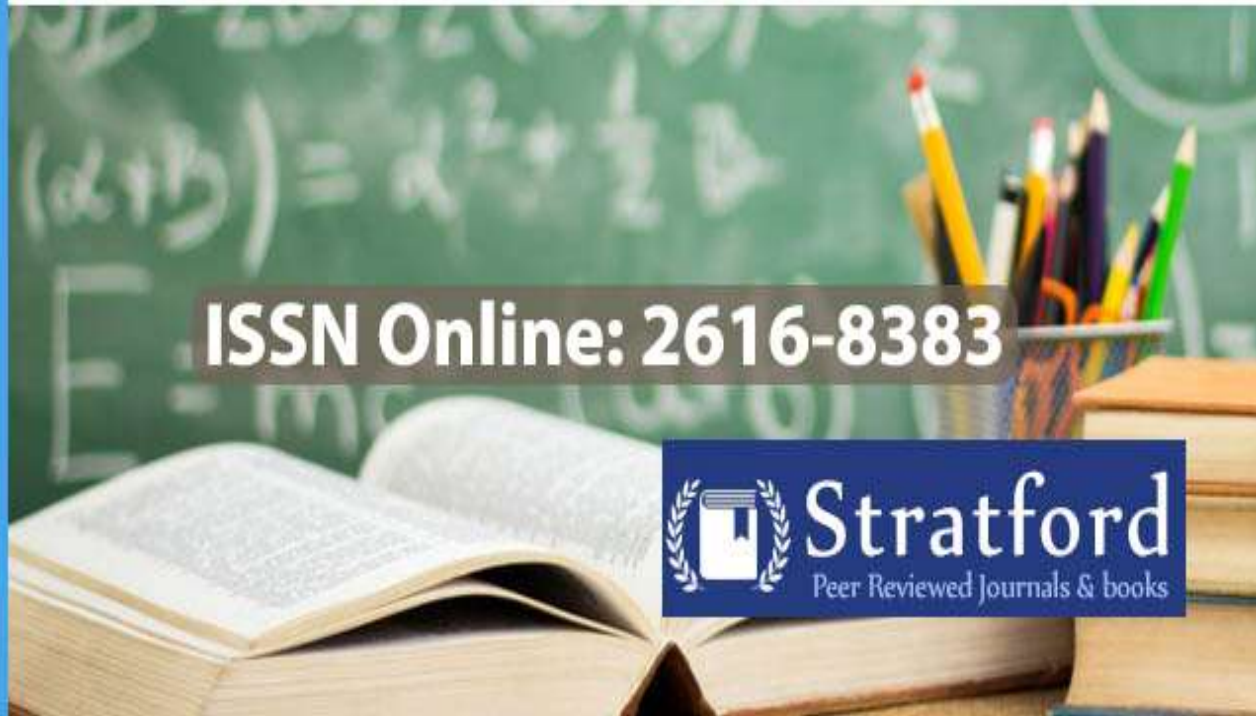


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Abstract

This study examined the influence of school library facilities on student academic performance in secondary schools of excellence in Rwanda taking a case study of the Nyamasheke District. Specifically, this study found out the standard of school library facilities in secondary school of excellence; determined the influence of school library facilities to the academic performance of secondary schools of excellence; and to examine the level of student academic performance in secondary schools. A descriptive research design was used with both qualitative and quantitative approaches. The target population was 3633 students' respondents from 32 secondary schools in Nyamasheke District. A sample size of 284 respondents participated in the study. Systematic random sampling technique was adopted. Teaching staff were chosen with purposive sampling technique. A questionnaire survey, interview guide and observation were used to collect data. Reliability and validity of research instruments were ensured. A pilot study was done to validate and to ensure reliability of research instruments. Findings discovered lack of library facilities in many secondary schools. The researcher found out that the availability of library services and their utilization enhance the level of academic performance. It was revealed that in the district of the study, there is a lack of reading culture, and students were unmotivated for reading, and they did not afford enough time for enhancing their skills and performance in in Nyamasheke district. The academic performance of six schools kept declining from 2017 to 2018. National exams were stable in performance across schools. Tests and homework were being taken for granted. The relationships were all positive and significant therefore each of these elements significantly increases academic performance of the students when they are improved. The researcher suggested that there is a need to develop cultural practices of reading in order to enhance the utilization of library facilities, there is a need of cooperation between school principals and librarians to obtain adequate books and well-equipped libraries while parents are recommended to provide rooms which provide conducive reading environment within their families.

