# Role of School Libraries in Promoting a Reading Culture in Four High Schools in Chinhoyi, Mashonaland West Province, Zimbabwe

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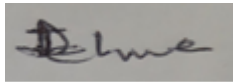
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**Declaration**

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I confirm that this research, "Role of School Libraries in Promoting Reading Culture in Four High Schools in Chinhoyi, Mashonaland West Province, Zimbabwe", is my work and all the sources I have used or quoted have been indicated and accredited by way of comprehensive references.

11 February 2022

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**Abstract**

A school library is essential to any school's learning and teaching activities since it serves as an information and innovation hub (Shonhe 2019). School libraries can play a crucial part in developing a reading culture (Adkins and Brendler 2015) by providing free and equitable access to reading materials to learners. According to IFLA (2015), Danladi and Soko (2018), Shonhe (2019), a school library's objectives and purposes include creating reading habits and improving information literacy abilities, as well as providing a space for collaborative learning, creativity, and independent study. This study sought to ascertain the role performed by school libraries in promoting a reading culture in the high schools of Chinhoyi in the province of Mashonaland West in Zimbabwe. Chinhoyi is the provincial capital of one of the ten administrative provinces in Zimbabwe, Mashonaland West Province. The town has four (4) high schools, of which three are government-funded high schools and one private school.

The study was qualitative and adopted an interpretive research paradigm, with focus group interviews as well as face-to-face interviews. Primary informants were learners, teachers, headmasters and librarians.  ATLAS.ti 9 software was used for content analysis. ATLAS.ti is a qualitative research tool for coding and analysing transcripts and field notes, writing literature reviews, producing network diagrams, and visualising data. The research established that although some schools have libraries, learners are not using the libraries since the resources in these libraries are irrelevant to their studies and some libraries are not functional because they have no seating space and do not have librarians to run these libraries.  Lastly, challenges were noted regarding the reason why reading culture is declining in Chinhoyi high schools.  Amongst the main challenges were lack of resources, lack of qualified personnel to manage the library, and lack of funds to buy resources for the school libraries.  Based on this study's findings, the following recommendations were made: schools should employ qualified personnel, schools should be given funds to purchase library resources, introduce library hours on the school timetable to allow learners to read, storytelling sessions should be introduced.


Keywords: school library; reading culture; library resources; school librarian; Chinhoyi; Zimbabwe

**Acknowledgements**

## Dedication

I dedicate this study to my beloved children.

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**List of Abbreviations**

| | |
|---|---|
| COVID 19 | Coronavirus |
| CUT | Chinhoyi University Technology |
| EFL | English as a Foreign Language |
| IFLA | International Federation of Library Associations |
| MOPSE | Ministry of Primary and Secondary Education |
| NGO | Non-Governmental Organisation |
| NLDS | National Library and Documentation Service |
| SL | School Libraries |
| SLR | School Library Resource |
| RC | Reading Culture |
| RLRDP | Rural Libraries Resources Development Project |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNISA | University of South Africa |
| WHO | World Health Organisation |
| ZBDC | Zimbabwe Book Development Council |
| ZIBF | Zimbabwe International Book Fair |
| ZIMLA | Zimbabwe Library Association |
| ZIMPARKS | Zimbabwe National Parks and Wildlife Authority |
| ZIMSTAT | Zimbabwe National Statistics Agency |
| ZOU | Zimbabwe Open University |
| ZPD | Zone of Proximal Development |

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# CHAPTER ONE

## INTRODUCTION AND BACKGROUND OF THE STUDY

### 1.1 Introduction

Reading is among the most basic abilities necessary to function in society today. According to Shihab (2011:209), reading is a series of interactive activities wherein readers utilize their knowledge to develop, produce, and create meaning between them and the text. Reading stimulates creative thinking, develops inquisitive mindsets, and enhances an individual's ability to learn for the rest of their lives (Bulgurcuoglu 2016).

Promoting the culture of reading among learners will enhance their academic success and bring forth an enlightened society. Reading culture is a process of cultural assimilation that evolves in many social and personal sectors, and like all acculturation processes, it necessitates the development of lifetime skills (Türkel, Özdemir and Akbulut 2019:197). Reading culture is defined by Oguga, Emerole, Egwim, Anyawu, and Haco-Obasi (2015:62) as reading books and information resources on a regular basis, which is encouraged by an individual's reading habits, whereby the latter occurs as a daily activity (Wema 2018:5). According to Loh, Ellis, Paculdar, and Wan (2017:335), developing a culture of reading in a school is critical, and it must include planned strategies for motivating learners to read, thereby fostering an environment in which reading is viewed as a pleasurable pursuit. According to Otike (2011:1), a reading culture plays an important role in making reading a practice that people value and enjoy. When learners develop a reading habit, they create a positive reading culture.

A library is essential for developing and cultivating a positive reading culture, particularly among learners. The reading materials offered in a school library exposes learners to find information materials and read on their own. The library to be discussed in this study is the school library. The International Federation of Library Associations (IFLA) (2015) defined a school library as a physical learning area where learners' intellectual, personal, social, and cultural growth are centered on reading, inquiry, research, thinking, imagination, and creativity. A school library is crucial to the learning and teaching activities of any school because it acts as an information hub and an innovation center (Shonhe 2019). School libraries can play an important role

in promoting a reading culture (Adkins and Brendler 2015) by providing learners free and fair access to reading material. According to IFLA (2015), Danladi and Soko (2018), Shonhe (2019), a school library's duties and purposes involve creating a reading culture and improving information literacy abilities, as well as well as providing a collaborative learning environment, creativity, and independent study. The International Federation of Library Associations' School Library Manifesto (IFLA School Libraries Section Standing Committee 2015:61) emphasis that the school library's primary goal is to instil in learners a love of reading and learning as the usage of libraries all through their lifetimes. The school library is of great significance in assisting the less proficient readers from lower socio-economic families to read (Loh, Ellis, Paculdar and Hao (2017), by providing them with reading resources.

Global efforts to reduce illiteracy worldwide have also significantly impacted Zimbabwe; according to Countrymeters 2020, an estimate of 86.4% of Zimbabweans aged 15 and older are considered literate (Countrymeters 2020). Despite having a high literacy rate, the reading culture of Zimbabwe has deteriorated due to the high prices of books exacerbated by the economic situation, which has made books a luxury rather than an actual need (Nyavaya 2015). Makaudze and Kangira (2016:1198) also observed that the enthusiasm for reading was extremely poor, despite the presence of book publishers and booksellers. Munengwa (2019) noted that the major challenge affecting the reading culture in Zimbabwe is the dwindling books sales and the absence of the quest and desire to read through books. In an article in The Sunday Mail (2016), there is compelling evidence that technology improvements have undermined the reading culture. Increased internet connectivity and social media have fuelled the expansion of the video gaming industry, which has changed how children spend their time. Another reason cited in The Standard (2016) was that Zimbabwean people no longer read for pleasure but read to pass examinations. After so many years without promoting reading, it is no surprise that leisure reading as a pastime is at risk.

## 1.2 Background of the Study

### 1.2.1 History of School Libraries in Zimbabwe

The development of school libraries in Zimbabwe is poorly documented, and literature on the subject is scarce. Research by Nelson (2008) and Bhebhe (2019) noted that library development was an initiation of colonial settlers. After almost two decades of

advocacy by the Rhodesian library society (1969-1989), a report on libraries in Rhodesia was completed just as the first democratic government in Zimbabwe was established in 1980 (Nelson 2008:421). Nelson (2008:420) noted that historically, library service was given only to White people, Asians and people of mixed heritage. Sithole (2012) indicated that libraries in schools continue to decrease and that few schools have libraries and shelves are either bare or overflowing with unnecessary books.

The government of Zimbabwe established the National Library and Documentation Service (NLDS) in 1984, which started formal operations in early 1985 (Dube 1986: 467; Made 2000:704). It was given the task of running Zimbabwe's library system (Nelson 2008:420) and promoting the overall enjoyment of Zimbabwean publications with educational, scientific, cultural, recreational, and sports value (NLDS Act 1985). However, Sithole (2012), noted that community libraries have been failing in Zimbabwe since these have been only serving the fortunate and the elite whilst neglecting the poor and those in remote rural areas. Chipunza (2000:334) noted that Zimbabwe lacked a school library policy, which was a significant disadvantage to the growth of school libraries. The existing educational framework does not address school libraries or reading. In the ZIMLA 2017-2018 Report, it was reported that ZIMLA was engaging in developing a National Libraries Policy, that will regulate the functions of libraries in Zimbabwe (ZIMLA 2018).

Tokwe (2011) criticised that there is inadequate support for developing school libraries in Zimbabwe. There is no school library policy to emphasize the importance of school libraries, and inadequate infrastructure, for example, is a problem for school libraries, lack of initiative on the part of school authorities and lack of support from the Ministry of Primary and Secondary Education. Chipunza (2000:334) also noted that school libraries have not aligned themselves with national development goals, and they are underrepresented because school administrators are unfamiliar with the role of the school library in the school. The economic challenges have hard-hit school libraries in Zimbabwe. Most schools have some form of a library (Nilsson 2002); however, the economic depression made it difficult for these libraries as they lacked reading materials and technological equipment needed to deliver an efficient service (Mamvoto and Mutasa 2004:7). School libraries suffered from insufficient funding (Sithole (2012); Tsekea (2015); Bhebhe (2019), a lack of qualified professionals,

insufficient scholarly resources, and insufficient or no accommodation at all (Chipunza 2000:335). For efficient and effective library and information services in schools, funding is critical. According to Chisita (2011), there is no clear policy for financing libraries, and as a result, libraries are frequently under-resourced, under-managed, and understaffed.

### 1.2.2 School libraries in Chinhoyi

Chinhoyi is the provincial capital of Mashonaland West Province, one of Zimbabwe's ten administrative provinces. There are four (4) high schools in the town, three of which are government funded (Chinhoyi High School, Chemagamba High School, and Nemakonde High School) and one private (Lomagundi College) (Ministry of Primary and Secondary Education Report 2017).

Three high schools in Chinhoyi have school libraries and one school uses a storeroom as a library to store books. Three government-funded schools do not have qualified librarians to run their libraries; schoolteachers take turns offering services to learners. Most books in the library are sourced through donations, some are outdated and do not contain the information most learners are interested in reading. All learners and staff are automatically members of the library upon registration and have access to the library. Lomagundi College, a private school, has a functional library that caters to all learners at the school, which a professional librarian supervises. Most of the books in the library are in line with the school's curriculum. The library is computerised, and learners can use the internet to search for information.

The populace of the town was projected to be 61 739 people in 2018. (Zimbabwe National Statistics Agency 2018). Chinhoyi University of Technology (CUT) and Zimbabwe Open University (ZOU) are the two universities in the town. The town has one of Zimbabwe's major tourist sites, the Chinhoyi Caves, situated along Harare-Chirundu Highway northwest of Chinhoyi (Zimparks 2019). The Zimbabwe Office of the President 2018 Report stated that Chinhoyi has diverse economic activities such as agriculture, mining, and education because it has two of the major state universities in Zimbabwe.

Despite having one of Africa's highest literacy rates, Zimbabwe has seen a severe drop in reading culture due to the emphasis on passing exams, expensive book prices, and piracy (Makaudze and Kangira 2016). Chisita (2011) attributed the decline of

reading culture in Zimbabwe to the rising prices of physical books. The cost of acquiring books, periodicals, and daily newspapers, or attempting to obtain them via the internet, was out of reach for several Zimbabweans, schools, universities, and other organizations, according to parents, school administrators, and members of the public (Makaudze and Kangira 2016).

Promoting a reading culture in Zimbabwean schools started in the mid-1990s when the Zimbabwe Book Development Council (ZBDC) embarked on a nationwide program to reinforce and encourage readership with programs like the National Reading Campaign, the National Reading Week initiative directed at fostering people's love of reading and inspiring them to become readers for life (Tokwe 2018). However, over the years, with the collapsing of these donor-funded programmes, reading culture is not being practised because of the non-availability of reading material (Tokwe 2018).

Lack of books in local languages is another factor contributing to a poor reading culture in Zimbabwean schools (Zimbabwe Reads Report (2011); Nyoni, Nyoni, Thabani and Bonga (2017). Internationally donated books are important, but they do not address the need for materials in local languages (Hite 2006). Zimbabwe needs to develop more materials in local languages to promote a reading culture among school learners.

School libraries are guardians of school information resources, it is clear from the preceding assertions that there is a need for schools and librarians to develop and implement an effective way of enhancing a reading culture. One of several major objectives of a school library is to instil a passion for reading in its users and to focus on promoting a reading culture (Mulauzi and Munsanje (2013); Loh et al. (2017); Danladi and Soko (2018). Therefore, schools must make an effort to inspire learners to resume reading again, which can only be accomplished if appropriate techniques are developed and implemented.

## 1.3 Statement of the problem

A functioning school library can be defined as a well-stocked library with a qualified school librarian who manages the collection and offers effective services that promote a reading culture (Paton-Ash and Wilmont (2015); Teravainen-Goff and Clark (2017). Individuals with a reading culture can critically analyse and comprehend national issues (Mulauzi and Munsanje 2013:2). The reading culture amongst Zimbabwe's high school learners is rapidly declining (Mujuru 2018) due to the lack of functional libraries

in schools (Chipunza (2000); Bhebhe (2019) and access to locally relevant reading materials (Nyoni et al. 2017). Lack of functional school libraries in Zimbabwe has impaired the reading culture in learners (Chipunza (2000); Bhebhe, (2019). There are several reasons for the lack of functional school libraries. These include the economic downturn (Makaudze and Kangira 2016), non-essential donated materials, lack of funding, a scarcity of qualified librarians and lack of legislative framework guiding libraries (Bhebhe 2019:137). Several studies by Akande and Oyedepo 2018; Danladi and Soko 2018; Lo et al 2017; Molapo 2016; Ogbonna and Eze 2015, have been carried out in Zimbabwe's school libraries and the reading culture in Africa, but there is limited information regarding the link between reading culture and school libraries. Akande and Oyedapo (2018); Danladi and Soko (2018); Lulu-Pokubo and Akanwa (2017), Ogubonna and Eze (2015); and Mojapelo (2014), confirm that a school library plays a pivotal role in promoting a reading culture among high school learners. Wessels (2010); Ogbonna and Eze (2015); Danladi and Soko (2018) also proved that school libraries could assist high school learners in developing a reading culture.

Given that there is limited research regarding how school libraries can promote a reading culture in Zimbabwe (Bhebhe 2013); Zimbabwe Reads Report (2011); this study focused on the importance of school libraries in promoting a reading culture in four Chinhoyi high schools. The study investigated the nature and existence of a reading culture among learners in Chinhoyi high schools then determine whether the lack of functioning school libraries relates to learners' bad reading habits. Furthermore, the study provided recommendations to help these schools and other high schools function in a similar context to develop an influential reading culture.

## 1.4 Purpose of the Study

This study aims to determine the role of high school libraries in promoting a reading culture in the high schools of Chinhoyi in the province of Mashonaland West in Zimbabwe.

## 1.5 Objectives of the Research

The objectives of this study are:

1. To examine the reading culture among learners of the four high schools in Chinhoyi.

2. To determine the status quo of four high school libraries in Chinhoyi.

3.	To establish the influence of library resources in promoting a good reading culture.

4.	To identify strategies that high school libraries can implement to enhance a reading culture amongst learners.

## 1.6 Research Questions

1.	What are the reading habits of learners of the four high schools in Chinhoyi?

2.	To what extent is the school library playing a role in promoting a reading culture in its community?

3.	What types of information sources are included in the four high schools of Chinhoyi?

4.	What strategies can high school libraries implement to enhance a reading culture amongst learners?

**Table 1.1: Summary of the research objectives, questions, and possible sources of data**

| Research Objectives | Research Questions |
| --- | --- |
| (1) To examine the reading culture among high school learners in Chinhoyi. | Why do learners of Chinhoyi high schools engage in reading? |
| (2) To determine the status quo of four high school libraries in Chinhoyi. | Do the four school libraries from Chinhoyi high schools have the resources, capacity, and infrastructure to support a healthy reading culture? |
| (3) To establish the influence of library resources in promoting a good reading culture. | To what extent is the school library playing a role in promoting a reading culture in its community? |
| (4) To identify strategies that high school libraries can implement to enhance a reading culture amongst learners. | What strategies can high school libraries implement to enhance a reading culture amongst learners? |

## 1.7 Significance of the Study

A library serves as a basis for developing and cultivating a positive reading culture, particularly amongst learners (Malauzi and Munsanje 2013). It has been found that the availability of school libraries will provide learners with access to books, reading resources, reading support, and technical guidance (Benard and Dulle (2014); Wema (2018); Merga (2019).

The study ascertained the role played by school libraries in promoting a reading culture in the high schools of Chinhoyi. The findings of this research may be useful to Zimbabwe's school library networks and the Ministry of Primary and Secondary Education. More importantly, the study adds to the opinions by Chipunza (2000); Chisita (2011); Tokwe (2011), and Bhebhe (2019) that advocates for the establishment of a policy on libraries that will enforce every school in the country to have a library. The findings of this study could be of relevance to teachers and school administrators and help them understand the importance of school libraries. Furthermore, since there is limited information regarding the reading culture in Zimbabwe, the study will add to the body of literature on school libraries. This could benefit future studies on school libraries and promote a reading culture in schools.

## 1.8 Justification for the study

School libraries play an important part in encouraging a passion for reading (Danladi and Soko 2018); cultivating a positive attitude to reading and accessing functional school libraries would influence the development of a reading culture among high school learners (Mulauzi and Munsanje 2013). The decline in reading culture has caused scholars such as Oji and Habibi (2011); Dent and Goodman (2015); Dandladi and Soko (2018) to investigate how libraries can revive reading in Africa. The reading culture in Zimbabwe has been on the decline due to harsh economic conditions, which resulted in high cost of books, lack of functional school libraries, lack of appropriate reading material and the advent of ICTs (Chisita 2011; Makaudze and Kangira 2016; Nyoni et al. 2017). Previous studies report that most schools in Zimbabwe do not have purpose-built libraries (Chipunza 2000; Tokwe 2018). As a result, further research is needed to demonstrate how school libraries may be used to foster a reading culture. Researchers in Zimbabwe, such as Chisita (2011), Musingafi and Chiwanza (2012) and Makaudze and Kangira (2016), have concentrated more on the role of public libraries in encouraging literacy and reading culture. Hence, there is an existing gap

regarding the link between reading culture and school libraries in Zimbabwe. This study thus contributes significantly towards filling the gap.

## 1.9 Limitations, Delimitation and Scope of the study

Delimitations are attributes of research that confine its context and define its boundaries (Simon 2013). They are concerned about the parameters researchers choose to utilize as the confines or limitations of their work in order to keep the study's goals and objectives from being unattainable (Dimitrios and Antigoni 2019). The limitations of this study are defined in the formulated objectives, research questions, and theoretical framework. The target population and the problem investigated in the study both clearly define the study's scope. The first delimitation was the choice of the problem itself. This study focuses on the role of school libraries in promoting a reading culture in the four high schools in Chinhoyi, Mashonaland West Province, Zimbabwe. The high schools in Chinhoyi were targeted to inform this study. The research is confined to form four and six learners only because they are more experienced readers who have been in the school system longer than other learners. However, the results of the study will also benefit other high schools working towards promoting a reading culture among learners.

## 1.10 Definition of terms

### 1.10.1 Library Resources

Library resources are print and non-print products present in school libraries that fulfil teachers' and learners' educational and individual information requirements (Afolabi 2016). Infrastructure, equipment, and collections of educational materials are among the physical and digital resources of a school library (IFLA 2015:32). The library media centers' main purpose is to provide resources to improve and support the school's instructional program, as well as to encourage learners to become responsible lifelong learners through meaningful resource-based and process-based activities and research.

### 1.10.2 Reading culture

Reading culture may be defined as an individual's transformation of all information and abilities gained via the act of reading into a way of living in society (Türkel, zdemir, and Akbulut 2019:197). The habitual and frequent reading of books and other sources is referred to as reading culture (Ogugua et al., 2015). In this study, a reading culture is

described as attitudes, beliefs, and behavior that encourage learners and the school community to engage in all activities related to reading, thereby strengthening and preserving the culture.

### 1.10.3 School library

A school library is both a physical and virtual learning space in which learners' information-to-knowledge journeys, as well as their personal, social, and cultural development, are shaped via reading, inquiry, research, thinking, imagination, and creativity (IFLA 2015:16). A school library, according to Mojapelo (2014), is an educational resource facility for learners and instructors in a school setting. According to Agbo (2015:1), school libraries are libraries placed in pre-tertiary institutions such as nurseries, primary and secondary schools, with the goal of contributing to the intellectual progress of learners. Learning and teaching activities in every school require the use of a school library, which serves as an information and an innovation center (Shonhe 2019:2). Learners and instructors can learn about reading, self-education, and lifetime learning at a school library.

### .1.10.4 School librarian

A school librarian is a trained professional who is responsible for the development and operation of the school library, including interacting with the public library and other school libraries, with the support of proper staffing and coordination with all stakeholders in the school community (School Library Manifesto 2015, IFLA/UNESCO). School librarians are trained to teach learners literacy skills such as knowledge literacy and digital literacy. There is little doubt that school librarians have a responsibility to organize events that encourage learners to appreciate reading (Dominguez, Garcia, Martino and Mendez 2016:238).

### 1.11. Preliminary Literature Review

Research on the importance of school libraries in encouraging a reading culture are included in the literature review. The study objectives inspired all the topics in this section. The researcher's knowledge and grasp of the topic under discussion were assisted by the literature review. Thus, it informed the researcher about the problem or the questions that the researcher intends to investigate. This research used e-journals found via online databases, publications, conference proceedings, ebooks,

and grey literature for the literature review. It also provides a theoretical framework underlying the research, the Social-cultural theory by Vygotsky.

### 1.11.1 Theoretical framework

The social-cultural theory by Vygotsky emphasises the interaction of developing people with the culture in which they live (Anderson and Macleroy 2016:109). The socio-cultural theory also suggests that human learning is largely social. The researcher chose to use this theory because it was successfully applied by other researchers in information sciences, such as Erika and Steres (2011), Ogbonna and Eze (2015) and Molapo DC 2016). According to the socio-cultural theory, human cognition develops through participation in interpersonal circumstances where a person interacts with other people, things, and events (Wang, Bruce and Hughes 2011). According to this theory, reading a variety of works that promote different cultures leads to a better socio-cultural comprehension of what one is reading. A more detailed literature review and the theoretical framework will be discussed in Chapter 2 of this dissertation (See Chapter 2).

