library staff.

Paiva and Sirihal (2017) found out in their study that as for the size of libraries, it is worth emphasizing that, although creativity and furniture resources can be used for the best of spaces, the physical limit is inescapable. Ten libraries had space considered basic; between 500 and 1000 square feet, and only four libraries had more than 1000 square feet, although they were still far from the desirable, which would be at least 3000 square feet. Ten other libraries had less than 500 square feet of area, which was already considered below the basic level. Two of them presented even worse situations with only 300 square feet. In those small libraries, productive activity with a whole class was possible with very small children. These spaces lacked adequate space for the library assistant. Furthermore, Jato, et al (2014) in a study conducted about the use of library and student academic achievement in schools in Ondo West Local Government Area in Ondo state found majority of secondary schools (public and private) in this state did not have modern library for students' use. Those that claim to have converted some of their classes to library which does not benefit a standard and conducive library. Some of the libraries fall short of good structure.

Moreover, Atanda (2014), in his study on the impact of school library and student academic achievement in Iwo Local Government Area of Osu in Nigeria, discovered that there were numerous challenges facing school library services which stand to hinder its positive effects on the educational development of these students. Among the challenges found by the study include inadequate provision of library services and low extent of use of the library services which is caused by inadequate knowledge of the importance of using the library, wrong attitudes of the librarians, negative attitude of the students to use the library, absence of guide on how to use the library, inadequate fund to finance most of the library's programmes, inadequate library staff, inadequate library books and other reading materials, inadequate space in the library. According

to the foregoing literature, when the library is not well built and does not have enough space, students will be discouraged from using it and the consequences will be reflected in poor academic performance and this may be one of the factors hindering good student academic performance in Nabweru Division.

2.2.2.2 Location of school library

Library location is another aspect of library planning which is crucial in encouraging students to use the library to enable them attain good academic performance. IFLA (2015) states that much as there is no universal standard and design of school library facilities, it useful to have criteria on which to base planning estimates and about location, it recommends central location, on the ground floor if possible. Daramola (2013) investigated the adequacy of libraries in Akura South Local Government area and library location among other factors were not found adequate in meeting most of the needs of the students; no wonder the poor performance of most students in public schools in the certificate examinations. According to Daramola (2013) most of the libraries were located either beside the principal's office (38.0%) and the staff room (37.0%). Only a few (8.0%) were located in a central position. It could be inferred that though most secondary schools in Akure local government area have school libraries, most of them enjoy very low patronage due to the fear of either the principal or the staff members because they were not properly located. The recommendation is to centralize the school library.

Similarly, Obada cited by Kayode 2017 contended that location of school library was another problem encountered by students in the course of using the library. Some libraries are located in-between the principal's office and the staff room. This of course discourages students because of the treatment they receive from teachers on their way to the library. In Uganda, the situation is

not so much different as most schools tend to have their libraries located on the administration block. Furthermore, It should depict quiet setting that will stimulate education, has a feeling of well-being of the users and should strongly support the process of education (Gwang, 2011).

Hence it can be said that wrong library location may constitute one of the factors responsible for the low patronage of school libraries in Uganda particularly in Nabweru Division which may be impacting on students' academic achievement.

2.2.2.3 Library periods

The amount of time given to students to use the library in another aspect of library planning which library managers need to consider when planning for library services. Literature has indicated that students need to be given ample time to do research and revise on their own so as to supplement classroom work given by the teacher so as to attain academic success. Giving students enough time for library can also encourage or discourage students from using the library. Kayode (2017) in his study found out that the problems affecting students in library use are lack of library periods on the school time table, and lack of computers and internet facilities. He therefore recommended for the inclusion of library hour on the school time table, and personnel appointed to monitor the students to ensure that they use the library hour effectively. Similarly, Jato, Ogunniyi and Ogbodo (2014) concluded that study habits of the students were bad and students' academic achievement was poor. In the light of this, the study recommended among others that study hours and library should be compulsory on the school timetable with a view to compel and allow students to have precise time to use the school library on a daily or weekly basis.

In addition, according to Obada (2014) cited by Kayode (2017), among the challenges of library use by students, he cited opening hours which may not be suitable for students. Relating to the above literature, it is evident in many secondary schools in Uganda that libraries are opened during day and closed at night yet students get more time for the library during night preps. This scenario appears to limit the time students have for the library which can negatively affect their academic performance. Obada (2014) cited by Kayode (2017) therefore suggested that school libraries should be open beyond normal school hours for the benefit of the students. In addition, Owoeye and Olatunde (2011) observed that the impact of the library can only be meaningful if it could be opened to students for a considerable length of time in a school day. Daramola (2013) investigated the adequacy of libraries in Akura South Local Government area and concluded that library closing hours among other factors were not found adequate in meeting most of the needs of the students; no wonder the poor performance of most students in public schools in the certificate examinations. Strong (2010) further states that with a full time librarian, it is more likely that students will have the opportunity to visit the library on a regular basis where a librarian can provide readers' advisory (that is, suggesting text books to students for leisure reading, as well as supplementary texts to support academic understanding of subjects). Martin (2000) stated that those students, who were habitual of attending library, got more score as compare to those who failed to use school library.

2.2.2.4 Procurement plans of school library

Procurement of library materials is another aspect of library planning that will also improve student academic performance if adequately planned or will retard it if it is inadequately planned. Procurement plans should consider when, how and what reference materials especially text books are bought for students and teachers to use in the library. A library furnished with

adequate text books leads to high academic performance. Jato, et al (2014) state that a well-furnished school library accelerates the learning process in the classroom, thereby, having a positive impact on the academic performance of the students in their examinations. Similarly, Owoeye and Olatunde (2011) quoted World Bank (1990) whose findings linked performance of students to the provision of adequate library facilities while referring to a survey of 51 primary schools in Botswana; that students performed significantly better on academic tests when they had adequate books, classrooms and desks.

According to IFLA, (2015), the development of collections should be done based on the curriculum, the interests of people and the community, and should reflect the social diversity and identities that form it. Adeyemi et. al., (2013) contends that for today's academic library to attract value to itself and stay relevant in the current dispensation, it must continue to evolve in order to meet the expectations of the users in terms of comforts and demands. Furthermore, Ayaz, et al (2017) quote Farombi in (1998) who described that school library will not become effective if there is not adequate and up to date books and other teaching learning resources.

Adomi in (2006) stressed that school library have significant importance for both students and teachers. He discussed that well equipped and proper uses of school library motivate the students and prepare them to solve the problems individually and create self confidence in the students. Additionally, Chan (2008) sites Lance et al. (2005), in the Illinois study who noted that collection currency is just as important as collection size. They found that schools with newer collections performed significantly better than those with older ones.

Finally, Fakomogbon, Bada and Omiola (2012) opined that since curriculum is dynamic, library help to support both students and teachers in school because it keeps them abreast of new development in education. The foregoing literature therefore asserts that in order for students to attain academic performance, school library management need to update their libraries with adequate and relevant reference materials on a regular basis. Therefore the procurement plans for the school library should involve identifying and purchasing enough and relevant text books and other reference materials for the library for effective research by both teachers and students.

2.2.3 Staffing of school library and student academic performance

Adequate staffing is necessary for developing a strong library program. According to Bamidele (2015), the role of libraries and librarians in developing and sustaining reading habits cannot be over stated. The librarian leads the students from a few into many other books which supplement and argument knowledge contained in textbooks and class notes. Librarian can develop reading and library use by delving into a series of lectures under user instruction or user education or library orientation programme. Daramola (2013) in his study contends that library staff, among other factors, was found inadequate in meeting most of the needs of students; no wonder the poor performance of most students in public schools in the certificate examinations. In this study, academic qualification of the school library and availability of enough man power as aspects of library staffing were reviewed.

2.2.3.1 Academic qualification of school librarian

According to IFLA (2015) a School librarian is a teacher with education in librarianship who has responsibility for leading or initiating the activities, programs, and services of a school library. In addition to managing daily operations, a school librarian supports the curriculum through

collection development, teaches media and information literacy skills appropriate to grade level, assists students with selecting reading materials appropriate to their reading level, and helps classroom teachers integrate library services and materials into instructional programs. A school librarian may be known by various professional designations for example; teacher-librarian, library media specialist or learning resources teacher.

Studies have shown that there is a strong connection between certified school librarians and student academic performance. Schools that have qualified librarians, their students perform better compared to students in schools that have unqualified librarians. According to Chan (2008), literature indicates that the instructional role of the librarian is an excellent predictor of student academic achievement. Chan (2008) cited Smith (2000) in his Texas study on school libraries: standards, resources, services and student performance who found that library staff in top-performing high schools spent more time on leadership and collaboration activities than did library staff at bottom-performing schools. Using 13,123 students and 879 teachers for the study, Todd and Kuhlthau (2005) found that an effective school library, led by a qualified school librarian plays a critical role in facilitating student learning and knowledge building.

Similar conclusions were reached by other studies; Spinks (2009) stressed the value of library experts when he stated that student academic achievement was higher in schools with higher levels of certified staffing in the library. Daramola (2013) reiterated that possibly due to absence of qualified library staff, there are chances of misusing the library. He found out in secondary schools in Akura South Local Government Area that other utilizations of the school library by staff members included marking and recording of students' scripts; discussions; prayer meetings;

relaxation and selling books. These other activities not meant for library disrupt the students' concentration in the library and reduce the time for students to effectively use the library.

Furthermore, Strong (2014) cited Achterman, (2008); Baxter & Smalley, 2004; Farmer, 2006; Lance, Rodney, & Hamilton-Pennell, 2000b; Lance, Rodney, & Russell, 2007; Lance, Welborn, et al., 1992; Queen's University & People for Education, (2006); Rodney, Lance, & Hamilton-Pennell, (2002) and Todd, 2005) who investigated the extent to which the quality of library staffing impact on school's test scores and found that staffing the library with a certified librarian and library support staff was an essential component to an effective SLP. Having adequate staffing afforded the librarian the opportunity to build robust collections, encourage reading, and teach critical thinking through information literacy instruction. Other studies looked closely at the connection between adequate staffing and reading scores. For example, the 2007–2009 Colorado study provided evidence that when elementary schools employ a certified full-time librarian, more students earn proficient or advanced reading scores on the Colorado Student Assessment Program test.

In support of the above literature, Todd (2002) describes that the effect of a school librarian on teaching and learning depends largely on the professional intervention of the librarian to equip students with learning skills. According to him, the school media specialist should be a skillful and competent librarian in charge of organizing and managing the school library. In addition, IFLA, (2015) indicates that as for the library professionals, they must have the same level of training and preparation as teachers, and must be prepared to deal ethically with their mission, ensuring the students' right to know. Obada (2014) cited by Kayode (2017) opined that a school library resource centre, in most cases has challenges, for instance the school librarian may be

unfriendly to both students and teachers, among others. All these will go along-way in discouraging the use of the library by students which may be reflected in their learning activity. In light of this, Bamidele (2015) in his study concluded that the library use habits of public senior secondary school students in Ogun State, Nigeria have been at a low level, due to the fact that the students are not encouraged and introduced to the school library by professionals (teachers, principals or librarians) and the total absence of trained profession literacy librarians to teach students on how to use various information resources. Moreover, Jato et.al (2014) noted that there was positive correlation between school libraries with qualified librarians and high student performance when he reported that in the study conducted in Ohio revealed that 99.4 percent of student surveyed believed that their school librarians helped them succeeded in school.

According to Smith (2001), recent studies regarding library systems in Alaska, Colorado, Oregon and Pennsylvania found that professionally trained and credentialed school library media specialists have a positive effect on student achievement. That was because effective librarians performed a variety of tasks including student instruction and teacher professional development.

Similarly, Ayaz, et al (2017 explained that for successful academic performance, there is needed to provide adequate place and trained librarians for secondary school library. They also stated that both teachers and students require library resources and expertise to achieve the objectives. Todd and Kuhlthau (2005) in Ohio reported that 99.4 percent of students in grades 3 through 12 believe school libraries and their services help them become better learners. Kawalya (2009) opined that despite the development of libraries, in the late 1960s, the staff operating most school libraries was untrained and inexperienced; and service was invariably inadequate.

2.2.3.2 Availability of enough man power

The size of library staff determines whether the school library has enough manpower or not. The provision of effective library services requires enough manpower to handle a given school population effectively. Literature has shown that student academic achievement is high when a school library has enough manpower to address student library needs. Chan (2008) reports that in a study conducted in Colorado it was found that the size of a school library's staff and collection is the best school predictor of academic achievement, represented in this study by reading scores alone. According to the study, students who score higher on norm-referenced tests tend to come from schools with more library staff, more books, more periodicals and more videos. Furthermore, Francis et al., (2010) argued that more students earned proficient or advanced reading scores and fewer students earned unsatisfactory scores where there was a full-time endorsed librarian. Whitmire (2003) on his study named; "What Do Faculties Need?" pointed that indicators of a quality library is when linked to student performance and must include reference, staff, and budget.

Chan (2008) quotes Lance, Welborn and Hamilton-Pennell (1994) who conducted a seminal study in Colorado and the results showed that library collection and staff size was the second-best predictor of student academic achievement on standardized tests. Only at-risk conditions, such as poverty, had a greater impact on test scores. Chan (2008) states that in a study performed in Alaska, it was found 9 in 10 schools with a full-time librarian performed at average or above levels on standardized tests, compared with 5 in 10 schools that had no librarian at all (Lance, Hamilton-Pennell & Rodney, 2000, p. 29). The same researchers found that students in Illinois were likely to achieve higher test scores when they had access to a well-resourced, well-staffed library (Lance, Hamilton-Pennell & Rodney, 2005, p. 122). Strong (2014) contends that with a

full-time librarian, it is more likely that students will have the opportunity to visit the library on a regular basis where a librarian can provide readers' advisory (that is, suggesting texts to students for leisure reading, as well as supplementary texts to support academic understanding of subjects).

Lonsdale (2003) in his research titled "Impact of School Libraries on Student Achievement" suggested that the impact of the school library reduced as students moved through high school. He proceeded by saying that in schools with good libraries and full time librarians student performed better at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library service. Lonsdale revealed that a strong library program that was adequately staffed, resourced and funded could lead to higher student achievement. Chan (2008) cited Burgin and Bracy (2003, p. 36) in their North Carolina study who found that high-performing schools had a third as many library staff hours compared to low-performing schools. According to IFLA (2015), the core function of a school library is to provide physical and intellectual access to information and ideas. The richness and quality of a school library program primarily depends upon the human resources available within and beyond a school library. In order to meet the teaching and learning needs of a school community, it is essential to have a well-trained and highly motivated staff, in sufficient numbers according to the size of the school and its unique needs. The foregoing literature imply that there is a relationship between library staffing and student academic performance and therefore adequate library staffing leads to high academic performance while inadequate library staffing may result into poor academic performance among students.

2.2.4 School library organization and student academic performance

In this study library organization refers to how well library materials are arranged to ease their accessibility to those who need to use them.

According to Paiva and Sirihal, (2017), one of the parameters of a library is collection organized according to standard bibliographic rules which allow the materials to be found easily and quickly (Grupo de Estudos em Biblioteca Escolar, 2010, p. 9). Ogunseye (1986) in his study noted that total absence of an organized school library would continue to spell dooms for thousands of secondary school students. This statement clearly implied that many secondary schools in Ibadan operated without libraries and had affected the academic performance of their students. Kayode, (2017) contends that every school library should be able to provide the following levels of services: selection and acquisition of library materials, organization of stock, circulation or loan services, current awareness, reference services, production of instructional materials and other promotional activities.

Owoeye and Olatunde, (2011) asserted that when library facilities are provided to meet relative needs of a school system, students will not only have access to reference materials but individual students will also learn on their own pace. Similarly, Leo, (2016) commented that if one needs to raise student achievements he also needs to invest in libraries (Bruce 2006).

Ola (1990) investigated that school library in every type replace the usual manner of chalk and talk to provide information to individuals that influenced academic performance. He suggested that sound prepared library collection is a foremost facility that enhanced high-quality education and achievement of high learning standard. Ayaz, et al (2017) opined that complete deficiency of ordered school library would continue to bring hurdle for hundreds of students. According to

Atanda (2014), school library is organized and established to meet three basic demands, which are, knowledge, information and recreation. In addition, Atanda (2014) sighted Ariole (1998) who defined school library as organized collection of books and other learning materials placed in a separate place within the school for the use of the both teachers and students under the directive of the help of the school Librarian or Teacher Librarian. It is also seen as an abundant and varied collection of books, periodicals, newspapers and filmstrips, all properly organized centrally within the school according to a recognized system.

Furthermore, Atanda (2014) opines that the school library, if adequately planned, functions as the medium for organizing these materials and at the same time assuring their maximum use in all phases of the school programmes. According to him, if the materials are well organized, library serves guidance purpose and access to the available library materials will no doubt encourage teaching and learning, provide good atmosphere for learning process and elevate the students in their academic achievement. According to the foregoing literature, four aspects of organization of library material were investigated in this study, namely, cataloguing of text books, classification of text books, organization of the text books in the shelves and presence of well labeled book shelves in order to examine how well the library materials are organized. Tafawa and Ishaku (2018) contend that information resources are useless when access is not provided; this fundamental function is within the concept of cataloguing and classification. Thus, cataloguing and classification are essential processes that provide access to all acquired information resources of the library for they allows students to find information needed for their personal and educational growth and development.

2.2.4.1 Cataloguing of library text books

IFLA (2015) refer to cataloguing as the process of describing an information resource and creating entries for a catalogue. Usually includes bibliographic description, subject analysis, assignment of classification notation, and activities involved in physically preparing the item for the shelf. Cataloguing library materials is the process of creating and maintaining a bibliographical and authority records of the materials owned by a library. Catalogue on the other hand is the data base of books, serials, sound recordings, moving images, cartographic materials and computer files owned by a library. It is a list of books and other materials in the library arranged according to organized order and containing bibliographical information for the purpose of identification and location of the library materials. The purpose of cataloguing is that it lets the library users know what is in the library collection. The library catalogue tells the library users exactly where the materials meeting their needs can be found. Chan (2015) states that a library catalogue should be accessible all library users and it is important for them to have ability to search and find items on their own.

2.2.4.2 Classification of library text books and other reference materials

According to Esse (2013), classification is the correct placement of a document with a view to availing it to patrons, easy access to it at a specific location among the library collections. He adds that in simple terms, classification is concerned with the processing and categorization of information sources in order to make them accessible to the users of the library. Classification is therefore an important process/practice that assists with the analysis of subject content of the sources for the users. Through classification users are able to identify sources in terms of the subject they cover. Tafawa and Ishaku (2018) contend that information resources are useless when access is not provided; this fundamental function is within the concept of cataloguing and

classification. Thus, cataloguing and classification is an essential process that provide access to all acquired information resources of the library for it allows students to find information needed for their personal and educational growth and development.

Tafawa and Ishaku (2018) cited Nwalo (2010) in his study on the cataloguing and classification tasks, reported that it required intellect of a cataloguer who must be knowledgeable on a wide variety of subjects and logical in thought and who must pay attention to details and have a mastery of the technicalities of classification schemes. Tafawa and Ishaku (2018) observe that cataloguing and classification have been dramatically affected by rapid changes which become challenge to school libraries in Nigeria. From the researcher's preliminary investigations cataloguers are lacking in most library schools in Nigeria.

2.3 Summary of reviewed literature

In the reviewed studies there exists a general agreement among authors like Spinks, (2009), Chan (2008), Bamidele (2015), Oguseye (1986), Kayode, (2017), among others, that management of school library affects student learning and consequently their academic performance. According to Ola (1990) cited by Owoeye and Olatunde (2011) a well-equipped library is a major facility which enhances good learning and achievement of higher educational standards. Spinks, (2009) alongside Chan (2008) concur that adequate staffing of school library was associated with better student academic performance in schools just as in the case of Oguseye, (1986) who contends that lack of an organized school library would continue to spell doom for thousands of secondary school students. Owoeye and Olatunde (2011) contend that when library facilities are provided to meet relative needs of a school system, students will not only have access to reference materials but individual students will also learn on their own pace. The net effect of this is increased

overall academic performance of the entire students. Leo (2016) commented that if one needs to raise student performance he also needs to invest in libraries (Bruce 2006). What is however unfortunate is that conceptual, contextual, methodological and philosophical gaps do exist in the reviewed literature. In the first case some of the studies are not clear on the extent of the effect of school library management and student academic performance since some of the literature is on library usage and student academic performance rather than library management. Some studies are only assertions without empirical backing yet there are no studies particular to secondary schools in Nabweru Division, Wakiso District; Central Uganda about the relationship between library management and student academic performance. Therefore, this study intends to employ both quantitative and qualitative approaches to investigate the relationship between school library management and student academic performance in Nabweru Division.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter the methodology that was adopted in the process of undertaking the study is provided. It provides the research design, area of study, population, sampling technique and selection alongside research instruments. It also provides information about the data collection procedure, data analysis and presentation and ethical considerations.

