

**CHALLENGES IN THE UTILISATION AND PROVISION OF SCHOOL LIBRARY
SERVICES IN KATLEHONG SECONDARY SCHOOLS (GAUTENG PROVINCE,
SOUTH AFRICA).**

BY

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DECLARATION

I, Lindiwe Z. Z. Shandu, (201200064) declare that this thesis: “Challenges in the provision and utilisation of school library services in Katlehong’s secondary schools” is my own work. All the sources used and quoted in the text have been acknowledged through proper referencing.

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DEDICATION

This study is dedicated to my loving late father, Themba Zephaniah Shandu (14 October 1936 - 5 December 1993), and my younger brother, Njabulo Samuel Shandu (22 February 1977 - 4 December 2012), who passed on while I was busy with this thesis. May their souls rest in peace.

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- Fellow students who rendered assistance from time to time
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- My siblings and everyone who had to look after and take care of my son while I was away
- To my beloved son Serame, for the time you had to suffer and stay without me because of my studies. You've had a mom who was a professional student for much of your young life. My deepest thanks to you for your patience, encouragement and understanding
- Lastly, to the Lord God Almighty for giving me the wisdom to strive for success

ABSTRACT

This study sought to identify the issues and challenges facing school libraries in secondary schools in Katlehong, Gauteng province, South Africa. It is the responsibility of the Gauteng Department of Education (GDE) to make the provision of the resources in the schools for the effective functioning of the libraries. The study revealed little provision from the GDE and as a result school libraries are faced with challenges such as lack of library materials, insufficient staff and funds. These challenges led to under-utilisation of school libraries by both teachers and learners. Very few schools in South Africa have a functional school library, and those that do have one have to maintain it through their own funds and budget.

Qualitative and quantitative research methods were used to conduct this study. Both non-probability (purposive sampling) and probability (simple random sampling) sampling methods were applied. The study clustered specific schools in Katlehong, i.e 14 secondary schools, and purposively selected the teacher-librarians, principals, teachers and learners in these schools, and a Gauteng Department of Education (GDE) official to participate in the study. Purposive sampling was used to sample the 102 teachers who participated in the focus discussion groups, and simple random sampling was used to identify the learners in each school who participated in the study. Four hundred questionnaires were distributed to learners, and three hundred and forty were returned. Interviews were held with the teacher-librarians, principals and the GDE official, while Focus Group Discussions (FGDs) were held with the teachers.

The results from the study revealed that school libraries in Katlehong's secondary schools face challenges that include lack of staff, outdated and inadequate collections, mis-catalogued and poorly organized books, lack of funds, insufficient library orientation, and the absence of guidelines and leadership from the Department of Education. Very few schools had qualified teacher-librarians in their employ. The teachers who were employed as teacher-librarians confirmed that they were managing the school libraries without the professional skills required to guide both teachers and learners in the use of library resources. All the teacher-librarians had to teach in addition to managing the library, and in most cases the library was closed when they were in class. It was also mentioned that the school timetable did not always include a compulsory library period for all the classes. The need for a collection development policy and

the lack of support from the school management team were also highlighted as challenges. Based on the findings both teachers and learners confirmed that their use of the library is restricted in terms of the time they had to use the libraries. There is no sufficient space, poor library orientation is conducted at schools, insufficient library furniture and the libraries keep old, outdated and irrelevant books. Users have limited access to the Internet.

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LIST OF ABBREVIATIONS

AASL	American Association of School Libraries
Afri	Afrikaans
ALA	American Library Association
BA	Bachelor of Arts
BEd	Bachelor of Education
BPaed	Bachelor of Pedagogies
CAPS	Curriculum and Assessment Policy Statement
CD	Compact Disc
DAC	Department of Arts and Culture
DBE	Department of Basic Education
Dipl.In Lib.	Diploma in Library Science
DoE	Department of Education
EE	Equal Education
EN	Ekurhuleni North
ES	Ekurhuleni South
FET	Further Education and Training
FGD	Focus Group Discussion
GDE	Gauteng Department of Education

GET	General Education and Training
GOL	Gauteng Online
GPDE	Gauteng Province Department of Education
HED	Higher Education Diploma
HOD	Head of Department
ICT	Information Communication Technology
IFLA	International Federation Library Association
IT	Information Technology
KZN	KwaZulu Natal
LTSM	Learning and Teaching Support Materials
NGSLIS	National Guidelines for School Libraries and Information Services
NCS	National Curriculum Statement
NDoE	National Department of Education
NSotho	Northern Sotho
OBE	Outcome Based Education
O/Projector	Overhead Projector
PDoE	Provincial Department of Education
SA DoE	South Africa Department of Education
SGB	School Governing Body
SLs	School Libraries