Keywords: *Library facilities, academic performance, secondary schools, Nyamasheke District, Rwanda*

1.0 INTRODUCTION

Scientific evidences from past studies (Appleton, 2006; Campbell, 2006; Cox & Margie, 2012) demonstrated that poor academic performance among students in secondary schools is evident all over the world. According to Fawcett (2013) school library facilities in secondary schools must be accessible for all members of the community. In developed countries where a culture of reading has developed, the role of books and libraries for educational achievement is highly relied to the role of library facilities to afford adequate and relevant evidences and to support students to differentiate appropriate information related to socio-economic, scientific, technology and culture among community members (Campell, 2006). According to Estabrook, et, al, (2016), the beginning of library was used to manage employment records, since 20th century. Therefore, the rapid development of computers, internet, satellites, TV, e-mails, phones, made it possible to retrieve data. The technology and political strategies stimulate reforms in the advancement of libraries.

In developing world, where a culture of reading has not developed, the role of books and libraries for educational achievement is not highly relied to Franis, et al (2010). In these countries the main challenge is to motivate pupils, to read for self-study and adult for lifelong learning as it is the continuing, volunteering pursuit of skills, knowledge and experiences in order to advance in professionalism. In African countries, the formation of library has been associated with the purpose to achieve academic performance. According to Way (2011), the development of libraries is not a new phenomenon by the modern n libraries started in the current decades. The Republic of South Africa has a positive reputation in the utilization of libraries at local community level. Most of current programs in Botswana, Ghana, Tanzania and Malawi took into consideration the vital role of library facilities in enhancing students' academic performance. A study conducted by Adefarati (2002) contented that to learn is to acquire and to apply all in the all strategies to learn, experiences and educational attainment. The practice of studying is an activity to read, take notes and hold groups where children undertook decision for achieving expected outcomes. Reading practice implies the expression of similarities to read by children. According to Suskie (2009). The school library is a fundamental part of teaching and learning in secondary schools that afford resource accessibility which support the curriculum. In secondary schools' pupils use library to file their knowledge and to supplement what they are taught by their teachers.

According to Akala, (2002), it is an example that children plan how to read with the purpose to overcome the challenges of lacking skills related to new knowledge in globalization and technological era in the world. Andy (2002) evidenced that library facilities are linked with life-long reading and learning. The author argued that school library facilities are very important for students to enhance their reading skills and accomplish the high level of academic performance. Dent, (2006) the success of student at school depends on the habits for reading, unfortunately, children do not obtain high score in schools due to the bad study habits for reading difference books and level of attending school library to complete the class lessons. In Rwanda, the government abolished school fees in secondary schools for the purpose of achieving the access to universal basic education. However, model schools with the boarding system were introduced. These schools are known as secondary schools of excellence. Those schools are called School of Excellence; they are supposed to be three for each district MINEDUC (2009). These schools are principally science-based and they accommodate students in A-level and O-level. The Ministry of Education furnishes these schools with

infrastructure, human resources, materials, and equipment's including the real models school library which enables it users to achieve that excellence.

According MINEDUC (2009) failure to achieve expected outcome for students in secondary schools is influenced by negative attitude of reading books. Muvunyi, (2016) evidenced that children in middle schools who have library facilities had 18% of high performance compared to those who are studying where there is no library facilities. Considering the above evidences, the presented study investigated school library facilities and academic performance of advanced secondary school students. However, lack of library facilities and the culture of reading did not enable students to attain their expected academic targets. These means good grades in homework, internal exams and national examination results. A study conducted by Asikhia (2010), contended that the inability to attain expected results is caused by the lack of attaining the standard level of education outcomes.

1.1 Research Objectives

- i.To examine library facilities in secondary schools of excellence in Nyamasheke district-Rwanda
- ii.To determine the level of students' academic performance in secondary schools of excellence in Nyamasheke district.
- iii.To examine the influence of school library facilities on student academic performance in secondary schools of excellence in Nyamasheke District-Rwanda.