3.1 Research design

This study adopted a cross sectional survey research design which is both quantitative and qualitative in nature. The cross-section design was chosen because it permits collection of information from participants at a single point in time and therefore fits in the time allowed to undertake the study. Both quantitative and qualitative approaches were adopted in sampling, data collection, data quality control and data analysis. Quantitative data was collected and used to numerically determine the relationship between school library management and student academic performance. The qualitative data was collected and used to understand the case in depth. According to Amin (2005), a mix of the two approaches enables triangulation which makes it feasible for the researcher to make well informed findings and conclusions.

3.2 Area and population of study

3.2.1 Area of study

This study was conducted in Nabweru Division, Nansana Municipality, Wakiso District in Central Uganda. Nabweru Division is located in Nansana Municipality in Wakiso District. Nabweru Division is located north of Kawempe Division, one of the divisions of Kampala City

District. Nabweru Division was chosen purposively because it is one of those divisions of Wakiso District where most students in secondary schools are not performing so well in national examinations.

3.2.2 Study population

The study population consisted of senior four students, teachers, librarians and head teachers in secondary schools in Nabweru Division. The choice of this population was based on the fact that the academic work of students and teachers is directly affected by the way the school libraries are managed which consequently partly determines their academic performance whereas the head teachers and the librarians are at the centre of managing the library services in secondary schools.

3.3 Sample and sample selection

Kothari, (2004) defines sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. Both random and non-random methods of sample selection were used in selecting the sample. This study targeted getting information from 200 respondents consisting of 180 students, 10 teachers, 5 head teachers and 5 librarians. However, it received responses from 192 respondents which included 172 students, and all the other targeted respondents.

The purposive sampling permitted including head teachers and librarians in the sample as they are knowledgeable about and are at the centre of managing the school libraries. 180 senior four students were selected; 36 students from each selected school using stratified random sampling in order to include in the sample students of different levels of academic performance. 72 students were selected from Government Aided schools and 108 from private schools. Senior

four class was selected purposively since they have been in the schools for quite long and they were about to sit for their UCE examinations. Finally, two teachers were selected from each school using simple random sampling to give a total of 10 teachers. The researcher also selected a sample of 5 secondary schools, 2 of which were government aided schools which were selected purposively since they are the only ones in the division. The remaining three schools are privately owned and were selected using simple random sampling. The division has 10 secondary schools with libraries and therefore a sample of five schools could be a fair representation for generalizing the results. Sampling frames were constructed for students, teachers and private schools and each was represented by a number written on a piece of paper.

3.4 Data collection instruments

In this study, data from the study was collected using questionnaires, interview guides, observation guide and documents.

3.4.1 Structured questionnaire

The structured questionnaire was used to collect quantitative data on students' opinions in regard to the relationship between school library management and their academic performance. The questionnaire was used because part of the study was concerned with variables that could not be directly observed such as views, opinions, perceptions, and feelings of respondents. Such information can best be collected through questionnaires (Enon, 1998; Oso & Onen, 2008; Bogdan & Taylor, 1975). It was divided in two parts, namely; section A was on the student Bio data while Sections B, C, D, E and F were prepared to obtain quantitative data on the relationship between independent and dependent variables. The questions contained within the students' questionnaire were closed-ended and the items were rated in accordance to the likert scale where

respondents were required to indicate the extent to which they Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) and Strongly Agree (SA). The questionnaires were issued and collected after two days. They were coded to allow ease of reference. The structured questionnaire method was chosen because it would enable the researcher to collect a large amount of data within a short period of time.

3.4.2 Semi-structured questionnaire

The semi-structured questionnaire was used to collect both quantitative and qualitative data from teachers. This type of questionnaire was used because part of the study was concerned with variables that could not be directly observed such as views, opinions, perceptions, and feelings of respondents. Such information can best be collected through questionnaires (Enon, 1998). The questionnaire consisted of both closed-ended and open-ended questions and two parts; Section A was on the Teachers' bio data while section B, C, D and E was prepared to collect data for purposes of getting descriptive statistics on dependent and independent variables. The closed-ended items were rated in accordance with the Likert scale where respondents were required to indicate the extent to which they Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) and Strongly Agree (SA). The semi-structured questionnaire was therefore chosen because it would enable the researcher to collect comprehensive data on the respondents' perceptions, opinions, views and feelings about library management and students' performance using open-ended questions to provide in-depth understanding of the quantitative data. (Amin, 2005). The semi-structured questionnaire was also considered suitable for literate respondents who are able to fill it objectively and within a short time.

3.4.3 Interview guide for librarians and head teachers

The researcher made use of an interview guide to collect qualitative data through conducting face-to-face interviews with librarians and head teachers and obtained their views and perceptions about library management and student academic performance to provide in-depth understanding of the quantitative data. Each interview session lasted for a period of 20-30 minutes and each school was provided with one day for interviews. As noted by Amin (2005) interview is considered an appropriate data collection tool because the participants are able to express their views to the maximum as well as making it possible for the researcher to explain and clarify the questions being asked. In addition, it is said that using a qualitative study helps to gain better understanding of the study phenomenon (Creswell, 2009).

3.4.4 Non-participant observation

The observation guide was also used to observe some elements of library management which included availability of enough reference materials in the library, planning and organization of school library since these could be physically seen.

3.4.5 Documentary analysis

In addition, the researcher carefully studied the examination mark sheet of Senior Four end of first term one examinations, the mark sheet of UCE mock examinations, 2019 and the UCE results of 2019. Senior-four mark sheet for end of term one examination results provided the information that was needed for stratified random sampling of students and quantitative data analysis. In addition, the senior four-mark sheet for end of term one examinations, the mark sheet for UCE mock results 2019 and UCE 2019 provided data on student academic performance.

According to Oso and Onen (2008), document analysis is appropriate in obtaining unobtrusive information at the pleasure of the researcher without interrupting the researched information.

3.5 Research procedure

In this study, following the approval of the research proposal, the researcher obtained a letter of introduction (see appendix 7) from Kyambogo University, School of Graduate Studies for introductory purposes to the relevant authorities in the selected secondary schools in Nabweru Division. This was followed by seeking informed consent from the selected students and teachers; librarians and head teachers before supplying the questionnaires and proceeding with the interviews respectively. The information was later collected and the respondents were thanked for their cooperation. After data collection, the researcher analyzed the data and the findings were compiled into a report.

3.6 Quality control of the instruments

3.6.1 Validity of questionnaire

Validity refers to how well a test measures what it is purported to measure, (Kent, 2001). A validity test was carried out prior to the administration of the research instruments. This was done in order to find out whether the questions would be able to capture the intended data. One expert in library management and two experts in research reviewed the questions to see whether they were capable of capturing the intended response. A Content Validity Index (CVI) was calculated in order to establish the validity of the research instruments. The researcher used the following formula to establish validity of the research instruments as seen below.

$$\text{Content validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items judged in the instrument.}}$$

Below are the findings.

Table 1: Validity of questionnaire

Raters	Relevant items	Not relevant items	Total
Rater 1	22	4	26
Rater 2	20	6	26
Rater 3	21	5	26
Total	63	15	78

$$\text{CVI} = \frac{63}{78} = 0.81$$

The resultant CVI was above the recommended ratio of 0.7, (Kent (2001)). Thus, the questionnaire was considered suitable for collecting data on school library management and student academic achievement.

3.6.2 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results ((Amin, 2005; Kent, 2001). Reliability was measured using Cronbach Alpha Coefficient after conducting a pilot study involving 15 students of Senior Four in one of the secondary schools that were to be involved in the actual study in Nabweru Division. The filled questionnaires were analysed using the Cronbach's reliability coefficient technique. The Cronbach's reliability analysis for questionnaire was found to be 0.83, thus the instruments were declared reliable for the study (Amin, 2005).

3.7 Data analysis

The quantitative data was coded, entered and analyzed in the computer using the Statistical Package for Social Scientists (SPSS 17) for generation of descriptive statistical and correlation tables. Availability of enough and relevant reference materials, planning of school library, staffing of school library and organization of school library were measured on an ordinal Likert

scale. The Pearson's Product Moment Correlation test was used in testing to establish whether a statistically significant relationship exists between school library management and student academic performance in Nabweru Division. The qualitative data was transcribed and analyzed using content analysis technique. This was done by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that appear in form of words, phrases and sentences. According to Cohen, Manion and Morrison (2007) content analysis is a research technique for making replicable and valid inferences from the meaningful matter to the contexts of their use. Therefore, its use enabled the researcher to summarize data from the field and report them as findings.

3.8 Ethical considerations to the study

The researcher sought permission from relevant authorities before proceeding with the data collection. The researcher then sought informed consent from the respondents who were first informed about the purpose of the study. To ensure confidentiality, different numbers instead of respondents' names were used on the questionnaires. The study also promised privacy of information that was rendered. Voluntary participation was sought from the respondents and the respondents were informed of their freedom to withdrawal at any point if they deemed fit. The data was then collected from only those students, teachers, librarians, and head teachers who consented to participate in the study. Where other individual's information has been used, quotations have been made and references provided.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0: Introduction

This study set out to establish the effect of school library management on student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District in Uganda. This chapter therefore presents both quantitative and qualitative data which was collected, its analysis and interpretation as per the study objectives mentioned in chapter one. Specifically, the central focus of this study was to establish whether availability of enough and relevant reference materials in school library, planning of school library, staffing of school library and organization of school library do significantly affect student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District.

4.1: Socio-Demographic characteristics of respondents

In this study section, the student respondents' demographics which included their age and sex are presented. In addition, the findings in relation to the demographic characteristics of the teacher respondents are presented. In particular, the findings related to their age, gender, education level and years of teaching in that school.

4.1.1: Age of students involved in the study in years

The researcher requested respondents to indicate their age. The results are indicated in the table below.

Table 2: Age distribution of the student respondents.

	Frequency	Percent	Valid percent
Valid 15-17 years	134	77.9	77.9
18-20 years	38	22.1	22.1
Total	172	100.0	100.0

Source: Primary data 2019.

The study results as in table 2 above indicate that 77.9% of the student respondents were in the age range of 15-17 years as compared to 22.1% who were in the age range 18-20. This therefore implies that the majority of the students in lower secondary in Nabweru Division are below the age of 18.

4.1. 2: Gender of student respondents

The researcher requested student respondents to indicate their gender. The results are indicated in the table below

Table 3: Gender distribution of student respondents

	Frequency	Percent	Valid Percent
Valid Male	78	45.3	45.3
Female	94	54.7	54.7
Total	172	100.0	100.0

Source: Primary data 2019.

The research findings as in table 3 above portray that 45.3% of the student respondents were males as compared to 54.7% who were females. This implies that the majority of students in lower secondary in Nabweru Division are females.

4.1.3: Age distribution of teacher respondents

The researcher requested teacher respondents to indicate their age. The results are indicated in the table below.

Table 4: Age distribution of teacher respondents

	Frequency	Percent	Valid percent
Valid 25-30	10	100	100.0

Source: Primary data 2019.

The findings as in table 4 above shows that all the teacher respondents were in the age range of 25-30 years. It is therefore assumed that the majority of the teachers in secondary schools in Nabweru Division are aged between 25 and 30 years. It is also assumed that the teachers have enough teaching experience and therefore can provide the required information regarding management of school library and student academic performance in their respective schools of work.

4.1.4: Gender distribution of teacher respondents

The researcher requested teacher respondents to indicate their gender. The results are indicated in the table below.

Table 5: Gender distribution of teacher respondents

	Frequency	Percent	Valid Percent
Valid Male	6	60.0	60.0
Female	4	40.0	40.0
Total	10	100.0	100.0

Source: Primary data 2019.

The research findings as in table 5 above reveal that 60.0% of teacher respondents were males as compared to females who were (40.0%). From the findings it can be deduced that the majority of teachers in secondary schools in Nabweru Division are males. The gender distribution enabled

fair gender representation in the study so as to generate gender balanced information from teacher respondents.

4.1.5: Education level of the teacher respondents

The researcher requested teacher respondents to indicate their levels of education. The results are indicated in the table below.

Table 6: Education level of teacher respondents

	Frequency	Percent	Valid Percent
Valid Diploma	1	10.0	10.0
Bachelor's Degree	9	90.0	90.0
Total	10	100.0	100.0

Source: Primary data 2019.

The research findings as in table 6 above deduce that 10% of teacher respondents were Diploma holders as compared to (90.0%) who were graduates with a Bachelor's Degree. This means that the teachers are highly qualified and therefore have the potential to help learners attain high academic grades. They can provide the necessary advice to both administrators and student on the importance of the library in secondary schools. They can also recommend what books to be procured for students to use in the library in order to improve on their academic performance and as well as acting as role models for learners to aim at higher levels of education. The engaged teacher respondents in the study were also well enlightened to interpret the study requirements which enabled capture of relevant data.

4.1.6: Years of teaching of teacher respondents in the school

The researcher requested the teacher respondents to indicate the years of teaching in their schools of work and the results are presented in the table below.

Table 7: Years of teaching in the school

	Frequency	Percent	Valid Percent
Valid 1-5 years	6	60.0	60.0
6-10 years	4	40.0	40.0
Total	10	100.0	100.0

Source: Primary data 2019.

The research findings as in table 7 above depict that 60.0% of the teacher respondents had taught in their schools for a period of 1 to 5 years as compared to 40.0% who had taught in the school for a period of 6 to 10 years. It is therefore assumed that the teachers have stayed enough in those schools, are well conversant with management issues of the library there and can therefore provide valuable information as regards library management and how it affects students' academic performance in their schools of work.

4.2 Availability of enough and relevant reference materials in school library and student academic performance

The first objective of the study was to establish whether there are enough and relevant reference materials in school libraries in the schools under investigation and its effect on student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. In order to establish the above relationship, student respondents and teacher respondents provided their views in relation to the extent to which they; strongly disagreed(1), Disagreed (2), Not sure (3), Agreed (4), strongly agreed (5) with the items presented on the questionnaire regarding the relationship between the availability of enough and relevant reference materials in school libraries and student academic performance in addition to a few open-ended items in the teachers' questionnaire on the same subject. Key informants (librarians and head teachers) were interviewed about the relationship between the availability of enough and relevant reference

materials in school library and student academic performance. The quantitative data is hereby presented and analyzed using mean, Standard deviation (SD) and Pearson Product Moment Correlation (r). Meanwhile, the qualitative data regarding the relationship between the availability of enough and relevant reference materials in school library and student academic performance is presented, analyzed and interpreted using the narrative method.

Table 8: Student descriptive statistics regarding the relationship between the availability of enough and relevant reference materials in school library and student academic performance in Nabweru Division (N=172)

	N	Minimum	Maximum	Mean	Std. Deviation
Enough books in the library which enhance my academic achievement.	172	1.00	5.00	3.5233	1.16204
Relevant books in the school library which enhance my academic achievement.	172	1.00	5.00	3.5698	1.09801
Variety of books in the school library which enhance my academic achievement.	172	1.00	5.00	3.4709	1.23035
Presence of other reading materials in the school library which enhance my academic performance.	172	1.00	5.00	3.2907	1.18831
Valid N (listwise)	172				

Source: Primary data 2019.

Table 8 presents descriptive statistics on students' opinions about the relationship between the availability of enough and relevant reference materials in school library and their academic performance. The research findings with regard to the availability of enough and relevant reference materials in the school library as in table 8 above show that student respondents slightly agree that there are enough text books in the school libraries which can enhance their academic achievement (Mean = 3.52, S.D = 1.16). This implies that libraries in secondary

schools under investigation do not have enough books to enhance learners' academic performance. The study results reveal that student respondents slightly agree on the availability of relevant text books in the school libraries that can enhance their academic performance (Mean = 3.57, S.D =1.098). This gives a picture that school libraries under investigation do not have enough relevant books to enhance student academic performance to the desired level. The results also reveal that student respondents were not sure about the availability of enough variety of text books per subject to enhance their academic performance, (Mean = 3.47, S.D = 1.23). The finding tends to imply that students may not be aware of the different titles of text books in the school libraries if available or school libraries under investigation do not have enough variety of text books to widen the sources of information for enhancing students' academic performance. Results also indicate that student respondents were not sure about the availability of other reference materials that can provide additional information for enhancing their academic performance (Mean = 3.29, S.D = 1.19). The result is interpreted to mean that schools under investigation do not have enough of other reference materials in the libraries to widen students' sources of information for enhancing their academic performance. In summary, the findings indicate that the school libraries under investigation are inadequately stocked which is believed to be hindering high student academic performance.

Testing first hypothesis.

The hypothesis stated; *“There is a significant relationship between availability of enough and relevant reference materials in school library and student academic achievement in Nabweru Division, Nansana Municipality, Wakiso District”.*

Pearson Product Moment correlation (r) was used to determine the strength of the relationship between the availability of enough and relevant reference materials and student academic

performance. The significance of the coefficient (p) was used to test the hypothesis by comparing p to the critical significance level at (0.01).

Table 9: Correlation results regarding the availability of enough and relevant reference materials in school library and student academic performance in Nabweru Division.

		School library stock	Student academic achievement
School library stock	Pearson Correlation	1	.300**
	Sig. (2-tailed)		.000
Student academic achievement	Pearson Correlation	.300**	1
	N	172	172

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data 2019.

The study findings show a weak positive correlation between the availability of enough and relevant reference materials in school library and student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District which is statistically significant ($r = 0.300^{**}$, $n=172$, $p=0.000$). In view of the results in Table 9, the researcher concludes that there is a statistically significant relationship between the availability of enough and relevant reference materials in school library and student academic performance in Nabweru Division. In light of this, the researcher hereby retains the alternative hypothesis.

In order to determine the strength of a relationship the researcher used the coefficient of determination given as r^2_{xy} by Amin (2005:383). From Table 10, $r_{xy}=.300$ therefore $r^2_{xy} = (.300)^2 = 0.09$. This implies that availability of enough and relevant reference materials in school library affects student academic performance by 9%. This relationship, if predictive, is such that the better the stock of the school library in terms enough text books, relevant text books, enough variety of text books for all subjects and availability of other reference materials, the higher the

level of student academic performance and the reverse is true in Nabweru Division. The above findings imply that as there is inadequacy of enough and relevant reference materials in school libraries in secondary schools in Nabweru Division, the students' academic performance is also generally poor.

Table 10: Descriptive statistics regarding teachers' views on the availability of enough and relevant reference materials in school library and student academic achievement in Nabweru Division.

	N	Minimum	Maximum	Mean	Std. Deviation
Presence of enough text books in the school library for effective teaching and learning.	10	2.00	5.00	3.1000	1.10050
Presence of relevant text books for students to perform highly in their examinations	10	2.00	5.00	3.7000	.94868
Presence of enough variety of text books per subject for students to perform well in their examinations.	10	1.00	5.00	2.8000	1.22927
Presence of other reference materials for accessing information for students to perform well in their examinations.	10	1.00	5.00	3.8000	1.54919

Source: Primary data 2019.

Table 10 presents descriptive statistics on teachers' opinions about the relationship between the availability of enough and relevant reference materials in school library and student academic performance. The research findings with regard to the availability of enough and relevant reference materials in school library as in table 10 above show that teacher respondents are not sure whether there are enough text books in the school libraries which can enhance students' academic performance (Mean = 3.10, S.D = 1.10). This means that the school libraries under investigation do not have enough reference materials for enhancing learners' academic performance. The study results reveal that teacher respondents slightly agree on the availability

of relevant text books in the school libraries that can enhance students' academic performance (Mean = 3.70, S.D =0.95). This reveals that school libraries under investigation do not have enough relevant books to enhance student academic performance to the desired level. The results also reveal that teacher respondents disagreed that there were enough variety of text books per subject to enhance students' academic performance, (Mean = 2.80, S.D = 1.23). This therefore this finding illustrates that the school libraries under investigation do not a wide variety of relevant text books to enhance students' academic performance. Results also indicate that teacher respondents slightly agree that other reference materials that can help to enhance students' academic performance are available in the school libraries under investigation (Mean = 3.80, S.D = 1.15). This implies that school libraries under investigation dot not have enough of other reference materials to enhance students' academic performance.

In summary, the findings indicate that both students and teachers agree that generally there is inadequacy in the availability of enough and relevant reference materials in school libraries under investigation which hinders high student academic achievement.

Findings from qualitative data on teachers' responses to open-ended items of the questionnaire about the availability of enough and relevant reference materials in the school library

Item number 9 of the teachers' questionnaire required teacher respondents to state whether the school library has enough and relevant text books to facilitate teachers' research. The findings from qualitative item 9 support the quantitative data on teachers' opinion about the availability of enough and relevant reference materials in school library and student academic performance. Seven out of the ten teachers stated that the current library text books make teachers research

difficult which impacts on student academic performance. To be specific, one teacher (Teacher A1) stated; *“Since books are very few in the library and some of them are not up-to-date, teachers’ research is made so difficult. The information got is sometimes not appropriate due to old stock.* Another teacher (Teacher B1) noted; *“The teachers put in extra effort to search for new ideas and notes from other sources since the library does not exhaust all of the necessary best books in all subjects.* Another teacher (Teacher B2) wrote;

With the available text books in the library, teachers work harder to get information from other sources. At the moment, the library is more efficient for Advanced level students but Ordinary level students simply obtain information from teachers and therefore subjects where teachers are lazy, students perform are likely to perform poorly.

