

**THE EFFECTS OF INADEQUATE LIBRARY RESOURCES ON LEARNERS IN  
PRIMARY SCHOOLS: A CASE STUDY OF SELECTED SCHOOLS IN MUKONO  
MUNICIPALITY**

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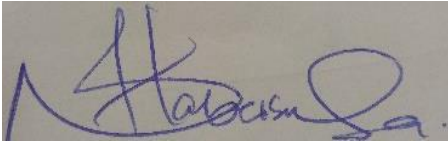
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## DECLARATION

I, **Nabasumba Florence** hereby, declare that to the best of my knowledge, this dissertation in my original work and have never been submitted to any other institution of higher learning for the award of a degree in Education.

Signature:


A handwritten signature in blue ink on a light-colored background. The signature is cursive and appears to read 'Nabasumba Florence'.

Date: August, 2024

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## APPROVAL

This is to certify that this dissertation entitled the Effects of Inadequate Library Resources on Learners in Primary Schools: A Case Study of Selected Schools in Mukono Municipality

Signature: 

Date: 5 September, 2024

MARY NAULA JAKISA OWOR, (PHD)

## DEDICATION

This dissertation is dedicated to my parents; Mzee S. Kakooza and beloved Mother Mrs. Naluwembe Deborah, my husband Mr. Kayira Ronald, my children and grandchildren; Caroline, Allan, Claire, Emmanuel, Elizabeth and Gabrielle, who patiently accepted to miss my care and love during my long absence from Home.

May the God Lord reward in all your endeavours; AMEN.

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## Table of Contents

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
ACRONYMS .....	xi
ABSTRACT .....	xiii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>BACKGROUND .....</b>	<b>1</b>
Introduction .....	1
1.1 Background to the study .....	1
1.2 Statement of the Problem .....	5
1.3 Purpose of the study .....	6
1.3.0 Main Objective .....	6
1.3.1 Specific Objectives .....	7
1.3.2 Research questions .....	7
1.4 Scope of the Study .....	7
1.4.1 Content Scope: .....	7
1.4.2 Geographical Scope: .....	8
1.4.3 Time Scope: .....	8
1.5 Justification .....	8
1.6 Significance of the Study .....	9
1.7 Conceptual Framework .....	10
Figure 1: Showing Conceptual framework .....	12
1.7.1 Definition of Key Concepts .....	13
1.8 Summary of chapter one .....	13
<b>CHAPTER TWO .....</b>	<b>16</b>
<b>REVIEW OF RELATED LITERATURE .....</b>	<b>16</b>
2.0 Introduction .....	16

2.1 Availability and Quality of Library Resources in Primary Schools:-----	16
2.2 Challenges Faced by Schools in Providing Sufficient Library Resources:-----	24
2.3 Strategies and Interventions to Improve Library Resources and Services:-----	28
2.5 Summary of the Literature Review-----	30
<b>CHAPTER THREE .....</b>	<b>33</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>33</b>
3.0 Introduction-----	33
3.1 Research Design-----	33
3.2 Area of Study-----	33
3.3 Sources of Information-----	34
3.4 Population Study and Sampling-----	34
3.4.1 Sampling Techniques-----	35
3.4.2 Sample Size-----	35
3.5 Variables and measurement-----	35
3.6 Procedure for Data Collection-----	36
3.7 Data Collection Instruments-----	36
3.7.1 Questionnaire-----	36
3.7.2 Interviews-----	36
3.7.3 Observation-----	36
3.8 Quality controls-----	37
3.9 Strategy for data processing and analysis-----	37
3.10 Ethical Considerations-----	37
3.11 Anticipated Methodological Constraints-----	38
3.12 Summary of Research Methodology-----	38
<b>CHAPTER FOUR.....</b>	<b>39</b>
<b>FINDINGS AND INTERPRETATION OF RESULTS .....</b>	<b>39</b>
4.0 Introduction-----	39
4.1 Availability of Library Resources-----	39
4.2 Types of Library resource-----	40
4.3 Whether library resources are in good condition-----	41
4.4 Satisfaction with library resources-----	41
4.5 Whether Library resources support learning-----	43

4.6 Whether pupils struggled to access library materials -----	44
4.7 Types of library material pupils struggled to access -----	45
4.8 How inadequate affected learning of pupils' learning experience-----	45
4.9 Suggested areas of improvement-----	46
4.10 Types of library materials available at schools -----	47
4.11 Adequacy of library materials -----	47
4.12 How often teachers use the library -----	48
4.13 Challenges faced with the current library materials -----	49
4.14: Recommendation for improvement -----	50
4.8.1 Whether library material management contributed to learners' academic performance in selected primary schools in Mukono Municipality -----	56
4.9 Summary of the field/analysis findings-----	56
<b>CHAPTER FIVE .....</b>	<b>57</b>
<b>DISCUSSIONS OF FINDINGS.....</b>	<b>57</b>
5.0 Introduction -----	57
5.1 Availability of Library Resources -----	57
5.1.1 The study sought to establish whether pupils visit libraries-----	57
5.2 Types of Library resource -----	57
5.3 Whether library resources are in good condition -----	58
5.4 Satisfaction with library resources-----	59
5.5 Impact on learning -----	60
5.5.1 Whether Library resources support learning -----	60
5.6 Whether pupils struggled to access library materials -----	60
5.7 Types of library material pupils struggled to access -----	60
5.7 How inadequate affected learning of pupils' learning experience-----	61
5.8 Suggested areas of improvement-----	62
5.9 Challenges faced with the current library materials-----	63
5.10 Recommendation for improvement -----	64
5.4 Summary of Discussion of Findings -----	64
<b>CHAPTER SIX .....</b>	<b>66</b>
<b>SUMMARY OF FINDINGS, CONCLUSION AND APPROPRIATE RECOMMENDATIONS .....</b>	<b>66</b>

6.0 Introduction -----	66
6.1 Summary of findings -----	66
6.2 Conclusion-----	67
6.3 Recommendations in light of research findings made -----	67
6.4 Areas for further research undertakings -----	69
<b>REFERENCES.....</b>	<b>70</b>
APPENDICES .....	76
APPENDIX I: QUESTIONNAIRE FOR SELECTED RESPONDENTS .....	76
APPENDIX II: INTERVIEWS FOR KEY INFORMANTS .....	83
APPENDIX III: INFORMED CONSENT FORM.....	84
APPENDIX IV: FIELD CONSENT LETTERS FOR CONDUCTING RESEARCH .....	87

## LIST OF TABLES

Table 1: Population Study.....	34
Table 3: Whether Library resources support learning.....	43
Table 4: Types of library material pupils struggled to access.....	45
Table 5: Suggested areas of improvement.....	46
Table 6: Types of library materials available at schools.....	47
Table 7: Recommendation for improvement.....	48

## LIST OF FIGURES

Figure 1: Showing Conceptual framework.....	10
Figure 1: Availability of Library Resources.....	39
Figure 2: Types of Library resource.....	40
Figure 3: Whether library resources are in good condition.....	40
Figure 4: Satisfaction with library resources.....	41
Figure 5: Whether pupils struggled to access library materials.....	44
Figure 6: Adequacy of library materials.....	47
Figure 7: How often teachers use the library.....	48
Figure 8: Challenges faced with the current library materials.....	49
Figure 8: SMB.....	50
Figure 9: NCU School library.....	50
Figure 10: Pupils in a school library.....	51
Figure 11: STN PRIMARY SCHOOL LIBRARY.....	52
Figure 12: SNP SCHOOL LIBRARY.....	52
Figure 13: SJB PRIMARY SCHOOL LIBRARY.....	53
Figure14: SPCU PRIMAY SCHOOL.....	53

## ACRONYMS

AD	After Death of Jesus Christ
ALU	Annual Library of Uganda
ASEAN	Association of South East African Nations
C/U	Church of Uganda
DEO	District Education Officer
DV	Dependent Variable
EU	European Union
ICT	Information Communication Technology
IFLA	International Federation of Library Association
IMS	Information Management System
IV	Independent Variable
KM	Kilometre
NCD	National Curriculum Development
NCST	National Council of Science and Technology

NGOs	Non- Governmental Organizations
NSL	National Library Services
P/S	Primary School
PEDF	Primary Education Development Programmes
PLE	Primary Leaving Examination
PPP	Public Private Partnership
SLPs	School Library Programmes
SMC	School Management Committee
U.S	United States Library of Congress
UBOS	Uganda Bureau of Statistics
UCU	Uganda Christian University
UCUREC	Uganda Christian University Research Ethics Committee
UNEB	Uganda National Examination Board
UNESCO	United Nations Education and scientific and Cultural Organization
USA	United States of America

## ABSTRACT

The study looked at the effects of Inadequate Library Resources on Learners in Primary Schools. The study was guided by specific objectives to evaluate the availability and quality of library resources in primary schools in Mukono Municipality, to explore the challenges faced by schools in Mukono Municipality in providing sufficient library resources, to identify strategies and interventions that can improve library resources and services in primary schools in Mukono Municipality. Using a descriptive design and a mixed research approach. The study also looked how availability of library materials and recourses contributed to academic performance of pupils and it was reported views of; information reliability, research-based issues, helps in improvement of writing and reading skills. The study also looked at major challenges such as; lack of enough reading materials, limited space and inadequacy of information limitations to learners accessing library services very well. The last objective focused what primary schools should do to mitigate such challenges and it was revealed from respondents that; establishment and expansion of library facilities, more book distribution were needed to institute for sound/functional school libraries. The study concluded that there was need to improve and expand library services in schools and also recommended more Government funding.

## CHAPTER ONE

### BACKGROUND

#### Introduction

This research explores the effects of inadequate library resources on learners in primary schools, focusing on selected schools in Mukono Municipality. Libraries play a crucial role in supporting students' academic growth, fostering reading habits, and enhancing their overall learning experience. However, many primary schools in Uganda face challenges due to limited access to essential library resources, such as books, digital materials, and study spaces. This study aims to examine how these deficiencies impact students' academic performance, reading culture, and knowledge acquisition. Through a detailed case study approach, the research will provide insights into the implications of inadequate library resources and suggest strategies to improve library facilities in primary schools within Mukono Municipality.

#### 1.1 Background to the study

Library resources are critical to the educational development of learners, especially in primary schools. These resources—books, educational materials, and other reference tools—provide students with the knowledge and support they need to excel academically. According to Menzies and Beebee (2019), the presence of well-equipped libraries in schools significantly enhances teaching and learning, making education more interactive and effective. Despite this, many primary schools continue to face the challenge of inadequate library resources, which hampers students' academic performance and overall learning experience (Hunt et al., 2009).

Furthermore, the importance of libraries in enhancing learning outcomes has been recognized for centuries. For instance, in the United States, studies have shown a strong correlation between well-resourced libraries and improved student performance (Lance, 2012). Similarly, in Europe, particularly in countries like the United Kingdom and Finland, the integration of comprehensive library services into schools has been linked to higher academic achievement (Stone & Ramsden, 2013; SLQ, 2012). Finland's

focus on cultivating a reading culture through daily access to library resources has resulted in top-tier performance in global educational assessments (SLQ, 2012).

Library materials play a critical role in enhancing teacher effectiveness and improving learners' performance, particularly in primary schools. According to Menzies and Beebee (2019), these materials make learning more engaging, practical, and realistic, contributing to better educational outcomes. However, the availability and utilization of library resources in primary schools have faced challenges over centuries, particularly in the 21st century, impacting the functionality of primary school libraries (Aikaterini, 2015). Primary school educators are tasked with equipping learners with the knowledge and skills necessary to thrive in a global society, yet the limited use of library materials continues to hinder the achievement of desired learning outcomes (Hunt et al., 2009).

Historically, the concept of school libraries dates back to ancient times. For example, the U.S. Library of Congress traces the origins of school libraries to as early as AD43, when Christian education was introduced in Britain by Pope Gregory (Butts, 2010). In modern times, studies in the United States have demonstrated a clear connection between library resources, services, and academic performance (Lance, 2012). The impact of limited library materials on learners has also been extensively studied in other developed countries, such as the United Kingdom, the Netherlands, France, and Scandinavian nations like Denmark, Finland, and Norway, where governments have implemented policies to improve access to library resources (IFLA, 2017; Stone & Ramsden, 2013).

Globally, research highlights the negative impact of limited library materials on academic performance. For instance, studies in Brazil (Paiva & Duarte, 2017) and Pakistan (Dilshad & Akhtar, 2019) have shown a significant correlation between inadequate library facilities and lower academic attainment. The International

Federation of Library Associations (IFLA) emphasizes that access to library resources is a fundamental human right that can break the cycle of poverty and support sustainable development (IFLA, 2017). The Alberta Education Department (2018) similarly underscores the importance of library use in fostering literacy and language skills, though challenges remain in providing adequate materials.

In Denmark, the Ministry for Children and Education has emphasized the importance of advanced library resources and online services, helping both young and older learners to acquire information and enhance their literacy (SLQ, 2012). Finland has also taken significant steps, with Finnish pupils being recognized for their high reading skills, which are attributed to their access to comprehensive library resources (SLQ, 2012). Similar positive outcomes have been observed in Norway, where collaboration between libraries and adult learning institutions has expanded access to technological library information, benefiting primary school learners (SLQ, 2012).

In Africa, the relationship between library access and academic performance has been widely explored. The UNESCO seminar on public library development in Nigeria in 1953 spurred the establishment of school libraries across the continent, recognizing the need for adequate educational resources to improve pupil performance (UNESCO, 1954). Despite these efforts, many African countries still struggle with limited library resources. Studies in South Africa (De Jager, 1997) and Nigeria (Jato et al., 2014) have highlighted the negative effects of inadequate library materials on academic performance. Additionally, poor reading habits and cultural factors have further hindered progress in regions like Southeast Africa, where limited access to library resources has contributed to low literacy rates (Sangkeo, 1999).

In East Africa, initiatives like Tanzania's Primary Education Development Programme (PEDP) have sought to address these challenges by expanding access to primary education and enhancing the availability of instructional materials (Macpherson, 1964). However, in Uganda, the issue of school libraries has persisted since the enactment of

the National Library Act in 2003, which aimed to improve access to reading materials for primary school learners (Tumusiime, 2008). Despite government efforts to build libraries and provide instructional materials, many schools continue to face bureaucratic hurdles that limit the availability of necessary resources (Magara et al., 2004).

The Uganda Education Act No.13 of 2008 and the 1995 Constitution emphasize the state's responsibility to provide basic education and equal opportunities for all citizens. However, the implementation of these policies has been uneven, with many primary schools struggling to meet curriculum requirements due to insufficient library materials (UBOS, 2016). Researchers like Mulindwa (2001) argue that the failure to provide a conducive learning environment, coupled with the limited availability of textbooks and other reading materials, has led to ineffective teaching and poor academic outcomes for pupils.

In contrast, the situation in developing countries, especially in Africa, presents a starkly different picture. Many schools in Africa struggle with limited access to library resources, which directly impacts students' learning outcomes. For example, in South Africa and Namibia, the absence of adequate library facilities has been associated with lower academic achievement (De Jager, 1997; Lor, 2003). Similarly, in Nigeria, Jato et al. (2014) found that the lack of library materials contributed to poor student performance. In Uganda, despite government efforts and policies aimed at improving library services in schools, such as the National Library Act of 2003, the provision of adequate resources remains a significant challenge (Tumusiime, 2008; UBOS, 2016).

Efforts to improve access to library resources in Ugandan primary schools date back to the 1950s, with initiatives focused on establishing libraries and supplying instructional materials. However, these initiatives have often been undermined by bureaucratic delays, insufficient funding, and logistical challenges, resulting in persistent resource shortages (Magara et al., 2004). These shortages have had a detrimental impact on teaching effectiveness and student performance, as educators struggle to provide quality education without the necessary materials (Mulindwa, 2001).

While there is substantial research on the importance of library resources for academic success in various contexts, there is a noticeable gap in the literature regarding the specific effects of inadequate library resources on learners in primary schools within Mukono Municipality, Uganda. Most studies have focused on broader educational challenges in Uganda or on the general state of libraries in the country, without delving deeply into how resource shortages in primary school libraries specifically affect learners' academic performance and overall learning experiences.

This study aims to fill this gap by examining the effects of inadequate library resources on learners in selected primary schools in Mukono Municipality. By focusing on this specific context, the research will provide valuable insights into the challenges faced by these schools and the impact of these challenges on student outcomes. The findings will be crucial for policymakers, educators, and stakeholders in developing targeted interventions to improve library services and, consequently, enhance the quality of education in primary schools within the region.

## **1.2 Statement of the Problem**

Although the National Library Act (2003) was implemented to reduce literacy levels in Uganda by encouraging the establishment of school libraries, a significant number of primary schools, particularly in Mukono Municipality, either lack proper libraries or do not have any library at all. This gap in library resources has become a pressing concern, especially given its direct correlation with academic performance. For instance, the Primary Leaving Examination (PLE) results of 2014 demonstrated that schools with better library resources performed significantly better, with a higher number of students achieving grade one averages compared to those with limited or no library materials (Businge, 2015). This trend highlights the critical role that libraries and access to adequate reading and instructional materials play in shaping the educational outcomes of primary school pupils.

The situation in Mukono Municipality mirrors this national issue, with many schools facing severe shortages in reading materials and library facilities. The Uganda Annual Library Report (2018) and other related studies indicate that most primary schools in

the region lack not only libraries but also essential reading and instructional resources, such as textbooks, storybooks, newspapers, magazines, and teacher guidebooks. Without these critical tools, teachers struggle to deliver quality education, and students are deprived of the opportunities to engage in meaningful learning experiences, which ultimately affects their academic performance.

Moreover, studies like those by Mauro (2016) underscore that quality learning outcomes are closely tied to the availability of satisfactory library materials. Without access to these resources, pupils in Mukono Municipality are likely to experience negative impacts on their academic achievement, perpetuating a cycle of poor performance and limiting their future educational opportunities.

