

**THE ROLE OF THE SCHOOL LIBRARY IN IMPROVING ENGLISH READING  
SKILLS OF ORDINARY LEVEL STUDENTS IN BUNDIBUGYO DISTRICT**

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**A RESEARCH REPORT SUBMITTED  
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FACULTY OF SCIENCE AND EDUCATION.**

**FEBRUARY, 2023**

**DECLARATION**

I MASIKA WINNE, hereby declare that this research report on the assessment of the role of the school libraries in improving English reading skills of lower secondary school students in Bundibugyo district is my original work and has never been presented for any award of any degree in any other institution of learning.

Signature  ..... Date ..... 24/2/2023 .....

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**ENDORSEMENT BY THE SUPERVISOR**

This research report has been prepared under my supervision upon appointment by Busitema University.


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**APPROVAL**

This research report has been submitted with my approval as the candidate's University supervisor.

Signature ..... 

Date ..... 24/2/23

**(SUPERVISOR)**

## **DEDICATION**

I Masika Winne dedicate my dissertation work to my beloved father Mr. Bwambale Fido Erisa and my Mother Night Fedress, sisters and brothers for their tireless sacrificial efforts, moral, social, spiritual, physical and economic encouragement, for laying the foundation upon which my bright future has been built, my entire siblings for both spiritual and financial support.

## SUMMARY

This research will be carried out in Bundibugyo district, in the Mabere and Ngamba Sub counties featuring four Secondary schools namely; Burambangira Secondary School, Kabango Secondary School, Semuliki High School and Three Angels High School which are to be chosen purposively to determine the role of the school library in improving reading skills in English language of Ordinary level students in Bundibugyo district. The following research objectives will help guide the study; (i). To find out the role of school library in improving English reading skills of Ordinary level students in Bundibugyo district. (ii). To find out the challenges faced by school libraries in Bundibugyo district and (iii). To determine ways of enhancing English reading skills among Ordinary level students in Bundibugyo District through school library.

Findings of this study will be significant to students, teachers, the people and local government of Bundibugyo district, and indeed other educational institutions in Uganda. It will encourage students to patronize school libraries, and cultivate a good reading habit which in turn, will help to address students' poor achievement in English language in Ordinary level students in Bundibugyo district and the country at large.

The research population will consist of a total of 68 participants including 60 lower secondary school students to be chosen randomly from the four selected schools ranging from senior one to senior four, four school librarians purposively because of their knowledge and experience in School library operations from each of the selected schools and four teachers of English selected from each of the selected schools.

Data for this study will be gathered from a 16-question questionnaire, handwritten library logs, student grade logs (which contain the students' grade averages), and reading sheets.

Data collected will be analyzed by use of Microsoft excel spread sheet. Statistical Package for Social Scientists (SPSS) version seventeen, using descriptive statistics using a scientific package for social scientists (SPSS) and presented in the form of tables, percentages and frequencies. Qualitative data then be presented in themes

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## CHAPTER ONE.

### 1.0. INTRODUCTION AND BACKGROUND TO THE STUDY

In the current global economic climate, the ability to speak English has become an important business tool. English has essentially become the “universal second language” of the international labour market, and the socio-economic significance of this cannot be overstated (Light, 2007: 9).

It is a fact that reading in a foreign language is strongly linked with thinking in that language. If you want to read well in English, you must think in English as you read. If you think in another language and translate into English, you will usually have difficulty with comprehension. According to Bedir (1998), this is time-consuming and the result is usually incomplete comprehension. Understanding the words and the grammar is not enough while reading. The learner needs to make logical connections between the ideas and information in reading. This means using the information the learner already knows to reach a conclusion

The Association of College and Research Libraries (ACRL) in the United States has issued a 1979 guide that included a model of various types of the libraries' goals<sup>1</sup>. IFLA outlined the main points for school library services and education, including: the integration with the school curricula, educational programs, activities, and goals identification. These goals according to Al-Momani (1998:42) are:

- ✓ Creating a link between learning from the curriculum and learning from information resources in the library.
- ✓ Allowing the pupils to acquire the ability to deal with information and to develop their skills permanently.
- ✓ Providing the necessary information for teachers and pupils through the development of a library educational program at each school

Jordan began to pay attention to school libraries since the early days of school establishing in Jordan, where the Ministry of Education (MOE) in 1956 offered the late Mahmoud Al-akhara's a scholarship to The United Kingdom at the expense of UNESCO to study Librarianship and be

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