MZUZU UNIVERSITY

DEPARTMENT OF INFORMATION SCIENCE

UNDERGRADUATE STUDENT RESEARCH REPORT

*The Role of National Library Services in promoting reading culture amongst
children in Malawi*

By

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CHAPTER ONE

INTRODUCTION

1.1 Conceptual setting.

Reading is essential to full participation in modern society. It adds quality to life, provides access to culture and cultural heritage, empowers and emancipates citizen as well as brings people together. The reading culture is one of the valuable assets which boost human generative powers of thinking for new innovations and development of personal talents and natural endowments (Vygotsky 2011). According to Behrman, Magara and Batambuze as cited by Ruterana, 2012, p. 18) define reading culture as a culture where reading is part of the people's living and constitutes a habit that is shared by members of the society. Mackenzie, as cited in Magara and Batambuze (2005), emphasized that in order to develop the reading culture in a society; people require knowledge to utilize existing information materials and resources. This is mostly done when people take reading as a lifelong activity. Through the provision of reading materials and reading programs to people in the society, libraries works to motivate children in developing reading for pleasure. According to Carbo and Cole (2007), engaging children in a variety of reading experiences through book talks, readers' theatre, and storytelling will help children to develop a habit of listening, comprehension and recall which gradually results into a reading culture. The library promotes reading culture by ensuring that children have a good access to relevant information and reading materials and the provision of services like book exhibits, reading competitions, reading day and other services. (Krolak 2005). Educators, parents, community leaders and librarians all play an important role in the development of the children who not only can read but do read.

1.2 Background information (contextual setting)

The Malawi National Library Service (MNLS), the only public library in Malawi, was established under the Act of parliament, No. 31 of 1967 to promote reading culture among the Malawian citizens. MNLS through its thirteen service points located in all three regions of Malawi, ensures that citizens have relevant information and reading materials for sustaining literacy, recreation, general enlightenment and support for the democratization process. "MNLS mission statement is to ensure that people in Malawi, have access to reading information materials which they may require in connection with their studies, their profession or other work, for the maintenance of

literacy, for general enlightenment and in support of the decentralization process in Malawi (MNLS website, 2015).”

“The MNLS offers the following services: Lending and reference services, extramural services: these are outreach services designed for those living far from its full-time service points, publishing services e.g. the *Werengani series* (series of children’s books) is one of the main tools for reading culture promotion campaigns and Current awareness services which involves displaying of latest acquisitions and newspaper clippings. In addition to this, the MNLS works to promote reading culture among children where services to promote reading culture are offered accompanied by strategies to motivate children to read books (MNLS website, 2015)”.

1.4. Statement of the problem

The government of Malawi has been providing free reading services through the Malawi National Library Service (MNLS) and other institutions for a long period of time, to promote the reading culture amongst children. This has been done through the support from NonGovernmental Organizations (NGOs) to introduce reading programs in Malawi. For instance, through the support from the International Book Aid and other organisations, the Malawi National Library Service has been able to conduct programs aiming at promoting reading culture. Despite of all these efforts, reports from National Initiative for Civic education centers and information centers have shown that people in Malawi do not like reading. This has prompted the researcher to find out the role of the MNLS in promoting reading culture amongst children in Malawi.

1.6. Research objectives

- To find out services that are used by MNLS to promote reading culture amongst Malawian children.
- To find out strategies that are used by MNLS to motivate children to read books.
- To identify the challenges that are met by the MNLS in the process of promoting reading culture.

1.5. Research questions

- What services are being used by the MNLS in promoting reading culture among children?
- What are the strategies that are being used by the MNLS to motivate children to read books?
- What are the challenges that the MNLS face in the course of promoting reading culture?

1.7. Aim of the study

The main aim of this study is to find out the role of the Malawi National Library Service in promoting reading culture amongst children in Malawi.

1.8. Significance of study

A reading nation is an informed and knowledgeable society that can contribute positively to social and economic transformation of its country. The research being the first of this kind to be conducted at the Malawi National Library Service Headquarters in Lilongwe, will provide the management with critical information that will be ideal to be used to make improvements in the way The Malawi National Library Service works to promote reading culture amongst Malawian children. In addition to this, the development of reading culture at an early stage of childhood and nurture it to adulthood, will end up building a literate nation that can transform itself into an informed and knowledgeable society able to play their rightful role in the global village.

1.8. Scope and Limitation

The study will be conducted at The Malawi National Library Service Headquarters in Lilongwe focusing much on the services aimed at promoting reading culture, strategies used to motivate children to read and challenges faced in the process of promoting reading culture. The study is limited to children less than fifteen years of age who access the services of MNLS headquarters.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

To support the findings of this study, literature was reviewed based on the objectives of this study which are to identify the services provided by the Malawi National Library service which aims at promoting reading culture amongst the children, identifying the strategies used by the Malawi National Library service to motivate children to read books and identifying the challenges that are met by the MNLS in the process of promoting reading culture amongst the children.

Literature has been reviewed through the use of primary sources such as research reports and secondary sources such as dissertations, journals and the internet. The literature review has enabled the researcher to find out the reasons why some of the strategies being used by different libraries in promoting reading culture have not managed to transform their nations into a reading society and how best reading culture can be promoted by coming up with strategies which can assist in transforming the Malawian society from the charting society to a reading society.

2.2 Library services for promoting reading culture.

The promotion of reading culture should start at an early stage of childhood and nurture it to adulthood and in the process building a literate nation that can transform itself into an informed and knowledgeable society able to play their rightful role in the global village (Kachala, 2007). The participation of citizens to national development activities has been poor due to lack of government effort to promote reading culture among Malawians. Therefore, the coming in of libraries in several parts of the country has enabled some people to develop a reading culture thereby enabling them to participate in some government decisions (Aina et al., 2011). This is so due to some of the library services that aims at promoting reading culture among citizens especially children. The following are some of these library services.

2.3.1 Providing access to books (donation of books to nursery schools).

The first step in the promotion of reading culture among children is to provide them with books. Once children are provided with books, the remaining part is to motivate them to read those books. Children are encouraged to read for pleasure not to pass exams (Fosundo, 2010). Therefore, parents, teacher librarians and children section librarians should provide books to children which are full of juvenile stories, pictures, magazines and other materials which are made to encourage reading for pleasure. According to Ezema and Ekere (2008), Children like fairy tales and myths because they arouse the imagination and critical thinking. This shows that the provision to children books which are full of folktales, fairytales and myths to motivate them, will eventually promote their reading culture.