In the same way, Teacher D1 commented; *“The few books limit their scope of research.”* Teacher D2 also concurred; *“The reference materials are inadequate, so the research made is not enough.”* In addition, Teacher E1 stated; *“Teachers get little information from the materials in the library, meaning that they have to work harder to obtain relevant and additional information from elsewhere.* Finally, Teacher E2 postulated; *“Currently the library lacks enough and relevant text books for some subjects thus teachers have to incur more costs to access the required information for such subjects.”*

On the contrary, three out of the ten noted that the current library stock helps teachers to make effective research. To be specific, Teacher A2 stated; *“The library books are effective for teachers’ research”*). Another teacher (Teacher C1) noted; *“Positively especially for O’ level”*. In support, Teacher C2 wrote; *“They are availed with enough consultation books thus effective research is done”*. The above findings match with the statistical findings that there is generally

shortage of adequate reference materials in the school libraries under investigation which impacts on teachers' research efforts hence affecting student academic performance.

Item number 10 of the teachers' questionnaire required teacher respondents to state whether the library has enough and relevant text books and other reference materials for students to use and perform well in their examinations. The findings from qualitative item 10 support the quantitative data on teachers' opinion about the availability of enough and relevant reference materials in the school library and student academic performance. Seven out of the ten teachers stated that students cannot get enough information from the available text books, so they rely on the teachers. To be specific, one teacher (Teacher A1) stated; *"Since books are very few, many students do not have chance to utilize the library thus missing out on the information and thus poor performance"*. Teacher B1 reported; *It affects learners especially A' level students who can improve only after using text books. O' level students mainly rely on teachers' notes which may not be good enough to enable them attain high grades.* In addition, Teacher B2 responded thus; *"It is more efficient to A' level learners but O' level students simply obtain information from teachers and subjects where the teachers are lazy, students perform poorly."* Furthermore, Teacher D1 wrote; *"They are not exposed to enough reading materials which limits their performance since the teacher cannot provide all the information."* Another teacher (teacher D2) noted; *"It makes students to fully rely on teachers which is not good."* TeacherE2 revealed; *"Since there is inadequacy for relevant text books for some subjects, students find it hard to make enough research that would help them perform better in their academics."*

On the contrary, three out of the ten teacher respondents were of the view that the current library stock is effective for students to improve their academic achievement. To be specific, one teacher

(teacher C2 wrote; “*Students pass well since they make enough research in the library*”. Teacher E1 stated; “*It has improved their performance especially in Science subjects since they can access various text books that are up-dated and in full stock.*”

The above qualitative findings show that the shortage of adequate reference materials in libraries in schools under investigation affects students’ research efforts thus hindering high academic performance.

Results from interviews with key informants regarding the availability of enough and relevant reference materials in school library and students’ academic performance.

Results of the interview with librarians regarding the availability of enough and relevant reference materials in the school library.

The first objective of the interview with the librarian was to establish whether there are enough and relevant reference materials in the school library. Interview findings shaded more light on quantitative data about the relationship between the availability of enough and relevant reference materials in the school library and student academic performance. The first three items of the interview were to find out whether the school library had adequate text books in terms of quantity, relevance and variety for the current school population. Almost all the five librarians interviewed generally indicated that their libraries did not have adequate text books in terms quantity, relevance and variety for all the subjects for the current school enrolment. To be specific, Librarian A reported;

Text books are not enough; may be for Mathematics and English for some classes, but for the rest of the subjects, books are very few. Some of the books are not relevant. Like those you see there were donated by a certain organization and we put them there to fill

the shelves. For the case of variety, we have, on average, two to three titles for a few subjects like English, History and Geography.

Librarian B had almost had a similar opinion;

No, but we have more text books for Mathematics and English but very few for other subjects. The few books we have, most of them are relevant for students to read and perform well. On the question of variety, it is very limited; about three titles per subject for a few subjects. For most of the subjects we have one or two titles.

On the contrary, Librarian C differed from others;

Yes, we have enough books for the majority of the subjects. In fact, some subjects like English, Mathematics, Biology, Geography, History and Chemistry have more than enough text books but for subjects like Commerce, Entrepreneurship, Computer and Christian Religious Education we have about two copies. All the text books are relevant especially for the compulsory subjects. As regard variety, we have about two to three titles for a few subjects. So I think variety is still very limited.

The above findings also indicate that, apart from the inadequacy of the text books, schools tend to give priority to compulsory subjects like English, Mathematics, Geography, History, Biology, chemistry, among others, when procuring books because these subjects were found to be having more text books as compared to optional subjects like Commerce, Computer, Entrepreneur, Religious Education and Fine Art. However, the librarians of the schools studied generally agree that there is shortage of adequate text books in the libraries which hinders high levels of student academic performance.

The fourth item of the interview on availability of enough and relevant reference materials in school library was to discover whether the school library had other reference materials other than

text books for students to access additional information in order to perform well academically. All the five librarians said yes, the reference materials were there and these included newspapers, magazines, past papers, marking guides and question banks. However, one librarian said that question banks were very few; just a copy per subject.

Results of the interview with head teachers about the availability enough and relevant reference materials in school libraries.

Interview findings from head teachers shaded more light on the relationship between the availability enough and relevant reference materials in school library and student academic performance. The first three items were to find out whether the school had library adequate text books in terms of quantity, relevance and variety for the current school population. Four of the five head teachers interviewed indicated that their libraries did not have enough text books for the school enrolment.

To be specific, head teacher A echoed;

No. we do not have enough books as compared to the current enrolment. All the few that we have are relevant but variety is lacking for the majority of the subjects. It is very expensive to provide enough books for that population given our financial stand.

Head teacher B had had this to say;

At the moment the text books are not enough. At one time students complained about lack of essential books for science and we had to prioritize them. Teachers also complain about lack of enough copies for some titles because they want each student to get a copy when they are sent to the library. As for relevance, it depends on the users but what I am sure of is that we have limited variety of books. However, we have started improving our stock. I think in the near future we may be having enough.

Head teacher C differed as follows;

We have more than enough text books as they are supplied mainly by government. In terms of variety, we have 3 to 5 titles for subjects like English, Mathematics, Biology, Chemistry, Geography and History. Other reading materials like news papers, past papers, wall maps and a few question banks; a copy per subject, are also available.

Another head teacher (Head teacher D) revealed;

For English and Mathematics I would say we have enough books for the current population but for other subjects we are badly off. In terms of variety, we have a few for some subjects about two to three titles which I am sure are relevant for the learners.

Another head teacher reverberated; *“Not all of them are relevant. Many of these are provided by government and about a quarter of them are not relevant.”* (Interview with head teacher E).

From the results of the above interviews, it can be fairly deduced that the libraries in the schools under investigation generally lack adequate books for the desired academic achievement.

The second item sought to find from the head teacher whether there is a relationship between the current quantity and relevancy of reference materials and student academic performance. All the five respondents said; “Yes”, implying that they agree that the availability of enough and relevant reference materials in school library affects students’ academic performance.

To be specific, head teacher E narrated; *“Yes. There is a relationship since the library helps students make research and supplement teachers’ notes and also to do assignments. Students who use the library are excelling more than those who do not use it.”* Head teacher A had this to say; *“Yes. To a certain extent our UCE performance of 2018 was related to the text books*

because learners could not conduct enough personal research due to limited range of text books.” Head teacher C had the following opinion;

Yes. Student academic performance is related to the stock of school library. Our students would be performing better because we have the books but they do not want to borrow them. I think they need more sensitization about the importance of the library.”

In the same way head teacher B said; *“Yes, there is a relationship between the two because with a slight improvement in the library, there was a slight improvement in UCE 2018 and we expect more improvement this year since we have procured more books.”*

The above findings indicate that head teachers recognize the fact that the availability of enough and relevant reference materials in the school library influences their students’ academic performance and therefore lack of access to adequate library reference materials is partly responsible for the low student academic performance in secondary schools in Nabweru Division. Given the fact that the majority of the student respondents were in the age range of 15-17, there is a possibility that many of them are not so serious with academics and so their study habits are poor. This partly explains why even in those schools where the head teachers claimed to be having enough books for some subjects like English, Mathematics, among others, the student academic performance in those subjects is low. It can also be noted from the findings about student gender that the majority of the student respondents were females. In the African setting, female children tend to be assigned with a lot of house hold chores which reduces the time to engage in books and consequently poor academic performance.

Results from non-participant observation on the availability of enough and relevant reference materials in the school libraries.

The data collected from non-participant observation shaded more light on the data collected through questionnaire and interviews. The first objective was to observe and assess the availability of enough and relevant reference materials in the school library.

The findings from observation show that English and Mathematics had the highest quantity of text books in all the libraries surveyed, followed by Biology, Chemistry, Geography and History. Optional subjects like Commerce, Computer, Christian Religious Education, Entrepreneurship and Fine Art had very few copies of text books. In one library in school B subjects like Entrepreneurship, Computer and Fine Art did not have a single text book.

The two government aided secondary schools had heavily stocked libraries with text books of English, Mathematics and science subjects (over 200 copies of MK published text books) while in private school libraries, still English and Mathematics had more copies between twenty to twenty five copies and a few copies of science subjects between five to ten copies.

Copies of irrelevant text books were observed in all school libraries studied. The library of school D had more copies of irrelevant text books for Literature and Mathematics donated by a foreign agency. These were piled in a corner. Libraries of school C and E also had many copies of irrelevant books which were piled in big piles in the corner of the libraries. The library of school B also had many irrelevant Islamic books and literature.

Private school libraries had a wider variety of text books between 2 to 3 titles on average for subjects like Geography, History, Commerce, Mathematics, Physics, and Chemistry but with very few copies per title (2 to 5 copies on average). Variety was highly limited in government aided school libraries which were mainly stocked with MK published text books, apart from the

library of school C which had three titles of English text books, namely, Progressive English, Practical English and MK published English books.

4.3 Planning of school library and student academic performance

The second objective of the study was to establish the relationship between planning of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. In order to establish the above relationship, student respondents and teacher respondents provided their views in relation to the extent to which they; strongly disagreed (1), disagreed (2), not sure (3), agreed (4), strongly agreed (5) with the items presented on the questionnaire regarding the relationship between planning of school and student academic achievement. A few open-ended items were added in the teachers' questionnaire to collect in-depth information on the same variables. Key informants (librarians and head teachers) were interviewed about the relationship between planning of school library and student academic performance. The quantitative data is hereby presented and analyzed using mean, Standard Deviation (S.D) and Pearson Product Moment Correlation (r). Meanwhile, the qualitative data regarding the relationship between planning of school library and student academic performance is presented analyzed and interpreted using the narrative method. The descriptive statistics about planning of school library and student academic performance is presented in the table below.

Table 11: Descriptive results on student opinions about planning of school library and student academic performance in Nabweru Division

	N	Minimum	Maximum	Mean	Std. Deviation
Well planned and constructed building for library purpose which enhances my academic performance.	172	1.00	5.00	3.1860	1.34218
The library is big enough to provide sitting facilities for at least a quarter of the school population to enhance students' academic performance.	172	1.00	5.00	2.6802	1.19309
Library located in a suitable place which encourages me to use it which enhances my academic performance.	172	1.00	5.00	3.4535	1.38207
Classes have library periods on the school time which enhances my academic performance.	172	1.00	5.00	2.1163	1.49790
Library is not used for other purposes which increases its availability to enhance my academic performance.	172	1.00	5.00	3.0814	1.53108
The library is regularly stocked with text books as curriculum changes which enhances my academic performance.	172	1.00	6.00	3.2907	1.25532
Valid N (listwise)	172				

Source: Primary data 2019.

Table 11 presents descriptive statistics on students' opinions about the relationship between planning of school library and student academic performance. The research findings in relation to planning of school library indicate that student respondents were not sure whether the library building was planned and constructed for library purpose to attract students to use it in order to enhance their academic performance (Mean =3.19, S.D=1.34). This implies that the school libraries lacked physical facilities that are meant for a school library. From the study results it can be assumed that student respondents disagreed that the library is large enough to accommodate at least a quarter of the school population (Mean=2.68, S.D=1.19). This means

that school libraries are too small for schools with large population creating a scenario of shortage of space which discourages some students from using the library which affects their academic performance.

The study results also reveal that student respondents were not sure whether the school library was conveniently located to enable students to easily access it without fear so as to enhance their academic performance (Mean = 3.45, S.D = 1.38). This portrays that school libraries under investigation were generally not conveniently located to attract many students to use them.

The study results reveal that student respondents disagreed that there were library periods for each class on the school time table to encourage students use the library so as to enhance their academic performance (Mean = 2.12, S.D = 1.49). This result portrays that students may not be getting enough time to use the library and also that using library is not compulsory which retards the development of the reading culture hence affecting students' academic performance.

The study results indicate that student respondents were not sure whether the school library was not used for other purposes so as to create enough time for reading to encourage to enhance their academic performance (Mean = 3.08, S.D = 1.53). This illustrates that school libraries under investigation were not fully reserved for reading and storage of books so as to accord students enough time to use them so as to enhance their academic performance. Finally, the student respondents were not sure whether the library is regularly stocked with text books that match with changes in the curriculum so as to enhance their academic performance (Mean=3.29, S.D=1.26). This means that schools do not usually up-date their library stock especially for subjects whose curriculum changes frequently.

Testing the first hypothesis.

The hypothesis stated; “*There is a significant relationship between planning of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District*”.

Pearson Product Moment correlation (r) was used to determine the strength of the relationship between planning of school library and student academic performance. The significance of the coefficient (p) was used to test the hypothesis by comparing p to the critical significance level at (0.01).

Table 12: Correlation results regarding library planning of school library and student academic performance in Nabweru Division

		School library planning	Student academic performance
School library planning	Pearson Correlation	1	.357**
Sig. (2-tailed)		.000	Sig. (2-tailed)
N	172	172	N

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data 2019.

The study findings in table 12 show a weak positive correlation between School library planning and student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District which is statistically significant ($r = 0.36$, $n=172$, $p=0.000$). In view of the results in Table 12, the researcher hereby retains the alternative hypothesis implying that there is a statistically significant relationship between planning of school library and student academic performance in Nabweru Division. In order to determine the strength of a relationship the researcher used the coefficient of determination given as r^2_{xy} by Amin (2005). From Table 12, $r_{xy}=0.36$ therefore $r^2_{xy} = (0.36)^2 = 0.129$. This therefore means that the extent to which planning of school library affects student academic performance is 12.9%. The results in Table

12 imply that as the school libraries under investigation are not adequately planned for, even student academic performance is low. This means that in secondary schools where the libraries are adequately planned, students are likely to have high levels of academic performance.

Table 13: Descriptive statistics on teachers’ opinion regarding planning of school library and student academic performance in Nabweru Division

	N	Minimum	Maximum	Mean	Std. Deviation
The school library is in a building well planned and constructed for library purpose.	10	1.00	5.00	2.7000	1.41814
The school library is large enough to provide sitting facilities for at least a quarter of the school population.	10	1.00	5.00	2.4000	1.42984
The school library is conveniently located to encourage students to use it and perform well in their examinations.	10	1.00	5.00	2.9000	1.44914
The school library is regularly stocked with text books and other reference materials to match with changes in the curriculum.	10	1.00	4.00	3.0000	1.05409
Teachers are consulted on the books to be procured in the school library.	10	1.00	5.00	4.0000	1.15470
Classes have library periods to encourage students use the library and perform well in their examinations.	10	1.00	5.00	2.0000	1.41421
The library in this school is used for other purposes other reading and storage of reference materials.	10	1.00	5.00	2.2000	1.54919

Source: Primary data 2019.

Table 13 presents descriptive statistics on teachers’ opinions about the relationship between planning of school library and student academic performance. The research findings in relation to planning of school library indicate that teacher respondents disagreed that the library building was planned and constructed for library purpose to attract students to use it in order to enhance

their academic performance (Mean =2.70, S.D=1.42). This finding implies that school libraries lacked the physical amenities like good lighting system, proper ventilation, among others and as a result they enjoy low student patronage. Table 13 results also show that teacher respondents disagreed that the library was large enough to provide sitting facilities for at least a quarter of the school population (Mean=2.40, S.D=1.42). This implies that school libraries are too small for schools with large population creating a scenario of shortage of space which prevents many students from using the library which affects their academic performance. The table results reveal that teacher respondents disagree that the library was conveniently located to enable students to easily access it without fear so as to enhance their academic performance (Mean = 2.90, S.D =1.44). This reveals that school libraries under investigation were not conveniently located to attract many students to use them which impacts on their academic performance. The results in table 13 also indicate that teacher respondents were not sure whether the library was regularly stocked with text books to match with the changes in the curriculum (Mean=3.00, S.D=1.05). This indicates that school libraries are not able to address the teachers' and students' needs for text books for subjects like Luganda and English Literature whose curriculum changes frequently which affects their academic performance. Table 13 findings also show that teacher respondents were consulted by the administration on the books to be procured for the library (Mean=4.00, S.D=1.15). This portrays that teachers are involved in planning for the books that are needed in the school library and as a result, schools buy the approved and relevant text books that can help to enhance students' academic performance. The study results reveal that teacher respondents disagreed that there were library periods for each class on the school time table to encourage students use the library so as to enhance their academic performance (Mean = 2.00, S.D =1.41). This depicts that students in the schools under investigation are not compelled to use

the library and hence the reading culture among students is low. The study results reveal that teacher respondents disagreed that the school library is used for other purposes other than for reading and storage of books. (Mean = 2.20, S.D =1.55). This implies that the library is reserved for reading and storage of books so as to accord students enough time to use it in order to enhance their academic performance.

4.3.1 Physical plan of the school library

Physical plan of the school library was one of the aspects under which planning of school library and student academic performance was investigated.

Results of the interview with librarians regarding the physical plan of the school library and student academic performance.

The fifth item of the interview was to ascertain whether the school library was planned and built for library purpose. Two of the respondents said that they did not know whether the libraries were planned and built for library purposes. Three of the responded said; “No”. To be specific, one respondent in school D asserted;

Formerly it was a classroom but because of the need for a place where to keep the books and where students and teachers can research and revise from, the school administration decided to change it into a library. Arrangements were made to provide shelves, and a few tables and chairs to serve the purpose of a library.

The above finding implies that almost in all the five schools studied the school libraries were housed in rooms not meant for library but improvisation is being done to satisfy the need.

The second item of the interview sought to find out whether the school library was large enough to accommodate at least a quarter of the current school population. All of the five librarians said “No”. One librarian school C reiterated;

As you can see the room is very small. Currently the number of students is about 600. The library is normally used by candidate classes but this cannot accommodate even a quarter of the candidate classes. We have expressed this concern to the administrators several times but nothing has been about it yet.

Results of the interview with head teachers regarding the physical plan of the school library and student academic performance.

Interview findings from head teachers shaded more light on the relationship between planning of school library and student academic performance.

The first question on this objective sought to establish whether the school library building was planned and constructed for library purpose. Four of the five respondents said “No” to the question of whether the library building was built for library purpose. To be specific, Head teacher A said;

We are just improvising because students must have somewhere to read from. So we converted one classroom into a library and now students have somewhere to read from. But plans are underway to have a library block; hopefully we shall get the funds for the plans to be effected.

Head teacher B responded; “No, but we have started designing the room for library purpose.”

The above finding concurs with the response given by librarians that libraries were in rooms not planned and constructed for library purpose. This finding implies that libraries in most of the secondary schools in Nabweru Division are in buildings and rooms not designed and constructed

for library purpose and as result they may be lacking some physical facilities like enough space, proper lighting system, among others which makes them less attractive to students and this impacts on their academic performance.

The second question on this objective sought to obtain information about the size of the school library and whether it could provide sitting facilities for at least a quarter of the school enrolment at ago.

The findings indicated that there were variations in library sizes. One school library was about 225 square feet, two schools' libraries were about 400 square feet each. Another school's library was about 750 square feet while the biggest school's library was about 1,000 square feet. All respondents said the library cannot provide sitting facilities for a quarter of the school population.

To be specific, head teachers had the following to say; Head teacher B said; *“No, it cannot. It is about a 70 “seater” library and our population at the moment is 900 students.”* In addition, Head teacher A responded as follows; *“No. the room is very small. It can accommodate about 50 students at ago.”* In the same way, Head teacher C had this to say; *“No. Our current population is about 1400 students. The library has a sitting capacity of about 200 students and of course this limits a good number of students from using the library regularly.”*

The above findings agree with the response given by the school librarians. The finding indicates that the size of school libraries in secondary schools under investigation does not match with the schools' enrolment which makes it hard for many would-be interested students to access library services. These findings, in addition to the statistical findings, imply that planning of school library affects students' reading thus hindering high academic performance.

Non participant observation regarding the physical plan of the school library

Non participant observation provided more information about the physical plan of school libraries in the schools studied and how it could be affecting student academic performance. The researcher observed that four of the five libraries studied were not planned and built for library purpose given their poor ventilation and space. The researcher also observed that the library rooms of school D and A were formerly classrooms, only to be converted to libraries. This was revealed by their small size and presence of a chalk boards on the walls. For school D the library doubled as a computer laboratory and the librarian served as a computer lab attendant well.