SLMS	School Library Media Specialist
SLP	School Library Policy
SLS	School Library Service
SMT	School Management Team
SPSS	Statistical Package for Social Science
SSotho	Southern Sotho
STD	Senior Teachers Diploma
TLs	Teacher Librarians
TV	Television
UNESCO	United Nations Educational Scientific and Cultural Organisation
USA	United States of America

CHAPTER 1: INTRODUCTION AND RESEARCH BACKGROUND

1.1 Introduction

The aim of this study was to investigate the challenges in the provision and utilization of school library services in secondary schools in the Katlehong Township. According to Lowe (2006: n.p), students academically excel in schools that have functional school libraries.

Lance *et al.* (2003:186) define high quality media programmes as libraries that are adequately staffed, stocked, and funded, and whose personnel have collaborative relationships with classroom teachers. These programmes also embrace networked information technology. Lance *et al.* (2003:127) concludes that the school library is one of the few facilities whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by any other powerful influences on student achievement.

According to Haycock (1999:18), learning does not just happen in the classroom; it needs to be encouraged, supported, directed and inspired. A school library can be instrumental in this respect. To achieve this, teacher-librarians must not only be proficient with the wide range of information sources available, but should also be able to work with teachers to instil information literacy and to promote lifelong learning in learners. Services and activities that can normally be expected in a school library include access to information sources, computer provision and training, basic information literacy education, reading programmes, competitions, guest speakers, educational games such as chess, and displays based on important days, occurrences or events (Lance *et al.*, 2003:17) .

Various challenges are experienced in the libraries' efforts to deliver effective information services to learners and teachers and to serve as an educational support system to the school as a whole. Challenges may differ from school to school, but some of the common challenges identified in literature, not only in South Africa, but experienced globally include: teacher-librarians having to perform teaching duties together with the running of the library, often without any assistance; the low regard in which teacher-librarians are held by both principals and educators; lack of space to expand the library services; library rooms are often utilised as classrooms; lack of manners and ill-discipline among learners who disrupt the atmosphere in the library with their unruly behaviour; the library serving as a detention hall, especially if there is

no other space in the school to discipline learners; and lack of current content based on the curriculum (Connor, 1990:76; Olën, 1996:110; Uys, 2005:79; Lonsdale, 2002:172). Other challenges include inadequate space to house the collections, lack of reading space in the libraries, and unqualified staff.

Most teacher-librarians working in school libraries are faced with budgetary constraints in terms of collection development as the price of library materials increases every year (American Association of School Librarians, 1998). Insufficient library material and out-dated and inappropriate information resources are often the result of lack of financial resources allocated to schools, or when budget cuts are made. As schools move technology into classrooms, there may be even fewer funds available for the school library. A further result of the decrease in funding is that the position of the teacher-librarian could ultimately be eliminated (Scheirer, 2000:21). According to the South Africa Department of Arts and Culture (2009:40), South African schools, especially public schools, face many other challenges in relation to the functioning of libraries, including non-existent space to house a library, and the lack of learning resources, funds and staff.

According to the UNESCO School Library Manifesto (2006), a school library should provide at least ten books per learner, something that is evidently not the case in the majority of South African school libraries. In most school libraries, conditions are not conducive to the provision of effective library services as required by modern educational needs, and many collections are unbalanced or have a disproportionate distribution of books (Conyngham & Isaacs, 2010). Streatfield and Markless (2000) conclude that the success of school libraries in the future is likely to depend on more active promotion and marketing of services and a willingness to provide relevant collections and qualified library personnel to meet changing demand.

1.2 Background of the study

Despite the fact that South Africa has well developed library services, school libraries are among the least developed in the country. In the current political dispensation school libraries still seem to be undervalued for the contribution they can make to the academic development of learners. The development of school libraries and the current status of school libraries are discussed below.

