

ISSN: 2414-2700



libraries ... linking people with information

Volume 6. Issue number 1&2, 2020

**LIBRARY AND INFORMATION ASSOCIATION
OF ZAMBIA JOURNAL
(LIAZJ)**

**Published by:
The Library and Information Association of Zambia**



LIBRARY AND INFORMATION ASSOCIATION OF ZAMBIA JOURNAL (LIAZJ)

**Published by:
The Library and Information Association of Zambia
P.O. Box 50183, Ridgeway,
Lusaka,
Zambia.
Email: liaz@zambia.co.zm**

**[Volume 6. Issue number 1&2, 2020]
ISSN: 2414-2700**

An electronic copy of this journal is available on the association website and can
be downloaded free at
www.libraryassociationofzambia.org

Copyright: Library and information Association of Zambia © 2021

EDITORIAL BOARD

Mr. Ephraim Banda (Editor in Chief)
Dr. Akakandelwa Akakandelwa (Associate Editor in Chief)
Mr. Benson Njobvu Editor (Associate Editor in Chief)
Mrs. Felesia Mulauzi Zulu (Editor)
Mr. Abel Mkulama (Editor)
Mr. Chrispin Hamooya (Editor)
Ms. Christine Kanyengo (Editor)

ADVISORY BOARD

Prof. Kingo Mchombu
University of Namibia

Prof. Ronald Rousseau
Catholic University College of Bruges-Ostend, Belgium

Prof. Lenrie Olatokunbo Aina
University of Ilorin, Nigeria

Dr. Vitalicy Chifwepa
Higher Education Authority

Dr. Lenny Rhine
University of Florida, United States of America

Dr. Collence T. Chisita
University of South Africa

Library and Information of Zambia Journal (LIAZJ) is published twice yearly (April and October) by the Library and Information of Zambia, Communications about subscriptions should be directed to the Editor-in-Chief, Library and Information Association of Zambia, P.O. Box 50183, Ridgeway, Lusaka, Zambia.
Email: liaz@zambia.co.zm

Volume 5 Number 1 & 2 of 2019
ISSN: 2414-2700

CONTENTS

Editorial	iv
An Investigation Into the Impact of E-Resources on Reading Culture at The Copperbelt University in Zambia	1
The Role of Information and Communication Technologies (Icts) in Literacy Skills Development of Learners in Selected Schools of Chingola District in Zambia	11
Understanding the Information Needs and Seeking Behaviors of Law Students at The University of Zambia	20
Re-Discovering The Cultural Heritage of Chinsali District, Muchinga Province: An Exploratory Study	37

EDITORIAL

We welcome you to this issue of the Library and Information Association of Zambia Journal, Volume Number 1 & 2 of 2020. This issue has papers covering areas in heritage, e-resources, information needs seeking behavior as well as the role of Information and Communication Technologies in literacy development.

The paper on e-resources focuses on the impact e-resources have on students' reading culture at the Copperbelt University (CBU) in Zambia. The unit of analysis for this investigation were third to fifth year undergraduate and postgraduate students from the different schools.

The article on information seeking behavior looked at the study entitled "An investigation of the information needs and seeking behaviors of law students at the University of Zambia". The results of the respondents highlighted that the majority of students access the relevant information for their exams and tests. The paper on heritage matters focuses on re-discovering the cultural heritage of Chinsali District, in Muchinga Province. The paper reveals how rich Chinsali District is in terms of heritage sites which the public may not be familiar with.

The issue also contains an article on the role of Information Communication Technologies in literacy skills development. The study investigated the kind of ICT applications that aid in literacy skills development; the types of literacy skills enhanced by ICT applications; and whether there is a relationship between learners' performance and good literacy skills.

It is our hope as editorial team that you will find the articles enriching in knowledge.

Ephraim Banda
Editor-in-Chief

An Investigation into the Impact of E-Resources on Reading Culture at the Copperbelt University in Zambia.

Alexious Muunga
Copperbelt University Library, Zambia
E-mail: muunga@cbu.ac.zm/ amuunga@yahoo.com

ABSTRACT

There is poor reading culture in Africa which has been attributed to the oral tradition and lack of (print) reading materials in libraries. However, the advent of electronic media, such as smartphones and computers, has made it possible for information to be accessed through Information and Communication Technologies (ICTs). There is a grey area on the impact of the emerging electronic resources (e-resources) on reading culture in the digital age in Zambia, hence this study to assess how e-resources impact students' reading culture at the Copperbelt University (CBU) in Zambia. The unit of analysis for this investigation were third to fifth year undergraduate and postgraduate students from the Copperbelt University with a total population of 3,838 and a sample size of 372. The study used both qualitative and quantitative methods of data collection. An interpretive approach was used as a research paradigm. The research found that CBU has ICT infrastructure that supports the use of e-resources. The most used e-resources are e-books, e-journals and e-news. Further, students prefer to use e-resources over print books and this has led to a decline in circulation of the print books in the library. The study found that e-resources improve reading and expand reading possibilities. There is also a positive increase in reading due to students' use of e-resources at CBU. The paper highlights the literature reviewed, the methodology used, the findings, discussions and recommendations made from the investigation.

Key Words: *E-resources, reading culture, higher education and university libraries*

Introduction

There is a predominance of oral tradition in Africa, hence the low reading culture on the continent. This study therefore explored how e-resources affect reading culture in academic institutions in Africa and Zambia in particular. The aim of the investigation was to find out whether e-resources positively or negatively impact reading culture in the digital age in academic institutions of higher learning. Zambia is a landlocked country situated in Southern Africa and covers a total area of 752,618 square kilometers with a population 13,046,508 (Central Statistics Office, 2011). The Copperbelt University is located in the Copperbelt province in Kitwe, Zambia. It is the second largest university in the country, the largest being the University of Zambia. CBU was established in 1987. The University has since expanded and currently has ten schools and it offers programmes leading to Diplomas, Bachelor degrees, Masters and Doctorate degrees (CBUSP, 2014). The current student population according to the report on academic year 2016 registration was 10,022.

Literature Review

Reading culture

There are two types of reading, namely, intensive and extensive. Intensive reading is detailed and careful reading for the purpose of obtaining specific information in one's discipline or profession while extensive reading is done for leisure to familiarise oneself with a wide variety of reading materials such as newspapers, magazines and fiction (Alo, 1997). Reading plays an important role in the development of a reading culture.

Reading culture refers to a climate in which all members of educational institutions are expected and encouraged to read. It includes reading habits of students (Daniel & Steres, 2011). According to Pretorius (2002), reading culture is important since it enhances learning in educational institutions by allowing students to learn independently. Reading

culture in this context was viewed as how much students are able to read in the digital era.

In order to improve reading culture, Aina, Ogunbeni and Adigun (2011) argue that libraries should provide reading materials through which school children and youth can gain and improve their reading skills. However, Liu (2005) argues that reading culture has changed with the increase in the amount of digital information available. With the growing amount of digital information and increasing amount of time spent on reading e-resources, the digital environment has begun to affect people's reading habits, hence the need to assess the impact of e-resources on reading culture.

Reading culture in Africa

In many African countries, there is a predominance of oral communication in people's daily interactions, which makes people depend on oral sources for their information and communication. Historically, oral tradition was an effective way of transmitting information from generation to generation. Due to the strong oral tradition, "it is common to hear the lament that there is no reading culture in Africa" (Magara & Batambuze, 2005, cited in Cammeyras & Mazile, 2011, p.1).

In Northern Africa, the absence of a culture of reading, as well as the association of reading only with the educational system, is identified as a major concern (MBRF, UNDP & RBAS, 2016). Similarly, in Sub-Saharan Africa there was a predominance of oral communication, this has led to a poor reading culture on the continent (Kachala (2007), Ifedili, (2009) and Igwe (2011).

In a Zambian study, Nabuyanda (2011) argue that the reasons for low reading culture vary from oral tradition interference to lack of reading materials in libraries. In Nigeria and Rwanda, Ogwa (2010) and Ruterana (2012), respectively, observed that Africans usually read in order to pass an examination. Reading is associated with education and once one completes his/her education, he/she does not see the need to read anymore.

Reading culture in higher education

Reading is associated with education. Ihejirika (2014, p. 43) states that "learning as it concerns formal education, implies reading". Therefore, reading culture should be developed in higher education in order to enhance learning.

Mulumba (2016) states that students are faced with a lot of information that needs quick access, internalization and synthesis, which makes reading significant for university students. Reading culture in higher education can boost research because one can make meaning out of the information collected from additional reading around a particular topic. Similarly, Ajidahum (2015) argues that higher education does not only prepare one for the present but also for the future, therefore one's exposure to extensive and vigorous reading is a hallmark of academics.

Impact of ICTs and e-resources on reading culture

In the recent past, the advent of electronic media, such as smartphones and computers, has made it possible for information to be accessed through ICTs at almost any time. The rapid developments in ICTs have changed the way people consume information. Barclay (2016), observed that the drop in circulation figures (print books) in academic libraries was because library users prefer using electronic information to consulting the print resources. Digital natives prefer electronic information to the print format since that is the format they have been using since childhood and this could influence their reading culture (Prensky, 2001).

E-resources have an influence on the reading habits of university students. In Nigeria, research concluded that e-resources have a positive influence on reading culture in that they improve reading habits, expand reading possibilities, and improve independence and lifelong reading skills (Ajayi, Shorunke & Aboyade, 2014). Further, Youssef (2008) argues that there is a positive correlation between the use of ICTs and student performance. ICT seems to have a profound impact on the process of learning in higher education by offering new possibilities for learners and teachers.

Research methodology

The study was guided by the Sociocultural Theory of Vygotsky. According to Vygotsky (1978), mediation tools are used to assist learners from different cultural backgrounds. The researcher adopted the mediation tools, which are new technologies such as e-resources, in order to establish how they impact reading culture. The accessibility and use of e-resources were analysed in order to establish their impact on reading culture. An interpretive approach was used

as a research paradigm since not much is known about reading culture in the digital age.

Interpretation and discussion of results

The intent of this study was to investigate the impact of e-resource use on reading culture at CBU. In order to achieve the aim of the investigation, five research objectives and five research questions were formulated to guide the study. The total population of this study was 3,845 consisting of 3,521 third to fifth year students, 317 postgraduate students and seven library staff at the Copperbelt University. Out of the target student population of 3,838, female students are 1,218 (31.7%) and male students are 2,620 (68.3%). The resultant size of sample 372 plus seven librarians gives a total of 379. Out of 379 participants, 305 responded to the survey representing a response rate of 80.5%. The response rate of 80.5% was found to be within the acceptable response rate of 80% (Carley-Baxter, 2009; Fincham, 2008). Data was collected through questionnaires, interviews, observations and document analysis. The interpretation and discussion of findings will be in line with the research objectives as follows:

- a) To assess the availability of ICTs.
- b) To establish the accessibility of e-resources by students.
- c) To assess the use of e-resources by students.
- d) To determine whether e-resources increase or decrease reading culture.
- e) To establish factors that affect use of e-resources.

Availability of ICTs

This study found that CBU library has ICTs such as computers, internet connectivity and Wi-Fi connectivity as stated by all the librarians (100%) interviewed. The researcher observed that CBU library has ICTs and associated peripherals which can support the use of e-resources. CBU as an institution has infrastructure that can support ICTs and the use of e-resources (Banda, 2016; Chipembele, 2014).

Today the availability of e-resources in academic libraries is growing and many libraries are gradually migrating from print documents to e-resources. Lata (2015), Pilgrim and Dolabaille (2011) and Sharma (2009) have confirmed that information is encoded and made available for access through the use of a computer. From the interviews with librarians, the researcher found that the following e-resources are available: e-journals, e-books, EBSCO Host, INASP, Emerald Group, Hinari, JSTOR, and e-news. In addition, CBU library has e-resources that students can access as listed on the CBU library website (<https://www.cbu.ac.zm/e-resources>). Further, using DSpace, the library now has a digital Institutional Repository (CBULAR, 2012). There are also Open Access databases that students can access such as the British Institute of Radiography and PubMed. The researcher observed that CBU has ICTs as well as e-resources which can be used as mediation tools towards increasing reading, which supports Robinson (1997) who found that tools or artefacts of mediation, such as ICTs and e-resources, influence reading.

Accessibility of e-resources

Even though CBU has ICTs, there is a problem with accessibility. The study found that more than half of the students 164 (55%), do not have access to high speed internet connectivity, which supports Ahmed (2013) who found access to computers and slow download speed as major constraints in public universities. From the interviews, four (57%) librarians perceived that students did not have much access to e-resources while using library facilities. These findings support Prangya and Rabindra (2013) who also found that lack of training, poor infrastructure, and high cost of e-resources are the obstacles to proper and full utilization of e-resources.

The researcher observed that only 16 out of 28 computers were operational in the Main Library, while Dag Hammar-skjold/ American Corner has six computers and eight laptops to cater for 8,500 students at the main campus. The Medical Library has 30 computers for 1,500 students

Further, 138 (46.3%) students do not have access to networked e-resources while in the library, findings supported by Ahmed, (2010) who argues that the proportion of computers in university libraries provided for public use is much lower than the number of users served by the libraries. The main barriers in using these resources in Africa were the shortage of computers, unreliable internet connection and lack of skills (Ndinoshiho, 2010). The researcher also observed that access to e-resources while in the library was limited to only eight hours per day from Monday to Friday. Furthermore, 118 (39.6%) students have access to networked computers while 120 (40.3%) do not have access.

However, this study found that more than half of the students 175 (58.7%) agree that they have access to wireless connectivity, as compared to 76 (25.5%) who said they had no access to wireless connectivity. Therefore, apart from students using networked computers, they also access wireless connectivity in order to access e-resources in the library.

Use of e-resources by students.

From the interviews, the librarians stated that students use e-resources for academic work such as writing assignments and conducting literature reviews for research projects, which supports Thanuskodi (2012), who found that 76.6% of students use e-resources for writing academic papers.

A large proportion of respondents use e-books 246 (82.6%) and e-journals 186 (62.4%), but most students do not use Emerald, EBSCO Host, and Hinari. This could be attributed to lack of awareness of these resources, since the orientation that students have in their first year is not detailed, according to one librarian interviewed. Open-ended responses to question eight indicated that students use sites like Google Scholar, Google, Wikipedia and PubMed that are easily accessible online, which supports (Vaidhyanathan, 2011) who states that Google puts previously unimaginable resources at our fingertips. Additionally, 200 (67.1%) students at CBU use e-news.

E-resources increase or decrease reading culture.

This study gives findings on students' perceptions on reading in the digital age. The use of e-resources as mediation tools will determine if they can influence reading culture among university students at CBU. The researcher will first discuss the reading patterns of students at CBU in order to get a clear understanding of the reading culture prevailing at CBU.

Students' reading patterns

The study found that 205 (68.8%) students read more than two hours per day, which contradicts Ajayi, Shorunke & Aboyade, (2014) who found that 81.6% of students read less than two hours daily. This acknowledges that students at CBU spend more time on reading. However, less than half 120 (40.2%) students at CBU make use of the library for reading.

The researcher also found that 118 (39.6%) students engage in leisure reading as compared to 198 (66.5%) who read mainly for academic purposes. Librarians also mentioned that students read mostly in order to write assignments and carry out research projects, which supports Owusu-Acheaw (2014) who found that 62.0% of students only read for the purpose of passing examinations. Furthermore, several scholars e.g. Kaberia (2012), Igbokwe and Obidike (2012) and Nalusiba (2010) alluded that students read for the purpose of writing assignments and passing examinations.

According to Smith (2012), digital natives are seasoned users of technology who are inherently technologically savvy. In terms of reading preference, this investigation found that 190 (63.8%) respondents prefer reading on laptops, computers or smartphones to reading in the library.

Further, the researcher observed that respondents were using their laptops and smartphones to read as compared to reading printed books in the library, indicated earlier by the decline in circulation. This is in consonance with Kamalova and Koletvinova (2016), Perrin (2016) and Liu (2005) who argue that reading culture has shifted from print to electronically stored information. Additionally, 114 (47.3%) respondents prefer reading e-resources to printed resources which supports Thanuskodi, (2012) who found out that (47.78%) prefer to access only e-resources. Barclay (2016) also confirms that circulation of physical items such as books and DVDs in US academic libraries has declined by 29% from 1997 to 2011 due to the digital age.

E-resources increase or decrease reading culture

In order to assess the impact of e-resources on reading culture, the respondents were asked whether the use of e-resources increase their reading in comparison with the use of printed books. Many respondents 188 (63%) agreed that they read more with e-resources than they read with printed books, while 77 (25.9%) disagreed and 33 (11.1%) were neutral. In addition, 40% of the respondents who read for more than two hours per day also read for leisure. This research further found that 63% of respondents who read for leisure also indicate that their reading has increased with the use of e-resources. The use of e-resources increases reading, which is part of reading culture. Therefore, the use of e-resources increases reading culture, which is supported by Ajayi, Shorunke and Aboyade (2014), Mlay (2014) and

Ruterana (2012) who found that e-resource use has a positive influence on reading culture. The interviews revealed that all the librarians (100%) felt that students have increased their reading with e-resources than with books.

E-resources improves reading

The research found that 167 (56%) respondents agreed that e-resource use improves reading. The researcher also found that 205 (68.8%) respondents agreed that e-resources use expand reading possibilities. This research also found that 203 (68.1%) students disagreed that e-resource use reduces reading interest. Further, 159 (53.4%) respondents agreed that e-resource use makes reading enjoyable. In addition, 244 (81.9%) do not agree that e-resource use wastes the readers' time. Correspondingly, Ajayi, Shorunke, and Aboyade (2014) found that e-resource use improves reading habits, expands reading possibilities and improves students' independence and lifelong reading skills.

E-resources increase reading by age

The investigation targeted digital natives in order to assess the impact of e-resources use on their reading culture. The researcher found that 150 (64.3%) students under the age of 25 years, representing the second-generation digital natives (Helsper & Eynon, 2010), agreed that they read more with e-resources than printed books.

E-resources increases reading by gender

This research found that out of the total number (209) of male respondents, 139 (66.6%) agreed that they read more with e-resources than printed books while out of the total number (89) of female respondents, 49 (55.1%) agreed that they read more with e-resources than printed books. These findings are supported by Divya and Mohamed (2018) who found that male students exhibited a higher level of digital reading as compared to female students.

Factors that affect use of e-resources.

In order to determine factors that hinder the effective use of e-resources at CBU, the following were considered:

Inadequate facilities for using e-resources

Over two thirds of the respondents 228 (76.5%) agreed that inadequate facilities hinder the effective use of e-resources in the library, while only 42 (14.1%) respondents disagreed. Others 28 (9.4%) neither agreed nor disagreed that inadequate facilities hinder the effective use of e-resources in the library at CBU. Despite CBU having infrastructure that supports the use of e-resources, according to Banda (2016) and Chipembele (2014), this present research found that there are inadequate facilities for effective use of e-resources. Similarly, Bala and Lal (2016), Prangya and Rabindra (2013) and Egberongbe (2011) confirm that inadequate facilities hinder the effective use e-resources in libraries.

Inadequate skills to use e-resources

One of the librarians interviewed noted that the library orientation was not enough to show the students how to use e-resources. Likewise, the research found that only 86 (28.9%) students reported having adequate skills for using e-resources while 152 (51%) reported not having adequate skills to use e-resources. Therefore, many students 152 (51%) do not have adequate skills to use e-resources, despite a higher number of digital native students 150 (64.3%) who read more with e-resources than printed books. Students are reading e-resources, but just over half 152 (51%) still feel that they lack adequate skills for using them. Prangya and Rabindra (2013) confirm that lack of skill hinders the effective use of e-resources. The researcher also observed that the library does not have enough qualified personnel to assist students who use e-resources in the library.

Poor internet facilities

This research found that the more than half of the students (68.1%) agreed that poor internet facilities hinder the use of e-resources. All the librarians (100%) interviewed confirmed that poor internet connectivity and low bandwidth affect the use of e-resource in the library. These findings are supported by Akporhonor & Akpojotor (2016) who found that poor internet connectivity delays downloads, thereby hindering effective use of e-resources.

Poor power supply

Poor power supply is one of the factors that affects the use of e-resources. However, this research found that 196 (65.8%) students do not agree that poor power supply hinders the use of e-resources which is in contrast to Akpor-

honor & Akpojotor (2016) who argue that erratic power supply affects the use of e-resources.

Other factors affecting e-resource use

Other factors that affect the use of e-resources, according to librarians, include: lack of awareness of the available e-resources, few computers and lack of consistent subscriptions. The researcher also observed that there were few computers available in the library as compared to the number of students who need to use them at a given time, and that the areas designated for use of e-resources in the library are small.