As for size, the researcher observed that the libraries of the selected secondary schools were of different sizes implying that they are of different sitting capacities. The library of school B was about 750 square feet; that of school A and school D were about 400 square feet, that of school C was about 1000 square feet while that of school E was about 225 square feet. Given the enrolment of the selected schools in the study, none of the libraries studied could provide sitting facilities of at least a quarter of the school population in which it is located as per the prescriptions of a standard library as provided by UNESO. In addition only libraries of school E and D had a few table and benches. Library for school B did not have any furniture and the researcher established that students had to carry single “seater” desks to the library whenever they wanted to read from there. Library for school C had plastic chairs with no tables.

4.3.2 Location of the school library

Location of the school library was the second aspect under planning of the school library in relation to student academic performance was investigated.

Results of the interview with librarians about the location of the school libraries

The sixth item of the interview was to establish whether the library was conveniently located for students to access it without fear in order to enhance their academic performance. All of the respondents responded positively that the libraries were conveniently located for the learners to access them with ease and without fear. However, one respondent differed thus;

Much as it is conveniently located in a quiet environment for the students, it is very difficult to control discipline in the library because teachers rarely come up this way. Usually there is a lot of noise in the library. Also, many female students also fear to climb up at night. (Interview with librarian B)

Results of the interview with head teachers regarding the location of the library and student academic performance.

The interview with head teachers shed more light on the relationship between location of the school library and student academic performance.

The third item of the interview with head teachers on this objective sought to establish whether the school library was conveniently located for students to access it without fear from staff members. Three of the five head teachers responded that the libraries were conveniently located for students to access them without fear from staff members.

The fourth item of the interview on this objective sought to examine whether the location of the library was convenient enough to allow students to concentrate so as to enhance their academic performance. Three out of the five head teachers said the libraries were conveniently located in an environment convenient enough to allow students to concentrate so as to enhance their academic performance. To be specific head teacher B narrated;

Much as the room was initially not meant for library purpose, it is conveniently located because is in a quiet place to enable students to concentrate on reading. This is because

it on the administration blocks up there on the top floor and students go there purposely for reading. I think students find it easy to go there. It is true we still have some challenges like lack of chairs and tables in the library but the place is quiet enough.

However, the head teacher of school A asserted;

As I have just told you, we are improvising; the place is not so good personal reading and concentration though it easily accessible by students but what we do is to advise students in the nearby class and those that happen to be moving around to always minimize the noise so as not to inconvenience those who are reading in the library.

Non participant observation regarding the location of school library.

Non-participant observation provided more information about the location of the school libraries and how it could be affecting student academic performance.

Results from the researcher's observation indicate that two of the five libraries studied were centrally and conveniently located and could easily be accessed with ease and without fear by students. These three libraries, if given close supervision, were in a quiet environment that could enable students to concentrate on their reading so as to attain higher academic performance. On the other hand, the other two schools' libraries were not conveniently located.

For school B, much as the library was located in a quiet environment, it was located on the administration block upstairs on the second floor and below it on the first floor was the staffroom. It was observed that students shared the stairs to the library with teachers. In so doing, there is a possibility of some students to be reluctant to use the library or to be scared by teachers from accessing the library. In addition, the library did not have chairs and tables and therefore students were required to carry single 'seater' desks up there every time they wanted to read

from the library. This appeared to create another hindrance for students from frequently visiting the library.

For school A, the library was located up on the first floor opposite a classroom with a four-meter width corridor separating the two rooms. It was observed that the noise from the classroom opposite the library interferes a lot with students' concentration in the library which may affect the rate absorption and retention hence affecting their academic performance. The observer thus noted that there is a possibility of some students not to have interest in reading from the library because of that noise. This finding therefore implies that the low student patronage of libraries in Nabweru Division may be due to poor location and this impact on their academic performance

4.3.3 Library periods

Presence of library periods on the school time table was the third aspect of library planning that was also investigated under library planning.

Results of the interview with librarians about library periods on the school time tables.

The seventh item of the interview on library planning was to find out whether there were library periods on the school time table to allow students enough time to use the library in order to improve on their academic performance. All the respondents answered that there were no library periods for classes on the school time table. To be specific, one respondent reiterated;

There are no library periods on the school time table. Students come to the library during optional lessons. It is a requirement that during then all students without lessons must be in the library but no follow up is done to ensure compliance. Because of that many students stay outside relaxing under the shades. (Interview with librarian B).

Librarian C had the following to say;

Students come to the library during optional lessons. Others come during break time and lunch time or in the evening to borrow books to take home. She reiterated that this arrangement does not give them enough time to use the library and may be affecting their academic performance.

Librarian A commented; *“No library periods and since optional lessons are clustered, O’ level students have very little time for the library. In fact, very few of them visit the library and I think this limited time affects their academic performance.”*

The fifth item of the interview on planning of school library was to establish whether the school library is used for other purposes other than reading and storage of books. Three out the five librarians responded positively that the library is used for other purposes. To be specific, Librarian A gave her account; *“Yes. Students use it for calculations as you can see on the blackboard. It is used for debates every Friday afternoon and for conducting lessons during optional lessons.”* Librarian C also had this to say;

Yes, it used for meetings, church on Sunday, parties, for conducting lessons during optional lessons and for conducting examinations. This of course reduces time for those who want to read. For example, a teacher may come and send out students who are reading because he wants to conduct a lesson.

In support of the above, Librarian E also said; *“Yes. This room, as you can see, doubles as a library and computer laboratory. So it is used for conducting computer lessons and examinations and during then students cannot use the library.”* The above findings imply that students are left with very little time to use the library for research and revision purposes which impacts on their academic performance as the quantitative data indicates.

Interview with head teachers about library periods on the school time tables.

The fifth item of the interview on this objective sought to find out from the head teachers how the absence of library periods affects students' academic performance. In response, four out of the five head teachers are of the view that absence of library periods on the school time table hinders high academic performance. To be specific, head teacher B narrated;

We do not have library periods for individual classes. Students go to the library during optional lessons but still this time is not effectively utilized because students believe what the teachers give is enough which I believe hinders good academic performance among some of them. What we do now is to ask teachers to give assignments every after a lesson that can force students to go to the library.

Head teacher A stated;

Library periods on the school time table entice learners to use the library "Lack of library periods leaves the use of the library at discretion of the learners and therefore among some students it limits personal research. This of course encourages spoon feeding and limits academic performance."

The above findings clearly imply that lack of library periods on the schools limits the use of the library by students which hinders high academic performance.

Response of teacher respondents to an open-ended item in the questionnaire.

Item 14 sought to establish from the teachers how the absence of library periods on the school time table affects student academic performance. All the eight teachers who responded to this item noted that students are not given enough time to use the library which is likely to retard their academic performance. To be specific, Teacher A1 stated; *"Lack of library periods on the school time has greatly affected the development of the reading culture. As a result, student do*

not have specific time for the library and this may be affecting the academic performance of some.”

Teacher B2 noted; *“It is only self-driven students that use the library and this affects the performance of the lazy ones.”* Teacher D1 noted;

This makes students heavily rely on the teachers for everything since they are left with little time for their own research but as you know, teaches cannot provide 100 percent of what they need for good performance. So I think it makes some students not perform well as the case would have been if there were library periods.

Non participant observation regarding library periods.

Non participant observation shed more light on library periods and it could be affecting student academic performance.

The researcher observed the school time tables of the five schools studied and discovered that there were no library periods on the schools’ time tables. This finding confirms the results from interviews with librarians that students go to the library during their free time, that is, during optional lessons, during break time and during lunch time. This finding implies that visiting the library is optional and in addition students are given very little time to use the library which impacts on their academic performance. As a result, students with poor reading habits will continue performing poorly because there are no efforts to develop the reading culture and students are not compelled to use the library so as to attain academic Excellency.

4.3.4 Procurement plans of the school library

Procurement plans of the school library was the fourth aspect under which planning of school library and student academic performance was investigated.

Results of the interview with librarians about the library procurement plans.

The eighth item of the interview on this objective sought to establish whether the school library is regularly stocked with text books to match with the changes in the curriculum. In response, three of the five respondents said “yes”, implying that regular stocking of text books is done for some subjects to respond to changes in the curriculum. To be more specific, Librarian E said; *“Yes for subjects like Luganda and English Literature.”* However, Librarian A differed; *“There is little evidence for regular stocking in the areas of English, Mathematics, Luganda and Literature.* Librarian D had this to say;

Yes, each new student admitted in school is supposed to bring a text book for a subject decided by the administration and now we new copies of English, Mathematics and History which we have been handling in the previous two years.

Two of the five respondents said “No” implying that their libraries are not regularly stocked with text books. In this respect, Librarian B said: *“No. I have been working here since 2018, I have not seen any book being bought. For such changes, students depend on the teachers.”*

The above findings imply that the administration in some secondary schools under investigation do not have regularly stocking of the school libraries with text books among its priorities to match with changes in the curriculum and this may be affecting students’ academic performance.

Results of the interview with head teachers regarding procurement plans of the school library.

Interview with head teachers provided more information about the procurement plans for the library materials. The fifth question sought to establish how often reference materials are bought for the library. The findings from three of the five head teachers indicated that procuring reference materials for the libraries depends on the availability of funds. “To be specific, head teacher B reiterated; *“Books are bought termly but subject to the availability of funds in school. When finances are insufficient it becomes hard to give books a priority”* This finding agrees with that of librarians who stated that libraries are not regularly stocked with reference materials.

The sixth question was aimed at finding out the method of identifying the text books needed in the library. All the head teachers responded that teachers usually recommend the books to be bought basing on the curriculum and the syllabus. Head teacher B said; *“The teachers through the heads of departments identify the books to be bought.”* Head teacher A said; *“Teachers and students recommend the books needed in the library.”* However, head teacher C added;

“Government provides the books whenever and for the subjects deemed necessary. The school may buy books for a few subjects like Luganda which may be left out which are recommended by the teachers.”

The above finding indicates teachers and students are involved in the procurement plans of the library in order to ensure that relevant reference materials that can enhance academic performance are procured.

The seventh item sought to establish the method of acquiring books for the library.

Head teacher D responded;

Basically we have two methods; one is that every year we ask new students to bring books for a particular subject especially the compulsory ones. We have been doing that

for the last three years. Unfortunately, some students do not bring the books asked for. Two, the school buys for other subjects when the need arises and the funds are available. We also advise parents to buy books for their children for personal use.

However, head teacher C said; *“The government provides the books whenever it is deemed necessary and as I talk, we have a lot of books in the library that were provided by government.”*

The eighth question sought to establish whether the school library has a vote in the school annual budget. All the head teachers; *“Yes the library has a vote on the school annual budget.”*

Responses of teacher respondents to open-ended questionnaire

Item number 18 of the teachers’ questionnaire was to find why teacher respondents think that teachers should be consulted by the school administration on the books to be procured for the school library. The findings from qualitative item 18 support the quantitative data on teachers’ opinion about planning of school library and student academic performance. All the teacher respondents stated that it is because teachers are the ones who have the knowledge on the relevant books for students. To be specific, Teacher E2 stated; *“Teachers are involved directly in the interpretation of the curriculum, chances are high that they are up-dated about the relevant text books that make teaching and learning more effective.”* Another teacher noted; *“Because teachers are well informed about their respective subject text books and more to that know what best text books suit their students. Some administrators are not aware of the curriculum.”*

(Teacher E1)

The above findings agree with responses given by head teachers and indicate that the management of schools under investigation consults teachers whenever they are planning for the reference materials to be procured for the library since they are the technical people in their

respective subjects to ensure that relevant books are procured for the library to enable students attain higher academic grades.

4.4 Staffing of school library and student academic performance

The third objective was to explore the relationship between staffing of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. In order to establish the above relationship, student respondents and teacher respondents provided their views in relation to the extent to which they; strongly disagreed (1), disagreed (2), not sure (3), agreed (4), strongly agreed (5) with the items presented on the questionnaire regarding the relationship between staffing of school and student academic performance in addition to a few open-ended questions for obtaining in-depth information on the same variable. Key informants were interviewed about the relationship between staffing of school library and student academic performance. The quantitative data is hereby presented and analyzed using mean, Standard Deviation (S.D) and Pearson Moment Correlation (r). Meanwhile, the qualitative data regarding the relationship between staffing of school library and student academic performance is presented, analyzed and interpreted using the narrative method. The descriptive results about school library staffing are presented in the table below.

Table 14: Descriptive statistics as regards students' opinion on school library staffing and student academic performance in Nabweru Division

	N	Minimum	Maximum	Mean	Std. Deviation
Presence of a full time librarian which enhances my academic performance.	172	1.00	5.00	3.4012	1.38775
Presence of adequate man power in the school library which enhances my academic performance.	172	1.00	5.00	2.1919	1.17645
The librarian helps me to identify the relevant text books which enhance my academic performance.	172	1.00	5.00	3.5233	1.26793
The librarian is approachable which enhances my academic performance.	172	1.00	5.00	4.0756	1.14967
Valid N (listwise)	172				

Source: Primary data 2019.

The research findings with regard to the staffing of the school library as in table 14 above show that student respondents generally were not sure of the availability of a full time librarian who can enhance their academic performance (Mean = 3.40, S.D = 1.39). This finding means that may be many students do not visit the library, so they cannot know when the librarian is available to serve them. The table 14 results also reveal that student respondents disagreed that there was adequate man power in the school libraries that can enhance their academic performance (Mean = 2.19, S.D =1.18). This finding portrays that students in secondary schools in Nabweru Division are not efficiently provided with adequate library services and as result there is no effective research by students to supplement the information from the teacher which affects their academic performance. Table 14 results also show that student respondents slightly agreed that the librarian helps them to search for the relevant text books and other reference

materials which helps them to enhance their academic performance, (Mean = 3.52, S.D = 1.27). This result indicates that students were not adequately helped by the librarians to get the relevant reference materials which affect their research efforts and consequently low academic performance. It may also imply that the relevant books needed by student might have already been borrowed by other students and therefore not available in the library by the time some students go to borrow them due to limited library stock as already noted in the qualitative findings of the first objective of this research. Table 14 results also indicate that student respondents agreed that the librarians were approachable to help them enhance their academic performance (Mean = 4.08, S.D = 1.15). This result illustrates that librarians created conducive personal relationship with students to motivate them to use the library services and perform well.

Testing the third hypothesis.

The hypothesis stated; *“There is a significant relationship between staffing of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District”*.

Pearson Product Moment correlation (r) was used to determine the strength of the relationship between staffing of school library and student academic performance. The significance of the coefficient (p) was used to test the hypothesis by comparing p to the critical significance level at (0.01).

Table 15: Correlation results regarding school library staffing and student academic performance in Nabweru Division

		Staffing of school library	Student academic performance
Staffing of school library	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.000
	N	172	172
Student academic performance	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.000	
	N	172	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data 2019.

The study findings in table 15 show a moderate positive correlation between staffing of school library and student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District which is statically significant ($r = 0.45$, $n=172$, $p =0.000$). According to the results in table 15, the alternative hypothesis is retained and the researcher hereby concludes that there is a statistically significant relationship between school library staffing and student academic performance in Nabweru Division. In order to determine the strength of a relationship the researcher used the coefficient of determination given as r^2_{xy} by Amin (2005:383). From Table 15, $r_{xy}=0.45$ therefore $r^2_{xy} = (0.45)^2 = 0.020$. This therefore means that the proportion of common variance at which both staffing of school library and student academic performance do affect each other is 0.020 or 20%. So the school library staffing affects student academic performance by 20%.

The above results therefore signify that as there was inadequate staffing of the school library resulting into inadequate library service provision and limited time for students to use the library, even the students' academic performance was low. This relationship, if predictive, is such that if

the school library is well staffed with full time librarians, adequate man power, Librarians who attend to students' needs and are approachable, students will be encouraged to use the library and this will result in increased academic performance in secondary schools in Nabweru Division. This implies that in secondary schools where the libraries are adequately staffed, there are always high levels of student academic performance.

Table 16: Descriptive statistics regarding teachers' opinion on staffing of school library and student academic performance in Nabweru Division

	N	Minimum	Maximum	Mean	Std. Deviation
The school library has a full time librarian.	10	1.00	5.00	4.3000	1.25167
The school librarian is a professionally qualified librarian.	10	1.00	5.00	2.8000	1.39841
The teachers in this school collaborate with the librarian in encouraging students to use the library.	10	1.00	5.00	3.8000	1.03280
The librarian is well acquainted with her duties which encourage teachers and students to use the library.	10	1.00	5.00	3.6000	1.26491
There is a good relationship between the librarian and teachers which helps students to perform well in the examinations.	10	1.00	5.00	3.9000	1.10050
The school library has adequate man power for library services to enable students perform well.	10	1.00	5.00	2.1000	1.73786
Valid N (listwise)	10				

Source: Primary data 2019.

The research findings with regard to the staffing of the school library as in table 16 above show that teacher respondents generally agree that there is a full time librarian who can enhance students' academic achievement (Mean = 4.30, S.D = 1.13). This finding means that teachers use

the library resources regularly to get the required information for students. The findings in table 16 however reveal that teacher respondents disagreed that librarians were professionally qualified librarians to encourage students use the library to enhance their academic performance (Mean=2.80, S.D=1.39). This finding indicates that librarians lacked skills to professionally process and organize library resources and provide adequate library services, which affect their academic performance. Table 16 results also reveal that teacher respondents slightly agreed that they collaborate with librarians in encouraging students to use the library (Mean=3.800, S.D=1.03). This result means that both teachers and librarians know that the library is of paramount importance in the school system in improving the student academic performance. Table 16 results also reveal that teacher respondents slightly agree that school librarians are well acquainted with their duties which encourage teachers and students to use the library (Mean=3.60, S.D=1.26). This finding implies that librarians are not efficient and effective in the delivery of library services to both teachers and students. Table 16 results also reveals that teacher respondents slightly agree that there is a good relationship between teachers and librarians which helps students to perform well in their examinations Mean=3.90, S.D=1.10). The result represents a picture that the working relationship between teachers and the librarians is not so good and this may be discouraging some teachers from using the library materials. Finally, table 16 results indicate that teacher respondents disagreed that there was adequate man power in the school libraries that can help in enhancing students' academic performance (Mean = 2.10, S.D=1.73). This finding implies students and teachers in secondary schools in Nabweru Division are not efficiently provided with library services and as result there is no effective research by students to supplement the information from the teacher which affects students' academic performance.

Staffing of school library and how it affects student academic performance was investigated under two aspects, namely; academic qualification of the school librarian and availability of enough man power in the school library.

4.4.1 Academic qualification of the school librarian

Given the fact that academic qualification is an important aspect during selection and recruitment of staff and it is a basis for determining competence in the delivery of desired services, the second objective of the interview was to establish how staffing of the school library, in regard with the academic qualifications of the librarians in the library, affects students' academic performance.

Results of the interview with librarians regarding the academic qualification of the school librarian.

The ninth item of the interview sought to establish whether the school librarian was a qualified librarian and his or her academic qualification. The findings showed that only one out of the five librarians interviewed was a qualified librarian with a Diploma in Library and Information Science. Three were teacher librarians; one had a Diploma in Education, the other was a university graduate with a Bachelors of Science in Education and the third was a Grade Three teacher. For the remaining one had Diploma in secretarial Science and Administration. The above finding implies that libraries in secondary schools under investigation, in general are managed by unqualified librarians. These cannot provide efficient library services to both teachers and students and as a result, this factor partly explains why libraries are not adequately managed especially in the area of book processing and guiding students on how to use them which impacts on students' academic performance.

The tenth item of the interview sought to establish the procedure through which the librarian was selected and recruited.

All the five respondents said that the job was advertised; they applied along with others, were screened and selected for the interview. They were interviewed and emerged the best for the job. The above finding indicates that librarians in the schools under investigation were recruited objectively by following the normal recruitment criteria apart from the professional qualification for the librarian which was not considered for the four of the five respondents.

The eleventh item of the interview was to find out whether the librarian is given regular training to be equipped with the skills of modern library management. All the five librarians responded negatively that they are not given training in library management skills. To be specific, librarian B; *“I have never gone for training. The school administration has been promising but never fulfilled.”*

Results of the interview with head teachers regarding the academic qualification of the school librarian.

The first question on this objective was to establish whether the school librarian was a qualified librarian. Only one out of the five respondents said yes. This finding is consonant with the finding from of the interview librarians that out the five librarians only one was qualified. This implies that all the rest of the librarians of the other four schools were not qualified librarians and as a result, the four of them lacked knowledge of how to process the books in the library so as to come up index numbers and catalogue for the text books. It is probably because of this that that in four of the libraries studied there was no library catalogue which could be making it hard for the student to easily know the books in the library so as to make use of them. To be specific,

Head teacher B said; *“She is not a qualified librarian but she is a University graduate.”* This implies that the school administration took it for granted that being a university graduate; the librarian would manage the library effectively.