2.0 RESEARCH METHODOLOGY

This study adopted a descriptive research design where both qualitative and quantitative approaches. According to Franis, et al (2010) a descriptive research design helped to collect data with accuracy subject of the study. This research adopted a descriptive research design because of its appropriateness that require the experience of school librarian's members about how they manage school libraries facilities and use them in line with student's academic performance. The target population for the study was students and librarians from 4 secondary school of excellence located in Nyamasheke district-Rwanda. The study was limited to the excellence secondary schools because previous national examination results show poor academic performance of students. The author assigned numbers 01-20 for schools and were put in groups and the draw number four and form six were considered. According to Gay, Mills and Airasian (2009) evidenced that 20% of the target population is enough to be taken as a sample size of the study. Therefore, among 955 target population, 284 students were taken. Simple random sampling technique was adopted in order to choose respondents from each class. In addition, purposive sampling technique was used not only to select 4 schools but also to select 4 school head teachers from those schools based on its assumption which state that all respondent has equal probabilities of being selected. While all 4 head teachers and 4 head teachers and 4 head of studiers were involved directly. Data collection tools that were used were questionnaire, interview guide, and observation.

3.0 RESULTS AND DISCUSSION

3.1 Distribution of respondents by gender

The researcher asked questions related to gender profile of respondents. Results are presented in Table 1

Table 1: Gender of respondents

Gender	Frequency	Percent
Male	140	49.3
Female	144	50.7
Total	284	100.0

Source: Primary data (2018)

Accordingly, Table 1 reveals that male are 140 (49.3%) while the female students who participated in research process of the present study were 144 (50.7%). The female students were more than the male student though the difference was minimal implying a normal distribution of the respondents by gender. A study conducted by Cox and Margie (2012) on the impact of Library use and student performance in Australia in the city of Canberra contended that most of student in secondary schools were male with 73% of respondents. It means that the present study findings contradict those of Cox and Margie carried out in Australia.

3.2. Distribution of respondents by age

The researcher sought to found out age of respondents are categorized under 15 years old, between 16-20 years old and more than 20 years as presented in Table 2.

Table 2: Age of respondents

Age groups	Frequency	Percent
Under 15 years	110	38.8
16-20 years	159	55.9
above 20 years	15	3.1
Total	284	100.0

Source: Primary data (2018)

According to Table 2, 110 (38.8%) of the respondents were students below 15 years, 159(55.9%) students between 16-20 years and only 15 (3.1%) above 20 years old. The findings indicated that most respondents are aged between 16- and 20-year-old. This composition implies that the students were mature youths who were winding up the adolescent's stage and were intractable. With the presence of mature adult teacher's classroom management was possible. This concurs with the findings of Oplatka, and Atias (2007) in his study when he found out that the majority of respondents in Nigeria on the use of library facilities are aged between 15 and 23 years at the rate of 68% of all respondents. Results show that when respondents are mature enough there is a positive probability to provide relevant information.

However, the age brackets helped the researcher to acquire relevant information from respondents.

3.3. Assessment of school library facilities in schools of excellence in Nyamasheke District-Rwanda

The first objective of the study was to examine library facilities in secondary schools of excellence in Nyamasheke district-Rwanda. The students and their teachers indicated perception on each type of school library facilities and services.

3.3.1 Library facilities in secondary schools of excellence in Nyamasheke District-Rwanda.

School library facilities include: Information Communication and Technology in the reading, internet and connection, availability of books. The opinions of the respondents were rating using SD (Strongly Agree), D (Disagree), NS (Not Sure) A (Agree), and SA (Strongly Agree). These ratings are given values of 1, 2, 3, 4 and 5 respectively. Results are shown in Table 3.

Table 3: Availability of school library resources in secondary schools and their usage.