2.3.2 Mobile library service.

Mobile library is a library service where a vehicle designed for use as a library is used to expand the reach of public libraries by transporting books to potential readers (Joshua. 2016). Mobile library services and materials may be customized for the locations and populations served. For instance, Mobile libraries used to provide books to children who cannot go to the library on their own are customized to provide library services for children. The books have board and picture books, popular stories and resources to help them in doing their homework. Parents and caretakers can choose from a selection of novels and information books (Okusaga, 2008). There is enough space for story-telling and a pull-out awning outside the vehicle.

2.3.3 Storytelling.

Children sections in most libraries involve storytelling sessions as a library service. This service aims at imparting knowledge in children by telling folktales, histories, and juvenile stories which most of them are also in books (Sisulu, 2004). In the process of doing this, children have a liking of reading books to get more stories as they can. Story hours can be an effective method when the librarian gives a group of children the summary of a story in a novel - thus arousing their interest to read the novel themselves. To create suspense, he may decide to omit vital part of the story and encourage the children to find out how the story ended by reading the novel (Peters, 2009). In

junior primary schools, the teacher-librarian could organize the children and explain their picture books in a story form.

2.3.4 Publication of books in local languages

Libraries are also involved in the publication of books in local languages whereby stories, songs, poems and other literature are written in vernacular languages so that they are liked by children and resulting into promotion of reading culture. According to Dike (2005), stories, lullabies, proverbs, tongue twisters, riddles, legends, fables, myths and songs are all part of the children's everyday life, so they should be acknowledged as something that can lay the foundation for reading practices among children. Therefore, the library is involved in publications with all the qualities that will enable children to develop reading for pleasure.

2.4 Strategies used to motivate children to read books

Reading is an effortful activity that children often can choose to do or not to do, therefore it requires motivation. In reading, much of the work relevant to readers' motivation has been framed in terms of attitudes toward reading (Baker and Wigfield, 2014). Children with more positive attitude are more motivated to read, therefore, it is of fundamental significance to build the positive attitude in children about reading so that they are motivated to read. The following are some of the strategies that libraries use to motivate children to read books.

2.4.1 Provision of attractive reading materials.

Children develops a culture of reading easily if their access to books and other reading materials is increased so that they are exposed to a lot of reading materials (Kunade & Chudamani,2006). The increased access of reading materials to children is nothing if they were not purposefully made for children and written in attractive manner to grab their attention to read them.

According to Adenji & Omale (2010), information materials written in children's vernacular language and texts taken from practical life should be used from the start because this will arouse children's interest to read as the stories and other resources will resemble what they do in their everyday life. In addition to this, children books should be full of drawings and beautiful covers to draw their attitude so that they can read them.

2.4.2 Introduction of reading and short story competition in schools and libraries.

Children will develop a habit of reading when they are made busy to read the short stories prepared by themselves and their fellow children. According to DD Phiri (2018), soliciting funds from well-wishers like banks and embassies to introduce reading and short story writing competition which Malawi Writers Union (MAWU) is busy doing is one of the best practices to promote reading culture. However, this will not promote reading culture on its own but the public should be informed about the existence of newly published books and why people should buy and read them. This is because, books and other information resources are merchandise which sell not only because they have quality that satisfies the buyer but also because the buyer knows of its existence and its selling points. According to Hartness (2006), short story writing and storytelling competitions accompanied by advocating the presence and whereabouts of books and other reading materials will greatly promote reading culture among the children.

2.4.3 Rewarding pupils who has done well in narrating stories read from books.

Studies revealed that children who have been rewarded for performing well in reading with small tokens like sweets or biscuits, easily develop a reading habit. Some of the ways in which teachers rewarded their pupils were through showing off the pupils' books to their fellow pupils, asking pupils to read in front of the class and putting stars in the pupil's exercise books (Doiron, 2009). Such rewards encourage pupils to indulge more in reading since they anticipated being rewarded. Teachers in return were rewarded by their head teachers, depending on the pupils' performance in class.

2.4.4 Reading stories to children aloud.

Research shows that reading as a lifelong learning habit is sustained by the love of reading which must be nurtured beyond the school environment and formal schooling years (Rajaratnam, 2013). Librarians, teachers, parents and other people who spend more time with children, should take the responsibility of motivating their children to read books. One way of doing this to children is to read a book to them loudly. When children listen to nice stories read from a book by their parents,

librarians, teachers and other people, they are motivated to start reading on their own to get more of these stories.

2.4.5 Recommending books for children to read.

Previously, librarians were only focused on building the physical and digital infrastructures to facilitate reading among members of the society, but today Public Libraries continuously strive to retain its relevance and role in promoting the love of reading to all and serve as a driver for social cohesion, interaction, learning and creation (Rajaratnam, 2013). As a way of facilitating the habit of reading books to children, libraries recommend books to children to motivate them to read those books.

2.4.6 Training teacher librarians.

The teacher librarian being the bridge between library resources and the children has a vital role to play in adoption of sustainable strategies that would promote reading culture among the children. The teacher librarian will enable the children to develop a reading culture even when the children do not have time go to the public libraries because he/ she has both experiences of a teacher and librarian.

2.5 Challenges in the process of promoting reading culture

There are a number of drawbacks that are met by libraries and other institutions that work to promote reading culture in Malawi. Some of these challenges include small budgets allocated to libraries, schools and education divisions for the purchase of learning and teaching materials, lack of trained librarians to managing the library, lack of opportunities and options for keeping abreast of the changing library services and environment and lack of published appropriate reading materials beyond school textbooks.

2.5.1 Insufficiency of Reading Materials

The most challenge that many children met in the course of promoting reading culture is lack of reading materials (Nalusiba 2006). Most schools, families and community or public libraries have insufficient reading materials to assist their children in promotion of reading culture. It is a

common cry of most head teachers about inadequacy in variety and quantity of reading materials in schools, especially in the wake of increasing enrollment. Radio, audio-visual materials can increase the range of information sources for the library, whereas access to newspapers can play a key role in developing a reading culture and maintaining reading skills (The World Bank, 2002). Therefore, teacher librarians and other school staff should be resourceful in providing newspapers, journals and other periodicals to increase the accessibility of reading materials to children to promote reading culture in schools. In most cases, just a few copies of reading materials which are categorized as non- textbook reading materials commonly known as readers are supplied by MOEST for pleasure reading. If the class is large then it is a very big problem for the pupils to each get a chance to read. Therefore, pupils get discouraged to read since not all of them are able to get an opportunity to read from the NTBRMs in class and neither are they allowed to borrow them to take home to read.