Therefore, this study aims to address the urgent need to investigate the effects of inadequate library resources on learners in primary schools in Mukono Municipality. The findings will provide insights that can guide the development of policies and interventions to enhance library services, ultimately improving the educational landscape and outcomes for primary school pupils in the region.

### **1.3 Purpose of the study**

The purpose of this study is to examine the effects of inadequate library resources on learners in primary schools in Mukono Municipality. The study aims to explore how the absence or insufficiency of library facilities and reading materials impacts the academic performance, literacy development, and overall learning experiences of primary school pupils. By identifying the specific challenges that arise due to limited library resources, the study seeks to provide actionable recommendations for improving access to these essential educational tools. The ultimate goal is to support the development of policies and strategies that will enhance library services in primary schools, thereby fostering better academic outcomes and promoting a more equitable educational environment in Mukono Municipality.

#### **1.3.0 Main Objective**

The main objective of this study is to assess the effects of inadequate library resources on learners in primary schools in Mukono Municipality.

### **1.3.1 Specific Objectives**

1. To evaluate the availability and quality of library resources in primary schools in Mukono Municipality.
2. To explore the challenges faced by schools in Mukono Municipality in providing sufficient library resources.
3. To identify strategies and interventions that can improve library resources and services in primary schools in Mukono Municipality.

### **1.3.2 Research questions**

1. What is the availability and quality of library resources in primary schools in Mukono Municipality?
2. What challenges do schools in Mukono Municipality face in providing sufficient library resources?
3. What strategies and interventions can improve library resources and services in primary schools in Mukono Municipality?

## **1.4 Scope of the Study**

The scope of this study encompasses three main areas: content, geographical, and time scope.

### **1.4.1 Content Scope:**

The study focuses on evaluating the availability and quality of library resources in primary schools within Mukono Municipality. It also explores the challenges these schools face in providing adequate library resources and identifies strategies that can be implemented to improve library services. The study will assess the impact of these resources on learners' academic performance and overall educational experience.

#### **1.4.2 Geographical Scope:**

The research is conducted in selected primary schools within Mukono Municipality, Central Uganda. This area is chosen because it provides a diverse representation of urban and peri-urban schools, where the disparity in library resources is evident.

#### **1.4.3 Time Scope:**

The study examines the period between 2015 and 2023, during which significant changes and challenges in the provision of library resources in primary schools have been observed. Data collection and analysis are expected to be completed within six months from the start of the study.

#### **1.5 Justification**

The study was the first in an attempt to provide more in- depth empirical analysis of the impact of the library information in primary school's functionalities. Furthermore, the study analysed the relevancy of school's libraries on education sector, quality improvement programmes in schools to implement school's libraries and its contribution in the pupils' academic performance. However, a lot of research had been done on poor academic performance in primary schools at various levels and little on library information and management studies.

This means that, primary schools need to ensure that their education system and teaching methods on pupil instructional materials is justified and modified by the essence of academic proper learning environment to influence learning abilities. This is in reality to implement what the Constitution of Uganda (1995) and the Education Act (2008) which requires every child to go to school by the responsibility of the State and parents.

According to Mauro (2016), providing quality learning opportunities to learners is essential and can positively impact on pupil academic performance. The idea here is that school libraries help pupils and teachers to rely properly on reading and instructional materials required to pass classroom exams and PLE altogether. It's upon

this imperative concern that the researchers have decided to carry out a study on why school libraries are essential on learners' academic performance in primary schools on either positive or negative impacts. This also means that in order for primary schools to implement reading curriculum of primary schools and register good grades and performance, the issue of school libraries in Mukono Municipality is very consequential in learning process.

## **1.6 Significance of the Study**

### **Significance of the Study**

This study is significant for several reasons, as it aims to address the critical issue of inadequate library resources in primary schools within Mukono Municipality. The findings of the study are expected to have the following impacts:

#### **For Educational Stakeholders:**

The study provides valuable insights for policymakers, school administrators, and education authorities regarding the state of library resources in primary schools. The evidence gathered can be used to advocate for improved funding and support for school libraries, ultimately enhancing the quality of education in the region.

#### **For Teachers and School Administrators:**

The study highlights the challenges teachers and administrators face due to inadequate library resources. By identifying strategies and interventions that can improve library services, the study offers practical solutions to enhance teaching and learning experiences in primary schools.

#### **For Learners:**

Improved library resources are essential for fostering a culture of reading and lifelong learning among students. The study emphasizes the importance of well-equipped libraries in supporting students' academic performance and overall development, potentially leading to better educational outcomes in the future.

#### **For Future Research:**

The study contributes to the existing body of knowledge on the relationship between library resources and academic performance in primary schools. It serves as a

foundation for further research on educational resource allocation and the impact of libraries on student achievement in other regions of Uganda and beyond.

### **For the Community:**

The study underscores the role of libraries in community development, particularly in promoting literacy and education among young learners. By improving library services in primary schools, the study indirectly contributes to the broader goal of uplifting educational standards and literacy levels in Mukono Municipality and the surrounding areas.

In conclusion, the study is expected to provide actionable recommendations that can lead to tangible improvements in library resources and services in primary schools, ultimately benefiting learners, educators, and the broader community.

### **1.7 Conceptual Framework**

#### Conceptual Framework

The conceptual framework for this study is designed to illustrate the relationship between inadequate library resources and learners' academic performance in primary schools within Mukono Municipality. The framework highlights how various factors influence this relationship and the potential interventions that can mitigate the challenges.

#### Independent Variable:

**Library Resources:** This includes the availability, quality, and accessibility of books, instructional materials, reading spaces, and library facilities in primary schools.

#### Dependent Variable:

**Learners' Academic Performance:** This encompasses the students' ability to achieve desired educational outcomes, including literacy levels, examination performance, and overall learning achievements.

#### Intervening Variables:

**Teacher Competency:** The ability of teachers to effectively utilize library resources in their teaching practices.

**School Administration:** The role of school management in prioritizing and maintaining library resources.

**Community and Parental Involvement:** The extent to which the community and parents support and engage with the school's efforts to improve library facilities.

**Government Policies and Support:** The influence of educational policies, funding, and government initiatives on the development and maintenance of school libraries.

### **Framework Overview:**

#### **Library Resources:**

Availability of Books and Materials

Quality of Resources

Accessibility and Usability of Library Facilities

#### **Intervening Factors:**

**Teacher Competency:** Integration of library resources into teaching.

**School Administration:** Investment in and management of library resources.

**Community Involvement:** Engagement in library development.

**Government Policies:** Educational support and funding.

#### **Learners' Academic Performance:**

**Literacy Levels:** Enhanced reading skills and comprehension.

**Examination Performance:** Improved scores in assessments.

**Overall Learning Outcomes:** Better understanding of subjects and knowledge retention.

#### **Visual Representation (Description):**

Imagine a flowchart where Library Resources is the starting point (left side of the chart), connected by arrows to Intervening Factors (in the middle), which then point to Learners' Academic Performance (right side of the chart).

Each box represents the key components within these categories:

**Library Resources:** Books, materials, facilities.

**Intervening Factors:** Teacher competency, administration, community, and government support.

**Learners' Academic Performance:** Literacy levels, exam performance, learning outcomes.

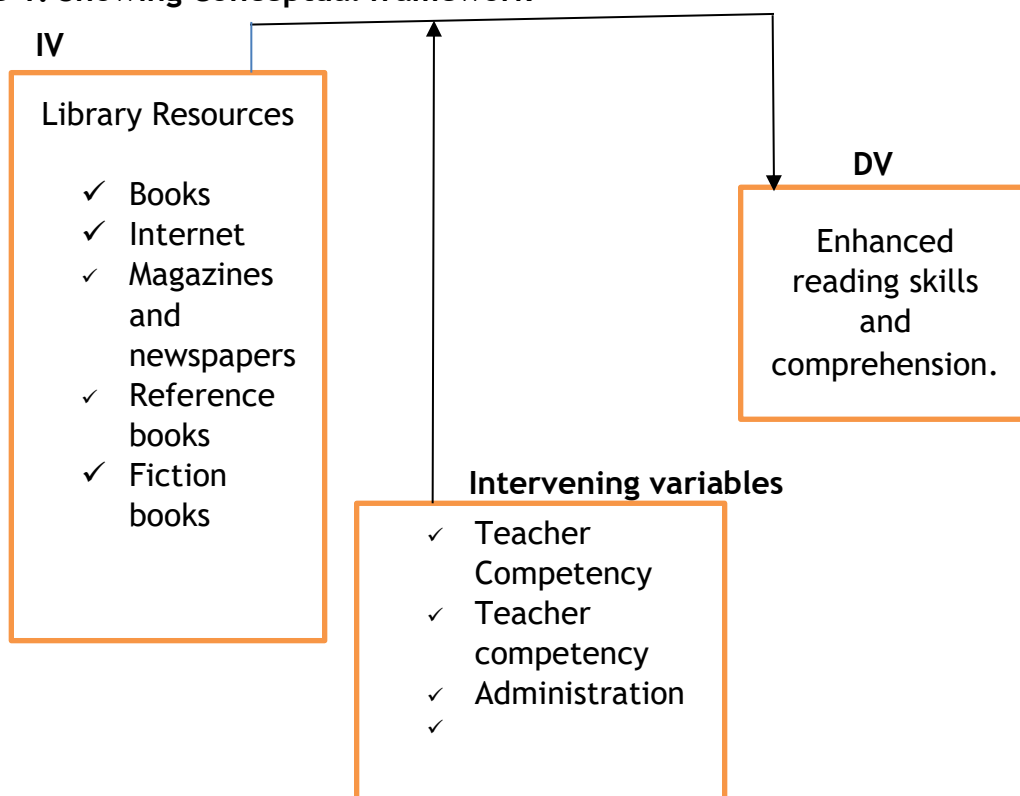
The framework assumes that adequate library resources, supported by competent teachers, effective school administration, engaged communities, and favorable government policies, will lead to improved academic performance among learners.

**Hypothesis:**

If primary schools in Mukono Municipality have adequate and well-managed library resources, learners' academic performance will significantly improve. Conversely, inadequate library resources will hinder students' ability to achieve optimal educational outcomes.

This conceptual framework provides a structured approach to understanding the complex dynamics between library resources and academic performance, guiding the research and analysis throughout the study.

**Figure 1: Showing Conceptual framework**



*Source: Researcher's Investigation, 2023*

### **1.7.1 Definition of Key Concepts**

**Libraries:** Library in primary school context; is a collection of books in a variety of formats and reading materials that provide pupils with convenient physical, reference notes after classroom lessons.

**Learners:** Are persons who learn and try to gain knowledge or new skills in something by studying, practicing and also, what is being taught and particular subjects.

**Primary schools:** the term refers specifically to children of junior schooling programmes between the ages of 5 and 11 years and children receive the first stage of academic learning known as elementary or primary education and in Uganda for 7 year's period.

### **1.8 Summary of chapter one**

Chapter one of this research study focuses on understanding the effects of inadequate library resources on learners in primary schools in Mukono Municipality. The chapter lays the foundation for the study by providing an overview of the problem, the purpose of the research, and the key objectives and questions guiding the investigation.

#### **Background**

The chapter begins by discussing the importance of library resources in promoting quality education and enhancing learners' academic performance. Despite efforts by the Ugandan government under the National Library Act (2003) to reduce literacy levels through school libraries, many primary schools in Mukono Municipality either lack adequate libraries or do not have any at all. This shortage has contributed to poor academic performance, as highlighted by past Primary Leaving Examination (PLE) results. The chapter emphasizes the critical role that well-stocked and accessible libraries play in fostering better learning outcomes.

#### **Statement of the Problem**

The core issue addressed in this study is the persistent lack of adequate library resources in primary schools within Mukono Municipality. The absence of these essential resources is linked to declining literacy levels and poor academic performance among

pupils. The chapter identifies this gap and highlights the need for a thorough investigation into the causes and consequences of inadequate library facilities, as well as potential solutions.

#### Purpose of the Study

The purpose of this research is to examine how inadequate library resources impact learners' academic performance in primary schools in Mukono Municipality. The study aims to explore the availability and quality of library resources, the challenges schools face in providing these resources, and strategies to improve library services and facilities.

#### Research Objectives

The main objectives of the study are to:

- a) Evaluate the availability and quality of library resources in primary schools in Mukono Municipality.
- b) Explore the challenges faced by schools in providing sufficient library resources.
- c) Identify strategies and interventions that can improve library resources and services in these schools.

#### Research Questions

The study is guided by the following research questions:

- a) What is the availability and quality of library resources in primary schools in Mukono Municipality?
- b) What challenges do schools face in providing sufficient library resources?
- c) What strategies and interventions can improve library resources and services in primary schools in Mukono Municipality?

#### Scope of the Study

The scope of the study encompasses three key dimensions: content, geographical, and time. Content-wise, the study focuses on library resources and their effect on learners' academic performance. Geographically, the research is limited to selected primary schools within Mukono Municipality. The study also considers relevant literature and data from recent years to inform the analysis.

#### Significance of the Study

The study is significant because it addresses a critical gap in educational resources that directly impacts learners' academic performance. The findings will be valuable to educators, school administrators, policymakers, and other stakeholders who are interested in improving the quality of education in primary schools. Additionally, the study will contribute to existing literature on the importance of library resources in primary education and provide practical recommendations for enhancing these resources in Mukono Municipality.

#### Conceptual Framework

The chapter concludes with a conceptual framework that illustrates the relationship between library resources and learners' academic performance. The framework identifies library resources as the independent variable, learners' academic performance as the dependent variable, and intervening factors such as teacher competency, school administration, community involvement, and government policies. The framework hypothesizes that adequate library resources, supported by these intervening factors, will lead to improved academic outcomes for learners.

#### Conclusion

Overall, Chapter One sets the stage for the research by defining the problem, outlining the study's purpose, and establishing the objectives and questions that will guide the investigation. It also highlights the potential significance of the research and provides a conceptual framework to better understand the relationship between library resources and academic performance. This foundation paves the way for further exploration in the subsequent chapters.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter reviews the existing literature related to the effects of inadequate library resources on learners in primary schools. The literature is organized based on the three specific objectives of the study:

Evaluating the availability and quality of library resources in primary schools.

Exploring the challenges faced by schools in providing sufficient library resources.

Identifying strategies and interventions to improve library resources and services.

#### 2.1 Availability and Quality of Library Resources in Primary Schools:

The availability and quality of library resources in primary schools are critical factors in determining the effectiveness of teaching and learning. According to UNESCO (2017), well-resourced school libraries are vital in providing students with access to a wide range of learning materials, thereby enhancing their academic performance. School libraries offer a variety of resources, including textbooks, storybooks, reference materials, and digital content, which support both formal and informal learning activities.

However, the situation in many primary schools, particularly in low-income areas like Mukono Municipality, is far from ideal. Studies by Businge (2015) and Mauro (2016) have shown that a significant number of primary schools in Uganda lack adequate library facilities. Where libraries exist, they are often poorly stocked, with outdated or insufficient materials that do not meet the needs of the learners. This scarcity of quality library resources hampers the ability of students to engage in extensive reading and research, which are essential for developing literacy and critical thinking skills.

The significance of effective school libraries in addressing the educational needs of learners has been recognized for centuries across various educational institutions, including schools, colleges, and universities worldwide. Zettwoch (2010) emphasizes that school libraries have played a crucial role in supporting both learners and academic staff since the 1950s by providing essential resources that enhance student learning and improve academic performance. The author further argues that the availability of

reading materials such as textbooks, storybooks, magazines, articles, teacher guidebooks, and other literature in school libraries fosters a reading culture among learners, which, in turn, leads to better academic outcomes. However, this suggests that in the absence of well-resourced libraries, students are likely to rely on inadequate reading materials, highlighting gaps in the effectiveness and reliability of library resources.

Anderson and Matthews (2010) explain that the availability of library materials in schools enables learners to build upon the academic insights gained from classroom instruction and align them with their academic goals. They stress that effective school library programs (SLPs) are essential for supporting both students and staff by providing quick access to the necessary reading materials for teaching and learning. Anderson further asserts that strong academic performance is closely linked to robust library programs, which promote improved reading skills and overall academic achievement in schools.

Lance (2012) conducted a study on school libraries in the United States and found that the availability of library materials had a significant impact on student learning, drawing a clear connection between library services and improved academic performance in primary schools across the country. In particular, students who utilized library resources in addition to classroom notes were more likely to excel in tests and final exams. This underscores the importance of libraries as vital resources for enhancing academic success in primary schools. This study sought to determine whether sufficient library resources were available to support student learning in selected primary schools in Mukono Municipality and how these resources influenced students' reliance on notes, book references, and citations after classroom instruction.

Stone et al. (2013) argue that school libraries contribute to improving students' reading culture by helping them comprehend classroom materials more effectively. They highlight that adequate library resources expand students' reading capacities, citing the example of improved library services at institutions such as Huddersfield University in the United Kingdom, which has contributed to better academic performance. Similarly, this research aimed to identify whether well-established library programs in selected

primary schools in Mukono Municipality had a positive impact on student academic performance.

Lance and Hofschire (2012) suggest that the availability of library resources and teacher instructional materials increases the likelihood of students excelling in subjects they previously struggled with. Hofschire et al. (2012) also emphasize that library materials assist both teachers and students in revisiting classroom work, notes, and assignments, facilitating continued remedial efforts and assessing reading progress. For example, a study conducted by Dilshad et al. (2019) in Pakistan found that access to school libraries significantly improved students' academic performance. Similarly, earlier research by Duarte (2017) among Brazilian students highlighted the positive effects of relying on library resources for academic success. This study sought to determine whether the availability of library resources in selected primary schools in Mukono Municipality was influenced by similar factors and contributed to students' academic achievements.