### 1.12. Research Methodology

The procedures used to find, select, process, and analyse material on a specific topic are referred to as research methodology (Gray 2014:19). The researcher's epistemological position and theoretical viewpoints will influence this approach. An explanation of the research methodologies employed in this study reveals how, where, and when the investigation was carried out. It explains what was achieved and how it was done during the research. The interpretative research paradigm was used by the researcher to better grasp the reality of high school learners' reading culture.

The qualitative research method was applied in this study. The qualitative method assisted the researcher in comprehending difficult conditions and developing solutions to the problem (Aspers and Corte 2019). This study employed an exploratory case study research approach. The case study approach allowed the researcher to acquire a vast amount of data that would have been impossible to collect using conventional research methods. Exploratory studies aim to learn more about what's going on and ask questions about it (Saunders et al., 2015).

The study's participants were chosen through purposeful sampling. Purposive sampling assisted the researcher in identifying people who were familiar with the study

problem and research question (Creswell 2014). Data was collected using focus group interviews, document analysis and questionnaires. Data from focus groups and individual interviews were transcribed, and information records were analysed. By reading the interview transcripts repeatedly, the researcher gained an in-depth understanding of how school libraries promote a reading culture in high schools (See Chapter 3 for more detailed methodology).

## 1.13 Ethical considerations

Ethics are sets of ethical concepts used to teach moral choices of behavior and relationships, and they guide research (Gray 2018:70). After the research proposal was accepted, the researcher completed the Ethical Clearance Application of the University of South Africa. Ethics are sets of ethical concepts used to teach moral choices of behavior and relationships, and they guide research (Gray 2018:70). After the research proposal was accepted, the researcher completed the Ethical Clearance Application of the University of South Africa. To ensure adherence to ethical considerations, the researcher sought permission from the Ministry of Primary Secondary Education in Mashonaland West District Office to perform the study on the role of school libraries in promoting a reading culture in Chinhoyi's four high schools in, Mashonaland West Province, Zimbabwe.

The Unisa Policy guided the researcher on Research Ethics (2016) which seeks to ensure that moral and academic intellectual tradition prevails among the staff and students at the university and is applied in research practice, protecting the rights and interests of human subjects, organisations, animals, and the environment. This study included ethical factors such as informed consent, confidentiality, and source acknowledgement. Participants were told not to enter their names on the questionnaires, the participants' privacy was protected, and the information they supplied was treated securely and anonymously. Appendix E contains the researcher's application for an Ethical Clearance Certificate.

## 1.15 Structure of Dissertation

The study is organised in the following five chapters:

Chapter 1. Introduction and background to the study. It provides an introduction and background to study, the statement of the problem, and the purpose of research. The

elements outlining the school library as a model institution in promoting reading culture are explained in detail.

Chapter 2. Examines literature on the role of school libraries in promoting reading culture. The review looked at the most significant preceding studies on reading culture and the libraries' role in promoting reading culture. The theoretical framework of the research was also discussed. The literature review provided valuable information that addressed the objectives and research questions .

Chapter 3. Research Methodology.

The methodology section discussed research methods used in the study and highlighted the study area, including calculations of sample sizes.

Chapter 4. Presentation of the findings of the study.

Data gathered during the study from the respondents of Chinhoyi's four high schools was presented.

Chapter 5. Summary of the main findings, conclusions, recommendations, and suggestions.

This chapter provided a summary of research findings, conclusions, recommendations, and suggestions for further research.

References and appendices are at the end of the study.

**1.16 Chapter Summary**

This chapter provided an overview and context for the research issue. It described the problem as well as the study's aim, objectives, and research questions. Furthermore, this chapter justified the study's significance, scope, and an outline of the dissertation's organization. The study's theoretical framework and literature review are presented in the next chapter (Chapter 2).

# CHAPTER TWO

## LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### 2.1 Introduction

The preceding chapter discussed the background to the study, statement of the problem, purpose and the significance of the study, justification for the study, research questions, and research methodology. The chapter also discusses the study's theoretical framework, based on Vygotsky's theory (Vygotsky 1978). All the topics in this section are derived from the research objectives.

A literature review involves the method of searching for, reading, reviewing, and synthesising current work on a topic or the resulting written summary of the research (Leavy 2017: 57). Literature review explains the history of the subject matter and crucial literature sources, explaining the most critical issues and redefining the emphasis of the research lead to one or more research questions (Gray 2014:53). Literature review plays a critical role in research since it seeks to rigorously synthesise knowledge and information that will aid and establish gaps in the area being studied (Sylvester, Tate, and Johnstone 2013). Paré, Trudel, Jaana, and Kitsiou (2015) supported that literature reviews are important for developing new frameworks and theories, as well as identifying themes or concerns that require more examination. As a result, it may give a theoretical foundation for the proposed study, demonstrate the existence of a research topic, rationalize research as adding to cumulative knowledge, or justify the proposed study's methodology and approaches (Pare et al 2015; de Guinea and Paré 2017). The literature sources used in this study were consulted from books, journals, the internet, newspapers, and grey literature.

### 2.2    The significance of a literature review

A literature review tries to give a foundation for understanding the topic under investigation. It provides a framework for establishing the study's importance and a foundation for comparing results to other studies (Creswell 2014:28). The literature review includes studies on the topic of the role of school libraries in promoting a reading culture. It also identifies the necessity for more research and the relationship between related works and other works. The results of other research that are closely related to the one being conducted are shared with the reader in the literature review (Creswell 2014: 28). A significant advantage of the review is that it guarantees the

researchability of the subject before actual research begins. (Hart 2018:14). Another aim of the literature review is to examine the various methodologies and methods of data collection used by previous researchers in related matters (Snyder 2019). This would help the researcher identify the different strengths and flaws of the methods used. A comprehensive literature review can allow the researcher to answer questions about the study.

A literature review seeks to provide a comprehensive assessment of previous research on a topic. In general, a literature review summarizes the present state of research on a certain issue by major scholars in the field, assesses ideas and hypotheses that exist, outlines challenges, and indicates areas that require additional investigation (Hawley 2016; Knoetze 2018). There are several kinds of literature reviews, such as traditional or narrative reviews, historical reviews, methodological reviews, and systematic reviews. A narrative literature review and a systematic literature review were conducted for this study.

According to Leavy (2017: 56), a literature review is significant at different stages of the study. The researcher will initially conduct a review of the literature to learn more about the research subject. During this stage, the literature review assisted the researcher in determining whether the subject is relevant and worthwhile for research, narrowing the topic and moving from a general concept to a researchable topic, and determining the research direction so that the researcher knows whether he or she will be building on previous work or filling a gap in the literature. The literature review eventually helped to define research intent, hypotheses, and research questions (Leavy 2017).

## 2.3 Literature review map

The literature map is a graphic representation of a subject's research literature that indicates how a study contributes to it (Creswell 2018: 84). As emphasised by Creswell (2018), the goal of the literature review map is to identify what is unknown about a topic rather than to present what is known. Generating a literature review map is a very beneficial graphical technique that aids you to envision links and close relationships between factors (Leavy 2017:60). Mapping shows the relations between various writings and can assist in identifying issues such as proximity and relationships in terms of concepts and results (Lingard 2015).

Ogbonna and Eze (2015) noted that literature reviewing mapping is of great importance as it clarifies the research gap and addresses the research problem regarding dissecting the past and present studies on the topic. Therefore, the literature review can only be completed after identifying the research topic, aim and objectives of the studies and the research problem. In the case of this study, the focus will be the role of school libraries in promoting reading culture in four high schools in Chinhoyi. Hence, the objective of the study is to examine the reading culture among learners at high schools in Chinhoyi, to determine the status quo of school libraries at four High schools in Chinhoyi, to find out the influence of the use of library resources in promoting a good reading culture and identifying strategies that the high school libraries can implement to enhance a reading culture amongst learners. Below in Figure 2.1 is summative of the literature review mapping.

**Figure 2.1 Literature review mapping**
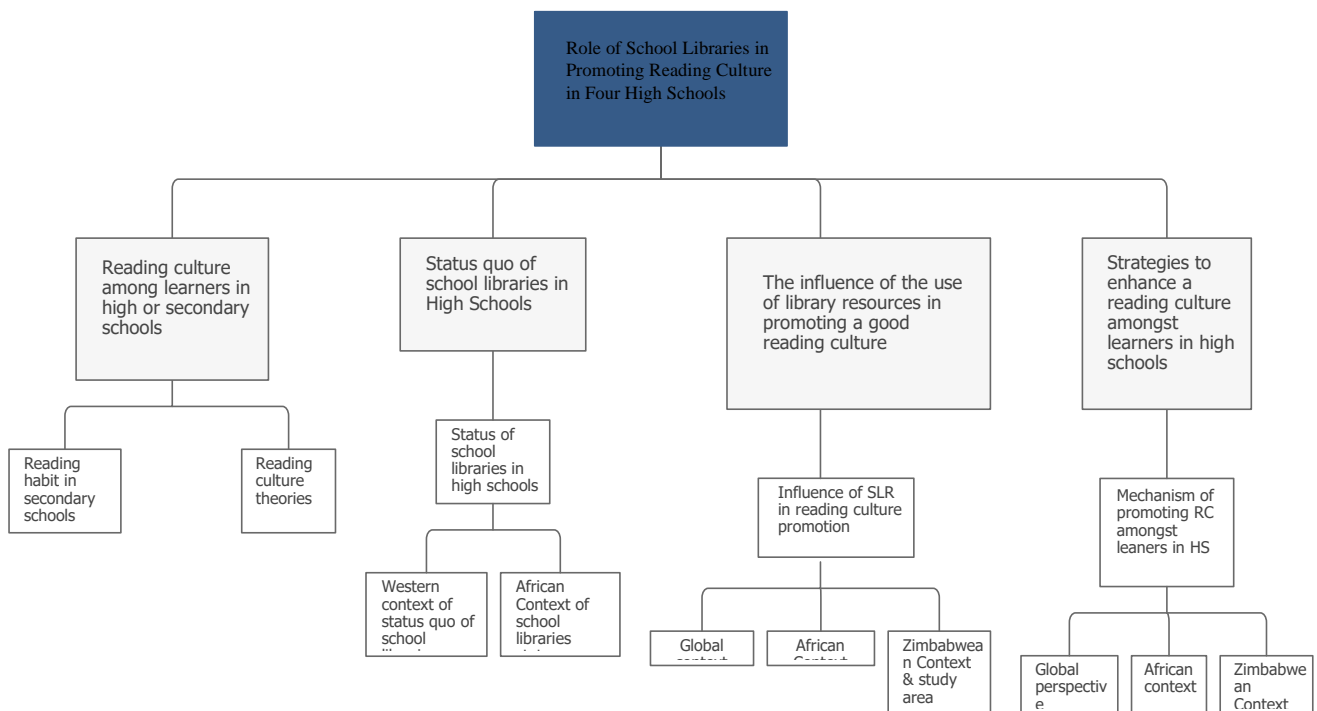
Key

RC – Reading Culture

SL – School Libraries

SLR - School library resource

## 2.4    Theoretical framework

Adom, Hussein and Adu-Agyem (2018) asserted that a theoretical framework describes the track of study and is strongly grounded in theoretical concepts. As noted by Creswell (2014), the purpose of a theoretical framework is to make study results more significant, justifiable to the research field theoretical constructs, and guarantee generalisation. The theoretical framework also boosts a study's empiricism and thoroughness; thus, it is no overemphasis as Imenda (2014) suggests that a study gives life to theoretical and conceptual frameworks.

A study can benefit from the theoretical framework in a few ways. It establishes the framework for describing how a researcher characterizes his or her research in terms of insight, epistemology, and science (Grant and Osanloo, 2014). Ravitch and Carl (2016) agree that using the theoretical framework as a guide can help researchers organize and contextualize formal theories in their research. This establishes the study as intellectual and scholarly. Furthermore, the theoretical framework is designated as the study's focus and is pertinent to the exploration problem under investigation. Consequently, a theoretical framework controls an analyst's exploration structure and information investigation plan. The theoretical framework also directs the information to be accumulated for a specific report (McKinley 2015). The theoretical framework, consequently, helps the researcher find a fitting exploration approach, systematic techniques, and methods for his/her study. It increases the significance and generalizability of study findings (Akintoye, 2015). Imenda (2014) unmistakably sets that exploration without the theoretical framework needs exact heading to the pursuit of formal writing and scholarly conversations of the discoveries from the examination. For different researchers in the field of request, the theoretical framework gives a typical perspective or focal point from which to help one contemplate the issue and examine information (Grant and Osanloo, 2014). This study will be supported by social-cultural theory.

### 2.4.1  Social-cultural theory by Vygotsky

The socio-cultural theory also proposes that human learning is mostly a social process. Social-cultural theory evolved from the work of influential psychologist Lev Vygotsky, who assumed that parents, guardians, peers, and society were accountable for creating higher order functions (Vygostsky 1978).  The researcher used this theory because it was successfully applied by other researchers in information sciences, such as Ogbonna and Eze (2015), on examining reading culture among secondary school learners in Nigeria. They found out that the reading level is influenced by the learner's reading environment. They also observed that perhaps the availability of different types of reading tasks by a rather knowledgeable person such as the teacher/librarian would assist in enhancing the learner's reading abilities. Ng'ososey (2017) used the social-cultural theory in her study on the use of the school library to develop a reading culture among secondary school learners in Kenya.  The researcher noted that Vygotsky's theory proposes that learning is a social and interactive process that originates from human intelligence and support in society or culture. It further observes that social interaction with other people in an environment plays an important function in developing cognition among children. The learner must also cooperate with the experts to achieve higher competence. The socio-cultural theory defines human cognition as formed when a person communicates with other individuals, objects, and events through social activities (Wang, Bruce, and Hughes 2011). This theory argues that one gains a deeper cultural and social understanding of what one is reading by reading various texts that reflect a diversity of cultures.

Nywage (2014), supporting the use of socio-cultural theory in his study on examining reading culture amongst high or secondary school learners, indicated that the presence of oral tradition in Africa, leverage a child's emerging literacy development through the creation of an oral and print-rich environment which provides access to spoken language through rhymes and riddles, songs, books, writing and drawing supplies, and literacy play materials. These methods constitute essential cultural factors within the context of Socio-Cultural Theory (Vygotsky, 1978), as they mediate experiences of children's literacy at home and school. The social interaction between the adult and the child is vital in this development phase because the latter learn literacy through communication and participation in literacy activities.

The socio-cultural aspect of the learning process may play a significant role in acquiring various types of literacy. Socio-cultural theory regards the educational process of cognitive and learning skills as crucial (Polly, Allman, Casto and Norwood 2017). Key aspects fundamental to Vygotsky's theory are the Socio-cultural and Zone of Proximal Development (ZPD) (Bodrova and Leong 2015:376). The ZPD, as explained by Helou and Newsome (2018), can be applied when teachers use the integrated reading comprehension evaluation to foster and maintain a reading culture at school. Reading is, therefore, a vital means of acquiring information and expression of thought, particularly in this modern world of science and technology, that demands that one be able to take an intelligent and rational interest in events in one's environment and the world at large. Reading offers the knowledge required for broadening our understanding of things.

A study by Aliyu and Yakubu (2020) on implications of socio-cultural theory on secondary learners' reading comprehension noted that socio-cultural theory describes human cognitive development, which is centred on social and cultural development. This theory proposes that culture and society are linked to cognitive development, and learners develop new information through social interaction and collaboration (Hurst, Wallace, and Nixon 2013). When learners create meaning and acquire new knowledge with the assistance of other learners, the learning context and the environment depend on the resources that society provides. The school is one of the s socialisation structures of which the school library is part of.

Iftanti (2015) noted that reading is not only occurring as a means of entertainment and as an important life skill. It is an ability that must be developed from the learner's formative years. Like other habits, reading is developed in an individual over a period of time (Owusu-Acheaw and Larson 2014). As a long-term routine, reading is a major opportunity to the knowledge room. Reading habit is an essential tool to create individuals' personalities and mental capacities in this context.

### 2.4.2 Using socio-cultural theory

The use of sociocultural theory in assessing reading culture remains relevant as this process emanates from the environment that individuals exist in. In a study by Daniels and Steres (2015), "examining the effects of a school-wide reading culture on the engagement of middle school students" it was demonstrated that the majority of

learners and teachers thought that time dedicated to silent reading through a formal, organised approach and focus on school-wide reading significantly contributed to the development of a school-wide reading culture. It has also emerged that motivation plays a critical role in promoting reading culture amongst secondary school learners (Mulauzi and Munsanje 2013; Danladhi and Soko 2018). In this setting, the material, mental, psychological, interpersonal, social, institutional, cultural, and historical circumstances all play a role in the reading process. Learners' motivation and willingness to participate are influenced by the exercises they participate in, their interactions with peers and adults, and the physical aspects of their learning settings (Hurst, Wallace, and Nixon 2013). Language, technology, social interactions, communication, and any other factors of the physical environment that affect learning, meaning, and cognitive maturation are all considered context in socio-cultural theory (Shabani and Ewing 2016).

The culture of reading becomes a concerted effort where the different parties like the society, parents and school get involved continuously. The viewpoint underlying socio-cultural theory is that it is part of learning and the role that community, interaction, and collaboration play in quality learning (Polly, Allman, Casto and Norwood 2017). One cannot overemphasize the value of reading to the individual and society. Otike (2015) emphasizes that children should be taught from a young age to inculcate a reading culture. This is because the culture of reading evolves over an extended period, and early encouragement would most likely turn it into a lifetime habit. Therefore, the dilemma is to embed the reading habit in children so that it is as essential as sports and other leisure activities (Otike 2011). Maybe then, it will directly reduce the impact of negative media influence.

Oyewole (2017) argues that learning is, in the broadest sense, any act or experience that has a foundational effect on an individual's mind, character and physical capabilities. The attributes of socio-cultural theory cannot be overemphasized, and hence school libraries are part of the education system that contributes to the contextual setting where reading culture could be developed consciously and unintentionally (Ruterana2012, Dandladi and Soko 2018).  In the development of education, reading and learning is a significant one, since reading promotes and strengthens the learning process, and the effects of successful learning contribute to the development of high educational, moral and skills. The accumulation of such

accomplishments by a significant number of people engaged in reading and learning can contribute to the academic development and growth of these people, including society. A highly intelligent and educated society becomes the breeding ground for truly innovative ideas that can turn society for growth and development (Busayo 2011; Oyewo, 2012). Tella and Akande (2007) argue that reading ability is a skill that can change life and society. When its people cannot learn, no community and nation can dream of significant growth. It is easy to mobilise an informed populace for political, social, economic, and technological growth hence reading is the cornerstone of national growth and economic development.

A study by Ng'ososey (2017) aimed to establish how the school library can be used to nurture a reading culture among form three learners using a socio-cultural learning theory. A social-cultural theory proposes that reading is usually achieved socially. It was envisaged that learning in children occurs at two levels; at the first level, interaction occurs with others, then knowledge is integrated into an individual's mental structure. At the second level, every child has the potential for cognitive development, although it is limited to the Zone of Proximal Development (ZPD). Ng'ososey noted that this theory was closely linked to the study in that learners need to engage in tasks with which they can be successful with assistance provided. Assistance in this nature is regarded as a variety of interesting reading materials in various forms, provision of a library period in the timetable, encouragement from teachers and librarians, and motivation. This study noted the theory stressed that a child needs to have strengths identified and built upon. It is based on the ground that he/she is fully dependent on other people and what he/she does today in cooperation can be done independently tomorrow (Vygotsky, 1997). This theory could be effectively applied in this study to assume that all learners can develop a reading culture given supportive teaching and an effective learning environment.

## 2.5 Link between theoretical framework and research problem

This socio-cultural theory could suit the present study as it explains an individual's (high school learner) reading culture, such as love of books, reading for enjoyment and fun can be influenced by the contextual environment in which such behaviours are practised and where he/she is living. This is due to interacts the individual's exposure and interaction with role models. Hence, the image that this theory builds is

based on behaviour transmitted to youth (teenager high school learners) through interaction and modelling with reinforcement.

Almost all the research on reading in the Zimbabwean context does not offer enough proof of reading comprehension teaching and testing. Given that there is limited research regarding how school libraries can promote a reading culture in Zimbabwe (Bhebhe 2019), researchers such as Huwari (2019) reveal several approaches used by Jordanian teachers of English as a Foreign Language (EFL) in teaching reading comprehension, such as teaching vocabulary and preparation for reading materials. Although some researchers have attempted to provide solutions to the issues of teaching comprehension reading, improving the understanding of the reading of learners is still one of the critical problems teachers face in classrooms. Approaches that might increase the learners' ability to read are also required. Hence, this research describes learners' views on the problem-based learning approach to their understanding of reading and makes recommendations for teachers to understand the reading challenges encountered. The study also reviews reading comprehension from the socio-cultural perspectives to encourage researchers to conduct more empirical studies to provide effective methods for promoting reading culture in the Zimbabwean context.

In the above section, the researcher explained the significance of the literature review and the theoretical framework that guided the study, which is Vygotsky's socio-cultural theory. The following sections focus on the literature in alignment with the objectives of the study.

## 2.6    The global overview of reading culture of learners in high schools

The school library selects and provides access to information sources that stimulate and sustain the learners' interest. Several studies have been carried out on the reading culture of learners in high schools. Reading culture can be defined as gaining knowledge and skill through reading (Türkel, Özdemir and Akbulut 2019:197).

Reading is a term that is often referred to as communication between the mind and printed materials, which involves grasping the meaning, message and thought. It enriches the readers' imagination and stimulates their intellective growth faster (Ibrahim, 2014). Reading can be defined as a learned activity of using the written word to seek education, information, or amusement. Reading books, journals, periodicals,

and electronic information can help you develop this skill. Therefore, reading habits are identified as the most important mediators of learners' achievements in education and lifelong learning (Owusu-Acheaw 2014). Reading becomes a habit when a learner has developed the enthusiasm for making reading a continuous process and a life-long activity.

The learners' reading habits have often been a matter of great concern to teachers, parents, publishers, librarians, and other stakeholders. An awareness of learners' reading habits and preferences help them take the appropriate steps to encourage children's reading (Kavi, Tackie and Bugyei 2015). It is generally accepted that lifelong reading practices can be best instilled and nourished early (Chettri and Rout 2013; Nagaraja and Jesudoss 2017). Nonetheless, there is a common consensus among adolescents that study reading is prioritized above recreational or voluntary reading. Indah, Raudhatul and Hilma (2019) noted that while Singapore learners would not hesitate to read school-related resources, it remains an uphill task to inspire lifelong readers who read for enjoyment. In the Philippines, reading culture decreases because there are few operational school libraries (Sta and Cruz 2019). Learners are privileged if there is a school library in school settings, which private school learners are fortunate to have. School libraries are a rarity in the public schools where chronic textbook shortages persist, and they usually have no professional librarians to manage the library.