	SD		D		NS		A		SA		Total		Mean	Sd
	N	%	N	%	N	%	N	%	N	%	N			
Availability of books are enough for studying	105	37.0	110	38.7	0	0.00	50	17.6	20	10.2	284	1.9	0.90	
Other way of using libraries can be within your family	14	4.9	15	5.3	0	0.00	100	35.2	155	54.6	284	3.3	0.80	
Students are receiving books from their educators	35	12.3	49	17.2	0	0.00	87	30.6	113	39.8	284	2.9	1.03	
Reading in secondary school is affordable through computer library	142	50.0	62	21.8	0	0.00	46	16.2	34	11.3	284	1.9	1.06	
Availability of internet in library	138	48.6	57	20.1	0	0.00	51	17.9	38	13.4	284	2.02	1.2	

Source: Primary data (2018)

Results presented in Table 3 contend that 37.0 percent of respondents strongly disagreed that secondary schools had enough books for teaching and learning, 38.7 percent disagreed, and 17.6 percent of respondents agreed and only 10.2 strongly agree that in their schools' books are enough available in selected secondary schools of Nyamasheke district. Findings indicated information related to the possibility of using libraries within their family/household. For this perspective, 4.9% of respondents disagreed that they use libraries within their families, 5.3% of respondents disagreed, while 35.2% agreed and 54.6% of respondents strongly agreed that they usually use libraries in their families. Findings on whether teachers provide books to students every time, 12.3% of respondents strongly disagreed, 17.2% disagreed, while 30.6% agreed and 39.8% strongly agreed. In the same vein, information on whether computer facilities are available in their schools, the Table 4.5 show that the majority, 50.0% of respondents strongly disagree, 21.8% disagree. However, 16.2% agreed and 11.3% strongly agreed with the availability of computer facilities in their school libraries. Finally, results presented in Table 4.5 demonstrated that 48.6% disagreed with the availability of internet with Wifi, 20.1% disagree. In contrast, 17.9% confirmed to have internet/Wifi in their school libraries, and only 13.4% of respondents strongly agreed that their school libraries have internet/Wifi.

The researcher conducted an interview with teaching staff in secondary schools in Nyamasheke District revealed that: "Effective equipped school library facilities is helpful to children for obtaining additional skills and knowledge and this enhance their achievement of expected outcome". He added that "children are accountable for using library and this encourages them to achieve high academic performance". Another interviewee argued that "we do not have library facilities but our children are using books we have and other bought outside the school".

Findings from this researcher did not contradict results of a study of Dahlgren (2014) which had identified obstacles of secondary schools in accessing to academic library facilities. The author evidenced that most of libraries are constructed in secondary schools with funds from the government.

A research carried out by the new comprehensive center (2011) evidenced a strong correlation between academic library facilities and student outcomes in secondary schools in USA. The findings from this study contradict with the findings of America Association of School Librarians (2010) which confirmed that the lack of effective libraries did not impact directly students' academic performance in USA. However, these findings proposes that there is a need of effective cooperation and interaction between professional librarians, teaching staff and students in secondary schools in order to enhance the impact of library facilities on academic performance of children. A study undertaken by Singh (2011) discovered the same results as the presented study conducted in Nyamasheke District. These were evidenced by the following factors including negative effects of the lack of books and effective library services.

3.3.2. Situation of school Library experts in Secondary schools of excellence

The researcher investigated awareness on whether secondary schools had library experts to deliver services to students in secondary schools of excellence in Nyamasheke district. School library experts include teacher librarians, availability of professional librarians, interaction between professional librarians and teaching staffs in secondary and total absence for librarian staff in secondary schools meaning other types of supporting staff are working in the library. Findings are presented in Table 4.

Table 4: Availability of Library experts in Secondary schools of excellence

Statement	SD		D		NS		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Teachers are librarian staff	86	30.3	11.2	39.4	0	0.00	41	14.4	45	15.8	284	2.1	1.02
There is professional librarians	10	3.5	3	4.6	0	0.00	132	46.5	129	45.4	284	3.3	0.72
There a supervision of children	3	1.1	9	3.2	0	0.00	130	46.5	142	50.0	284	3.4	0.61

Source: Primary data (2018)

Results in Table 4 demonstration that 30.3% of defendants strongly disagreed that they were supported by their educators in need of help. In addition, 39.4% of respondents disagreed while 1.4% agree and 15.8 strongly agreed that teaching staff is used as school librarian to provide library services to student. Furthermore, the researcher required to ask respondents to know whether their school have professional librarians. About this reason, 3.5% of participants strongly disagreed, 4.6 % disagree while 46.5% of respondents agree and 45.4% of respondents strongly agree with the availability of professional librarian in their schools. However, in data collected on effective cooperation between librarians and teachers in supervising children, demonstrated that only 1.1% of respondents strongly disagreed, and 3.2% of respondents disagreed, while 45.8% of participants agreed with the life of a cooperation between school librarians and teaching staff and the majority meaning 50.0% strongly agreed the statement.