2.5.2 Lack of parental intervention in promoting reading culture

Promotion of reading culture is not supposed to be encouraged in libraries and schools only, but also at home children are supposed to read books at their free time. Parents should take part in encouraging their children in developing a reading culture by letting them read books in their free time rather than watching television and playing games which mostly occupy the hearts of many children nowadays. Ngwira (2006) contends that “parents who cannot read are unable to teach their children to read” creating a vicious cycle. This is because parents are responsible for creating a conducive environment for children to learn good reading habits. This can be done by providing quiet places or rooms where reading should be taking place.

2.5.3 Education system

Liyaru (2007) emphasized that the lack of acquisition of positive reading skills and a positive reading culture during the formative years impacted negatively on the pupil’s performance not only in the language taught, but also in other subjects. It has been observed that some system of

education does not provide library hours or reading time to impart children with reading skills. This leads to failure of children to visit the library and read books, newspapers and magazines thereby posing a great challenge in the promotion of reading culture amongst the children.

2.5.4 Lack of literature in local languages

Most libraries in developing countries are provided by donors from overseas and these books are mostly written in foreign languages especially English and with stories full of foreign culture. This acts as a challenge for children in developing countries to develop a reading culture through reading these books because children lack motivation in reading these books as most children are usually motivated when they are reading books and stories concerning their own culture made in their own setting. Sentuuwa (2004) stated that Walusimbi (1987) emphasized that reading materials should take into consideration the culture of the learners. Children will appreciate reading resources that are written in the context of their culture and experience

2.6 Conclusion

Through the love of literature, children set off on the journey of discovery while learning to live in another's voice, to speak another language and in the process enlarging the boundaries of possibility for oneself. Reading empowers our thinking and imagination since we cannot know more than we read as reading makes us aware. The pages of a book have the power to transport us to a place we have never been before and equips us with knowledge just like we have firsthand experience of the destination. This makes reading to be an effective tool towards growth and social development, else we would be wallowing in ignorance. Lack of reading culture is a major cause of ignorance and poor participation in societal activities in developing countries. African mentality that knowledge comes with age is the chief cause of poor reading culture since people believe that they will more knowledgeable when they have reached old age. Therefore, to build good leaders in future, who will be knowledgeable and with informed minds leading to participation of societal activities, more effort is supposed to be applied in the promotion of reading culture.

CHAPTER THREE

RESEARCH METHODOLOGY

Methodology in research acts as a guide in finding solutions to a predefined problem statement and it involves a researcher initiating some tasks, applying different methods, procedures or techniques and using some tools in the collection of data (William, 2011). This research has employed both qualitative and quantitative methods in evaluating the role of Malawi National Library Service in promoting reading culture. The use of mixed strategies has offset the weaknesses of one research method by allowing exploration and analysis from all methods in the same study since both qualitative and quantitative methods have weaknesses. According to Creswell and Clark (2007), quantitative method is weak in making the audience understand the results and the setting or context in which data was collected whereas the qualitative method may include biases and does not lend itself to statistical analysis and generalization. Therefore, the use of a mixed strategy has assisted the researcher to obtain balanced research results without weaknesses from either side because the weakness of qualitative method has been solved by quantitative method and vice versa. This has resulted to easy understanding of the results by people and production of unbiased results.

3.1 Research design

In this study, the researcher has applied the principles of a social survey research. A social survey for the quantitative part and a case study for the qualitative part. According to Isaac and Michael (1997:136) as cited in Glasow (2005), a social survey is used to answer questions that have been raised, to solve problems posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time and generally, to describe what exists, in what amount and in what context. The case study which has been used for the quantitative part of this study, is an in depth study of a particular situation rather than a sweeping statistical survey (Explorable, 2008). The study has tried to seek and understand people's perception on the role that is being

played by the MNLS in promoting reading culture. Through these designs, the respondents were able to reveal their feelings, beliefs and behaviors.

3.2 Targeted population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. According to Bryman, (2004), population can be defined as the universe of units from which the sample is to be selected. This study has targeted the children that are beneficiaries of the MNLS Headquarters in Lilongwe, staff working in the library (MNLS) especially those that work in children section and teacher librarians of those children that are targeted by the services and strategies of the library to promote reading culture of the library.

3.3 Sampling Methods

A group of individuals chosen to represent a larger group (population) for study in an investigation of a research question is referred to as a sample (Walter 2010). A method to come up with a sample is what is called a sampling method. This study has used a non- probability sampling method known as purposive or judgmental method. According to Etikan, Abubakar and Alkassim (2016), purposive sampling is used when the researcher has a purpose in mind and participants that suit the purpose of the study are included. Therefore, the researcher has used purposive sampling to come up with the members of staff of Lilongwe National Library Service working under children's section who can provide the right information to the study. In addition to this, the researcher has also used a convenient method to choose children and teacher librarians who were available at that particular time. This sampling method which is also known as haphazard or accidental method, chooses subjects due to their proximity to the researcher or when they are easier for the researcher to access. Therefore, the researcher interviewed the children and teacher librarians who were available at that time.

3.4 Sample size

The actual number of subjects to be included in the sample is referred to as the sample size (Cohen et al, 2007). The study comprised of eighty-five (85) respondents. These included eleven (11)

MNLS staff, nine (9) teacher librarians and sixty-five (65) children from different schools visited. There were fifteen children (15) from Eagles Nest Academy, twenty children from Chiwoko primary school, fifteen (15) children from Nanjati primary school and fifteen (15) children from Kamuzu Barracks Primary school.

3.5 Research instruments

Devices that are used to collect data such as questionnaires, tests, structured interview schedules and checklists are known as the research instruments (Coolican 2004). Therefore, this study has used a questionnaire accompanied with focus group interview guide with both open and close ended questions to collect information from library staff, teacher librarians and children under the MNLS.

3.6 Data collection procedures

In this study, the research questionnaires which were in hard copy form, were distributed physically to the selected sample by the researcher himself so that he can provide some clarification where needed. This was done upon booking appointments with the subjects to have a time of explaining to them what is supposed to be done to avoid errors in answering questions from the questionnaire. In addition to this, for young children who cannot manage to read and answer questions from the questionnaire, the researcher organized a focus group discussion with the children where questions from the guide were being read and discussed by the children.