### 2.6.1  Reading culture among learners in high or secondary schools in Africa

Reading culture is a stimulus for economic development, as it develops an income-generating individual who has the necessary abilities in reading and writing (Wema, 2018:5). Reading culture promotes lifelong learning skills when applying critical thinking and problem-solving competencies. Reading is essential in everyone's life and every school system. Florence, Oyeka, Hameed and Oseni (2017:106) acknowledged that reading improves the standard of living, strengthens, and brings people into a unifying force.

Ailakliu and Unegbu (2017) opine that the practice of reading is a thoughtful procedure focused on the understanding of written words. Therefore, Ogugua, Emerole, Egwim, Anyawn and HacoObasi (2015) asserts that reading does not occur supernaturally. They observed that learners must be exposed to reading very early in their lives, and

schools should set up libraries, then train teachers and librarians with abilities to teach the learners reading technique habits. Akande and Oyedapo (2018) expressed that establishing good reading habits would strengthen the comprehension and lifelong learning skills of secondary school learners.

Ogbonna and Eze (2015), in their study on reviving the reading culture in Nigerian schools, indicated that reading is an action that sharpens readers' minds and character, eventually one's intellect improves. It was also noted that learners who have a passion for reading, also enjoy learning as it becomes relevant to improving their reading ability and self-conceptualisation. This study found that learners engaged in reading are good writers and extensive reading helps make the writing skills significantly better; thus, learners who read more develop a reading culture. Akande and Oyedapo (2018) assume that having a reading habit requires the development of an optimistic attitude of reading among learners through a period of time. Libraries need to formulate an effective way to encourage reading culture, as school libraries are custodians of school information resources (Danladi and Soko 2018).

### 2.6.2 Reading culture among learners in high schools in Zimbabwe

Zimbabwe presently possesses the highest literacy levels in Africa (Makaudze and Kangira 2016). Surprisingly, such an encouraging situation is not matched with an equally high reading ethos, consequently, the high literacy levels are reversed by low reading culture (Makaudze and Kangira 2016). However, the reading culture in high schools in Zimbabwe has decreased because learners only read for examinations purposes (Tapureta 2014). The December 2014 Literature Festival hosted in Harare noted the diminishing reading culture is worrying African authors nowadays (Tapureta 2014). Makaudze and Kangira (2016:1199) observed that teachers, principals, learners, and parents agreed that Zimbabwe's education system was highly inclined to pass an examination. They further noted in their study that teachers claimed they were encouraging learners to read books in the syllabus. This leaves the learners with even less time to read at leisure.

Another factor contributing to the deteriorating reading culture within high schools in Zimbabwe is the high cost of books and living (Nyavaya 2015; Makaudze and Kangira 2016). Parents, school administrators, and the public stated that the cost of purchasing

or accessing reading material such as magazines, newspapers, and books, even on the internet was too expensive for many Zimbabweans (Makaudze and Kangira 2016). Another factor contributing to the declining reading culture in Zimbabwean schools is limited access to books in local languages (Nyoni et al., 2017). Makaudze and Kangira (2016) noted in their study that most libraries within schools have more literature in English than in the local language, even though reading material in local languages is relatively cheaper.

Technology has highly affected the increase of reading culture of learners (Kumara and Kumar, 2018). The dawn of Information Communication Technologies (ICTs) has negatively impacted learners' reading abilities. Researchers such as Mlay, Sabi, Tsuma and Langmia (2015), Kumara and Kumar (2018), Hymavathi and Surendra (2018) have researched the impact of ICTs on reading culture and found that reading culture among learners is on the decline due to the offshoots of technological advancements. Tokwe (2018) ascribed the collapse of reading culture among Zimbabwean learners to the internet trend, a lack of academic competitions, a lack of functional school libraries, a lack of storytelling in the school curriculum, and high book prices.

A study by Makaudze and Kangira (2016) examining possible underlying causes of declining reading culture and the possible intervention strategies amongst learners in secondary school learners in Zimbabwe revealed several findings. The study's findings concluded that stakeholders in education, including parents, school authorities and the public, believe that accessing reading resources were expensive and beyond the reach of the majority. The researchers discovered numerous findings: exported books sold at popular bookshops (like Baroda Trading) intended for schools, and tertiary institutions were overly priced to recover import duties. Publishers have highlighted that they usually incur substantial costs in the publishing process and set book prices high to recoup their expenses (Munjanganja and Machawira 2014:8).

Lack of functional school libraries has also played a role in the declining reading culture among learners in Zimbabwe (Bhebhe 2019). One of the school library's key objectives is to encourage a passion for reading and foster a reading culture among users (Ng'ososey 2017; Danladhi and Soko 2018). The library's complementary role in promoting, and inculcation of reading culture in Zimbabwe should be appreciated.

### 2.6.3 Relationship between school libraries and development of reading culture

The development of reading culture cannot be traced without focusing on how parents, schools and society perceive reading. Alex-Nmecha and Horsfall (2019) established that reading culture is very important as emphasised by Paulo Freire (1970) in his book, "Pedagogy of the Oppressed", when he states that reading is not simply a comprehension of the written word or language, rather it is preceded by and intertwined with knowledge of the world. Freire's term "conscientization" implies that an individual shapes him/herself and society through literacy (Pedagogy of the Oppressed, 1970). Therefore, reading is a very relevant skill that, when developed, creates a literate society that produces well-informed citizens and promotes advancement through individual fulfilment and collective progress.

A school library serves as both a physical and virtual learning environment where reading and creativity are central to learners' information-to-knowledge journey and their personal, social, and cultural growth (IFLA 2015:16). Mojapelo (2014) defines a school library as an educational resource center for learners and teachers in a school setting. Agbo (2015:1) described school libraries as libraries in pre-tertiary institutions, designed with the purpose of contributing to learners' intellectual growth. School libraries may act as resource centres, learning facilities and recreational reading centres.

A school library is a space where learners are inculcated and nurtured to support literacy, self-education, and lifelong learning. A school's resource centre is essential to any school's knowledge and instruction duty, as it serves as the nerve centre for creativity (Shonhe 2019:2). According to IFLA (2015), the resource centre's task is to provide knowledge and thoughts that are useful in today's digital society and provide learners with information literacy skills and develop their minds, thus enabling them to be in charge of their lives. Therefore, librarians ought to work closely with teachers by encouraging an interest in books, thus promoting a reading culture (IFLA 2015). The school library should help learners to develop literacy skills that will help them to search for information by themselves. This will enable learners to build problem-solving, active learning approaches and library use.

A study by Oriogu (2015) noted that the function of a school library cannot be overstated since it provides the necessary material for different categories of learners

by creating a conducive environment that encourages reading and learning. The study also found that most Nigerian schools lack functional libraries or skilled librarians to manage their reading resources. According to Lulu-Pokubo and Akanwa (2017), the presence of learning facilities has a good impact on learners' reading habits. It went on to say that high school learners used the library on a regular basis, and that there was a link between their use of the library and their reading habits.

Ng'ososey (2017) indicated that school libraries offer access to learning material from which learners gain academically and develop their insights. They help promote reading for study, exam preparation and personal development through lifetime learning by offering resources that provide more detailed and varied research than individual study in the classroom. The above demonstrates that in the school setting, the reading habit is acquired, cultivated, and reinforced and that one of the school library's main objectives is to encourage and foster a reading culture among learners.

Through a school library, learners can learn and develop their reading competencies. Libraries encourage lifelong learning through reading for information, enjoyment, exam preparation, and personal development. Libraries provide a broader and more diverse information base than traditional classroom study. Voluntary reading develops language abilities, strengthens learners understanding, and aids them in their academic endeavors. Learners who read will have more background information and will be able to explore new concepts or subjects more easily and enjoyably (Edeole and Adejoke 2016).

## 2.7 Status quo of school libraries in high schools in Chinhoyi

There are three government high schools in Chinhoyi, i.e., Chinhoyi High School, Nemakonde High School and Chemagamba High School, as well as one private high school: Lomagundi College (Ministry of Primary and Secondary Education 2017). The schools provide education facilities to students from Form one to six. Chinhoyi High School has a functional library that caters for forms four to six learners, staff and the entire school community, while learners from lower levels (Forms 1 to 3) cannot use the library. The library is in a small room within the school administration block. The school library is not automated, relies on using the handwritten method of writing down the names of borrowers in a book. The school does not have a qualified librarian to manage the library, and schoolteachers run the library. Most books in the library are

outdated and do not have the information most students will read. Learners and staff are automatically members of the library upon registration and have access to the library.

Nemakonde and Chemagamba High Schools have small rooms designated for the library. All learners at these two schools can use the library. The teachers manage the library, and most books in the library are textbooks that are used for studying. The school's library relies on donations mainly from the local university, which is not relevant to the curricula.  The libraries are not computerised and does not offer reading materials for leisure.

Lomagundi College is a private school on the outskirts of Chinhoyi Mashonaland West province capital, about 130 kilometres northwest of Harare, on the Harare-Chirundu highway. The school has learners from different cultural backgrounds and has a functional library that caters to all learners. A professional librarian manages the library, and most of the books in the library are relevant to the curricula offered by the school. The library is computerised, and learners can use the internet to search for information.

## 2.8    African Contextual perspectives of influence of library resources in reading culture promotion

Information remains the centre of human development, and knowledge is power because once one knows something, it cannot be taken away once one has acquired it.  Libraries have a great responsibility of contributing to and supporting the learning environment. School libraries provide learners with access to reading materials to improve their reading skills by giving a diverse array of reading materials that offer broad and diverse information that classroom study alone cannot provide (Edeole and Adejoke 2016:147)

According to Lulu-Pokubo and Akanwa (2017:6), library resources are crucial tools in education because they promote the teaching and learning process of learners (Lulu-Pokubo and Akanwa 2017:6). The library resources, if sufficiently provided, can also aid in the promotion of the culture of reading in schools. Mojapelo and Fourie (2014) observed that using library and information resources makes it possible for learners to become efficient information seekers. Mojapelo (2016:1) proposed that developed and well-organised services for school libraries are vital to improving reading and

information literacy abilities, especially for learners. It is crucial to the acquisition of lifelong learning and independent learning. It is hoped that if learners are encouraged to read, they may become role models, an example which the librarians themselves could also do.

People read for a variety reason, including reading for life requiring an instant reaction to a circumstance and seeking solutions to their everyday lives, or it can also be goal-oriented where one reads for the world's general knowledge. Reading can be for pleasure, which is done for its own sake and not under pressure or academic purposes (Akande and Oyedapo, 2018:16; Adam, Barrat-Pugh and Haig, 2019). Akande and Oyedapo (2018) concurred that reading culture is a component of a particular culture shared and valued highly by society. Reading is considered an essential skill that helps people gain the information they need in everyday life. The desire to add to our existing knowledge seek individual self-improvement, and re-creative purposes should drive people to read. Reading and writing are insufficient to create a reading culture, but it must become a habit to constitute a reading culture. It is the development of a mindset and acquisition of skills that make reading an enjoyable, frequent, and continuous practice.

Moreover, Ng'ososey (2017); Adesulu, Adewole and Amos (2017) contend that a library is a sanctuary for the enquiring spirit. It is regarded as a collection and acquisition of books, graphic materials, pamphlets, newspapers, magazines, manuscripts, films and microfilms, tape recording and computer tapes organised for use (Ng'ososey, 2017). This obligation is entrusted to language teachers using library lessons (Otike 2011). In Kenya, there are no initiatives in high schools to nurture and encourage reading culture. However, some attempts are being made to predict the achievement of reading culture.

Physical attraction are also features that a school library will need to encourage high school reading culture in terms of space, layout, equipment, and furnishings. According to Danladi and Soko (2018) and Lulu-Pokubo and Akanwa (2017), school libraries require both printed and electronic resources to promote reading culture amongst learners. Furthermore, school libraries require space to meet the evolving needs of younger generations to coordinate various activities. When noble intent collide with poor planning, patrons bear the effects (Adesulu, Adewole and Amos,

2017). Space planning requires decision making on how wide spaces are organised and connected in a larger area. Therefore, depending on the school library's merits, the estimated library collection and library services target, the space available for a school library should predict and fulfil a potential requirement. The purpose of the school library is to support and promote the school's educational programs. It is either made desirable to continue educational activities and create a reading culture, or it is made undesirable to discourage learners from reading. Moruf (2015) further argued that the school library needs to be in an environment where learners and teachers have full accessibility.

In their research, Danladi and Soko (2018) found that, most high school learners do not depend on their library and are likely to look elsewhere to fulfil their information requirements due to the lack of library services. Only if resources are available to users, then only can users significantly feel the effect of a library (Association of College and Research Libraries 2017). Library resource availability does not inherently assure its accessibility and use. The dilemma of accessing the information services needed can lead to dissatisfaction from users. Any library's effectiveness depends upon the quality and amount of the information services. In fact, without adequate funds, successful library programs can neither be carried out nor maintained.

According to Otitigbe (2015), to instil a love of reading, learners should be given priority by providing materials that draw their attention. The librarian should liaise with school authorities to ascertain the information services learners will require (Merga, 2019). Bernard and Frankwell (2014) explain that to increase library use, teachers should provide assignments that require learners to use library resources. Learners should be taught how to use various retrieval tools to access information. A school library is more than just a book collection or a reading area. Learners use school libraries to consolidate their reading habits by exploring the new world they may connect to within the library (Oji and Habibu, 2011).

Over the years, Zimbabwe's school libraries have adopted a much more proactive mindset to fostering reading and literacy (Chisita 2011; Musingafi and Chiwanza2012; Makaudze and Kangira2016). Libraries were previously viewed as just a supporting function for education, but increasingly a broader function arose as lifelong learning hubs which now provide current awareness (CAS) and selective dissemination of

information (SDI) (Oji and Habibu 2011:35). Libraries have shifted away from the conventional position of passively waiting for readers to borrow books and refer queries, but to aggressively market their services (Oji and Habibu 2011:35). In Zimbabwe, the standards of education have fallen, and some of the contributing factors are the absence of functional school libraries in schools, thus poor reading culture, poor collection development and lack of skills to utilise the resources (Musingafi and Chiwanza 2012). If learners are imparted with the necessary skills in Information Literacy (IL); they will grow into independent learners with a well-developed reading culture at an early stage of their lives.

## 2.9 Global Perspectives on strategies to enhance a reading culture amongst learners in high schools

There are several other approaches resource centres can promote reading which includes frequent library updating to include books that are popular with learners, for instance, Young Adult literature, comic books, and magazines (Getrost and Lance, 2014). Skilled librarians may also serve as instructors, assisting struggling library users to read through their reading programs, such as book clubs and summer reading programs (Parrot and Keith 2015).

In the United States of America, teachers have used the read aloud method as a strategy to help learners to read. A read-aloud is a teaching method in which teachers read aloud to their learners. Read-aloud is popular in primary schools, but it's equally effective for middle and high school learners (Reed, Swanson, Petscher and Vaughn 2013). Ledger and Merga (2018) argued that children benefit from reading aloud regardless of grade level, socio-economic level, and level of skill or language. Read-aloud may be used as a hook in a lesson to introduce new knowledge or conclude a lesson.

In Australia, teachers have used silent reading. Silent reading is a skill that allows one to read without voicing the words (Merga and Mason 2019). This could include silent speech, described as the internal speech created when a word is read, enabling the reader to envision its sound as it is read. Reading silently strengthens learners' understanding because it enables them to focus on what they are reading, rather than pronouncing individual terms (Marchessault and Larwin 2014). We can form mental pictures of the topic being discussed when we read silently. When you motivate your

learners to read quietly, you help them learn the techniques they need to read quickly and with a comprehensive understanding (Cohen 2011). This is called reading performance, and it will help learners read every text with the greatest attention. Silent reading also seeks to enhance the reading skills for a purpose because the emphasis is on understanding the content without paying attention to pronunciation (Almutairi 2018).

**2.9.1 Strategies to enhance a reading culture amongst learners in African high schools**

Reading is an essential learning tool that forms a vital part of every learning activity and the foundation stone of schooling. Libraries must attempt to bring back the reading interest in the child, and it can only be done if suitable approaches are created and enforced. The reading habit should start at a young age and be instilled during an individual's entire life (Aina, Ogungbeni Adigun, and Ogundipe 2011a). The library's supporting role of instilling and fostering a reading culture in Zimbabwe should be appreciated. Oyewole (2017) observed that technology has severely impacted learners' decline in reading culture.

The National Library of Nigeria has been funding the country's readership promotion program since 1981 (Aina, Okusaga, Taiwo, and Ogundipe) (2011b). This is achieved as part of Nigeria's policy for gingering up the reading community. During their annual library week, academic and public libraries coordinated many readership awareness projects in which elementary and high school learners were encouraged to participate (Alex-Nmecha and Horsfall 2019).Books were distributed to schools, and winners were selected for book prizes to encourage reading. A significant contribution to reading promotion is provision of a wide variety of thought-provoking, and information-rich books (Aina et al., 2011a:174). The availability and easy access to useful material promotes the growth of lifelong literacy. School libraries are the most important repository of books for complementary educational resources and voluntary reading (Aina et al 2011a; Edeole and Adejoke 2016; Ternenge and Agipu 2019). Mojapelo (2016) noted that many schools have no functional libraries at all. The stock in those libraries is massively inadequate to play the intended role (Aina 2011b:174). To promote reading, schools should employ various strategies, including the government in the provision of libraries for schools. Government must make attempts at multiple levels to provide more libraries in schools (Aina et al., 2011b), and individuals should

be encouraged to help promote reading by developing libraries or assisting school libraries that have already been established (Lulu-Pokubo and Akanwa 2017). The above initiative can be achieved by stocking libraries with quality materials that can impact Zimbabweans' lives. For libraries to develop, financing is critical. (Sithole 2012; Tsekea 2015; Bhebhe 2019). Providing sufficient finances to acquire adequate, relevant, and appropriate library resources (Aina et al., 2011a:176).

According to Iloeje (2014), every learner should be encouraged to read and aided in becoming completely proficient in reading to achieve in school, in life, and as a responsible adult citizen. He also recommended that learners should work harder to achieve higher results. It is indeed worth noting that, as mentioned previously, non-governmental organizations (NGOs) have made significant efforts to instil and nurture a reading culture among secondary school learners (Bamidele 2018).

The following methods for fostering the reading culture of high school learners were highlighted by Oji and Habibu (2011) and Akande and Oyedapo (2018). The methods include book exhibition, book talk, story-talk hour, book clubs, mobile reading tents, improved funding, establishing libraries and associating reading with enjoyment were further suggested. Other ways to bring joy to reading are, reading in groups, library excursion and book fair exhibits, and the restoration of mobile library services (Aina et al., 2011a; Edeole and Adejoke 2016; Akande and Oyedapo 2018). Nevertheless, there is a distinct need to allocate each stakeholder's responsibility. As a result, significant members of society should be active in instilling a reading culture in high schools , including parents, teachers, school librarians, school administrators, and the learners themselves. Parents' role in nurturing the reading habits of learners cannot be stressed enough as parents have the advantage in encouraging a reading culture (Ruterana 2012).

Aina et al. (2011b:6) noted in their study of Nigerian school libraries that school libraries are the primary source of complementary instruction and voluntary reading. Libraries in Nigeria are resuscitating mobile library services to promote reading culture. Learners can be encouraged to read and consequently develop a good reading culture through storytelling, reading in unison, forming reading clubs and providing an atmosphere of favourable reading without unnecessary noise and disturbances (Aina et al., 2011b:7).

School libraries have also developed methods to encourage a reading culture in Kenya. Otike (2011:4) noted that the Kenyan government had adopted a policy through the Ministry of Education that emphasised the fostering and development of reading in schools by providing schools with reading books. In schools where there are no libraries, the authorities have established ways to enable learners to access materials for reading.

The Zimbabwean government must increase its financial backing of the education sector by improving the budget awarded to schools so that the responsible ministry would make a serious effort to monitor the successful use of funds earmarked for school libraries. School libraries should also have professionally skilled staff to render services to users. Librarians should coordinate with teachers to promote library usage and its services by offering incentives to learners that would entail regular visits to the library (Danladi and Soko 2018:15).

Makaudze and Kangira (2016), in their study, indicated that reading culture has been viewed from a different angle. The promotion of reading culture has been neglected in Zimbabwe. It was envisaged that one of the ways to promote reading culture was to market books in local newspapers. Publishers can advertise new titles in local newspapers and on the internet to make learners aware of recent publications on the market.

A significant contribution to reading publicity is the provision of a diverse selection of thought-provoking, and information-rich books (Aina et al., 2011b:174). The ease of access to instructional and enjoyable books facilitates the growth of lifelong literacy and development of reading. School libraries are the primary source of complementary instructional resources and voluntary reading (Ternenge and Agipu 2019, Aina et al. 2011a). On the other hand, Mojapelo (2016) noted that several schools have no functional libraries at all. The resources in these libraries, wherever they exist, are inadequate to accomplish their desired purpose (Aina 2011b:174).

Aina et al. (2011a) argue that through storytelling, reading in unison, the creation of reading clubs and the availability of a conducive reading environment, learners can be encouraged to read thus developing a solid reading culture. Ejikeme and Okpala (2016) asserted that professional and qualified librarians be employed to motivate and interact with learners to become good readers in this information age. Furthermore,

librarians should encourage learners with stimulating programs such as quiz clubs and debates, mobile library services and reading contests. In Zimbabwean cultures, storytelling is an essential and lifelong form literacy expression. Librarians should promote the "integration of oral literacy and storytelling into the school curriculum, particularly in schools"(Aina et al. 2011a; Oji and Habibu 2011; Hanifi, Karamali, Zohreei and Amini 2017). Telling fascinating stories to children encourages their attention and curiosity, enhances their comprehension skills, and helps promote voluntary reading (Chisita 2011; Ogbonna and Eze 2015; Agyemang 2017).

Aina et al. (2011a) observed that learners must not be restricted to promoting reading culture in classrooms and libraries alone. Instead, library services must be considered and supplied to young people who are excluded from regular school or the library environment for various reasons. This can be achieved by reviving the mobile library service (Aina et al. (2011b:177). In Zimbabwe, mobile library services were provided by the Bulawayo Public Library, which provided services to the public.

According to Hanifi et al. (2017: 440), holding a reading contest is effectual to encourage learners to read and borrow books. A reading contest is appropriate in developing research and study programs for learners to choose the most useful and interesting books and receive a proper award to encourage later participation as well.

Collection development promotes a reading culture in learners (Oji and Habibu 2011:37). When learners have a wide variety of reading material, they will be interested in reading. Learners should be engaged to learn about their interests and ensure that these interests are represented in the selection of reading materials available in the school library to create a culture where all learners are encouraged to become keen readers (Danladi and Soko 2019: 15).