Interview a school librarian said “a school which do not have library facilities and school principal design for a classroom and book were provided there”. The school principal of one secondary school confirmed these statements. Results of this study contended the conclusion of a study conducted by Steelcase (2010) by indicating that opportunities to afford school library facilities relied on all possible financial and infrastructural resources from either the government or schools themselves. A study conducted by Crowley (2011) in Sub-Saharan Africa did not contradict with findings from the current research. This is evidenced by the factors that in Rwanda school library facilities in secondary schools are not available and this cannot facilitate the achievement of academic performance for students. A report published by the school of library services Summit held in USA in 2010 vindicated the need of effective cooperation and interaction between professional librarians, teaching staff and students with the purpose to improve students’ academic performance in secondary schools and the effective use of library services. In fact, findings from the present study, concur with results of past studies.

3.3.3 Adequacy of Library Services in Secondary Schools of Excellence

The present study was also conducted order to have knowledge on whether secondary schools have library experts to deliver services to students in secondary schools of excellence in Nyamasheke district. School library services include adequate networking, guidance in using

library, collaboration in discovering books, program that support students and parent to know how to use library, tripartite cooperation and interaction on the method used in library to find books (Librarians-teacher-student cooperation) and the supervision of the children during library using time. Findings were presented in Table 5.

Table 5: Adequacy of Library services in secondary schools of excellence

Statement	SD		D		NS	A		SA		Total		Mean	Sd
	N	%	N	%		N	%	N	%	N			
Students are guided by their teacher during library activities	15	5.3	40	14.1	0	0.00	113	39.8	126	44.3	284	3.0	0.82
Good collaboration in discovering books	28	9.8	56	19.7	0	0.00	84	29.6	116	40.8	284	3.0	1.00
There is a program that support parents and student s to know how to use library	134	47.2	121	40.6	0	0.00	40	14.1	19	6.7	284	1.6	0.82
There is enough time to seek books within library	32	11.3	58	20.4	0	0.00	85	29.9	109	38.4	284	2.9	1.01
Expert in library interact and cooperate with teachers and their students on method to use library	119	41.9	98	33.8	0	0.00	48	16.9	19	6.7	284	1.8	0.91
Supervising children during library activities	39	13.7	51	17.7	0	0.00	86	30.3	108	38.4	284	2.9	1.05

Source: Primary data (2018)

Results on adequacy of students are guided by their teacher during library activities indicated that only 5.3% of participants strongly disagreed, 14.1% of respondents disagreed, 39.8% of respondents agreed and a significant number of respondents, 44.3% strongly agreed that students are guided by their teacher during library activities. The findings in Table 5 indicates that the adequacy of good collaboration in discovering books was strongly disagreed by 9.8%,

and 19.7% of respondents disagreed. However, 29.6% agreed and 40.8% of participants strongly confirmed the statements. Information on the adequacy of a program that support parents and student s to know how to use library, show that near the majority of respondents,47.2% strongly disagreed,40.6% disagreed while14.1% of participants agreed and 6.7% of respondents strongly agreed. Data on whether there is enough time to seek books within library, results show that 11.3% strongly disagreed, 20.4% disagreed, 29.9% of participants agree and 38.4% of respondents strongly agree.

Furthermore, information related to the adequacy of expert in library interact and cooperate with teachers and their students on method to use library, 41.9% of participants strongly disagree, 34.5% disagree, while 16.9% of respondents agree and 6.7% strongly agree with this statement. Finally, evidences on whether supervising children during library activities indicated that 13.7% of participants strongly disagree with the statement, 17.9% of respondents disagreed, 30.3% agreed and 38.4% of respondents strongly agreed with the statement. This study concurs with the findings of a survey published by the American of school librarian which proposed how to use library facilities in technological era and this lead to the high performance of student in secondary schools in USA. The study argued the development of secondary school library websites in order to facilitate its effective use by reading and consulting. A research carried by the New York Comprehensive Cetner (2010) evidenced the same results as the present study. In this regard, both studies contended that effective school library facilities and services are one of the greatest contributors to the academic attainment of students in secondary schools.