Adewusi (2013) argues that libraries provide essential spaces for teachers to organize, store, retrieve, and disseminate information to learners. Without access to a school library, teaching and learning become more complex, as teachers struggle to prepare relevant instructional materials. Adewusi further asserts that the absence of library resources hampers students' ability to grasp lesson content, negatively affecting their academic performance. This study explored whether the availability of library resources in selected primary schools in Mukono Municipality had a significant impact on student academic outcomes.

Edoka (2000) explains that libraries play a critical role in school settings by providing students with an environment conducive to self-discovery and independent learning. Libraries help students integrate classroom knowledge with their own learning experiences, leading to improved academic performance. Gertler et al. (2011) also found that access to library information leads to positive learning outcomes and enhances academic opportunities. Similarly, Maganga et al. (2016) conducted a study on the relationship between academic performance and a supportive learning environment, finding that access to reading materials significantly influenced students' attitudes and motivation. This research sought to determine whether the availability of

library resources in selected primary schools in Mukono Municipality had a similar positive impact on students' academic performance.

Several studies conducted in South Africa, such as De Jager (1997), found that students' academic success was closely linked to the availability of proper library services. For example, in Cape Town, the introduction of new book materials and teacher guides as part of the South African Education Reading Curriculum contributed to significant academic progress in primary and post-primary schools. Similarly, in Nigeria, the use of library resources has improved students' learning capabilities across schools. A study by Jato et al. (2014) in Ondo State, Nigeria, found that schools that relied on library materials for instruction experienced better academic outcomes. Benard and Dulle (2014) also argue that access to library resources has helped modern learners excel academically by providing examinable reading materials that support their academic progress.

Many scholars emphasize that functional libraries should offer a wide range of resources that support academic learning and information literacy. Disch (2009) notes that libraries help students overcome poor reading habits and promote effective teaching and learning. Similarly, Holland (1986) recognizes libraries as essential tools for academic success, providing resources that ensure students' academic excellence. Waita et al. (2016) also highlight the strong connection between library usage and successful learning outcomes, arguing that school library programs (SLPs) contribute to improving students' learning abilities and academic performance in primary schools.

Stone and Ramsden (2013) argue that school libraries are integral to the learning process, as they provide users with reliable reading and instructional materials that positively impact academic achievement. It is essential to recognize that library resources are crucial for students' academic success, and without them, educational progress is likely to be hindered. Even religious texts, such as the Bible, emphasize the importance of reading and knowledge acquisition (1 Peter 3:15; 2 Cor 10:25). This study aimed to assess the extent to which library resources in selected primary schools in Mukono Municipality supported students' academic progress and addressed reading challenges.

Chipana (2018) conducted a study in Tanzania and found that proper access to and use of library resources significantly improved students' academic performance, particularly in Morogoro Municipality. The availability of up-to-date books and well-trained teacher-librarians had a positive impact on students' learning outcomes. Similarly, this research aimed to assess the impact of library resources on students' academic performance and teacher lesson preparation in selected primary schools in Mukono Municipality.

In Uganda, the importance of school libraries has been recognized in various educational institutions. For example, Suleiman et al. (2018) conducted a study on the relationship between library services and academic performance in Uganda, finding strong connections between the two. The study concluded that school libraries play a significant role in shaping students' academic performance in both classroom settings and final examinations. This research sought to determine the impact of available library resources on students' academic performance in selected primary schools in Mukono Municipality, particularly in addressing students' reading challenges and enhancing their overall learning experience.

The significance of effective school libraries in addressing the educational needs of learners has been recognized for centuries across various educational institutions, including schools, colleges, and universities worldwide. Zettwoch (2010) emphasizes that school libraries have played a crucial role in supporting both learners and academic staff since the 1950s by providing essential resources that enhance student learning and improve academic performance. The author further argues that the availability of reading materials such as textbooks, storybooks, magazines, articles, teacher guidebooks, and other literature in school libraries fosters a reading culture among learners, which, in turn, leads to better academic outcomes. However, this suggests that in the absence of well-resourced libraries, students are likely to rely on inadequate reading materials, highlighting gaps in the effectiveness and reliability of library resources.

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Moreover, the Uganda Annual Library Report (2018) highlights that most primary schools in Uganda, including those in Mukono Municipality, do not prioritize library services due to limited funding and other pressing educational needs. As a result, many schools operate without libraries, or with makeshift libraries that lack the necessary resources to support effective learning. This has led to a widening gap in educational outcomes between students who have access to well-equipped libraries and those who do not.

## **2.2 Challenges Faced by Schools in Providing Sufficient Library Resources:**

Numerous challenges hinder the provision of sufficient library resources in primary schools. A major issue identified in the literature is the lack of funding. The National Library Act (2003) aimed to promote the establishment of libraries across Ugandan schools, but financial constraints have limited its implementation. Schools often struggle to allocate funds for purchasing books, hiring librarians, and maintaining library facilities. According to NALU (2017), this financial shortfall is exacerbated by competing demands for resources, such as infrastructure development and teacher salaries.

Another significant challenge is the absence of trained librarians. The presence of qualified personnel is crucial for the effective management and utilization of library resources. However, many primary schools in Mukono Municipality do not have professional librarians. Teachers are sometimes assigned to manage libraries in addition to their teaching duties, but without specialized training, they may not be able to optimize the use of library resources (Asiimwe et al., 2011).

In addition to financial and human resource constraints, there is also the issue of inadequate infrastructure. Many schools lack the physical space to house a library, and those that do often have poorly designed or cramped facilities that are not conducive to learning. This challenge is particularly acute in rural and peri-urban areas, where schools may operate in temporary or substandard buildings (Uganda Annual Library Report, 2018).

Many challenges face learners and academic staff, particularly teacher-librarians, who are responsible for both teaching students and coordinating library services in schools. These challenges are often exacerbated when there are inadequate or limited school libraries, leaving learners with insufficient reading materials. Magara and Batambuze (2005) highlight that both learners and teachers face significant academic difficulties when reading and instructional materials are lacking in school libraries. They further emphasize that the absence of essential resources such as textbooks, storybooks, magazines, articles, newspapers, and teacher guidebooks severely hampers the learning process, leading to poor academic performance in primary schools.

Machet (2002) explains that schools lacking sufficient reading materials have consistently reported poor academic outcomes due to ineffective library facilities that fail to support the development of a robust reading culture among learners. Machet also notes that without adequate educational materials, both teachers and students struggle to engage effectively in classroom studies. This lack of resources often results in poor reading habits, limiting students' ability to explore new learning content. For instance, Machet highlights that in South Africa, the absence of well-stocked libraries in Black communities has negatively impacted students' academic achievements. This study, therefore, seeks to examine whether the absence of sound library facilities and materials in selected primary schools in Mukono Municipality has similarly contributed to poor student performance.

Lyaru (2007) also explores the effects of limited library resources, stating that the lack of available reading materials significantly hinders both the learning process for pupils and the preparedness of teachers for lessons. Lyaru asserts that the scarcity of these resources not only impacts students' comprehension of their subjects but also leads to

poor performance. Batambuze (2008) adds that inadequate library materials result in ineffective lesson planning and teaching, which further diminishes students' ability to read and understand their coursework. Consequently, this study aims to investigate how the limitations in access to books and other resources in primary schools within Mukono Municipality have impacted students' academic performance.

Sturges and Neill (1998) observed that the lack of literature in local languages in many African primary schools, including those in Uganda, has negatively affected students' learning abilities. They argue that most school libraries lack books translated into local languages, which makes it difficult for learners to comprehend the material fully. This situation is exacerbated by the scarcity of library staff who can assist students in translating English texts into their native languages, further hindering their academic progress. Machet (2002) supports this view, explaining that the lack of local language materials and interpreters in libraries prevents students from fully utilizing available resources. This research will assess whether the absence of local language materials in Mukono Municipality primary schools has similarly affected learners' ability to use library resources effectively.

Poor reading habits among students are another significant challenge related to inadequate library resources. Sentuuwa (2004) highlights that the lack of proper use of available books in school libraries has created obstacles for research and academic development among students. Verhoeven and Snow (2001) add that this issue is compounded by students' lack of interest in library resources that do not align with their classroom subjects, making the materials ineffective for enhancing their learning. Moreover, the inaccessibility of books, often stored in headteachers' offices rather than in the library, further limits students' opportunities to engage with reading materials. This study will investigate whether such practices are prevalent in Mukono Municipality and how they affect students' academic performance.

Tilke (1995) discusses how limited physical space in school libraries negatively impacts students' ability to learn. The lack of adequate space often results in students having to wait in line to access library facilities, further limiting their study time. Haycock (1999) adds that the absence of sufficient seating and tables in libraries creates

additional challenges for students and teachers trying to use these spaces effectively. This study will explore whether primary schools in Mukono Municipality face similar challenges related to library space and resources, and how these issues impact students' learning experiences.

Connor (1990) identifies poor staffing of school libraries as a critical issue, noting that many schools rely on teacher-librarians who lack proper training in library services. This lack of qualified personnel often renders school libraries ineffective, limiting students' access to valuable resources. Paiva and Duarte (2017) further emphasize that the absence of trained library staff leads to improper management of library resources, which negatively impacts students' academic performance. Dilshad and Akhtar (2019) also highlight that poor staffing in libraries prevents effective assistance for students, particularly those who require additional guidance. This study will examine the staffing situation in Mukono Municipality primary schools and its effects on the availability and use of library resources.

Lonsdale (2002) notes that ineffective information management in school libraries also hinders students' ability to rely on these resources for their educational needs. Poor library administration and a lack of quality materials in the reserve sections contribute to this problem, making it difficult for students to access the information they need. This study will assess how ineffective information management in Mukono Municipality school libraries impacts students' academic performance.

Inadequate funding and resources further exacerbate the challenges faced by school libraries. Connor (1990) and Adewusi (2013) argue that the lack of financial support prevents schools from adopting modern tools such as computers for storing and retrieving information, which are essential for efficient learning. This study will explore whether primary schools in Mukono Municipality have sufficient funding to procure necessary books and technological resources, and how this affects students' learning outcomes.

Stone et al. (2013) and Adewusi (2013) also discuss the impact of poor ICT infrastructure in school libraries, noting that the absence of modern data storage and retrieval systems limits students' ability to access and use library resources effectively. This research will

investigate the state of ICT infrastructure in Mukono Municipality's primary schools and its role in supporting or hindering student learning.

Finally, Aguolu (2002) highlights that limited library hours and inadequate staffing prevent students from fully utilizing library resources. This study will examine whether such issues are present in Mukono Municipality primary schools and how they impact students' access to library materials and their overall academic performance.

Furthermore, a lack of awareness and appreciation for the role of libraries in education contributes to the problem. Both school administrators and parents may undervalue the importance of libraries, leading to insufficient support for library development. This cultural and attitudinal barrier further limits the ability of schools to prioritize and advocate for better library resources (Mauro, 2016).

In conclusion, this research aims to assess the effects of inadequate library resources on learners in primary schools in Mukono Municipality. By examining the availability of reading materials, physical space, staffing, funding, and ICT infrastructure, this study seeks to identify the key challenges that hinder effective learning and propose solutions to improve library services and academic outcomes for students.

### **2.3 Strategies and Interventions to Improve Library Resources and Services:**

Despite the challenges, various strategies and interventions have been proposed and implemented to improve library resources and services in primary schools. One effective approach is community involvement and partnerships. Local communities, non-governmental organizations (NGOs), and private sector entities can play a crucial role in supporting school libraries. For instance, initiatives like book donation drives and fundraising events have been successful in providing schools with much-needed resources (Chen & Chang, 2016).

In addition to external support, schools can adopt innovative practices to maximize the use of available resources. One such strategy is the integration of digital libraries and e-books. With the increasing availability of affordable technology, schools can provide students with access to a wealth of digital content, even in the absence of physical books. Projects like the Worldreader initiative have demonstrated the potential of

digital libraries to enhance learning in resource-constrained environments (Guskey, 2012).

Capacity building for teachers and librarians is another key intervention. Training programs that equip educators with the skills to manage and utilize library resources effectively can make a significant difference. By empowering teachers to integrate library resources into their lessons and encouraging students to engage with books, schools can foster a culture of reading and learning (Bakah, 2011).

Government policy and support are also essential for sustainable improvements in library services. Strengthening the implementation of the National Library Act and increasing funding for school libraries are critical steps. Additionally, policy reforms that mandate the inclusion of libraries in school infrastructure development plans can ensure that all schools have access to library facilities (Yilfashewa, 2012).

Finally, fostering a reading culture among students and the wider school community is crucial. Encouraging regular library use, organizing reading competitions, and integrating library activities into the curriculum are some of the ways schools can promote a love for reading and learning. Creating an environment where students view the library as a valuable resource can lead to long-term improvements in academic performance (Mauro, 2016).

To foster staff development policies aimed at achieving quality innovative teaching, schools have adopted various strategies to enhance the learning environment for students, teachers, and academic staff. Mtshweni (2003) emphasizes the importance of improving and equipping school libraries with up-to-date information and instructional materials for both students and teachers. School administrators and managers play a crucial role in planning and establishing these facilities, which significantly impact academic performance. However, this study sought to examine the extent to which school administrators and managers in Mukono Municipality have planned and expanded school library facilities to improve student learning.

Tilke (1995) suggests that a key strategy for school administrators is to allocate sufficient funds for library development and engage in public-private partnerships (PPP) to build sound and reliable libraries. The study also examined the role of District

Education Officers (DEOs) in monitoring and supervising the efficient allocation and utilization of these funds in Mukono Municipality primary schools. Aguolu (2002) highlights the necessity of having well-qualified teacher-librarians to manage school libraries effectively, as their expertise supports both students and teachers in their academic endeavors. This study explored whether the recruitment of qualified personnel had been prioritized in the selected schools.

Furthermore, the availability of relevant and up-to-date reading materials is essential for fostering a conducive learning environment. Zettwoch (2010) argues that well-stocked libraries enable students to engage in effective learning and enhance their academic performance. This research assessed whether the selected primary schools in Mukono Municipality were providing adequate and current reading materials to their students.

## Conclusion

The literature reviewed in this chapter highlights the significant role that library resources play in enhancing learning outcomes for primary school students. However, the lack of adequate library facilities, coupled with various challenges such as financial constraints, inadequate infrastructure, and a lack of trained personnel, has hindered the effectiveness of school libraries in Mukono Municipality. By exploring potential strategies and interventions, this study aims to contribute to the ongoing efforts to improve library resources and services in primary schools, ultimately leading to better academic performance and literacy outcomes for learners.

## **2.5 Summary of the Literature Review**

Chapter Two of the study on "The Effects of Inadequate Library Resources on Learners in Primary Schools: A Case Study of Selected Schools in Mukono Municipality" provides a detailed examination of existing literature regarding the impact of inadequate library resources on primary school students. The chapter highlights the critical role of well-resourced libraries in enhancing student learning and identifies gaps and challenges associated with insufficient library resources.

1. Importance of Library Resources: The literature underscores the essential role that libraries play in supporting educational outcomes. According to Mtshweni (2003), school administrators must ensure that library facilities are well-equipped with up-to-date information and instructional materials. The review suggests that inadequate library resources can hinder students' access to necessary learning materials, affecting their academic performance and overall learning experience.

2. Funding and Resource Allocation: Tilke (1995) highlights the need for sufficient funding and effective financial management to develop and maintain school library facilities. The review examines how insufficient funds and inadequate financial oversight impact the availability and quality of library resources in Mukono Municipality schools. The study explores whether the schools have implemented successful strategies for securing and allocating resources to address library inadequacies.

3. Staffing and Management Challenges: Aguolu (2002) emphasizes the importance of employing qualified librarian staff to manage school libraries effectively. The literature indicates that poorly staffed libraries with unqualified personnel face challenges in providing adequate support and guidance to students. This study assesses the staffing situation in Mukono Municipality schools and its effect on library functionality and student learning.

4. Availability and Relevance of Reading Materials: The review discusses the significance of having relevant and up-to-date reading materials available in school libraries. Zettwoch (2010) and Sangkeo (1999) argue that the presence of current and diverse reading resources is crucial for effective learning. The study evaluates whether the selected primary schools in Mukono Municipality are providing adequate and relevant reading materials to meet students' educational needs.

5. Strategies for Improvement: The chapter explores strategies to improve library services and resources, including the integration of local language materials (Disch, 2009) and addressing procurement and logistical challenges (Mulindwa, 2001). The literature suggests that schools should adopt comprehensive approaches to enhance library resources and services. The study examines the extent to which Mukono

Municipality schools are implementing such strategies to overcome resource deficiencies.

6. Policy and Curriculum Development: The review concludes with a discussion on the need for policy reforms and curriculum adjustments to support the development of effective library resources. Aikaterini (2015) and Businge (2015) recommend national policies that promote the establishment and improvement of school libraries. The study considers whether Mukono Municipality's policies and practices align with these recommendations and their impact on library resource availability and student outcomes.

Overall, Chapter Two provides a thorough analysis of how inadequate library resources affect primary school learners, setting the stage for understanding the specific challenges faced by schools in Mukono Municipality and the potential strategies to address these issues.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section explains the procedures that were followed while conducting the study. It consists of study design, study area, sources of information, population and sampling techniques, variables and indicators, measurement levels, procedure for data collection, data collection instruments, data quality/error control, strategy for data processing and analysis, ethical considerations and anticipated methodological constraints, work plan/timeline and research proposed budget.