The school administration must recognise the effect of reading on learners' achievements and ultimately support the library and its resources, services, and programs to build a reading culture (IFLA School Library Guidelines, 2015). Learners should be taught to read proficiently, comprehend extended prose, and be encouraged to read for fun. To foster broader literacy, libraries need to find an effective way to promote the culture of reading because school libraries are custodians of information resources. As Loh, Ellis, Paculdar and Wan (2017:335) have noted, creating a reading culture in a school entail developing policies to inspire learners to want to read, thus

nurturing an environment that places reading as an enjoyable activity. To foster a reading culture among users, the major objective of the school library is to encourage a love of reading. Libraries must attempt to encourage the learner to read, and this can only be done if suitable methods are created and enforced.

Improving reading culture in learners has its constraints, such as the steep price of publishing and the urge to control costs resulting in unappealing, books for children of poor standard, including lack of funding of libraries in Zimbabwe, contributes to poor reading culture. Owate and Okpa (2013) emphasized that there is no specific policy on school library financing. Therefore, school libraries are usually poorly furnished and lack adequate organisation, professional personnel, suitable information material such as books.

In school, learners who struggle with reading receive bad marks, are often distracted and frustrated, have behavior problems, appear to detest school, and sometimes struggle to achieve their full potential. Considering all the reported issues, teachers and librarians from high schools must develop methods to encourage learners' reading culture, including story hours, book talks and displays. In schools where there are no libraries, learners can visit libraries in other schools or their community; they can also travel to book festivals such as the Zimbabwe International Book Fair (ZIBF), as such a visit could be used to expose the learners to a library. Book fairs are large events organised with support from book publishers and suppliers (Otitigbe 2015:526). Materials from the fair can be donated for use by the learners of the host library. We should recognize the library's complementary role in inculcating and fostering a reading culture in Zimbabwe.

## 2.10 Synthesis of the Literature Review

Reading culture is defined as a socialized process and practice that gets ingrained in people's identities as readers (Loh 2015). The existing literature suggests that school libraries play an essential role in fostering the reading culture. (Aina et al. 2011; IFLA School Library Guidelines, 2015; Edeole and Adejoke, 2016; Mojapelo 2016).

Learners should be involved in intense and thorough reading, stimulating their minds, strengthening their imaginations, and ensuring their academic excellence and global growth. Marantina (2015) and (Tokwe 2018) reiterated that learners do not like reading even though it is essential to their academic development. As a result, even if every

other stakeholder does their best, low reading habits will continue to be the norm. Haliru et al. (2015) emphasised that to inculcate reading culture, learners ought to develop the routine of reading daily. Learners' endeavours cannot be minimised in developing their reading habits.

Makaudze and Kangira (2016) argued that the high literacy rate in Zimbabwe does not reflect the level of the reading culture. Thus, considering the vast population and a high literacy level, citizens do not love reading. Although Zimbabwe possesses one of the highest literacy rates in Africa, the study lamented the pitiful culture of reading that prevails. Sithole (2012), Tsekea (2015) and Bhebhe (2019) concurred that most school libraries in Zimbabwe lack adequate resources; this is attributed to lack of funding from the Ministry of Primary and Secondary Education. Therefore, if learners were provided with secluded environments or reading rooms in which they could read at school and at home without disruption, they would probably develop a desire to read once availed with reading materials.

Several research on the role and usage of school libraries, as well as their status, development, problems, and impact on learners' comprehension, have been detailed in the available literature (Bikos, Papadimitriou and Ginnakopoulos 2014; Hughes 2014; Tokwe 2018). The studies were generally undertaken at tertiary and higher education levels. The secondary level of education was significantly overlooked, and the current study attempted to bridge that gap.

## 2.11 Chapter Summary

This chapter reviewed the literature on the significance of the school library towards fostering a reading culture and introduced the social-cultural theory of human learning as a foundation for the research. Reading does have a significant impact on students' writing abilities in and out of school, according to the evidence examined. It has also been demonstrated that having access to a wide choice of reading resources in a decent school library encourages students to read on their own time. This study is critical in raising policymakers' attention to the need to focus on constructing school libraries and making them useful for learners and staff, given the deplorable state of school libraries and their lack of availability in most Zimbabwean high schools. The methodology utilized to conduct the study is discussed in the study's next chapter.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

The second chapter included a review of the literature used for this investigation, as well as the discussions raised in the various literature sources and the theoretical framework behind the study. This section presented and defended the approach utilized to perform the necessary research to answer the study's questions.

This section establishes a foundation for judging the study's importance as well as a foundation for comparing results to other findings. Willmont (2020:1) defines methodology as "the means through which systematic approaches are developed, implemented, and warranted within certain communities." The chapter describes the study's research approach, design, data collection techniques, population, and sample, as well as other research methodological principles.

Research methodology refers to the methods or strategies used to find, select, process, and analyse information on a topic. This approach was impacted by the researcher's epistemological attitude, which was informed by socio-cultural theory (Vygotsky, 1978). (Gray, 2018:21). Epistemology, according to Berryman (2019:274), is a term that describes how we know what we know and who can be known. The interpretivism epistemological viewpoint was taken by the researcher. Interpretivists are concerned in particular, contextualized situations and realize that persons inside that environment have an impact on reality and knowledge (O'Gorman and MacIntosh 2015).

The researcher remains open to fresh information during the study and allows it to evolve with the help of informants. According to Mukherji and Albon (2015:7), research methodology is the process that leads what to study, how to examine it, what to measure or assess, and how to do it. This section includes an overview of aspects such as the research paradigm, research methodology, research design, and the population, sampling technique, and data collecting methods used in the study. Because the study was qualitative, an appropriate research approach, namely descriptive case study research, was adopted. Focus group interviews and document reviews were employed as data gathering strategies. The researcher gathered documents such as library loan registers, accession registers and library statistics

reports. The documents were assessed for authenticity of documents by checking against other school records obtained from the administration office and consulting with the staff responsible for the library. The researcher analyised the content to come up with themes that were entered in Atlas TI. Four focus groups were formed consisting of 12 learners in each group and these were conducted in the learner's prospective schools and the researcher choose two participants from each class to take part in the study. Hence this means that the focus group discussion comprised of learners of different grades.

## 3.2 Research Paradigm

The research paradigm serves as the foundation for your methodological argument. It also contains a collection of widely held beliefs and assumptions about ontological, epistemological, and methodological difficulties (Khaldi, 2017). Thus, paradigms are important because they provide beliefs and demands that dictate what should be investigated, how it should be evaluated, and how the study's findings should be understood by researchers in a certain subject (Kivunja and Kuyini, 2017:26). A paradigm is a mental model that moulds and impacts the perceptions of members of a research community about their subject of study (Gunasekare, 2015). Kivunja and Kuyini (2017:26) characterize paradigms as human constructs that deal with fundamental concepts that show where the researcher is coming from when generating meaning from evidence. Quantitative research is linked to positivism, whereas qualitative research is linked to interpretivism, and mixed research is linked to pragmatism (Creswell, 2018; Saunders, Lewis and Thornhill, 2016).

## 3.2.1 Positivism

Positivism is founded on a basic viewpoint of natural scientists who use factual reality within society to produce generalizations (Alharahsheh and Pius 2019:41). Punch (2014:17) defines positivism as the belief that objective accounts of the universe can indeed be offered and that the aim of science is to develop nomothetic knowledge by generating descriptions and explanations in the form of universal laws.

Bryman et al. (2014:12) summarised several assumptions of positivism:

- Only sense-confirmed occurrences may be justified as knowledge (Phenomenalism)

- Theories are used to develop hypotheses that can be tested, as well as to follow explanations of laws that can be evaluated (Deductivism)
- Knowledge may be created by gathering facts that serve as the foundation for legislation (deductivism)
- Science must and may be undertaken in a value-free manner.
- A clear contrast exists between scientific and normative assertions.

### 3.2.2 Pragmatism

Pragmatism is the most common paradigm used by mixed methods researchers (Biddle and Schafft, 2015; Dieronitou, 2014; Hathcoat and Meixner, 2017). The pragmatic paradigm focuses on doing "what works" and asserts that using more than one philosophy in the same research study is feasible to achieve research objectives (Mohamed and Arisha 2018:2). It enables researchers to use whatever philosophical or methodological approach they deem acceptable if their point of view effectively addresses their research question. Pragmatists agree that research takes place in a variety of social, historical, political, and other settings (Creswell, 2018:48). According to pragmatist philosophy, human behaviours can never be separated from previous experiences and the beliefs that result from those experiences (Kaushik and Walsh, 2019:3). As a result, they argue that claims to knowledge are inextricably linked to contingent beliefs, habits, and experiences.

### 3.2.3 Interpretivism

The term "interpretivism" pertains to the author's viewpoints from a variety of intellectual traditions that are opposed to utilizing the scientific methodology to analyse the social world (Bryman, 2014:14). Interpretivism is a significant anti-positivist viewpoint that seeks culturally created and historically contextualized interpretations of social existence (Gray, 2018: 24). Interpretivism is a qualitative approach that use both the trained researcher and the human subject as instruments to assess certain occurrences, and it frequently incorporates observation and interviews (Flick, 2015:25). According to Kumatongo and Kapalu, interpretivist scholars believe in reality based on people's subjective views of their environment (2021:18). Truth and knowledge are open to interpretation, culturally and historically placed, and based on people's experiences and understanding of them, according to interpretivism (Ryan, 2018:8).

To investigate the realities of high school learners' reading culture, the researcher adopted an interpretative research paradigm. The researcher adopted this approach because this approach helps the researcher to grasp the world as it exists via the subjective experiences of humans, hence enabling the researcher to gain an in-depth understanding on the phenomenon in question. Interviewing and participant observation are examples of meaning-oriented procedures that rely on a subjective interaction between the researcher and the subjects. According to De Vos, Strydom, Fouche, and Delport (2011), interpretivist focuses on the quality of information from the perspective of participants. Interpretivism was adopted for the research to cement the argument that it is designed to discover a phenomenon of interest and preserve the meaning of the phenomenon within the research context. It also enables the identification of the essence of behaviour and helps promote insight into how people react to life events.

Their study on Establishing a Reading Culture in a Rural Secondary School: A Literacy Intervention with Teachers, (Joubert, Ebersöhn, Ferreira, du Plessis and Moen, 2014) adopted the interpretive approach. The goal of their research was to investigate and explain the characteristics of a reading culture in a rural South African secondary school before and after a literacy intervention. Mbhele (2016) also adopted the interpretive approach in a study on the reading habits of first-year students at a university of technology in KwaZulu-Natal. The study explored the reading habits of first-year students at the University of Technology in KwaZulu-Natal, South Africa. Another study that adopted the interpretive approach was carried out by Molapo (2016) on an investigation into the management of reading culture in primary schools. The study investigated how primary schools promote reading culture in Limpopo province.

### 3.3 Research Approach

The research approach is a strategy and technique for conducting research that includes anything from broad assumptions to precise data collection and analysis procedures (Creswell, 2018:40). As a result, it is focused on the nature of the research topic at hand. The three most common study approaches are quantitative, qualitative, and mixed methodology research.

### 3.3.1 Quantitative Research

Quantitative research is distinguished by deductive methods to the research process that try to prove, disprove, or provide credibility to existing hypotheses (Leavy, 2017:9). This research involves measuring and assessing interactions between variables in order to uncover trends, correlations, or causal linkages. To create statistical data, researchers might employ linear data collecting and analysis approaches. Objectivity, neutrality, and the gathering of a broad variety of information are ideals that drive quantitative research.

### 3.3.2 Mixed methods approach

Mixed methods research is a form of study in which a researcher uses elements of both qualitative and quantitative research procedures to gain a better understanding and verification of their findings (Schoonenboom and Johnson 2017:08). Mixed research is defined by Punch (2014:302) as empirical study that incorporates qualitative and quantitative data. Mixed methods research comprises gathering, examining, and merging quantitative and qualitative data in a one study (Leavy, 2017:9).

### 3.3.3 Qualitative research approach

Qualitative research methods are used to respond to inquiries regarding experience, purpose, and viewpoint, typically speaking, from the participant's perspective (Hammarberg, Kirkman and de Lacey, 2016: 498). Qualitative research, according to Mohajan (2018:23), is a type of social activity that focuses on how people perceive and construct meaning in order to comprehend people's social reality. Qualitative research is based on the relevance of people's subjective experiences and meaning-making processes, as well as gaining a full understanding. This means qualitative researchers observe occurrences in their natural surroundings in order to interpret or make sense of them in terms of the meanings that people attach to them (Denzin and.Lincoln 2018:43).

The qualitative research approach was used in this study. The qualitative approach helped the researcher understand complex situations and formulate solutions to the problem (Aspers and Corte 2019). The researcher chose the qualitative approach because it allows for a more realistic feel of the world, which is not possible with numerical data and statistical analysis used in quantitative research.

Furthermore, the qualitative technique incorporates human experience and gives a flexible means of collecting data, analysing it, and interpreting the results. However, the human experience must be considered. The human experience causes two individuals to have different perspectives on the same incident. It is possible to include the complexity of this type of data into the research conclusions by conducting qualitative research (Rahman, 2020). According to Creswell (2018), qualitative inquiry has the advantages of using an inductive method to data analysis and obtaining concrete and detailed evidence that exposes everyday patterns of behavior and meaning from the perspective of individuals being examined.

## 3.4 Research Design

A design is a technique that a researcher uses to address questions in a way that is legitimate, objective, accurate, and cost-effective (Kumar, 2014:122). A research design, according to Yin (2018:60), is a strategy that logically integrates the research questions with the data to be acquired and analysed in a case study. The research design establishes the foundation for implementing a study method and analysing the results. It represents the method through which researchers develop their problem and objectives, as well as deliver their results based on data gathered during the investigation (Sileyew 2019:1). The case study design was chosen by the researcher because it best suited the goal of the study and addressed the research objectives.

## 3.4.1 Case Study

A case study is an empirical technique for investigating a current event (the "case") in depth and within its real-world setting, especially when the lines between phenomena and context are blurred (Yin, 2018:44). The three forms of research case studies are explanatory case studies, descriptive case studies, and exploratory case studies. An explanatory case study tries to explain how or why particular situations occurred. Explanatory research seeks to explain and account for descriptive data (Saunders, Lewis, and Thornhill, 2015). A descriptive case study describes a phenomenon in its natural context. Descriptive case studies attempt to paint a picture of a circumstance, person, or event, as well as explain how things are related. Descriptive case studies, according to Neumann (2014:38), produce a picture of the precise details about a circumstance, social setting, or connection. The study adopted an exploratory case

study because it sought to gain insight into the reading culture of learners in high schools of Chinhoyi.

### 3.4.2 Exploratory case study

An exploratory case study is a study that seeks to identify the research questions or procedures that will be used in a successive research study, which may or may not be a case study. Exploratory research aims to find out what is going on and ask questions about it (Saunders et al., 2015). They aid in assessing whether further investigation is necessary.

The researcher also used the exploratory case study design because other researchers in school library research used it successfully. An exploratory case study was used successfully by Mbele 2016 in a study on the reading habits of first-year students at a university of technology in Kwazulu-Natal. Data was obtained utilizing an open-ended questionnaire, a draw-and-write technique, and a focus group discussion in this qualitative case study. Participants in the study were carefully chosen. Ruterana (2012) also carried out a case study on developing a reading culture in Rwanda. The study was an exploratory case study, and data was collected using qualitative questionnaires and interviews. Another study by Nalusiba (2010) on strategies for developing a reading culture in Uganda primary schools also adopted a case study approach. Through interviews and observations, data was gathered from learners, teachers, and headmasters. The target population was chosen using purposive sampling.

### 3.5 Population

A population, according to Bryman et al. (2014:381), is a well-defined group of people or objects who share comparable features. Another definition is by Ruel, Wagner and Gilles (2016:124), who defined population as the total set of all elements the researcher is interested in studying. The population is defined as all possible individuals making up a group of interest in a study (Bordens and Abbott 2018:147). A common attribute or trait is shared by all individuals or items within a population. The study population was all learners, teachers, headmasters and librarians of the four Chinhoyi high schools. During this study, the common binding characteristic among the study population was being a learner, teacher, or headmaster in Chinhoyi high

schools. Since the target population for this study was very huge, the study used the purposive sampling to select research participants.

## 3.6 Purposive sampling

A major aspect of qualitative research is purposeful sampling (Leavy 2018; Cohen, Manion and Morrison 2018). Purposive sampling, also known as judgmental, selective, or subjective sampling, is a collection of sampling procedures that depend on the researcher's judgment in selecting the units to be investigated (Sharma 2017:751). Purposive sampling is employed in qualitative research, and it selects cases at random or with a specific objective in mind, based on expert judgment (Neumann 2014:274). Purposive sampling is frequently used to identify 'knowledgeable people,' or those who have in-depth knowledge about specific issues, maybe because of their professional function, power, access to networks, expertise, or experience (Cohen, Manion and Morrison 2018:219).

## 3.7 Sample size

The objective of qualitative sampling is to better understand a broader process, relationship, or social environment. A sample provides us with valuable new perspectives. Key characteristics are accentuated, enhanced, or enhanced by the elements. We sample to get new theoretical insights, uncover unique characteristics of individuals or social environments, or better grasp complicated circumstances, events, or relationships. (Neumann 2014: 247).

The researcher used her judgement to select participants suitable for the study. The study has two groups, one for the learners and one for the key informants, i.e., headmasters, teachers, and school librarians. The sample size for the key informants comprised twelve participants from all four schools. These staff members were purposefully chosen because they provided vital information of the research problem. These employees are likely to have impartial viewpoints and the information needed to respond the research questions. The sample consisted of four librarians, four headmasters and four teachers from all four high schools. The researcher grouped these members into two focus groups; the first group consisted of four headmasters and four teachers to make a group of eight participants. Headmasters and teachers who oversee policy implementation in schools are in a good position to share information about the policies that are present, how they are enforced, or why they are

not included. The researcher conducted separate interviews with four librarians since they are in charge of the daily operations of school libraries and so have extensive expertise in managing and administering school libraries. They are operational implementers of policies and concerns about school libraries. If all other conditions are equal, school librarians are the primary drivers of school libraries.

Two learners were purposively selected from each form, from form one to form six, to make a group of twelve participants per school. The total sample for learners was forty-eight. The learners were chosen for this study since they utilize the school library on a regular basis and can provide insight into the role of libraries in encouraging a reading culture.

## 3.8 Data collection

All data gathering attempts to acquire high-quality evidence that can be transformed into rich data analysis and used to develop a compelling and believable response to the questions addressed (Kabir, 2016:202). Data collection methods, population, sampling, and setting were covered. Basic qualitative Interviews, observation, recording, and meticulous notetaking are examples of data collecting approaches used in this research. The first step in data collection is determining what type of data is required, preceded by choosing a sample from a specific population. Although different research instruments could serve as sufficient data collection tools, the researcher used focus group interviews to maximise data collection quality and decrease bias.

### 3.8.1 Document Analysis

Document analysis is defined by Mackieson, Shlonsky, and Connolly (2019:968) as a structured approach for examining or analysing documents, as well as synthesising data included in both printed and electronic documents. The researcher evaluated documents produced and kept within areas of study to supplement data obtained from interviews (High school in Chinhoyi). Akinyode and Khan (2018) believe that printed documents include information about an organization and its actions. It is envisaged that document analysis provided a good source of background information (Creswell, 2018). Examples of these are monthly, quarterly, and annual reports, minutes of meetings, and record survey reports. Although it has some limitations, document review was used as a data collection technique. Matangira (2016) noted that

documents were prepared for a certain purpose and audience, and hence may be inadequate, erroneous, or lacking in detail. The reviewed documents include library records such as circulation reports, acquisition registers, usage statistics and enrolment records. Overall challenges facing document review were lessened using focus group discussions (see Appendix C).

### 3.8.2 Focus Group interviews

The focus group is an interview-style approach used by researchers to lead small groups of unconnected persons in a group discussion on a certain topic (Lune and Berg) (2017:94). A focus group is an interview usually framed around one issue (Haralambos and Holbon, 2019). It is recognised by a non-directive interviewing style in which the primary goal is to promote a diversity of perspectives on the subject under research for the group (Brinkmann and Kvale, 2015:175). Focus groups enable a sample of respondents to be interviewed and re-interviewed over time, allowing attitudes and behaviours to be investigated. The focus group interview has the benefit of enabling a variety of viewpoints to emerge, while group dynamics can frequently stimulate the stimulation of new perspectives (Gray, 2018:247). The focus group aims not to establish a consensus on the subjects being addressed, but to provide several points of view on the subject (Brinkmann and Kvale, 2015:175).

The pretesting of the guide was made on a small group of people. The interviewer conducted individual interviews with a headmaster, a teacher, and a librarian. The interviewer also interviewed learners in a focus group discussion. The researchers discovered that they were some questions that were producing yes/no answers and discovered that too many people in a focus group discussion were not easy to control. After pretesting, the questionnaire was corrected and also the number of learner participants was reduced to 12. Both individual interviews and focus group discussions helped the researcher know whether these were appropriate for data collection. It also allowed the researcher to know the amount of time needed to carry out the interviews. Focus group discussions provide a chance to acquire data from the group discussion, which focuses on the researcher's topic of interest (Mishra 2016:4). One of the most popular qualitative research methods is a focus group discussion, wherein participants with similar backgrounds or perspectives are brought together to explore a given issue.

Focus groups have the advantage of revealing thoughts and perceptions that underlying behavior, as well as providing context and viewpoints that allow experiences to be comprehended more holistically (Carey and Asbury 2016:17). The researcher has less control over the data generated in focus group conversations, which is a disadvantage (Mishra 2016:4).

A focus group is a structured discussion among a small group of people to elicit information about their viewpoints. The researcher conducted four focus group discussions with learners using an interview guide (see Appendix A). Each group consisted of twelve learners. The interviews were conducted in the school library during their library hour. The focus group discussion interviews were used as a data collection instrument. The interview guide for the focus group discussions comprised of twelve questions. One on one interviews were conducted with headmasters and librarians. This allowed the researcher to probe for explanations of responses from the respondents. The researcher also conducted a focus group interview with teacher-librarians from all four schools. The researcher used the same interview guide for headmasters, librarians, and teacher (See Appendix B).

Evidence was gathered through focus group interviews with learners and librarians, teachers, and headmasters of the four high schools of Chinhoyi District. The researcher followed the WHO COVID-19 protocols, which included social distancing and small group gatherings (Jones, Gebeyehu and Gezahegne, 2020).