3.4 Examination of the level of student academic performance in secondary schools of excellence in Nyamasheke District- Rwanda

The second objective was to determine the level of students’ academic performance in secondary schools of excellence in Nyamasheke district. Students and teaching staff have been asked to provide responses on opinion, frequency for occurrence on each type of academic performance. National examination, Tests grades and Homework grades were assessed to indicate academic performance with both qualitative as well as quantitative examination of the aspects performed and the outcome is presented in Table 6

Table 6: Satisfaction of student with the home work performance

Performance in homework	Frequency	Percent
Satisfied	268	94.5
Not satisfied	16	5.2
Total	284	100.0

Source: Primary data (2018)

According to Table 6, 268 (94.5%) are satisfied with the performance in homework. The assessment of performance in homework were known by reviewing all records of homework done while the remaining 16(5.2%) were not. This response was both from teachers and students and clearly shows high level of satisfaction with homework performance.

Table 7: Scores of Students in Homework, tests and National exams

Year	Test Grade	National Exams Results	Homework marks	Average	Trend
2014	86.727	86.715	69.932	81.1246667	1.500333
2015	85.818	86.252	75.805	82.625	3.007
2016	86.46	86.58	83.856	85.632	-1.252
2017	86.673	86.086	80.381	84.38	-0.94
Average	86.419	86.408	77.493	83.44	

Source: School report (2018)

Findings reflected in Table 7 evidenced that in 2014, average test grade for the six schools was 86.7, home work was 69.9% and at national level it was 86.7%. In 2014 homework was performed poorly as explain the other assessments. In 2015 test grade scores declined to 85.8%, homework increased the 75.8% more national exams remained at 86%. In 2016 test grades increased to 86.5%, homework increased to 84% while national exams remained at 86%. In 2017 national exams did not change, test grades too remained the same while homework declined to 80.4%. On analyzing the trend, from 2014 to 2015, the general performance increased by 1.5% then declined continuously from 2016 and 2017. The respondents were asked how often they gave homework or received one, the findings is show in Table 8

Table 8: Frequency of homework’s given to students

Answers	Frequency	Percent
Everyday	198	69.8
Once a week	49	17.1
Never	37	12.6
Total	284	100.0

Source: Primary data (2018)

According to Table 8 198 (69.8%) gave or received homework every day, 49(17.1%) did it once a week and 37 (12.6%) never gave it at all. The majority response therefore shows that homework was given on a daily basis. The examination of information in the above table, helped the research to assess the level of academic performance of students due to the frequency of homework given to students

3.5 Correlation analysis on the relationship between library facilities and student academic performance

The paramount objective investigated the relationship between independent variable (school

library facilities) and independent variable (student academic performance in selected secondary schools) where four secondary schools of excellence in Nyamasheke district were used. Results reflected in Table 9.

Table 9: Correlation analysis

		School library facilities in secondary schools	Performance
School library facilities in secondary schools	Pearson Correlation	1.000	.738**
	Sig. (2-tailed)		.000
	N	284	284
Performance	Pearson Correlation	.738**	1.000
	Sig. (2-tailed)	.000	
	N	284	

Source: Primary Data, 2018

The Table 9 indicate correlation matrix between the dependent and independent variables school library (availability of library facilities, availability of library experts and adequacy of library services) and student academic performance (Homework max, internal exam results and Test grades). Analyzing Table 9, there is inferred the relationship existent between Availability of Library facilities, Availability of Library experts, Adequacy of library services was positive to the magnitude of 0.738, to the above indicators. The positive relationship signifies a correlation between the Homework max, internal exam results and Test grades having the lowest correlation value. Nevertheless, all the library indicators has a positive correlation with a significant p-value 0.000 The significance values for the correlation between open library experts were .738. This implies that adequacy of library services was the most significant factor, followed by library expert’s changes while library facilities was the least significant.