1.2.1 Historical development of school libraries in South Africa

For the first half of the 20th century, school library development in South Africa was characterised by inadequate financial support from the provincial education departments. It was only after the Second World War that the Transvaal Department, as it was called then, first established a centralized school library, with an organiser and supportive professional staff to coordinate and raise the quality of the book stock and service of school libraries (Musiker, 1986:200). There was one central library overseeing other libraries. The situation of the school library was critical in South Africa before the country became a democracy in 1994.

In the 1980s, school libraries that existed remained on the periphery of the school learning programme (Hart, 2001:6). Under apartheid, there were 19 racially-based education departments. The majority of schools that were dedicated to Whites had well-resourced libraries. By the end of the 80s, the so-called Coloured and Indian schools began to get school libraries and staff. Equal Education (Conyngham and Isaacs, 2010:9) argue that the provision of school libraries in all South African schools is not only necessary, but feasible. However, most South African schools do not have the means to run libraries (Boekhorst and Britz, 2004). Functional libraries are still limited to those schools that have enough resources to fund and manage them.

Research on school libraries conducted by the National Information Management Systems in 2007 provided statistical information that there had been little change in respect to the provision of libraries at schools (KZN Department of Education, 2008: np). The National Systematic Evaluation that was conducted in 2001 and 2004 by the SA DoE to establish literacy and numeracy levels in primary schools revealed that learners were reading far below their expected grade levels.

In an effort to campaign for a fair and quality schooling experience, an organisation called Equal Education was founded in 2008. Their aim is to work towards quality and equality in the South African educational system. Among its objectives are the development of learning facilities and resources (Conyngham and Isaacs, 2010:25). In 2009, the organisation embarked upon a campaign to address the shortage of school libraries in South Africa. A large number of students, parents and teachers committed themselves towards ensuring that the government provides every school in the country with a library, a trained full-time librarian, a library administrator, adequate shelving, computer facilities, three books per learner, as well as annual funding to service each library through 10% of the LTSM (Learning and Teaching Support Material) allocation

(Conyngham and Isaacs, 2010). The campaign therefore demands that the Department of Basic Education should provide a National Policy on school libraries and also develop an implementation plan.

The lack of a school library policy negatively impacts on school library development and the provision of information as there are no suitable personnel available to run these institutions. Since the amalgamation of the separate Education Departments in 1994, a need was expressed for a meaningful policy that would present guidelines for school libraries. Since 1997, five drafts of a National School Library Policy have been circulated, with the latest one in 2005. The 1997 draft National Policy for School Libraries stressed the importance of library services to facilitate learners with the materials needed to fulfil the outcomes of the new South African education system (South Africa. Department of Education 2005: n p). The School Library Policy of 2005 supports the school libraries for promoting reading and other information literacy skills to meet the challenges of globalisation and information explosion (National School Library Policy, 2005:6, 23). The policy is not yet past the draft phase and has still not been adopted as official policy. Much of the school library policy debate revolved around applicable school library models. In this respect, the first and second policy drafts of 1997 and 1998 proposed a complex scale of seven library models. However, allowing each school in South Africa to choose its own school library model was deemed unfeasible, and it was therefore suggested that the final policy should reduce the number of models (Equal Education 2010:6). For example, the KwaZulu-Natal Education Department opted for three models, specifically a mobile classroom collection, a cluster library which serves a group of schools by means of mobile bus libraries, and a centralised library (Gauteng Department of Education, 2008:np), while the Free State School Library Policy identified two models: classroom collections and centralised libraries (Gauteng Department of Education, 2008:np).

A sixth policy draft entitled, “National Guidelines for School Library Service”, emerged in 2009, but it is a discussion document and not a policy, and contains no implementation plan (Gauteng Department of Education 2009: np). Heeding a call for the finalisation of the document, it was agreed by all stakeholders that a unit within the Department of Education should be established to draw up the implementation plans for the policy. The National School Library Policy of 2009 foregrounds the following mandate:

- All schools should have a functioning as well as resourced centralised library.

- Although the National School Library Policy advocates for centralised libraries in each school, it recognises the use of interim library structures such as classroom libraries, book collection corners, mobile libraries, cluster libraries and community libraries as a developing strategy leading to the ideal centralised library.
- At least 10% of the Learner Teacher Support Material (LTSM) budget should be allocated to the purchase of library resources, including an administrative system for the library.
- Relevant structures should be established at national, provincial and school levels to formulate, develop, support, monitor, coordinate, evaluate and ensure the implementation of the National School Library Policy (Equal Education 2010:9).