The researcher was the facilitator guiding the group through the discussion and keeping the group focused on the topics for discussion. Data was recorded through notetaking. The researcher employed a note-taker who was an observer and did not interact with the group. The researcher also recorded the discussions using a portable voice recorder during the focus group discussions. The recordings were used to create a transcript of the event.

## 3.9 Data Presentation and Analysis

Qualitative data analysis is a method for giving data meaning that is both rigorous and rational (Gray, 2018: 684). Qualitative data encapsulates the complexities of human meanings and actions without reducing them to numbers (Spickard, 2017:118). Once interview data is collected, it is customary to transcribe the interviews (Leavy 2017:142). The qualitative interviews were transcribed verbatim, and the transcripts

were read numerous times to comprehend the data and to be able to code and gather new categories using Atlas.TI.

An excellent thematic code captures the phenomenon's qualitative richness. It can be used for research analysis, interpretation, and presentation (Neuman 2014:482). The researcher grouped data according to predetermined themes and looked for consistencies and differences to make comparisons and contrasts. The qualitative data was then analysed and thematically presented. This was to organise ideas gleaned from the data to conduct a thorough assessment of how school libraries promote reading culture in four high schools in Chinhoyi, Mashonaland West Province in Zimbabwe.

The researcher evaluated the data gathered through focus group interviews and document analysis. The research tools guidelines identified and differentiated questions that tried to provide answers. Concepts and themes were picked from transcripts of each topic. Words and phrases that were used frequently were highlighted.

### 3.9.1 Thematic content analysis using ATLAS.TI software

To explore how high school libraries foster reading skills, ATLAS.TI software was utilized for content analysis. ATLAS.TI is a qualitative research tool that allows you to code and analyse transcripts and field notes as well as create literature reviews, network diagrams, and data visualizations (ATLAS.TI 2021). All source files were copied to a document library and then connected to the project file, including interview transcripts, documents, PDF files, photos, audio, and video data. All data gathered for the study was considered, including data gathered through in-depth interviews, observation, and documentary study, among other ways. An ATLAS.TI project was generated and saved with the project name at this point. The project included all empirical data files deemed useful by the researcher in understanding the issue under investigation.

### 3.10 Trustworthiness, Credibility, Dependability, Transferability and Conformability

Trustworthiness in qualitative research relates to the systematic rigor of the research design, the researcher's reliability, the authenticity of the findings, and the application of the research methodology (Rose and Johnson 2020:434). Credibility refers to the

precision with which data accurately portrays the participant's real viewpoint, experience, or belief, giving readers confidence that the interpretations are accurate (Moule and Goodman, 2014: 191). A full description of the data analysis and verification of data sources received from participants are used to establish credibility (Daniel 2019:121). The researcher conducted the interviews with a small group of learners to establish reliability. The researcher set up appointments with the headmasters and teachers for interviews to establish trustworthiness. The interviews were performed entirely in English to guarantee that the information gathered was not misconstrued. The interviews were audio-recorded so that a verbatim transcript could be created, ensuring that participants' voices were accurately captured and that quotes from participants could be used to assist analysis. The researcher conducted interviews in a non-judgmental and bias-free manner to obtain accurate data from participants. To verify the accuracy of meanings, interpretations, and the elimination of researcher bias, the data was reviewed by an independent individual.

Dependability refers to the participants' assessment of the research findings, interpretations, and recommendations, all of which are supported by the data gathered from the study's participants (Korstjens and Moser 2018:121). To ensure reliability, the researcher presented a detailed description of the research methodology and performed a pilot study before commencing the survey by simply testing the interview guide on a small sample of two people with similar characteristics to those in the detailed survey to identify questions that were misinterpreted or missed out. Conformability refers to the procedures adopted by the researcher to show that their findings are based on the data rather than own biases (Kalu and Bwalya 2017; Anney, 2014). The researcher ensured that no bias influenced the results to ensure conformability; tape recordings are available for further auditing. The interview was digitally recorded and subsequently transcribed verbatim and coded. The researcher and an independent coder discovered similar themes and made comparisons. The researcher was given thorough information about the study's venue, participants, research design, data collection, and analysis procedure to ensure transferability. The researcher aided the transferability assessment by carefully selecting and documenting direct quotes from participants (Moule and Goodman, 2014: 191). The researcher provided the findings, which included real statements from participants as

recorded during interviews and notes taken throughout the recordings, to assure authenticity.

## 3.11 Ethical Considerations

Ethics are collections of ethical concepts that are used to influence moral judgments in behavior and relationships with others. They are used to educate moral choices in behavior and interpersonal interactions (Gray, 2018:70). Before beginning the investigation, the researcher sought ethical approval from the College of Human Sciences Research Ethics Committee (See Appendix E). Following clearance, the researcher obtained authorization to conduct the study from the Ministry of Primary and Secondary Education in Mashonaland West District Office (See Appendix F). The Ministry of Primary and Secondary Education granted the researcher permission to undertake research (See Appendix G).

The researcher was guided by the UNISA Policy on Research Ethics (2016), which seeks to ensure that the university's moral and academic intellectual tradition prevails among its staff and students and is exercised in research practice, protecting the rights and interests of human subjects, organizations, animals, and the environment. Informed permission, confidentiality, and source acknowledgement were all ethical considerations in this investigation. The privacy of the participants was maintained, and the information they supplied was kept private and confidential.

## 3.12 Evaluation of Research Methodology

Reflecting on the duration of the interview, the issue of time management was reasonably good as   there were some discussions on the research questions. This shows there were ample preparations on the part of the researcher as she guided interview proceedings very professionally in cases whereby the response was getting off-topic. Nevertheless, the interview process was proving to be a challenge in instances where the interviewee was reluctant to answer direct questions about their school. They felt that some school details were confidential, and they needed authorisation before disclosing the school's business conditions.

The researcher's comprehensive plan, which was adopted as the research strategy, provided direction, and guaranteed that the study was done methodically and in accordance with the interview guide schedule, resulting in high-quality and great results. The researcher was able to obtain data on selected population as well as data

that was rich and relevant to the research as a result of the study approach adopted. It is indeed important to mention that the study was enlightening because the author questioned the importance of library services in promoting a healthy reading culture.

Analysis of data collection was initially difficult, but with assistance from my supervisor in data analysis and coding, the data became easy to analyse as it was arranged in key themes. Hence the researcher gained good experience in new methods of conducting qualitative interviews and achieved fundamental and substantial understanding.

In conclusion, concerning the whole process of conducting the qualitative interview research, it was generally very challenging, intriguing, and exciting, but ultimately, it was worth the experience and learning. It enabled the researcher to be confident in gaining valuable knowledge through a wide range of journals and articles.

### 3.13 Chapter Summary

The chapter focused on the research approach used to get answers to the research questions. It concentrated on research design, research methodology, targeted population, sample population, sampling techniques, research instruments, dependability, data analysis, and processes. This study's research design, data gathering methodologies, sample methods, and data analysis techniques all followed a qualitative research strategy. The next chapter discusses data display and analysis.

# CHAPTER FOUR

## DATA PRESENTATION AND DISCUSSION

### 4.1 Introduction

The preceding chapter described the research methodology for the study. The research methodology, which covered the research approach and design, data collecting, data analysis methodologies, credibility and trustworthiness of the study, and research ethics used in this study, was reported in the preceding chapter. The study was qualitative, and as such, a suitable research design was used, that is, descriptive case study research. The aim of this section is to report the findings and discuss this research's findings. The three data gathering instruments employed in this study, namely focus group interviews, face-to-face interviews, and document analysis, provided the results. The findings are related to the four research goals that led the research. The objectives of this research were to:

1. To examine the reading culture among high school learners in Chinhoyi.

2. To determine the status quo of school libraries at four high schools in Chinhoyi.

3. To find out the influence of the use of library resources in promoting a good reading culture.

4. To identify strategies that can be implemented by the high school libraries to enhance a reading culture amongst learners.

### 4.2 Data analysis

The researcher used ATLAS.TI 9, a qualitative data analysis software that allowed for the classification and segmentation of data acquired from interviews based on the study's research questions. Forty-eight learners (48), four teachers (4), four headmasters (4), and four (4) librarians were interviewed. The research observed the COVID-19 guidelines introduced by Zimbabwe's Ministry of Health and Child Welfare, Statutory Instrument (SI) 83 of 2020 during the entire data collection process. The researcher encouraged participants to practice safe social distancing, wear face masks and sanitise their hands before the discussion commenced. The researcher provided sanitisers and face masks to participants. This was done to reduce the risk of spreading COVID-19.

Qualitative data analysis involves moving from the data to understanding, elucidation, and interpreting the phenomena in question (Cohen, Manion and Morrison 2018: 643). The information for this study were gathered through focus group discussions and face-to-face interviews. All the interviews were tape-recorded and stored on the phone. Furthermore, a field journal was utilized to keep track of the interviews. The field notes and voice recordings were analysed, and transcribed. This research presents all respondents' perspectives and viewpoints, and all replies were received verbatim. The evidence offered in this study includes these actual quotes. In addition, the researcher reviewed library records and data acquired from documents, which were analysed and presented in this chapter using content analysis. By providing codes to the respondents, discretion, secrecy, and concealment were guaranteed.

ATLAS.TI software was used to analyze the data collected. ATLAS.TI is a qualitative research tool that may be used to code and analyze transcripts and field notes, as well as to write literature reviews, create network diagrams, and visualize data (ATLAS.TI 2021). All source files, such as interview transcripts, audio files, and data, were copied to a document library and connected to the project file. All data acquired for the study, including those gained through face-to-face interviews and focus group discussions, was considered. At this point, an ATLAS.TI project was generated and saved with the project name. All empirical data files that the researcher thinks would help him comprehend the phenomenon under study were uploaded to the project.

## 4.3 The status of libraries at four high schools in Chinhoyi

Since the study was conducted among four schools in Chinhoyi. Each school was labelled as S1, S2, S3, S4. Each number represents each of the schools.

In S1 high school, the study found a functional library that caters to all learners. From the findings, it was discovered that the school has a library with all the infrastructure such as computers, books, and the internet, among others. Furthermore, the school library has adequate reading space where learners can sit and read without being disturbed. **Figure 4.1** below shows pictures of library collection, reading space and library computers.

**Figure 4.1 School library at S1**

(Source: Field data 2021)

Another school that was part of this study was S2. From the study's findings, the researcher found that there is a functional library, and the collection consists of old books, and some of the books were irrelevant to the school curriculum. Learners take turns using textbooks that they borrow through the library teacher. **Figure 4.2** below shows the school library at S2.



**Figure 4.2 School library at S2**

(Source: Field Data 2021)

From the study's findings, S3 does not have a functional library; therefore, it does not have the infrastructure to support reading culture. However, the school has a mini office cum storeroom that contains textbooks relevant to the schools' curriculum as shown on the **Figure 4.3** below.



**Figure 4.3. Storeroom at S3 School**

(Source: Field Data 2021)

From the study's findings, S4 does not have a functional library. The library consists of old and irrelevant books. The library is now a staff room for teachers, and it is also used to store past examination papers. Learners in the English class usually come to borrow books for their studies.  They have textbooks, but they are not enough for everyone.  **Figure 4.4** below show the school library at S4.

**Figure 4.4 School library at S4**

(Source: Field Data 2021)

The table 4.1 below summarises the state of the participating school libraries in Chinhoyi.

**Table 4.1 State of school libraries in Chinhoyi**

|  | Textbooks | Novels | Reading space | IT infrastructure | Librarian |
|---|---|---|---|---|---|
| S1 | Yes | Yes | Yes | Yes | Yes |
| S2 | Yes | Yes | Yes | No | No |
| S3 | Yes | No | No | No | No |
| S4 | Yes | Yes | Yes | No | No |

**Source: Field Data 2021**

## 4.4 Response rate

The response rate is the percentage of participants who participate out of the total number of people that are invited to participate (Cowles and Nelson: 2015 24). The number of individuals who answered divided by the total number of prospective responders is the definition of response rate in broad terms. A satisfactory response rate, according to Denscombe (2017), is dependent on utilizing an appropriate sampling frame. The study sample size was 60 participants including four groups of learners, four teachers, one librarian in the four high schools of Chinhoyi. Four focus group discussions were carried out with learners, each comprising twelve learners.

The usual focus group size recommendation in research is six to twelve persons (Hennink, Kaiser and Weber, 2019: 2; Cortini, Galanti, and Fantinelli, 2019). The focus group approach requires the researcher to gather a small group of people and then moderate a discussion about a specific component of the case study, with the goal of bringing each person's point of view to the surface (Yin, 2018:120). The participants were selected through purposive sampling. Since the purpose of this study was to investigate the role of school libraries in promoting reading culture, the researcher chose two learners from each class, ranging from form one to grade six, for a total of twelve learners per school. To gain an in-depth understanding of the phenomenon in question, learners from different levels required to be selected.

Since libraries are portals to knowledge and culture and provide resources and services that foster learning, support literacy and education, learners are aware of the role these libraries play in promoting reading culture.

**Figure 4.5** below shows the targeted response rate was which was sixty: forty eight learners , four (4) headmasters, four (4) teachers and four (4) librarians of the four high schools.
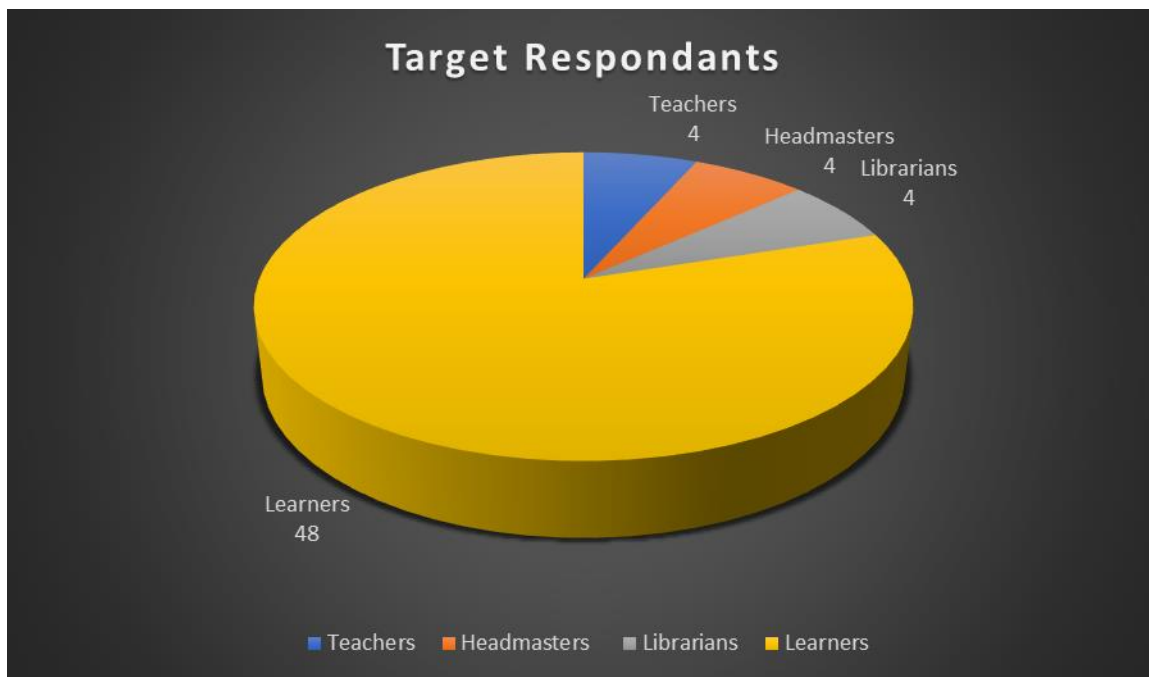
**Figure 4.5 Target Respondents**

(Source: Field data 2021)

The response rate for learners was forty-eight out of, a total of forty-eight. Face-to-face individual interviews were done with four (4) headmasters, four (4) teachers and one (1) librarian out of four (4). Three schools did not have school librarians, so the teachers interviewed were responsible for the library. The total response rate was fifty-seven, as shown on **Figure 4.6** below. This response rate was deemed appropriate due to the saturation principle in qualitative research, which determines when enough information has been obtained (Maltreud, Siersma and Guassona,2018). Hence, the researcher deemed this number sufficient to provide sufficient data for more investigation, given the study's time limits and saturation. In addition, Cresswell (2017) noted that qualitative research is much more interested with acquiring more specific information in all of its complexity than with enormous numbers. Since purposive sampling was used to select participants for the study, the chosen participants possessed knowledge and would provide relevant information that would answer the research. Purposive sampling, according to Archaya (2010), enabled the researcher to collect qualitative replies, which leads to deeper perceptions and more precise research results.
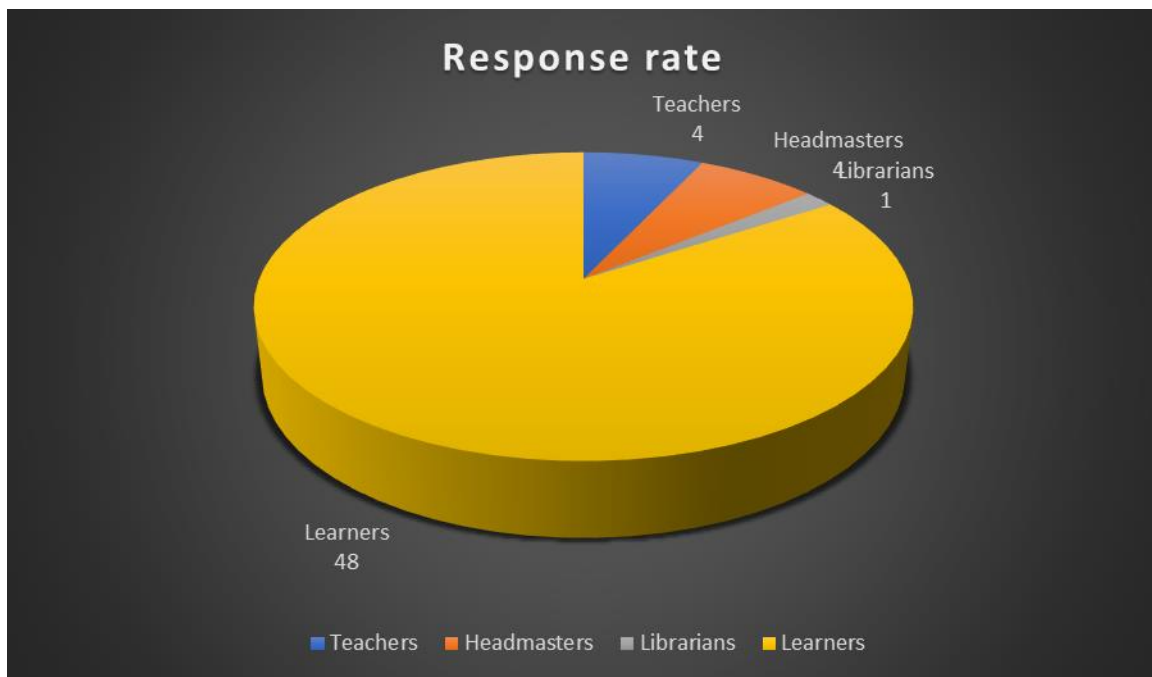
**Figure 4.6 Response Rate**

(Source: Field Data 2021)

Focus group discussions were held with four groups of twelve learners from each of Chinhoyi's high schools. These focus groups were held at the learner's schools, and the school authorities of the prospective schools were consulted, as they were the ones who set the time for the interviews. These focus group discussions were held in English since it is Zimbabwe's official language of communication. Each of the focus group findings was presented as FDG1, FDG2, FDG3 and FDG4, with each number representing one of the focus group discussions held at each school.

Interviews were conducted with four headmasters, four teachers, and one librarian, one from each of the four prospective schools. These interviews were scheduled by the respondents depending on their availability and conducted in locations that maximised their safety. Most of the responses were recorded, but those who did not want their responses recorded, it was written down. The table below summarises how the respondents were presented.