Conclusion and recommendations

The investigation found that CBU library has ICTs infrastructure which the university has been developing since 2009. The investigation established that although CBU library has ICTs that supports the use of e-resources, there are some challenges on the use of e-resources such as few computers, low bandwidth and poor internet connectivity. In terms of accessibility to e-resources, the researcher found that many students do not have access to high speed internet connectivity which is required to access and download e-resources. However, wireless connectivity supplements the networked computers where more than half of the students 175 (58.7%) are able to access internet through wireless connectivity.

The students use e-resources for academic work such as writing assignments and conducting literature reviews for research projects. The investigation established that e-books and e-journals are the most consulted e-resources by students at CBU, while Emerald, EBSCO Host, Hinari and PubMed are least used. The low usage could be attributed to lack of awareness of what resources are available.

Students prefer reading on laptops, computers or smartphones to reading in the library, as indicated by the decline in circulation. The research confirms that the tools of mediation such as ICTs and e-resources increase reading, as indicated by a majority of students 188 (63%) who read more with e-resources than with books. Therefore, the use of e-resources increases reading which, is part of reading culture. According to Aina, Ogungbeni & Adigun (2011), reading culture can be improved when libraries provide materials through which youths can gain and improve their reading skills. Reading plays an important role in the development of a reading culture.

A majority of students 150 (64.3%) who read more with e-resources are under the age of 25 years, representing the digital natives. In terms of gender, male students 139 (66.6%) read more with e-resource than printed books as compared to female students 49 (55.1%). Finally, the School of Graduate Studies had the highest number of students 18 (72.0%) who read more with e-resources than books while School of Medicine had the lowest number of students 17 (47.3%) who read more with e-resources than books.

Despite CBU having infrastructure that support the use of e-resources, there are challenges to the effective use of e-resources such as inadequate facilities where there are few operational computers as compared to the number of students who need to use them at a given time. Another challenge is poor internet connectivity and low bandwidth, which delay downloading e-resources. One librarian referred to lack of awareness of available e-resources in the library, despite the library subscribing to databases like Emerald and EBSCO Host. There is, however, less interruption on power supply.

Recommendations

The study found that only 98 (32.8%) respondents have access to networked e-resources while in the library, the researcher recommends that CBU management should acquire more computers for the library in order to cater for most of the students who want to use e-resources while in the library. Since more than half of the respondents 164 (55%) do not have access to high speed internet connectivity, the researcher recommends that the bandwidth be increased in order for students to benefit fully from subscribed e-resources. Despite the majority 233 (78.2%) respondents being digital natives, only 86 (28.9%) have adequate skills for using e-resources, the researcher recommends that the library should organize information literacy programmes aimed at imparting skills for using e-resources to digital natives.

It is therefore evident from this study that a large proportion of respondents use e-books 246 (82.6%) and e-journals 186 (62.4%) than they use Emerald 39 (13.1%) and EBSCO Host 37 (12.4%). The study therefore recommends that the library should sensitise the students on the available e-resources subscribed to by the library. Finally, the study found that more respondents 188 (63%) read more with e-resources than printed books indicating an increase in reading of electronic as opposed to printed books. The researcher recommends that CBU library should continue to

invest in e-resources.

Recommendations for further research

Reading culture in the digital age is a new phenomenon which is developing due to the increase in ICTs. This investigation therefore breaks new ground and bring out issues that require further in-depth research. Some of these research areas include the following:

Since most respondents to this investigation were digital natives, there is need for further research on the rest of the university community in order to have a holistic understanding of reading culture in the digital age. The results of such research will give librarians a fuller understanding of their users' preference.

The research did not exhaustively compare e-resources use in different schools. It is the hope of the researcher that further research be done on individual schools to assess the use of e-resources.

The investigating has found that students have increased reading when they use e-resources, therefore similar studies should be conducted in by other Librarians in order to find out whether the use of e-resources increase reading.

Finally, the researcher urges people to conduct similar studies in institutions of higher learning in order to assess whether an increase in reading e-resources improves academic performance.

References

Ahmed, S. M. (2010). Investment studies on digital library. Dakka, Bangladesh: University Grants Commission of Bangladesh.

Ahmed, Z. S. (2013). Use of electronic resources by the faculty members in divers public universities in Bangladesh. *The Electronic Library*, 31(3), 290-312. Retrieved April 20, 2018 from <https://doi.org/10.1108/EL-05-2011-0081>

Aina, A. J., Ogungbeni, J. A., & Adigun, J. A. (2011, October). Poor reading habits among Nigerians: The role of libraries. *Library Philosophy and Practice*, 529. Retrieved from <http://digitalcommons.unl.edu/libphilprac/529>

Ajayi, S. A., Shorunke, O. A., & Aboyade, M. A. (2014, December). The influence of electronic resources use on students' reading culture in Nigerian universities: A case study of Adeleke university Ede, Osun state. *Library Philosophy and Practice (e-journal)*, Paper 1182. Retrieved from <http://digitalcommons.unl.edu/libphilprac/1182>

Ajidahum, O. C. (2015, March). Developing reading culture for the challenges of tertiary institutions in Nigeria. *Open Access Library Journal*, 2(3), 1-6.

Akporhonor, B. A., & Akpojotor, L. O. (2016). Challenges confronting postgraduate library and information science student in the use of electronic resources in Southern Nigeria. *Library Philosophy and Practice (e-journal)*, 1319. Retrieved April 21, 2018 from <http://digitalcommons.unl.edu/libphilprac/1319>

Alo, M. A. (1997). Reading and vocabulary development. In H. Chukwuma and E. Otaburuagu (eds.). *English for Academic Purposes*. Onitsha: Africana-Fep.

Banda, C. (2016). Adoption of social media in three selected public universities in Zambia: A research project associated with a PHD degree of University of Botswana. Botswana: University of Botswana.

Carley-Baxter, L. (2009). Does response rate matter? *Journal of Editors Use of Survey Quality Measurement Publication Decision. Survey Practice*, 2(7), 313-340.

Central Statistics Office (CSO). (2011). Zambia demographic and health survey. Zambia: Central Statistics Office.

Chipembele, M. (2014). Assessment of e-readiness of Zambia's Copperbelt University. A research project associated with an MA degree of University of Botswana. Gaborone: University of Botswana.

- Copperbelt University. (2012). Copperbelt University Library Annual Report 2012. Kitwe: CBU.
- Copperbelt University. (2014). Copperbelt University Strategic Plan 2014. Kitwe: CBU.
- Daniel, E., & Steres, M. (2011). Examining the effects of a school-wide reading culture on the engagement of middle school students. *RMLE online*, 35(2), 1-13.
- Divya, P., & Mohamed, H. K. (2018). Digital reading competency of students: A study in Universities in Kerala. *DE-SIDOC Journal of Library & Information Technology*, 38(2), 88-94. doi:10.14429/djlit.38.2.12233
- Egberongbe, H. S. (2011). The use and impact of electronic resources at the University of Lagos. *Library and Practice (e-journal)*, 472. Retrieved from <http://digitalcommons.unl.edu/libphilprac/472>
- Fincham, J. E. (2008). Response rate and responsiveness for surveys, standards, and the journal. *American Journal of Pharmaceutical Education*, 72(2), 43.
- Helsper, E. J., & Eynon, R. (2010). Digital natives: where is the evidence. *British Research Journal*, 36(3), 503-520. doi:10.1080/01411920902989227
- Ifedili, C. J. (2009). An assessment of reading culture among students in Nigerian tertiary institutions: A challenge to educational managers. *Reading Improvement*, 46(4), 1-9.
- Igbokwe, J. C., & Obidike, N. A. (2012, May 1). Influence of electronic media on reading ability of school children. *Library Philosophy and Practice*. Retrieved from <http://unllib.unl.edu/Lpp/>
- Igwe, K. N. (2011). Reading culture and Nigeria's quest for sustainable development. *Library Philosophy and Practice*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/482>
- Ihejirika, R. C. (2014, February). Poor attitude to reading for pleasure and its implications on acquisition of language skills and academic achievements: The case of students of secondary schools in Nigeria. *Journal of Humanities and Social Science (ISOR-JHSS)*, 19(1), 43-46.
- Kaberia, J. (2012). Reading culture in Kenya: A situation to worry about? Goethe-Institute Kenya. Retrieved from <http://www.goethe.de/ins/ke/nai/kul/mag/bib/les/en9885106.htm>
- Kachala, F. C. (2007). Developing a reading culture among the rural masses of Mwambo, Zomba District, Malawi: A concept for 21st century and beyond. *World Library and Information Congress: 73rd IFLA general conference and council*. From <http://www.ifla.org/iv/ifla73/index.htm>
- Kamalova, L. A., & Koletvinova, N. D. (2016). The problem of reading and reading culture improvement of students-Bachelors of elementary education in modern high institutions. *International Journal of Environment & Science Education*, 11(4), 473-484.
- Lata, K. (2015). E-resources in academic libraries. In S. K. Pandey, *Next generation libraries: Issues and challenges* (pp. 230-234). New Delhi: Anamka.
- Liu, Z. (2005). Reading behaviour in the digital environment: Changes in the reading behaviour in the past ten years. *Journal of Documentation*, 61(6), 700-712.
- Magara, E., & Batambuze, C. (2005). Towards a reading culture for Uganda. *African Journal of Library, Archives and*

Information Science, 15(1), 35-42.

MBRF, UNDP & RBAS. (2016). Arab reading index 2016. Dubai: Al Ghurair Printing and Publishing.

Mlay, S. V. (2014). Towards an improved reading habit of university students: The impact of ICT. The 6th Annual International Conference on ICT for Africa 2014, 6, pp. 102-116.

Mulumba, M. B. (2016). Enhancing the reading culture among language education graduate students through emerging education technologies. *Technology, Innovation and Education*, 2(6), 1-12.

Nabuyanda, M. M. (2011). Factors inhibiting promotion of a reading culture: A study of basic school libraries in Lusaka. A research project associated with an MA degree of the University of Zambia. Lusaka: University of Zambia.

Nalusiba, P. (2010). Strategies for the development of a reading culture in Uganda primary schools: case studies for selected Universal Primary Education school in Kampala district. A research project associated with an MA degree of Makerere University . Makerere: Makerere University.

Ndinoshiho, J. M. (2010). The use of electronic information services by undergraduate nursing students at the University of Namibia's Northern Campus: A descriptive study. *Information Development*, 26(1), 57-65.

Ogwa, M. F. (2010, December). Reading culture as a tool for promoting educational development in Nigeria. *Journal of Communication and Culture: International Perspective*, 1(3), 102-107.

Owusu-Acheaw, M. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library Philosophy and Practice (e-journal)*., 1130. Retrieved May 13, 2018 from <http://digitalcommons.unl.edu/libphilprac/1130>

Perrin, A. (2016). Book reading 2016. Pew Research Center. From www.pewresearch.org

Pilgrim, M., & Dolabaille, A. (2011). Our journey from print to electronic resources: An acquisitions perspective at Caribbean Academic Library. *The Serials Librarian*, 61(1), 90-104. doi:10.108/0361526X.2011.582618

Prangya, D., & Rabindra, K. (2013). Access, awareness and use of electronic information resurces by research scholars of Berhaupur University: A study. *American International Journal of Research in Humanitarian Arts and Social Sciences*, 3(2). Retrieved from <http://iasisnot/AURHASSpapers/AURHASS13-271.pdf>.

Prensky, M. (2001, October). Digital natives, digital immigrants part 1. *On The Horizon*, 9(5), 1-6.

Pretorius, E. J. (2002). Reading ability and academic performance in South Africa: Are we fiddling while Rome is burning? *Language Matters*, 33(1), 169-196.

Robinson, M. (1997). *Children reading print and television*. London: Falmer Press.

Ruterana, P. C. (2012, March). The making of a reading society: Developing a culture of reading in Rwanda. *The Journal of Pan African Studies*, 5(1), 36-54.

Sharma, C. (2009). Use and impact of e-resources at Guru Gobind Singh Indrapratha University (India): A case study. *Electronic Journal of Academic and Special Librarianship*, 10(1), 1-8.

Smith, E. E. (2012). The digital native debate in higher education: A comparative analysis of recent literature. *Ca-*

- nadian Journal of Learning and Technology, 38(3). Retrieved May 19, 2018 from <http://hdl.handle.net/11205/260>
- Thanuskodi, S. (2012). Use of E-resources by students and researchers of faculty of Arts, Annamalai University. *International Journal of Library Science*, 1(1), 1-7. doi:10.5923/j.library.2012010101
- Vaidhyanathan, S. (2011). *The Googlization of everything: (and why we should worry)*. Berkeley: University of California Press.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge: Harvard University Press.

The Role of Information and Communication Technologies (ICTs) in Literacy Skills Development of Learners in Selected Schools of Chingola District in Zambia

By

Felesia Mulauzi

Department of Library and Information Science, University of Zambia School of Education

E-mail: fmulauzi@gmail.com

Dorcas Kaira

University of Zambia School of Education

ABSTRACT

Literacy skills development among learners remains a topical issue in this ICT era. The purpose of the study was to investigate the role of ICTs on literacy skills development of learners in the 8th and 9th grades in selected schools of Chingola District in Zambia. The study investigated the kind of ICT applications that aid in literacy skills development; the types of literacy skills enhanced by ICT applications; and whether there is a relationship between learners' performance and good literacy skills. Both qualitative and quantitative approaches were adopted in the study. Data was gathered through questionnaires which were distributed to selected school administrators, teachers and pupils from four selected schools namely; Chiwempala, Chikola, Chabanyama and Twatasha. A total of 1,040 respondents participated in the study. Quantitative and qualitative data was analysed using the Statistical Package for Social Sciences (SPSS) and thematic analysis respectively. The completed questionnaire and interview schedule forms the foundation of this research. The study found that the ICTs play a critical role in literacy skills development among the learners in schools. The findings showed that there are a lot of ICT applications that help to develop literacy skills such as word processor, radio cassettes, television sets, phones, interne etc. The literacy skills such as reading, writing, listening and speaking were enhanced by the above listed applications. The study further revealed that good performance among learners goes hand in hand with literacy skills and that learners with good literacy skills performed better than those with low levels of literacy skills.

1. INTRODUCTION

Information and Communication Technologies (ICTs) have had far-reaching social, cultural, economic, and political changes globally. They have brought about enormous changes in our lives. Today, almost every household in urban areas has a phone, radio, television, computer. Advances in ICTs have revolutionised how people learn in nearly every aspect of this modern life. Learning can occur anytime and anywhere with availability of online course materials that can be accessible 24 hours a day, seven days a week (Mokhtari, 2000). Thus, the rapid expansion and growth of ICTs have now brought unprecedented opportunities for achieving greater educational access and reach. They have the potential to address the problem of illiteracy among learners in schools. Basic literacy skills play a pivotal role in the development of individuals, communities and nations at large. According to Mokhtari (2000):

It is strongly believed that higher levels of ICT Literacy have the potential to transform not only the lives of individuals who develop the literacy requisite skills and knowledge but society as a whole.

Given this potential, Dighe (2011) submits that it is necessary that attention be paid to how ICTs can contribute to increasing access to literacy and improve the quality of literacy education. Literacy is a dynamic concept that extends beyond the basic acquisition of reading and writing skills in this globalised world and Information and Communication Technologies (ICT) environment. In this research, literacy implied "the ability to read and write with understanding a simple statement related to one's daily life" (Mokhtari, 2000). This study used the term ICTs to refer to technologies such as radio, television, DVD, telephone (both fixed and mobile), satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail.

1.2 Statement of the Problem

Today, every aspect of human life is being influenced by Information and Communication Technologies (ICTs), be it in business, health, education and entertainment. ICTs have been considered as catalyst for change in working condi-

tions, handling, accessing and exchanging information, teaching methods, learning approaches and scientific research (Mikre, 2011). In spite of the growth in ICTs, many people remain insufficiently literate as they lack the written skills for expression and comprehension that enable them to learn and thereby to improve their daily lives. Educational policy and practice have generally remained a neglected area for policy makers and planners in most countries. Consequently, the commitment and investment in literacy programs is not commensurate with the massive problem of illiteracy faced in many countries like Zambia. This study explored the role of ICTs in literacy skills development among learners in the 8th and 9th grades in Chingola District of Zambia. A number of studies have been undertaken on the role of ICTs in development in education generally. There are few studies that have focused on the role that ICTs play in the development of basic literacy skills such as reading and writing especially in Africa and Zambia in particular.

1.3 Objectives of the Study

The objectives of the study were to:

1. find out how ICT have been used to develop literacy skills of learners;
2. identify the kind of literacy skills can be enhanced by use of ICTs among learners; and
3. explore the relationship between learners' performance and good literacy skills.

3. RESEARCH METHODOLOGY

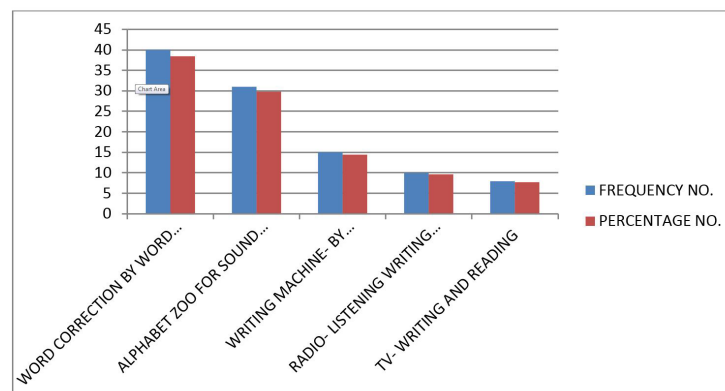
Descriptive and survey study designs will used to investigate the role of ICTs on the literacy skills development of the learners in the 8th and 9th grades in selected schools in Chingola District. The study employed both qualitative and quantitative approaches. A total of 1,040 participate in the study. Thus, 260 from each of the four schools of Chingola District that were included in the study. The study targeted learners in their 8th and 9th grades. Simple random sampling was used to select the learners using class registers while purposive sampling was used to select the administrators for interviews. A questionnaire was used to collect data from learners. The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data from the questionnaires while thematic analysis was applied on qualitative data gathered from the school administrators.

4. FINDINGS

4.1 How ICT Have Been Used to Develop Literacy Skill of Learners

The first objective was to find out the kind of ICTs that aid learners in literacy skills development. Responses revealed that 38.5% of the respondents believed that the word processor helps in word corrections, as a learner uses the word processor, it helps in spelling corrections of words; whereas 29.9 % of the respondents said that Alphabet Zoo application is a great tool for helping young readers to recognize letter sounds. Another 14.8 % of the respondents said that Writing Machine helps learners to improve literacy skills by correlating pictures and words, reading text, sounding out letters, and this tool helps students develop early literacy abilities with greater ease. 9% Radio helps learners literacy skills as they are able to listen as they will learn how to speak and pronounce certain words, while helping in writing skills and 7.8 % said that Television Set as the learners are watching the television, they are able to listen how words are pronounced and written as words are written while pronounced by the television presenter.