The structure was to consist of a qualified school librarian director and a small team of qualified school librarians or chief education specialists (Gauteng Department of Education 2011: np).

By 2010 however, the government had failed to either adopt a National Policy on School Libraries, or to finalise proposed policies aimed at addressing the backlogs and inequality in access to school infrastructure (Equal Education 2010:3). Lacking a National Policy, the Provincial Education Department took the initiative to formulate their own Provincial School Library policies. Gauteng was the last province to hand in its school library policy draft, which was eventually approved. As from 6 June 2011, schools in Gauteng began implementing the policy (Gauteng DoE, 2011: np).

As each province was allowed to present its own school library policy, the Department of Education released a document called The National Guidelines for School Libraries in 2012. The National Guidelines for School Libraries of 2012 states that each school should have a school library policy as an integral part of the school development plan linked to district development plans to ensure the implementation of comprehensive services to teachers and learners.

The NGSL are guidelines intended to offer useful guidance in the provision and support of libraries. Its main focus is on resource provision and access to information. Providing library services is envisioned to be implemented using a variety of school library models ranging from classroom libraries, cluster, mobile and school community libraries (South Africa. Department of Education 2012:1), the school can consider the options and plans for the most effective service

they can provide. The introduction of OBE (Outcomes Based Education), the Curriculum of 2005, and the newly introduced CAPS (Curriculum and Assessment Policy Statement) system necessitates the availability of information resources at schools. However the utilisation of these facilities is still hampered by challenges, such as inadequate resources. The provision of library facilities and information sources falls under the auspices of the respective National and Provincial Departments of Education (DoE). It is therefore their responsibility to provide the space for a library and to supply the necessary funding for information materials and library staff.

1.2.2 Contextual setting

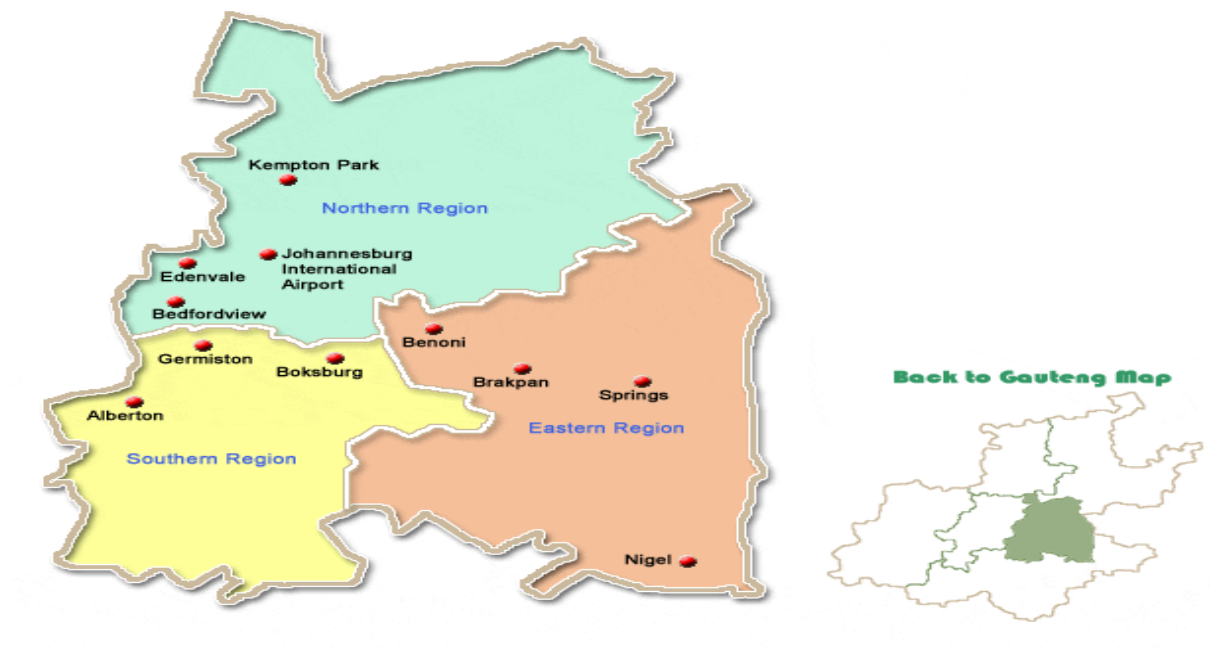
This study was conducted in the Gauteng Province in Katlehong Township on the East Rand which is part of Ekurhuleni Metropolitan Municipality. Ekurhuleni is a Tsonga name, meaning ‘place of peace’. Ekurhuleni is one of five districts in Gauteng in South Africa. Schools in Ekurhuleni are grouped into three districts: the Ekurhuleni South (ES) District, which includes schools in Boksburg, Germiston, and Alberton; Ekurhuleni North (EN) District, which includes schools in Kempton Park, Edenvale and Bedfordview; and Gauteng East District’s schools, which are located in Benoni, Brakpan, Nigel and Springs. The study concentrated on the township of Katlehong, which is part of Ekurhuleni South District. The seat of Ekurhuleni is Germiston, and Katlehong falls under Germiston’s municipality. It is located 35 km east of Johannesburg.