**Table 4.3 Summary of Respondents**

| School Name | School code | FDG | Headmaster | Teacher | Librarian |
|---|---|---|---|---|---|
| Lomagundi College | S1 | FDG1 | HM1 | T1 | LI |
| Chinhoyi High | S2 | FDG2 | HM2 | T2 | |
| Chemagamba High | S3 | FDG3 | HM3 | T3 | |
| Nemakonde High | S4 | FDG4 | HM4 | T4 | |

## 4.5 Biographical data

The focus group questions covered information on the respondents' age, gender, class which they were in (refer to Appendix D). All participants were learners at the four high schools of Chinhoyi. Though this data was not part of the aim of the research, the biographical data aided in analyzing and understanding the results. The biographical data helped in understanding how learners of different age groups, gender and form perceive the role of school libraries in promoting reading culture

### 4.5.1 Response rate by gender

During the study, participants were asked to state their gender. The findings revealed that there were more females than males. The school records from all four schools also revealed that there are more females than males enrolled as learners. Therefore, it was justifiable to have more female participants than males in the study. Figure 4.1 below indicates that twenty-six of the learner participants were females and twenty-two were males.
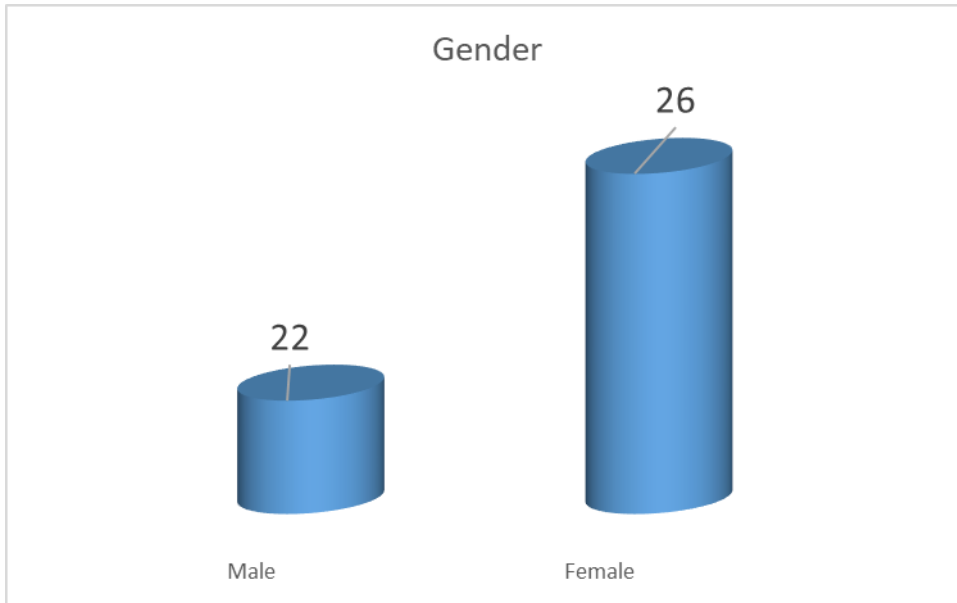
**Figure 4.7 Response rate by gender**

(Source: Field Data 2021)

**4.5.2 Response rate by age**

The learner respondents were asked to state their age, and the responses ranged from fourteen years to twenty years. This is because most high school learners start high school at fourteen years and complete high school at twenty years of age.
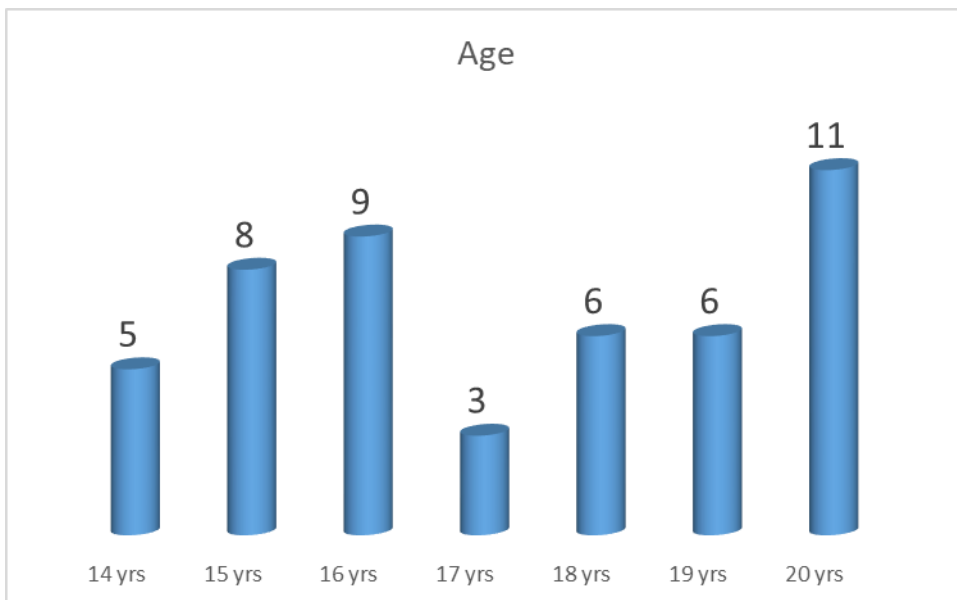


**Figure 4.8 Response rate by age**

(Source: Field Data 2021)

### 4.5.3 Response rate by Level

Participants were also asked about the class they were in. These learners were purposively selected from the library registers; purposive sampling allowed the researcher to acquire particular data for the research by targeting distinct demographics (Bhardwaj 2019; Andrade, 2021). In purposive sampling, the emphasis is on the quality of information sought rather than the quantity of the data; the researcher chose learners who frequently use the library as recorded in the library register. Purposive sampling is a subset of convenience sampling in which respondents are selected based on their preferences. (Samara and Leeper, 2019). In this case, only learners who have been to the library regularly were carefully chosen to take part in the research. The researcher sought the names from the librarian, that kept a record of those learners who visited the library.
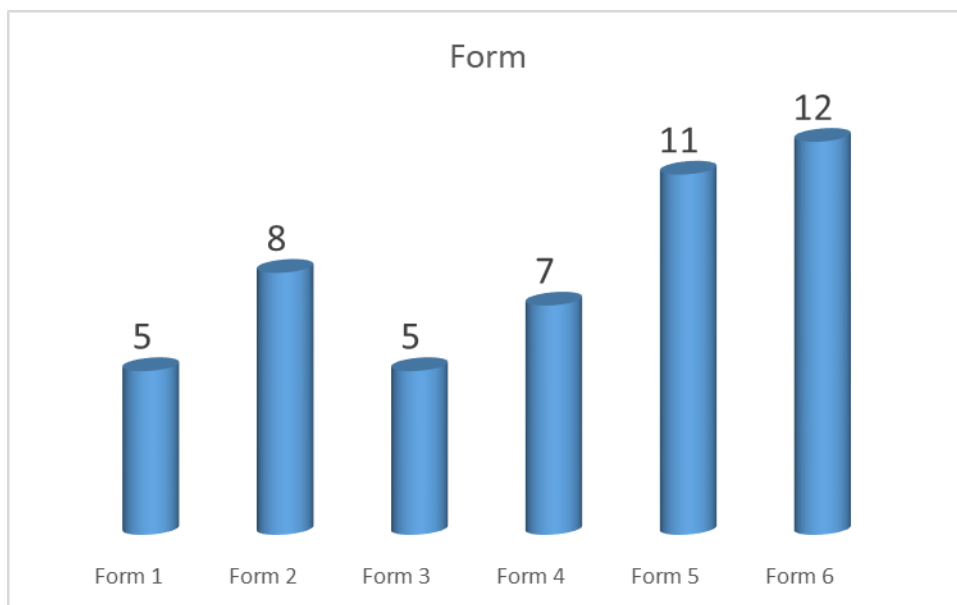


**Figure 4.9 Response rate by Level**

(Source: Field Data 2021)

### 4.6 Profile of key informants

Key informants are well-informed individuals who provide a viewpoint on a research phenomenon or situation that the researchers do not have (Homburg and Klarmann,2012). They are not typically research participants in the traditional sense (that is, they are not the focus of the research; although they provide data about those subjects), but they do contribute to a researcher's understanding and precise insights, as well as helping to reduce potential bias (Whittaker,2012).

Key informants in this study were the teachers, librarians, and school headmasters. The sample size for the key informants comprised twelve participants from all four schools. Out of twelve respondents, the researcher conducted face to face interviews with all four headmasters, three teachers and one librarian. The total number of key informants interviewed were eleven out of twelve. Only one librarian was interviewed because the three other schools did not have librarians. Since other schools did not have librarians', teachers were responsible for the regular administration of the school libraries.
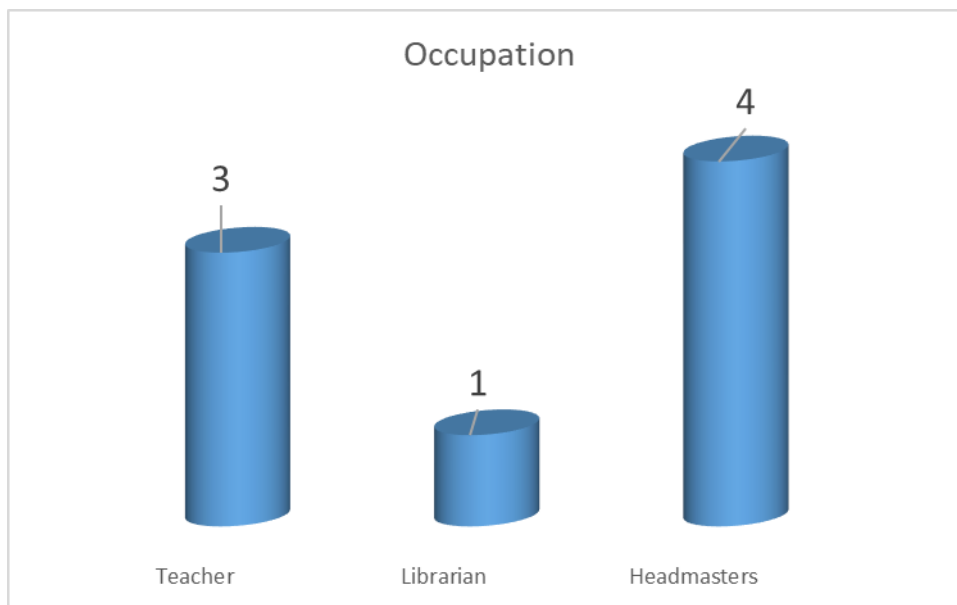


**Figure 4.10 Profile of key informants.**

**(Source: Field Data 2021)**

### 4.6.1 Length of working experience

Key informants were asked about their length of experience. Four headmasters indicated that they had been in the education sector for more than eleven years, whilst three teachers indicated that they had been in the sector for more than five years. They said that he had been at the school for more than five years. The librarian interviewed has worked in school libraries for more than fifteen years. Therefore, these findings showed that these key informants had knowledge and expertise regarding the phenomenon in question as they had worked at the school for a long time.

## 4.7 Reading culture among learners at high schools in Chinhoyi

Participants were asked why learners of Chinhoyi high school engage in reading to determine the reading culture among the high school learners. The aim was to get answers to this question from the learners, teachers, headmasters and librarians who participated in this study rather than just relying on school and library records. The credibility of findings was further strengthened as participants confirmed the findings were obtained from fellow participants. As a result, this agrees with Creswell (2018), who admitted that participants who review findings provide another approach to analytical triangulation, allowing researchers to understand much about accuracy, completeness, and fairness of the analysis by describing people's reaction to what is described and concluded.

### 4.7.1 Findings on reading culture among learners

This section seeks to present results that were obtained from the research. Findings from learners, teachers, headmasters and librarians will be shown in the learners' reading culture. Learners from each school was represented by the letters X, Y, Z and P. Each letter represents a learner that participated in the focus group discussions from the prospective schools.

### 4.7.1.1 Findings from learners

Most of the learners stated that they read for educational purposes. The library records indicated that learners from schools that had libraries, only borrowed textbooks from the library, and the focus groups responses have also shown that learners read for study purposes. Learners who participated in the focus group discussions gave the following comments: Learner Y from FGD 1 said:

*"I enjoy reading, I usually read for schoolwork because I have to pass my examinations so that I will be able to go to college".*

Learner X from FDG 2 said:

*"I read for schoolwork, passing my examinations is very important to me, if I pass, I can be anyone I want to be".*

Learner Z from FGD 3 gave the following remark:

*"I read for schoolwork only, when I read a novel, it is because it is part of schoolwork, for example in English literature or Shona literature".*

Other participants indicated that because they cannot read for fun, they read because of their schoolwork. Learner P from FDG 4 gave the following remarks:

*"It is not possible to read for fun because of school pressure, we have a lot of work to do at school, even after school we have to work on school projects, so there is little time to read for fun."*

Another participant indicated that because there are no available books for them to read for fun, they only read for their schoolwork. Learner Z from FDGD3 gave the following remark:

*"I would love to read for fun, but we do not have the books to read, so I only read for schoolwork."*

As evidenced by what they said in the focus group discussion, some focus group participants mentioned that they read because they enjoy reading and because reading is an exciting and intriguing activity. As indicated by learner Y from FGD 1, who said:

*"I love reading novels, I try to read at least one novel a month. This helps to expand my vocabulary".*

Learner X from FDG 2 said:

*"I read for schoolwork and for leisure. When I finish my schoolwork, I find a novel to read, this helps me to improve my vocabulary and writing skills".*

Therefore, findings show there were similarities in responses given by learners. This is so because most learners indicated that they read to pass their examinations. Other learners gave similar answers when reading for leisure to improve their vocabulary and writing skills. However, some differences were noted during the focus group discussions as learner Y from FDG3 indicated that they would love to read for fun, but they did not have the books, whilst others did not have the time to read for pleasure.

### 4.7.1.2 Findings from teachers

During face-to-face interviews with the teachers, some teachers said that learners read because they wanted to increase their vocabulary. T1 and T2 were assigned to teachers' responses, with each number representing the school where the prospective teacher works. Therefore, participants gave the following remarks:

*"Learners read for schoolwork and for leisure. When they finish their schoolwork, they read novels to improve their vocabulary and writing skills". (T1)*

*"Learner read English novels because they help them to improve their vocabulary, general understandings and in some cases these learners read in order to gain more knowledge about different countries and their cultures". (T4)*

T2 said that some learners read mainly to excel in their exams for academic purposes.

*"There are other subjects that require learners to read a lot, therefore some of the learners read in order to gain a lot of knowledge so that they can pass their exams" (T2)*

One of the teachers revealed that learners, particularly those about to write their exams, are under much pressure, so they do not read for fun but rather for academic purposes. The teacher said:

*"Because of school pressure, learners are unable to read for pleasure; even after school, they are required to work on school projects, leaving little time to read for pleasure ". (T3)*

Therefore, these findings showed some similarities that teachers gave as most of them indicated that learners read for leisure to improve their vocabulary skills; however, some indicated that learners read to pass their exams.

### 4.7.1.3 Findings from headmasters

The face-to-face interviews with headmasters indicated that some learners read only for leisure whilst some read to pass their exams. The following remarks were given by HM1, HM4 and HM7:

*"Reading for leisure has many social benefits hence learners read for leisure in order to upsurge their knowledge as well as to improve their vocabulary" (HM1, HM2).*

*"There are many reasons why learners read. They read to pass examinations, they read to increase their vocabulary, and they read for interest's sake" (HM4).*

*"Learners engross in reading to pass their examinations. They also read when they are doing their assignments" (HM3).*

Therefore, these findings showed that similar responses were given by headmasters as most of them indicated that learners read to pass their exams. However, one indicated that learners read for leisure to improve their vocabulary skills.

### 4.7.1.4 Findings from the librarian and teachers responsible for the libraries

From the face-to-face interviews, the librarian said that learners read to pass their exams and leisure. Because only one librarian participated in the study, some of the teachers answered as librarians because they oversaw the library from their perspective. Therefore, these participants gave the following remarks:

**"***Learners read when they have assignments, and they also read for leisure" (L4).*

The teacher who oversaw the library at the school also indicated that learners read for leisure and to pass their exams, they also read to improve their writing skills. The participant said:

*"Learners do not only read for academic purposes in order to pass their pass their examinations and they also to improve their writing skills" (T3).*

Therefore, the findings from the librarian indicate that learners read for leisure and to improve their vocabulary.

### 4.7.2 Discussion regarding reading culture among learners at high schools in Chinhoyi

These results were not unexpected, given that the participants were learners who were expected to study. These statistics indicate that learners read in order to pass their exams. This result is similar to research on reading culture among pupils in selected secondary schools in Lagos State, Nigeria, carried out by Odusina and Oloniruha (2020), who found out that most learners used the school library for exam preparation. Danladi and Soko (2018) and Nalusiba (2010) also discovered that learners in Africa only read classroom materials whenever assignments are due but do not engross in leisure reading. However, one can argue that not all learners read when there are exams or assignments; there are learners that enjoy reading.

Most of the key informants concurred that learners engage in reading because they want to pass examinations and their assignments. Teacher number 3 (T3) from one of the schools, said that learners mostly read to pass their examinations, and hardly

have time for leisure reading. Another teacher agreed that learners engross in reading to excel in their examinations and do their assignments.

The findings revealed that most participants concur that learners utilize the school library for assignments and examinations. This finding is reinforced by researchers such as Dulle (2014) and Makaudze and Kangira (2016), who revealed that learners just read textbooks in preparation for exams.

The above responses also show that learners find it impossible to read for fun because they have much schoolwork. Lack of leisure reading material also influences their reading habits. Owusu-Acheaw (2014) discovered that despite the factthe learners accepted the isignificance of reading, during the academic year, the majority had read neither a novel nor a work of fiction. From school library records, it was evident that learners were only borrowing textbooks from the library. All of the respondents in the study spoke English as a second language, which may explain why they thought reading would help them improve their English. In Zimbabwe, English is the official language of teaching, so being fluent in the language would improve their chances of passing, which appears to be one of the reasons they read. Therefore, these results align with the socio-cultural theory, which posits that human cognition is formed when a person communicates with other individuals, objects, and events through involvement in social activities (Wang, Bruce, and Hughes 2011). Therefore, the interaction between learners in the library, and the effort they put in reading to pass their exams, helps in promoting a good reading culture.

The findings also showed that majority of learners read to pass their exams. Therefore, these findings align with Mbele (2016), who conducted a study in South Africa among Zulu learners and found that learners only read to pass their examinations.

The findings also revealed that learners also read for fun or leisure purposes. These findings are in line with the socio-cultural theory by (Vygotsky 1978), which explains that an individual's (high school learner) reading culture, such as reading for enjoyment, for example, might be influenced by the context in which such behaviors are exercised and where the individual lives.

**4.8 Status quo of school libraries at four high schools in Chinhoyi**

To determine the status quo of school libraries of four high schools in Chinhoyi, participants were asked to what extent the school library plays a part in promoting a reading culture in its community.

**4.8.1.1 Findings from Learners**

Learners were asked whether their schools had a functional school library. Learner Z from FDG 3 reported that they did not have a library; the books were kept in the teacher's office and only used during classroom lessons. The learner said:

*"At our school, we do not have a library; thus, we rely on the books that our teacher gives us during lessons."*

Participants also said that in the libraries, there were books; however, these were outdated, and they could not use them. Others noted that these books were irrelevant to their studies. Participants gave the following remarks:

*"Mmmm, we have textbooks, novels, bibles, dictionaries, and newspapers. But the novels are very old and outdated, so we are not interested in reading them. We do not have computers; we use our cellphone search for information on the internet. We are encouraged to donate used books to the school library so that the library will have books" (Learner Z from FGD3).*

*"We only have hard copies in the library because we do not have computers or internet in the library. We go to the computer lab to use computers, but it is generally for typing our assignments" (Learner Z from FDG3).*

*Learner P from FDG 4 also said:*

*"The books are not enough and too old they are not relevant to our studies."*

In contrast, participants from the two other schools indicated they have a functional school library and a librarian to assist them. Learner X from FGD 2 and learner Y from FGD gave the following remarks:

*"We have encyclopedias, dictionaries, and other books that provide information about other countries, and bibles are also available (Learner, X).*

*"We have a school library which caters for all learners, and we go there during the library hour and whenever I have free time and the librarian will be there to assist us"* *(Learner Y).*

According to the study, some teachers assigned learners work that required them to use the library, which promoted a reading culture. One of the learners from FGD 2 made the following remark:

*"We are given assignments that require us to use the library. We also have essay writing competitions, so we go to the library to search for information" (Learner X)*

Learner Y from FDG 1 said:

*"Teachers encourage us to read by giving us work to search for information to use in assignments, teachers also give us essay competitions, and we also do drama in class".*

The study also found that learners take turns to use some of the relevant books as most of the books there are irrelevant and old, and they were not sure if these were adequate. Learner P from FDG 4 gave the following remarks:

*"The books in our library are very old, so we hardly use them. We rely on textbooks and literature set books which are kept by class teachers in the storerooms. We only access these books during lessons."*

*Learner X from FDG 2 said:*

*"Since our library does not have relevant books, I cannot say they are adequate; the library collection is non-existent".*

The study's findings clearly show some similarities in the learners' responses as some did not have functional libraries with adequate infrastructure whilst some did have good infrastructure in their libraries. One school did not have a library, but they used the teachers' storerooms to keep their books.

### 4.8.1.2 Findings from Teachers

Teachers were asked if they had functional libraries in their schools. The teachers gave the following comments:

*"The school does not have a proper library but a mini office that have school textbooks related to the subjects offered by the school, so we cannot call it a library but a storeroom". We use the storeroom because the school has not been provided with funds like other schools to build the library (T3)."*

*"Since the school does not have a school library, we do not have infrastructure to support reading culture because the school has no finances to provide proper and adequate infrastructure" (T4).*

Another participant indicated that they had adequate infrastructure at their library. Participants gave the following remarks:

*"The library has physical books such as novels, textbooks and magazines. We also have access to information on the internet" (T1).*

Another participant indicated that the lack of finances by the school is the one that impedes the school from having a library. Participants said:

*"We do not have proper classes for the learners; thus, building a library is another burden for the school, as the school does not have adequate financial resources" (T3).*

*"The school has no resources to finance the library; hence, sometimes the school relies on learners to donate books that are relevant to their studies" (T2)*

The findings show that in some schools, they did not have proper libraries, and some did not have a library; however, in some schools, they had adequate infrastructure as well as the internet in their library. Therefore, this shows an unequal distribution of resources between schools which is why some are developed whilst others are not.

### 4.8.1.3 Findings from librarians and teachers responsible for the libraries
From the findings, the school has a library with all the infrastructure such as computers, books, and the internet, among others.

*"We have a very big library with a lot of books, we have chairs and desks to sit and read. Outside we have benches where we can sit and read and have discussions" (L1).*

The findings also showed that the library had suitable reading materials, as indicated by one of the participants who said:

*"The books are enough for everyone in the school because we have a wide variety of books to read" (T1).*

These findings, shows that the school had a functional library with adequate infrastructure

Another teacher revealed that they did not have a librarian, and most of the books they had at the school were primarily donations. The teacher said:

*We have challenges of funding; schools are not given financial support when it comes to libraries. We rely on funds that we are given by SDC, which are not enough to buy books. We do not have a librarian, the books that we have are mostly donations, and these are obsolete and very old. (T,2)*

Another teacher revealed that their library did not have adequate reading material and enough reading space. The participant said:

*We have shortage of books as well as reading material at the library reading space (T,1)*

Another participant revealed that they did not have a library; hence they kept the books in the storeroom. The participant gave the following remark:

*We do not have a library hence we keep the few books that we have in the storeroom (T,3)*

These findings show that there was a school with a functional library with adequate infrastructure whilst other schools did not have.

### 4.8.1.4 Findings from headmasters

Headmasters were asked if they had functional libraries at their schools.  The participants gave the following responses:

*"Yes, the library is there, I mean the physical building, but it is not functional. There are old books that have gathered dust, and no one is using them because they are irrelevant." (HM4).*

Another participant said:

*"Because the school has not enough resources to buy reading materials, the library is therefore not functional" (HM3).*

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The study revealed adequate infrastructure at some schools as learners use the internet if they did not find the book they wanted. Participants gave the following remarks:

*"We have the internet in our library, so if learners cannot find a book they want, they can search for information on the internet" (HM1)*

The findings clearly show that there was adequate infrastructure in some school libraries whilst others did not have proper infrastructure. This is because some schools lacked resources whilst the private school was funded more than others.

**4.8.2 Discussion regarding status quo of school libraries at four high schools in Chinhoyi**

Lack of resources in school libraries has been cited as a key concern in improving reading culture in high schools. Notwithstanding the significance of reading culture to people in contemporary society, this research revealed that lack of resources impede success. Mojapelo (2018) affirms that inadequate resources are a significant impediment to the development of school libraries. This undermines all attempts to build and maintain functioning school libraries. A study carried out by Malanga (2015) in Malawi attributed poor reading habits to poorly stocked libraries due to inadequate resources. Responses from the teachers also show that government schools are not adequately funded to support the school libraries. This is supported by research done by Malekani and Mubofu (2019), which found out that most school libraries face financial challenges due to inadequate funds allocated to manage them. One teacher responded that their school did not have a proper library but a mini office with school textbooks related to the subjects offered by the school. Another teacher echoed the same sentiments by saying that their school kept in textbooks in teachers' offices as these acted or represented libraries. Therefore, one can argue that there is a need for equal funding by the government to reduce the disparities between schools. In addition, there is also a need for parent involvement for them to cultivate and nurture a good reading culture among their children even when they are at home.