#### **3.1 Research Design**

The study employed a descriptive research design which was mainly concerned with descriptive statistical data and inferential analysis across various respondents from study population. The descriptive design relied on fact finding enquiries from all available sources of data. However, two cohorts were used to collect data from respondents using this design. The first one dealt with available libraries in some schools as co-existing educational quality improvement programmes to examine the effectiveness of school libraries usage by learners and the other on limited library materials to statistically ascertain trend analysis of the two phenomena. According to Green and Thorogood (2009), assert that qualitative research deals with people's associations, behavioural aspects, cultural attitudes on causative issues and outcomes (Green & Thorogood, 2009:43). In this way, the research relied heavily on qualitative approach to collect and interpret both primary/pure data from available respondents and then additional documentations related to the study.

#### **3.2 Area of Study**

This study was carried out in Mukono Municipality. It focused on pupils in upper classes and teaching staffs in government aided primary schools such as; St. Peters c/u Nantabulirwa, St. Tereza Namiryango Girls p/s, Mukono Boarding Primary school and Nsambwe C/U. Private schools included; Cornerstone p/s, Suubi p/s, Lady Faith pre-primary school and St. Balikuddembe Primary Schools. The district Headquarters of Mukono municipality central division is situated along Kampala-Jinja Road (21kms East

of Kampala City) and has two divisions of Central and Goma divisions. Mukono Central division services as an administrative and commercial centre and Goma division in Seeta.

### **3.3 Sources of Information**

The researcher obtained information from primary respondents and secondary data for proper quantification and data plausibility. Primary data was generated from school pupils; librarians and reading teachers in Mukono Municipality selected government primary schools whereas secondary data was generated from books, school magazines, university journals, articles, new surveys concerning the topic of study.

### **3.4 Population Study and Sampling**

A population can be defined as including all people or items with the characteristic one wish to understand and incorporate into a study. The study population comprised of 88 respondents selected from 8 selected primary schools in Mukono Municipality.

#### **Inclusion criteria**

Pupils from the ages of 10 to 14 years were included in the study to ascertain their descending views about use of school libraries reading and establishments in Mukono Municipality selected primary schools.

#### **Exclusion criteria**

Pupils below the ages of 10 to 14 were excluded in the study since they were still young to engage library literature materials and usage in Mukono Municipality selected primary schools. Also, none teaching school teachers, very sick respondents and those who did not consent for the study were excluded.

The study mainly targeted the school pupils, librarians and reading teachers as seen in the table below.

**Table 1: Population Study**

ITEM	TARGET POPULATION (N)	SAMPLE SIZE	SAMPLING TECHNIQUE
SCHOOL PUPILS	300	169	Simple Random Sampling
TEACHERS	200	132	Purposive Sampling
SCHOOL LIBRARIANS	100	80	Purposive Sampling
TOTAL	600	381	

*Source: Primary Data, 2023*

### **3.4.1 Sampling Techniques**

The study relied on simple random for individual respondents and purposive sampling technique for departmental/administrative offices like library section workers targeting only respondents with pure data to report for analysis and concluding the entire report in Mukono Municipality selected primary schools.

### **3.4.2 Sample Size**

The sample size involved school pupils, reading teachers and librarians in Mukono Municipality selected primary schools. The sample size was calculated using the Slovene's formula for determining sample size. Basing on the numbers of primary schools in Mukono Municipality was 33 government aided primary schools and 200 private primary schools totalling 233 schools. However, this study selected only 4 government aided primary schools and 4 from private primary schools to sample a population of 101 chosen. Therefore, a sample size of 381 respondents was relied on as calculated sample population using Krejcie and Morgan Table (1970). See appendix VIII

### **3.5 Variables and measurement**

The study relied on both validity and reliability. Test of variables such independent variables (the effect of inadequate Library Materials in Mukono Municipality) and dependent variables of (Learners in Primary Schools) which were examined and ascertained realistically. For example, validity looked at available qualitative data in the field that could be depended on with data credibility to conclude the study analysis whereas reliability variable focused on reliable sources of data especially from the

intended beneficiaries like pupils and teachers who directly rely on library reading information. However, these measurement variables were to test and retest data which helped in sorting mechanisms for true reporting using SWOT analysis process.

### **3.6 Procedure for Data Collection**

The researcher sought University authorization and approval from the Faculty of Education of Uganda Christian University, to grant consent letter for carrying out research study and handed over to the selected school heads to officially grant final permission before meeting with selected participants to gather and collect data required.

### **3.7 Data Collection Instruments**

This study encompassed of collection instruments like questionnaire and interviews and observation as data collection tools and method.

#### **3.7.1 Questionnaire**

A questionnaire is a written instruction addressed to study participants in search of information. It also gathers information from a large group within a short period of time. Questionnaire approach involved both open and closed ended questions during the study findings for those who couldn't read and write only. The questionnaire used in this study comprised of questions that targeted the intended beneficiaries like reading teachers and school librarians to get their views concerning the existence and limitations of school libraries in primary schools in Mukono Municipality. The findings were then analysed using descriptive statistics captured on the questionnaire approach involving both open and closed ended questions during the study findings.

#### **3.7.2 Interviews**

An interview is a form of communication verbally where one person or group of persons ask the other group questions to gather information or opinions about an issue. Key-informant interviews were conducted on the beneficiaries and other stakeholders who relied on library reading information as instructional materials like textbooks, story books etc. Therefore, interviews were scheduled for key informants such as pupils and librarians to personally get proper information at hand.

#### **3.7.3 Observation**

This method helped the researcher to observe how pupils and teachers used library information and scrutinized whether physical library facilities existed like houses within the selected primary schools in Mukono Municipality or not.

### **3.8 Quality controls**

Data control involved use of open ended and coded questions aimed at providing “adequate coverage and consistent results. The study included variables which were “measurable and achievable”. These variables included indicators such as number of pupils in Mukono Municipality selected primary schools and school’s response as an indicator of effective library services and improvement modalities in the area.

### **3.9 Strategy for data processing and analysis**

After data had been collected, it went through “sorting, editing and examination” (Kothari, 2004, p. 120) to detect errors and omission and make corrections with consequent interpretation of findings and summarize with reference to the school’s response to limited library materials usage. The data was analysed by the researcher using a qualitative analysis software package of NVivo7 and Microsoft word. Bivariate analysis was used to determine the predictors/of available library resources and services. Multivariate analysis was conducted to establish the extent to which independent variables (predictors) affected learners in primary schools. All results were summarized into tables, graphs and charts were appropriately.

### **3.10 Ethical Considerations**

The approval to conduct this study was sought first from Uganda Christian University REC (Research and Ethics Committee) prior to the study and subsequently from Uganda National Council of Science and Technology website checking. This followed approval of Introduction letter to be taken to the Heads of Schools management in selected primary schools of Mukono Municipality for permission to collect data. Informed consent was obtained from the participants to participate in the study. Confidentiality was enhanced throughout the study process, including the process of data collection and in reporting. Coding was used instead of the names of the participants hence protection of participant’s data privacy without let to anyone. Nevertheless, data was placed on a backup drive with a password encrypted and maintained in the safe for 5 years as

mandated by Uganda Christian University Agro-bate and no one would have access to this data without library administration and authorization.

### **3.11 Anticipated Methodological Constraints**

There might be time resource limitation. Nonetheless, the researcher used the little time available maximally and also travelled to the research area for data collection. There might also be financial constraints. Conversely the researcher made sure that there were enough funds to facilitate all the research processes to deal with all limitations by ensuring enough funds and time.

### **3.12 Summary of Research Methodology**

This chapter summaries study design of descriptive analysis, study area carried out in Mukono municipality, Mukono district, sources of information such library study materials and primary findings, population sample size of 88 respondents with inclusions and exclusions and sampling techniques of purposive and simple random, variables and indicators, measurement levels of independent and dependent variables, procedure for data collection with letters of consent, data collection instruments such as questionnaire approach, scheduled interviews and observation method, data quality/error control for protesting of study tools and coding of answers. It however lays a strategy for data processing and analysis using descriptive statistical analysis of Nivivo7 to enable the researcher analyzes and presents generated data using tabular and graphical presentations appropriately for meaningful descriptions and distribution of unit scores as well as ethical considerations for respondents' confidentiality matters anonymously.

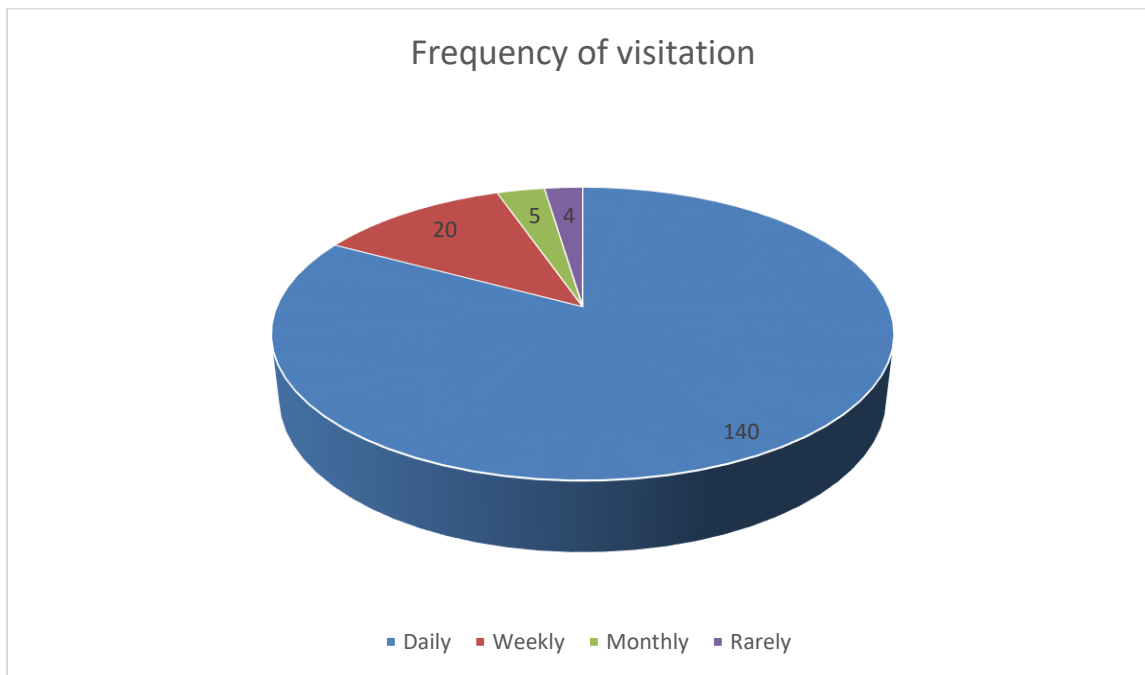
## CHAPTER FOUR FINDINGS AND INTERPRETATION OF RESULTS

### 4.0 Introduction

This chapter presents the results and analysis of the study on the topic “*The effect of inadequate Library Materials on Learners in Primary Selected Schools in Mukono Municipality*”. The findings were in relation to objective study from the questionnaires and key informants especially respondents who participated in the selected interviews during data collection process presented using tabular and graphical charts suitably.

### 4.1 Availability of Library Resources

**Figure 1:**

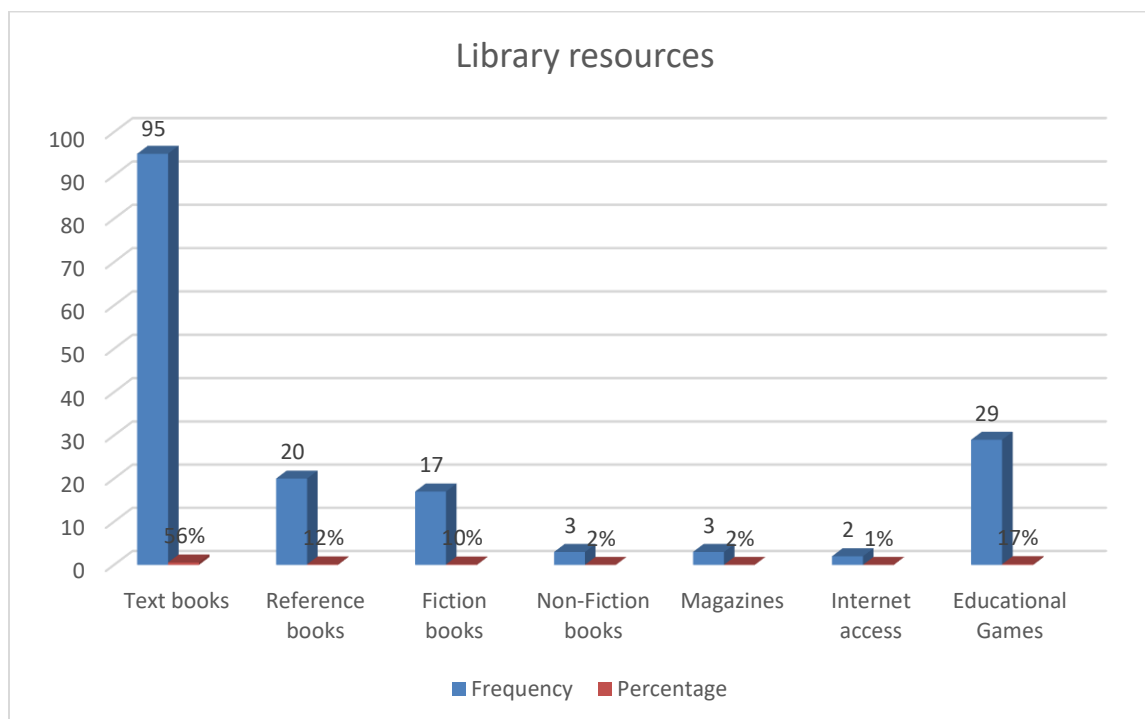


**Source: Field data, 2024**

According to the figure above, 140 pupils highlighted that they visit school libraries on a daily basis which represent 83%, libraries in the selected primary schools had library materials which constitute 83%, 20 pupils indicated that they visited school libraries weekly which constitute 12%, 5 pupils indicated that they visited their school libraries monthly which constitute 3% while 4 indicated that they rarely visited school libraries which represent 2%. The findings signifies that majority of the pupils’ embrace school libraries.

## 4.2 Types of Library resource

Figure 2:

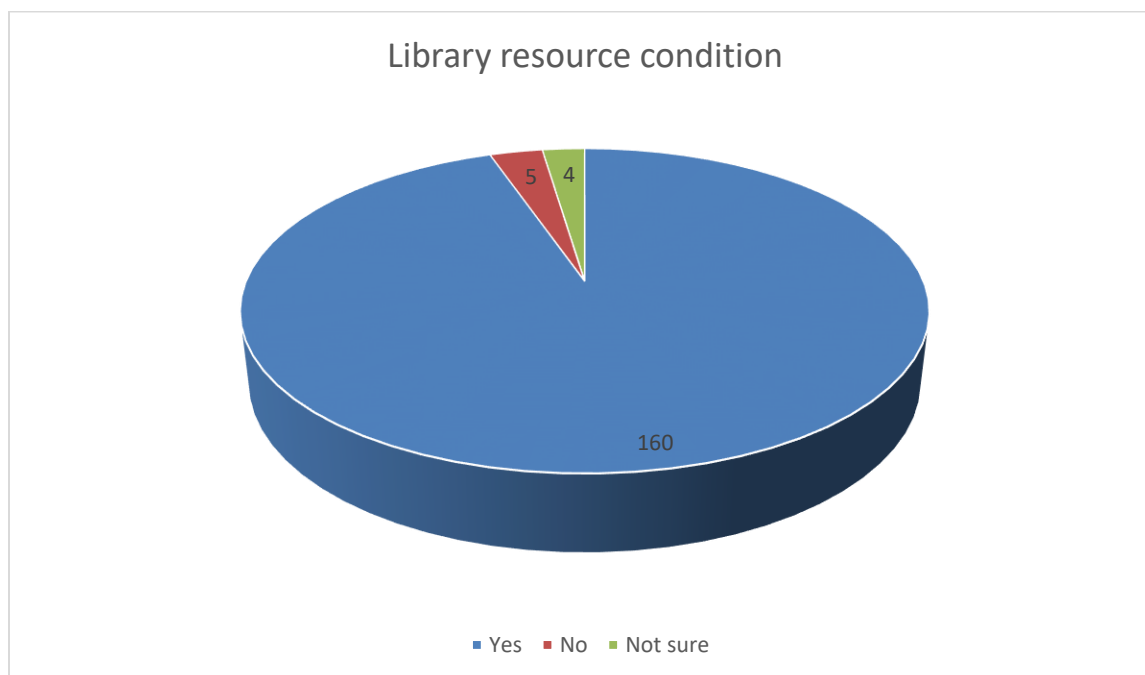


Source: Field data, 2024

According to the figure above, 95 pupils highlighted that school libraries on house textbooks which represent 56%, 20 indicated that school libraries store reference books which constitute 12%, 17 pupils indicated that school libraries store fiction books which represent 10%, 3 highlighted non-fiction books which represents 2%, 3 indicated magazines which represent 2%, 2 highlighted internet access which amounts to 1%, while 29 mentioned educational materials which is equivalent to 17%.