Figure1. Chart Showing How ICT Have Been Used To Develop Literacy Skill of Learners

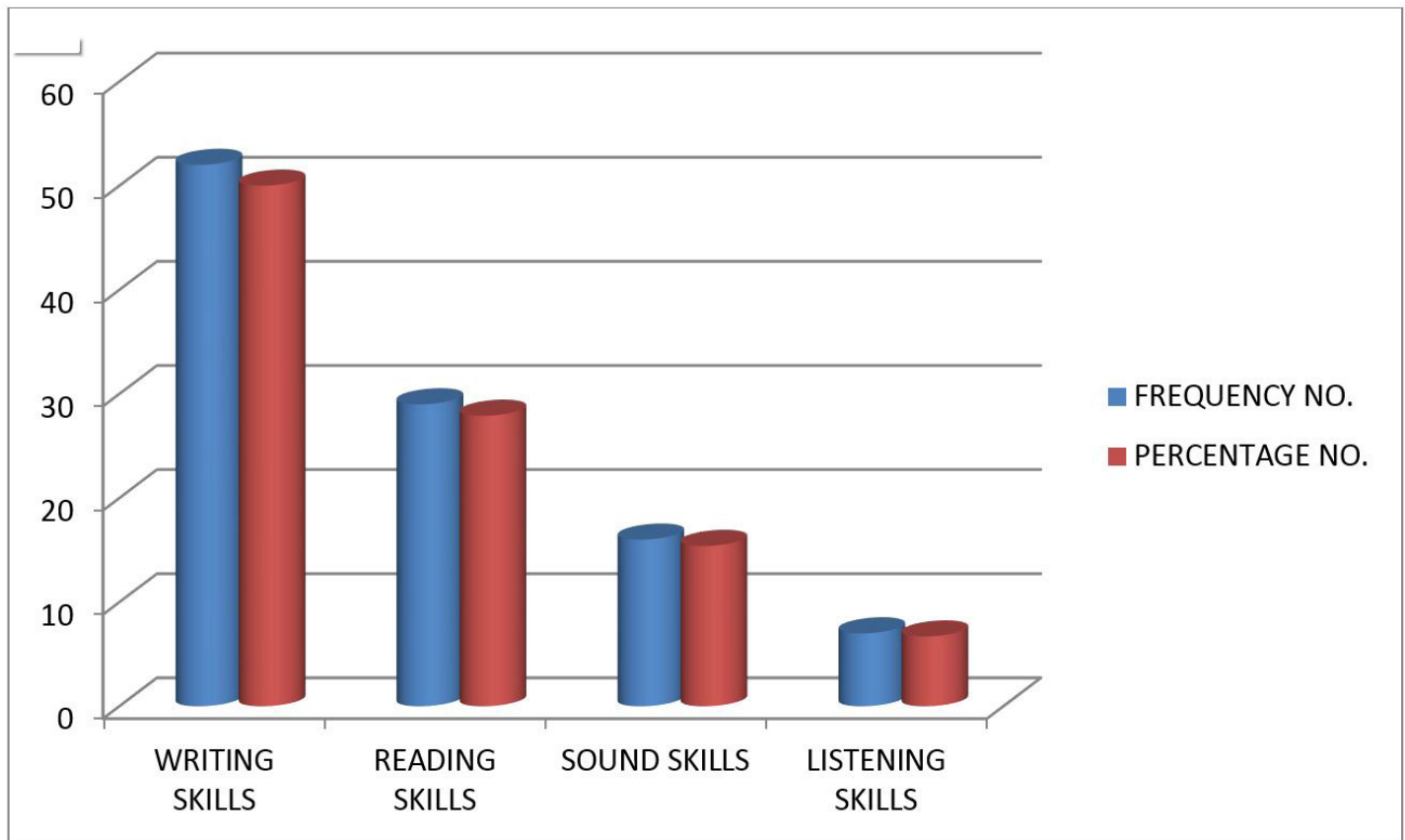


4.2 Kind of Literacy Skills Enhanced By ICT

When respondents were asked about the kind of literacy skills that can be enhanced by ICT, 49.5% revealed, that writing skills can be enhanced by ICT, through word spelling corrections, 28% said that reading skills can be enhanced by ICT, through word sound pronunciation and seeing the spellings for example television set news caster, 15% revealed that sound and speaking skills are enhanced through ICT and 7.5 % revealed that listening skills are enhanced through ICT.

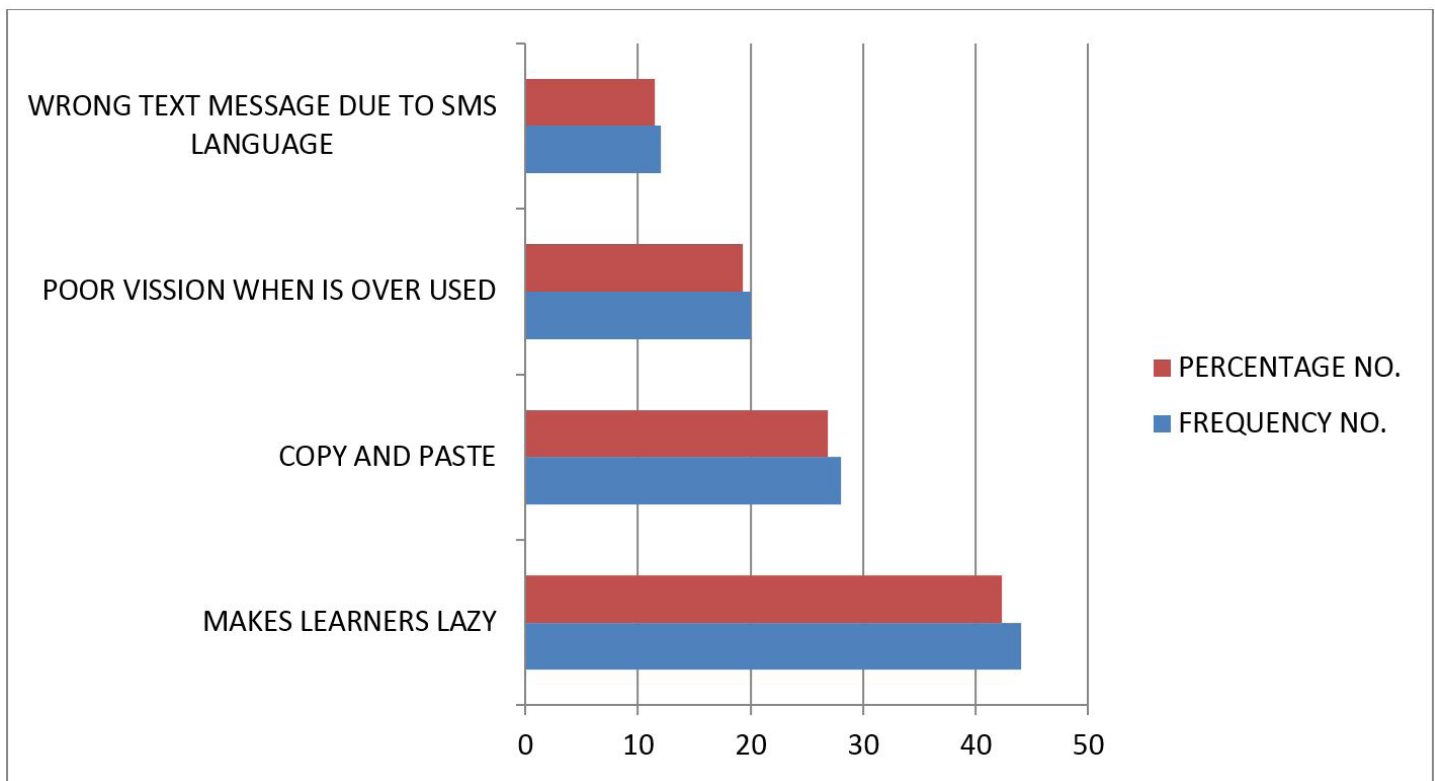
The chart below shows the kind of literacy skills that can be enhanced by ICT

Figure 2. Kind of Literacy Skills That Can Be Enhanced By ICT



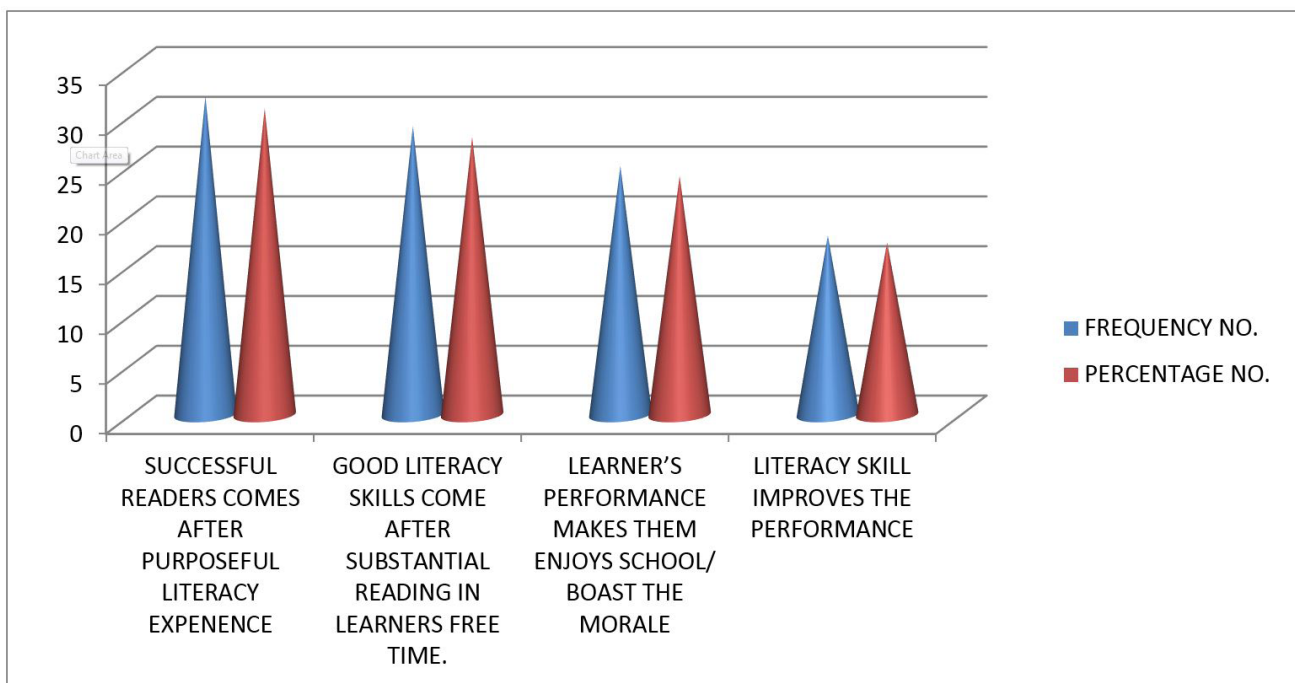
4.3 Negative Impacts of ICTs on Literacy Skills of Learners

In trying to find out, the negative impacts of ICTs on literacy skills of learners. Responses revealed that 42 % of the respondents said that ICT make the learners lazy in the way that if they don't know the spelling, they just use the word processor to find out how that word is spelt without putting effort to know how the word is written whereas 28% of the respondents said that ICT encourages copy and paste, when the learners are given work to write (comprehension), they will Google and find the information needed and copy and paste. Another 18% said that over use of ICT makes the user to have poor vision (not seeing properly), poor vision impacts negatively on literacy skills and 12% of the respondents said ICT through SMS language has seemingly destroyed the way school children read, think, and write the conventional English Language. The chart below shows the negative impacts of ICTs on literacy skills of learners

Figure 3: Negative Impact of ICTs on Literacy Skills of Learners

4.4 Relationship between Performance and Literacy Skills

In trying to find out, the relationship that is between performance and literacy skills. Responses revealed that 29.8 % of the respondents said that successful readers come after purpose literacy experience, meaning when the learners have experience literacy then they will perform well in reading and writing, whereas 28.5 % of the respondents said that good literacy skills can be attained through substantial reading in free times, when the learners read a lot of books and articles helps them to perform better. Another 24.5% said that when learners perform well, they are encouraged to read and write more as their morale is boasted and 17.2 % of the respondents said literacy skills improves the performance among the learners. The chart below show the relationship between performance and literacy skills

Figure 4. Relationship between Performance and Literacy Skills

5. DISCUSSIONS

5.1 How ICT Have Been Used to Develop Literacy Skills of Learners

The study revealed that there are various ways in which ICT can be used to develop literacy skills of learners. One of the ways is the use of word processor applications, word processing is closely associated with literacy and language development at all levels. They also offer possibilities for children to compose and write without needing to have mastered the production of letters without hand. The findings show that the word processor application helps in correction word spellings. When a learner used the application to find out how certain word is written or spelt, this will help the learner to how to write that word. It makes the writing, spelling, and changing (revising) easier". When using the word processor, students are taking some of the motor and cognitive load off their back due to the grammar and spell check on the word processing program The study further revealed that when using a word processor, it makes the students more engaged in their work because instead of doing the traditional edits and revisions, now they can insert and delete with a press of a button and Word processors have introduced new ways of generating, organizing, and editing text, thereby making tedious revisions tasks easier. These findings are supported by Van Leeuwen and Gabriel (2007) report that the use of a word processor facilitates meaning to students of today's technologically advanced world. Being able to use a word processor makes writing an enjoyable task for most learners. It is also supported by Sternberg, Kaplan, and Borck (2007) agrees that when one uses a word processor on a day to day basis it allows students to be more efficient, organized, accurate, and thoughtful in their writing.

The study showed that an Alphabet Zoo application on ipads is a great tool for helping young readers to recognize letter sounds. This applications uses text and pictures of animals, learners can build their reading skills while having fun. First Words Sampler: Learners with a reading disability can get a head start on improving their skills with this app that teaches them about letters and words using fun graphics and sounds. The study revealed that Montessori Crosswords app helps learners improve their spelling and reading skills through engaging phonics-based exercises. Read & Write: learners can practice reading and writing letters using this application. Users can trace letters, learn letter sounds, and get illustrations to go along with each part of the alphabet. The study also revealed that the Writing Machine helps learners to correlating pictures and words, reading text, sounding out letters, and this tool helps learners develop early literacy abilities with greater ease. The findings of this study showed that radio cassette helps learners in developing literacy skills, as when the learners are listening to radio programs, they are able to know how letters or words are pronounced. Radio helps in listening and speaking skills. This finding is supported by Mustoe, M. (1988) alluded that radio can be used to enhance literacy skills. English and Language arts teachers will be able to use radios to reinforce listening, writing, and speaking skills. With a shortwave radio, foreign language teachers can provide advanced students with an opportunity to hear the authentic language demonstrated by native speakers. Teachers without internet connections will find radios an accessible technology for bringing the world to their students.

The study consequently revealed that television sets helps in developing literacy skills among the learners as they are able to listen to the pronunciation of words, as well as they are able to see how words are written. In some films or news cast, when the caster says a word, it is written on the screen thus helping in enhancing reading, writing and listening skills. According to Fisherkellers (2000) argues that television sets can enhance writing and reading. He argues that through films, communication and sound recording enhances literacy skills. When the learner is watching television news, is able to understand how certain words are pronounced and written therefore literacy skills are enhanced. When watching TV there are movies that write the words the actors are using while audio is heard, this can help in literacy skill development as the learners can compare the spoken words to the written words.

The study revealed that Dragon Dictation app helps in literacy skills development among the learners as Dragon Dictation works in the way that instead of reading text out loud, the application writes down spoken text. For learners who struggle with writing, it can be a great way for them to write down ideas or get help learning. The other app is the Dictionary.com; this app helps the learners in terms of definitions and spellings of words. The study further revealed that Flashcards for iPad app enhances the literacy skills among the learners as the app makes it easy to study words, spelling, and other things that learners who are readers might need help with. Sound note is one of the apps that can be used to enhance literacy skills among learners. Using Sound note app, you can record drawings, notes, and audio all

at once, balancing reading-based skills with those that are auditory and visual. This app helps to teach the fundamentals of reading, writing, and spelling to any young learner, but can be especially helpful for those who are struggling.

5.2 Kind of Literacy Skills Enhanced by ICT applications among Learners

The findings of the study showed that reading skills can be enhanced by ICT among the learners. Using the internet, learners can access books and other education materials that can be used in their homes, while in the journeys or if they have visited areas where they cannot access school materials. The accessibility of school materials through the use of internet enhances the reading skills among the learners. The correction of word spellings by word processor also helps in enhancing reading skills as learners are able to know the right spellings of certain words. The study further revealed that through television set watching learners as they listen to how words are pronounced and written on the screen, this also helps learners to improve in reading skills. The study also revealed that the children also can develop their reading skills by reading stories accessed through internet. Thus, ICT plays an important role in scaffolding process to improve children's literacy.

The above findings are supported by Ciampa (2012), argues that the use of eBooks increase student motivation to read especially struggling readers. When struggling readers interact with eBooks, students do show a higher interest for reading and engage more actively in the text. According to his findings, students showed an increase in reading eBooks at both home and school. He attributed that the word- by- word matching and 3D animated features help to capture all the participants attention, assist in the learning of new words, and sustain attentive listening during the learning of new words, and sustain attentive listening during the read aloud without-being distracted or influenced by their peers or external stimuli. The findings are also supported by Uhomobhi (2016), argues that e-learning allows the students to get information faster from everywhere and anytime. Technology also enables us to cross the demography limits. Rural students can access information from various sources such as phones, in some parts of rural areas, technology has transcend cutting on the movements from rural to urban there could be access to ICTs. However, technology may allow all the human components of schools; the principals, administrators, teachers, ICT coordinators, and the students to get involved in the collaborative learning communities.

The findings of the study showed that writing skills can be enhanced by the use of ICT among the learners. Microsoft word, for example, can motivate the children to learn writing skills. They can enjoy and being excited typing many new words using computer. When the learner is watching television news, is able to understand how certain words are pronounced and written therefore literacy skills are enhanced. When watching TV there are movies that write the words the actors are using while audio is heard, this can help in literacy skill development as the learners can compare the spoken words to the written words. Through this writing skills are enhanced as the learners compare the spoken and the written words. Through the use of ICT, learners are able to check the correct spelling and correct pronunciation of words therefore enhancing literacy levels. These findings are supported by Adi Suryani (2010) indicates that the effective use of ICT can upgrade the student's literacy.

The study showed that listening skills can be enhanced by ICT among the learners as most university and schools nowadays they are using ZOOM, to teach their learners. The learner must attentively listen to the teacher through computer or phone. Listening skills can be enhanced through listening to radios and television sets. The study further revealed that sound or speaking skills can be enhanced by the use of ICT through listening to radio cassette , learners are able to hear how words are pronounced as radio presenter speak out therefore improving their speaking skills. Since ICT helps in sound recognition in the pronunciation of words, this enhances speaking skills as the learners will be able to speak and pronounce words correctly. These findings are supported by Mustoe,M. (1988) alluded that radio can be used to enhance literacy skills. English and Language arts teachers will be able to use radios to reinforce listening, writing, and speaking skills. With a shortwave radio, foreign language teachers can provide advanced students with an opportunity to hear the authentic language demonstrated by native speakers. Teachers without internets connections will find radios an accessible technology for bringing the world to their students.

5.3 Negative impacts of ICTs on literacy skill of learners

The study revealed that the use technology such as Instant Messaging (IM) or blogs by the learners does not take their

work seriously and they don't use what they learn in school in their postings. Learners use tools like instant messaging, the less they are able to separate formal and informal English. For instance, they abbreviate "y-o-u", as "u". The study also revealed that other major problems currently being noticed are that learners no longer punctuate accurately but instead, their text messages often contain run on sentences with hardly any punctuations. These provisions of ICTs have negatively impacted on the learners' literacy skills. The study showed that the use of SMS jargon instead of conventional English is becoming a nightmare in schools while an increasing number of pupils are using this 'modern and quick' writing style instead of correct English". Sathage's view is backed up by Hayslett (2006) who states that teachers are observing that students are handing in work that looks more like instant- message conversations than English assignments. The study further revealed that language shortcuts and colloquial language are 'reinforcing bad habits in writing' Students seem to have become more dependent on the language shortcuts (SMS) which may have adverse consequences on the students' formal writing skills

According to O'Connor (2005), ICT through SMS language has seemingly destroyed the way school children read, think, and write the conventional English Language. He also observed that other major problems currently being noticed are that students no longer punctuate accurately but instead, their text messages often contain run on sentences with hardly any punctuations secondly, spellings have become a serious issue. He further argues that papers are being written with shortened words, wrong spellings, improper capitalization and punctuation, and characters such as &, \$, @ and so on. The findings of the study revealed that although students could be exposed to a variety of reading materials and genres of writing, there is a danger that the reading skills that are developed from scrolling the computer screen lead to an accelerated but superficial, and often inaccurate, understanding of the content.

The study revealed that ICT negatively impact learners' literacy skills, as they prefer copy and paste answers from the internet. Copy and paste answers have made learners become lazy as they cannot do the school work own their own without using the internet. One of the negative ICT brings is the ability to move chunks of information around in a document. the writer loses sight of the big picture, that by focusing on small bits of text, the writer does not see the hole ideas of writing that the overall message of the text gets lost when moving pieces of text around. The study showed that the using ICT in the classrooms regards the child's health. If a child was to be functioning on a computer for example for a long interlude of time or with incorrect positioning they will accidentally get in the way of their own health, some problems caused from this include muscular injuries and also their vision problems.

5.4 Relationship between Learner's Performance and Literacy Skills

The findings of the study revealed that learner's performance and literacy relate in one way or the other as performance among learners can just come when literacy skills are developed by the learners. Children who are to become successful readers have exposure to adults who involve them in purposeful literacy experiences during early childhood years and have as a result a fair amount of pleasurable, motivating early childhood experiences with books and literacy. The study showed that learners who performs well undertakes substantial reading in their free time, take out books from the library and have the habit of reading out loud and spending more time on reading homework. When learners have the literacy skills they intend to enjoy school and gain the moral to read more concerning the school work that result in good performance in school work. A literacy skill among the learners helps to improve performance. The study revealed that giving a learner access to a world of words is one of the best ways to improve their vocabulary and enhance their spelling skills. New knowledge that's gained through enjoyment has a tendency to stick and doesn't even feel like work! Both their written and spoken communication abilities can be improved through regular reading. When vocabulary and spelling skills are improved therefore performance also improves.