Katlehong was established in 1945. “Katlehong” is a Sotho word meaning ‘place of success’. According to a 2011 census Community Database profile, Katlehong had a population of about 407, 294. Different types of ethnic groups are found in Katlehong. The most spoken language is isiZulu, followed by Southern Sotho. It is an old township next to an industrial area called Wadeville and Alrode. Despite being near an industrial area, there is a high rate of unemployment. Katlehong is one of the poorer areas in Gauteng. The township is made up of different sections, namely Moseleke, Ramokonopi, Mofokeng, Mokoena, Twala, Ngema, Ndlanzi, Maphanga, Khumalo, Moleleki, Phake, Tsolo, Phooko, Mavimbela, Dikole, Monise, Hlongwane, Zuma, Hlahatsi, Tshongweni, Goba, Skhosana, Credi, Makula, and various informal settlements that have led to overcrowding.

Each section consists of about three thousand free standing houses, and a number of informal settlements. The township is home to a mixture of ethnic groups, namely Zulu, Southern Sotho,

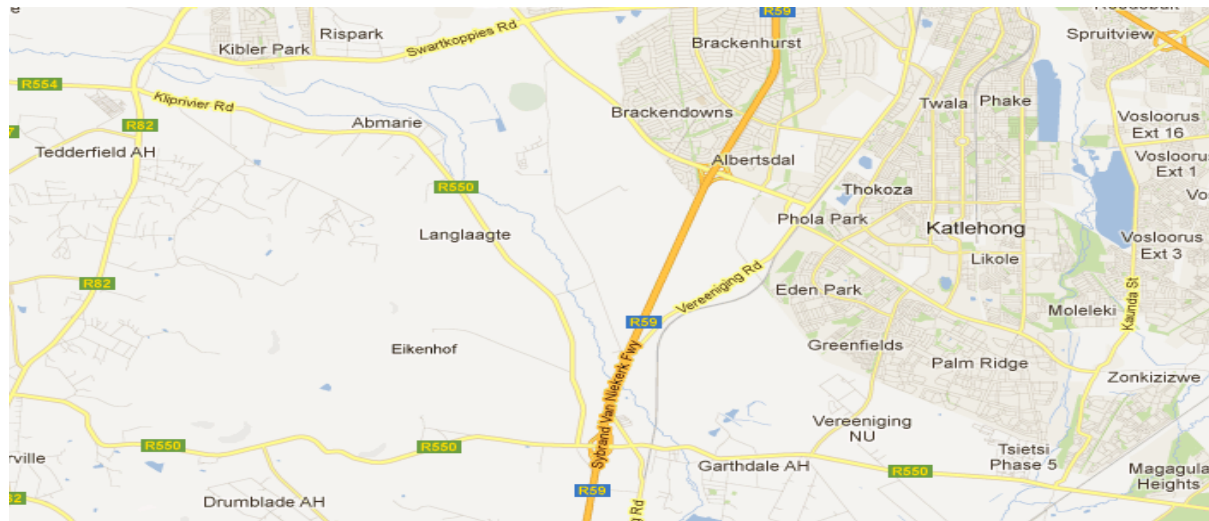
Northern Sotho, Venda, Shangaan, Setswana, and Xhosa. The dominant groups are Zulu and Southern Sotho speaking people. Maps 1 and 2 indicate the location of the township.