3.7 pretesting of research instruments

The reliability of data collection instruments sometimes can be questionable and this calls for a need to pre-test them before the actual data collection process begins. According to Williams and Wavell (2006), pretesting involves testing the reliability of the research instruments in conditions as similar as possible to the research. For the purpose of this study, pre-testing of data collection instruments was conducted at the Malawi National Library Service Mzuzu branch where purposive and convenient sampling methods will be used to come up with staff and children who can provide useful information. This is because National Library Mzuzu branch works on the same mandate with the headquarters (Lilongwe National Library Service).

3.8 Ethical considerations

During research, the breaking of societal, institutional or personal ethics can bring serious consequences in the whole research process and researchers are always advised to strictly adhere to such ethical issues. According to Henn et al (2006), ethics in research concern the behavior of researchers and the consequences that their research brings to the people and environment of study. To exercise care that the rights of participants and institutions are safeguarded by conforming to the standards of conduct in research, the researcher submitted an authorizing letter to the MNLSH Librarian seeking permission to conduct this research study. All questionnaires were not bearing names of the respondents to ensure confidentiality; instead numbers were used thereby keeping respondents anonymous. Only respondents willing participated in this study.

3.9 Data analysis

The researcher adopted the Miles and Huberman model (Thematic) to analyze and present data collected from the field. According to Miles and Huberman (1994), as cited in Doiron and Asselin (2010), their model entailed data reduction, data display and drawing conclusions as well as verification. In addition to this, Microsoft excel has been used to analyze quantitative information.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents and discusses key findings of the study conducted at MNLS Headquarters (Lilongwe) to find out their role in promoting Reading Culture amongst the children of Malawi. The chapter has two parts, the first part includes data collected through questionnaires which were submitted to staff working in children's section and teacher librarians trained by the MNLS. This part covered both open and closed questions and is the part which is mostly analyzed through charts, graphs, pie charts, histograms and tables with the aid of Microsoft Excel computer program. The second part consists of data which was collected through focus group interviews from children belonging to different primary schools which are the beneficiaries of the MNLS.

4.2PART A: Information obtained from staff working in library and teacher librarians from different schools.

4.2.1 Characteristics of respondents

According to sampling techniques used, purposive in staff and teacher librarians, a total number of staff working under children section was 12 and 8 teacher librarians from 4 primary schools. A total of 13 questionnaires were distributed to staff working in children section of Malawi National Library and 8 to teacher librarians from four primary schools. A total of 12 questionnaires were returned from 13 staff working in the library denoting a 92% response rate and all questionnaires from teacher librarians were returned denoting a 100% response rate. To both staff and teacher librarians, a period of two days was given to respond to the questions freely and all the respondents submitted the questionnaires to the researcher except one staff from National Library who was not around up to the final day of data collection. Children from different schools were organized by their teacher librarians and only those that were free and are able to respond to some questions were gathered in a focus group interview. All the respondents were interviewed about the services provided by the Malawi National Library Service that aim at promoting reading culture, strategies

that are taken by the Malawi National Library service to motivate children to acquire a reading culture and challenges met in the process of promoting reading culture.

Table 1. Respondents

(N=20)

	Chiwoko primary school	Nanjati Primary school	Kamuzu Barracks primary school	Eagles Nest private Academy	Malawi national Library Service	TOTAL RESPONDENTS	PERCENTAGE
Teacher Librarians	2	2	2	2	–	8	40%
MNLS staff	–	–	–	–	12	12	60%
TOTAL	2	2	2	2	12	20	100%

Source: Field Data, 2018

4.2.2 Respondents gender profile

There were more male participants than female participants the details are reflected in table 2 below. Approximately there were 54 percent male participants and 46 female participants. This shows how males takes more interest in reading to enlighten themselves than females.

Figure 1: Gender profile of respondents**(N=20)** *Source: field data, 2018.*

4.2.3 Academic Profile of respondents

Forty percent of the staff that they have and teacher librarians admitted that they have a professional certificate, sixty percent have diploma in their field of work while ten percent have a bachelor's degree in their field of study of which most of them is the field of librarianship. The details of this information is presented in the Table 3 below.

Table 2: Academic profile of respondents (staff and teacher Librarians) (N=20)

Level of education	Number of respondents	Percentage (%)
MSCE or its equivalent	6	40
Professional certificate	2	13
Diploma	3	20
Bachelor's degree	4	27
Masters	—	
Philosophy Degree	—	
Total	15	100

Source: Field data, 2018.

4.2.4 Services that promote reading culture

The response of respondents to the services outlined on the questionnaire is shown in the table below.

Table 3; Reading culture services offered at MNLS (N=15)

Services provided	Respondents who know its existence	Percentage (%)
Inspiring readers in primary schools	14	93%
Reading competition	10	66%
My book day	4	26%
Reading promotion campaigns	9	60%
Early childhood reading programs	11	73%
Mobile library	14	93%
Publication of books in local languages	9	

Source; Field data, 2018

4.2.5 Strategies that are used to motivate children to read.

The researcher also wanted to find out the strategies that the Malawi National Library Service use to motivate children to read. In this technology era, children are exposed to a lot of activities such as watching movies, playing games and chatting with their friends on social networks. Therefore, for them to read books and develop a habit of reading books, there is a need for motivation. It has been shown that some staff and teacher librarians are unable to differentiate between a service that is provided and the strategies used. The following are the findings from respondents.

Table 4: strategies used at MNLS to motivate children to read. (N=20)

Strategies used	Respondents who know of its existence at MNLS	Percentage (%)

Story telling	14	93
Reading aloud	7	47
Provision of attractive reading materials	13	87
Reading and short story writing competitions	14	93
Rewarding pupils who do well in reading	5	33

Source: Field data, 2018.

From the table above, it has been shown that storytelling and competitions on reading and short story writing are strategies that are frequently used by, NLS since all of them have a percentage of 93, seconded by provision of attractive reading materials where a 87 percent of respondents are well aware of its existence as a way of motivating children to read. The researcher have learnt that reading aloud to children and rewarding pupils who have done well in reading, are strategies that are rarely used. This has been shown due to the low percentage who know the existence of these strategies 7% and 5% respectively.