The study also revealed that the more efficient a learner listens, the more successful and satisfied the learner will be. Listening is not merely hearing: it is a state of receptivity that permits understanding of what is heard and grants the listener full partnership in the communication process. A good listener shows readiness and possesses an ability to manipulate the sound into words and their contextual meaning. Then the good listener relates given meanings to other experiences and he shares responsibility with the speaker. When the learner is a good listener then he/she will perform well in academic work.

6. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

When ICT gadgets and suitable online reading materials are made available they could help learners improve their vocabulary and enable them to find out the meaning of words in the texts they read. ICT has proved to be important tool in enhancing literacy skills among the learners. ICT provides a variety of ways for children to weave together words, pictures, and sounds, thereby providing a range of ways for children to communicate their ideas, thoughts, and feelings. Good software can allow children to engage in self-directed exploration, and can be tailored to children's individual needs, and assistive/adaptive ICTs can reduce barriers to participation for children with special physical or learning needs. ICT can be used to improve learners' reading fluency; by having small groups of children create digital stories with text highlighting this can encourage them to think about phrasing. Creating these stories also encouraged children to analyze their narrations to check for appropriate pace, volume, intonation and accuracy. The use of a word processor on a day to day basis it allows students to be more efficient, organized, accurate, and thoughtful in their writing. The word processor helps the learners to develop writing skills and reading skills as the word processor detect wrong grammar and spellings. The use of ICTs can develop reading and writing and may generally provide a way for dynamic and collaborative learning. By using internet, learning is not limited to the school hours, demographically where we are, and who our teachers are. We can access internet anywhere anytime and anywhere. New technologies are transforming current literacies and literacy practices, whether intentionally or unintentionally, these new technologies impact on literacy instruction in classrooms. They build on foundational literacies and skills, such as comprehension, phonics, vocabulary knowledge, phonemic awareness, writing, and spelling. Learners need to continue to build on these foundational literacies and skills in order to adopt and adjust to literacies of the future.

Through the use of ICT, learners are able to check the correct spelling and correct pronunciation of words therefore enhancing literacy levels. It may also improve the children's speaking and listening skills. The children also can develop their reading skills by reading stories accessed through internet. Thus, ICT plays an important role in scaffolding process to improve children's literacy. The use technology such as Instant Messaging (IM) or blogs by the learners does not take their work seriously and they don't use what they learn in school in their postings. Learners use tools like instant messaging, the less they are able to separate formal and informal English. For instance, they abbreviate "y-o-u", as "u". The study also revealed that other major problems currently being noticed are that learners no longer punctuate accurately but instead, their text messages often contain run on sentences with hardly any punctuations. These provisions of ICTs have negatively impacted on the learners' literacy skills.

ICT negatively impact learners' literacy skills, as they prefer copy and paste answers from the internet. Copy and paste answers have made learners become lazy as they cannot do the school work own their own without using the internet. One of the negative ICT brings is the ability to move chunks of information around in a document. the writer loses sight of the big picture, that by focusing on small bits of text, the writer does not see the hole ideas of writing that the overall message of the text gets lost when moving pieces of text around. The study showed that the using ICT in the classrooms regards the child's health. If a child was to be functioning on a computer for example for a long interlude of time or with incorrect positioning they will accidentally get in the way of their own health, some problems caused from this include muscular injuries and also their vision problems. Learner's performance and literacy relate in one way or the other as performance among learners can just come when literacy skills are developed by the learners. Children who are to become successful readers have exposure to adults who involve them in purposeful literacy experiences during early childhood years and have as a result a fair amount of pleasurable, motivating early childhood experiences with books and literacy

6.2 Recommendations

1. Government should invest in the ICT equipment in schools to help learners in the development of literacy skills
2. Parents should encourage their children to use ICTs in their homes to develop their literacy skills

REFERENCE

- Ciampa K. (2012). Reading in the Digital age: Using Electronic books as a Teaching Tool for Beginning Readers. *Canadian journal of Learning and Technology*, 38(2), pp.1-3
- Dighe, A. (2011). Use of ICTs in literacy and lifelong learning. https://aladin.uil.unesco.org/paldin/pdf/course01/unit_14.pdf (Accessed on 22nd June, 2020).
- Fisher, T. (2006). Educational transformation: Is it like 'beauty' in the eye of the beholder, or will we know it when we see it? *Education and Information Technologies*, 11, 293-303.
- Mokhtar, F. (2000). ICT a Tool to Promoting Literacy. <https://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0009/FP/3171-ICL2023-FP-ICT4LL9.pdf> (Accessed on 3rd September, 2020).
- O'conner, L. (2005). *The effects text messaging on English grammar*. New York: Mouton deGruyters.
- Selfe, C. L. (1989). Redefining Literacy: The Multilayered Grammars of Computers' in Hawisher, Gayle E. and Selfe, Cynthia L. (eds), *Critical Perspectives on Computers and Composition Instruction*. New York: Teachers College Press. 3-15.
- Suryani A. (2010) *ICT Education: Its Benefits, Difficulties and Organization Development Issues*. Cambridge: Cambridge University Press.

Understanding the Information Needs and Seeking Behaviors of Law Students at the University of Zambia

by

Felesia Mulauzi

Department of Library and Information Science, University of Zambia School of Education

E-mail: fmulaenzi@gmail.com

Munshya Ndyamba, Victoria Pwele, Musulwe Nalishiwa, Mutale Namuchimba
and Mushimbwa Kafuta

University of Zambia School of Education

Abstract

Information is an important resource to all members of a society and country, an informed citizenry or public make better educated decisions reducing the risks of mistakes in the future, for students the right informative resources ensure that they are well informed to properly tackle their academic needs and requirements. The research looked at the topic "An investigation of the information needs and seeking behaviors of law students at the University of Zambia". The study used the survey research design because it allowed us to collect the data that was needed for findings both economically and efficiently. The research targeted a sample size of 50 students from the University of Zambia. The study used web-based questionnaire through Google forms because it was a suitable data collection as it allowed us to reach our sample efficiently and effectively, and it was cost effective as well. The study established the following results, the respondents aged 22-25 were the majority of the respondents that participated in the study. The results of the respondents highlighted that the majority of students access the relevant information for their exams and tests. The respondent's results showed that the information obtained was used for legal work to be carried out in their assessments and the information was accessed using the electronic databases that are available. The study also reviewed that the majority of information needs were not met adequately on campus and the study observed that their information needs were obtained from other sources outside the institution. Further, the study reviewed that students experienced challenges in their quest for information. Which included such things as the majority highlighted that, information on current happenings is not available implying that the information is out dated, Information not being readily available ranked as the second challenge and lack of access to this information came in third place and the challenge with the least respondent is that, there is not enough information. The study observed that the information is a very important resource for the society in general especially the law students. The absence of the information will affect the work to be performed or presented.

Keywords: Legal information, Information needs, information seeking behavior, law students.

1. INTRODUCTION AND BACKGROUND

Information is an important resource to all members of a society and country, an informed citizenry or public make better, educated decisions reducing the risk of mistakes in the future, for students, the right informative resources ensure that they are well informed to properly tackle their academic needs and requirements. In order to be able to fully use the information available, people, students in this case, need to be information literate in order to understand, communicate and use the information available to them effectively and efficiently. The Right Information (2013) further explains that information literate learners have better problem solving approaches and critical thinking skills in that they ask and seek for information better than those that are not, forming opinions and having an ability to evaluate and make decisions that result in successful learners which also results in them being more responsible and effective individuals in society, in an academic setting, this eventually makes them lifelong learners. Additionally, having access to information generates more information due to the knowledge developed from the information previously attained, therefore building further personal understanding and theories, which in scholars or academics, helps them build their researches, dissertations, answer assignments, as well keeping up to date with the day to day advancements

in their fields and eventually achieve their academic goals (LIS BD Network, 2014).

Law being an information or knowledge intensive field, it is thus important for the University library to understand their information seeking behaviors and to meet their informative needs. The library has to evaluate their limitations in acquiring resources that cater to the legal study, according to Wilson (2000) information seeking behavior is the purpose of looking for information in order to satisfy a goal, it includes interaction with information resources such as those found in repositories such as libraries or through computer-based systems. Mumtaz A. Anwar et.al (2004) citing Talja (1992, pp.72) states that information needs are as a result of individuals finding themselves in problems in which their already existing knowledge is inadequate to solve, therefore information needs are as a result of people or individuals needing access to more information, in the case of students, on a topic they might need to understand or academically tackle. Offen (2014) citing Ocheibi (2003) states that it is imperative for librarians and information providers to understand the information seeking behaviors and needs of students in their locale, they need to understand their levels of satisfaction with the library services and resources.

Thus from the previous statements, it is important for students information seeking behaviors to be understood as well so the library can properly meet and cater to their needs, understanding the needs of students information needs ensures that they are easily able to retain information for academic or personal purposes easily in the future, for Law students, this ensures that they have access to the legal information they require in order to properly meet their goals and understand legal proceedings in the future based off a foundation of having good and reliable information resources in University. Furthermore, Law is a field that requires a lot of academic writing and research, thus being important for the students to have access to relevant and reputable information resources which in this day and age can only be consistently found in the library. The Researcher blog (2020) goes on to say that while it is good to live in this age of information explosion, there are some disadvantages to it as it takes a lot of time for students to search and find the relevant and authoritative information needs they require. That being said, that is one of the major importances of the academic library, in relation to this study, the University library and as such, understanding the needs and seeking behaviors of the students will help them circumvent the information explosion around us now that is inhibiting and/or limiting proper academic research.

Additionally on the importance of understanding the Information needs and seeking behaviors of law students, Kaluba & Mulauzi (2019, pp. 3-2) state that while a lawyer, unlike a scientist, lacks laboratory information, they depend greatly on various forms of information to make sound and clear decisions. Furthermore, Otike and Matthews (2000), as cited in Kaluba & Mulauzi (2019) assert that unlike other professions, the study of law has the largest collection of books and as such, lawyers, in the case of this study, law students, require a well-stocked reference library in order to accomplish their tasks. Therefore, it is important from this previous research that understanding the information needs and seeking behaviors of law students, as well as meeting them will help make and develop undergraduate law students into better lawyers in the future.

There is an urgent need to understand if the students current information needs are being met and the importance of understanding their information seeking behaviors so that information is made readily available to them but. There seems to be a severe gap in knowledge on the information needs and seeking behaviors of law students at the University of Zambia, during our research on background information, there was valuable literature available on the internet, but in relation to this study and the field of law and legal information in Zambia, "Information needs and Information seeking behaviors of Judges and Lawyers: A Study of the Judiciary Superior Courts in Lusaka, Zambia" by Mulauzi (2019) which states in relation to lawyers and judges, was the most suitable literature in the case of this study, law students, anything short of perfection in regards to meeting their information needs negatively affects their practice and judgement in fulfilling their legal tasks or academic requirements. Further going on to say that the provision of the right information in every sense can only be realized by careful examination and understanding of the information needs of different people or groups of people and tailoring information systems that are specifically designed to meet those needs, the study focused on adding new knowledge on the information needs and seeking behaviors of legal personnel, which this paper hopes to emulate only that our focus is studying and understanding the information needs

and seeking behaviors of undergraduate law students.

Additionally, Mulauzi F.(2017) further adds on the importance of bridging gaps in knowledge stating that it is important to study groups of information seekers one at a time in order to use the results to develop information systems that are user-oriented and serve these individual groups better, additionally, she goes on to further explain that assessing information needs and seeking behaviors of groups and individuals is important as it helps them access and use information resources productively.

1.2 Statement of the Problem

Information and access to it are both important ingredients to tackle everyday life and, in this case, academic duties or requirements. Law is a very information intensive course and as such, there is need for information providers or the University library to understand and meet their information needs. The study of Law requires a lot of accurate, historical and up to date informative resources in order for students to be ready to tackle the legal practice after graduation, furthermore, no prior research, to our knowledge, has been undertaken on the information needs and seeking behaviors of 4th year Law students at the University of Zambia, this research therefore wants or attempts to find out the information needs and seeking behaviors of 4th year Law students at the University of Zambia. The study objectives included the following:

1. To determine the Information needs of undergraduate Law Students.
2. To determine the information seeking behaviors of undergraduate Law Students.
3. Investigate the extent to which their information needs are being met.
4. The challenges they face in their pursuit to meet their information needs.

2. METHODOLOGY

This study used the quantitative approach in its endeavors. Quantitative method involves numerical measurements, which comprises of various types of data collection tools such as questionnaires. Weiss (1998) add that the quantitative approach has the benefit of allowing the researcher to make conclusions with a known level of confidence, it permits making of the exact statements. The study design that was used in this research is the survey research design, this was suitable for this study as this it allowed us to collect the data needed for findings both economically and efficiently. This design was also suitable for this study because it helped us to easily collect data to understand our research problem, which is the information needs and seeking behavior of undergraduates' law students at the University of Zambia.

The intended target population for this search was the University of Zambia undergraduates law students, the target population was restricted to law students so that the data collected would objectively reflect the trends of information needs and seeking behavior of the law students. A sample size of fifty (50) was be used in this research. This is because it is cost effective and a valid generalization can be drawn from the sample. It is a manageable sample size to derive information from considering the number of students in the school of law. Simple random sampling will be used as it is a basic probability sampling design in which each element or individual in the population will have an equal chance and non-zero chance of being included in the sample.

Primary data was collected by the use of self-administered web-based questionnaires. The web-based questionnaire through google forms was used because it is a suitable data collection tool as it allowed us to reach our sample efficiently and effectively, and it is cost effective as well, furthermore, it featured closed ended questions so as to get straightforward data based on the research questions and objectives and so that data can be empirical and easily presented in our findings. Google forms were employed to analyze quantitative data as it was easier and cost effective, as well as due to the time limitations, it guaranteed that data is collected and analyzed on time. Google forms therefore were employed because they were easy to use and generates statistical tables useful in summarizing data in a manner that answers our research questions, furthermore, Google docs can automatically be entered into a spreadsheet, and helped us in presenting the data collected during this study.

3. PRESENTATION OF FINDINGS

3.1 Demographic characteristics

As the tables (1-3) below show, the study looked at the gender, age and the years of study of the respondents. The findings from the data collected show that 71.1% of our respondents were female whilst 28.9% were male, this showed a huge difference in participation between the two genders. Findings also showed that the majority of our respondents were aged between 22-25 (62.2%), whilst only two respondents were above 30 years old. In terms of year of study, the majority of our respondents were 4th year law students, taking up 60% of the sample population, followed by 3rd year students who only took up 20% of the population.

How old are you?

45 responses

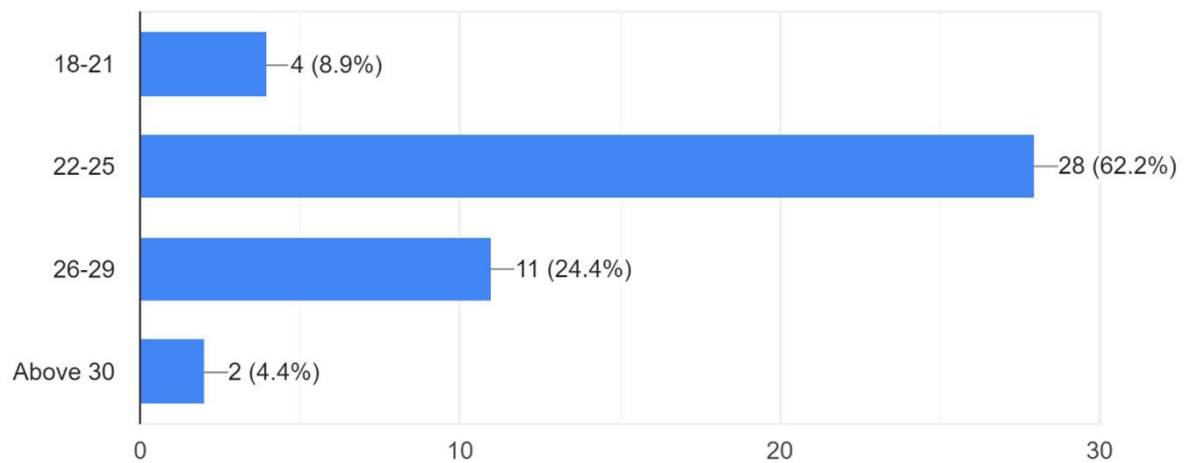


Table 1: Age of Respondents

What is your sex?

45 responses

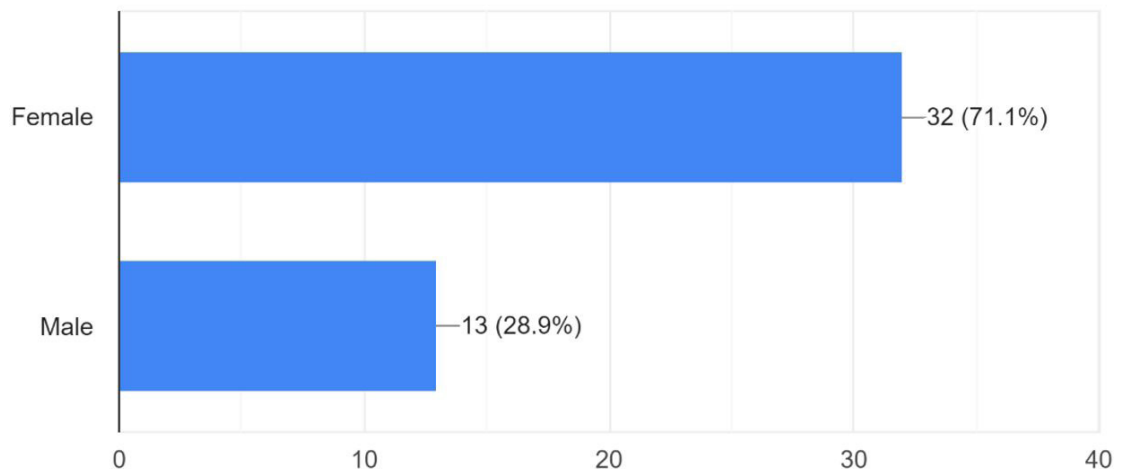


Table 2: Gender of Respondents

What is the year of your study?

45 responses

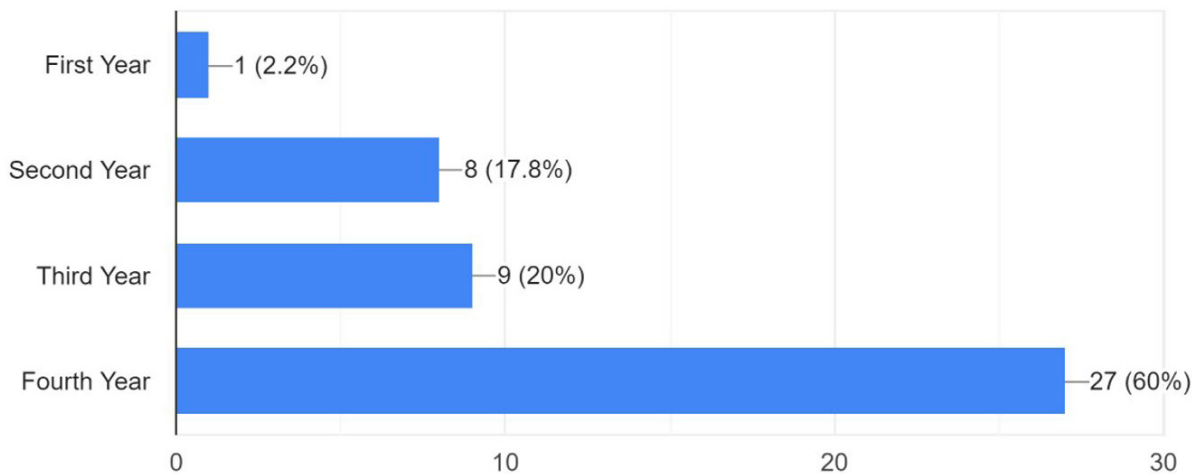


Table 3: Respondents Academic Years

3.2 Information needs and seeking behaviors of undergraduate law students

Findings from the study shown in table 4, show that students have various information needs and that the majority of them (26 respondents) needed information for their exams and tests, 23 of the respondents needed information in order to be up-to-date with their courses, 13 respondents needed information for the assignments and 17 respondents needed information for their general or specific research.

What are your information needs?