Map 1: Map of Ekurhuleni



Source: - Ekurhuleni Metropolitan Municipality Google map image link

Map 2: Map of Katlehong



Katlehong, Gauteng, Republic of South Africa (Source) Imagery @2013 TerraMetricsMapdata
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The schools in the township are divided according to the languages that they offer. In all the schools, isiZulu and Southern Sotho are offered as subjects. Only one school offers isiXhosa and one Tshivenda. There are fourteen secondary schools in Katlehong Township, namely Katlehong Secondary, Ponogo, Alafang, Katlehong Technical Secondary, Kwadukathole Comprehensive, Eketsang, Phumlani, Lethukuthula, Mpilisweni, Mponseng, Fumana, Ntombizodwa, Sijabulile and Winile.

1.2.2.1. Katlehong's school libraries

The researcher has been involved in Katlehong's secondary schools as an educator for six years (2006 to 2011). During that period; a number of observations were made about the schools. The

first is that all fourteen of its secondary schools have libraries. However, two of the schools converted their designated libraries into classrooms due to an increase in student numbers.

The researcher observed that school libraries in Katlehong's secondary schools are not being used optimally by learners and educators, often resulting in the non-use of some library services. Most school libraries in Katlehong have old, out-dated book collections with limited materials for learning. The majority of the schools need to replace materials that are old and to repair those that are available.

In many school libraries in Katlehong it was found that there was a lack of qualified library staff to offer library services. The few qualified teacher-librarians (TLs) normally have to perform other duties within the school that have little to do with library activities. This engagement of teacher-librarians with too many duties at the expense of dealing with library operations and services, results in ineffective school library services. It was observed that when the teacher-librarian performed other duties, he or she would often close the library. The absence of the teacher-librarian and a closed library render the library useless. Students learn to ignore the library, and the library becomes a neglected and under-used area of the school.

With the growing demands on teacher-librarians, there is a need for support staff to assist with tasks in the library, but none of Katlehong's school libraries were seen to employ library assistants. Instead, library monitors were used to assist when they are available. In terms of staffing, some of the more fortunate secondary schools employed a professional full-time librarian who was tasked with organizing and managing the library. In such schools, the teacher-librarians are able to direct educators on available resources to use for teaching in classes. In a few schools, trained teacher-librarians were available, but they were not involved in full-time library work as they were also responsible for teaching. In cases where there was a complete lack of qualified teacher-librarians, educators were given the task of running the library.

1.2.2.2 Services offered by school libraries in Katlehong

Aside from printed material such as books, most school libraries in Katlehong possess a wide range of media, including CDs, DVDs, cassettes and facilities to access the Internet. However, some schools still only offer information in their original form as books. The school libraries were also seen to provide other services, such as homework assistance, free lectures, study area, lending services, and cultural performances. Photocopy services and self-service photocopying

machines are available to the students at a charge of 50 cents per black and white page. Colour copying is also available for one Rand per page. Magazines are also available, but the schools must buy these themselves, and the newspapers are purchased by the schools for the libraries. Learners were offered user guidance services every year to orientate them on library usage and the resources available.

It was found that reference services were not very well utilised in most of the libraries, due to the fact that there were few resources available and there were very few current reference books. The researcher also observed that: learners were not allowed to borrow the materials kept for reference purposes; lending of books was the only service that was provided by all the school libraries; the loan period is dependent on book demand; and that renewal of books on loan was also determined by the book demand. As learners do not have enough time to use the library during the day, the lending service was important as it allowed learners to use the information at home.

It was found that general online services were offered in the libraries. The libraries were provided free connection to the Internet and training is provided in the use of the Internet. All the schools in Katlehong have access to Internet services, even the schools without computer studies as a subject. The Gauteng Department of Education (GDE) established a system to deal with the educational use of information technology and the maintenance of the information technology infrastructure in schools. The Gauteng DoE introduced a service known as Gauteng–Online to all schools, whereby each school was given thirty computers to allow both learners and educators to access Internet services. However, it was found that while learners were provided with access to use the services, they were not allowed enough time to utilise them efficiently as each learner could only use the system for thirty minutes per day. The Internet service was a very popular service in most of the schools among both educators and learners. However time restriction was hampering its utilisation.

1.3. Problem statement

Although the majority of schools in South Africa do not have a functional school library, all the secondary schools in the Katlehong Township are fortunate enough to have such a facility. Despite the fact that the secondary schools in Katlehong have libraries at their disposal, these facilities seem to be seriously underutilised and in many cases not utilised at all. The researcher

therefore wanted to determine why this was the case, and additionally to determine how the challenges facing these libraries could be overcome.