4.2.6 Challenges that affect the promotion of reading culture.

Using the interview and focus group interviews, the researcher learnt that a number of factors played a major role in limiting children's interest in reading activities, which would enable them to build a firm foundation for reading thereby promoting their reading culture. Through the interview method, the researcher found that various factors played a role in discouraging pupils from developing interest in reading. These included insufficient amounts of reading materials, inaccessibility to reading materials, lack of libraries lack of parental involvement, inappropriate reading materials, teacher -related barriers, school-level practices, cultural relevance, and a national curriculum that does not sufficiently address reading. These factors are discussed in the table below:

Table 5; challenges in promoting reading culture

(N=20)

S/N	Responses
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	challenges faced in the promotion of reading culture	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
		<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%
1	Lack of time to visit libraries	0	0	2	13	4	27	0	0	5	33
2	Poverty	4	27	3	20	3	20	3	20	0	0
3	Lack of parents attention	6	40	7	46	3	20	0	0	0	0
4	Education system	4	27	4	27	2	13	0	0	3	20
5	Lack of literature in local languages	5	33	2	13	3	20	3	20	1	7
6	Poor access of information materials	3	20	6	40	0	0	2	13	1	7

Source: field data, 2018

According to the data from Table 6 above, no respondent strongly agreed that lack of time to visit libraries is a challenge, 2 (13%) agree to this challenge, 4 (27%) were not sure if it is a challenge or not, no one disagree and 5 (33%) strongly disagree that lack of time to visit libraries is a challenge in promotion of reading culture.

On the list of challenges, poverty is the second challenge that hinder the promotion of reading culture and it was selected by 4 (27%) participants who strongly agree that it is a challenge. Three respondents representing 20 percent (%) agreed and other three participants (20%) were not sure and on the contrary side also three participants disagreed that poverty is not a challenge to reading culture promotion.

Out of 15 respondents, 6 (40%) strongly agreed that lack of parents' attention is a great challenge, 7 (46%) similarly agreed that it is a challenge, three representing twenty percent were not sure and no participant was on the contrary side.

Four participants representing 27 % percent strongly agree and similarly agree that education system is a challenge and two respondents representing 13% were not sure while on the contrary side no one agree but 3 (20%) strongly disagree that education system is a challenge.

Lack of literature in local languages have been strongly agreed by five participants representing 33%, two participants agreed representing 13% and 3 participants representing 20% were not sure. Contrary to this, three participants representing 20% strongly disagree while one participant representing 7% disagree that lack of literature in local language is a challenge.

Out of fifteen participants, 3 (20%) strongly agreed that lack of information materials is a challenge, 6 (40%) agreed and no one was not sure. On the contrary side, 2 (13%) disagree and one participant representing seven percent strongly disagree that lack of information materials is a challenge.

4.2.7 What the MNLS should do to improve in the promotion of reading culture

The question in this section was open ended, which sought participants' opinions and suggestions on what should the Malawi National Library Service should do to improve in the promotion of reading culture amongst children. Respondents had divergent views on this question and the researcher observed this from the varied responses that respondents were providing. However, most respondents suggested solutions to most of challenges on reading culture promotion as earlier presented in Table 6 above. Table 7 below thematically analyses the data obtained from participants on this question.

Table 6: What the Malawi National Library Service should do to improve in reading culture promotion

(N=20)

Challenges	Solution(s)
Lack of time to visit libraries	Two participants representing 13% agreed that lack of time to visit libraries is a challenge. In responding to this question, they suggested that electricity should be installed so that children can visit the library even during old hours.
Poverty	4 participants representing 27% strongly agreed that poverty is a challenge to the promotion of reading culture. This was supported by the fact that that some children fail to visit libraries because they have been requested by their parents to go sell some commodities like <i>mandasi</i> along the streets. According to some participants, this challenge can be addressed by letting the parents know the goodness of attending the library.
Lack of parents attention	14 (93%) of participants indicated lack of parents' involvement in the promotion of reading culture as a challenge. Therefore, participants suggest that civic education needs to be conducted so that parents should know the good part of allowing their children to go the library. In addition to this, parents should be encouraged to read books and other information materials to their children so that the reading habit should be installed in their
	minds while they are still young.

Education system	Four participants representing 27% strongly agreed that education system poses a challenge in the promotion of reading culture. In addressing this challenge, respondents emphasized that schools should engage in more reading activities. In addition to this, schools should introduce library hours where learners should go to the library to read books of their choice.
Lack of literature in local languages	Several participants suggested that the Malawi National Library Service should proceed in publishing children books in local languages and simple English so that children should be motivated to read them.
Poor access to information materials	7 participants representing 47%, pointed out that the National Library service should establish more libraries in primary schools because children do not find time to visit the libraries. Therefore, children should be reading books at their free time during school hours or after school.

Source: field data, 2018

From the table above, many participants have pointed out that the National Library Service should conduct outreach services and civic educate parents on the goodness of allowing their children to visit libraries. The researcher suggests that this is because most parents depend on their children to do minor household chores after school which make them fail to visit the libraries.

4.3 SECTION B: presentation and data analysis collected from children.

After collecting data from National library staff through questionnaires, the researcher had to follow children who patronise the services of MNLS to their respective schools because the period of collecting data was during learning days since learners are not allowed to visit libraries during school hours. Therefore, the researcher had focus group interviews with children from chiwoko, Nanjati, Kamuzu Barracks primary schools and Eagles Nest Academy where he holds focus group discussions with 15 children from each school. The researcher was involved in the focus group discussions with children while taking down some notes from the questions outlined on the interview guide. The focus group discussions with children from different schools gave insights to the researcher and detailed information about the strategies that MNLS is using to promote reading culture, the effectiveness of these strategies and the challenges met in the process. The sections below form a basis of what transpired during the focus group discussions with the children.

4.3.1 Reading culture services and strategies aimed at promoting it

This section sought to find out if the children have a knowledge of the concept “reading culture” and if they know any programs that are being conducted at the Malawi National Library Service aiming at promoting reading culture amongst children. The response from the children belonging to different schools has been analyzed as follows.

□ *Services aimed at promoting reading culture.*

In response to the question in this section, more children started with mentioning programs that are aimed at encouraging children to read on radios and televisions but after further guidance on how to answer the question, most children remain silent and a few were able to point out inspiring readers and storytelling as programs that are used by MNLS to promote reading culture amongst children. In addition to this, children pointed out services like mobile library and reading aloud.