45 responses

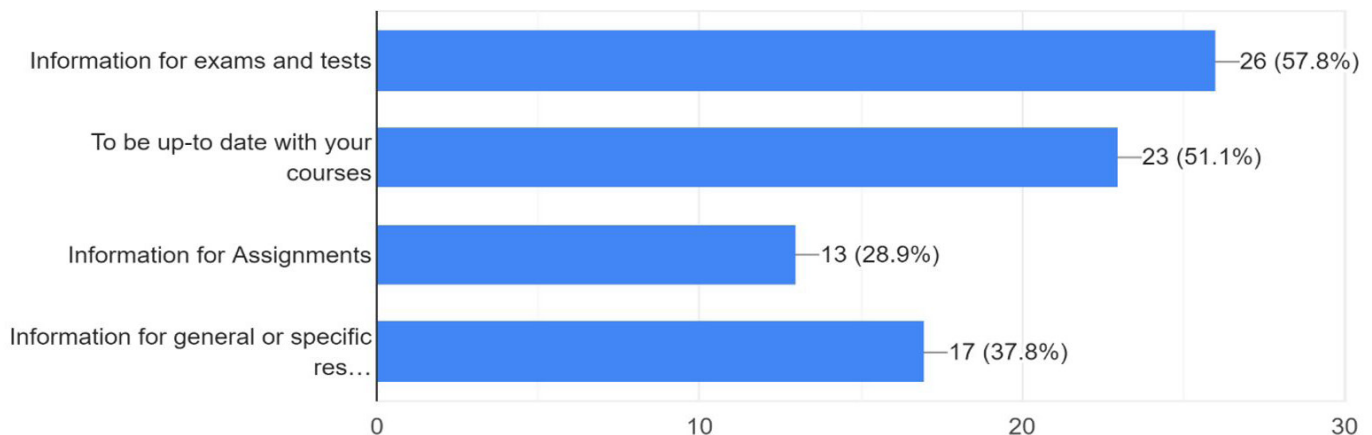


Table 4: Respondents information needs

The sources of information play a vital role in understanding the information needs and seeking behaviors of respon-

dents, thus our respondents were asked to state their information sources. The findings, as shown in the figure below showed that despite the various information needs, 60% of the respondents preferred electronic databases as their main source of information, respondents also consulted law textbooks (46.7%), legal journals (28.9%), legal encyclopedias (11.1%), existing legislation (42.2%), decided cases (46.7%) and libraries (26.7%).

What are your sources of information?

45 responses

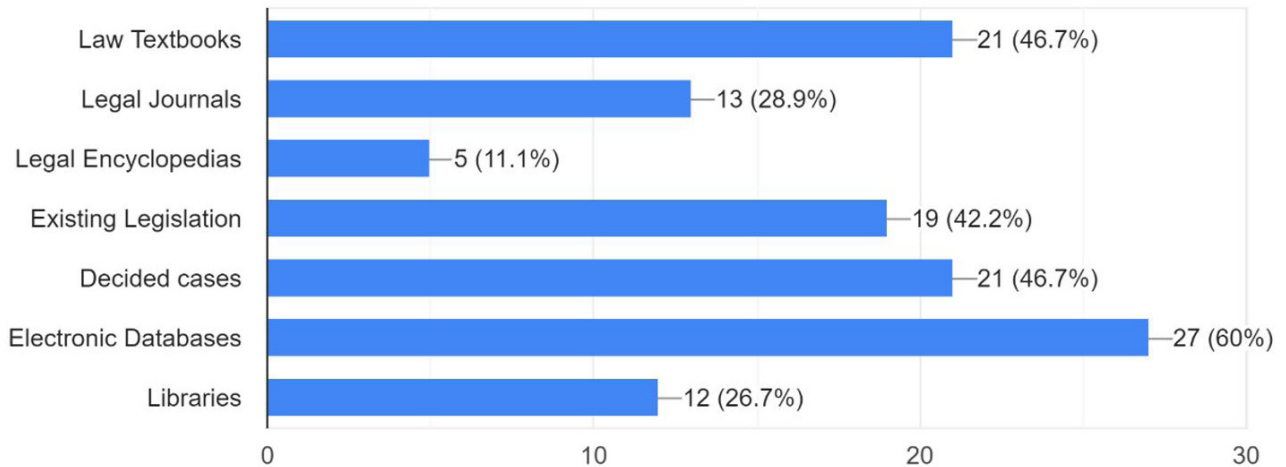


Table 5: Respondents sources of Information

Asked if the respondents found their information sources useful on a scale from 'Never useful' to 'Very useful', most respondents stated that they find the information sources useful (48.9%), 31.1% of them responded with Very useful, 17.8% Sometimes useful, 2.2% Not very useful and zero respondents stated that their information sources were 'Never useful.'

How useful do you find your information sources?

45 responses

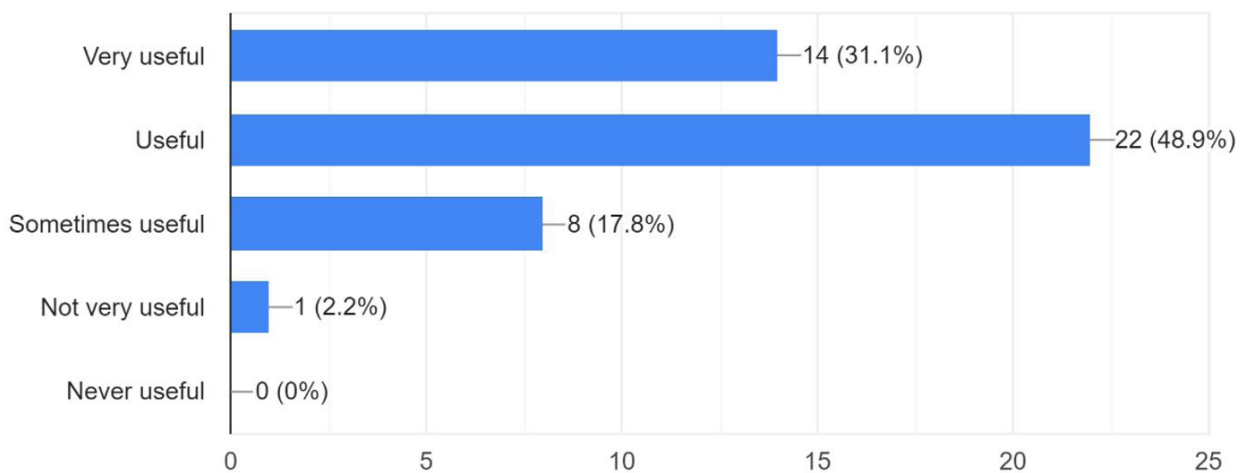


Table 6: Usefulness of respondent's sources

In relation to information seeking, most of the respondents (84.4%) answered 'No' to meeting their information needs within campus, with only 15.6% answering 'Yes.'

Do you meet your information needs within Campus?

45 responses

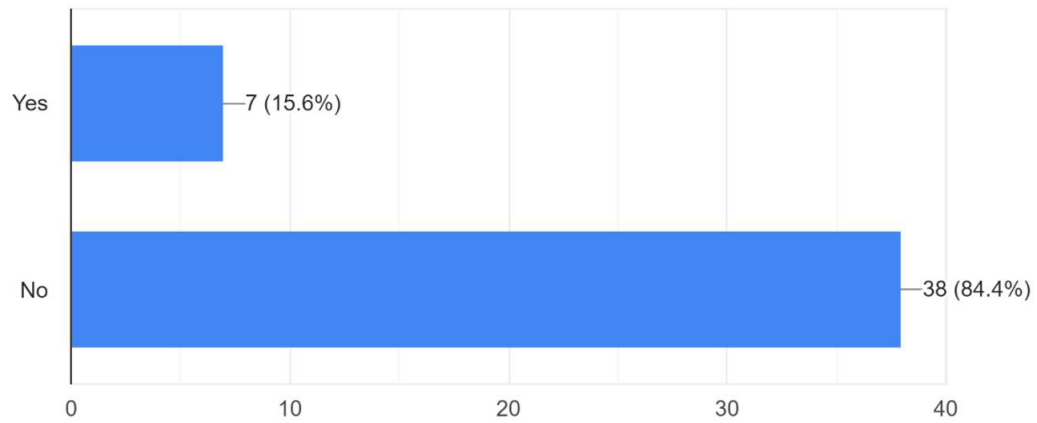


Table 7: Respondents responses on whether they met their information needs within campus

In regards to the respondent's information and needs and their seeking behaviors when asked if they met and sought information within campus, findings from the study showed that most respondents sought for their information by browsing the internet through online search engines (63.4%), Online and offline databases (51.2%), personal collections (24.4%) and court libraries (1%).

If 'No', where do you meet your information needs?

41 responses

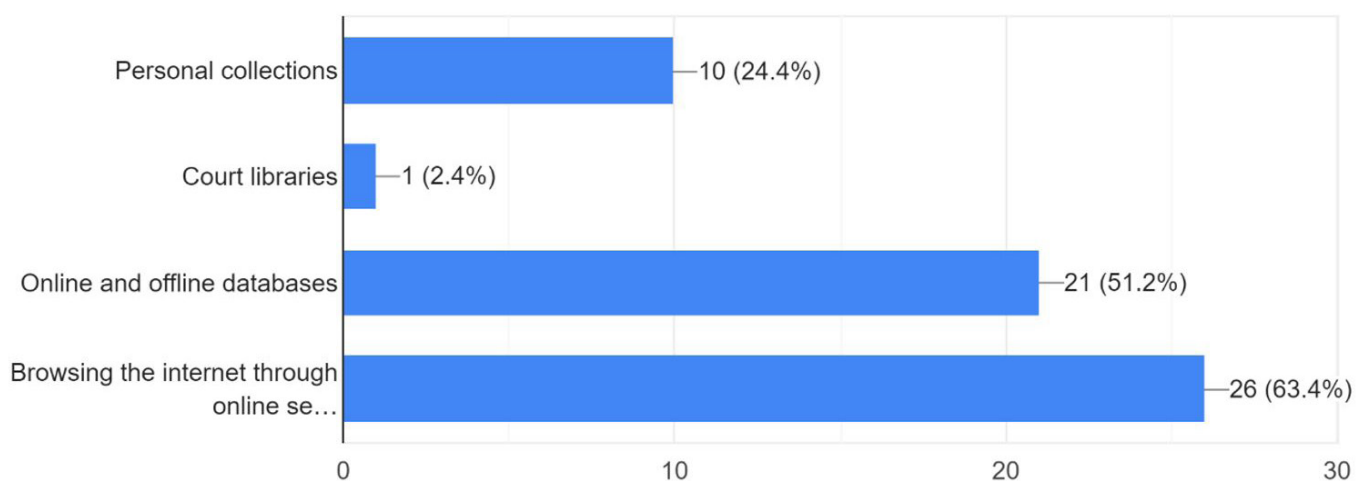


Table 8: Respondents responses in relation to table 7

3.3 Extent to which information needs are met

In order to find out the extent to which the information needs of our respondents were met, we asked them if they accessed the University library or not, 62.2% of the respondents responded with 'Yes,' whilst 37.8% of the respondents

responded 'No.'

Do you access the library?

45 responses

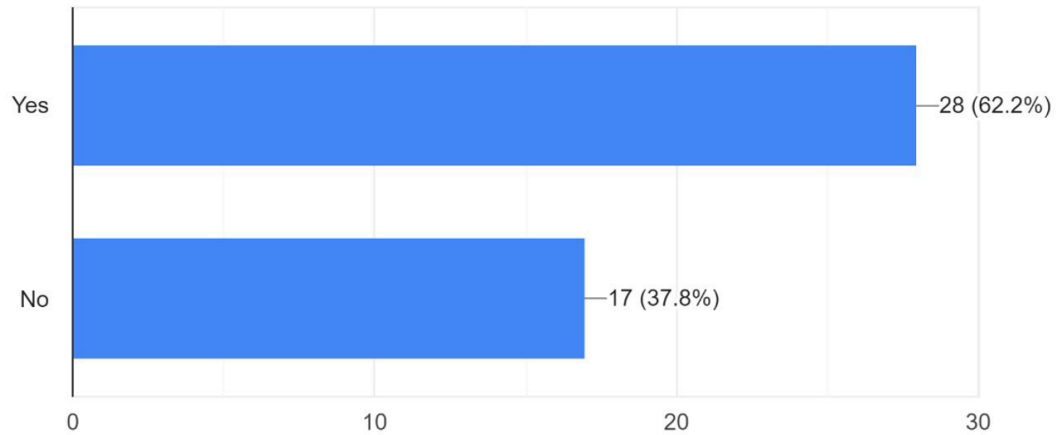


Table 9: Role of library in information seeking and needs

In addition, a follow up question was asked to the respondents that responded 'No' above, the findings showed that 50% of the respondents did not access the library because it holds outdated and not up-to standard information, 63.6% found that it was easier to use Online resources rather than the library, 18.2% responded that information is not easily located in the library, 13.6% responded that information is not easily accessible in the library and 45.5% responded that the library has limited information resources.

If 'No', what are your reasons for not accessing it?

22 responses

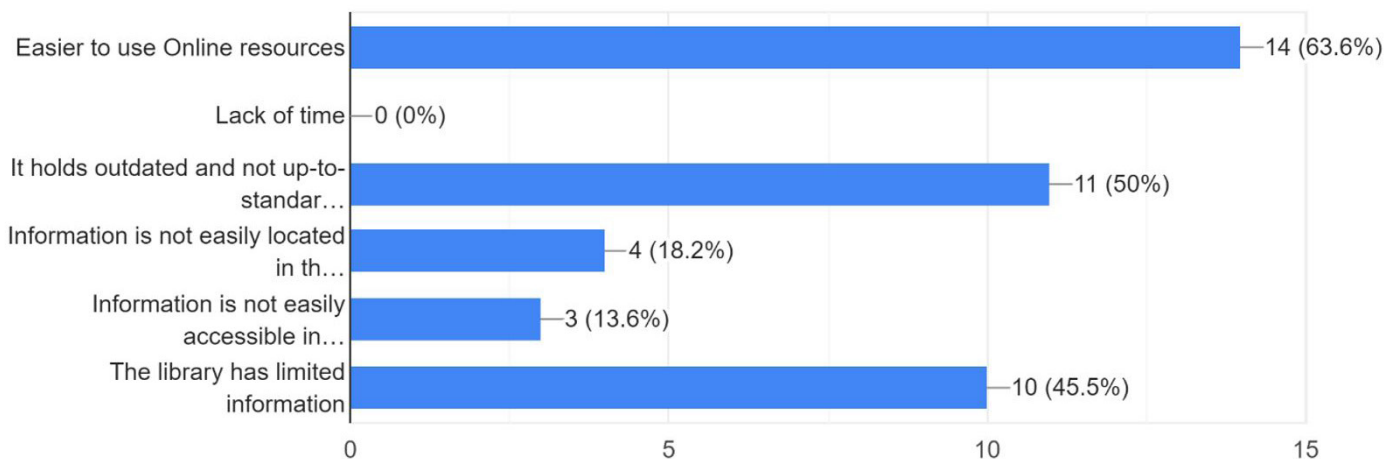


Table 10: Respondents responses in relation to table 9

3.4 Challenges faced by Undergraduate law students in accessing information

97.7% of the respondents reported that they face challenges in accessing information while only 2.3% reported that they do not.

Do you face any challenges when accessing the information?

43 responses

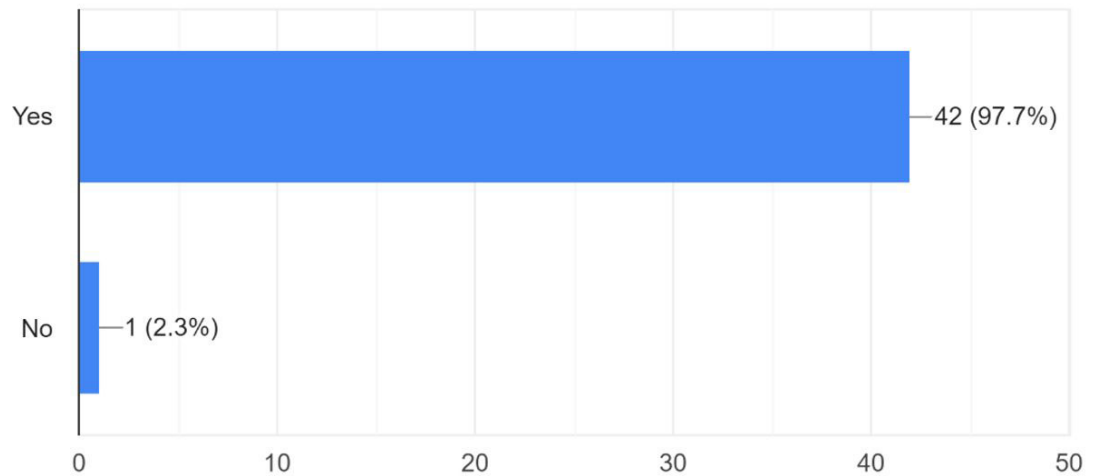


Table 11: Respondents responses on if they face challenges in seeking and meeting information needs

Additionally, among the various challenges they encounter, 42.9% of the respondents reported that it is hard to find current information, 38.1% reported that information is not readily available, 11.9% reported that information isn't diverse, 13% lack of easy access to the information, 23.8% reported that there is too much information and 7.1% of the respondents reported that there isn't enough information.

If yes, what challenges do you face?

42 responses

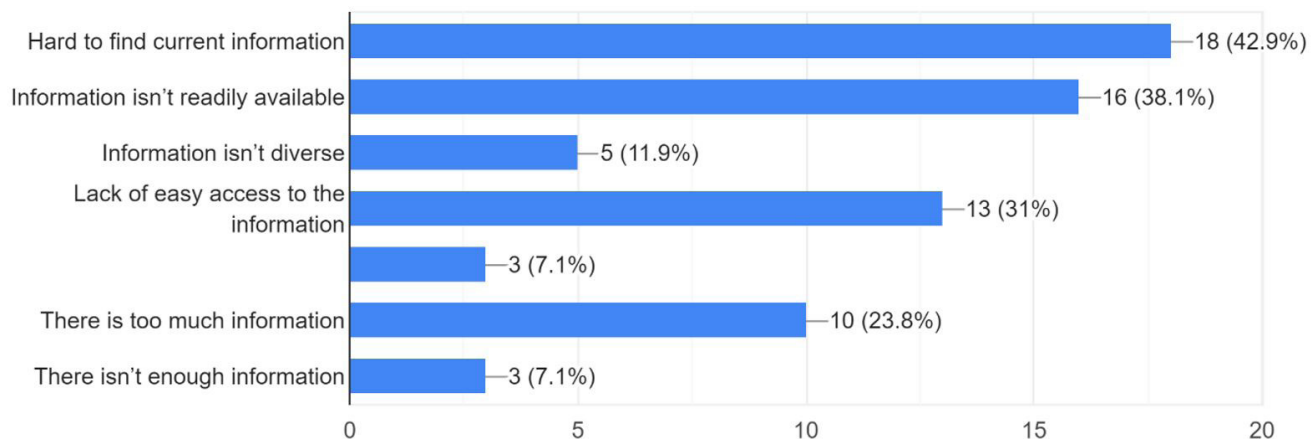


Table 12: Responses in relation to table 11

Furthermore, respondents had the following suggestions in relation to overcoming the challenges they face, 34.1% of the respondents that the challenges could be reduced by increasing the quantity of computerized legal information

systems, 43.2% responded that challenges could be mitigated by providing easily accessible legal databases, 27.3% felt that an increase in the number of ICTs used in the information seeking and gathering could mitigate the challenges, 40.9% felt that the library should increase its sources of legal information and 50% of the respondents felt that developing a specialized legal library would ensure the quality and standard of information.

What do you think should be done to overcome the challenges you have mentioned above?

44 responses

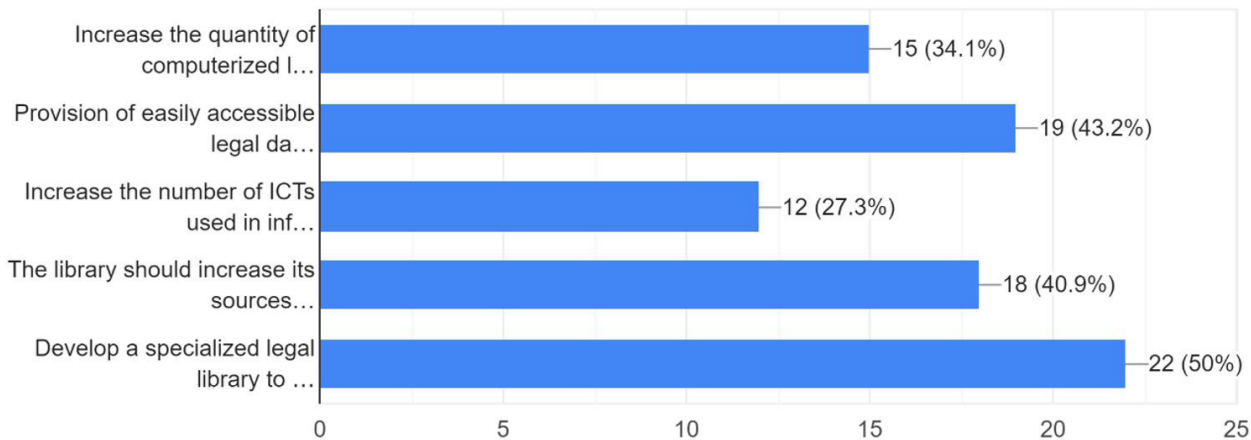


Table 13: Respondents suggestions on overcoming challenges

4. DISCUSSION

4.1 Information needs of undergraduate law students

The first research question was to find out the information needs of undergraduate law students. The findings presented in section 4.2 of chapter 4 showed that law students needed information to perform various tasks. Respondents were asked to mention the reason why they need information. Results revealed that the highest (57.6%) of the respondents needed information for preparation of tests and examinations, followed by (51.1%) for keeping up to date with courses. The third highest reason why respondents needed information was for general and specific research with a total of 37.8% and only 28.9% for their assignments. This study corresponds with Kakai et al (2004) who revealed that students' main reason for seeking information is coursework and assignment as well as preparation for test and examination. These findings are confirmed by the results of a similar study done by Khan et al (2011) in their analysis of information needs such as improving their personal competencies, general knowledge on legal field and current awareness. In as far as test and examination preparation is concerned, law students need sufficient information that is important at their fingertips in preparation of tests and examinations. In other words, sufficient information must be gathered to prepare for tests and examination adequately. Hence, law students' need a lot of research and reading.