### 4.3 Whether library resources are in good condition

Figure3:

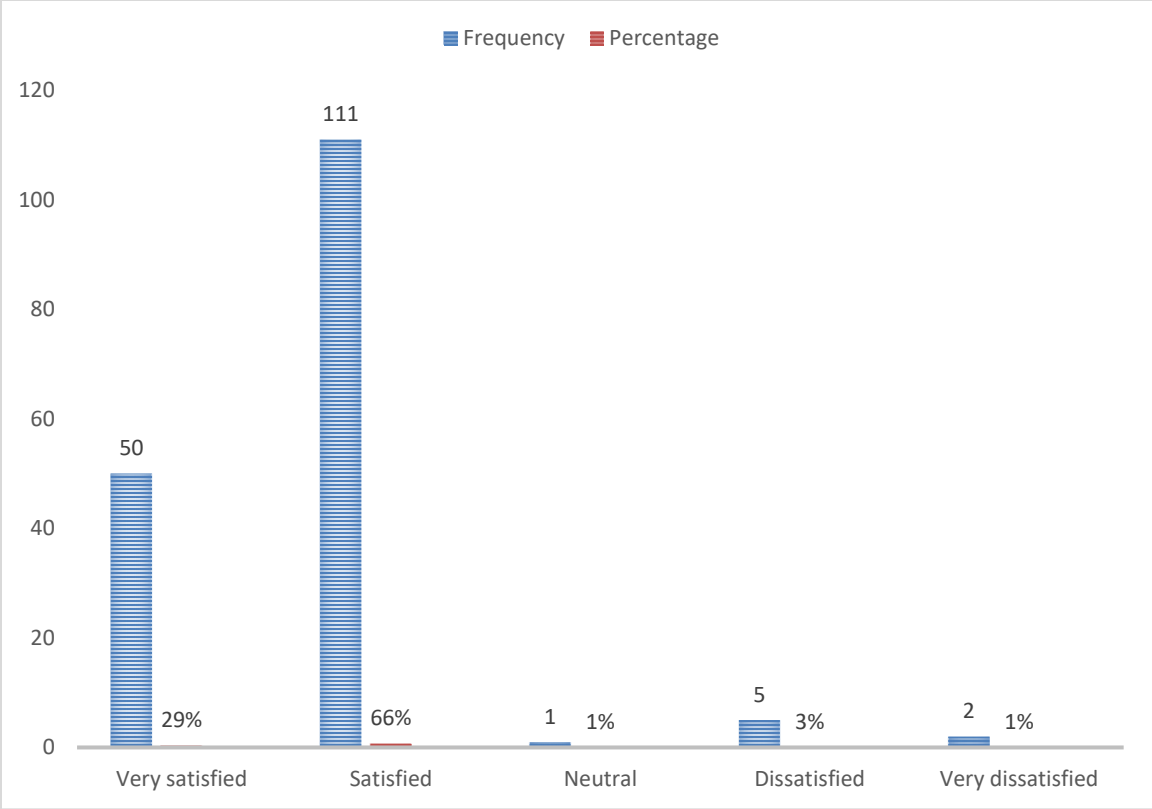


Source: Field data 20224

Majority of the respondents (160) indicated that library materials in the school libraries were in good condition, 5 pupils mentioned that library materials were in a sorry state while 4 respondents were not sure.

### 4.4 Satisfaction with library resources

Figure 4:



**Source: Field data**

According to the figure above, 111 pupils highlighted that they were satisfied with library resources which represent 66%, 50 were very satisfied which represent 29%, 1 respondent was neutral which represent 1%, 5 were dissatisfied which is equivalent to 3%, while 2 were dissatisfied which represent 1%. The finding signifies that school libraries in the selected schools live to the expectations of patrons.

#### 4.5 Whether Library resources support learning

Table 3:

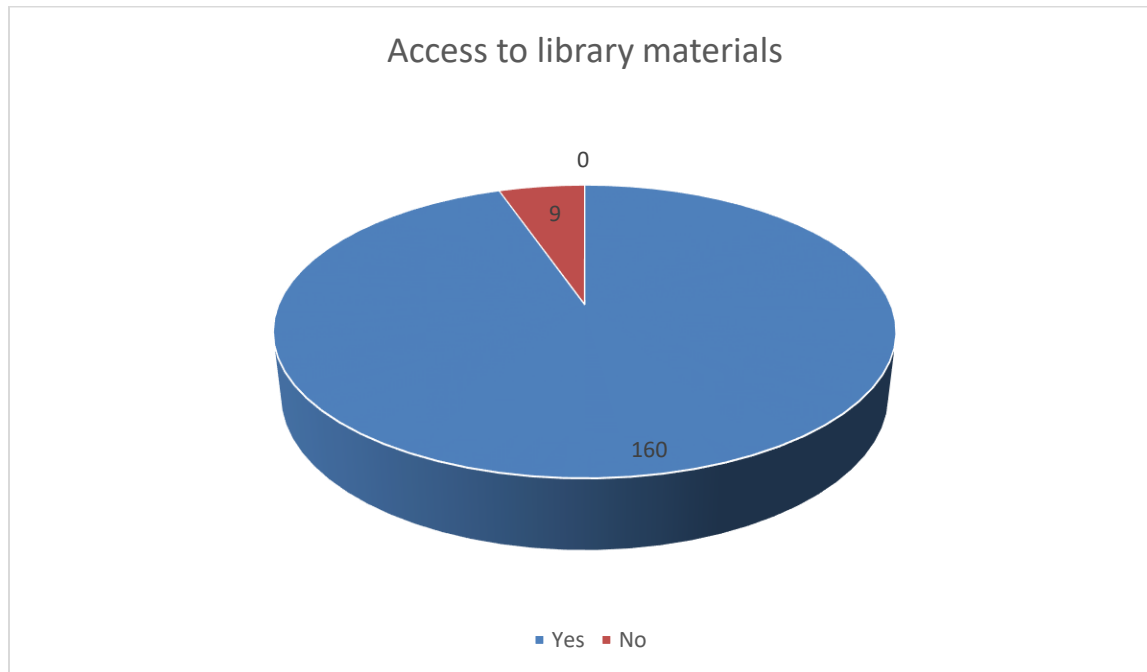
Relevance	Frequency	Percentage
Help with homework	90	53
Provide additional information on subjects	50	29
Improve reading skills	26	15
Enhance understanding of topics	3	3
<b>Total</b>	<b>169</b>	<b>100</b>

*Source: Field data*

According to the figure above, 90 pupils highlighted that library resources help them with homework which represent 53%, 50 highlighted that they provide them with additional information on subjects which represent 29%, 26 highlighted that library resources improve their reading skills which amount to 15%, while 3 mentioned that library materials enhance their understanding of topics which represent 3%. The findings signifies that library materials positively support pupils' learning.

#### 4.6 Whether pupils struggled to access library materials

Figure 5:



*Source: Field data, 2024*

The study further aimed at establishing whether pupils struggled to access library materials. The analysed data therefore indicates that majority of the respondents (160) struggled to access library materials from the selected schools while 9 indicated that they accessed library materials easily. The finding signifies that school librarians need to develop a mechanism of equipping pupils with skills necessary to access library materials.

#### 4.7 Types of library material pupils struggled to access

Table 4:

Type of library materials	Frequency	Percentage
Textbooks	70	41
Reference books	50	30
Fiction books	8	5
Non-Fiction books	13	8
Magazines and newspapers	9	5
Internet access	19	11
	<b>169</b>	<b>100</b>

*Source: Field data, 2024*

The study further sought to establish library materials pupils struggles to access. The analysed that indicate that majority (70 or 41%) respondents struggled to access textbooks, 50 or 30% struggled to access reference books, 8 or 5% struggled to access fictions books, 13 or 8% struggled to access non-fiction books, 9 or 5% struggled to access magazines and newspapers which is equivalent to 5%, while 19 struggled internet service which is equivalent to 11%.

#### 4.8 How inadequate affected learning of pupils' learning experience

Table 5:

Category	Frequency	Percentage
Difficulty in completing assignments	60	36
Limited understanding of subjects	48	28
Reduced interests in reading	37	22
Lower academic performance	24	14
<b>Total</b>	<b>169</b>	<b>100</b>

*Source: Field data, 2024*

The findings indicate that majority (60 or 36%) experienced difficulties in completing assignments, 48 or 28% highlighted limited understanding of subjects, 37 or 22 highlighted reduced interests in reading, while 24 or 14 highlighted lower academic performance.

#### 4.9 Suggested areas of improvement

**Table 6:**

Areas of improvement	Frequency	%
More textbooks	70	41
Additional reference books	50	30
More fiction and Non-fiction books	10	6
Magazines and news papers	4	2
Education games and kits	5	3
Internet access	30	18
<b>Total</b>	<b>169</b>	<b>100</b>

*Source: Field data, 2024*

Further still, according to the table above, majority of the respondents (70 or 41%) suggested that school libraries should acquire more books, (50 or 30%) suggested that school libraries should have additional reference books, (10 or 6%) suggested acquisition of more fiction and non-fiction books, (4 or 2%) suggested acquisition of magazines and newspapers, (5 or 3%) suggested acquisition of education games and kits, while (30 or 18%) highlighted internet.

#### 4.10 Types of library materials available at schools

Table 7:

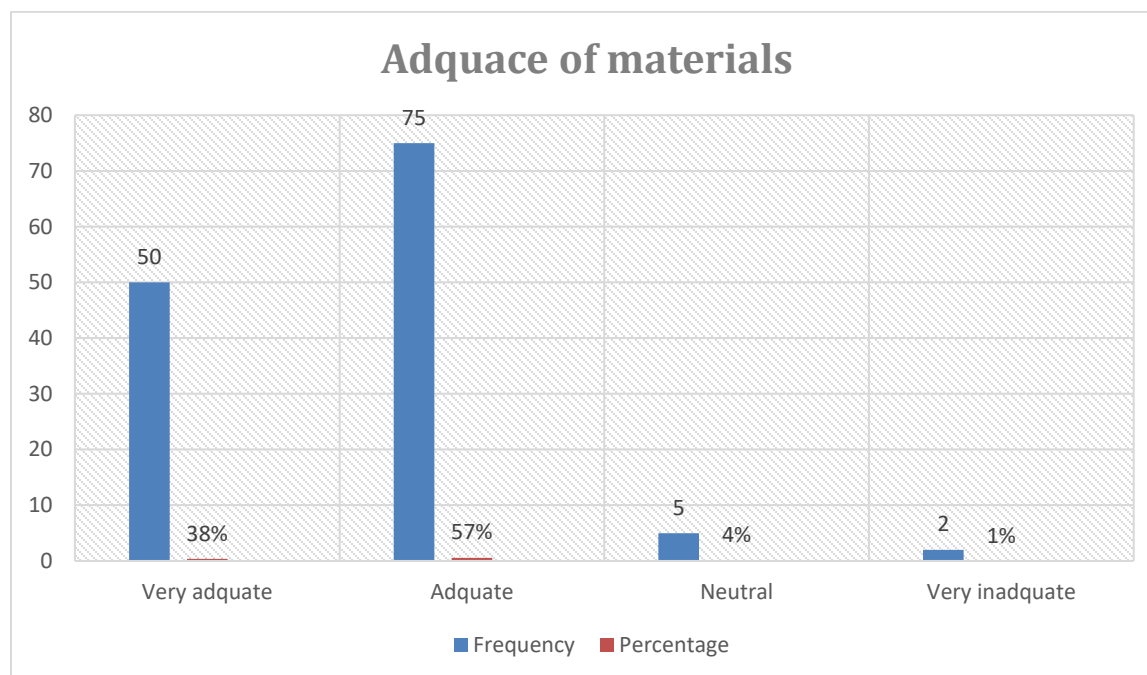
Type of library materials	Frequency	Percentage
Textbooks	70	53
Reference books	20	15
Fiction books	12	9
Non-Fiction books	13	10
Magazines and news papers	10	8
Internet access	7	5
	<b>169</b>	<b>100</b>

Source: Field data, 2024

The study further sought to establish category of library materials found in school libraries. The analysed that indicate that majority (70 or 53%) were textbooks, 15% were reference copies, 9% were fiction books, 10% were non-fiction books, 8% were magazines and newspapers, while 5% were internet related materials.

#### 4.11 Adequacy of library materials

Figure 6:

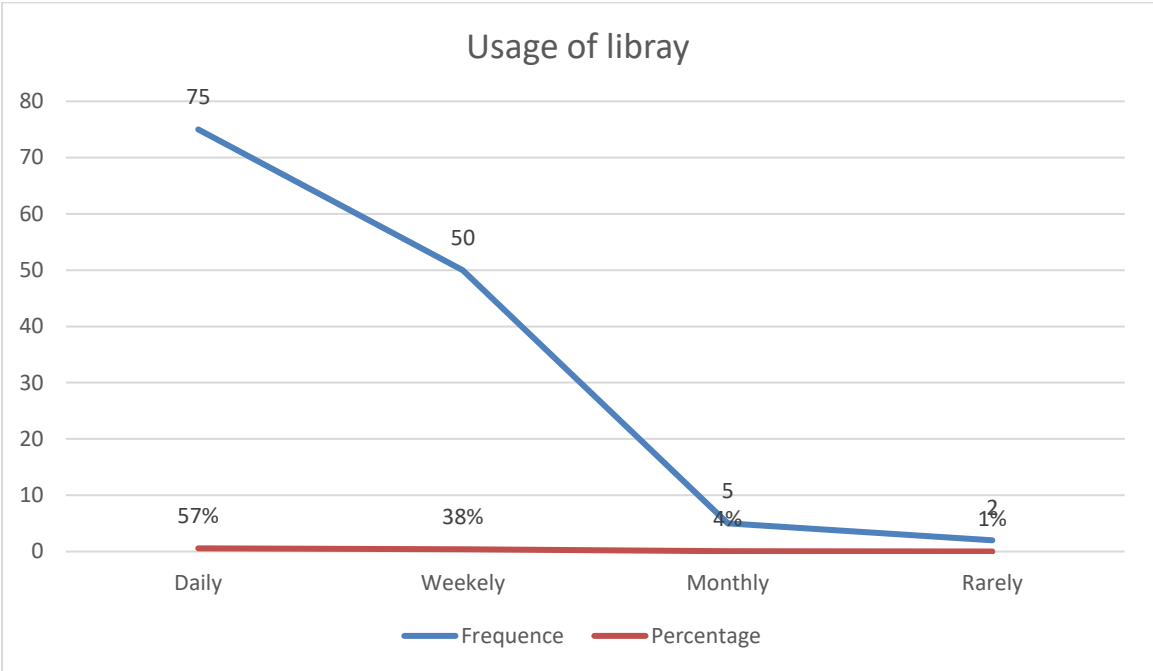


Source: Field data, 2024

According to the table above, majority (75 Or 57%) of the respondents highlighted that library materials were adequate, (50 Or 38%) indicated that library materials were adequate, 5 or 4% were neutral while (2 Or 1%) indicated that library materials were very inadequate.

**4.12 How often teachers use the library**

**Figure 7:**

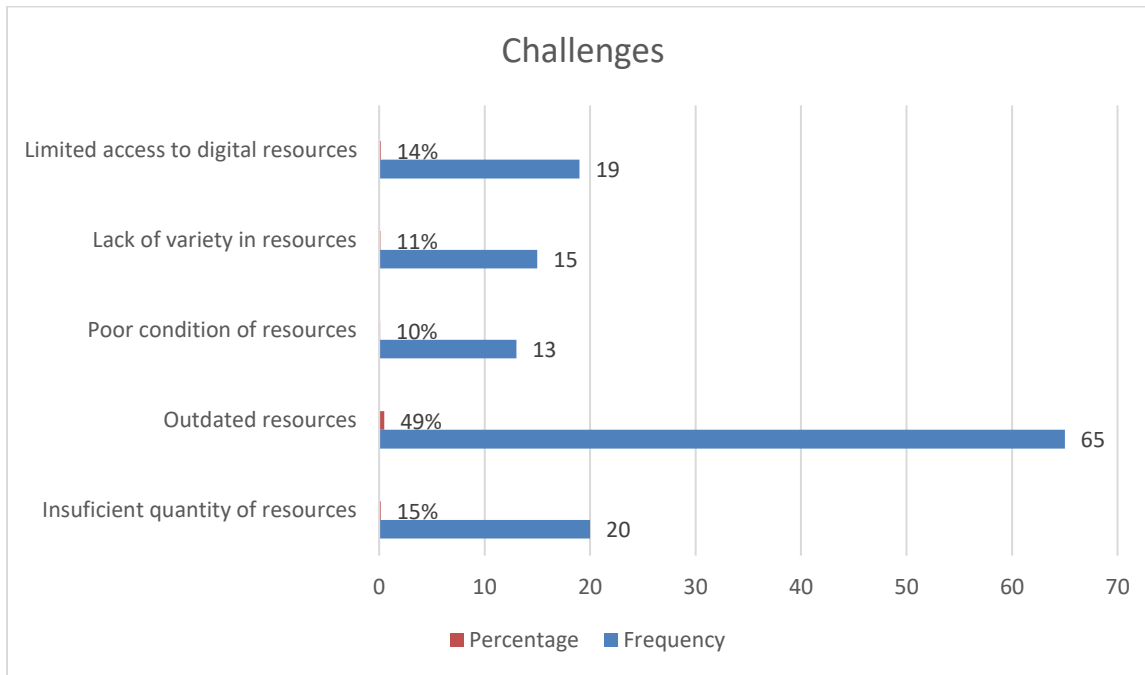


**Source:** Field data, 2024

The study also sought to establish how often teachers’ used school libraries. The analysed data indicate that majority of the respondents (75 or 57%) used school libraries, (50 or 38%) indicated that they used school libraries on a weekly basis, (5 or 4%).

#### 4.13 Challenges faced with the current library materials

Figure 8:



Source: Field data, 2024

According to the figure above, (65 or 49%) respondents reported outdated resources (20 or 15%) reported insufficient quality of resources, (19 or 14%) reported limited access to digital resources, (15 or 11%) reported lack of variety in resources, while (10 or 13%) reported poor coordination of resources.

#### 4.14: Recommendation for improvement

Table 8:

Areas of improvement	Frequency	Percentage
More textbooks	70	53
Additional reference books	45	34
More fiction and Non-fiction books	1	1
Magazines and news papers	3	2
Education games and kits	7	5
Internet access	6	5
<b>Total</b>	<b>132</b>	<b>100</b>

*Source: Field data, 2024*

According to the analysed data, Majority of the respondents (70 or 53%) recommended that school libraries should acquire more textbooks, (45 or 34%) highlighted additional reference books, (1 or 1%) highlighted acquisition of more fiction and non-fiction books, (3 or 2%) highlighted acquisition of magazines and newspapers, (7 or 5%) education games and kits, while (6 or 5%) highlighted internet access as an that need to be improved.