The second question on this objective sought to find the selection and recruitment procedure of the librarian. All the respondents said that the job was advertised; interested parties applied and were screened. The eligible ones were selected and were interviewed and the best candidate was selected for the job. The above finding portrays that the school administration follow the normal procedure of selecting and recruiting librarians apart from the professional qualifications.

The third question was to establish the minimum academic requirements for one to be eligible for the position of the librarian. All the head teachers said that the minimum academic qualification is a Diploma in Library and Information Science. The findings however show that only one librarian of the five librarians in the five schools met that requirement. In regard to the above finding, one respondent (Head teacher E) said; *“One of the challenges we have in our library management is lack of a qualified librarian, reason being; qualified librarians are expensive and at the moment we cannot afford one.”*

The fourth question sought to find out whether the librarian is provided with regular training to up-date his or her management skills. Three of the respondents said “Yes”, when asked whether librarians are provided with regular training while two of the five respondents said “No” to the question. This finding, however contradicts with the finding from librarians. Two of the respondents claimed that the training was last provided last year. To be specific, one respondent (head teacher B) said; *“Yes, she is sometimes taken to Makerere University for training.”* Head teacher A revealed; *“Yes, it was done last year. Such training is important to equip her with*

modern library management skills.” Head teacher C noted; “*Yes, she went to Makerere University last year in March.*” On the contrary, another respondent (Head teacher E) differed; “*No, apart from the training she gets from the school by the director and the head teacher.*”

However, on the contrary, the interview with all the five librarians in the schools studied indicated that they are not given regular training in library management skills. The above findings indicate that the administration of some secondary schools in Nabweru Division is not bothered so much with the delivery of efficient library services which culminates into low student academic performance.

Responses of teacher respondents to the pen-ended item of the questionnaire.

Item number 27 of the teachers’ questionnaire was to find out how the way the librarian treats students in the library affect their academic performance. All the teachers indicated that the way the librarians treat students is motivating for them to use the library which can enhance their student academic performance. To be specific, Teacher A1 stated; “*The librarian is a friendly person to the students and this encourages students to go ahead and use the library. While reading, they do not have any phobia for her which helps them to concentrate thus good academic performance.*” Another teacher (Teacher B1) noted; “*She handles the learners responsibly and this encourages many of them to love reading in the library.*” (Teacher A2). Teacher D1 had almost a similar opinion; “*The way she treats students is parental which encourages them to use the library and this impacts positively on their academic performance.*”

The above responses indicate that, much as majority of the librarians in the schools investigated were not qualified librarians, the way they treat students is inviting and motivates students to use the library in order to attain good academic performance.

4.4.2 Availability of enough man power

Results of the interview with librarians regarding the availability of enough power in the school library.

The twelfth question was to establish whether the school library had enough man power to provide students with adequate library services so as to perform well in their examinations.

All the five respondents interviewed said the library did not have enough man power to provide the learners with adequate library services. To be specific, one respondent (Librarian C) confessed;

We do not have enough man power in the library since I am only one serving over 1400 students and over 60 teachers. I cannot efficiently attend to all of them. As a result, students take a lot of time before they are served with the books they need and this must be affecting their academic performance. As you can see there is a lot of noise in the library because I have no one control the discipline while I am here. The library should have at least two librarians.

Librarian A gave a similar comment thus;

At the moment the man power is not enough. Sometimes I fail to take breakfast or lunch because I have to serve students at that time. Because of manpower shortage the library is not open for students during night preps and students are highly affected.

The above findings indicate that the libraries in the schools studied did not have enough manpower to provide teachers and students with adequate library services and this could be affecting their academic performance.

4.5 Organization of school library and student academic performance

The third objective of the study was to analyze the effect of organization of school library on student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. In order to establish the above relationship, student respondents and teacher respondents provided their views in relation to the extent to which they; Strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5) with the items presented on the questionnaire including a few open-ended questions for collection of in-depth information regarding the relationship between organization of school library and student academic performance. Key informants were interviewed about the relationship between organization of school library and student academic performance. The quantitative data is hereby presented and analyzed using mean, standard deviation (S.D) and Pearson Product Moment correlation (r). Meanwhile, the qualitative data regarding the relationship between organization of school library and student academic performance is presented, analyzed and interpreted using the narrative method.

The descriptive statistics about students' opinion regarding the organization of school library and student academic performance is presented in the table below.

Table 17: Descriptive statistics about students' opinion regarding organization of school library and student academic performance in Nabweru Division.

	N	Minimum	Maximum	Mean	STD Deviation
Presence of library catalogue which encourages me to use the library and this enhances my academic performance.	172	1.00	5.00	2.6453	1.04116
Well organized text books in the book shelves encourages me to use the library which enhances my academic performance.	172	1.00	5.00	4.2093	.98491
Books are classified according to subjects for easy identification which enhances my academic performance.	172	1.00	5.00	4.2035	.98491
Well labeled book shelves for easy text book identification which enhances my academic performance.	172	1.00	5.00	4.2616	.93417
Vali N (listwise)	172				

Source: Primary data 2019.

The research findings with regard to the organization of the school library as in table 17 above reveal that student respondents disagreed that there was a catalogue in the school library for them to know the books in the library so as to use them to enhance their academic performance (Mean = 2.64, S.D =1.04). This result therefore implies students in secondary schools in schools under investigation are not adequately informed of the books in the library which reduces their morale to use it and consequently affect their academic performance. Table 17 results also indicate that student respondents agree that text books and other reference materials were well organized in

books shelves and this encourages them to use the library which helps to enhance their academic performance (Mean = 4.20, S.D = 0.84). This finding implies that text books in libraries in schools under investigation were well organized. Table 17 results further reveal that library text books were classified according to subjects which encourages learners to use the library which enhances their academic performance (Mean=4.02, S.D=0.98). From this result it is assumed that text books in libraries of schools under investigation were well classified under particular subjects thereby encouraging students to use the library and consequently improves their academic performance. Finally, table 17 results indicate that student respondents agree that book shelves were labeled with subjects which motivated the learners to use the library and this leads to their good academic performance (Mean=4.26, S.D=0.93). This result therefore implies that libraries in schools under investigation had well labeled book shelves thus helping students, teachers, and librarians to easily identify and locate the needed text book and other reference materials.

Testing the fourth hypothesis.

The hypothesis stated; *“There is a significant relationship between organization of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District.”*

Pearson Product Moment correlation (r) was used to determine the strength of the relationship between organization of school library and student academic performance.

Table 18: Correlation results about students' opinions regarding school library organization and student academic performance

		School library organization	Student academic performance
School library organization	Pearson Correlation	1	.245**
	Sig. (2-tailed)		.001
	N	172	172
Student academic performance	Pearson Correlation	.245**	1
	Sig. (2-tailed)	.001	
	N	172	172

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data 2019

Table 18 reveal that the study findings show a very weak positive significant correlation ($r=0.25$) between organization of school library and student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District ($r = 0.25^{**}$, $p = 0.001$. $N=172$). At a significant level of 0.01 the alternative hypothesis is retained. So the researcher hereby concludes that there is a significant statistical relationship between organization of school library and student academic performance. In order to determine the strength of the relationship between organization of school library and student academic performance the researcher used the coefficient of determination given as r^2_{xy} by Amin (2005:383). From Table 18, $r_{xy}=0.25$, therefore $r^2_{xy} = (0.25)^2 = 0.063$. This implies that the percentage by which organization affects student academic performance is 6.25%. The results in Table 18 reveals that as the school libraries were not well organized, student academic performance was also low.

Table 19: Descriptive statistics on teachers' opinion regarding the organization of school library and student academic performance in Nabweru Division

	N	Minimum	Maximum	Mean	Std. Deviation
The school library has a catalogue to help both teachers and students in searching for text books.	10	1.00	4.00	1.9000	1.19722
The reference materials are well classified according to subjects for easy identification by both teachers and students.	10	4.00	5.00	4.4000	.51640
The school library has shelves for holding reference materials.	10	4.00	5.00	4.4000	.51640
The shelves in the school library are well labeled with subjects for easy identification of the text books.	10	4.00	5.00	4.4000	.51640
Valid N (listwise)	10				

Source: Primary data 2019.

The research findings with regard to the staffing of the school library as in table 19 above show that teacher respondents disagreed that there was a catalogue in the school libraries for them to know the books in the library so as to use them to enhance students' academic performance (Mean = 1.90, S.D =1.19). From this finding it can be suggested that teachers and students in secondary schools under investigation are not adequately informed of the books in the library which reduces their morale to use it and consequently affect students' academic performance.

Table 19 results also indicate that teacher respondents agree that text books and other reference materials are classified according to subjects and this encourages students to use the library which helps to enhance their academic performance (Mean = 4.40, S.D = 0.52). This finding implies that a well-organized library encourages students to use it which enhances their academic performance. Table 19 results also reveal that teacher respondents agree that school libraries

have shelves that hold books and other reference materials (Mean=4.40, S.D=0.52) which encourages students to use the library. This result means that teachers find it easy to identify the needed books as they are well displayed in the shelves which encourages them to use the library and consequently improves students' academic performance. Finally, table 19 results indicate that teacher respondents agree that book shelves were labeled with subjects which motivated the learners to use the library and this leads to students' good academic performance (Mean=4.40, S.D=0.52). This result therefore implies that when books shelves are well labeled, students, teachers, and librarians find it easy to identify and locate the reference materials therein which encourages library usage and this consequently leads to increase in students' academic performance.

4.5.1 Cataloguing of the text books

Results of the interview with librarians regarding organization of school library.

The thirteenth question was to establish whether the school library had a catalogue for students and teachers to know easily and identify the books in the library. The interview results show that only one respondent out of the five interviewed had a catalogue in the library. Three of the respondent did not even understand what was meant by library catalogue not until some explanation was made. One respondent who admitted to have a catalogue said; *“Yes the catalogue is available in a document form but usually used by teachers. I think the students do not know how to use it.”* (Interview with librarian C). The above finding indicates that, though the libraries were well organized in other aspects, absence of library catalogues makes it had for students and teachers to know all the text books stocked in the library hence the ability to use them which may consequently be affecting their academic performance.

Results from non-participant observation on library organization

The researcher conducted non-participant observation with an intention to see how the school libraries were organized in regard to the cataloguing of text books, classification of text books and other reference materials, organization of the text books and presence labelled book shelves to hold the books. The following findings were obtained from observation:

It was observed that of all the five school libraries in the study, only one had a library catalogue. This finding implies that many secondary schools in Nabweru Division operate without library catalogues which makes it very hard for students to know the text books stocked in the library in order to use them hence low academic performance.

4.5.2 Classification of the text books and other reference materials

Results from non-participant observation show that all libraries in the studied schools had their text books and other reference materials well classified according to subjects. This implies that students could easily identify the text books stocked on particular subjects.

4.5.3 Organization of the text books and other reference materials

The evidence from observation shows that in all the five libraries studied, the books were well organized especially in the shelves save for a few situation for library in school C, D and E. School C and E had more books compared to space available and as a result a number of books were organized on the floor. Library for School D and E had a collection of irrelevant books which were piled in the corners but still in an organized manner. With this kind of organization, the researcher observed that the book titles could easily be seen and read as one moves around implying that even the student can easily identify the books they need in the books shelves.

4.5.4 Presence of labelled book shelves

The findings from the researcher's observation also reveal that book shelves were well labelled with subjects which was assumed to help the students to identify the books stocked on particular subjects thus encouraging them to use the library in order to improve on their academic performance.

Responses of teacher respondents to an open-ended item in the questionnaire.

Item number 33 of the teachers' questionnaire was to find out how the way the library was organized affects student academic performance. The findings from qualitative item 33 support the quantitative data on teachers' opinion about organization of school library and student academic performance. Nine out of the ten teacher respondents stated that the way the library was organized attracts students to use it which helps to improve their academic performance. To be specific, the teacher stated thus;

Teacher A1 stated; *"The library is well organized which saves learners' time in identifying and accessing the required learning materials and, I believe this helps in improving their performance."* In addition, Teacher B1 noted; *"It is well organized in such a way that there is space for furniture where students can sit revise from to improve their academic performance."*

In support of the above, teacher C1 commented; *"Being that the books are well arranged, learners are encouraged to use them which I strongly believe help to improves their academic achievement."* Teacher C2 also had a similar opinion; *"With the way the library is organized, students easily identify the text books needed which helps them take less time in looking for a specific text book thus not wasting time for revision."* Teacher D1 added; *"The books are well organized in the way that they attract students to use the library which may have a positive*

impact on their performance. Finally, Teacher E2 commented; “*The way the library is organized psychologically creates a conducive revision environment that learners can easily concentrate and understand whatever they are reading hence good academic performance.*” The findings from teachers about the organization of the library in the schools investigated depict that the libraries were well organized to induce students to use them so to enhance their academic performance.

4.6 Documentary analysis

The researcher conducted documentary analyses on student performance in end of term one examinations, mock examinations and UCE 2019 in the selected schools in relation to availability of enough and relevant reference materials in school library, planning of school library, staffing of school library and organization of school library. The results of the analyses of student academic performance in end of term one examinations, UCE mock examinations and UCE 2019 are shown in the tables below:

Table 20(a): Summary of performance of student respondents in end of term one examinations.

Number and percentage of candidates in each division											
School	Div. one		Div. two		Div. three		Div. four		Div. nine		Total
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%	
School A	5	7.8	18	28	21	33	11	17	9	14.2	64
School B	15	9.5	25	15.8	35	22.2	60	37.9	23	14.6	158
School C	8	3.4	27	11.6	29	12.4	129	55.4	40	17.2	233
School D	12	19	23	36.5	18	28.6	8	12.7	2	3.2	63
School E	6	3.2	30	15.8	45	23.6	80	42	29	15.4	190
Total	46	6.5	123	17.3	148	20.9	288	40.7	103	14.5	708

Source: Secondary data

Table 20(a) above indicates the performance in end of term one examinations of candidates of the studied schools from which student respondents were sampled. The above table indicates that only 46(6.5 percent) out of 708 passed in division one. Only 123 (17.3 percent) out of 708 passed in division two while the majority of the candidates, that is, 148(20.9 percent) and 288(40.7 percent) passed in division three and four respectively and finally 103(14.5 percent) of the candidates failed. By having the majority of the candidates in division three and four (436, making a percentage of 61.6 percent) and 103 constituting 14.5 percent of the candidates in division nine, portrays poor academic performance of students in Nabweru Division. (For details about the performance of the selected student respondents in end of term one examination, see appendix 1)

Table 20(b): Summary of student performance in UCE mock examinations 2019 in selected schools

Number and percentage of candidates in each division													
School	Div. one		Div. two		Div. three		Div. four		Div. seven		Div. nine		Total
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	
School A	3	4.7	10	15.6	18	28.1	16	25	2	3.1	15	23.4	64
School B	8	5.0	7	4.4	15	9.5	92	58.2	18	11.4	18	11.4	158
School C	-	-	6	2.6	10	4.3	183	78.5	12	5.2	22	9.4	233
School D	7	11	15	23.8	19	30.2	20	31.7	-	-	2	3.2	63
School E	1	0.5	16	8.4	22	11.6	92	48.4	26	13.6	33	17.3	190
Total	19	2.7	54	7.6	84	11.9	403	56.9	58	8.2	90	12.7	708

Source: secondary data

Table 20 (b) portrays academic performance in UCE mock 2019 among candidates in the studied schools from which student respondents were sampled. Table 20(b) portrays very poor performance across all the five schools studied whereby only 19(2.7 percent) passed in division one and 54 (7.6percent passed in division two. The table shows that the majority of the candidates, that is, 84(11.9 percent) and 403(56.9 percent passed in division three and four respectively while a total of 90 (12.7 percent) of the candidates failed the mock examinations. Having the majority of the candidates in division three and four (487, making a percentage of 68.8%) and 90(12.7 percent) of the candidates in division nine, portrays poor academic performance of students in Nabweru Division. (For details about the performance of the selected student respondents in UCE mock examination, see appendix 2)

Table 20(c): Summary of student performance in selected schools in UCE 2019.

Number and percentage of candidates in each division											
School	Div. one		Div. two		Div. three		Div. four		Div. nine		Total
	Fq.	%	Fq.	%	Fq.	%	Fq.	%	Fq.	%	
School A	3	4.9	14	21.8	10	15.6	28	43.7	9	14	64
School B	24	15.2	42	26.6	36	22.7	45	28.5	11	7	158
School C	9	3.9	38	16.3	41	17.6	131	56.2	14	6.0	233
School D	14	22.2	18	28.7	8	12.7	22	34.8	1	1.6	63
School E	5	2.6	15	7.9	34	17.9	109	57.4	27	14.2	190
Total	55	7.8	127	17.9	129	18.2	335	47.3	62	8.8	708

Source: Secondary data

Table 20(c) shows UCE 2019 performance among candidates in selected schools from which the student respondents were sampled. Table 20(c) shows that only 55(7.8 percent) out of 708 candidates passed in division one, 127(17.9 percent) passed in division two. The majority of the candidates, that is, 129(18.2 percent) and 335 (47.3 percent) passed in division three and four respectively while 62 (8.8%) passed in division nine. The analysis in table 20(c) above portrays equally poor academic performance in UCE 2019 as the case is in table 20(a) and table 20(b).

The documentary analyses on the performance in all the three sets of examinations in tables 20(a), 20(b) and 20(c) above among candidates in the selected schools from which the student respondents were sampled therefore justify the quantitative and qualitative findings of the study that inadequate school library management in form of inadequate reference materials, inadequate

planning, inadequate staffing and inadequate organization contributes to poor student academic performance in secondary schools in Nabweru division.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations within the context of the objectives and the corresponding research question as outlined in chapter one. The chapter also presents suggested areas for further research.

5.1 Discussion of findings

In this section, the results presented, analyzed and interpreted are examined in the wider context of the conceptual framework as well as related literature reviewed in chapter two and in answer to the research question and hypotheses.

5.1.1 Socio demographic information of the respondents

Demographic information portrayed characteristics of participants, for example age and gender of students; and age, gender, education levels and years of teaching of teachers. The information was presented as to guide the researcher to determine the ability and understanding of respondents. This is because maturity of a person can determine even the nature of information he or she produced.

Understanding the social demographic characteristics enabled the researcher and will also enable the readers of this report to test the validity and reliability of the information contained within. Moreover, the socio demographic factor helped the researcher to depict the picture of understanding and even how one perceive school library management and its importance towards supporting better academic performance.

As it was observed from the data collected from the field, the population and specifically the sample adopted were those who understand the meaning and even the importance of having library in schools. As it was observed from the data that, the respondents were students, teachers, librarians and head teachers who understand well the importance of library management to student academic performance.

5.1.2 Availability of enough and relevant reference materials in school library and student academic performance

The first objective of the study was to establish the availability of enough and relevant reference materials in school library and its effect on student academic performance in secondary schools in Nabweru Division, Nansana Municipality, Wakiso District. The study findings show a weak positive correlation between the availability of enough and relevant reference materials in school library and student academic performance ($r=0.300$, $p=0.000$, $N=172$) which is statistically significant. The findings therefore imply that stock of school library significantly affects student academic performance in Nabweru Division. So, as school libraries in secondary schools in the Division are inadequately furnished with enough and relevant reference materials, even the general student academic performance is low. This finding is in line with Gardner and Eng, (2005) who found that the availability of learning materials enhanced the academic achievement of students in schools; their counterparts in schools without libraries were denied the opportunity to improve their learning outcomes. The findings also concur with Laddunuri, (2012) in his study in Tanzania who noted that pass percentages of the students in Form Four examinations had been declining continuously from 82.3 percent to 50.7 percent during the last five years due to many factors including insufficient books in the school library. The study findings also concur with Olden, (1968) cited by Leo (2016) who established that 92 percent of the participants in his study

agreed that insufficient books in the library did hinder high performance of students. The study findings also agree with Popoola (1989) cited by Owoeye and Olatunde (2011) who discovered that library correlates with academic achievement and those schools with well-equipped libraries normally maintain high academic performance. The study findings also affirm the findings of Daramola (2013) who discovered in his study that library space, library seats, magazines, daily newspapers, book shelves, book volumes, book relevance, among others, were not adequate in meeting most of the needs of the students; no wonder the poor performance of most students in public schools in the Certificate examinations. Furthermore, the study findings are also supported by Nzoka (2014) who found that students whose schools had inadequate libraries were significantly more likely to show lower test scores and high grade repetition than those schools which had well-equipped libraries. Similarly, the study finding also concurs with Ogwang, (2012) who quoted students in a secondary school in Kampala who stated that lack of text books in the library impacted negatively on their grades.

5.1.3 Planning of school library and student academic performance

The first objective of the study was to examine the relationship between planning of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. The study findings show a weak positive correlation between planning of school library and student academic performance ($r=0.357$, $p=0.000$, $N=172$) which is statistically significant. The findings therefore imply that planning of school library affects student academic performance in Nabweru Division.