Other studies such as Otike (2000), Odunsanya and Amusa (2003) identified that the major information needs of law students are information on academic, information on legal issues, information on research as well as information on personal growth and development. Similarly, Olorunfemi and Mostert (2011) found that law students information needs include legal information, information on academics, information on research as well as information on societal values. Further, information is required by law students to enable them to be up to date with their courses. As such, staying informed about legislative changes, new government policies, or recent case law is a vital part of their law profession. Equally important for law students is information for their general knowledge and research. Kaushal (2016) argues that research helps to obtain information or facts from a wide range of sources pertinent to the case at hand, analysing and interpreting the facts and applying the results to the investigation. Furthermore, the study revealed that law students sought information for preparing cases.

4.2 Information seeking behavior of undergraduate law students

Information seeking behavior can be said to be the steps taken that eventually result in the acquiring of information in order to meet certain goals or to acquire that information from selected information sources. The findings of the study show that respondents sought out information from various information sources, those being; electronic databases as their main source of information, respondents also consulted law textbooks, legal journals, legal encyclopedias, existing legislation, decided cases and libraries. These findings are in a way, in line with those found by Kadil and Hanchinal (2015), where the findings showed that law students showed a high dependency on books and online and offline legal databases. Furthermore, these findings also show that undergraduate law students at the University of Zambia are more competent in using electronic resources, in comparison to Ogba's study (2013), which found that law students mainly preferred the use of textbooks as compared to other information sources such as newspapers, reference books and periodicals.

Additionally, Bhatti and Khan (2011) study revealed that print format was much more preferred as compared to electronic format because it provided ready information resources and could be consulted and referred to at any time, conversely, our study found that undergraduate law students at the university of Zambia used both electronic resources and consulted print materials at almost the same rate of dependency. To support this, Martin (2015) revealed that due to the internet making it possible to access cheap and widespread legal information, the internet makes it easier for law students to meet their information needs by offering various kinds of information for all kinds of study. Fidzani (1998) further revealed that the internet is usually the best and most effective source of information for most users.

Quite a number of respondents among the law students consulted law textbooks, this is in agreement with Sigh (2011) finding that amongst the secondary legal sources' students consult, law students are most likely to consult law textbooks, furthermore, Anyaogu (2014) reported in a study exploring the information seeking behavior of law students that law textbooks were the major source used for information seeking by students. This is in agreement with our findings as 46.7% of our respondents also consulted law textbooks in their information seeking. Use of decided cases was also common among student.

4.3 The extent to which the needs are being met

In order to ensure that the information needs of students were being met, we need to update the library collection. Because the current generation is dominated by the internet, we asked the students if they access the library. The majority of students said yes represented by 62.2%. The responses from the students who said 'no' showed that 50% did not access the library because the library materials are outdated and not up to standard information, 63.6% found it easier to use electronic resources than the library. Meeting the information needs of people from the most basic to the most sophisticated is information dependent, (Mulauzi, 2017). People need to be provided with the right kind of information, in the right form and at the right time. The findings of this research were in with Fidzani (1998)'s study on information needs among information users. He found that academic libraries dedicate much time and energy to anticipating the information needs of those students who come to the library for support with their assignments. Otiike in 2000 also noted that a lawyer's work is determined by the legal needs of the clients which in turn influences the information needs of a lawyer. Lawyers seek assistance from the high court library or collections from other law firms. In 2007 Hinson pointed out that the majority of lawyers found agreed that the internet improved their productivity. Most respondents indicated that the internet is useful as a communication tool and others considered it important for getting information.

4.4 Challenges faced by undergraduate law students in accessing information

The reason for carrying out this investigation, was to identify and understand some of the challenges faced by the law students in seeking the information needs relevant to the law field. The study was carried out to investigate the challenges faced and in relation to the literacy of Opeke (2000) argues that, "the other challenge identified is lack of diversity of information, the University library has limited information." Information in the library is not diverse enough, which makes research quite hard to conduct. According to the investigations, it was discovered that most students encounter this challenge in accessing the information, as information is not diverse but instead it is limited.

Respondents (Students) expressed the need to have divert information so that different cases will be allocated with the required amount of data. Most of the participants emphasized the need to provide a wide selection of data.

In relation to studies of Mock (2001) points out that a special library should be able to meet majority of the requirements that these students need. Similarly, to the findings of the search, the respondents expressed having too much information as a challenge, implying that the information available but not specialized and making it even hard to retrieve the relevant information. These information over load in the library and the students tend to waste time retrieving the required information. Students highlighted that, it tends to waste time in selecting what is right and wrong as it is a vast source of information to information seekers. Too much information which is of less quality yet very complex. It was predicted that information which was relevant to various searches was not readily available to the students. The results showed that, students do not have all the information required to carry on with the assessments, the information sources are not readily available. The information obtained or available was not related to the field of law, making the students search elsewhere for the required data which is of quality. Respondents faced this challenge, which resulted in them submitting the assessments or kinds of research not on time. Plenty of time is wasted in the searching for information which is not available at various sources. Making this information to be similar with that of Niedwiecki (2006) argues that, "Law students tend to face an unavailability of information challenge as they have huge number of cases that they are required to read, approximately one hundred to two hundred cases for one.

Additionally, in relation to Riley (1992) states, "The increase in computers, computerized legal research, and the internet has accelerated the teaching of students to apply critical skills to both web and free based web. It was observed that most participants had issues in accessing the information available to the modern way of accessing the information. Getting hold of the information was very relevant to the research, students expressed they views in way that, information was computerized which was very hard to get hold of due to, certain restrictions were copyrights are concerned. Accessing the information using the modern age society where everything else is digitized is quite difficult as some individuals expressed. The internet contributes to the access of this information and not every student is able to access it. The internet is slow and only faster in some cases. The findings highlighted the fact that, most students face the internet challenges and lack the modern ICTS materials in accessing the relevant information available at the library. Some respondents emphasized that, it is quite outdated and accessing the current information which is readily available requires high recommended procedures.

Some reports recorded showed that, information is not current enough to serve the needs of the law students. In the findings, the respondents showed that information isn't up to date making law students stress out in acquiring the relevant information. In their options of the respondent's, information was not up to date and acquiring the information is hard. Similarly, to the studies of Francina (2018), "The quality of information made available is not up to standard. Information is not up to date as most respondents highlighted, that the information is outdated and most the cases to be worked require updated information which is not available at all costs. Current information is kind of hard to access as others emphasized. Information recorded showed that most of the work to be needs to be worked needs reference of which most the reference is out dated and cases to be worked on are current.

5. CONCLUSION

The findings of the study reviewed that respondents aged 22-25 years were the majority of the respondents that participated in the study. The females outnumbered the males by 62.2%, of which the majority were fourth year students taking a percentage of 60%, followed by the third-year students. The results of the respondents highlighted that the majority of the students access the relevant information for their exams and tests. The two fields are so demanding and much work is required to be done on time. The students required the information to work on the continuous assessments and to be up date with the relevant information for the courses they had to work on. The respondent's results showed that the information obtained was used for legal work to be carried out in their assessments and the information was accessed using the electronic databases that are available. The information is available on the online databases making it available for the research work to be carried out, followed by decided cases and law text books. The study

also reviewed that the majority of information needs were not met adequately on campus and the study observed that their information needs were obtained from other sources outside the institution. Further, the study reviewed that students experienced challenges in their quest for information. Which included such things as the majority highlighted that, information on current happenings is not available implying that the information is out dated, Information not readily been available ranked as the second challenge and lack of access to this information came in third place and the challenge with the least respondent is that, there isn't enough information.

The study observed that the information is a very important resource for the society in general especially the law students. The absence of the information will affect the work to be performed or presented. Furthermore, it is the fundamental that the needs of the undergraduate students (law students) must be provided adequately and efficiently at all times. Furthermore, the seeking behavior of the students indicated that the information is readily available from various databases of which the university library provides, making the library electronic sources useful and relevant to research. The information obtained from this study suggested suitable ways of improving the approaches that law students can apply in providing legal reference information, particularly to those provided or be accessed online as it is the most utilized source of information. To adequately meet the information needs of students, the following is recommended:

1. The library should acquire more materials for those studying in the law field.
2. The library should provide information resources online to enhance accessibility of information.
3. The library should be stocked with relevant and up-to-date information because students require current information to work on some cases.
4. The library should be adequately and constantly funded to meet the information needs of students.
5. Ensure to do shelf-reading everyday so that students can easily locate the materials that they need.
6. Educate students on how to access library materials using an online database.
7. The University should put up mechanisms that would ensure quick and easy accessibility of up-to-date information by law students and all those in need of such information.

REFERENCES

- Abbas. Z (2018) Information behavior of law students; the impact of mobile devices on information seeking behavior and provision in the 21st century. Unpublished Doctoral thesis, City London University.
- Ajiboye, D. J. O., 2007. University Undergraduate Students' Information Seeking Behavior: Implications for Quality in Higher Education in Africa. *The Turkish Online Journal of Educational Technology*, January.
- Bhol, S. B. N. & Singh, K., 2015. Information Seeking Behavior of Law Students in Law Colleges of Western Odisha: An Empirical Study. Available at: https://www.researchgate.net/publication/284403979_Information_Seeking_Behavior_of_Law_Students_in_Law_Colleges_of_Western_Odisha_An_Empirical_Study[Accessed 1 November 2020].
- Bless, C. & Craig, H. M. (1995). *Fundamentals of Social Research Methods: An African Perspective*. Cape Town: Junta and Company.
- Case, D. O (2012). *Looking for information: A survey of research on information seeking, needs and behavior*. Bingley, United Kingdom.
- Cox, A. L, Blandford. A and Makri. S Studying Law Students' Information Seeking Behavior to Inform the Design of Digital Law libraries.
- Cuffe, N. (2002) Law information and information technology. students experience of information and technology.
- Devi, S.T. & Dlamini, N. N. (2013). Information needs and seeking behavior of Agricultural students at the University of Swaziland, A case study, *International Journal of Digital Library Services*, 4(2), 1-15, Available at http://www.ijodls.in/uploads/3/6/0/3/3603729/devi_thiyam_1-15.pdf (Accessed on 15/11/15).
- Doherty. O. (1998) *Legal practice and management in Nigeria*. Cavendish press, Nigeria.
- Ellis. D and Haugan. M (1997) Modelling the information seeking patterns of engineers and research scientists in an industrial environment. *Journal of Documentation* Vol.53
- Fidzani. B. T. C. (1993). Information needs and information seeking behavior of graduate students at the university of Botswana. *Library review*
- Folkman, S. (1984). *Personal control and stress and coping processes: A theoretical analysis*. London.
- Francina. N. S. (2018) Online search behavior of university of Zambia library and information studies students; *Library hit*, Lusaka, Zambia.
- Francina N. S. Makondo, C. W. (2020, November 25). Online Search Behavior of University of Zambia Library and Information Studies students. Retrieved from Emerald Insight: www.emeraldinsight.com/0737-8831.htm
- Ghandi. N (2012) Ellis model of seeking behaviour.
- Haruna, I. & Mabanwonku, I. (2001). Information Needs and Seeking Behaviour of Legal Practitioners and the Challenges to Law Libraries in Lagos, Nigeria. *The International Information and Library Review*, 33, 1 March, 69-87.
- IGI Global. (2020, August 4). What is Information seeking behavior? Retrieved from IGI Global publisher of timely knowledge: <https://www.igi-global.com/dictionary/information-seeking-models-in-digital-age/14498>

- Ike, V.C. (1976) University development in Africa, the Nigerian experience. Iban, Oxford University press, Nigeria.
- Ingwersen, P. & Jarvelin, K. (2005). Integration of information seeking and retrieval in context, Dordrecht, Springer, Available at <http://books.google.co.zm/books?> (Accessed on 8/12/15).
- Irvall, B. & Nielsen, G. S. (2005). Access to Libraries for Persons with Disabilities: Checklist, (IFLA Professional Reports, No. 89), International Federation of Library Associations and Institutions, Hague, Netherlands.
- Jadab. A and Das. R. K (2016) Information Seeking Behavior of Law Students in the Digital Age; A User Study at University of Dhaka.
- Jayadev Kadli, V. B. H., 2015. Information Seeking Behavior of Law Students in the Changing Digital Environment. [Online] Available at: https://www.researchgate.net/publication/271454104_Information_Seeking_Behaviour_of_Law_Students_in_the_Changing_Digital_Environment [Accessed 1 November 2020].
- Kahlav, C. C. & Tama, S. L. (2006). Information search process of lawyers, A call for just for me, Information Services, Journal of Documentation 57(1), 27-43.
- Kakai, M. et al. (2004). A study of the information seeking behavior of undergraduate students of Makerere University, Uganda. World Libraries, 14 (1): 14-26.
- Kaluba, C., & Mulauzi, F. (2019). Information Needs and Information Seeking behavior of Judges and Lawyers: A study of the Judiciary Superior Courts in Lusaka, Zambia. The International Journal of Multi-Disciplinary Research, 3-2.
- Khan.A.S and Bhatti.R (2011) Information Seeking Behavior of Law Students and Practitioners.
- Kombo, D. K. & Tromp, D. A. (2006). Proposal and thesis writing: an introduction. Pauline Publication Africa.
- Kulthau, C. C. (1993). A principle of uncertainty for information seeking, Journal of Documentation 49(4), 339-355.
- Kakai, M. et al. (2004). A study of the information seeking behavior of undergraduate students of Makerere University, Uganda. World Libraries, 14 (1): 14-26.
- LIS BD Network. (2014, January 6). The Needs and Importance of Information. Retrieved from ICT and Information: <http://www.lisbdnet.com/the-needs-and-importance-of-information/>
- Marc. M and Ovais. T (2015). The legal information needs of civil society in Zambia.
- Miranda, S. V., & Tarapanoff, K. M. (2007, June 14). Information needs and Information competencies: a case study of the off-site supervision of financial institutions in Brazil. Retrieved from Information Research: <http://InformationR.net/ir/13-2/paper344.html>
- Mock.W.B.(2001) Informing law curricula; Modifying first year courses to reflect the information revolution. Journal of legal education.
- Mulauzi, F. (2017). Information Needs and Seeking Behavior of Women with no formal education: A Case Study of Ng'ombe Township in Lusaka, Zambia. IEEE _ International Conference in Information and Communication Technologies (ICICT) (pp. 2-3). Lusaka: IEEE.

- Mumtaz A. Anwar. Husain Al-Ansari, A. A. (2004). *Information Seeking Behaviors of Kuwaiti Journalists*. Kuwait: Kuwait University.
- Ng'andu, K. S. (2014). *Writing a research proposal in educational research*. Lusaka: University of Zambia Press.
- Niedwiecki A.S. (2006) *Lawyers and learning a metacognitive approach to legal education*. Widener press, Law review.
- Niedwiecki.A.S.(2006) *Lawyers and learning; A metacognitive approach to legal education*. Widner law review. Penguin press, New York.
- Nwagwu, W. E. & Oshiname, R. (2009). *Information Needs and Seeking Behavior of Nurses at the University College Hospital, Ibadan, Nigeria*. *African Journal of Library, Archival and Information Science* Vol. 19, No. 125-38.
- Odusanya, K. O. & Amusa, I. O. (2003). *Information needs and information seeking habits of science lecturers at Olabisi Onanbanjo University*, *Journal of Library and Information Science*, Ago-Iwoye, Nigeria.
- Offen, O. G. (2014). *Information Seeking Behavior of Undergraduates Students In University of Calabar*. *Journal of Information and Knowledge Management* .
- Olorunfemi, D. Y., 2014. *The Use of Law Information Sources in Legal Research by Nigerian Universities Law Students*. *Journal of Balkan Libraries Union*, 1 November, pp. 15-23.
- Olorunfeni, D. Y. & Mostert, J. (2011). *Information seeking behavior of law students in developing countries, a literature review*.
- Opeke. R. (2000) *Information needs and information seeking habits of science lecturers at Obasi*. Onabanjo University, Lagos, Nigeria.
- Ossai, N. B., 2011. *How law students utilize information resources: A case study of the University of Benin, Benin City*. *International Journal of Library and Information Science*, January, pp. 1-14.
- Otiike, K. (2000). *Legal information needs of lawyers in Kenya, a case study*, *Library management* 21(5), 166-230.
- Otiike. J and Matthews. G (2000) *Legal information needs of lawyers in Kenya; a case study*
- Reddy, S. (2010). *Use of information sources by research scholars; a case study of Gulbarga University*. *Library philosophy and practice*.
- Researcher blog. (2020, January 31). *Why is Academic Research important? Your Complete Guide*. Retrieved from Artifacts.ai: <https://artifacts.ai/why-is-academic-research-important/>
- Riley, G. (1992) *Analysis of uncertainty and information*. Cambridge university press, London.
- Shakeel Ahmad Khan, R. B. & Khan, G., 2011. *Information-Seeking Behavior of Law Practitioners: A Survey of Bahawalpur City*. Available at: https://www.researchgate.net/publication/277268215_Information-Seeking_Behavior_of_Law_Practitioners_A_Survey_of_Bahawalpur_City[Accessed 1 November 2020].
- Sigh, J. A. (2011). *Research, ethics and law*, Workshop Organized by Faculty of Arts, Empangeni, University of Zululand.

Singh, J. A (2011) Research ethics and law. Workshop organized by faculty of arts. Empangeni University of law, New Zululand. South Africa.

Sotheby's Institute of Art, 2018. Primary, Secondary and Tertiary Sources. [Online] Available at: <https://sia.libguides.com/c.php?g=521408>[Accessed 1 November 2020].

The Right Information. (2013, July 17). Information Skills for a 21st Century Scotland. Retrieved from TheRightInformation.org: <http://www.therightinformation.org/realrelevant-importanceof/#:~:text=Information%20literacy%20is%20important%20for,effective%20contributors%2C%20confident%20individuals%20and>

Watt, R. (2004). Concise legal research, 5th ed, Sydney, The Federation Press.

Westwood. G (2012) Investigating the information needs of university students in foundational foreign language courses.

Wilson T.D (1999) Models in information seeking behavior; Journal of documentation Vol.55 No5

Wilson T.D. (1981). information needs and user studies. London.

Wilson, T. (2000). Human Information Behavior. Informing Science, 49-55

Wilson, T. D. (1997). Information needs and uses, Journal of Documentation Review.

Wilson, T. D. (2000). Human Information Behavior, Information Science, Available at <http://informat.nu/Articles/Vol3/v3n2p49-56.pdf>. (Accessed on 23/3/15).

Wilson, T.D. (1994). Information needs and uses: fifty years of progress, Fifty years of information progress. Aslib, London.

Wilson, T.D. (2005). Evolution in information behavior modeling: Wilsons model, theories of information behavior. Medford, New jersey.

Yemisi, O. D., Janneke, M. B. & Ocholla, D. N. (2012). Information seeking behavior of law students in developing countries, A Literature Review, in SCECSAL 2012 Information for sustainable Development in a Digital Environment (ed) Omondi, B. & Onyango, C. Kenya Library Association, The Law of Publishers, Goethe-Institut Kenyer.