According to UNESCO (2017), libraries are well-suited to promoting a reading culture, as well as developing and maintaining a literate environment since they provide a welcome and friendly area to explore, enjoy, and practice numerous literacy-related activities. According to Abdul-jabbar (2016), developing a reading culture among

individuals throughout nations can be accomplished by creating a reading-friendly library environment. These findings align with Vygotsky's theory which proposed that learning is a social and interactive process that originates from human intelligence and support in society or culture. It further observes that social interaction with other people in an environment plays important function in developing cognition among children. Therefore, having a functional library with adequate reading space infrastructure, and book reading space plays a vital role in promoting a good reading culture.

Igwe and Uzuegbu (2013) also noted the lack of or poor conditions of secondary school libraries, outdated and scarce information resources in existing school libraries, the lack of professional librarians, run-down secondary school buildings, and many other factors contribute to poor reading habits among students. In a similar vein, Arua and Nwebiem (2014) found that inadequate library space, poor library orientation, and limited library hours were all issues that disheartened learners from utilizing school libraries.

Whereas there seems to be no clear regulation in Zimbabwe mandating schools to have libraries, the National Library and Documentation Services Act (NLDS) empowers the Ministry of Primary and Secondary Education to develop school libraries. The NLDS is founded on the opinion that Zimbabwe's school library system, including rural schools, is overwhelmed by numerous problems stemming from funding neglect to policy issues. This is made worse by the shortcomings of the National Library Documentation Services (NLDS) Act and the lack of a National Library Policy, which provides no framework for crucial elements such as school library management, assistance, recognition, prioritizing, placement, and resource allocation (Bikos,2014).

The responses from participants show that two schools out of the four have a school library. One of the primary goals of the school library is to help learners improve a passion for reading and to encourage a reading culture among its users (Danladi and Soko 2018:7). On being asked what information resources were available to learners in the school library, they said that their schools only had printed books in their library.

The face-to-face interviews conducted with headmasters revealed that out of the four schools, two schools did not have a functional school library. The other two schools have functional school libraries. A school library can be defined as well-stocked library with a qualified school librarian who manage the collection and offer effective services

that promote reading culture (Paton-Ash and Wilmont 2015; Mojapelo 2016; Teravainen-Goff and Clark 2017). The material found in these libraries include textbooks, novels, and magazines.

## 4.9 Influence of the use of library resources in promoting a good reading culture

To determine the influence the library resources, have in promoting the reading culture in high schools, focus group discussions were conducted with learners, and face-to-face interviews were conducted with teachers, headmasters and librarians to gain information on the phenomenon in question.

### 4.9.1 Findings from learners

During the focus group discussions conducted with learners to obtain information on the influence of library resources in promoting a good reading culture. Learner P from FDG 4 gave the following remark:

*"I think the library resources promote a good reading culture to a large extent because in the library you can have a quiet place where you can read without being disturbed".*

Learner Y from FDG 1 and learner X from FDG 2 indicated that some lessons required them to read novels; hence since the library provided learners with books, this promoted a good reading culture. Hence participants said:

*"In the English lesson, we are encouraged to read at least one novel per term and do a book review that is presented in class" (Learner, Y).*

*"Sometimes our English teacher gives us work to do which require us to read books that is when we read so that we can pass the exercise" (Learner, X).*

Since one of the schools did not have a library, but a mini office, when asked about the influence of a library in promoting a good reading culture, learner Z from FDG3 gave the following remarks:

*"We do not have a school library, so we are not taking any part in the community".*

*"We do not have a school library, so nothing is being done to promote reading in the community".*

*"Ahhh, nothing, we always have challenges of a quiet place to read".*

Learner Z from FDG 3 reported that they do not think the library resources have any influence when it comes to promoting reading culture. Participants gave the following remarks:

*"The school library is not helping us to read; we rely on learners from other schools to borrow their books to read. Our parents cannot afford to buy books for us".*

The findings clearly show some similarities between responses that learners gave as some indicated that they were encouraged by their teachers to read novels for the English lessons; hence' the books in the library promoted a good reading culture. However, those learners who did not have a library at their schools, relied on borrowing books from colleagues from other schools.

### 4.9.2 Findings from Teachers

From the face-to-face interviews conducted with teachers on the influence of the use of library resources in promoting a good reading culture. One of the participants gave the following remarks:

*"Library resources promote a good reading culture to a lesser extent as it is only serving a few learners in the school and does not accommodate all learners due to space shortage" (T2).*

Another participant gave the following remarks:

*"This library does not function; we now use the library as a staff room for English teachers, and the school is doing nothing at all to change this" (T4)*

*"We do not have a school library, so we are not taking any part in the community" (T3).*

*"Mmmm, we have textbooks, novels, bibles, dictionaries, and newspapers. But the novels are very old and outdated, so we are not interested in reading them" (T2)*

For those with libraries with adequate infrastructure, the library resources had a great influence in promoting a good reading culture. One of the participants said.

*"I think the library resources promote a good reading culture to a large extent because in the library learners can have a quiet place where they can read without being disturbed" (T1).*

Another teacher stated that they relied on donations of books from other students because they had old books that were irrelevant to the studies. One of the teachers gave the following remark.

*"We encourage learners to donate books because the books that we have in the library are outdated, so those who come from prominent families donate the books" (T2)*

The findings clearly show that those libraries with adequate resources had a significant impact on promoting a good reading culture, whereas those who did not, did not reap the benefits.

### 4.9.3 Findings from Headmasters

Face-to-face interviews with headmasters were conducted to determine the influence of library resources in promoting a good reading culture. One of the participants said the following:

*"Since our library is non-existent, we do not have any program that promotes reading culture" (HM3).*

Another participant said:

*"The library encourages learners to visit the library and borrow books to read at home. During the vacation period, the school provide learners with library books using a mobile library. Learners will make requests to the library, and the school will take the books to a central location where learners will come and collect" (HM1).*

Another participant indicated that the absence of a librarian to encourage learners to read, had a negative influence in promoting a good reading culture. The participant gave the following remark:

*"Library resources promote a good reading culture, to a lesser extent; we do not have a library, and we do not have a librarian who is responsible for encouraging learners to read. The teachers have a lot of work to do, so they do not have time to monitor to see if learners are reading" (HM4).*

Another participant agreed that library resources influenced promoting a good reading culture since teachers and staff could also read in the library. The participant said:

*"The school library encourages our staff to be role models by reading to learners. The teachers have time to read for learners in the library and have discussions about the book they have read" (HM1).*

Other participants revealed that they relied on a local college to donate books because they lacked the funds to purchase reading materials for the library. The participant said:

*"Because we don't have enough reading material, we rely on a local college to donate books to the library, according to the participant". (HM2)*

### 4.9.4 Findings from the Librarian and teachers responsible for the libraries

A face-to-face interview with the librarian was conducted to determine how library resources promote a good reading culture. One of the participants said the following:

*"Our school library offers reading material to members of the school community. Teachers and other staff are offered library services, if learners see that everyone is reading, they also read" (L1).*

*"The library has physical books such as novels, textbooks and magazines. We also have access to information on the internet; hence' this promotes a good reading culture" (T1).*

Other participants indicated that because the library had old books that were irrelevant to them, the library resources do not promote a good reading culture. One of the participants said:

*"The books in our library are very old, so learners and teachers hardly use them. They rely on textbooks and literature set books which are kept by class teachers in the storerooms. They only access these books during lessons" (T2).*

*"There is nothing of interest in our library; hence the resources do not promote a good reading culture" (T3).*

Library resources are publications available in school libraries, including printed and non-print, that serve teachers' and learners' curricular and personal information requirement (Afolabi 2016; IFLA 2015). The researcher was interested in discovering the type of materials learners are accessing in school libraries under this theme. According to the study findings, high school libraries are not adequately equipped with

library resources such as books, internet access so that learners can access journals and articles, documentaries, novels, among others. Furthermore, according to one of the respondents, the majority of school libraries are supplied with irrelevant and outdated materials and textbooks that are required in their studies and the other books such as novels were ancient and outdated, and learners are not interested in reading them. Oriogu, Subair, and Oriogu-Ogbuiyi, (2017) said that academic libraries should endeavour to provide print and non-print information materials in libraries and guarantee a favorable environment for learners to research and read without interruptions. Another respondent highlighted that their school lacked a functional school library, and their books were kept in a storeroom, and they were not permitted to loan them. They only used the books during lesson time. From the above responses, the researcher discovered that most school libraries only have hard copies of school textbooks. This is except for one private school with a library that includes hard copies and provides internet services to the learners. Respondents from that school agreed that their school was adequately stocked to cater for their needs.

## 4.9.2 Discussion on the influence of the use of library resources in promoting a good reading culture

The school library supports the classroom teacher's job and guarantees that all learners have equal access to resources, regardless of their home circumstances. To be an efficient in-service provider, the library must have sufficient resources.

Several scholars have identified a lack of access to reading materials as one of the contributing factors to high schools' poor reading culture, indicating that there are more learners in desperate need of some materials (Mulauzi and Musanje 2013; Benard and Dulle 2014; Shandu, Evans and Mostert 2014; Omenyo, 2016 and Shonhe, 2019). The availability and accessibility of appropriate materials are the pre- requisite and base of all reader development activities. According to Nwachukwu, Abdulsalami, and Salami (2014), information resource availability also entails procuring and supplying means for users to obtain the necessary information resources. As noted by Odusina and Oloniruha (2020), reading culture among learners can be promoted by selecting relevant information resources that meet the school's curriculum and creating easy access to the resources. Oriogu (2015) emphasized the importance of acquiring appropriate and arousing information materials for learners with low vocabulary and poor reading habits. According to the study, most school libraries rely on donated

books. One of the teachers responded that learners donate a book they have read to become members; thereby increasing our collection since we do not have the financial resources to buy new books. A headmaster from another school said their school did not have funding set aside for purchasing library resources, they relied on donations from local a college, and these books were not relevant for their learners.

Participants were further asked about the extent the school library was playing a role in promoting a reading culture in the school community. Most participants responded that the library provided them with a quiet place to read without disturbances from other learners. Another participant said that they have book clubs within the school, and they visit the library to borrow books to read as groups. This shows that school libraries encourage their learners to use the library, thereby promoting reading among learners. From the focus group discussions, the researcher found out that some learners felt that their school was not doing enough to promote a reading culture. The participants said that their school did not have a library and was doing nothing to promote reading. Therefore, these findings align with the socio-cultural theory, which defines human cognition as formed when a person communicates with other individuals, objects, and events through involvement in social activities (Wang, Bruce, and Hughes 2011). This theory argues that one gains a deeper cultural and social understanding of what one is reading by reading various texts that reflect a diversity of cultures.

Another question that was asked during the focus group discussion was how library staff and teachers encourage learners to use the school library. The researcher learned that two libraries had enough material to cater to the learners and the other schools had only textbooks that were only used in class. The learners also noted that the books were old and irrelevant to their studies. The learners said that teachers encouraged them to read by giving them work to search for information to use in assignments, and in some cases, they are asked to cite at least two books in assignments that they submit for marking. Participants from another school said that they have essay competitions and book reviews to encourage reading.

From the above responses, the researcher learned that teachers and the school library were encouraging learners to use the school library by giving them work requiring them to use it. Otitigbe (2015) noted that to indoctrinate a reading culture, importance should

be given to learners by supplying reading materials that pique their curiosity. The librarian should liaise with school authorities to ascertain the information services children will require.

## 4.10 Strategies that can be implemented by high school libraries to enhance the reading culture amongst learners.

The study determined to find strategies that schools can implement to enhance reading culture. Learners responded that schools should buy more relevant books that they can use in their studies; schools should establish proper libraries that will have enough relevant books so that learners will be motivated to read.

### 4.10.1 Findings from learners

During the focus group, discussions were conducted with learners to obtain information on the strategies that high school libraries can implement to enhance reading culture. Learner Y from FDG 2 gave the following remarks:

*"I think the school should buy more books that are relevant to our studies so that we will be interested to come to the library. Most novels in the library are old, and the stories are not interesting, so if the school buys books from Zimbabwe, maybe they will be relevant because they will have the stories that are relevant in our society".*

Learner Z from FDG 3 said:

*"We should have access to books that are relevant to our studies, and also the school should buy novels and other books to read".*

Because other learners did not have adequate infrastructure in their libraries, they gave the following remarks:

*"The school should have a proper library with books, computers and internet" (Learner P from FDG4).*

*"I think the schools should establish proper libraries that will have enough books which are relevant so that as learners we will be motivated to read" (Learner Z from FDG3).*

*"The school can also have reading rooms where we can read quietly without disturbances" (Learner Z from FDG3).*

From the learners' responses, the researcher discovered that school libraries need to improve their collections so that students will have numerous reading materials. Again,

Chisita (2011) posited that out there was no policy on funding school libraries, which results in inadequate relevant information resources such as books and other educational materials.

### 4.10.2 Findings from teachers

From the face-to-face interviews conducted with teachers on strategies high school libraries can implement to enhance reading culture, one of the participants gave the following remarks:

*"First and foremost, the school should employ a qualified librarian who will organise the books in the library and have a timetable for learners to come and read since the school library is small such that it cannot accommodate all learners at once (T2).*

Another participant indicated giving work to learners to enhance reading culture. The participant said:

*"By encouraging them to use English as a medium of communication and assigning them work which will force them to read for answers" (T31).*

For those who did not have libraries, the teacher gave the following remark to enhance reading culture among learners.

*"Again, we do not have a school library, so we try to encourage them to read by having essay writing competitions in their respective classes" (T,3).*

In schools with libraries, the study showed that the inadequate qualified librarians to manage libraries affects children's reading culture.  In most cases, teachers who are given the task of managing these libraries, according to respondents, tend to be too busy with other teaching responsibilities such that they do not have time to open the library for long hours. This was said by one participant who responded that:

"*To improve the school library, I think the Government of Zimbabwe (GoZ), through the Ministry of Primary and Secondary Education (MPOSE) and should set aside funding for the establishment and maintenance of school libraries. This will help school libraries to buy books and be able to employ a librarian who will be responsible for the library. Now, we do not have a librarian, English teachers take turns to help learners in the library, and already these teachers are overburdened by teaching duties (T,2)."*

### 4.10.3 Findings from headmasters

From the face-to-face interviews that were conducted with headmasters on the strategies that high school libraries can implement to enhance reading culture, participants gave the following remark:

*"The schools can revive the school library system. Proper functioning school libraries provide variety of books and multimedia resources to support teaching and learning throughout the key stages. The school libraries should also have a professional librarian who will provide programs that encourage reading"* (HM2).

Another participant said:

*"As a school, we should have time designated for library sessions; parents should be encouraged to make it a habit of buying books for the learners as a way of encouraging children to start reading from a very tender age"* (HM3).

Creating timetables, books clubs and storytelling lessons were some of the strategies that were suggested by headmasters that can enhance reading culture. Participants gave the following remarks:

*"The school can put reading sessions on the timetable to encourage them to read. The school can also introduce book clubs, and learners can meet to read and have discussions about the books they read"* (HM1).

Another participant said:

*"I think school libraries can have storytelling sessions where learners will come and participate in storytelling. Learners can be encouraged to read outside of their school syllabus. To build a wide vocabulary and broad background knowledge, learners need to read in a wide range of genres and text types"* (HM4).

The headmasters suggested that storytelling sessions should be introduced in schools. This was supported by Odusina and Oloniruha (2020) and Tokwe (2018), who believed that integrating storytelling hours into the school curriculum would help instill reading culture into the high school learners. As pointed out by Tokwe (2018) in a paper presented on accessing the world through promotion of a reading culture in Zimbabwe rural schools, at the International Association of School Librarianship

conference, storytelling sessions can be used to inspire independent reading among learners.

**4.10.4 Findings from the librarian and teachers responsible for the libraries**

A face-to-face interview with the librarian was conducted to obtain information on the tactics that can be implemented to enhance reading culture among learners. One of the participants said the following:

*"The school library can make reading a precedence by setting a time nominated for reading, by setting aside an hour a week for independent reading. School libraries can also let students lead. Learners can be asked to recommend great reads for both teachers and their peers. They can offer their views through book talks. Learners can share their thoughts on a book they've read and why they would recommend it to others" (L1).*

The librarian was also given an opportunity to highlight strategies that high school libraries can implement to enhance the reading culture.  The librarian suggested that the school library make reading a priority by setting a time designated for reading and setting aside an hour a week for independent reading. In a study carried out in Nigeria by Oriogu (2015), on developing and improving school libraries and reading habits of secondary school learners, the researcher noted that to encourage library use, it is imperative to include use of library period to learners' timetable. When it is library period, the management and the librarian should make sure that learners go to the library, and the librarian should also ensure that the learners judiciously use the time for reading. The librarian also suggested the need for the school library to set time for reading in the library by setting aside an hour on the school timetable. From the headmasters, the major strategy suggested employing a qualified librarian who will organise books in the library and assist learners when they visit the library.

**4.10.2 Discussion on strategies that can be implemented by high school libraries to enhance the reading culture amongst learners**

Schools can use different strategies to encourage reading. There is a need to enhance learners' reading habits in order to help develop a reading culture at school and at home. From the responses gathered from the respondents, it was suggested that

teachers could encourage learners to read by organising debates and reading competitions.

Respondents also suggested storytelling as a way of promoting reading amongst learners. Bringing in local writers might very well allow them to share their perspectives with the learners about how they originated ideas for the stories they authored. As a result, the learners will be motivated to read and write their own stories, which they will share with their classmates in class. This will allow learners to expand and enrich their imaginations by reading extensively to get story ideas. This is supported by Nalisuba (2010) affirmed that through storytelling activities, learners are encouraged to read more; hence their vocabulary and speech are improved. This also concurs with the socio-cultural theory, which encompasses cultural factors (Vygotsky, 1978), as they mediate experiences of children's literacy at home and school. The theory further posits that social interaction between the adult and the child is vital in this development phase because the latter learn literacy through communication and participation in literacy activities. Hence one can allude that the participation in learners in literacy activities helps develop a good reading culture.

From the responses gathered, the researcher found out that the participants concurred on a qualified librarian who will manage the library on a full-time basis. The finding is in tandem with the recommendation of Oriogu (2015), Jato et al (2014); and Malekani and Mubofu (2019) that a professional librarian should manage school libraries. In a study by Malanga (2015), it was discovered that school libraries without qualified personnel make library service provision nonexistent, affecting the reading culture of learners.

Another finding was that there should be funding set aside by the ministry of education to establish school libraries. Sithole (2012); Tsekea (2015); Bhebhe (2019), also noted that schools suffer from poor funding in Zimbabwe due to a lack of policies governing the establishment of school libraries (Malanga 2015; Shonhe 2019). If school libraries are given funds, they will be able to purchase the material they need and employ qualified librarians. The headmasters suggested that schools adopt a policy where learners must pay library fees every year. These funds will be used to acquire library resources relevant to their studies.

The response from the librarian interviewed was that the school can come up with a timetable that has library hours so that learners can read during that hour. This finding concurs with Jato, Ogunniyi and Olubiyo (2014), who noted that the inclusion of library study hours on the school timetable would allow the learner to study in the library regularly.

Therefore, one can allude that the strategies mainly were suggested for academic purposes for learners to pass their examinations and not for leisure purposes. Therefore, there is a need for both the implementation of strategies that can foster both reading for leisure and educational purposes. There is also a need for the funding of Shona books to promote a reading culture in that area.

## 4.11 Summary of the Chapter

This section presented findings on the reading culture of four schools in Chinhoyi, the status quo of libraries at the school, the influence of library resources in promoting a good reading culture among learners and also the tactics that can be employed to enhance reading culture among learners at these four high schools. The data presented also covered the response rate and the demographic profiles of learners and key informants such as teachers, headmasters and librarians. These demographic profiles were in terms of age, gender, level of education, and length of working experience for the key informants. In addition, the research questions guided the interpretation and analysis of the responses.

## 4.12 Conclusion

This section presented the results and discussions relating to this study. The respondents' views contributed to bringing out the role of school libraries in promoting reading culture among high school learners. The main results from the research are:

a) The study results showed that learners read mainly to for academic purposes for them to excel in their exams. However, the study also revealed that learners also read to improve their vocabulary skills as well as their writing skills by reading novels. Furthermore, the research also revealed that though some students wanted to read for leisure, they were constrained by the lack of reading materials. The data presented covered the response rate and demographic profiles of the participants, and the interpretation and analysis of responses that were guided by the research queries.

b) Moreover, the study revealed both functional and nonfunctional libraries among the four schools. Functional libraries had adequate infrastructure in terms of reading materials, internet access, computers, and reading space. Those that were not functional, on the other hand, had outdated books that were irrelevant to the learners' current studies, so they could not be used. Furthermore, there was a school that did not have a library, so learners had to borrow books from other classes and from their teachers. The study identified challenges that were inhibiting reading culture, lack of school libraries in schools, lack of professional librarians, inadequate funding, lack of school library policy and irrelevant library resources. This study also revealed an unequal distribution of resources in terms of school funding, which causes other schools to fall behind.

c) Furthermore, the study's findings also revealed that library resources had a significant influence in promoting a good reading culture, especially in schools with adequate infrastructure such as relevant books, internet, computers, among others.

d) The study also found that several strategies could promote reading culture in high schools, including storytelling reading competitions, library hours on the school timetable, funding from the parent ministry, and employing qualified librarians.

The next section presents the conclusion, and recommendations.

# CHAPTER FIVE

## CONCLUSION AND RECOMMENDATIONS

### 5.1    Introduction

The previous section provided discussions of the findings of the study. This chapter provides the conclusions and recommendations made in relation to the research aims and the degree to which they have been attained. This study sought to ascertain the role played by school libraries in promoting a reading culture in the high schools of Chinhoyi.   Reasons for carrying out this research were based upon findings in the literature which indicated that the reading culture amongst learners in high schools in Zimbabwe was rapidly declining (Mujuru 2018), due to the lack of functional libraries in schools (Chipunza (2000); Bhebhe (2019) and access to locally relevant reading materials (Nyoni et al 2017). Several studies by Akande and Oyedepo 2018; Danladi and Soko 2018; Lo et al 2017; Molapo 2016; Ogbonna and Eze 2015, have been carried out on school libraries and reading culture in Africa, but there is limited information regarding the link between reading culture and school libraries in Zimbabwe. According to these studies, it is confirmed that a school library plays a pivotal role in promoting a reading culture among high school learners. The study was guided by Wygotsky's socialcultural theory, which proposes that learning is a social and interactive process that originates from human intelligence and support in society or culture. It further observes that social interaction with other people in an environment plays important function developing cognition among children. The learner must also cooperate with the experts to achieve higher competence. Learners learn to read by observing their teachers and parents read. If a parent reads, the child will also want to read, creating a reading habit.