5.1.3.1 Physical plan of the school library

The study findings indicated that no library in the schools that were investigated was planned and built for library purpose though that of school B was being modified to suit a library and as a result, no one could meet the UNESCO prescription of a standard library that it should provide sitting facilities for at least a quarter of the population of the community in which it is located. So, as school libraries were in rooms not planned and built for library purpose, the general students' academic performance was equally low. The study results concur with Paiva and Sirihal (2017) who found out in his study that in those small libraries productive activity was only possible with small children, these small libraries lacked adequate space for the librarian. In addition, as opposed to Adetoro (2006), concerning the adequacy of facility in the library, who observes that adequate library facilities help in delivering library services, thus school library should be well built, furnished with the up-to-date and relevant materials as well as interior decoration and conducive environment, in all the schools studied libraries were not well built, three of the five libraries were formerly classrooms only to be converted to libraries for students to get where to read from. These libraries are too small with poor and inadequate space and sitting facilities in terms of quantity and comfort which do not encourage students to use them, an indicator that they could not provide adequate library services hence affecting their academic performance

5.1.3.2 Location of school library

The qualitative study findings established that only two of the five libraries studied were conveniently located and therefore can be accessed without fear from the staff members and also have a quiet environment to enable students concentrate on their revision. The study findings, therefore, partly agree with Daramola (2013) who found out that most secondary school libraries

in Akure Local Government Area enjoy low student patronage due to fear of either the principal or the staff members because they were not properly located, that is, they were located either besides the principal's office or the staffroom. Results from the study indicate that three of the five libraries in the schools investigated were poorly located; That of School B was up above the staffroom on the second which requires students to share stairs with the teachers and accessing it at night was scaring while that of School A was up on the first floor. In addition, the libraries of School A and C were very close to classrooms and therefore affected by a lot of noise from outside which interferes with the readers' level of concentration. This poor location of the three libraries could be the reason why they are less attractive to students which affects their academic performance.

In addition, the study findings are also in consonant with (Gwang 2011) who opined that a school library should depict quiet setting that will stimulate education, has a feeling of well-being of the users and should strongly support the process of education. As opposed to the suggestions by Gwang (2011) the study discovered that the libraries of school A and C were greatly affected by noise from outside and this could not enable the users inside to concentrate given their age bracket of 17-18 where the level of concentration is very low. Such poor library environment is likely to either limit the use of the library by many students or reduce their concentration hence affecting their academic performance. However, School B and School D which have their libraries located in a quiet environment, students performed comparably better than those of school A, C and E.

5.1.3.3 Library periods

The study findings in regard to library periods indicate that none of the five schools studied had library periods on its timetable for any class which implies that use of the library by students is not taken seriously. It also implies that there is no special effort being taken by library management and school administration to develop the reading culture among students which consequently affects student academic performance. These study findings agree with Kayode, (2017) who found out that the problem affecting students in library use was lack of library periods on the school time table, among other factors. Kayode, (2017) recommended the inclusion of library hour on the school time table, and some personnel appointed to monitor the students to ensure that students use the library hour effectively. In the same line, the study findings reveal that in the five schools that were investigated, there were no library periods on the school time table implying that it was optional for students to go to the library, and without close supervision of the students while in the library. As a result, the rate of library usage among students was found to be very low which eventually retards their academic performance. Conclusions made from documentary analysis that the academic performance of students in the studied was generally poor are in consonant with Kayode (2017) and the findings from the interviews with librarians that lack of compulsory library periods and sufficient time for students to use the library affects student academic performance.

The study also agree with Jato, Ogunniyi and Ogbodo (2014) who concluded that student study habits were bad and student academic performance was poor. In the light of this they recommended, among others, that study hour and library should be made compulsory on the school time table with a view to allow students to have a precise time to use the school library on a daily or weekly basis. Given the fact that the majority of the student respondents were in the

age category 15-17 years, there is a possibility that most of them do not take personal reading and revision seriously and therefore many of them cannot take a personal initiative to use the library. Therefore, this means that without compulsory library periods, students tend to spend optional lessons in things that impress them more such as chatting other than going to the library hence performing poorly academically.

The study findings also agree with Jato, et al (2014 who recommended that libraries should be opened beyond normal hours for the benefit of students. The study findings show that libraries in the schools that were investigated are opened between 8:00am and 5:00pm and are closed during night prep time. This implies that the time libraries are open for students to use them is very limited because during day they are occupied by lessons and therefore this affects their academic performance. Accordingly, if library periods are included on the school time table and closely supervised; and the libraries remain open even during night prep time students will be given enough time to use the library hence improvement in their academic performance.

5.1.3.4 Procurement plans of school library.

The study found that the library procurement plans were not effectively implemented to keep the library regularly stocked with up-to-date reference materials to enhance student academic performance. The research findings agree in agreement with Furthermore, Ayaz, et al (2017) who described that school library will not become effective if there are no adequate and up to date books and other teaching and learning resources. Qualitative findings from librarians in study revealed that schools were reluctant in updating their libraries by purchasing up-to-date text books and other reading materials that would make the libraries relevant and attractive to students to use them. As a result, three (School A, B, and D) of the five school libraries studied

had many books that were obsolete and irrelevant in respect with to the curriculum. This is believed to attract low student patronage and it is believed to result into low academic performance.

In addition, the study findings also concur with Stone, et al (2011) who studied the relationship between library usage and academic achievement. Their study found a high correlation between library usage and students' academic achievement in schools. A high correlation was achieved because of the students' access to library materials which aided their learning. He noted that since the library was synonymous to students' academic success, its provision should not be undermined.

5.1.4 Staffing of school library and student academic performance

The third objective of the study was to explore the relationship between staffing of school library and student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. The study findings show a moderate positive correlation between staffing of school library and student academic performance ($r=0.450$, $p=0.000$, $N=172$) which is statistically significant. The findings therefore imply that staffing of school library affects student academic performance in Nabweru Division. As the school libraries under investigation in Nabweru Division were inadequately staffed in terms of the qualification of librarians and availability of man enough man power, the general students' academic performance was also low.

5.1.4.1 Academic qualifications of school librarians

The research findings show that out of the five librarians in the schools investigated only was a qualified librarian, a scenario which is likely to be affecting student academic performance as justified by the results of the documentary analysis which show that the student performance in

all the five schools was generally low. The study findings agree with Bamidele (2015) who contended that the low usage of the library may be attributed to the absence of trained professional literacy librarians to teach students how to use various information resources in the library. Indeed, the study discovered that of the five schools investigated; only one had a professionally trained librarian. The study findings therefore match with Spinks, (2009) assertion who stressed the value of library experts when he stated that achievement was higher in schools with higher levels of certified staffing in the library. The study findings also concur with Francis et al., (2010) who argued that more students earned sufficient or advanced reading scores and fewer students earned unsatisfactory scores where there was a full time endorsed librarian.

Furthermore, the study findings also are in line with Leo, (2016) who found out in her study that 80% of the participants got assistance to study from teachers which implies that there were no professional librarians in Mtwara Mikindani Municipal secondary schools. The study also match with Daramola, (2013) who reported that possibly due to absence of qualified library staff, there are chances of misusing the library. He found out in secondary schools in Akura South Local Government Area that other utilizations of the school library by staff members included marking and recording of students' scripts; prayer meetings, relaxation and selling of books. The study findings also concur with Strong, (2014) who noted that the 2007-2008 Colorado study provided evidence that when elementary schools employ certified full-time librarians, students earn proficient or advanced reading scores on the Colorado Assessment Programme test. Furthermore, the findings of the study are also comparable with Smith, (2001) whose findings show that, recent studies regarding library studies in Alaska, Columbia, Oregon and Pennsylvania found that professionally trained and credentialed school library media specialists have a positive effect on student academic achievement

The study findings comply with Jato, et al (2014) who noted that there was a positive correlation between school libraries with qualified librarians and high student performance when he reported that the study conducted in Ohio revealed that 99.4 percent of students surveyed believed that their librarians helped them succeed in school. The findings also concur with Kawalya, (2009) who stated that despite the development of libraries, in the late 1960s, the staff operating most school libraries was untrained and inexperienced; and service was invariably inadequate.

Similarly, the finding agree with Ayaz, et al (2017 cited Shodimu in (1998) who explained that for successful academic performance, it is needed to provide adequate place and trained librarians for secondary school library. They also stated that both teachers and students require library resources and expertise to achieve the objectives. On the contrary, since, the libraries in the schools investigated were inadequately staffed in terms of professional qualifications for librarians and man power; the librarians could not effectively help students neither to develop the reading culture and teach critical thinking through information literacy instructions nor allow students enough time to use the libraries. As a result, students' library patronage was low and so their academic performance.

However, the findings of the documentary analysis about the academic performance of students in school C do not agree with Spinks (2009), Daramora (2013), Strong (2014) and Jato, et al (2014) among others who contend that student academic performance is high in schools with certified librarians. On the contrary, School C has a professionally trained librarian but its students are among the worst academic performers of the five schools studied. This implies that, others than the qualification of the librarian, there are other library factors such as inadequate library location, inadequate man power, inadequate time for library use and poor student study habits among others that hinder high academic performance in school C.

5.1.4.2 Availability of enough man power

In regard to the availability of man power, the researcher discovered all the five libraries had one librarian each and this one cannot attend to all students' needs effectively and as a result, the libraries are closed for night preps. The study findings are in line with Chan (2008) reports that in a study conducted in Colorado it was found that the size of a school library's staff and collection is the best school predictor of academic achievement, represented in this study by reading scores alone. According to the study, students who score higher on norm-referenced tests tend to come from schools with more library staff, more books, more periodicals and more videos. Therefore lack of enough man power in the libraries studied could be contributing to low student academic performance.

The research findings also concur with Chan (2008) who cited Lance, Welborn and Hamilton-Pennell (1994) who conducted a seminal study in Colorado and the results showed that library collection and staff size was the second-best predictor of student academic achievement on standardized tests. Only at-risk conditions, such as poverty, had a greater impact on test scores. Chan (2008) states that in a study performed in Alaska, it was found 9 in 10 schools with a full-time librarian performed at average or above levels on standardized tests, compared with 5 in 10 schools that had no librarian at all (Lance, Hamilton-Pennell & Rodney, 2000, p. 29). The same researchers found that students in Illinois were likely to achieve higher test scores when they had access to a well-resourced, well-staffed library (Lance, Hamilton-Pennell & Rodney, 2005, p. 122). The research findings are also in harmony with Lonsdale (2003) who revealed that a strong library program that was adequately staffed, resourced and funded could lead to higher student achievement. The findings also concur with Chan (2008) cited Burgin and Bracy (2003, p. 36) in their North Carolina study who found that high-performing schools had a third as many library

staff hours compared to low-performing schools. Since the libraries in the studied schools are understaffed, time for library service provision to students is limited and this could be partly responsible for the low student academic performance.

5.1.5 Organization of school library and student academic performance

The fourth objective of the study was to analyze the effect of organization of school library on student academic performance in Nabweru Division, Nansana Municipality, Wakiso District. The study findings show a weak positive correlation between organization of school library and student academic performance ($r=0.245$, $p=0.000$, $N=172$) which is statistically significant. The findings therefore imply that organization of school library affects student academic performance in Nabweru Division and as the libraries in the schools investigated are somehow inadequately organized, the general student academic performance is low. The study findings slightly agree with Paiva, M and Srihal, A.D., (2017) who state that one of the parameters of a library is 'collection being organized according to the bibliographic rules which allow the materials to be found easily and quickly. In addition, the absence of the catalogue in four out of the five libraries investigated signify that the findings slightly agree with Ogunseye, (1986) who noted that total absence of an organized school library would continue to spell dooms for thousands of secondary school students. The study results also correspond with Kayode, (2017) assertion that every school library should be able to provide the following levels of services: selection and acquisition of library materials, organization of stock, circulation or loan services, reference services, production of instructional materials and other promotional activities.

5.2 Conclusion

With regards to the findings and the corresponding discussion, the study concludes that management of school library (availability of enough and relevant reference materials, planning of school library, staffing of school library and organization of school library) significantly affect student academic performance. As the school libraries are not adequately managed in the selected schools, the academic performance of a considerable number of students is generally poor. This section presents the conclusions as per the study objectives.

5.2.1 Availability of enough and relevant reference materials in school library and student academic performance

The first objective of the study was to establish the availability of enough and relevant reference materials in school library and its effect on student academic performance in Nabweru Division, Wakiso District. The study concludes that availability of enough and a relevant reference material in school library is a significant influential factor of student academic performance. This implies that presence of adequate reference materials in school library leads to higher levels of student academic achievement whereas inadequacy of reference materials in school library results into school low levels of student academic performance.

5.2.2 Planning of school library and student academic performance

The second objective of the study was to examine the relationship between planning of school library and its effect on student academic performance in Nabweru Division, Wakiso District. The study concludes that planning of school library significantly affect student academic performance. This implies that adequate planning of school library leads to higher levels of student academic performance whereas poor planning of school library results into school low

levels of student academic performance. It can thus be concluded that a school library plan that contains a clear vision of where the school is going, should involve forecasting the future library needs of students and such plan should permit the library to evolve in order to meet the changing users' demands in terms of comfort, space and instructional materials.

5.2.3 Staffing of school library and student academic performance

The third objective of the study was to explore the relationship between staffing of school library and student academic performance in Nabweru Division, Wakiso District. The study concludes that staffing of school library is significantly related to student academic performance. This implies that adequate staffing of school library leads to higher levels of student academic performance whereas inadequate staffing of school library results into school low levels of student academic performance.

5.2.4 Organization of school library and student academic performance

The fourth objective of the study was to analyze the effect of organization of school library and student academic performance in Nabweru Division, Wakiso District. The study concludes that organization of school library significantly affects student academic performance. This implies that proper organization of school library leads to higher levels of student academic performance whereas poor organization of school library results into low levels of student academic performance.

5.3 Recommendations

Based on the research findings and discussion of the same findings and conclusions derived from this empirical study, therefore, this section makes recommendations arising from significant findings of the study objective by objective.

The Ministry of Education and Sports should take up and enforce the draft School Library Development policy so as streamline the management of school libraries.

5.3.1 Availability of enough and relevant reference materials in school library and student academic performance

Basing on significant findings of the first objective of this study, the study recommends that the school heads should ensure that school libraries are adequately stocked with enough text books, relevant text books, wide variety of text books and other reference material which match with the school enrolment in order to encourage more students to use the libraries so as to enhance their academic performance. This study also recommends that school authorities should increase the library budget allocations so as to provide enough and appropriate and permanent chairs and tables in the school library in order to attract more students to the library.

5.3.2 Planning of school library and student academic performance

Basing on significant findings of the second objective of this study, the study recommends that the school heads should ensure that buildings to house libraries are planned and constructed in a way that addresses the physical demands of a library. School library buildings should be large enough to accommodate at least a quarter of the school population to cancel out issues of shortage of space in the library; Libraries should be centrally located in quiet environment so that students can access them with ease and without fear and also to ensure maximum concentration when reading. This study also recommends to schools' heads that school libraries should be regularly stocked with text books as the curricular change to ensure consistency. The study also recommends to the academic office of schools to include library periods on the school time table

which must be closely supervised in order to promote the reading culture in schools and also to allow students enough time to use the library.

5.3.3 Staffing of school library and student academic performance

Basing on significant findings of the third objective of this study, the study recommends that the school heads should ensure that libraries are adequately staffed with professionally trained and qualified librarians who have acquired and can apply the skill of library management in school libraries. School heads should also provide libraries with enough man power such that library hours are extended beyond 5:00pm to cover prep time. Having adequate staffing will afford the librarian the opportunity to encourage reading and teach critical thinking through information literacy instruction. This study also recommends that head teachers should provide facilitation for librarians to have regular training in library management skills especially for those who not have them such that libraries can have proper organization to attract students to use them.

5.3.4 Organization of school library and student academic performance

Basing on significant findings of the fourth objective of this study, the study recommends that the school librarian should process text books in the school library to provide them with catalogue numbers for easy identification. A library catalogue should also be put in place to enable students and teachers to know the text books in the library and eventually use them for enhancing students' academic achievement.

5.4 Limitations of the study

The study covered a small geographical area of Nabweru Division, Nansana Municipality, Wakiso District due to limited time and financial resources.

5.5 Areas for Further Research

The study was carried out amongst Ordinary level students only. The study thus recommends that future studies on the topic should take into consideration Advanced level students. The study did not take into consideration teachers' competence in influencing student academic performance yet it was discovered that in the absence of adequate reference materials in the school libraries, students depend on teachers. The study therefore recommends that future studies explore the effect of teacher competence on student academic performance.

A study should be conducted to investigate the effect of student attitudes on student academic performance in secondary schools in Nabweru Division, Nansana Municipality, wakiso District.

Finally, the study recommends that library periods should be included in the school time tables and be made compulsory to give students time to use the library and personnel appointed to ensure that the library periods are used effectively.

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APPENDICES

Appendix 1: Performance by the student respondents in the best eight subjects in end of term one examinations (2019) in selected schools

Respondent	Best done Subj.		2 nd best done subj.		3 rd best done subj.		4 th best done subj.		5 th best done subj.		6 th best done		7 th best done subj.		8 th best done subj.		Agg.	DIV
	M	G	M	G	M	G	M	G	M	G	M	G	M	G	M	G		
Sch. A																		
01	87	1	85	1	80	2	78	2	77	4	64	4	59	5	50	6	25	1
02	80	2	77	2	67	3	66	3	51	5	50	6	50	6	45	7	34	2
03	75	2	68	3	67	3	52	6	51	7	49	7	44	8	41	8	44	2
04	75	2	72	3	61	4	55	5	52	6	45	7	44	8	30	9	44	3
05	89	1	70	3	58	5	53	6	45	8	45	8	34	8	28	9	48	3
06	80	2	75	2	72	3	64	4	62	4	48	7	36	8	22	9	38	2
07	87	1	77	2	63	4	57	5	37	8	30	9	24	9	23	9	47	3
08	79	2	68	3	62	4	46	8	42	8	30	9	28	9	28	9	52	3
09	75	2	57	5	45	7	44	8	42	8	34	9	29	9	23	9	57	4
10	62	4	53	6	58	5	42	8	38	8	32	9	25	9	18	9	58	4
11	75	2	63	4	62	4	48	7	24	9	20	9	15	9	13	9	53	4
12	62	4	60	4	56	5	48	7	45	7	43	8	38	8	38	8	51	3
13	68	3	64	4	57	5	50	6	49	7	49	7	38	8	34	9	49	3
14	69	3	68	3	60	4	53	6	48	7	34	9	30	9	27	9	50	3
15	76	3	69	3	64	4	56	5	48	7	25	9	25	9	20	9	49	3
16	75	3	70	3	67	4	56	5	53	6	35	7	27	9	21	9	46	3
17	64	4	63	4	54	6	48	7	45	7	44	8	29	9	18	9	54	4
18	81	2	74	3	67	3	54	6	43	7	33	9	24	9	18	9	48	3
19	65	3	40	8	40	8	39	8	35	8	30	9	20	9	20	9	62	4
20	75	2	50	6	49	7	44	8	43	8	23	9	19	9	16	9	58	4
21	75	2	68	3	62	4	56	5	49	8	24	9	20	9	18	9	49	3
22	80	2	54	6	48	7	42	8	37	8	24	9	22	9	16	9	58	4
23	69	4	64	5	58	8	40	8	40	8	21	9	18	9	14	9	60	4
24	78	2	61	4	50	6	46	7	41	8	33	9	23	9	15	9	54	4
25	75	2	50	6	46	7	40	8	38	8	29	9	24	9	20	9	58	4
26	59	5	45	7	44	8	37	8	36	8	20	9	16	9	16	9	63	4
27	50	6	42	8	39	8	34	9	31	9	27	9	24	9	14	9	67	4
28	48	7	43	8	27	9	27	9	19	9	12	9	10	9	05	9	69	4
29	49	7	44	8	41	8	36	8	22	9	22	9	16	9	10	9	67	4
30	50	6	49	7	30	9	30	9	25	9	19	9	08	9	08	9	67	4
31	46	8	32	9	29	9	20	9	19	9	16	9	11	9	10	9	71	9
32	64	4	49	7	47	7	45	7	36	8	18	9	15	9	08	9	60	4
33	56	5	50	6	49	7	42	8	38	8	18	9	12	9	10	9	61	4
34	38	8	28	9	19	9	19	9	11	9	07	9	07	9	04	9	71	9
35	41	8	34	9	30	9	24	9	18	9	13	9	05	9	00	9	71	9
36	47	8	30	9	25	9	16	9	13	9	13	9	08	9	03	9	71	9
School B																		