Re-Discovering The Cultural Heritage of Chinsali District, Muchinga Province: An Exploratory Study

Naomy Mtanga (Miss)

Sub-Librarian, Kapasa Makasa University

P.O. Box 480195 Chinsali, Zambia

e-mail: naomymtanga@yahoo.com

Benson Njobvu (Mr)

Lecturer, Department of Library and Information Studies

The University of Zambia, P.O Box 32379, Lusaka

E-mail: benson.njobvu@gmail.com

Jack Hatyoka (Mr)

Library Assistant, Kapasa Makasa University

Jackhatyoka9@gmail.com

Abstract

UNESCO and other intergovernmental organizations have developed a body of international treaties and texts for the protection of cultural heritage since the 1950's (Blake, 2000). In recent years a lot of research and publication has been carried out addressing various aspects of the cultural heritage ranging from preservation, management, protection, relationship to human rights, and its impact on tourism. Works that have been written on the cultural heritage in Zambia have focused on either legislation for the management of cultural heritage or on its economic value in terms of tourism, and have approached the subject from a generalized national perspective. The aim of this paper is to contribute to the preservation and promotion of Zambian cultural heritage and identity by documenting the cultural heritage of Chinsali District in Muchinga Province. The cultural heritage of Chinsali needs to be documented, preserved and disseminated to information seekers. In order to re-discover the cultural heritage of Chinsali District, a qualitative research was conducted in which the key informant method, document study and site visits were used to collect data. The results of the study include both tangible and intangible cultural heritage such as places, buildings, traditional ceremonies and festive events; music and dance; indigenous foods; social practices and the knowledge and skills to produce traditional arts and crafts. Unfortunately, much of the intangible culture is no longer practised even in the villages of Chinsali due to some negative traits arising from such. Efforts made by concerned residents to preserve the cultural heritage include the collecting of artefacts and works of art for preservation, and securing a suitable plot of land from the council for the construction of a museum. The paper concludes by recommending the establishment of a provincial museum and a cultural centre in Chinsali, collaboration of institutions legally entrusted with the management of cultural heritage, and the promotion of cultural heritage through exhibitions, campaigns, and outreach programs in order to ensure permanent preservation of the cultural heritage.

Key words: *Tangible Cultural Heritage, Intangible Cultural Heritage, Libraries, Culture, Chinsali*

1.0. Introduction

Interest and concern for the protection and preservation of cultural heritage can be traced as far back as the 15th century when legislation to protect monuments and works of art first appeared in Europe. Then in 1907 international law addressing cultural heritage was enacted for the first time. The 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property sparked an increased and continuous interest in the subject. Since then, UNESCO has developed various instruments to ensure the proper handling of cultural property. In archaeological and anthropological studies culture came to mean a pattern of life associated with a community or a group in society that sometimes determined the more important facets of that society. In the social sciences culture gradually came to refer to the pattern of functioning in a society with its multiple facets, extending from the foundations to the many manifestations of actions and ideas. (Thapar. 2018:15) Heritage has been defined as 'that which is inherited from the past to the present by contemporary societies (Thapar ,2018:15).'

Culture defines who or what we are as a people, hence the need to preserve and pass on those values inherent in our culture. Keitumetse (2016, 5) defines cultural heritage as 'cultural resources that have been chosen by contemporary society as relevant for their existence.' Cultural resources, are in turn defined as 'remnants of people's interaction with the environment,' including archaeological materials and historical landscapes. The author goes on to explain that heritage resources can be natural or cultural. Cultural Heritage is thus, an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. Feilden & Jokileht (1998) contend that in the widest sense, cultural heritage encompasses the whole eco-environment that depicts the activities and successes of humans in the past that cannot be replaced. According to UNESCO (2011), Cultural heritage includes; monuments, collections of objects such as museum relics, traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts. Franchi (N.D.) asserts that cultural heritage implies a shared bond, our belonging to a community. It represents our history and our identity; our bond to the past, to our present, and the future. Cultural heritage can be classified into tangible and intangible culture.

1.1. Tangible Cultural Heritage

Tangible cultural heritage includes buildings, historic places, monuments, artefacts, and Archives (UNESCO). Historical artefacts depict the way of life of past generations and are normally housed in museums where they are on display. Such objects help visitors to the museums to understand how people in a society lived from time immemorial to date. School children and other visitors learn our history and cultures through the displays in various museums. Archives are very important cultural resources which document the activities and experiences of the societies which created them. Through these cultural information resources later generations are informed about past generations; how they worked, their way of life, the social, religious or political context of their lives. Archives can also explain how the street, building, village or town came into being. National monuments could be made up of cultural or/and Natural Heritage sites. Zambia is richly endowed with both cultural and natural heritage sites such as the mighty Victoria Falls, one of the seven natural wonders of the world (Njobvu, Munyima & Hamooya, (2013), all that can be harnessed to contribute to sustainable development. The cultural and natural heritage sites provide the much needed history attached to them thereby preserving a country's heritage. The sites have field museums which provide facts about the areas they are located in and thus help to preserve cultural and natural heritage.

1.2. Intangible Cultural Heritage

Ekman (2015) describes intangible cultural heritage as things that cannot be physically touched such as traditions, stories, music, dance, craft skills and ceremonies. Oral traditions passed on through generations, performing arts, social practices, initiation ceremonies, festive events traditional ceremonies, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts, are intangible elements of culture. Intangible cultural heritage is said to be constantly recreated by communities in response to their environment, their interaction with nature and their interaction with history (UNESCO 2011). Therefore, the significance of intangible cultural heritage does not lie in its cultural manifestation alone but also in the indigenous knowledge and skills that it continuously transmits from one generation to another within a house-hold, a family or an entire community. This transmission of knowledge and skills is relevant for all human kind both in the developed and the developing countries. We make use of intangible cultural heritage knowledge to analyse and explain happenings around us or plan our activities every day.

Cultural and traditional ceremonies are characterized by a series of artistic and ritual performances as well as preparation and consumption of traditional foods and beverages requiring knowledge and skills which have been learned and transmitted through generations in form of intangible cultural heritage. Njobvu, Munyima and Hamooya (2013) argue that intangible cultural heritage is a contemporary and thus a living heritage. It does not only represent inherited traditions from the past but also contemporary cultural practices, both in rural and urban areas. At the house-hold level, names of people, names of pets as well as domestic animals, skills of preparing food all manifest different kinds of

intangible cultural heritage that have been passed from past generations and sometimes that have been recreated to suit the existing environment. Mizinga (2002) asserts that names are not merely convenient tags to help us to distinguish one from another, but rather to deliver certain messages. These would be messages which in many cases are intended to guide the way in which an individual or members of the community should conduct themselves. The naming activity becomes a part of a family's way of preserving its intangible cultural heritage. At community level, the indigenous knowledge about their environment, the language they use, the way they greet, the way children relate to adults or local leaders as well as the way individuals relate to their in-laws and the way they dress, celebrate or mourn constitute a people's intangible cultural heritage by which they can be identified. This is true of Chinsali, a town in Northern Zambia, which is now the provincial capital of the tenth province in the country – Muchinga Province. One residential area is named Chinunda, a name derived from a village that used to be there in the pre-colonial era. A guest house owned by the Council is named Nkakula, a bemba word meaning 'untie me.' In the colonial era, Africans who had been arrested from villages around Chinsali Boma would ask the arresting messenger to untie them once they reached a hill near to the offices of the colonial administration. Their argument was that they would not run away since there was no bush for them to hide, hence no need to keep them tied. The hill came to be known as Nkakula Hill. Except for people in their late sixties and older, majority of the residents of Chinsali have no idea nor do they wonder why the guest house is named Nkakula. Njobvu, Munyima & Hamooya (2013) posits that cultural heritage practices are usually appreciated and supported because they express shared values, binding people together and thereby promoting essence of identity and continuity among them. However, for the cultural and natural heritage of Chinsali District, to be appreciated, knowledge about such is critical.

2.0. Statement of the Problem

Chinsali is the birth place of the struggle for Zambia's political independence, home to Lubwa Mission - a pioneer in secondary education and teacher training and has its share in the religious history of the country. All this historical and cultural memory of Chinsali has significance and value to the nation and ought to be preserved so that future generations can appreciate the freedom that we take so much for granted although it was earned at great cost. Other cultural heritage needing preserving is the valuable knowledge and skills to produce tangible items such as dress from tree bark, prepare traditional foods and drink, perform dances and wise sayings. Chinsali is becoming more urbanized than ever before such that if its cultural heritage is not preserved, the local community will lose its identity. Something should purposely be done to preserve and promote the cultural heritage. The modern generation will not embrace this heritage and pass it on in the same way past generations did such as through oral traditions, songs, dances, ceremonies, wise sayings, and social practices. It is thus imperative to devise ways of promoting and preserving this heritage that suit the modern generation and ensure that this is passed on to future generations. Preservation of cultural heritage can result in economic benefits through cultural tourism, therefore Chinsali should not forego such benefits by failing to promote and preserve its cultural heritage.

3.0. Research Objectives

i. General Objective

To contribute to the preservation and promotion of Zambian cultural heritage and identity by re-discovering and documenting the cultural heritage of Chinsali District in Muchinga Province.

ii. Specific Objectives

a. To find out and document the cultural heritage of Chinsali District

b. To examine existing methods of preserving and promoting this cultural heritage and highlight the challenges involved

c. To recommend contemporary methods of preserving and transmitting the cultural heritage for the benefit of future generations

4.0. What Constitutes Cultural Heritage and Why it Should be Preserved and Promoted

According to UNESCO (2011) in Njobvu, Munyima & Hamooya, (2013) cultural heritage is broad and include

monuments and collections of objects such as museum relics. In addition it also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts. Buildings and historic places, monuments as well as artifacts. Archives are part of the tangible culture.

In a nutshell, heritage is what we inherit from the past and use in the present day. Simply put, history is the past, whereas heritage is the modern day use of the past for different purposes such as tourism, education and community development. Cultural heritage is the past created by humankind and its various manifestations. Timothy (2011) notes that the cultural heritage we use today contains both tangible and intangible elements; it comes in the form of material objects such as buildings, rural landscapes and villages, cities, art collections, artefacts' in museums, historic gardens, handicrafts and antiques, but it also encompasses non-material elements of culture, including music, dance, beliefs, social mores, ceremonies, rituals and folklore. Ekman (2015) includes concepts such as food and traditions on what ought to be preserved as cultural heritage. Franchi (N.D.) observes that cultural heritage often brings to mind artefacts (paintings, drawings, prints, mosaics, sculptures), historical monuments and buildings, as well as archaeological sites. But the concept of cultural heritage is even wider than that, and has gradually grown to include all evidence of human creativity and expression: photographs, documents, books and manuscripts, and instruments, etc. either as individual objects or as collections. Today, towns, underwater heritage, and the natural environment are also considered part of cultural heritage since communities identify themselves with the natural landscape. She further adds that cultural heritage is not only limited to material objects that we can see and touch. It also consists of immaterial elements: traditions, oral history, performing arts, social practices, traditional craftsmanship, representations, rituals, knowledge and skills transmitted from generation to generation within a community.

Franchi (N.D.) asserts that cultural heritage passed down from past generations must be preserved for the benefit of all. In an era of globalization, cultural heritage helps us to remember our cultural diversity, and its understanding develops mutual respect and renewed dialogue amongst different cultures. Kalay (2007) warns that heritage such as buildings in use, traditional everyday life and special ceremonies are at high risk of becoming lost. Franchi (N.D) points out that illicit trafficking of artefacts and cultural objects, pillaging of archaeological sites, and destruction of historical buildings and monuments cause irreparable damage to the cultural heritage of a country.

5.0. Methods of Preserving and Promoting Cultural Heritage and Challenges they Present

In a bid to preserve cultural heritage, Kalay (2007) observes that traditional methods have been augmented with the introduction of digital or new media that allow individual researchers, professional societies, museums, universities and governments to embrace computer modelling and visualization to create virtual reconstructions and databases of living, threatened or lost cultural heritage sites. However, such efforts have typically focused on the tangible aspects of the site, in the form of 3D models, and have failed to capture the complexity of intangible cultural heritage and the related social, political and economic issues surrounding the sites or artefacts.

Kalay, Kvan & Affleck (2007) argue that digital media could be utilized for much more than re-creation and re-presentation of physical entities. It has the capacity to become a tool to capture both the tangible and intangible essence of the cultural heritage as well as the society that created or used the sites. They further observe that the choice of media has an impact on the content it represents. This has proved true throughout the ages. Back in the sixth century BC, the introduction of papyrus and vellum as means of recording oral epics, such as Homer's Iliad and Odyssey, forced a standardization of what had previously been memorized collections of verses, performed and interpreted by the poet. In the second century AD, the codex (book) began to substitute the scroll as a recording medium. The codex allowed easier transport and maintenance of literary collections. However, since it was first used to record every day, low-level events, it was considered inferior to the scroll. As a result, many of the more serious literary works were never transcribed into the new format and consequently they were lost. The invention of the moveable type printing press by Guttenberg in the 15th century is another example. The printing press directly contributed to the wide dissemination

of information in Europe, ushering, or at least, supporting, the emergence of the Renaissance, the Reformation and the Age of Enlightenment (Kalay, 2007). It is thus important to understand what impacts the media of choice will have on the content it represents in relation to cultural heritage.

Bassa and Kiss (2009), advocate for increasing local awareness of heritage elements in order to highlight their importance and the need to preserve and transmit them to future generations. Some ways of drawing attention to cultural heritage are through exhibitions, campaigns, expos and similar activities. McKercher and Du Cros (2002), argue that traditional performers and artisans are living cultures or living links to past cultures. They further propose the establishment of museums, institutes, cultural centres, music halls and parks that these performers and artisans can be encouraged to frequent. These centres can double as tourist attractions where visitors can observe traditional performances or work practices being undertaken in an authentic setting. Such venues would provide revenue generating opportunities through entry fees and sales of artistic products and crafts.

Njobvu, Munyima & Hamooya (2013) presented a catalogue of organisations which are involved in the preservation of Zambia's natural and cultural heritage. These organisation include National Heritage conservation Commission, The Museums Board, National Archives of Zambia just to mention a few. They also described how these organisation preserve Zambia's heritage through conservation, restoration as well as passing the knowledge from generation to re-generation.

6.0 Methodology

This was a qualitative research in which the key informant method, document study and site visits were used to collect data. The main data collection tool employed for primary data was an unstructured interview guide. The key informants were conveniently and purposively selected to participate in the study as it was desirable to include only persons who were knowledgeable about the cultural heritage of the region. People interviewed included elderly indigenous Chinsali residents (one 85 years old female, one 67 years old female and three males aged 63, 83 and 88 years), and two employees of the National Heritage and Conservation Commission based at Chipoma National Monument, one of the natural heritage sites. In order to obtain views on the preservation and promotion of the cultural heritage in a way that would embrace the modern generation, interviews were also conducted on Head teachers of four secondary schools and three primary schools. Pupils from the same schools were engaged in group discussions to find out their views.

7.0. Research Findings

The study revealed both tangible and intangible elements of the cultural heritage of Chinsali District. This study does not claim to have exhausted all existing and past cultural heritage, but presents a well-rounded representation of these elements as could be re-discovered in view of the covid-19 pandemic that limited movement during the time the research was conducted. This study is a preliminary of an on-going study to re-discover the cultural heritage of Muchinga province, which will cover Isoka, Nakonde, Mpika and Shiwangandu.

7.1. Tangible Cultural Heritage

7.1.1. Mass Graves and Shrine of Zion Church

One of the tangible cultural heritages in the district are the mass graves of members of Zion Church, who were led by the legendary Alice Mulenga Lenshina, which are just behind the mortuary of Chinsali General Hospital. These together with the shrine where she was buried, which is located elsewhere are National Monuments. They are tangible testimony of the religious practice prevailing in Chinsali and the shrine is now a tourist site.

7.1.2. Lubwa Mission

Some eight kilometres south west of Chinsali central district, in Senior Chief Nkula's area, lies Lubwa Mission, another National Monument. Within the mission is Lubwa School, a pioneer in secondary education and teacher training in the country. At that school is found the classroom that was used by notable freedom fighters such the first republican president Dr Kenneth Kaunda, Mr Kapasa Makasa, Mr John Sokoni and others.

7.1.3. Houses

Chinsali district is the birth place of Zambia's independence struggle and veteran politicians who have left their mark here by means of houses they have built. Examples of these are Shambalakale farm, home of the late Dr Kenneth Kaunda and the residence of late freedom fighter and politician Simon Mwansa Kapwepwe, which are National Monuments.

7.1.4. Chipoma Falls National Monument

Situated some 46 kilometers south from the central district is the Chipoma Falls National Monument site. At the site of the monument the Chimanabwe River flows through a series of rapids, cascades and curtain waterfalls. Phillipson (1972:21), explains that 'over a distance of 500 metres the total drop is of the order of forty meters but no individual fall is more than five metres in height.' The sheer beauty of the sight of these four forms of waters dropping is simply captivating. Add to that the sound of the water hitting the rocks which can be heard hundreds of meters away and you get the picture. Needless to say the sight is a famous get away spot for residents of Chinsali and visitors to the town.

Other than being a fun spot for many visitors, the site has a metallurgical industrial area containing several iron smelting kilns that were used by the late Iron-age stone people between 3 AD and 9 AD. The technology evident in these kilns was amazingly advanced for that period in history. Unfortunately, this cultural heritage is in danger of disappearing if immediate action is not taken to protect the kilns from natural elements such as wind and especially the heavy downpours typical of the province. As can be seen from figure 1 below showing one of the most intact kilns at the site, the iron smelting kiln is intact on one side, but disintegrating on the other side.



Figure 1. Iron smelting kilns; 3AD - 9AD

7.2. Intangible Cultural Heritage

The intangible cultural heritage of Chinsali revealed by this study include traditional ceremonies and festive events; music and dance; indigenous foods; social practices and the knowledge and skills to produce traditional arts and crafts.

7.2.1. Traditional Ceremonies

i) Ukusefya pa ng'wena

This is the most notable traditional ceremony among the Bemba speaking people. According to the interviewees, the event is celebrated at Paramount Chief Chitimukulu's palace in Kasama. Senior Bemba chiefs with a sizeable number of village headmen to accompany the delegation represent the district at this ceremony. The expression ukusefya pa ng'wena literally means 'celebrating over the crocodile' and is reminiscent of the Bemba settling down from their conquering escapades as they moved from the Luba-Lunda Kingdom of Mwata Yamvo. One interviewee said, 'when the Bemba stopped for a few days in a certain place, a crocodile died under unexplained circumstances. This was interpreted as a sign of welcome to settle at that place seeing that the Chitimukulu is of the crocodile clan.' The ceremony is characterized by dances that include the famous 'kalela'.

ii) Funerals and Coronations

Funerals and coronations of the next chief are announced by drums known as kamangu whose rhythm is called iminkanda. These drums were also used to announce other important events and to warn of danger such as a lion terrorising the neighbourhood attacking cows and humans. Whether mourning a deceased chief or coronation of the next chief, on each occasion every village headman, accompanied with five people or so, would visit the palace taking along with them, goats and chickens and other food stuffs including small brown cow peas and sorghum. The discussants explained that 'burial of the chief takes place one year after death and on the way to the place of burial, dancers wielding spears in a war-like fashion dance to a song called isonga. These actions denote anger at the loss of their chief.' They further clarified that 'The deceased chief, embalmed and laid in cow's skin called umuba, is secretly carried to the royal burial place called mwalule before day break and the body is handed over to the attendants there who do the actual burying.' Some two days after, the mock burial procession with isonga and war-like dance is performed to announce to the public that finally the chief has lain down. When a commoner dies, 'upon hearing the drum announcing the death, villagers trek to the funeral, carrying with them all manner of food stuffs such as goats, chickens, beans and mealie meal,' the interviewees explained. Sometime after the burial a thanks giving ceremony, lupupo is held which is characterized by beer drinking, food and dance.

iii) Icisungu (Female Rite of Passage)

This was a rite of passage ceremony of the coming of age for teenage girls, usually held at the end of the harvest season when there was plenty of food. One discussant explained, 'Girls who had come of age after the last ceremony would all camp away from the village for a month under the supervision of mature women counsellors. During the day they would go in the forest and learn about nature while at night they would receive counselling on various aspects of life, including their responsibilities toward self, family and society at large.' Another excitedly said, 'Outside people danced to drums beat all night while on the fire a large pot with assorted produce such as peeled groundnuts, shelled maize, cow peas, cooked.' This mixed dish called finamushimwa was shared by all as a communal meal symbolizing togetherness. On the day of coming out of the house, the maidens would sit along the wall marked with different symbols. Young men would be invited to shoot arrows on the symbol above the head of the maiden they were interested in and others would send their proxy to shoot on their behalf. The men hitting the target signified that the maiden would have only one man.