4.3.2 Strategies that motivate children to read.

To assess the strategies that motivate children to read books, the researcher asked them to mention things that motivate them to read books. Almost all of them said they are motivated by a variety of strategies and specific things inside these things that motivates them. Thirty five children (26%) said storytelling accompanied with probing questions and a preview of the stories play a greater role in motivating them to read books because they are given a hunger to know more from the book the story was taken, Forty two (34%) said beautiful covers motivates them to read books due to the attractiveness of the book which tells them of the interesting story inside the book and twenty three (17%) said reading competitions motivates them greatly since they win two things namely, the prize and knowing the story itself. These strategies that motivate children are represented in the table below;

Table 7: strategies that motivate children to read **N=60)**

Strategies	Number of respondents <i>F</i>	Percentage
Storytelling accompanied a story preview	35	58%
Beautiful covers	42	70%
Reading competitions	23	38%

Source: field data, 2018.

4.3.3 Challenges met in the process of promoting reading culture.

The researcher wanted to know some of the reasons that has led to failure in promoting reading culture despite all the efforts from government, National Library service and other organizations. Therefore, children were asked about their knowledge in challenges that are met in the process of promoting reading culture amongst the children. From the response of the children, some challenges were revealed and they have been analyzed thematically in the table below:

Table8: challenges met in the process of promoting reading culture. **(N=15)**

Challenges	Analyzed response
Parents un willingness to send their children	Children have agreed with staff from MNLS

to libraries.	and teacher librarians from selected schools that this is a great challenge in that most parents depend on their children to do some household chores thereby preventing them to go to libraries after school.
Lack of Libraries	Some children especially those from Kamuzu barracks laid a challenge that the distance to MNLS is so large that after school they cannot manage to go. In addition to this, their school libraries are so tiny in the sense that children are not allowed to read in the library due to lack of enough space.
Lack of books written in vernacular language	Children are beginners to read and are motivated when the books are written in their local languages and they reflect their own culture. Therefore, children agreed that books written by foreign people and which reflect foreign culture do not arouse their interest to read.
Lack of books written by children	In response to this question, some children pointed out that books that are always available to them are written by adults not their fellow children. Books that are written by children have a unique quality which have an effort to induce a motivation in children to read them.

Source: Field data, 2018.

4.3.4 Measures suggested to deal with the challenges to the promotion of reading culture.

This section was intended to find out from children about the suggested solutions to the challenges raised that can lead to the promotion of reading culture amongst the children. The researcher

analysed the suggestions and come up with three themes which have been analysed in the table below.

Table 9: suggested measures to address challenges of promoting reading culture (N=15)

Challenges	Suggested solutions
Lack of parents participation in the promotion of reading culture	The library staff and other organisations aiming at promoting reading culture should hold sensitization meetings to civic educate parents on the significance of taking part in the promotion of reading culture.
Lack of libraries	Spacious libraries should be constructed in schools where children spend most of their time.
Lack of relevant literature.	A proper consideration should be made on the books to be purchased for children.

Source: Field data, 2018.

4.3.5 Conclusion

In conclusion, the chapter has presented an in-depth analysis of data and research findings from the data collected at Malawi National Library Service. The data was collected through questionnaires from staff working in the children department and through an interview guide from the children from different schools which are beneficiaries of MNLS. A Microsoft Excel computer package was used in coming up with tables, charts and graphs and percentages in analyzing quantitative data from students. The data collected through focus group discussions with children was qualitatively analysed using thematic analysis technique.

The next chapter (chapter five) covers Discussion of the Findings, Conclusion, and Recommendations of the study and proposes areas for further research.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction

This chapter provides discussions of the research findings presented in the chapter four, draws conclusions, puts forward recommendations to address the strategies of promoting reading culture among children and suggests areas for further research. The research was established to find out the role of MNLS in promoting reading culture amongst children. The chapter, henceforth, discusses the key findings and observations in the study in line with the objectives identified in Chapter One as follows:

- To identify the services that are provided by the Malawi National Library Service aiming at promoting reading culture amongst children.
- To find strategies that are used to motivate children to read.
- To find challenges that are met in the process of promoting reading culture amongst children.

5.2 Discussion of findings according to objectives.

5.2.1 Services provided by the Malawi National Library Service to promote reading culture.

The aim of this objective was to find out the services that the Malawi National Library service provides with the aim of promoting reading culture among children. Based on the research results analysis on chapter 4, the researcher has found that the services provided include mobile library service, mother to child reading, storytelling, publication of books in local languages, donation of books to nursery schools, training teacher librarians, lending and borrowing books to children and provision of a conducive place for children to study. However, the study has revealed that these services are provided in weekends only and sometimes when children has closed their school term since children are always in schools. In addition to this, challenges like parents resistance to send their children to libraries after school are greatly affecting the effectiveness of these services since they are being applied to a few number of children. The study has also revealed that other services are not yet fully implemented such as mother to child reading service. This service is also capable of transforming the Malawi society to achieve a reading culture but as of now it is not yet spread to many parents and as of now less than ten parents are being provided with this service.

5.2.2 Strategies to motivate children to read books.

For children to read books, they have to be motivated since they are so busy discovering many things. So they pay attention to only those that are funny and attractive to them. Therefore, this objective aimed at finding out the strategies that are being used at MNLS to motivate children to read so that they can end up acquiring a reading habit. The following are some of the findings of this study on this topic.

- ***Reading aloud***

This is a strategy to motivate children to read where a story is read to them aloud and some techniques are applied to motivate them to read the story or the book. The story is either left in suspense so that children can try their best to finish the story or book on their own. The process of reading aloud should be facilitated by some personnel who is a good reader so that children should be motivated even with the way the story or book is being read.

- ***Storytelling.***

Apart from being a service used to promote reading culture, storytelling can also be used as a strategy to motivate children to read books. When stories are being told in a manner that motivates children and arouse their interest to read books, children acquire reading culture so easily. For example, storytelling motivates children to read books when a personnel telling a story skipped deliberately a certain part of the story so that children should read the books and find the skipped part or when children are told to read a story so that they should tell a story to their friend

- ***Rewarding pupils who have read a book.***

When children are being rewarded after reading a book, they are motivated to read more and more so that they can get more rewards. This is another way that children can be motivated to read books and end up acquiring a reading culture.

5.2.3 Challenges met in the process of promoting reading culture.

The study also revealed some of the challenges that are met by the staff of MNLS, Malawi government, teacher librarians and children in the process of promoting reading culture. This is the part which has made the efforts of the government, Ministry of Education and Science and Technology in collaboration with the Malawi National Library Service efforts of promoting reading culture should not bear much fruits and fail to transform the Malawian society from a chatting society to a reading one. Here are the challenges of reading culture promotion in Malawi.