37	86	1	85	1	85	2	78	2	68	3	64	4	64	4	58	5	22	1
38	94	1	87	1	86	1	73	3	68	3	63	4	60	4	51	6	23	1
39	96	1	88	1	82	2	76	3	70	3	59	5	54	6	50	6	27	1
40	92	1	89	1	84	2	78	2	77	2	70	3	70	3	52	6	22	1
41	97	1	88	1	81	2	75	2	69	3	65	3	58	5	42	8	25	1
42	82	2	80	2	80	2	72	3	66	4	65	4	49	7	41	8	24	1
43	94	1	86	2	64	4	62	4	58	5	51	6	50	6	40	8	36	2
44	86	1	80	2	77	2	65	3	60	5	54	6	40	8	34	9	46	3
45	85	1	82	2	72	3	63	4	59	5	56	5	40	8	35	8	36	2
46	82	2	80	2	65	3	53	6	52	6	52	6	46	7	35	8	40	2
47	67	5	61	4	50	6	49	7	47	7	42	8	37	8	32	9	54	3
48	90	1	82	2	72	3	60	4	58	5	35	8	30	9	23	9	41	2
49	80	2	60	4	50	6	49	8	40	8	38	8	29	9	24	9	54	3
50	73	3	68	3	65	3	60	4	60	4	45	7	35	8	29	9	41	2
51	88	1	74	3	69	3	62	4	50	6	43	8	34	9	28	9	44	3
52	86	1	76	2	66	3	56	5	49	7	42	8	40	8	32	9	43	2
53	92	1	84	2	57	5	52	6	44	8	44	8	34	9	21	9	48	3
54	74	3	69	3	64	4	58	5	47	7	38	8	21	9	20	9	48	3
55	82	2	70	3	68	3	49	7	40	8	40	8	27	9	20	9	49	3
56	85	1	72	3	60	4	51	6	46	7	39	8	35	8	21	9	46	3
57	79	2	68	3	55	5	55	5	46	7	34	9	31	9	29	9	49	3
58	70	1	68	3	68	3	55	5	48	7	38	8	27	9	25	9	45	2
59	90	1	68	3	64	4	48	7	43	8	22	9	13	9	13	9	50	4
60	80	2	79	2	58	5	47	7	43	8	43	8	38	8	34	9	49	3
61	50	6	46	7	38	8	38	8	32	9	28	9	14	9	10	9	65	4
62	52	6	49	7	43	8	30	9	29	9	23	9	15	9	10	9	68	4
63	58	5	44	8	35	8	27	9	20	9	10	9	10	9	09	9	66	4
64	51	6	50	6	38	8	26	9	20	9	13	9	13	9	10	9	64	4
65	59	5	42	8	37	8	31	9	22	9	18	9	19	9	06	9	66	4
66	49	7	30	9	28	9	21	9	15	9	17	9	15	9	13	9	70	9
67	52	6	39	8	32	9	29	9	18	9	14	9	10	9	08	9	68	4
68	56	5	40	8	31	9	16	9	14	9	12	9	07	9	03	9	67	4
69	42	8	39	8	33	9	27	9	21	9	15	9	10	9	09	9	70	4
70	49	7	35	8	35	8	19	9	18	9	13	9	06	9	04	9	68	4
71	30	9	25	9	22	9	16	9	10	9	10	9	08	9	04	9	72	9
72	41	8	28	9	24	9	19	9	14	9	08	9	06	9	06	9	71	9
School C																		
73	77	2	70	3	65	3	59	5	56	5	45	7	34	9	24	9	43	3
74	88	1	73	3	65	3	50	6	48	7	48	7	48	7	46	7	41	2
75	78	2	69	3	61	4	53	6	46	7	42	8	40	8	36	8	46	3
76	70	3	68	3	60	4	51	6	51	6	50	6	48	7	45	7	42	2
77	79	2	67	3	65	3	56	5	45	8	48	7	47	7	40	8	43	2
78	82	2	60	4	50	6	48	7	41	8	25	9	24	9	21	9	54	4
79	71	3	71	3	68	3	51	6	46	7	39	8	35	8	34	9	47	3
80	69	3	61	4	53	6	43	8	41	8	41	8	41	8	43	8	53	3

81	76	2	65	3	61	4	58	5	49	8	49	7	45	7	43	8	44	2
82	78	2	60	4	55	5	50	6	46	7	47	7	24	9	23	9	49	3
83	85	1	70	3	69	3	63	4	55	6	53	6	33	9	29	9	41	2
84	70	3	47	7	44	8	41	8	40	8	44	8	19	9	19	9	60	3
85	57	5	53	6	50	6	48	7	40	8	37	8	37	8	37	8	56	4
86	70	3	69	3	65	3	58	5	46	7	36	8	34	9	32	9	47	3
87	84	2	65	3	60	4	55	5	51	6	40	8	37	8	27	9	45	3
88	71	3	66	3	60	4	55	5	51	6	44	8	19	9	19	9	47	3
89	73	3	56	5	53	6	51	6	35	8	30	9	27	9	18	9	55	4
90	78	2	63	4	61	4	49	7	40	8	25	9	24	9	23	9	53	4
91	69	3	58	5	58	5	51	6	50	6	36	8	22	9	17	9	51	3
92	66	3	63	4	56	5	52	6	49	7	31	8	25	9	23	9	51	4
93	73	3	68	3	59	5	53	6	53	6	44	8	42	8	29	9	48	3
94	70	3	64	4	45	7	41	8	38	8	29	9	22	9	21	9	57	4
95	71	3	65	3	59	5	51	6	48	7	37	8	29	9	29	9	50	3
96	48	7	44	8	37	8	37	8	26	9	22	9	21	9	21	9	67	4
97	52	6	42	8	39	8	31	9	20	9	20	9	19	9	11	9	67	4
98	50	6	45	8	39	8	39	8	34	9	22	9	21	9	17	9	66	4
99	50	6	43	8	38	8	37	8	37	8	29	9	18	9	16	9	65	4
100	48	7	40	8	33	9	27	9	27	9	22	9	20	9	15	9	69	4
101	59	5	52	6	36	8	33	9	29	9	20	9	19	9	11	9	64	4
102	55	5	48	7	46	7	31	9	30	9	18	9	17	9	15	9	64	4
103	52	6	43	8	32	9	28	9	28	9	13	9	12	9	12	9	68	4
104	56	5	44	8	44	8	38	8	32	9	18	9	15	9	10	9	65	4
105	55	5	48	8	40	8	40	8	37	8	29	9	17	9	12	9	64	4
106	67	3	48	7	36	8	31	9	29	9	23	9	20	9	20	9	68	4
107	50	6	46	7	32	9	28	9	18	9	20	9	14	9	10	9	67	4
108	45	7	32	9	30	9	29	9	29	9	24	9	23	9	23	9	70	9
School D																		
109	94	1	80	2	84	2	80	2	71	3	71	3	68	3	60	4	20	1
110	85	1	80	2	79	2	72	3	68	3	61	4	60	4	57	5	24	1
111	88	1	82	2	78	2	77	2	71	3	65	3	60	4	53	6	23	1
112	85	1	80	2	80	2	76	2	69	3	69	3	58	5	51	6	26	1
113	89	1	88	1	78	2	73	3	68	3	62	5	55	5	51	6	26	1
114	75	2	70	3	67	3	65	4	65	4	60	3	57	5	50	6	30	1
115	79	2	77	2	72	3	68	3	60	4	55	5	52	6	40	8	33	2
116	85	1	78	2	70	3	66	3	65	3	55	5	45	7	40	8	33	1
117	82	2	75	2	66	3	59	5	58	5	52	6	50	6	50	6	35	2
118	72	3	68	3	61	4	60	4	60	4	52	6	49	7	38	8	39	2
119	72	3	69	3	62	4	58	5	55	5	50	6	45	7	41	8	30	1
120	77	2	68	3	63	4	58	5	51	6	50	6	48	7	43	8	41	2
121	69	3	64	4	60	4	60	4	55	5	46	7	42	8	40	8	43	2
122	74	3	67	3	63	4	60	4	58	5	40	8	39	8	28	9	44	3
123	62	4	60	4	56	5	48	7	45	7	43	8	38	8	38	8	51	3
124	68	3	64	4	57	5	50	6	49	7	49	7	38	8	34	9	49	3

125	64	4	54	6	51	6	46	7	38	8	30	9	22	9	20	9	58	4
126	70	3	56	5	54	6	48	7	47	7	44	8	39	8	27	9	53	3
127	70	3	56	5	56	5	46	7	35	8	29	9	24	9	20	9	55	4
128	82	2	64	4	51	6	44	8	35	8	32	9	30	9	26	9	55	4
129	64	4	59	5	56	5	39	8	38	8	25	9	21	9	18	9	57	4
130	66	3	52	6	47	7	40	8	38	8	32	9	23	9	18	9	59	4
131	55	5	41	8	39	8	38	8	33	9	30	9	30	9	18	9	65	4
132	50	6	49	7	46	7	43	8	42	8	38	8	23	9	18	9	62	4
133	63	4	58	5	45	7	36	8	31	9	24	9	22	9	18	9	60	4
134	60	4	52	6	45	7	36	8	36	8	28	9	23	9	17	9	60	4
135	65	3	52	6	45	7	38	8	37	8	32	9	25	9	19	9	59	4
136	50	6	49	7	46	7	38	8	35	8	31	9	25	9	18	9	63	4
137	62	4	55	5	54	6	45	7	44	8	36	8	24	9	22	9	56	4
138	50	6	46	7	38	8	38	8	32	9	28	9	14	9	10	9	65	4
139	49	8	45	7	44	8	38	8	28	9	30	9	28	9	24	9	67	4
140	62	4	36	8	32	9	30	9	26	9	20	9	19	9	19	9	66	4
141	77	2	68	3	64	4	48	7	43	8	22	9	13	9	13	9	51	4
142	48	7	48	7	43	8	35	8	24	9	19	9	17	9	11	9	66	4
143	48	7	44	8	44	8	38	8	20	9	18	9	12	9	10	9	67	4
144	48	7	45	7	31	9	26	9	26	9	22	9	12	9	09	9	68	4

School E

145	78	2	72	3	58	5	49	7	45	7	45	7	38	8	38	8	47	2
146	80	2	69	3	56	5	55	5	50	6	48	7	45	7	35	8	42	2
147	74	3	67	3	56	5	52	6	45	7	42	8	41	8	37	8	48	2
148	80	2	65	3	64	3	64	4	55	5	52	6	49	7	38	8	38	2
149	74	3	73	3	61	4	56	5	55	5	55	5	50	6	46	7	38	2
150	78	2	64	4	56	5	40	8	35	7	35	7	29	9	28	9	51	4
151	70	3	63	4	55	6	48	7	42	8	44	8	38	8	30	9	53	3
152	82	2	75	2	62	4	50	6	48	7	43	8	36	8	35	8	43	2
153	65	3	58	5	54	6	45	7	45	7	43	8	43	8	30	9	53	3
154	80	2	74	3	65	3	60	4	59	5	56	5	49	7	24	9	38	2
155	74	3	74	3	67	3	63	4	59	5	51	6	35	8	34	9	41	2
156	68	3	63	4	56	5	51	6	50	6	46	7	32	9	31	9	49	3
157	65	3	60	4	53	6	43	8	35	8	35	7	32	9	20	9	56	4
158	70	3	55	5	53	6	52	6	41	8	40	7	40	8	27	9	52	3
159	67	3	55	5	51	6	48	7	45	7	44	8	35	8	25	9	43	2
160	65	3	60	4	50	5	49	7	48	8	44	8	31	9	20	9	53	4
161	59	5	52	6	36	8	33	9	29	9	20	9	19	9	11	9	64	4
162	63	4	60	4	59	5	45	7	44	8	41	8	27	9	22	9	54	4
163	68	3	56	5	52	6	50	6	47	7	38	8	25	9	18	9	53	3
164	59	5	57	5	53	6	47	7	45	7	35	8	22	9	20	9	56	4
165	59	5	51	6	50	6	50	6	49	7	49	7	41	8	30	9	54	4
166	62	4	55	5	54	6	45	7	44	8	36	8	24	9	22	9	56	4
167	71	3	68	3	56	5	50	6	35	8	35	8	28	9	18	9	51	3
168	69	3	61	4	55	5	53	6	38	8	36	8	31	9	31	9	52	4

169	45	7	32	9	30	9	29	9	29	9	24	9	23	9	23	9	70	9
170	50	6	45	7	39	8	36	8	28	9	22	9	21	9	13	9	65	4
171	48	7	40	8	35	8	35	8	24	9	23	9	23	9	17	9	67	4
172	43	8	41	8	39	8	34	9	30	9	29	9	23	9	12	9	69	4
173	68	3	49	7	37	8	32	9	30	9	24	9	21	9	21	9	68	4
174	51	6	47	7	33	9	29	9	20	9	19	9	15	9	12	9	67	4
175	54	6	40	8	35	8	31	9	22	9	21	9	20	9	16	9	67	4
176	50	6	48	7	44	8	34	9	29	9	29	9	20	9	18	9	66	4
177	42	8	38	8	25	9	21	9	14	9	13	9	10	9	08	9	70	4
178	52	6	33	9	29	9	19	9	13	9	10	9	09	9	05	9	69	9
179	49	7	34	9	23	9	13	9	09	9	09	9	06	9	00	9	70	9
180	49	7	30	9	28	9	21	9	15	9	17	9	15	9	13	9	70	9

**Appendix 2: Performance of student respondents in the best eight done subjects in UCE
Mock examinations (2019) in selected schools**

Resp.	Best done Subject		2 nd best done subject		3 rd best done subject		4 th best done subject		5 th best done subject		6 th best done subject		7 th best done subject		8 th best done subject		Agg	Div.
	M	G	M	G	M	G	M	G	M	G	M	G	M	G	M	G		
Sch. A																		
01	89	1	84	2	80	2	76	2	76	2	68	3	65	3	51	6	27	1
02	78	2	69	3	64	4	62	4	60	4	60	4	47	7	43	8	40	2
03	70	3	67	3	63	4	56	5	49	7	45	7	40	8	34	9	46	3
04	63	4	56	5	51	6	46	7	42	8	32	9	32	9	30	9	57	3
05	78	2	59	5	58	5	55	5	48	7	32	9	29	9	27	9	51	3
06	74	3	69	3	49	7	46	7	44	8	38	8	25	9	22	9	55	3
07	90	1	71	3	68	3	59	5	43	8	35	8	29	9	25	9	46	3
08	77	2	58	5	50	6	33	9	28	9	23	9	20	9	20	9	58	3
09	88	1	78	2	48	7	46	7	45	7	37	8	24	9	19	9	50	3
10	69	3	56	5	51	6	43	8	30	9	28	9	20	9	18	9	58	3
11	71	3	68	3	58	5	50	6	45	8	41	8	40	8	40	8	49	3
12	64	4	62	4	55	5	46	7	45	7	43	8	40	8	40	8	51	3
13	66	3	67	3	53	6	49	7	42	8	40	8	38	8	34	9	52	3
14	85	1	78	2	64	4	59	5	51	6	34	6	31	9	27	9	43	3
15	61	5	59	5	56	8	43	9	34	9	23	9	22	9	17	9	63	4
16	63	4	48	7	42	8	39	8	38	9	30	9	21	9	15	9	63	4
17	51	6	43	8	29	9	27	9	22	9	21	9	18	9	15	9	68	4
18	70	3	54	6	44	8	40	8	39	8	26	9	23	9	14	9	60	4
19	55	5	35	8	35	8	28	9	25	9	25	9	20	9	17	9	66	4
20	73	3	48	7	35	8	31	9	28	9	23	9	19	9	16	9	63	4
21	68	3	41	8	39	8	35	8	29	9	24	9	16	9	10	9	63	4
22	71	3	50	6	43	8	43	8	38	8	20	9	20	9	16	9	60	4
23	60	4	54	6	38	8	35	8	23	9	21	9	18	9	18	9	62	4
24	74	3	56	5	49	8	44	8	34	9	26	9	21	9	15	9	60	4
25	86	1	47	7	43	8	40	8	30	9	29	9	24	9	24	9	60	4
26	56	5	45	7	44	8	32	9	32	9	25	9	20	9	19	9	62	4
27	48	7	33	9	29	9	23	9	21	9	21	9	20	9	14	9	70	9
28	38	8	27	9	26	9	21	9	17	9	12	9	10	9	05	9	71	9
29	39	8	29	9	23	9	22	9	19	9	15	9	10	9	05	9	71	9
30	43	8	32	9	27	9	22	9	17	9	11	9	08	9	08	9	71	9
31	23	9	13	9	14	9	13	9	12	9	10	9	09	9	06	9	72	9
32	31	9	17	9	17	9	17	9	15	9	08	9	05	9	04	9	72	9
33	29	9	24	9	17	9	15	9	13	9	08	9	07	9	05	9	72	9
34	30	9	22	9	15	9	11	9	08	9	07	9	04	9	00	9	72	9
35	29	9	24	9	22	9	16	9	12	9	10	9	05	9	00	9	72	9
35	47	7	13	9	11	9	07	9	04	9	04	9	01	9	01	9	70	9
36	37	8	15	9	12	9	11	9	09	9	07	9	01	9	00	9	70	9
School B																		
37	86	1	84	2	81	2	78	2	70	3	68	3	64	4	55	5	19	1
38	94	1	84	2	79	2	72	3	68	3	68	3	62	4	54	6	24	1
39	91	1	79	2	74	3	69	3	56	5	56	5	51	6	50	6	31	1
40	98	1	93	1	86	1	80	2	77	2	75	2	70	3	54	6	18	1

41	97	1	96	1	75	2	73	3	66	3	65	3	61	4	43	8	25	1
42	94	1	92	1	79	2	68	3	66	3	64	4	45	7	43	8	29	1
43	88	1	85	1	77	2	71	3	69	3	51	6	50	6	40	8	30	1
44	90	1	80	2	78	2	72	3	63	4	60	4	43	8	37	8	32	1
45	95	1	90	1	66	3	55	5	53	6	51	6	43	8	38	8	38	2
46	84	2	71	3	69	3	66	3	53	5	52	6	46	7	42	8	38	2
47	95	1	84	2	80	3	63	4	60	4	49	7	37	8	32	8	37	2
48	85	1	75	2	72	3	71	3	64	4	40	8	26	9	23	9	39	2
49	86	1	82	2	66	3	49	7	47	7	32	9	33	9	27	9	47	4
50	67	3	65	3	63	4	61	4	48	7	37	8	33	9	29	8	47	4
51	74	3	72	3	67	3	62	4	38	8	34	9	31	9	23	9	48	4
52	76	2	67	3	60	4	46	7	42	8	42	8	40	8	32	9	49	4
53	92	1	80	2	55	5	50	6	44	8	34	9	33	9	24	9	49	4
54	72	3	67	3	66	5	54	6	45	7	34	9	29	9	20	9	49	4
55	85	1	71	3	63	4	45	7	40	8	37	8	25	9	20	9	49	4
56	83	2	68	3	57	5	44	8	44	8	40	8	35	8	18	9	51	4
57	77	2	60	4	58	5	52	6	48	7	31	9	28	9	27	9	51	4
58	68	3	64	4	55	5	51	6	46	7	38	6	27	9	25	9	51	4
59	89	1	65	3	62	4	43	8	36	8	22	9	13	9	13	9	51	4
60	79	2	78	2	48	7	44	8	43	8	42	8	36	8	34	9	52	4
61	47	7	37	8	36	8	34	9	31	9	22	9	17	9	15	9	68	9
62	47	7	44	8	40	8	27	9	27	9	23	9	15	9	10	9	68	9
63	47	7	41	8	35	8	27	9	22	9	12	9	10	9	05	9	68	9
64	46	7	43	8	32	9	23	9	14	9	13	9	13	9	10	9	69	9
65	47	7	39	8	31	9	17	9	15	9	09	9	09	9	06	9	69	9
66	46	7	44	8	29	9	24	9	18	9	17	9	15	9	13	9	69	9
67	39	8	38	8	31	9	27	9	19	9	14	9	10	9	08	9	70	9
68	36	8	36	8	32	9	27	9	17	9	12	9	07	9	03	9	70	9
69	40	8	29	9	24	9	22	9	16	9	12	9	10	9	09	9	71	9
70	42	8	16	9	13	9	11	9	07	9	07	9	04	9	02	9	71	9
71	37	8	15	9	12	9	09	9	08	9	07	9	07	9	01	9	71	9
72	47	7	41	8	39	8	27	9	23	9	19	9	13	9	08	9	68	9
School C																		
73	70	3	67	3	52	6	47	7	46	7	45	7	34	9	24	9	51	4
74	87	2	66	3	53	6	52	6	51	6	48	7	48	7	46	7	42	2
75	66	3	61	4	54	6	50	6	47	7	42	8	40	8	36	8	50	3
76	81	2	67	3	64	4	60	4	54	6	54	6	53	6	50	6	35	2
77	73	3	59	5	57	5	57	5	54	6	48	7	47	7	40	8	46	3
78	78	2	59	5	56	5	37	8	33	9	25	9	24	9	21	9	51	4
79	71	3	70	3	57	5	54	6	47	7	39	8	35	8	34	9	51	4
80	59	5	55	5	52	6	46	7	45	7	41	8	41	8	43	8	55	3
81	68	3	67	3	66	3	57	5	55	5	49	7	45	7	43	8	38	2
82	77	3	62	4	60	4	56	5	55	5	47	7	24	9	23	9	45	3
83	72	3	72	3	65	3	61	4	58	5	53	6	33	9	29	9	43	3
84	62	4	57	5	54	6	50	6	49	7	44	8	19	9	19	9	54	4
85	60	4	55	5	53	6	41	8	39	8	37	8	37	8	37	8	56	4
86	67	3	55	5	55	5	50	6	40	8	36	8	34	9	32	9	53	4
87	63	4	54	6	50	6	47	7	47	7	40	8	37	8	27	9	54	3