### 5.2 Conclusion

This study sought to ascertain the role played by school libraries in promoting a reading culture in the high schools of Chinhoyi.   It was intended that the study's findings would provide empirical evidence that would be valuable to relevant authorities and other scholars interested in doing related research in Africa. The conclusions in this chapter are based on the extent to which the research results are consistent with the research objectives. The section concludes with specific

suggestions founded on the findings of the research. In addition, the research study's suggestions for future research will be provided.

This study sought to attain the following objectives:

- To examine the reading culture among learners at high schools in Chinhoyi.

- To determine the status quo of school libraries at four high schools in Chinhoyi.

- To find out the influence of the use of library resources in promoting a good reading culture

- To identify strategies that can be implemented by the high school libraries to enhance a reading culture amongst learners.

**5.2.1 Conclusion on reading culture among learners at high schools in Chinhoyi.**
Learners' success depends to a greater extent on their ability to utilise the library resources in the best interest to support their studies. It is a fact that a school library plays a significant role in preparing independent learners and cannot be undermined. The main objective of the research was to ascertain the role of school libraries in promoting a reading culture in four high schools. The study was focused on the high schools of Chinhoyi. Overall, the findings revealed that the school library can be effective and complement the classical teaching only if the collection is adequate to its clientele and is current in nature to support the curricula offered in the school. School libraries should provide current and relevant resources to learners to promote reading among learners. Therefore, the provision of reading materials must support the promotion of reading among the learners.

**5.2.2 Conclusion on the status quo of school libraries at four schools in Chinhoyi.**
The other objective of this research was to determine the status quo of school libraries in four high schools in Chinhoyi. The status quo of libraries has a positive effect on reading culture; this is so in the sense that libraries that are functional and have all the infrastructure such as adequate space in libraries, access to the internet, relevant books play a crucial role in promoting a good reading culture. The findings from the study revealed that there was a school that did not have a school library; hence learners relied on the teacher to bring them books. The study's results also indicated that some schools had libraries; however, these were not functional as the library had

outdated books which were not relevant to the learners' studies. In addition, the study findings also revealed that the relevant books were few in the library; hence learners had to take turns reading the books. However, the study also revealed a school with a functional library, and it had adequate infrastructure, including the internet, computers and a library that caters for all learners, and there were also librarians to assist learners. Therefore, there is a need for equal funding of library resources from the government to promote learners' reading cultures.

### 5.5.3 Conclusion on the influence of the use of library resources in promoting a good reading culture

In this investigation, the study sought to examine the influence of library resources in promoting a good reading culture. The study's findings showed that the availability of library resources that are relevant and enough for all learners plays a significant role in promoting a good reading culture. Another important finding from the study was that library resources promoted a good reading culture because the library learners could get novels and books that they were assigned to read for their schoolwork by teachers. However, the study also revealed that library resources were not promoting a good reading culture as some schools did not have functional libraries with adequate infrastructure as they relied on borrowing books from their friends. Another school did not have a library; hence learners indicated that they were not promoting a good reading culture in the community.

Findings from teachers revealed that for those schools that had functional libraries, library resources played a crucial role in promoting a good reading culture. However, for those that did not have functional libraries' library resources did not promote a good reading culture. In addition, the availability of the internet and a good and friendly environment for reading also encourages a good reading culture. Therefore, there is a need for a functional library to promote a good reading culture among learners.

### 5.2.4 Conclusion on the strategies that can be implemented by the high school libraries to enhance a reading culture amongst learners.

To promote a good reading culture, the study found different strategies that can be implemented by high school libraries to enhance a reading culture among learners. These strategies include creating reading timetable sessions, reading clubs, having

story time sessions, building libraries, buying relevant books for learners, among others. The strategies given in the study revealed that these were based on what the school lacked in their library, which brings us back to the point of having a functional library. Therefore, having a functional library with adequate resources plays an important role in promoting a good reading culture among learners.

## 5.3 Recommendations

The following recommendations are based on the result of the research and are justified by the assumption that significant gaps in learners' reading development must be addressed through a holistic and multi-faceted approach to the reading culture problem at all stages of the school system.

### 5.3.1 Recommendations on reading culture among learners at high schools in Chinhoyi.

The library should acquire relevant information sources in line with the learner's information needs. The school library should provide physical access to information through a carefully selected and systematically organised collection so that learners can easily access information in the library.

All learners should be allowed to use the library for them to love reading and cultivate a reading habit. There is a need to improve learners' reading habits in order to assist them build a reading culture at school and at home. All learners should be involved in reading activities in schools. Teachers can do this through organizing discussions, reading competitions, quizzes, establishing readers' and writers' groups, and sharing learners' tales through storytelling. According to Nalisuba (2010), storytelling and creating storybooks assist learners engage in reading and improve their creativity. One method for addressing literacy development in the classroom is to use storytelling to improve spoken language and reading comprehension (Miller and Pennycuff, 2008). Participating in storytelling activities might help to stimulate even the most hesitant reader. When learners realise they lack sufficient information when sharing ideas with their peers through reading activities, they will recognize the value of reading. They are more likely to become interested in the numerous reading resources accessible to them at school and home, and they may elect to read them.

There is a need to improve the quantity and variety of non-textbook reading materials. Reading may be made more fun by telling exciting stories, which is beneficial for

students learning to read and developing a reading culture. As a result, the government must provide learners with interesting and educational reading materials, particularly those authored by authors who tie their stories to the local setting in Zimbabwe. This will allow learners to identify with the stories and, as a result, build an interest in reading.

**5.3.2 Recommendations on the status quo of school libraries at four High Schools in Chinhoyi.**

The schools should provide adequate infrastructure leading to enough sitting space in the library by setting up other libraries in the schools that do not have libraries. The libraries should be automated to provide learners with a variety of online resources. Sitting space in the library should be increased so that all learners will be accommodated in the library.

Schools should be provided with adequate funds to develop collection reading materials that can attract users (Sethy 2018). The schools can also use the funds to employ the school librarian and maintain the school library.

Schools should employ highly qualified librarians because under-qualified librarians reduce the effectiveness of services due to a lack of adequate knowledge. Therefore, the library should aim to employ highly qualified personnel to achieve high-quality service provision.

**5.3.3 Recommendations on the influence of the use of library resources in promoting a good reading culture**

Some of the learners in this research were unable to access reading materials due to a lack of space or infrastructure (libraries) for storing the materials, and a absence of professionals (librarians) who could provide them with reading materials regularly. This suggests that library services and library staff impact on how and when students read books. On the other hand, even irrelevant reading resources dissuade students from reading.

Collection development should be treated with priority. The Ministry of Primary and Secondary Education should liaise with the government of Zimbabwe to come up with a budget allocated to schools so that they will be able to finance their libraries. The library should have a good financial budget for new acquisitions. This will help the

library cope with the dynamic changes in syllabuses and the continuously growing demands of information learners and staff. The library should acquire relevant information sources in line with the learner's information needs.

The school library should provide physical access to information through a carefully selected and systematically organised collection so that learners can easily access information in the library (Adejimoh, Ilo and Audu 2018). To improve learners reading skills, there is a need to expand the quantity and variety of non-textbook reading materials. Reading may be made more fun by telling interesting stories, which is beneficial for both students learning to read and the development of a reading culture. As a result, the government should provide educational and enjoyable reading materials to school libraries, particularly those written by authors who tie their stories to the local setting in Zimbabwe. This will allow learners to identify with the stories and, as a result, build an interest in reading.

How the knowledge is presented, both in terms of language and content has a significant impact on how learners perceive that knowledge. Reading materials may be undesirable because the language used is too complex for the learners' level of proficiency; the reading materials' subject is not culturally relevant, or the material is deemed ethically detrimental. By providing current materials, the library provides valuable information. Other books for leisure reading should be available in the library. Some of the learners in this study did not read frequently since there was no time assigned for reading activities, thus resulting in a lack of interest in reading. This infers that time is vital for a reading culture to flourish.

### 5.3.4 Recommendations on the strategies that can be implemented by the high school libraries to enhance a reading culture amongst learners.

Schools should employ highly qualified librarians because the employment of under-qualified librarians reduces the effectiveness of services due to a lack of adequate knowledge. Therefore, the library should aim to employ highly qualified personnel to achieve high-quality service provision.

The library should be automated in order to provide students with a variety of online resources. Learners can access learning platforms such as Ruzivo, where they can have information related to their studies.

Collection development should be treated with priority. The library should have a good financial budget for new acquisitions. Schools can develop fundraising activities to raise funds for purchasing library materials. They can also engage the alumni to help with donations that can help to boost their library collections. This will help the library cope with the dynamic changes in syllabuses and continuously growing demands for information from students and staff. The school should provide adequate infrastructure leading to enough sitting space in the library by setting up other libraries in the schools that do not have libraries.

Schools should introduce library hours on their timetable. Learners did not read as often as they should have since there was no time for reading activities, resulting in a lack of enthusiasm for reading. This means that for a reading culture to thrive, time is required. All learners should be allowed to utilise the library to develop a love of reading and a habit of reading. According to Nalisuba (2008), library sessions should be delivered by teacher-librarian and librarians to guarantee that learners make the most of their library time by perusing various reading resources (Danladhi and Soko 2018). Sethy (2018) and Adejimoh, Ilo and Audu (2018) also suggested that it is essential to have a provision for separate library hours in the school to provide specific time for readers to visit the library and read.

## 5.4 Implications for theory, policy, and practice

The study findings demonstrated that legislation on establishing school libraries in Zimbabwe is essential. The findings also suggest that when appropriate legislation is enacted, Zimbabwe's poor state of school library infrastructure, services, and collections can improve, thereby improving the reading culture of learners. Social-cultural theory argues that one gains a deeper understanding of what one is reading through reading various texts (Vygostsky 1978) thus when school libraries are adequately resourced, they will provide learners with a variety of resources that will help them to cultivate their reading habits. The social-cultural theory posits that the reading level is influenced by the reading environment (library) where the reader reads, and the availability of different types of reading material would assist in enhancing the learners' reading ability. The primary goal of the school library is to instill in pupils a love of reading and learning, as well as the use of libraries throughout their life (IFLA School Libraries Section Standing Committee 2015:61). The Government of Zimbabwe and the Zimbabwe Library Association (ZIMLA) should collaborate in

drafting a national library policy that will govern the functions of Zimbabwe's school libraries.

## 5.6 Recommendations for further research

This research was a case study, and it was only limited to the high schools in Chinhoyi. It would be more enlightening to undertake multiple-case studies to gain comprehensive information on the role of school libraries in promoting a reading culture in high schools. The researcher, therefore, suggests that further studies be conducted on other provinces in Zimbabwe, as there are currently no known studies that have been undertaken about this phenomenon in question. The results of this study indicate that more needs to be known about the reading habits of learners in high schools.

- ➢ A study of school libraries from all other provinces within Zimbabwe could be conducted to get a broader picture of the reading habits of learners in high schools.
- ➢ Research could be explored by exploring how ICTs and social media impact reading habits.
- ➢ A study into motivation strategies to improve reading could be explored.
- ➢ Research on Zimbabwe school library policy can be conducted to provide guidelines on how schools library should operate.

## 6. Main Conclusion

In this research, the researcher embarked on a study to ascertain the role of school libraries in promoting a reading culture in the high schools of Chinhoyi. The researcher learned a great deal about what the learners read and why they read it, which was primarily for study purposes. It was crucial for the researcher to undertake this research for it to be understood how school libraries help promote learners' reading habits. This study has informed the researcher's thinking why learners do not read. The study also informed the policymakers at the Ministry of Primary and Secondary Education on the value of school libraries in promoting reading culture. Because reading is an activity that frequently involves choice, learners should be allowed to participate in reading content that they enjoy and encouraged to read widely for various purposes. School libraries should have enough relevant resources that

encourage learners to read. Instilling reading habits in learners could be highly beneficial for them in the future, both personally and professionally.

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**List of Appendices**

**Appendix A: Interview Guide for Learners**

Dear Respondents

Thank you for taking part in this survey. My name is Judith Nzara, I am a student at UNISA studying towards a master's degree in Information Science. I hereby invite you to participate in a survey entitled: Role of School Libraries in Promoting Reading Culture in Four High Schools in Chinhoyi, Mashonaland West Province, Zimbabwe. The purpose of this study is to ascertain the role played by school libraries in promoting

a reading culture in the high schools of Chinhoyi in the province of Mashonaland West in Zimbabwe.

School libraries are libraries that are found in pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of learners. A school library is vital to the learning and teaching activities of any school as it acts as an information hub and an innovation centre.

The information is purely meant for academic purposes and shall be treated with the utmost confidentiality. Please fill in your responses in the spaces provided. Be as honest as possible. Do not indicate your name on any part of this questionnaire. The survey will take approximately 20 minutes to complete.

For more information contact me on +263719055781 or judithnzara@gmail.com

Section A: Background information

Please tick appropriately inside the brackets.

1.      What is your gender?

Male [ ] Female [ ]

2.      How old are you?

3.      What is your form?

4.      Does your school have a functional school library?

5.      Does your school library have the resources, capacity and infrastructure to support a healthy reading culture?

6.      To what extent is the school library playing a role in promoting a reading culture in the school community?

7.      What is the type of information resources available to learners in the school library?

8.      Are materials in your school library adequate for all learners? Explain your answer.

9.      How do library staff and teachers encourage using the school library?

10.     Do you think libraries should be provided with adequate funding for the purchase of library resources?

11.     What strategies can be implemented by high school libraries to enhance the reading culture amongst learners?

12.     In your opinion what are the ways of improving your school library?

Thank you.

**Appendix B Interview Guide for Teachers, Librarians and Headmasters**
Dear Respondents

Thank you for taking part in this survey. My name is Judith Nzara, I am a student at UNISA studying towards a Master's degree in Information Science. I hereby invite you to participate in a survey entitled: Role of School Libraries in Promoting Reading Culture in Four High Schools in Chinhoyi, Mashonaland West Province, Zimbabwe. The purpose of this study is to ascertain the role played by school libraries in promoting a reading culture in the high schools of Chinhoyi in the province of Mashonaland West in Zimbabwe.

School libraries are libraries that are found in pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of learners. A school library is vital to the learning and teaching activities of any school as it acts as an information hub and an innovation centre.

The information is purely meant for academic purposes and shall be treated with the utmost confidentiality. Please fill in your responses in the spaces provided. Be as honest as possible. Do not indicate your name on any part of this questionnaire. The survey will take approximately 20 minutes to complete.

For more information contact me on +263719055781 or judithnzara@gmail.com

1. Why do learners engage in reading?

2. How do you motivate learners to read?

3. What challenges are you faced with in cultivating a reading culture?

4. What types of information sources are included in the school library?

5. Does your school library have the resources, capacity and infrastructure to support a reading culture?

6. What strategies do you use in helping learners use the library for reading?

7. What would you say is your learners' perceptions towards the use of the library?

8. In your opinion, what do you think are the causes of poor reading habits among learners?

9. What intervention strategies does your school have to promote and develop a reading culture?

10. To what extent is the school library playing a role in promoting a reading culture in its community?

11. What strategies can be implemented by high school libraries to enhance the reading culture amongst learners?

12. What would you recommend to improve your school library?

Thank you.

**Appendix C Document Analysis Guide**

| Document Type | Explanation |
|---|---|
| **Circulation Reports** | The report contains information on the total number of materials loaned and borrowed, by learners. |

| | |
|---|---|
| **Acquisition Reports** | The report contains information on the resources that are in the library. It shows the number of materials available, types of materials, and how they were acquired. |
| **Enrolment Records** | These reports contained information records of the learners enrolled at the schools. These records were kept in the administration offices. |
| **Library Timetable** | This document provided useful information on the frequency of library use by learners. |
| **Usage Statistic reports** | The reports were kept in the library showing information on what learners used when in the library |

**Appendix D: Objectives, research questions, research methods and population of the study**

**Objectives, research questions, research techniques and population of the research**

| Objectives | Research Question(s) | Research Methods | Population | Research instruments |
|---|---|---|---|---|
| To examine the reading culture among learners at high schools in Chinhoyi. | Why do learners of Chinhoyi high schools engage in reading? | Qualitative | 48 Learners 4 headmasters 1 librarian 3 teachers | Focus group interview guide Face to face interview |
| To determine the status quo of school libraries at four High Schools in Chinhoyi. | To what extent is the school library playing a role in promoting a reading culture in its community?? | Qualitative | 48 Learners 4 headmasters 1 librarian 3 teachers | Focus group interview guide Face to face interview |
| To find out the influence of the use of library resources in promoting a good reading culture. | What types of information sources are included in the four high schools of Chinhoyi? | Qualitative | 48 Learners 4 headmasters 1 librarian 3 teachers | Focus group interview guide Face to face interview |
| To identify strategies that can be implemented by the high school libraries to enhance a reading culture | What strategies can be implemented by high school libraries to enhance reading culture | Qualitative | 48 Learners 4 headmasters 1 librarian 3 teachers | Focus group interview guide Face to face interview |

| amongst learners. | amongst learners? | | | |
|---|---|---|---|---|

**Appendix E Ethical Clearance**

**COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE**

28 September 2021

Dear Judith Nzara

| Decision: | NHREC Registration # : |
|---|---|
| **Ethics Approval from 28 September 2021to 28 September 2024** | Rec-240816-052 |
| | CREC Reference # : |
| | 48184578_CREC_CHS_2021 |

| Researcher(s): | Name: Judith Nzara |
|---|---|
| | Contact details: 48184578@mylife.unisa.ac.za |
| Supervisor(s): | Name: Prof Nampombe Saurombe |
| | Contact details: 082 217 5898 |

**Title: Role of School Libraries in Promoting a Reading Culture in Four High Schools in Chinhoyi, Mashonaland West Province, Zimbabwe.**

**Degree Purpose: Masters**

Thank you for the application for research ethics clearance by the Unisa College of Human Science Ethics Committee. Ethics approval is granted for three years.

The *low risk application* was reviewed by College of Human Sciences Research Ethics Committee, in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the College Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the

confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.

7. No fieldwork activities may continue after the expiry date **(28 September 2024).** Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

*The reference number **48184578_CREC_CHS_2021** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Signature:

Signature: PP

Prof. KB Khan
CHS Research Ethics Committee Chairperson
Email: khankb@unisa.ac.za
Tel: (012) 429 8210

Prof K. Masemola
Exécutive Dean: CHS
E-mail: masemk@unisa.ac.za
Tel: (012) 429 2298

## Appendix F Request to carry out research

*Josephine*
*Please study this and*
*advise accordingly.*

UNISA | university of south africa

*SMhuma 6/9/21*

23 August 2021

Provincial Director
Ministry of Primary and Secondary Education
Mashonaland West
P.O Box 328
Chinhoyi
Dear Sir/Madam

**RE: Request for permission to conduct research at Lomagundi College, Chinhoyi High School, Chemagamba High School and Nemakonde High School.**

I, Judith Nzara, am doing research with Professor N. Saurombe, Associate Professor in the Department of Information Science towards a Masters in Information Science at the University of South Africa. We are requesting for permission to conduct research at Lomagundi College, Chinhoyi High School, Chemagamba High School and Nemakonde High School.

The study is entitled "Role of School Libraries in Promoting a Reading Culture in Four High Schools in Chinhoyi, Mashonaland West Province, Zimbabwe". The aim of the study is to ascertain the role played by school libraries in promoting a reading culture in the high schools of Chinhoyi in the province of Mashonaland West in Zimbabwe.

The study will entail the collection of data relating to the reading culture of learners in Chinhoyi, Mashonaland West province of Zimbabwe with intention of investigating whether learners have access to school libraries. Data collection for this research will be done through document analysis and the use of focus group interviews with learners, librarians, teachers and Headmasters.

The findings of this study could be of relevance to teachers and school administrators and help them understand the importance of school libraries. Furthermore, since there is limited information regarding reading culture in Zimbabwe, the study will add on to the body of literature on school libraries in Zimbabwe. This in turn could benefit future studies on school libraries and promoting a reading culture in schools.

Feedback procedure will entail that if you contact the researcher on +263 719 055 781 or judithnzara@gmail.com.

Yours sincerely

Judith Nzara
Researcher

## Appendix G Ministry of Education Approval Letter

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<table>
<tr><td>

*All communications should be*
*addressed to*
*"The Provincial Education Director"*
*Telephone: 067-23043/25655*
<u>*Tele Fax:*</u> *067-23320*
<u>*Email*</u> *edumashwest@gmail.com*

</td><td>

**ZIMBABWE**

</td><td>

Ref :C/246/1/MW

**Ministry of Primary & Secondary**
**Education**
**Mashonaland West Province**
**P.O Box 328**
**Chinhoyi**

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</table>

The District Schools Inspector

MAKONDE

**AUTHORITY TO CARRY OUT EDUCATIONAL RESEARCH: SCHOOLS IN**
MAKONDE **DISTRICT: MR/MRS/MS:** JUDITH NZARA
**ECNO/IDNO** 63-1072972070 **STATION** 12456 RUJEKO(CHINHOYI)
**DISTRICT** MAKONDE **INSTITUITION** UNISA
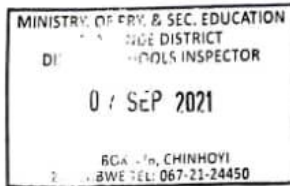**REG.NO** 48184578 **PROGRAMME** MIS

The above named student has been granted authority by the Provincial Education Director to carry out a research in MAKONDE District. The student has been advised to visit your office before entering the schools.

Please ensure that the learning and teaching programmes at the targeted schools are not interrupted in any way; the student strictly adheres to the activities and topics specified in his/her letter of request and that the research should be conducted according to the given time frame.

The District Schools Inspector is requested to liaise with the researcher on the specific schools where the research will be conducted and advise the Provincial Office of the chosen schools. Furthermore, the District Schools Inspector should ensure that a copy of the research findings is submitted to the Provincial Education Director once the research is completed.

**FOR PROVINCIAL EDUCATION DIRECTOR**
**MASHONALAND WEST PROVINCE**

CC.Mr/Mrs/Ms.............................................

MINISTRY. OF PRY. & SEC. EDUCATION
MAKONDE DISTRICT
DISTRICT SCHOOLS INSPECTOR

0 7 SEP 2021

P.O. BOX 376, CHINHOYI
ZIMBABWE TEL: 067-21-24450

please assist.

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**Appendix E Turnitin Report**

## Final