- ***Lack of time to visit libraries.***

From Table 6 in chapter four, 13% of the respondents agreed that children do not find time to visit libraries where they can read books and thereby acquire a reading habit. The participants said that children are always in schools where they spend most of their time and services and procedures of promoting reading culture are being offered in the libraries. Therefore, failure of the children to visit libraries makes them unable to acquire a reading culture. The respondents also said that, after school, children assist their parents to do some household chores while other schools allow their children to go for evening classes, this contributes to children's lack of time to visit libraries where they can acquire a reading culture through exposure of reading materials accompanied with appropriate services and strategies.

- ***Poverty***

It has been observed by the researcher through this study that poverty also poses a greater challenge in promoting reading culture. Table 6 in chapter four shows that 47% of the respondents agreed that poverty is one of the factors that is making the Malawian society not to achieve a reading culture. Respondents have agreed that poverty influences a person's choice of priorities where all his/her effort is exerted on basic things like food, dressing and shelter according to Maslow's Hierarchy of Needs. Therefore, children after school are used by their parents to do some tasks that will provide food and other basic needs to the family. The fact that visiting the library after school will not bring any direct benefit to the parents, children are denied a chance to go to the library after school but to join their parents in doing business, going to the farm and other activities that provides direct benefits to the family. In contrast to this, families that are well to do, find it easy to

send their children to the libraries since children are not used to provide the basic needs for the family.

- ***Lack of parents' attention and intervention in promoting reading culture.***

Reading culture promotion is not supposed to take place in the libraries and schools only but in all places that children spend their time, services and strategies that promote reading culture should be applied. Parents need to play a greater role by sending their children to the libraries and buying books for their children to read while at home. Eighty-six percent (86%) of the respondents who agreed that lack of parents' intervention in reading culture promotion poses a great challenge, said parents overload their children with household chores after school thereby making them unable to visit libraries. In addition to this, children are not allowed to read books while at home and parents do not take any effort to control what their children should do after school.

- ***Education system.***

Education system is another challenge which is also posing a challenge in the promotion of reading culture. Children from different schools has revealed through focus group discussions that the system of Education sometimes do not provide time for them to go to the library and read books. Children spend most of their time in a class learning different subjects and are given a fifteen minutes break twice a day. This shows that even when the library full of books s there at the school, children cannot find time to read the books because the system of education is not providing time for library.

Education system as a challenge to promote reading culture is also supported by Nalusiba (2016) where she recommended that libraries should work hand in hand with the Ministry of Education so that library hours should be provided to children where they can be allowed to visit the libraries and read books of their own choice.

- ***Lack of literature in local languages.***

Children are motivated when they read books in a language they use daily in speaking. Books written by Malawian authors have a Malawian cultural setting of which children are familiar with and this motivates them a lot. The researcher has found that many books at the Malawi National

Library service, are donated by charity organisations like International Book Aid which are written in foreign language (English) and they portray a foreign cultural setting. Therefore, it has been found that most children are not motivated to read these books and those who are beginning to read find more problems since they fail to connect what they are seeing in a book with what they hear daily. Therefore, there is a need to provide many books written by Malawian authors in Chichewa, Tumbuka, Yao and other local languages which will not bring more problems to children and bring more motivation to them.

5.3 What the Malawi National Library Service should do.

According to the respondents, the Malawi National Library Service should exert much effort on working with primary schools in Malawi and establish more libraries because this is where children spend their time most and after school it is difficult for them to go to the libraries because they are also needed by their parents. In addition to this, there is also a need of having civic educations with parents so that they can allow their children to attend the libraries since most respondents said most parents do not allow their children to attend libraries by sending them on errands after school and doing other household works.

5.4 Conclusion.

Basing on the evidence of the findings of the study in the above section, the following conclusions can be drawn. The MNLS is doing a lot to promote reading culture amongst the children and all the services and strategies that are being carried out are worthy to transform the Malawi nation from a chatting society to a reading culture. However, these services and strategies are only provided at the MNLS while at the established libraries in primary schools only a few of these services and strategies are being provided. Since most children have no time to visit the libraries due to late school knock off and household chores provided to them by parents, all the services and strategies provided by the MNLS to promote reading culture are benefitting only a few who find time to visit the MNLS. This implies that children are not familiar with some important services and strategies that aims at promoting reading culture. In addition to this, there are some challenges affecting the promotion of reading culture at the Malawi National Library Service. Most of the reading materials that are available at MNLS are textbooks and no other reading

materials were discovered by the researcher showing like of a variation in the reading materials to motivate children to read books.

5.5 Recommendations.

The following recommendations are based on the study findings and are driven by the belief that significant gaps in the promotion of reading culture amongst children need to be addressed through a comprehensive and multi-faceted approach. Below are some of the recommendations based on the research objectives of the study.

- The Malawi National Library Service should consider to include more varying services that aim at promoting reading culture. In addition to the services that are being offered, like mother to child reading, mobile library, storytelling and others, the resources used should also vary in a way that not only books should be used. Other information materials such as computers, television and others should be used so as to motivate the children to attend the services that are being provided by the library. This is because children read books and stories upon being motivated with the media that carry the story, the outlook and the environment. This will surely motivate them to read books thereby promoting reading culture amongst the children.
- Considering the strategies to be used in promoting reading culture amongst the children, MNLS should make sure that storytelling, reading aloud and other strategies should be conducted by staff or hired personnel who is well conversant with the way children can be motivated. When the reading these strategies are too mechanical, they can no longer motivate the children to read books but they should create a desire in the children to read the recommended book or any book of their choice.
- On the challenges that hinder the promotion of reading culture among the children of Malawi, the MNLS should consider having a civic education with parents through meetings, workshops or seminars to assist the parents to understand the benefit of allowing their children to visit the library. This is so

because the greatest challenge according to this study, is lack of parent's attention to allow their children to be found in the library when they are not at school. Parents should also be encouraged to have family libraries where the children can be reading books while at home.

The MNLS should also consider supporting the established libraries in primary schools where some of these have a tiny space where children cannot sit on a chair and read a book and other libraries have very few books where children fail to borrow them to read at home.