88	62	4	57	5	54	6	50	6	49	7	44	8	19	9	19	9	54	4
89	60	4	59	5	45	7	43	8	40	8	30	9	27	9	18	9	59	4
90	61	4	59	5	58	5	43	8	41	8	25	9	24	9	23	9	57	4
91	61	4	53	6	51	6	50	6	45	7	36	8	22	9	17	9	54	4
92	56	5	53	6	48	7	47	7	45	7	31	8	25	9	23	9	59	4
93	53	6	50	6	48	7	48	7	47	7	44	8	42	8	29	9	58	4
94	56	5	55	5	52	6	46	7	44	8	29	9	22	9	21	9	59	4
95	66	3	59	5	55	5	51	6	39	8	37	8	29	9	29	9	53	4
96	38	8	30	9	28	9	28	9	27	9	22	9	21	9	21	9	71	9
97	47	7	43	8	37	8	34	9	26	9	20	9	19	9	11	9	68	4
98	44	8	42	8	35	8	34	9	26	9	22	9	21	9	17	9	69	x
99	39	8	38	8	35	8	32	9	30	9	29	9	18	9	16	9	69	4
100	49	7	34	9	31	9	29	9	24	9	22	9	20	9	15	9	71	9
101	47	7	43	8	37	8	34	9	26	9	20	9	19	9	11	9	68	4
102	43	8	34	9	29	9	27	9	25	9	18	9	17	9	15	9	71	9
103	40	8	32	9	23	9	15	9	14	9	13	9	12	9	12	9	71	9
104	42	8	37	8	33	9	29	9	19	9	18	9	15	9	10	9	70	7
105	55	5	49	7	32	9	32	9	29	9	29	9	17	9	12	9	67	4
106	41	6	43	8	36	8	30	9	29	9	23	9	20	9	20	9	69	4
107	40	8	27	9	26	9	24	9	23	9	20	9	14	9	10	9	71	9
108	46	7	43	8	32	9	23	9	14	9	13	9	13	9	10	9	69	9
School D																		
109	92	1	89	1	81	2	80	2	75	2	73	3	65	3	59	5	19	1
110	87	1	78	2	77	2	75	2	72	3	65	4	60	4	55	5	23	1
111	85	1	84	2	76	2	75	2	70	3	68	3	63	4	54	6	23	1
112	88	1	85	1	84	2	82	2	73	3	65	3	58	5	45	7	24	1
113	91	1	86	1	79	2	74	3	67	3	58	5	55	5	50	6	26	1
114	73	3	70	3	68	3	66	3	65	3	65	3	57	5	50	6	29	2
115	79	2	75	2	70	3	69	3	65	3	50	6	50	6	40	8	33	2
116	80	2	71	3	69	3	64	4	64	4	58	5	45	7	41	8	36	2
117	80	2	72	3	63	4	58	5	58	5	57	5	54	6	50	6	36	2
118	68	3	63	4	63	4	62	4	60	4	52	6	48	7	41	8	40	2
119	72	3	71	3	60	4	58	5	56	5	50	6	46	7	44	8	41	2
120	76	2	67	3	62	4	55	5	51	6	51	6	48	7	43	8	41	2
121	66	3	62	4	60	4	52	6	50	6	46	7	42	8	40	8	46	3
122	70	3	64	4	57	5	54	6	42	8	40	8	40	8	28	9	51	3
123	64	4	62	4	55	5	46	7	45	7	43	8	40	8	40	8	51	3
124	66	3	67	3	53	6	49	7	42	8	40	8	38	8	34	9	52	3
125	63	4	55	5	51	6	49	7	35	8	30	9	24	9	20	9	57	3
126	72	3	59	5	53	6	50	6	47	7	44	8	39	8	30	9	52	4
127	67	3	57	5	53	6	45	7	38	8	28	9	24	9	21	9	56	4
128	83	2	51	6	50	6	44	8	35	9	32	9	30	9	26	9	58	4
129	62	5	60	5	50	6	36	8	28	9	24	9	20	9	18	9	60	4
130	65	3	51	6	45	7	30	9	28	9	28	9	23	9	19	9	61	4
131	53	6	43	8	38	8	33	9	32	9	32	9	30	9	28	9	62	4
132	50	6	48	7	46	7	43	8	41	8	38	9	25	9	21	9	63	4
133	62	4	50	6	36	8	31	9	31	9	24	9	20	9	19	9	63	4
134	61	4	46	7	37	8	32	9	31	9	28	9	23	9	17	9	64	4

135	60	4	51	6	40	8	37	9	36	8	34	9	29	9	24	9	65	4
136	49	7	48	7	42	8	38	8	37	8	31	9	30	9	18	9	65	4
137	64	4	59	5	56	5	52	6	51	6	44	8	21	9	20	9	52	4
138	68	3	41	8	39	8	35	8	29	9	24	9	16	9	10	9	63	4
139	61	4	44	8	43	8	37	9	32	9	30	9	28	9	24	9	65	4
140	61	4	37	8	34	9	32	9	32	9	30	9	24	9	19	9	66	4
141	55	5	35	8	35	8	28	9	25	9	25	9	20	9	17	9	66	4
142	47	7	45	7	44	8	38	8	20	9	19	9	14	9	11	9	66	4
143	45	7	34	9	32	9	30	9	23	9	18	9	14	9	10	9	70	9
144	43	8	33	9	30	9	29	9	29	9	22	9	12	9	09	9	71	9
School E																		
145	74	3	69	3	54	6	48	7	46	7	45	7	38	8	30	9	50	3
146	88	2	70	3	55	5	53	6	50	6	48	7	48	7	45	7	43	2
147	70	3	66	3	56	5	50	6	47	7	43	8	41	8	37	8	48	3
148	83	2	69	3	66	3	61	4	55	5	54	6	50	6	50	6	35	2
149	75	2	60	4	58	5	58	5	55	5	48	7	46	7	45	7	42	2
150	80	2	61	4	58	5	39	8	35	7	27	9	26	9	23	9	53	4
151	81	2	72	3	59	5	57	5	49	7	41	8	37	8	36	8	46	3
152	61	4	57	5	54	4	48	7	47	7	43	8	43	8	41	8	52	3
153	79	3	64	4	62	4	60	4	56	5	55	5	47	7	24	9	41	3
154	74	3	74	3	67	3	63	4	58	5	53	6	35	8	31	9	43	2
155	64	4	59	5	56	5	52	6	51	6	46	7	21	9	21	9	51	4
156	62	4	57	5	53	6	43	8	40	8	37	8	37	8	34	9	56	4
157	69	3	57	5	57	5	52	6	42	8	38	8	36	8	31	9	52	4
158	63	4	56	5	51	6	49	7	49	7	42	8	39	8	29	9	56	4
159	64	4	59	5	56	5	52	6	51	6	44	8	21	9	20	9	52	4
160	63	4	61	4	49	7	45	7	42	8	31	9	29	9	20	9	57	4
161	61	4	44	8	43	8	37	9	32	9	30	9	28	9	24	9	65	4
162	63	4	61	4	60	4	45	7	43	8	27	9	26	9	25	9	54	4
163	65	3	55	5	53	6	50	6	47	7	38	8	24	9	19	9	53	4
164	58	5	55	5	51	6	49	7	49	7	33	9	27	9	20	9	57	4
165	55	5	52	6	50	6	50	6	49	7	45	7	44	8	31	9	54	4
166	58	5	57	5	54	6	48	7	47	7	31	9	24	9	23	9	57	4
167	68	3	61	4	57	5	53	6	41	8	39	8	31	9	31	9	52	4
168	40	8	32	9	30	9	39	9	29	9	24	9	23	9	23	9	71	9
168	49	7	43	8	39	8	36	8	28	9	22	9	21	9	13	9	67	4
170	46	7	42	8	37	8	36	8	28	9	24	9	23	9	19	9	67	4
171	44	8	41	8	35	8	32	9	30	9	29	9	18	9	15	9	69	4
172	52	6	36	8	32	9	31	9	24	9	21	9	20	9	16	9	68	4
173	50	6	45	7	37	8	34	9	26	9	20	9	20	9	18	9	66	4
174	46	7	34	9	29	9	28	9	25	9	18	9	17	9	15	9	70	9
175	45	7	32	9	22	9	22	9	14	9	13	9	11	9	09	9	70	9
176	43	8	41	8	36	8	29	9	29	9	23	9	20	9	17	9	69	4
177	41	8	28	9	27	9	24	9	23	9	20	9	15	9	11	9	71	9
178	48	7	33	9	25	9	18	9	12	9	12	9	09	9	05	9	70	9
179	51	6	47	7	30	9	21	9	10	9	09	9	05	9	05	9	67	4
180	37	8	15	9	12	9	11	9	09	9	07	9	01	9	00	9	70	9

Source: Secondary data

Appendix 3: Questionnaire for students

Dear respondent, my name is Kabanda Anthony undertaking a study about the relationship between management of school library and student academic performance in Nabweru Division, Wakiso District.

Your positive response will be of great importance to education planners, policy makers, proprietors and managers/administrators of secondary schools in understanding how school library management affects student academic performance in Uganda. Please stay informed that the information you give will be for academic purposes only and will be kept confidential.

Thank you.

Please take time as you respond appropriately.

ID. No:.....

SECTION A: DEMOGRAPHICS

Please put a tick (v) where applicable.

1. Age in years: (a) 15-17 [.....] (b) 18-20 [.....] (c) 21-13 [.....]
2. Sex (a) Male [.....] (b) Female [.....] (c) Others [.....]
3. There is a library in this school. (a) Yes [.....] (b) No [.....]

SECTION B: AVAILABILITY OF ENOUGH AND RELEVANT REFERENCE MATERIALS IN SCHOOL LIBRARY.

Please respond to the following aspects to understand your feelings about the availability of enough and relevant reference materials in the library in your school and its effect on your academic performance on a scale of 1 to 5 where; **1=Strongly disagree(DS)**, **2=Disagree(D)**, **3=Not sure(NS)**, **4=agree(A)**, **5=Strongly agree(SA)**. Please put a tick (v) on the option you think is most appropriate.

N/S	Statement	SD	D	NS	A	SA
4	There are enough text books and other reference materials in the school library which encourage me to use it and perform well in my examinations.	1	2	3	4	5
5	There are relevant text books in the school library which help me score highly in my examinations.	1	2	3	4	5
6	There is a variety of text books per subject in the school library which help me to perform well in my examinations.	1	2	3	4	5
7	There are other reference materials in the school library which encourage me to use the library and perform highly in	1	2	3	4	5

	examinations.					
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SECTION C: PLANNING OF THE SCHOOL LIBRARY

Please respond to the following aspects to understand your feelings about the planning of the library in your school and how it influences your academic performance on a scale of 1 to 5 where; 1=Strongly disagree(SD), 2=Disagree(D), 3=Not sure(NS), 4=Agree(A), 5=Strongly agree(SA). Please put a tick (✓) on the option you think is most appropriate.

S/N	Statement	SD	D	NS	A	SA
8	In this school, the library building was well planned and built for library purpose which encourages me to use the library and perform well in my examinations.	1	2	3	4	5
9	There is big enough to provide sitting facilities for at least a quarter of the school population which encourages me to use it and this leads to my good academic performance.	1	2	3	4	5
10	In this school, the library is located in a place suitable for reading and which I can easily access without fear which encourages me to use it and this leads to my good academic performance.	1	2	3	4	5
11	In this school, there are library periods for my class on the school time table which encourages me to use it and perform highly in my academics.	1	2	3	4	5
12	In this school, I am given enough time to use the library and this leads to my good academic performance.	1	2	3	4	5

SECTION D: STAFFING OF THE SCHOOL LIBRARY.

Please respond to the following aspects to understand your feelings about the staffing of the library in your school and its effect on your academic performance on a scale of 1 to 5 where; **1=Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree, 5=Strongly agree.** Please put a tick(✓) on the option you think is most appropriate.

S/N	Statement	SD	D	NS	A	SA
13	In this school, there is a full time librarian(s) who encourages me to use the library and this leads to my good academic performance.	1	2	3	4	5
14	In this school library, there is adequate man power to provide me with library services even during night preps.	1	2	3	4	5

15	The librarian(s) in this school library helps me to identify and use the relevant text books and this leads to my good academic performance.	1	2	3	4	5
16	In this school library, the librarian(s) is approachable.	1	2	3	4	5

SECTION E: ORGANIZATION OF THE SCHOOL LIBRARY.

Please respond to the following aspects to understand your feelings about the organization of the library in your school and its effect on your academic performance on a scale of 1 to 5 where; **1=Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree, 5=Strongly agree**. Please put a tick (v) on the option you think is most appropriate.

S/N	Statement	SD	D	NS	A	SA
17	In this school library the books have catalogue number stickers for easy identification which encourage me to use the library and this lead to my good academic performance.	1	2	3	4	5
18	There is a catalogue in this school library for easy identification of books which encourages me to use it and this leads to my good academic performance.	1	2	3	4	5
19	In this school, library text books are well organized in the book shelves which encourage me to use the library and this leads to my good academic performance.	1	2	3	4	5
20	In this school, library books are classified in the shelves according to subjects which makes it easy for me to use the library and this leads to my good academic performance.	1	2	3	4	5
21	In this school library, the book shelves are well labeled with subjects which helps me to easily identify the books and this leads to my good academic performance.	1	2	3	4	5

SECTION F: STUDENT ACADEMIC PERFORMAMCE

Please respond to the following aspects to understand your feelings about library management in your school and its effect on your academic performance on a scale of 1 to 5 where; **1=Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree, 5=Strongly agree**. Please put a tick (v) on the option you think is most appropriate.

S/N	Statement	SD	D	NS	A	SA
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22	My best done subject in end of term one examinations (2019) was.....and I got%. To a significant extent, I attribute this performance to the way the school library is managed.	1	2	3	4	5
23	My second best done subject in end of term one examinations (2019)was.....and I got.....%. To a significant extent, I attribute this performance to the way the school library is managed.	1	2	3	4	5
24	My third best done subject in end of term one examinations (2019) wasand I got%. To a significant extent, I attribute this performance to the way the school library is managed.	1	2	3	4	5
25	My forth best done subject in end of term one examinations (2019) was.....and I got%. To a significant extent, I attribute this performance to the way the school library is managed.	1	2	3	4	5
26	My fifth best done subject in end of term one examinations (2019) was.....and I got%. To a significant extent, I attribute this performance to the way the school library is managed.	1	2	3	4	5

Thank you for your co-operation.

Appendix 4: Questionnaire for teachers

Dear respondent, my name is **Kabanda Anthony** undertaking a study about the relationship between management of school library and student academic performance in Nabweru Division, Wakiso District.

Your positive response will be of great importance to education planners, policy makers and managers in understanding how school library management affects student academic performance in Uganda. Please stay informed that the information you give will be for academic purposes only and will be kept confidential.

Thank you.

Please take time as you respond appropriately.

SECTION A: DEMOGRAPHICS

1. Sex: a) Male b) Female C)
2. Age of the respondent
a) 19-24 b) 25-30 years c) 31-40years d) 41 and above
3. Education level: a) b) Diploma C) Bachelors Degree
4. Years of service in the teaching profession
a) 1-5 years b) 6-10 years
c) 11-20 years d) 21 years and above

4= Agree, 5= Strongly agree.

Please put a tick on the appropriate response.

S/N	Statement	SD	A	NS	A	SA
5	This school has a library.	1	2	3	4	5

SECTION B: AVAILABILITY OF ENOUGH AND RELEVANT REFERENCE MATERIALS IN THE SCHOOL LIBRARY

Please respond to the following aspects to understand your view about the availability of enough and relevant reference materials in the library in this school on the scale of **1 to 5 where 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.**

Please put a tick on the appropriate response.

S/N	Statement	SD	A	NS	A	SA
6	In this school there are enough text books for teachers and students to make research for effective teaching and learning for students to perform well.	1	2	3	4	5
7	The library in this school has relevant text books for all the subjects for teachers to use to enable students perform highly in examinations.	1	2	3	4	5
8	The school library has other reference materials for teachers and students to use to enable students perform highly in their examinations.					

9. Does the library have enough and relevant text books to facilitate teachers' research efforts?

.....

10. How does the available number and relevance of books in the school library affect student academic performance?

.....

SECTION C: PLANNING OF THE SCHOOL LIBRARY

Please respond to the following aspects to understand your view about planning of library in this school on the scale of **1 to 5 where 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.**

Please put a tick on the appropriate response.

S/N	Statement	SD	D	NS	A	SA
11	This school library is in a building well planned and constructed for library purpose to encourage students to use it and perform well in examinations.	1	2	3	4	5
12	The library in this school is large enough to provide sitting facilities to at least a quarter of the school enrolment.	1	2	3	4	5
13	In this school the library is conveniently located to encourage students to use it and perform well in examinations.	1	2	3	4	5

14	In this school the library is regularly stocked with text books and other materials which match with changes in the curriculum for students to perform well in examinations.	1	2	3	4	5
15	In this school, teachers are consulted on the text books when the school is planning for procurement of text books.	1	2	3	4	5
16	In this school there are library periods for each class on the school time table to encourage students to use it and perform well in examinations.	1	2	3	4	5
17	In this school, the library is used for academic purposes only.	1	2	3	4	5

18. Why do you think teachers should be consulted on the text books to be procured for the Library?

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19. If your response to item 17 is either 1 or 2, how does this affect student academic performance in this school?

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20. Please specify the other purposes for which the library is used if any.

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SECTION D: STAFFING OF THE SCHOOL LIBRARY

Please respond to the following aspects to understand your view about the staffing of library in this school on the scale of **1 to 5** where **1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.**

Please put a tick on the appropriate response.

N/S	Statement	SD	D	NS	A	SA
21	This school library has full time librarian(s) to encourage students to use I and perform well in examinations.	1	2	3	4	5
22	This school library has a professionally qualified librarian(s).	1	2	3	4	5
23	The librarian in this school collaborates with teachers to encourage students to use the library and perform well in their examinations.	1	2	3	4	5
24	The librarian(s) in school is well acquainted with library duties which encourages students to use and perform well.	1	2	3	4	5
25	The library in this school has enough man power to provide the required services to both teachers and	1	2	3	4	5

	students.					
26	There is a good relationship between teachers and librarian(s) in searching library resources for students and teachers in this school	1	2	3	4	5

27. How does the way the librarian(s) in this school treats students in the library affect their academic performance?

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SECTION E: ORGANIZATION OF THE SCHOOL LIBRARY

Please respond to the following aspects to understand your view about the organization of the library in this school on the scale of **1 to 5** where **1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.**

Please put a tick on the appropriate response.

S/N	Statement	SD	D	NS	A	SA
28	In this school library, the text books have catalogue number stickers for easy identification	1	2	3	4	5
29	In this school, the library has a catalogue to help teachers and students in searching the books.	1	2	3	4	5
30	In this school, the text books are classified for easy identification which encourages students to use the library.	1	2	3	4	5
31	In the library in this school there are shelves that hold text books and other materials to help in identifying them.	1	2	3	4	5
32	The shelves in the library are well labeled for easy identification of the text books.	1	2	3	4	5

33. What is your view about the relationship between the way the library is organized and students' academic performance in this school?

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Thank you for your co-operation.

Appendix 5: Interview guide for librarians and head teachers

SECTION A: AVAILABILITY OF ENOUGH AND RELEVANT REFERENCE

MATERIALS

What is your view about the following?

- Availability of enough text books and other reference materials for different subjects.
- Availability of relevant text books and other reference materials for different subjects.
- Availability of a variety of titles text books for different subjects

SECTION B: PLANNING OF SCHOOL LIBRARY.

What is your view on the following?

- Physical plan of the school library.
- Location of the school library.
- Library periods
- Library procurement plans

SECTION C: STAFFING OF SCHOOL LIBRARY

What your view on the following?

- Academic qualification.
- Selection and recruitment of librarian
- Training of librarians.
- Availability of enough man power

SECTION D: ORGANIZATION OF SCHOOL LIBRARY.

What is your view on the following?

- Presence of a library catalogue

Appendix 6: Observation guide

SECTION A: AVAILABILITY OF ENOUGH AND RELEVANT REFERENCE

MATERIALS

- Availability of enough text books for different subjects.
- Availability of relevant text books
- Availability of a variety of text books for different subjects
- Availability of other reference materials

SECTION B: PLANNING OF SCHOOL LIBRARY.

- Physical plan of the school library.
- Location of the school library.
- Availability of library periods on the school table for classes.
- Library procurement plans

SECTION D: ORGANIZATION OF SCHOOL LIBRARY.

- Cataloguing of text books.
- Classification of books in the library.
- Organization books in the book shelves.
- Presence of well labeled book shelves.

Appendix 7: Research Introductory Letter