Results of the present study concur with the study of Fawcett (2013) who contended that the the use of library experts is still encouraging students to read to perform well in homework, internal and national examinations. The study teaching and learning materials and equipment were model to copy with low performance in secondary schools. This allows learning to occur while role modeling gives students a good example to imitate with appropriate class control strategies like providing rules and improvement of academic performance (Mussa, 2015).

4.0 DISCUSSION AND SUMMARY OF THE STUDY

This study investigated school library facilities and students’ academic performance in secondary schools in Rwanda taking a case study of Nyamasheke district. Specifically, the study determined school library facilities, assessed the level of student academic performance, and found out the relationship between school library facilities and academic performance. The sample size was 284 respondents and three kind of research instruments were used.

4.1. School library facilities in secondary school of excellence in Nyamasheke District

Results discussed in school library facilities evidenced that students disagreed and said that

most of secondary school in the district do not have enough academic library facilities. This study concurs with the study of Fawcett (2013) in identifying the constraints met by secondary schools in in USA and that the lack of school library facilities impedes the achievement of expected results in secondary schools due to the lack of school libraries. Reconsidering conclusions and recommendations provided in the study of Francis et al (2010), these findings evidenced the need the availability of library experts and its influence on the performance of students in secondary schools. These demonstrated those schools without library experts did not perform well and were not able to read effectively and productively compared to those with library experts. Findings show that respondents strongly disagree to have teacher librarian in their schools and who teach them how to use library. However, a research conducted by Spinks (2009) did not contradict the present study especially where they said that certified librarians are very important in improving the use of libraries and to stimulate students to perform very well in expected academic outcomes. Therefore, the adequacy of library services was found to be very important and crucial to enable the high performance for student in secondary schools

4.2. Level of student academic performance in secondary schools of excellence in Nyamasheke district-Rwanda

Objective two of the study indicated the level of student academic performance. In this regard, 94.5% of respondents were satisfied with the performance in homework. In 2014, average test grade for the six schools was 86.7, home work was 69.9% and at national level it was 86.7%. In 2014 homework was performed poorly as compared to assessments. In 2014 test grade scores declined to 85.8%, homework increased to 75.8% and national exams remained at 86%. In 2015=6 test grades increased to 86.5%, homework increased to 84% while national exams remained at 86%. In 2017 national exams did not change, test grades too remained the same while homework declined to 80.4%. On analyzing the trend, from 2014 to 2015, the general performance increased by 1.5% then declined continuously from 2016 and 2017.

4.3. Influence of school library facilities on student academic performance in secondary schools of excellence in Nyamasheke District-Rwanda

The third objective found out the relationship between school library facilities and academic performance of students in selected secondary schools of excellence in Nyamasheke District. Therefore, as reflected in chapter four, the correlation matrix between the dependent and independent variables school library (Availability of Library facilities, Availability of Library experts, and Adequacy of library services) and student academic performance (Homework max, internal exam results and Test grades). The positive relationship signifies a correlation between the Homework max, internal exam results and Test grades having the lowest correlation value. Thus, library indicators had a significant p-value ($p < 0.5$) at 95 confidential level. The significance values for relationship between open library experts were 0.036, 0.064, and 0.87 respectively. This implies that adequacy of library services was significant factor, followed by library expert's changes while library facilities was the least significant. This finding is in line with the study of Lovett, et al (2008) agreed rules in schools. This allows learning to occur while role modeling gives students example to imitate with class control strategies like providing rules and improvement of academic performance (Mussa, 2015).

5.0 CONCLUSION

Findings of the study lead the researcher to draw the following conclusions. There are no school libraries in all school in Nyamasheke District while their availability improved students' academic performance in homework's, internal and national examinations. It was concluded that students in these secondary schools are not motivated to use availed library sources and this is the greatest impediment to their academic performance in secondary schools located in Nyamasheke district. In this regard, the study found out that academic performance of students in national exams from 2013 to 2016 were not stable in achievement of high grade across schools compared to homework and tests they have gotten. Finally, the correlation between library facilities and academic performance was significantly positive and linked with academic performance of students in secondary schools.

6.0 RECOMMENDATIONS

The researcher recommended that there is a need to develop cultural practices of reading in order to enhance the utilization of library facilities, there is a need of cooperation between school principals and librarians to obtain adequate books and well-equipped libraries. The study also recommended that parents to provide rooms which provide conducive reading environment within their families.

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