7.2.2. Festivals

The culture of Chinsali was full of festive occasions that united people and brought a sense of contentment in belonging to one's community. Some of these festivities were held in connection with marriage, agriculture and hunting.

i) Ukuposela

This is an agricultural related festival practised to signal the commissioning of the harvest of crops. One interviewee stated, 'the first fruits of produce are gathered by headmen who in turn present them to senior elders to deliver to the chief to certify their maturity. The chief thereafter declares the crops ready for harvesting.' This festival is held to prevent the pre-mature harvesting of produce, which may lead to food shortages in the kingdom.

ii) Hunter's festival

This annual event was in form of an all-day village picnic hosted by the village hunter at some nice place outside the village, usually by the riverside. An interviewee said, the entire village was treated to a special meal of heads and hooves of big game like antelope and buffalo. They would sing a song: "chifupa nkolokoteko nasanga abalenge balya". This end-year event was not only a form of thanks giving for a successful hunting year, but also a symbol of unity. He went on to state, 'the entire village eating together from the hunter's products was a way of honouring the hunter as they listened to him relating stories about his experiences. This was also one way of passing on his knowledge to interested young men who wished to pursue the occupation.'

7.2.3. Social Practices

A number of social practices were related to marriage. Here we will discuss five of these, namely the use of matchmaker (bana bukombe); icilangamulilo, amatebeto, imilimo and the wedding feast:

i) Use of the matchmaker (bana bukombe)

The term bana bukombe is derived from the bemba word ubukombe, which means message. This title refers to the woman message bearer sent to register interest of a young man to marry a selected young woman. 'The family of the man would select a trustworthy, usually, married woman to represent them in requesting the hand in marriage of the identified maiden. Sometimes even an unmarried woman would be chosen for the task, provided she could be trusted to keep matters confidential,' explained one discussant. This match maker would carry money (insalamu) placed in a saucer, covered, and then wrapped in a cloth with a knot tied on top, to the house of the young woman in question. Once in the house, she would deliver the package and the message. He further explained, 'If the request is accepted, the maiden would henceforth take hot water in a clay pot for the young man to bath every morning. This would serve as a signal to all that the young man and woman were already taken and anyone who had intentions should withdraw.'

ii) Icilangamulilo

Sometime after the payment of insalamu, the young lady's mother would organize a mini-ceremony called icilangamulilo, literally meaning 'showing the fire'. A sample of meals and other food stuffs and drink are delivered to the home of the son-in-law-to-be to indicate that he is welcome and should feel free to eat meals when he visits the in-law's family.

iii) Imilimo

Out of courtesy, the young man would request for imilimo (work) which he can assist the girl's family with. This work normally involved clearing trees in the field to be cultivated or actual tilling in a cleared plot of land. The request was transmitted through the nabukombe, who would notify the groom-to-be two or three days earlier what work should be done and when to commence. This would give the young man time to enlist help from other men because the portion of land to clear or till was usually vast. The bride-to-be's family would prepare a banquet to feed the workers. While the men are at work, the nabukombe would bring water and munkoyo as refreshments. 'Work could take a good part of the day from morning to mid or late afternoon until the nabukombe comes to release them by bringing a live chicken,' an interviewee explained. By this time food would be ready to be taken to the groom's home amidst singing, drumming and dancing. This practice taught valuable lessons to all participants, namely, responsibility, willingness to help, cooperation, appreciation, teamwork and hospitality.

iv) Imitebeto

Imitebeto, meaning a feast to honour someone, was prepared for the groom sometime before or after the wedding. This was a feast to show the son-in-law that 'this is the way we live'. A variety of sumptuous dishes are prepared including beer and other local brews and taken to the groom's home in a procession with singing and dance. This is also a demonstration of a woman's culinary skills and the message being passed on is that the woman the man intends to

marry or has married is able to prepare such dishes. To portray economic scenarios that a family may pass through, 'plain salt, roasted pumpkin seeds, traditional peanut butter (icimpondwa), and roasted nuts are included among the food stuffs. This conveys the message that sometimes these may be the only accompaniment to the nshima available in the family and the man should eat without complaints,' explained one discussant. In fact, a small plate of undercooked nshima is included to warn the man that sometimes accidents can happen in the kitchen where the nshima or relish is not well cooked and he should therefore not raise dust should this happen in his home.

v) The wedding

The wedding is preceded by pre-marriage festivities commencing on the eve. 'By 18:00 hours people will begin to gather in the wedding arena, a grass fenced large space, starting from the groom's house,' the discussants explained. In the arena are wooden benches arranged on opposite ends for men and women, with a fire and dancing area in the centre of it. The musicians and Master of Ceremony hired by the groom take centre stage with the latter announcing ground rules. Around 19:00 hours the celebration starts with music, beer drinking, women cooking relish for the next day while counseling of groom is going on in the house. 'The calabash with the best beer is in the groom's house and one has to pay to partake from it. The singing, dancing and drinking lasts all night and in the morning, the bride is brought to the groom's house from where she puts on the wedding attire – a long white dress and veil. The groom also dresses up and the two come out in a procession of song and dance,' they added. Once seated in the middle of the arena, where two plates are in place for monetary contributions meant to help the two start a home, everyone with a word of commendation or counsel comes forward, drops some money in the plate and deliver their message. Finally, the couple goes back into the house to consummate their marriage. The bride's aunt collects the contributed money and gives some to the nabukombe and keeps the rest. It is now time for guests to enjoy the feast. Some stay at the groom's house while others go to feast at the bride's home. 'For three days the bride will get meals from her parents' house to share with the husband. On the fourth day, the ritual of lighting a fire in the new home is performed. This signals that the couple can now cook their own food.' A live chicken reserved from the wedding festivities is used to demonstrate how to cook, apportion and serve a meal to the husband.

7.2.4. Music and Dances

The traditional music of Chinsali is called umupukumo, which was ordinarily sung when drinking beer. This music was normally done in conjunction with cooperative work known as ukutumya. A member of the community would request others to come and assist with work such as clearing forest or cultivating land or/and planting or weeding. Upon completing the task, the workers would bath and dress up, then gather at the host's home for food and drink such as a local brew called katubi. After drinking, there was singing and dancing imfunkutu and other dances. The singing involved eulogising others such as parents, spouses and other notable members of the community. This practice gave incentives to cooperate with others and made work fun and not a burden.

A popular dance was known as kapoya where the drummers were surrounded by dancers. This was a non-competitive dance for any occasion that was usually performed in moonlight. One discussant explained, 'this dance was for the elderly and those youths who had come of age in which men danced closely with women. The young men and women used to dance all night as they toured villages. However, in the 1950s the dance was banned as it encouraged irresponsible behaviour.'

Another dance was known as mbeni which was similar to kalela and was performed especially toward the end of the year. It was also performed at other festivities like wedding feasts

7.2.5. Sayings

Wise sayings of Chinsali include proverbs, poetry, parables, and stories. Proverbs made people think and reason on problems in order to find a solution. The different sayings were ways of educating the young and teaching moral lessons. Stories, for example involved the fox (symbol of wisdom) and the hyena who symbolized foolishness.

7.2.6. Foods and their Preparation and Conservation

Although maize mealie mill is considered to be the staple food for Zambia, this is a recent development in Chinsali, which was first introduced in schools such as Lubwa School and Ilondola School. Maize used to be consumed green

on the cob or as sump when dry. Indigenous mealie meal used to be made from millet, finger millet, sorghum and cassava. Other indigenous foods were pumpkins, sweet potatoes, inclusive of leaves that were prepared in a variety of ways. Relish consisted of beans (seed and leaves), round nuts, cow peas, roasted pumpkin seeds, a variety of okra, wild cucumber husk, mushrooms, caterpillars, locusts and other flying insects (inshonkonono and inswa) and wild vegetables. All these food stuffs were prepared in a wide range of ways, usually in combination with other foods to produce very healthy and nutritious and delicious meals. Preservation of all food stuffs involved smoking and sun drying. In addition, fish both fresh and dry; chickens, goats and game meat were always used as relish for special occasions and for serving guests and in-laws.

7.2.7. Knowledge and Skill to Produce Traditional Crafts

Knowledge and skill to produce traditional arts and crafts is still present in modern day Chinsali. Talented people weave baskets, plates, and strainers. Others make stools, drums, mortars and pastels, clay pots, cups and plates; and calabashes. Most impressive of all are dresses made using the bark of the Mutaba tree. The dresses known as iflundu are sewn using animal sinews to serve as cotton.

8. Preserving the Cultural Heritage of Chinsali

In times past the cultural heritage was promoted, preserved and transmitted through practice by means of ceremonies, festivals, music and dance, production of traditional crafts, sayings, social practices and preparation and preservation of food and beverages. In modern times very few of these cultural elements are promoted or practised and as a result, they are slowly disappearing. This section discusses recent attempts to preserve and promote the cultural of Chinsali and highlights the setbacks.

8.1. Establishment of a museum

In a bid to promote and preserve the district's cultural heritage, a local NGO, the Chinsali Development Foundation came up with a proposal to establish a museum, where collected cultural items will be maintained. However, the foundation lacks the financial resources needed to accomplish this noble mission. 'As far back as the Movement for Multiparty Democracy (MMD) regime, the proposal was submitted to several ministers' offices and during the Patriotic Front (PF) rule it was submitted to the Citizens Economic Empowerment Commission (CEEC) in Kasama, all to no avail,' lamented one member of the Foundation. The foundation even started collecting artefacts and works of art for preservation, and secured a suitable plot of land from the council for the construction of the museum. 'The collected heritage items are currently being kept in a store room behind the office of the District Commissioner,' he stated. The mere presence of the museum will draw attention to cultural heritage which can be publicised through exhibitions, campaigns, expos and outreach programs. This will increase local awareness of the cultural heritage and highlight its importance and the need to preserve and transmit it to future generations. The onus thus rests on all well-meaning business houses and residents of Chinsali to support this project so that as a district, all can look back with pride at having contributed to the preservation of the history and identity of Chinsali. School going children, adult residents and visitors to Chinsali will have a central place where they can learn about the contribution of Chinsali to national development and the rich cultural heritage of our country.

8.2. Collaboration of Institutions in the Conservation and Preservation of Cultural Heritage

Njobvu, Munyima and Hamooya (2013) presented the legal framework governing the management of Zambia's heritage and related cultural resources. They pointed out that different statutory bodies set up to protect heritage were confined to specific jurisdictions. Conservation of ancient, cultural and natural heritage is the responsibility of the National Heritage Conservation Commission (NHCC) while the National Museums Board of Zambia (NMBZ) is responsible for the preservation of the country's history and movable cultural heritage; collection of tangible and intangible heritage; conservation; research; and interpretation through exhibitions. The Forestry Department, under the Ministry of Tourism, Environment and Natural Resources, is mandated with the management of forest resources in both protected and open areas while the National Arts Council of Zambia is the overall coordinating body of all arts activities in the country. The Zambia Wildlife Authority (ZAWA) is in charge of the country's heritage found in

national parks, the Department of Lands facilitates the delineation and gazetting of land for the protection of heritage resources, the Department of Cultural Affairs is responsible for the conservation of intangible heritage, and the department of the House of Chiefs is entrusted with the functions of resolving succession and boundary disputes, and advising Government on traditional and customary matters.

Discussants were of the view that all these different institutions need to work together to ensure the preservation and proper exploitation of the country's heritage. Earlier we saw the photographs of the iron smelting kilns that are in danger of extinction at Chipoma Falls National Monument site. Granted, maintenance of this site falls under the jurisdiction of NHCC, an organ that fell under the Ministry of Chiefs and Traditional Affairs. Evidently funding to this ministry had not been adequate in view of the nation's economy. Under the UPND government, it is yet to be seen where the Commission will be placed. However, there are other ministries that could help in maintaining cultural heritage sites. The Ministry of tourism for instance is a stake holder that NHCC can collaborate with in preserving the kilns and other cultural heritage. The National Monument Site, hosting mass graves for members of Zion Church, though under the jurisdiction of NHCC, is maintained by the District Council because it is on Council land. This too is also in need of a face lift because at the moment even the pillars that fence off the burial site are crumbling and the plaque seems to have been whitewashed, but nothing is written on to indicate what the area is. Figure 2 below depicts this. Although the site is sometimes slashed, it does not look inviting to anyone, let alone create curiosity in the by-passer to see what is there.

8.3. Using Digital Media to Preserve Cultural Heritage

As already noted by Kalay, Kvan and Affleck (2007), digital media can be utilized to re-create and re-present physical entities as well as to capture the intangible essence of the cultural heritage and the society that created or used the sites. Using computer modelling and visualization, it is possible to create virtual reconstructions of the iron smelting kilns, for example. Digital cameras can be used to photograph heritage sites, monuments and buildings. The pictures taken can be saved on external hard drives and create back-ups on google drive. Videos of intangible elements such as music and dance, ceremonies, preparation of indigenous foods and beverages, production of traditional crafts and wise sayings can be taken using video cameras or smart phones and these can be preserved as stated above.



Fig. 2: Showing the Zion Church Mass Graves National Monument Site

9.0. Promoting the Cultural Heritage

There is no doubt that Chinsali is rich in both tangible and intangible cultural heritage. And yet all this can be lost if not properly preserved and conserved. A sure way of ensuring this is by creating awareness about the heritage and getting everyone to appreciate the need to preserve the heritage. Njobvu, Munyima and Hamooya (2013), affirmed that a country's heritage is preserved not by one big national effort, but rather by different small and sometimes unnoticeable efforts made at house-hold, family, and community levels. Likewise, the promotion of the cultural heritage of Chinsali can be done through several small efforts. A start has been made by the Chinsali Development Foundation in trying to set up a museum for the province in the district. A continuation of such efforts will bear fruit one day. In the meantime, others should join in promoting the local cultural heritage. Kapasa Makasa University is making small efforts to create awareness of the tangible cultural heritage among its students. Each academic year new students are taken to some of the national monuments such as Shambalakale and the Lenshina shrine during their orientation program.

Other players should join in promoting the cultural heritage of Chinsali. 'The Zambia National Tourist Board, for instance, can make packages to encourage local tourism and market these country-wide, with concessions for the local people,' noted some of the discussants. The authors of this paper plan to publish a book full of illustrations of the various tangible and intangible cultural elements as a contribution to the preservation and promotion of the cultural heritage of Chinsali. The vision for Kapasa Makasa University Library includes setting up a Special Collections with a Local History Section which will include books authored by indigenous people of Chinsali. Among these are books written by first republican president Dr Kenneth Kaunda, those by Mr Kapasa Makasa and books by Mr Simon Mwansa Kapwepwe, who has written all his books in Cibemba. This way, anyone in Muchinga Province can have access to these books and use them for research and scholarly work as well as personal information.

Some school pupils in this study suggested 'these things should be posted on Facebook, WhatsApp, YouTube channels and twitter.' Others said cultural heritage elements 'should be put on websites and be broadcast on radio programs and TV shows' to create awareness especially among the young people for them to know and appreciate where they are coming from.

10. Conclusion

This research has contributed to the promotion of the cultural heritage and identity of Chinsali District by re-discovering and documenting some of its tangible and intangible elements. Further, outputs of the wider study will include biographies of selected freedom fighters, and monographs for the local history area in the university's Special Collections, thus adding to the accumulation of knowledge about our beautiful country. Such information will be useful to researchers and students of history and natural resources and for cultural tourism. These publications will be publicised through outreach programs such as exhibitions at the provincial library and information day, world literacy day and provincial agriculture show. As required by law, two copies of each publication will be deposited in the National Archives of Zambia thus availing the information to all nationals and other interested scholars.

REFERENCES

- Bassa, Lia; Kiss, Ferenc. 2009. Preserving Tangible and Intangible Heritage Shared Heritage: Common Responsibility. Online. Available: https://www.researchgate.net/publication/236862018_Preserving_Tangible_and_Intangible_Heritage_Shared_Heritage_-_Common_Responsibility Retrieved 04/06/2020
- Blake, Janet. 2000. On defining the cultural heritage. In *International & Comparative Law Quarterly*. 49(1):61-85
- Ekman, Oskar. 2015. What is cultural heritage and how do we protect it? *Scandinavian Traveller*; June 4. Online. Available: <https://scandinaviantraveler.com/en/lifestyle/what-is-cultural-heritage-and-how-do-we-protect-it>. Retrieved on 10/06/2020
- Feilden Sir B.; Jokileht, J. 1998. Management guidelines for the world cultural heritage sites. Rome: ICCROM
- Franchi, Elena. [N.D.] What is cultural heritage? Online. Available: <https://www.khanacademy.org/humanities/special-topics-art-history/arches-at-risk-cultural-heritage-education-series/arches-beginners-guide/a/what-is-cultural-heritage> Retrieved on 10/06/2020
- Kalay, Yehuda E.; Kvan, Thomas; Affleck, Janice (editors) 2007. Preserving cultural heritage through digital media. In *New heritage: new media and cultural heritage*. London: Routledge.
- Keitumetse, Susan Osireditse 2016. *African Cultural Heritage Conservation and Management Theory and Practice from Southern Africa*. Switzerland: Springer International Publishing
- McKercher, Bob; Du Cros, Hilary. 2002. *Cultural tourism: the partnership between tourism and cultural heritage management*. New York: Routledge.
- Mizinga, M.M (2002) Names are Much More than Identity Tags. *The Lowdown*, Vol. 8, No.1 pp. 43-45.
- Njobvu, B.; Munyima, M; Hamooya, C. 2013. The role of tangible and intangible culture in preserving Zambia's heritage. Online. Available: https://www.academia.edu/12905270/Full_Version_published_of_The_Role_of_Tangible_and_Intangible_Culture_in_Preserving_Zambias_Heritage retrieved on 3rd June 2020.
- Phillipson, D.W. 1972. *National monuments of Zambia: an illustrated guide*. Lusaka: Zambia Information Service.
- Thapar, Romila 2018. *Indian cultures as heritage: Contemporary pasts*. New Delhi: Aleph Book Company
- Timothy, Dallen J. 2011. *Cultural heritage and tourism: an introduction*. Bristol: Channel View Publications.
- UNESCO (2011) *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage*. Paris: UNESCO. Online: Available at <https://ich.unesco.org/en/what-is-intangible-heritage-00003>
- UNESCO (2020) What is meant by cultural heritage? Online: Available at <http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/unesco-database-of-national-cultural-heritage-laws/frequently-asked-questions/definition-of-the-cultural-heritage/>

SUBMIT YOUR MANUSCRIPT FOR PUBLICATION IN THE LIAZ JOURNAL

FOCUS AND SCOPE

The Library and Information Association of Zambia (LIAZ) Journal is a local journal that is published twice yearly by the association, it publishes peer reviewed articles on library and information science, Records Managements and other Information Services. The Journal publishes research, case studies and essays that reflect the broad spectrum of the profession especially in Zambia and Africa.

SUBMISSION GUIDELINES

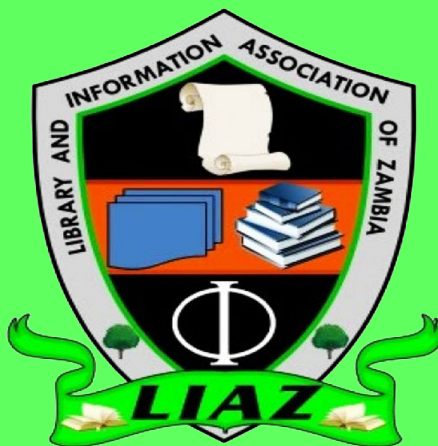
All full journal articles should be submitted to the Journal Editorial Board via email to liaz@zambia.co.zm and copied to the journal managing editor at ephraim-banda.editor@gmail.com.

All submissions should be unpublished English papers in word format. A submitted full length manuscript should include the following:

- Title
- Author(s) names
- Official Title of Author (s) or Professional role
- Institution
- Abstract (250 words maximum)
- Key words
- Body paragraphs and references
- Short professional profile (100 word maximum) of author

Papers should be between 10-12 pages long, in a Word file, Times New Roman, 12 point type face and should have clear recommendations and references using the American Psychological Association (APA) method.

Important Note: By submitting a journal article, you agree that the text which appears in the journal will be publicly available. LIAZ reserves the right not to publish every submitted article in the LIAZ Journal. LIAZ also reserves the right to use the article in a later journal instead of the current one. Authors will be informed about these decisions. Furthermore, we may make minor editorial changes or correct spelling mistakes. To establish the identity of the authors, your name will be published with your article. We are looking forward to receiving your submissions.



Library and Information of Zambia Journal (LIAZJ) is published twice yearly (April and October) by the Library and Information of Zambia, Communications about subscriptions should be directed to the Editor-in-Chief, Library and Information Association of Zambia, P.O. Box 50183, Ridgeway, Lusaka, Zambia.
Email: liaz@zambia.co.zm

Volume 5 Number 1 & 2 of 2019
ISSN: 2414-2700

Published by:
The Library and Information Association of Zambia
P.O. Box 50183, Ridgeway,
Lusaka,
Zambia.
Email: liaz@zambia.co.zm
www.libraryassociationofzambia.org