**Figure 8: SMB**



*Source: Field data, 2024*

The figure above depicts a Librarian at school code-named SMB, in Mukono Municipality showcasing library materials in the school library.

**Figure 9: NCU School library**



*Source: Field data, 2024*

The figure above portrays a Librarian at school code-named NCU, in Mukono Municipality showcasing library materials in the school library

**Figure 10: Pupils in a school library**



*Source: Field data, 2024.*

The figure above depicts pupils reading books in one of the school libraries in the selected primary schools in Mukono Municipality.

**Figure 11: STN PRIMARY SCHOOL LIBRARY**



*Source: Field data, 2024.*

The figure above show a school librarian and at pupils at school code-named STN primary school in a school library.

**Figure 12: SNP SCHOOL LIBRARY**



*Source: Field data, 2024*

The figure above show pupils at school code-named SNP in a school library.

**Figure 13: CJ School library**



*Source: Field data, 2024.*

The figure above depicts a well-stocked school library at school code-named CJ Primary School in Mukono Municipality.

**Figure 14: SJB PRIMARY SCHOOL LIBRARY**



*Source: Field data, 2024*

The figure above depicts pupils at school code-named SJB primary school in a school library.

**Figure15: SPCU PRIMAY SCHOOL**



Source: Field data, 2024.

The figure above depicts Pupils of school code-named SPCU primary in their school library.

### **Library material management**

Regarding the library material management, school librarians had this to say;

When interviewed, school librarian code-named SL1 had this to say,

*“...Well, this is a private school... Yeah, we have a small room for keeping books.... However, the funding is lacking, therefore, we can’t affording buying all necessary reading materials. Definitely, we have a system of managing our resources and that partly explains why our pupils perform well academically”*  
SL1.

In relation, when interviewed, school librarian code-named SL2 mentioned that,

*“Hmm, as you can see, the space is limited and this has got a direct bearing on the library material management and the learns academic performance because, learners aren’t given chance to interact with books just like it would be according to Rang Nathan Rules”* SL2.

Similarly, when interviewed, another respondent code-named T1 had this to say;

*“...We have a separate small room with resources that serve as a library but it cannot accommodate 40 pupils compared to their enrolment. We have a teacher who is responsible for Library resources...” T1.*

In addition, another respondent code-named TL2 via interview had this to say;

*“Well, well..., the school library is in a small place with a few resources kept therein. Consequently, all pupils can’t be served at the same time since the room can only accommodate only 20 pupils. Truth be told, there’s a teacher who is responsible for looking after the books. Actually, the room that serve as a library also double as a staffroom!” TL2.*

Similarly, when interviewed, respondent code-named SL3 had this to say;

*My friend, we have a well-established Library with equipment and resources needed for effective learning. Yeah..., I am a trained Librarian and I support learners or patrons in all ways. The truth is, library materials management has supported teaching, learning and it’s on record, we have been doing well in PLE in the last 5-10 years” SL3.*

In relation, when interviewed, respondent code-named T3 had this to say;

*“School library, what are you talking about my dear? The school Library is located in the Head teachers’ office period. Actually, the Head teacher made some book shelves for keeping some resources for the teachers and pupils to pick when need be. It is a small office whereby pupils cannot access books during their free time”T3.*

Similarly, when interviewed respondent code-named T4 had this to say;

*“Ehee...this is a government aided school with a population of over 1000 pupils. Hmm..., we just have a room which act as 3 in 1, it is a computer room, staffroom and a Library at the same time... We have a teacher who is in-charge of the books, computers and other reading materials. It is a small room which cannot accommodate even 30 pupils compared to their population. The reality is, the absentia of a fully flagged school library*

*affects library material management and academic achievements of pupils”T4.*

#### **4.8.1 Whether library material management contributed to learners’ academic performance in selected primary schools in Mukono Municipality**

During the study findings, respondents reported various views that availability library contributed to learners’ effectiveness in terms of; research-based usage, improvement of reading and writing skills, helping pupils in their revisionary work, improvement in English proficiency and grammatical skills, improvement in reading culture, reduced stress and boredom, information reliability as well as wide range of information as reflected clearly in the graph of the Y-axis occurrences below.

#### **4.9 Summary of the field/analysis findings**

In this Chapter four, major findings are summarised briefly in relation to objective studies. However, the study established that library materials contributed greatly towards learning effectiveness of pupils in selected primary schools in Mukono Municipality and the analysis found out that information reliability and wide range of information was strongly agreed upon by respondents, research-based issues, improvement in writing and reading skills. Regarding major challenges identified included; lack of enough reading materials, limited space for learners in the school libraries, inadequacy of information required for learners with narrowed content on accessibility, limited research work. The analysis on the last study objective found out that there was need for establishment and expansion of more libraries in primary schools, more distribution of book materials for pupil learning, more Government funding on National Library budgeting process, provision of reading timetables to manage the issue of lack of spacing in the libraries and recruitment of more technical librarians were all suggested by respondents during field information gathering.

## CHAPTER FIVE

### DISCUSSIONS OF FINDINGS

#### 5.0 Introduction

The study was about “*The effect of Library Materials on Learners in Primary Selected Schools in Mukono Municipality*”. Therefore, major results of the study in relation to the study objectives and discussions of finding are illustrated below;

#### 5.1 Availability of Library Resources

##### 5.1.1 The study sought to establish whether pupils visit libraries

The data indicates that a substantial majority (83%) of the pupils visit their school library daily. This high frequency of visits highlights a strong and consistent engagement with the library. The high percentage of daily visits indicates that the school libraries are well-utilized and play a significant role in the students’ daily academic and recreational activities. This reflects positively on the library’s effectiveness in engaging pupils and supporting their learning needs. The alignment between the high percentage of libraries with adequate materials and the frequent visits suggests that having well-stocked libraries contributes to higher usage rates. This underscores the importance of maintaining a rich collection of materials to foster library use. Overall, the data demonstrates that a significant majority of pupils actively engage with their school libraries, particularly with a high frequency of daily visits. The correlation between the availability of library materials and the frequency of visits highlights the critical role that a well-resourced library plays in encouraging regular use. The varying patterns of library visits among pupils suggest opportunities for targeted interventions to enhance library engagement across the student body. Overall, the data demonstrates that a significant majority of pupils actively engage with their school libraries, particularly with a high frequency of daily visits. The correlation between the availability of library materials and the frequency of visits highlights the critical role that a well-resourced library plays in encouraging regular use. The varying patterns of library visits among pupils suggest opportunities for targeted interventions to enhance library engagement across the student body.

#### 5.2 Types of Library resource

The high percentage of pupils identifying textbooks as a key library resource highlights their essential role in the academic framework. This underscores the importance of maintaining a comprehensive and up-to-date collection of textbooks. Reference books and educational materials are also important, though less prominent. They provide necessary support for in-depth research and diverse learning needs. The availability of fiction and, to a lesser extent, non-fiction books and magazines indicates efforts to provide a range of reading materials, but these could be expanded to further support literary engagement and current knowledge. The very low percentage for internet access points to a potential area for development. Improving digital resources in school libraries could greatly enhance students' research capabilities and access to information. The data suggests that while school libraries are well-stocked with essential educational resources, there are opportunities to diversify and expand their collections to better support students' varied needs and interests.

In conclusion, the findings reflect a strong foundation in providing core educational resources through textbooks and reference books, with additional materials supporting diverse learning needs. However, there is room for enhancement in areas such as non-fiction books, magazines, and digital resources to fully support and engage students in their educational journey.

### **5.3 Whether library resources are in good condition**

The majority's view of the materials being in good condition is a significant strength. It reflects positively on the library's management and suggests that the resources are being well-maintained. Despite the majority's positive feedback, the small number of concerns about materials being in poor condition should not be overlooked. Addressing these issues will ensure that all students have access to quality resources. Continued efforts in regular monitoring and maintenance are essential to prevent the deterioration of library materials. Implementing a routine check and repair system can help maintain the condition of the collection. Engaging with the respondents who were unsure can provide additional insights into potential areas for improvement or areas

where communication and understanding might be enhanced. Allocating resources for the repair and replacement of damaged materials, as well as for regular maintenance, can improve the overall quality of the library's collection and support a better learning environment.

In conclusion, while the majority of respondents view the library materials positively, ongoing attention to maintaining and improving the condition of all materials is crucial. Addressing the concerns of a few and engaging with the small group of unsure respondents can further enhance the library's effectiveness and support its role in students' education.

#### **5.4 Satisfaction with library resources**

The findings indicate that the majority of pupils are satisfied or very satisfied with the library resources. This reflects positively on the library's ability to meet the needs of its users. The library should continue to maintain and build on the aspects that contribute to high satisfaction. This includes ensuring the quality and variety of resources and providing excellent support to users. While dissatisfaction is relatively low, it is important to address the specific concerns of the small percentage of dissatisfied and very dissatisfied students. This could involve seeking detailed feedback to understand their issues and taking targeted actions to improve their experience. Engaging with the neutral respondents might help in understanding their lack of strong opinion and finding ways to increase their satisfaction through better resource visibility, improved services, or additional support. Regularly assessing user satisfaction and being responsive to feedback can help ensure that the library continues to meet the evolving needs of its patrons and maintains a high standard of service.

In conclusion, the data indicates that the school libraries in the selected schools are generally well-received, with a significant majority of students expressing satisfaction. The focus should be on maintaining high standards, addressing specific areas of concern, and engaging all students to ensure continued positive experiences with the library resources.

## **5.5 Impact on learning**

### **5.5.1 Whether Library resources support learning**

The findings collectively demonstrate that library resources have a positive impact on various aspects of learning. By supporting homework completion, providing additional subject information, improving reading skills, and enhancing understanding, libraries play a significant role in students' educational experiences. The data suggests that school libraries effectively support pupils' learning by aiding with homework, providing additional subject information, improving reading skills, and enhancing understanding of topics. The majority of pupils find these resources beneficial, with specific areas showing opportunities for further enhancement. Libraries are crucial in supporting academic achievement and literacy development, and ongoing efforts to tailor and expand library services can maximize their positive impact on students' educational experiences. However, this kind of response was in connection with the ideas of Zettwoch (2010) who acknowledges that school libraries help pupils in their learning effectiveness and improve academic performance in schools when, reading materials like textbooks, storybooks, magazines, articles, teacher guidebooks and other literatures are available in the libraries, it become more easier for learners to adapt to the reading mood and hence excel in academics (Zettwoch, 2010:2).

### **5.6 Whether pupils struggled to access library materials**

The findings highlight a significant challenge in accessing library materials for the majority of students, with only a small percentage reporting ease of access. Addressing this issue requires a multifaceted approach involving training, better organization, enhanced accessibility, and continuous feedback. By implementing these recommendations, school librarians can improve access to library materials, thereby supporting students' academic success and ensuring that the library's resources are effectively utilized.

### **5.7 Types of library material pupils struggled to access**

Given that textbooks and reference books are the most commonly reported access issues, addressing these problems should be a priority. Ensuring that there are sufficient copies, improving organization, and maintaining materials in good condition are

essential steps. Enhance the organization of library materials to make them more accessible. This could involve clearer signage, better shelving systems, and more intuitive classification. Provide training for students on how to locate and access different types of materials, including using library catalogs and databases effectively. Improve the reliability and availability of internet service in the library. Ensure that technical issues are promptly addressed and that there are enough computers or internet terminals for student use. The study reveals that students face significant challenges in accessing various types of library materials, with textbooks and reference books being the most problematic. Addressing these issues requires a multifaceted approach, including improving the organization of resources, expanding availability, enhancing digital access, and providing training for students. By focusing on these areas, school libraries can better support students' learning needs and ensure more equitable access to essential materials.

### **5.7 How inadequate affected learning of pupils' learning experience**

Challenges in accessing necessary library materials or textbooks can directly impact a student's ability to complete assignments. If students are unable to find or use required resources, their work may suffer. Persistent difficulties in completing assignments can lead to missed deadlines, lower quality work, and increased stress for students. Limited access to comprehensive reference materials or textbooks can hinder students' ability to understand complex subjects. Limited understanding of subjects can affect overall learning outcomes and students' ability to perform well in assessments and exams. The findings indicate a range of challenges faced by students, including difficulties in completing assignments, limited understanding of subjects, reduced interest in reading, and lower academic performance. Addressing these challenges requires a comprehensive approach that includes improving resource accessibility, providing targeted academic support, enhancing student engagement with reading, and addressing factors contributing to lower performance. By implementing these strategies, educational institutions can better support students in overcoming these difficulties and achieving academic success.

## 5.8 Suggested areas of improvement

Increasing the number of books can provide a broader range of materials to meet diverse student needs, including textbooks, supplementary reading materials, and resources for various subjects. A larger and more diverse collection of books can support a richer learning experience and help students engage more effectively with their coursework and reading interests. More reference books can support students' research efforts, providing authoritative sources and detailed information on a wide range of topics. Increasing the availability of reference materials can significantly improve students' research skills and their ability to complete detailed assignments and projects. The suggestions provided by respondents indicate a range of priorities for improving school library resources. The majority of students emphasize the need for more books and additional reference materials, highlighting these as key areas for development. Enhancing internet access is also a significant concern. By addressing these priorities, libraries can better support students' academic needs and enhance their overall learning experience. Implementing these recommendations requires careful planning and resource management but will ultimately contribute to a more effective and supportive library environment. This was related to the thoughts of Aguolu (2002) who explains that school libraries require well-qualified teacher-librarians to properly manage reading atmosphere of learners. The author asserts that for sound and effective libraries in school functionality and especially in reputable organizations, well-qualified librarians and personnel are warranted in the provision of proper library materials and services as well as executing school library programmes more smoothly. However, the above approach had connections again with the ideas of Dilshad and Akhtar (2019) who explain that reliable sound library and available facilities are linked to proper staffing of well-qualified library attendants (Dilshad & Akhtar, 2019).

Another group of respondents suggested the need to rely on computers with internet for catalogue book searching and reference with 5.7%. It was found out that this kind of response tallied with the ideas of Mulindwa (2001) who explains that schools can improve in the right procurement of relevant library books especially those out of stock

and computer storage to deal with the limitations of required and enough reading textbooks, storybooks, newspapers, magazines, charts and teacher guides to address the issue of ineffective library materials, which today is hindering successful academic performance of pupils in primary schools (Mulindwa, 2001).

### **5.9 Challenges faced with the current library materials**

Outdated resources can hinder students' ability to obtain accurate and current information, affecting their research quality and academic performance. Regularly updating the library's collection is essential to ensure that students have access to current and relevant materials. Problems with internet connectivity, digital infrastructure, or insufficient number of computers can restrict access to digital resources. Limited access to digital resources can hinder students' ability to conduct comprehensive research and access up-to-date information. The findings reveal several key issues affecting library resources, including outdated materials, insufficient quality, limited digital access, lack of variety, and poor coordination. Addressing these issues requires a comprehensive approach that includes regular updates, improved selection criteria, enhanced digital infrastructure, and better resource management. By implementing these recommendations, school libraries can better support students' academic needs and improve the overall effectiveness of their resources.

This response tallied with the ideas of Lyaru (2007) who asserts further that lack of acquisition of reading materials hinder proper reading for pupils as well as teacher lesson preparedness on instructional materials for the readers' comprehension in their taught learning subjects to pass well hence a negative impact. However, Lyaru's (2007) approach closely connected to the ideas of Machet (2002) who also explain that many schools that lack pupil reading materials have registered poor academic performance in primary schools due to poor and ineffective library facilities available for learners to improve their reading culture. Machet (2002) further notes that when teachers and pupils lack educational materials relevant for their classroom studies, it become very difficult since no proper reading materials will be availed to learners in time.

### **5.10 Recommendation for improvement**

The recommendations from respondents indicate clear priorities for improving school library resources, with a strong emphasis on acquiring more textbooks and additional reference books. Addressing these priorities can significantly enhance the academic support provided by the library. Other suggestions, such as improving internet access and adding educational games, reflect additional areas for potential development. By focusing on these recommendations, school libraries can better meet students' needs and support their academic success. This kind of response was in line with the thoughts of Paiva and Duarte (2017), who explain that schools cannot function well without reliable library facilities. Therefore, these authors provide impetus for establishing sound and reliable library facilities to guarantee education. Duarte et al (2017) explain that qualified library personnel and attendants help in providing guidance to pupils learning process especially when proper library materials and books relevant are instituted for academic studies (Duarte et al, 2017). This response was found to have strong connections with the ideas of Tilke (1995) provides that the best strategy school administrators and managers should do, is allocation of sufficient funds firstly, library development fund and lobbying mechanisms from the Ministry of Education department. The author contends that all stakeholders in government and those from private wishers should jointly come together through public private partnership (PPP) consensus to build sound and reliable school libraries and improve general performance of pupils in primary schools (Tilke, 1995). Tilke (1995) further explains that improving library materials and services, school administrators and managers are essential in organizing the fundraising events and drives to revise funding models for the allocation of funds for library activities in schools.