5.6 Areas for further research

Since the study reviewed the role of the Malawi National Library Service in promoting reading culture among children, it is therefore recommended that the study should be extended to other organisations as well who are also working together with MNLS in promoting reading culture among children. For example, the government of Malawi is also working through the Ministry of Education, Science and Technology is also working to promote reading culture. Therefore, a future survey should consider assessing the MoEST through primary schools to understand the challenges and prospects of the process of promoting reading culture amongst children in Malawi.

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APPENDICES:

APPENDIX 1: QUESTIONNAIRE FOR STAFF WORKING IN LIBRARY

(CHILDREN SECTION)

MZUZU UNIVERSITY

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

Dear respondent,

I am Ezra Kapachika a fourth year student pursuing Bachelor Information Science Degree at Mzuzu University. In partial fulfillment for the award of a degree, it is required for me to conduct a research and my research is titled; *'The role of Malawi National Library Service in promoting Reading culture in Malawi'*.

I therefore, write to request your voluntary participation in this study by responding to the questionnaire which solely serves to gather data for the research process only. Be assured that your responses will be analysed with strict confidentiality. Therefore, you are not required to indicate your names on this questionnaire.

Your participation and quick response would be highly appreciated.

Yours,

Ezra Kapachika

(BLIS/2B/14/14)

Mzuzu University

Department of Information Science

Private Bag 201

Luwinga, Mzuzu 2.

Cell: +265991270587

E-mail: kapachikaezra@gmail.com

Instructions

1. Do not write your name on this questionnaire.
2. Tick (✓) where it is appropriate.
3. Some questions will require your explanation. Therefore, use the spaces provided for answering such questions.

Section A: Personal Information

1. What is your gender? (Tick where appropriate)
Male ☐
Female ☐
2. Level of Education
MSCE ☐
Diploma ☐
Bachelor's Degree ☐
Masters ☐
PhD ☐

Section B: Availability of Services aiming at promoting reading culture among children at Malawi National Library Service. (Lilongwe branch).

3. Are you aware of the existence of programs aiming at promoting reading culture at this library?

Yes ☐ No ☐
4. If you have indicated Yes to Question (3), which of the following reading culture services are available here at Lilongwe National Library service?

- Inspiring readers in primary schools []
- Reading competition []
- My book day []
- Reading promotion campaigns []
- Early childhood Reading programs [] Others
- specify.....
-

5. What service(s) are you conversant with their use in question 4 above? (Specify)
-
-
-
-
-

Section C: Strategies used to motivate children to read books.

6. Which of the following are the strategies used to motivate children to read? You can select more than one.
- Provision of books with attractive covers []
- Reading aloud to children []
- Storytelling while leaving the story in suspense for children to finalise themselves by reading books []
- Rewarding children who has done well in reading books []
- Others
- (Specify).....
-
-
-

Section E: Challenges in promoting reading culture

7. What challenges do you face in the process of promoting reading culture? **Key:** 1= strongly agree, 2 = Agree, 3 = Not sure, 4 = Disagree, 5 strongly disagree

	1	2	3	4	5
Lack of information materials	[]	[]	[]	[]	[]
Parents unwilling to send their children to libraries	[]	[]	[]	[]	[]
Children are have no time to visit libraries	[]	[]	[]	[]	[]
Lack of reading culture programs at the library	[]	[]	[]	[]	[]
Lack of parent attention to encourage their children to read	[]	[]	[]	[]	[]
Poverty	[]	[]	[]	[]	[]
Education system	[]	[]	[]	[]	[]
Relevance of books available	[]	[]	[]	[]	[]
Lack of literature in local languages	[]	[]	[]	[]	[]

8. Suggest any possible solution (s) to the above challenges you are encountering in the process of promoting reading culture.

.....

.....

.....

.....

End of Questions. Thank you for your participation

APPENDIX 2 : FOCUS GROUP DISCUSSION GUIDE

MZUZU UNIVERSITY

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

I am Ezra Kapachika a fourth year student pursuing Bachelor of Information Science Degree at Mzuzu University. In partial fulfillment for the award of a degree, it is required for me to conduct a research titled “*The Role of Malawi National Library Service In promoting Reading Culture in Malawi*”. For this study to be effective, you are therefore requested to provide me with information by answering the questions provided to you. Be assured that your confidentiality will be strictly protected.

1. In your own understanding, what do you know about reading culture?
2. (A) Are you aware of any programs aiming at promoting reading culture at this institution?
(b) If you answered yes to the previous question, what are these programs?
3. Who are the target audience of reading culture programs that are being carried out at this institution (Malawi National Library Service)?
4. What are the strategies that are being used to motivate children to read books?
5. What are the challenges that are being met in the process of promoting reading culture at this institution (Malawi National Library Service)?
6. What solutions have you put forward to eradicate the challenges met by the promotion of reading culture at this institution (Malawi National Library Service)?

End of Questions. Thank you for your time and Co-operation.

APPENDIX 3: WORKPLAN

ACTIVITY	2017			2018							
	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
PROPOSAL WRITING											
Presenting proposal to LIS department											
Literature review											
Pretesting questionnaire											
Data collection											
Data analysis											
Report Writing											
Dissemination of results											
Dissertation submission											

APPENDIX 4: CONSENT LETTER

MZUZU UNIVERSITY

**FACULTY OF INFORMATION SCIENCE AND
COMMUNICATIONS**

DEPARTMENT OF INFORMATION SCIENCE

Mzuzu University
Private Bag 201
Mzuzu 2
MALAWI

Tel: (265) (0) 1 320 105
Fax: (265) (01) 320 497/568/505
Email: lis@mzuni.ac.mw

10 May, 2018

The National Librarian
Lilongwe National Library Headquarters

Dear Sir/Madam

REQUEST FOR CONSENT TO CONDUCT RESEARCH AT YOUR INSTITUTION

The bearer of this letter is **Ezra Kapachika**, a fourth and final year Bachelor's Degree student in Library and Information Science in the Department of Library and Information Science at Mzuzu University. He is mandated by the University to conduct a Research as part of the fulfillment for the award of a Bachelor's Degree in Library and Information Science. The purpose of this letter is to seek your consent to allow him to collect research data from your institution. His research topic is **'The Role of National Library in Promoting Reading Culture in Malawi'**. May you be rest assured that the data will only be collected and used for academic purpose.

Your assistance will be highly appreciated and cherished.

Yours faithfully,

Winner Chawinga
Head of Department

Ezra Kapachika

Approved
we will be interested
in the study
to assist us
our service

11/06/2018