### **5.4 Summary of Discussion of Findings**

In this Chapter five, briefly summaries major results of the study in relation to objective studies and discussions. For most respondents reported that availability of library reading materials influenced learner's performance in primary schools which had very strong connections with the ideas of Zettwoch (2010) who acknowledges that school libraries help pupils in their learning effectiveness and improve academic performance

in schools such as textbooks, storybooks, magazines, articles, teacher guidebooks and other literatures are available in the libraries (Zettwoch, 2010:2). Secondly, respondents revealed that availability of library reading materials contributed to language proficiency which had strong connection with the ideas of Disch (2009) who explains same ideologies. On major challenges affecting learners in Mukono Municipality selected primary schools, lack of enough reading materials availed to learners in time with 30.6% was reported. However, this response had connections with the ideas of Magara and Batambuze (2005) who explain that learners and teachers face real academic challenges especially when reading and instructional materials are out of stock in the school libraries. Other challenges included; limited space in the library hindering proper reading, inadequacy of information limited many learners/pupils from accessing the available school libraries, the idea of Lyaru (2007) tallied well who asserts further that lack of acquisition of reading materials hinder proper reading for pupils as well as teacher lesson preparedness on instructional materials for the readers' comprehension in their taught learning subjects to pass well hence a negative impact. Therefore, this analysis discussion found out what primary schools should do to improve learning effectiveness of pupils by; establishing and expanding more library facilities with 36.4% and this response was in line with the thoughts of Paiva and Duarte (2017), who explain that schools cannot function well without reliable library facilities. Other major discussions and findings related to Government of Uganda increase funding for National Library budget, employing more technical librarians, relying on computers with internet for catalogue book searching and reference. It was found out that this kind of response tallied with the ideas of Mulindwa (2001) who explains that schools can improve in the right procurement of relevant library books especially those out of stock and computer storage to deal with library storage limitations (Mulindwa, 2001).

## CHAPTER SIX

### SUMMARY OF FINDINGS, CONCLUSION AND APPROPRIATE RECOMMENDATIONS

#### 6.0 Introduction

This chapter summarises the research findings with conclusions and appropriate recommendations during the field study.

#### 6.1 Summary of findings

The study relied on three objectives. Firstly, the study looked at how library materials contributed towards learning effectiveness of pupils in selected primary schools in Mukono Municipality and the analysis found out that information reliability and wide range of information was strongly agreed upon by respondents, research based issues, improvement in writing and reading skills, improvement in grammatical and English proficiency reading skills as well as pupil own revisionary knowledge and self-discovery. The study also looked at what challenges was faced by learners and academic staffs when there is limited library materials and resources in Mukono Municipality selected primary schools. In response to this, majority of the respondents strongly reported lack of enough reading materials, limited space for learners in the school libraries, inadequacy of information required for learners with narrowed content on accessibility, limited research work, lack of update information on syllabus coverage, incidental learning prohibited and poor concept development by teachers to adequately prepare good lessons and schemes of work.

The study finally looked at the proposed improvement modalities to effectively respond to the issue of limited library materials in Mukono Municipality selected primary schools. In response, majority of the respondents revealed and suggested establishment and expansion of more libraries in primary schools, more distribution of book materials for pupil learning, more Government funding on National Library budgeting process, provision of reading timetables to manage the issue of lack of spacing in the libraries and recruitment of more technical librarians were all suggested by respondents during field information gathering.

## **6.2 Conclusion**

The main aim of this study was to assess the impact of limited library materials on learners in primary schools in Mukono Municipality selected schools. This posed the question of functional school library programs and material delivery to learners to influence academic performance in primary school leaving examination (PLE) of the selected primary schools in Mukono. However, the findings can be deduced that this study have demonstrated a positive impact of school library on pupils passing the PLE. The trend of the tested independent variables (limited library materials) has strongly demonstrated the relationship between School Learning Programs and the increased pass rate on learners in the intervention areas.

The filed results portray that information reliability, research-based issues and improvement in reading and writing skills had great impact on learners in primary schools of Mukono Municipality when using library materials. However, the study greatly found out the lack of enough reading materials, limited space and inadequacy of information for pupil learning process negatively affected pupil academic performance in schools. The study therefore concluded that in order to deal with such challenges affecting pupil learning, there was need to establish expand library facilities and services in these selected primary schools in order to improve learning effectiveness and trigger good academic performance. The study further provides recommendations on how to ensure quality of data for research purpose as well as a need to fine-tune library systems for scaling-up and sustaining the programme in a large geographical area while transitioning the programme investments and funding support from the government and development partners.

## **6.3 Recommendations in light of research findings made**

Based on the findings of the study the following recommendations were made in the study.

The researcher argues that the school administration should formally communicate to the town council education office requesting for construction of more classrooms, libraries, health blocks to cater for teaching and avoiding teaching children under trees,

the library to help the pupils' have a quiet reading environment and the health block to house health personnel to provide health services for all stakeholders.

The study recommend that the school administration carry out a feasibility study with support from the council education office to help establish whether the introduction of the morning and afternoon sessions for teaching the many pupils for fewer hours in two different sessions reduces on the congestion or the class size issue as other solutions seem long term yet a short-term solution might be required. This is do because most primary schools in Mukono Municipality have very limited space to accommodate all pupils at ago in the libraries.

It is high time for relevant authorities to come up with a well-crafted national policy and guidelines to regulate modes of school library operations which compel school governing bodies to have a library in their schools. For example, the Government of Uganda under National Library Archives should increase budget to cater for more books and material delivery to all primary schools and also using a Public Private Partnership to ensure educational sustainability programs in primary schools hence improving academic performance of pupils.

The study further recommends that teachers' training curricula should incorporate librarianship as one of the major components in order to bridge the gap of lack of qualified library personnel so as make them available in all school libraries. However, there is need to recruit more technical and qualified librarians to help in the school learning process and more effectively.

It is recommended that major strategies should be used to enhance access and utilization of library resources and services in Mukono Municipality selected primary schools with: proper infrastructure upgrade in terms of building and technological system, adoption of modern and organic approach to resource usage, strengthening access through enhancing information literacy practices, training in ICT skills in order to bridge existing gaps in access and usage of library resources as necessary interventions to enhance library utilization of resources and services.

There is need to improve shelving and arrangement of library resources. In doing so, it can help in classifying and arranging library materials more correctly and comprehensively. For example, when materials are better organized and they are able to arrange their materials according to the subject, library usage in terms of colour coding and also arrangement according to ages and classes of the children.

It is also recommended that all the libraries visited should have basic library resources like update text books, readers, reference books, and other materials like models, games and pictures to influence properly learners' perspectives. However, it is advisable that school libraries should open during the school hours for pupils to visit them during break and lunch time. In addition, the school libraries should have modern computers in their libraries for the users.

Lastly but not least, there is need to develop technological computers to help in the library intent catalogue searching of reference books and for proper pupils' book acquisitions more quickly. For example, Mukono Municipality selected primary schools' administrators and managers should help in proper planning process and also Government funding, which is still minimal and on halting.

#### **6.4 Areas for further research undertakings**

The study suggests that a similar study should be conducted in future for;

1. How do school libraries influence academic performance in primary schools of Uganda?
2. How does untimely distribution of instructional materials have an effect on pupils' academic performance in primary schools of Uganda?
3. What is the role of the school management committees in realizing improved pupils' academic performance of primary schools in Uganda?
4. How can use of ICTs in the management of school library effectively be instituted in primary schools in Uganda?
5. What based action plan can be implemented to actualize an effective school library and literacy skills development programs in every Primary Schools of Uganda?

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR SELECTED RESPONDENTS

#### Questionnaires:

Questionnaires for Assessing the Impact of Inadequate Library Resources on Learners in Primary Schools: A Case Study of Selected Schools in Mukono Municipality

#### Questionnaire for Learners

Introduction: This questionnaire aims to gather information on the availability and impact of library resources on your learning experience. Your responses will help us understand how library resources affect your education and identify areas for improvement.

#### Section A: Personal Information

Name (Optional): \_\_\_\_\_

Class: \_\_\_\_\_

School Name: \_\_\_\_\_

#### Section B: Availability of Library Resources

1. How often do you visit the school library?

- a) Daily
- b) Weekly
- c) Monthly
- d) Rarely

2. What types of library resources are available at your school? (Check all that apply)

- a) Textbooks
- b) Reference books (e.g., encyclopedias, dictionaries)
- c) Fiction books
- d) Non-fiction books
- e) Magazines and newspapers
- f) Internet access
- g) Educational games and kits
- h) Others (please specify): \_\_\_\_\_

3. Are the library resources in good condition?

- a) Yes
- b) No
- c) Not sure

4. How satisfied are you with the current library resources?

- a) Very satisfied
- b) Satisfied
- c) Neutral

- d) Dissatisfied
- e) Very dissatisfied

### Section C: Impact on Learning

1. How do the library resources support your learning?
  - a) Help with homework
  - b) Provide additional information on subjects
  - c) Improve reading skills
  - d) Enhance understanding of topics
  - e) Others (please specify): \_\_\_\_\_
  
2. Have you ever struggled to find the resources you needed for your studies?
  - a) Yes
  - b) No

If yes, what type of resources were you unable to find? (Check all that apply)

- a) Textbooks
- b) Reference books
- c) Fiction books
- d) Non-fiction books
- e) Magazines and newspapers
- f) Internet access
- g) Others (please specify): \_\_\_\_\_

3. How do inadequate library resources affect your learning experience? (Select all that apply)
  - a) Difficulty in completing assignments
  - b) Limited understanding of subjects
  - c) Reduced interest in reading
  - d) Lower academic performance
  - e) Others (please specify): \_\_\_\_\_

### Section D: Suggestions for Improvement

1. What additional library resources would you like to have? (Check all that apply)
  - a) More textbooks
  - b) Additional reference books
  - c) More fiction and non-fiction books
  - d) Magazines and newspapers
  - e) Educational games and kits
  - f) Internet access
  - g) Others (please specify): \_\_\_\_\_

2. How can the school improve the library to better support your learning? (Open-ended)

### Questionnaire for Teachers

Introduction: This questionnaire seeks to gather information on the availability and adequacy of library resources at your school and how these resources impact teaching and student learning. Your responses will contribute to identifying challenges and recommending improvements.

#### Section A: Personal Information

Name (Optional): \_\_\_\_\_

Subject Taught: \_\_\_\_\_

School Name: \_\_\_\_\_

#### Section B: Availability of Library Resources

1. What types of library resources are available at your school? (Check all that apply)

- a) Textbooks
- b) Reference books (e.g., encyclopedias, dictionaries)
- c) Fiction books
- d) Non-fiction books
- e) Magazines and newspapers
- f) Internet access
- g) Educational games and kits
- h) Others (please specify): \_\_\_\_\_

2. How adequate are the current library resources for supporting your teaching?

- a) Very adequate
- b) Adequate
- c) Neutral
- d) Inadequate
- e) Very inadequate

3. How often do you use library resources for your teaching?

- a) Daily
- b) Weekly
- c) Monthly
- d) Rarely

### Section C: Challenges Faced

1. What challenges do you face with the current library resources? (Select all that apply)
  - a) Insufficient quantity of resources
  - b) Outdated resources
  - c) Poor condition of resources
  - d) Lack of variety in resources
  - e) Limited access to digital resources
  - f) Others (please specify): \_\_\_\_\_
  
2. How do these challenges affect your teaching? (Open-ended)

### Section D: Recommendations for Improvement

1. What additional library resources would be beneficial for your teaching? (Check all that apply)
  - a) More textbooks
  - b) Additional reference books
  - c) More fiction and non-fiction books
  - d) Magazines and newspapers
  - e) Educational games and kits
  - f) Internet access
  - g) Others (please specify): \_\_\_\_\_
  
2. What strategies would you recommend to improve the availability and quality of library resources? (Open-ended)

### Questionnaire for School Administrators

Introduction: This questionnaire aims to gather information on the management and provision of library resources in your school. Your responses will help identify challenges and suggest improvements for better resource availability.

#### Section A: Personal Information

Name (Optional): \_\_\_\_\_

Position: \_\_\_\_\_

School Name: \_\_\_\_\_

#### Section B: Availability of Library Resources

1. What types of library resources are available at your school? (Check all that apply)
  - a) Textbooks

- b) Reference books (e.g., encyclopedias, dictionaries)
- c) Fiction books
- d) Non-fiction books
- e) Magazines and newspapers
- f) Internet access
- g) Educational games and kits
- h) Others (please specify): \_\_\_\_\_

2. How do you assess the adequacy of library resources in your school?

- a) Very adequate
- b) Adequate
- c) Neutral
- d) Inadequate
- e) Very inadequate

**Section C: Challenges Faced**

1. What challenges does your school face in providing library resources? (Select all that apply)

- a) Limited budget for library resources
- b) Insufficient space for a library
- c) Lack of trained library staff
- d) Poor condition of existing resources
- e) Difficulty in acquiring new resources
- f) Others (please specify): \_\_\_\_\_

2. How do these challenges impact student learning and school operations? (Open-ended)

**Section D: Recommendations for Improvement**

1. What additional resources or support would be beneficial for improving your school's library? (Check all that apply)

- a) Increased budget for resources
- b) Improved facilities and space
- c) Training for library staff
- d) Better condition of existing resources
- e) Assistance in acquiring new resources
- f) Others (please specify): \_\_\_\_\_

2. What strategies or actions do you recommend to enhance the library resources in your school? (Open-ended)

### Questionnaire for Librarians (where applicable)

Introduction: This questionnaire is designed to gather insights into the management and adequacy of library resources at your school. Your responses will help identify challenges and suggest improvements for enhancing library services.

#### Section A: Personal Information

Name (Optional): \_\_\_\_\_

Position: \_\_\_\_\_

School Name: \_\_\_\_\_

#### Section B: Availability of Library Resources

1. What types of library resources are available at your school? (Check all that apply)
  - a) Textbooks
  - b) Reference books (e.g., encyclopedias, dictionaries)
  - c) Fiction books
  - d) Non-fiction books
  - e) Magazines and newspapers
  - f) Internet access
  - g) Educational games and kits
  - h) Others (please specify): \_\_\_\_\_
  
2. How would you rate the current condition of the library resources?
  - a) Excellent
  - b) Good
  - c) Fair
  - d) Poor
  - e) Very poor

#### Section C: Challenges Faced

1. What challenges do you face in managing the library resources? (Select all that apply)
  - a) Insufficient resources
  - b) Poor condition of resources
  - c) Lack of funding for new resources
  - d) Inadequate space for resources
  - e) Limited staff support
  - f) Others (please specify): \_\_\_\_\_
  
2. How do these challenges affect library operations and student access to resources? (Open-ended)
  
- 3.

**Section D: Recommendations for Improvement**

1. What additional resources or support would help improve the library services?

(Check all that apply)

- a) Increased funding
- b) Better facilities
- c) Additional staff or training
- d) Improved condition of existing resources
- e) More diverse resources
- f) Others (please specify): \_\_\_\_\_

## APPENDIX II: INTERVIEWS FOR KEY INFORMANTS

1. Nice to meet with you. How old are you?
2. What is your marital status?
3. What is your level of education in this school?
4. What is your designation/and occupation in this school?
5. How many years have you spent in this school?
6. What do you do in this school?
7. How many pupils are in this school?
8. Do you have librarians in this school?
9. Do you have existing library facilities within this school establishment?
10. Tell me if there are reading materials available for pupil learning in the school library?
11. If not, why there is no school library available in this school?
12. Are there reasons for reading effectiveness of pupil in your schools when library services and resource are available? If so, tell me the usefulness of these library materials on learners' academic performance, accessibility and usage.
13. What challenges do you think learners and academic staff face in the limitations of school library resource and services?
14. Is there anything the school administration and management doing to improve and respond to the issue of limited library materials in Mukono Municipality primary schools improving pupil leaning process? Like which strategies have schools adopted?

*Thank you very much for your participation.*

### **APPENDIX III: INFORMED CONSENT FORM**

**Title of Research:** *“The effect of Limited Library Materials on Learners in Primary Schools. A Case Study of Mukono Municipality Selected Schools”.*

**Principle Investigator;** NABASUMBA FLORENCE, Tel. contact +256-770889055 Affiliated to Uganda Christian University, Faculty of Education P.O Box 4, Mukono, Uganda.

#### **1. Introduction and Purpose of the Study**

The researcher is a student pursuing a Master’s Degree of Education in Administration and Planning from Uganda Christian University (UCU) and conducting a study to identify how availability of library materials contribute towards learning effectiveness of pupils in primary schools, challenges faced by learners and academic staff especially teachers who access library reading materials. This study further will propose improvement modalities on what schools should do to address the issue of limited library materials on learners in Mukono Municipality selected primary schools. Nevertheless, the information you provide here, will be confidential and only used for academic study purposes. In the process of report writing, your name will never be used and so everything you tell me will remain anonymous. I shall ask questions about availability and functionality on whether there are limited library materials in your school establishment. If you do not want to respond to a particular question, you can simply say so, and we will not insist.

#### **2. Description of the Research**

This is a Descriptive design on the Impact of Limited Library Materials on Learners in Primary Schools of Mukono Municipality looking at selected government aided and private Schools.

#### **3. Subject Participation**

Participants will be pupils, teachers and librarians in the selected primary schools in Mukono Municipality.

#### **4. Potential Risks and Discomforts**

This is a descriptive survey involving two-way conversation between the researcher and the respondents on availability of library materials, challenges, and what primary

schools are doing to mitigate the issue of limited library resources in Mukono Municipality selected primary schools.

#### **5. Potential Benefits**

The findings will inform strategies by the Ministry of Education and primary schools departments in Mukono Municipality aimed at improving library materials and services establishment in library facilities across concerned schools and the country.

#### **6. Confidentiality**

The information given, will be confidential and only used for purposes of this study. In the process of report writing, your names as a respondent will never be used and so everything told in the field of inquiry, will remain anonymous. The researcher shall ask questions about availability and functionality of school library facilities and whether there are limited materials for pupil and teacher learning process. If you do not want to respond to a particular question, you will simply say so, and will not insist. However, every participant will be asked to sign a written study informed consent form before participating in the study as this will ensure individuals to voluntarily accept to participate in the study freely.

#### **7. Authorization**

By signing this form, you will be authorizing us to use the information from this research; for example, for Education and evidence interventions to improve library materials and services in the study area.

#### **8. Participation**

Your decision to participate in this study is completely voluntary. If you decide to not participate in this study, it will not affect your work in any way.

#### **9. Withdrawal from the Study and/or Withdrawal of Authorization**

As a participant in this study, you can withdraw at any point if you choose not to continue.

#### **10. Reimbursements**

Reimbursement which is equivalent to one Gigabyte (1GB) of data has been budgeted for you.

#### **11. Whom to contact in case of ethical related concerns.**

In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, [pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug) or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or [oahimbisibwe@ucu.ac.ug](mailto:oahimbisibwe@ucu.ac.ug)

**I voluntarily agree to participate in this research program; to tick appropriately**

Yes

No.

I understand that I will be given a copy of this signed Consent Form.

**Name of Participant (Optional):** .....

Signature: .....

Date: .....

## APPENDIX IV: FIELD CONSENT LETTERS FOR CONDUCTING RESEARCH



**UGANDA CHRISTIAN  
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

UG-REC-026 Approval Version 4.0

30th August, 2023

Florence Nabasumba  
Uganda Christian University  
+256 706335247  
Email: [flonabasumba@gmail.com](mailto:flonabasumba@gmail.com)

30<sup>th</sup> August, 2023

### UG-REC-026 APPROVAL NOTICE

To: Florence Nabasumba, Principal Investigator

Re: UCU-REC Application titled: The Impact of Limited library Materials on Learners in Primary Schools: A case of Mukono Municipality Selected Schools  
Application Number: UCUREC-2023-560-3

Version: 4.0

Type:  Initial Review  
 Protocol Amendment  
 Letter of Amendment (LOA)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:



I am please to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 30<sup>TH</sup> August, 2023, to 30<sup>th</sup> August, 2024.

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC

1 of 2

A Centre of Excellence in the Heart of Africa

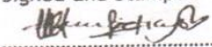
P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill, Tel: +256 (0) 31 235 0800, [www.ucu.ac.ug](http://www.ucu.ac.ug)  
Ugandachristianuniversity @UCUniversity. Founded by the Pronvice of Church of Uganda, Chartered by the Government of Uganda.

- may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 30<sup>th</sup> August, 2024 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
  6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
  7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC\_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2023-08-22
2.	Data collection tools	English	1.0	2023-08-22
3.	Informed Consent forms	English	1.0	2023-08-22

Signed and Stamped

  
 Prof. Peter Waiswa,  
 UCUREC Chairperson,  
 pwaiswa@musph.ac.ug





## ST. PETER'S CHURCH OF UGANDA NANTABULIRWA PRIMARY SCHOOL

*"Others Can I Will"*

Date: 30/08/23

Our Ref: .....

**The Research  
Ethics Committee  
Uganda Christian University**

Dear Sir/Madam,

**RE: NABASUMBA FLORENCE – RM21M06/013**

This is to consent that we have accepted the above student to carry out her research in our school.

Her topic is, **"The impact of limited library materials on learners in primary school."** A case study of Mukono Municipality selected schools.

St. Peter's Church of Uganda Nantabulirwa Primary School is one of the selected schools for her research.

Yours faithfully,

.....  
**NAMAYANJA ERON**  
**D/HEADTEACHER**



**P.O.Box 155, SEETA-MUKONO (UG) TEL: +256 705 335 247  
E-MAIL: [stpetersc.o.unantabulirwaps@gmail.com](mailto:stpetersc.o.unantabulirwaps@gmail.com)**



# LADY FAITH PRE & PRIMARY SCHOOL

P.O.BOX 122 MUKONO

Tel: 0774 423564 / 0706 559999

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30<sup>TH</sup>/ 08/ 2023

THE RESEARCH ETHICS COMMITTEE

UGANDA CHRISTIAN UNIVERSITY,

Dear Sir/ Madam.

**RE: NABASUMBA FLORENCE:RM21M06/013**

I have accepted the above named student as she requested, to carry out her topic

**"THE IMPACT OF LIMITED LIBRARY MATERIALS<sup>ON</sup> LEARNERS IN PRIMARY SCHOOLS"** as a case study of Mukono Municipality selected Schools.

Lady Faith Pre & Primary School is one of the selected schools for her Research.

Yours in service,

  
.....

KISIGE IVAN

HEAD TEACHER

0706 559 999





# NSAMBWE CHURCH OF UGANDA PRIMARY SCHOOL

*"Education is a key"*

Date: 31<sup>ST</sup> AUG 2023

The Research  
Ethics Committee  
Uganda Christian University

Dear, sir/madam

**RE: NABASUMBA FLORENCE-RM21M06/013**

This is to consent that we have accepted the above student to carry out her research in our school.

Her topic is: **"The impact of limited library materials on learners in primary schools."** A case study of Mukono Municipality selected schools.

Nsambwe c/u primary school is one of the selected schools for her research.

Yours faithfully,

KITYO HENRY  
HEADTEACHER.



---

**P.O Box. 898 - Mukono (U) Tel:0787 997114 / 0703 877114**



# SUUBI

NURSERY & PRIMARY SCHOOL



DATE: 31<sup>st</sup> AUG, 2023

The Research  
Ethics Committee  
Uganda Christian University

Dear sir/madam,


RE: NABASUMBA FLORENCE-RM21M06/013

This is to consent that we have accepted the above student to carry out her research in our school.

Her topic is, "The impact of limited library materials on learners in primary schools." A case study of Mukono Municipality selected schools.

Suubi Nursery and Primary School is one of the selected schools for her research.

Yours faithfully,

  
MBATUDDE JUDITH  
HEAD TEACHER



Kiwanga – Namanve Industrial Area, P.O. Box 22296 Kampala - Uganda  
Tel: +256 (0) 782 579 189, +256 (0) 701 132 508, E-mail: suubiprimaryschool05@yahoo.com

*Upwards Together*



# ST. JOSEPH BALIKUDEMBE DAY AND BOARDING PRIMARY SCHOOL

P.O.Box 129, Seeta  
Tel: 0752 519385 / 0706 809666

Our Ref: .....  
Your Ref: .....

Date: 31-08-23.

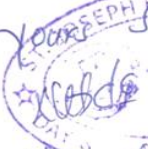
To Research Ethics Committee,  
Uganda Christian University.

Dear Sir/Madam,

REF. NABAJUMBA FLORENCE.

I have accepted the above mentioned teacher to carry out her research at the above mentioned school. The research is to carry out "The impact of Limited library materials on learners in primary selected schools in Mukono Municipality".

Thanks for choosing our school to be among the selected.

Yours sincerely,  
  
NAWA GONDA, S.C.T.O  
Headteacher.





## ST. THEREZA NAMILYANGO GIRLS' BOARDING PRIMARY SCHOOL

P.O. Box 562, Mukono.

Tel: +256 (0) 414 571182 / 0708114540 Email: sttherezangosch@yahoo.com

Friday 1<sup>st</sup> September 2023

The Research  
Ethic committee  
Uganda Christian University

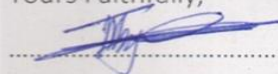
Dear, sir/madam

RE: NABASUMBA FLORENCE –RM21M06/013

This is to confirm that we have accepted the above student to carry out her research in our school since we are one of her selected schools for the research.

Her research topic was; "The impact of limited library materials on learners in primary school". A case study of Mukono Municipality selected school.

Yours Faithfully,

  
SR. FLORENCE NALUMU  
HEADTEACHER.





# CORNERSTONE JUNIOR SCHOOLS

P.O. Box 704 Mukono. Tel: 0772485711 | 0786809463 | 0756 809 463

Email: [cornerstonejuniorschool@gmail.com](mailto:cornerstonejuniorschool@gmail.com)

1<sup>ST</sup> September, 2023

The Research  
Ethics Committee  
Uganda Christian University

Dear Sir/ Madam,

Re: NABASUMBA FLORENCE-RM21MO6/013

This is to consent that we have accepted the above student to carry out her research in our school.

Her topic is: "The impact of limited library materials on learners in primary schools." A case study of Mukono Municipality selected schools.

Cornerstone Junior school is one of the selected schools for her research.

Yours faithfully,

CORNERSTONE JUNIOR  
SCHOOL - MUKONO  
HEADTEACHER

Immaculate Mawanda  
Head teacher



**CHURCH OF UGANDA  
MUKONO BOARDING PRIMARY SCHOOL**

P.O.Box 60, Tel: + 256-393 193284

**RESEARCH ETHICS COMMITTEE  
UGANDA CHRISTIAN UNIVERSITY**

Dear Sir/Madam.

**REF: NABASUMBA FLORENCE (REG N0.RM21M06/013)**

The above mentioned student has requested us to carry out her research on this topic  
“**THE IMPACT OF LIMITED LIBRARY MATERIALS ON LEARNERS IN  
PRIMARY SCHOOLS – A CASE STUDY OF MUKONO MUNICIPALITY  
SELECTED SCHOOLS**”

I have accepted her to carry out her research basing on the following people: The  
librarian, Class teachers and Pupils in our school.

I hope we shall also benefit out of her findings.

Yours in service

*Nampeera*  
.....  
**NAMPEERA DAMALIE  
DEPUTY HEADTEACHER**



**FAITH PROMOTES EDUCATION**

## Apedix VII: Turnitin originality report

### The Impact of Limited Library Materials on Learners in Primary Schools: A Case Study of Mukono Municipality Selected Schools

#### ORIGINALITY REPORT

16%

SIMILARITY INDEX

16%

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Internet Source

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Internet Source

1%

Appendix VIII: Post-Viva compliance form



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES  
DISSERTATION CORRECTION COMPLIANCE FORM (POST VIVA FORM)

**Date:** 24<sup>th</sup> August, 2024

**Student Name:** Nabasumba Florence

**Student Reg. Number:** RM21M06/013

**Thru:** Supervisor, Dr. Mary Jakisa Owor

**Dissertation Title:** *“The effects of inadequate Library resources on Learners in primary schools a case study of selected primary schools in Mukono Municipality”.*

**Issues raised by External Examiner**

External Examiner	Concerns	My Responses
Overall structure and presentation	There is need to revise the study topic	<p><i>“The effects of inadequate Library resources on Learners in primary schools a case study of selected primary schools in Mukono Municipality”.</i></p> <p>the DV. <b>Title page</b></p>

	<p>However, the Candidate need to find out whether all these primary schools have libraries and the associated library materials.</p> <p>If the suggestion herein to revise the study topic and or focus to: Library material management and Lerner academic engagement/performance or attainment in selected government aided or private primary schools in Mukono Municipality. Then, the candidate will have to adjust the entire dissertation accordingly.</p> <p>The Candidate should indicate the current month and year.</p>	<p>The Candidate reworked this section and provided photographs of libraries from respective schools. <b>Pg51-55</b></p> <p>The Candidate revisited the entire dissertation and revised it accordingly right from the Abstract. <b>pg. vxii-102</b></p> <p>The Candidate updated the Month</p>
--	---	--

	<p>The Candidate should number tables appropriately according to APA 7<sup>th</sup> Ed. Format</p> <p>The Candidate should number figures appropriately according to APA 7<sup>th</sup> Ed. Format.</p> <p>The Candidate should also ensure that each chapter start on a fresh page.</p> <p>Study work plan and the budget should be presented as appendices</p>	<p>and year to August, 2024. <b><i>Title page</i></b></p> <p>The Candidate revisited the tables and modified them to meet the APA 7<sup>th</sup> Ed. Standard. <b>See Tables 1,2,3,4,5,6,7,8,9,10 pg46-50</b></p> <p>The Candidate revisited the figures and updated them to meet the 7<sup>th</sup> APA ed. Format. <b>See figures 1,2,3,4,5,6 pg52-55</b></p> <p>The Candidate introduced each chapter on a new page throughout the dissertation <b>pg1-pg109.</b></p> <p>The work plan and the budget have been presented as Appendices. <b>See Appendix V and VI.</b></p>
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Abstract	The abstract will have to be appropriately revised based on the modification made on study IV and DV.	The Candidate revised the abstract to capture the IV and DV. <b>Pg xiii</b>
Introduction	Chapter one aspects will need to be appropriately adjusted based on the modification made in chapter one.	The Candidate revised chapter one to meet the modifications in the title of the study. I.e. the objectives were modified, research questions, research problem, and the CF. <b>pg. 10;13 &amp; 14.</b>
Literature review	The literature review chapter will need to be appropriately adjusted based on the modifications made in chapter one.	The candidate revisited chapter two and modified the themes to meet the modifications in chapter one, specifically the research

		<p>objectives and research questions.</p> <p><b>Pg.18-37</b></p>
Methodology	<p>The methodology chapter will need to be appropriately adjusted based on modification made in chapter one.</p> <p>The Candidate ought to indicate acceptable validity and reliability procedures.</p>	<p>The Candidate revised the methodology chapter in its entirety to meet the modification in the study topic. <b>Pg.38-45</b></p> <p>The Candidate highlighted conformability, triangulation, transferability and test-pre-test as the key procedures for validity and reliability.</p> <p><b>Pg.38-45</b></p>
Presentation and Analysis of research	<p>The data presentation, analysis and interpretation of results chapter will need to be appropriately adjusted</p>	<p>The Candidate revisited the entire chapter and presented the findings in a systematic and</p>

	based on the modification made in chapter one.	orderly manner. <b>Pg. 43</b>
Discussion of the results	The discussion of findings will need to be appropriately adjusted based on the modification in chapter one, two, and four.	The Candidate revisited the entire chapter and discussed the findings in relation to the sub-themes and themes generated from the research objectives and questions. <b>Pg.43-46</b>
Conclusion and recommendations	The summary of findings, conclusion and recommendation chapter will need to be appropriately adjusted based on the modification made in chapter one, two, four and five.	The Candidate revisited the entire chapter and revised it to meet the modifications in chapter one, two, four, and five. For instance, recommendations were structured according the

		objectives of the study. <b>Pg. 72</b>
References and Appendices	Write all references correctly according to the APA 7 <sup>th</sup> Ed. Format	The Candidate structured all references and appendices in APA 7 <sup>th</sup> Ed. Throughout the dissertation. <b>See Appendices I-VII</b>
<b>Internal Assessment</b>		
Overall structure	The candidate needs to be consistent with nomenclature  Wording can be improved	The Candidate named all chapters, figures and tables following postgraduate handbook guidelines. I.e. Chapter two was revisited and it was changed to Literature review. <b>Pg xii-102</b>

	<p>Data percentages are included but not well explained.</p> <p>Refine the conclusion to a clear and concise statement</p>	<p>The Candidate revisited the abstract and improved the wording. <b>Pgx11</b></p> <p>The Candidate revisited chapter on data analysis and expounded the meaning percentages. <b>Pg.42</b></p> <p>The Candidate revisited the conclusion and fine-tuned it into a clear statement. <b>Pg. 71-72</b></p>
Introduction	The objectives and research question overlap.	<p>The Candidate refined the objectives by merging them and made them specific. <b>Pg.10</b></p> <p>The Candidate maintained</p>

	Nabasumba should ensure consistence in terminology	consistence of terminology more so in the topic, objectives and research questions. <b>Pg9;10</b>
Literature review	<p>The review could benefit relevant and recent studies.</p> <p>A high quality literature should critically evaluate the strength and weakness of the cited studies.</p> <p>The literature review is somewhat repetitive and lacks clear organization.</p>	<p>This candidate revisited the section on literature review and updated with recent literature. <b>Pg. 18-37</b></p> <p>The Candidate revised the section on Literature review and evaluated the different sources. <b>Pg18-37</b></p> <p>The Candidate further revisited</p>

		<p>literature review and employed a thematic review technique.</p> <p><b>Pg. 28</b></p>
Methodology	<p>Florence mention descriptive research but doesn't clearly explain how this design helps address the research objective.</p> <p>The justification for using a qualitative approach along with descriptive statistics.</p>	<p>The Candidate revisited the section on research designed and explained a descriptive research design, and providing its merits in relation to the research objectives and research questions. <b>Pg. 38-45</b></p> <p>The Candidate revisited the section on data presentation and highlighted the verbatim</p>

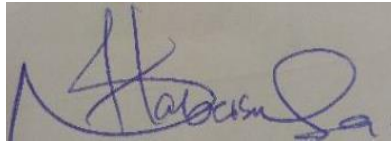
	<p>The explanation of independent variable and dependent variable is confusing</p> <p>The description of data quality control is vague.</p> <p>Nabasumba should explain how data will be analyzed.</p>	<p>expressions. <b>Pg. 51-55</b></p> <p>The Candidate revisited the section and rewrote the section for clarity. <b>Pg. 42</b></p> <p>The candidate revisited the section and clearly explained data quality control by highlighting mechanisms for maintaining quality. <b>Pg.43</b></p> <p>The Candidate clearly highlighted that quantitative data was analyzed using Microsoft Excel while qualitative data was analyzed thematically,</p>
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	<p>Tables 2 and 3 in chapter three sub-section 3.12 and 3.13 are misplaced.</p>	<p>and the findings were presented using graphs, tables, and pie-charts. <b>Pg.43</b></p> <p>The candidate moved tables 2 and 3 in the appendix section. <b>Pg.101-102</b></p>
<p>Presentation</p>	<p>Nabasumba needs to refer to the nomenclature as indicted in the postgraduate handbook guidelines.</p>	<p>The candidate revisited the entire dissertation and numbered Chapters, sections, and sub-section in accordance with UCU postgraduate handbook guidelines. <b>Xii-102</b></p>

Candidate's Name

Signature

Nabasumba Florence

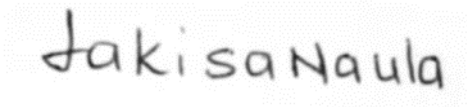


**Supervisor's Name**

**Signature**

Dr. Mary Jakisa Owor

Signature



**NB: Post Viva compliance form is designed to capture all the corrections recommended by the internal examiner (supervisor), external examiner and viva panel.**