1.4. Aim

The aim of the study was to identify the challenges and issues facing school libraries in the provision of library services to both learners and educators in Katlehong's secondary schools.

1.5. Objectives

The following objectives were identified:

- To examine the provision of school library services and resources in secondary school libraries in Katlehong
- To identify the most critical challenges and issues confronting school libraries in delivering information services
- To establish the challenges experienced by learners and educators in Katlehong secondary schools with respect to utilising school library services
- To determine how the stakeholders perceive the role of school library services and that of the teacher-librarian as information service providers
- To solicit suggestions on how to improve school library services and to make recommendations

1.6. Research questions

Based on the research objectives, the following research questions were formulated:

- What services and resources are available in secondary school libraries in Katlehong?
- What challenges or issues do the teacher-librarians face in delivering school library services?
- What challenges do users face in using the school libraries in Katlehong's secondary schools?
- What challenges do teacher-librarians experience in fulfilling their role and in managing the library?

- How do the different stakeholders perceive the role of school library services and the teacher-librarian?
- What solutions can be offered to improve school library services in Katlehong?

1.7. Delimitations of the study

Although most South African school libraries probably experience challenges in servicing their users, this research can only be applied to fourteen secondary schools in the Katlehong Township (Gauteng Province). The researcher specifically wanted to determine the reasons for the challenges in the provision and utilisation of school library services in these libraries so that these issues can be addressed to improve the academic performance of the learners who attend these schools.

1.8 Motivation for the study

According to the knowledge of the researcher no studies on the Katlehong school libraries have yet been done. This encouraged and motivated the researcher to investigate the problems that these schools and their school populations face in the delivery and use of school library services. The researcher also chose Katlehong because she once worked in a school in the area, and since leaving the area it seems as if nothing has changed to enact improvement. The researcher thus wanted to establish if this was still the case, and to determine what can be done to change the situation.

1.9. Methodology

Research undertaken on the challenges in the provision and utilisation of school library services in Katlehong's secondary schools followed both quantitative and qualitative approaches (mixed methodology). Both qualitative and quantitative research methods were employed. A survey research design was adopted. According to Bailey (1994:184), a survey is a research technique that is often used in descriptive or explanatory research. Data was collected by means of questionnaires and interviews. Questionnaires were administered to the learners of schools participating in the study. Convenience sampling was used to distribute questionnaires to learners for data collection. Questionnaires consisted of both close-ended and open-ended questions. Interviews were held with teacher-librarians, principals, and one GDE official. Focus group discussions were also organized with teachers. Fourteen schools were visited by the

researcher to investigate how their libraries function, and the data was collected from these schools.

1.10. Ethical considerations

Research ethics are concerned with assuring that the dignity of the human participants in a study is respected (Terre Blanche et al., 1999:61). The purpose of research ethics is to protect the research participants. Participants were assured that the information obtained would be treated with the utmost confidentiality, and that the results would only be used for research purposes. The participants were informed that their identities would not be disclosed without their permission and that they would remain anonymous. The researcher provided the participants with clear information regarding the intention of the study. As a result of anonymity during findings and discussions schools were mentioned as school A-N. The letter was written to GDE asking the permission to conduct the study on Katlehong secondary schools. The researcher was granted the permission. Findings were reported in a manner that does not identify people. The research was approved by the University Of Zululand Faculty Of Arts Research Committee, and was cleared by the University Research Ethics Committee before it was undertaken.

1.11. Layout and time frame of the thesis

Chapter 1. This chapter presents the introduction and background of the study, the contextual settings of the study, and the aims, objectives, research questions, and the limitations of the study.

Chapter 2.

This chapter presents the literature review, focusing on the current state of school library services, and identifies problems and challenges in the provision of these services.

Chapter 3.

This chapter discusses the research methodology.

Chapter 4.

The data analysis is presented in this chapter.

Chapter 5.

This chapter presents the discussion of the findings.

Chapter 6.

The summary, conclusion and recommendations are provided in Chapter 6.

1.12 Definition of terms

Working definitions of the terms used in this research are clarified below.

1.12.1 School library

The concept of a ‘school library’ is a generic form that incorporates all types and models of collection development and information delivery that provide materials relevant to a resource-based teaching and learning approach to teachers and learners in schools (Loertscher, 2007:n.p). The school library is often a building or a classroom within the school that houses a collection of books. A school library can also be referred to as a school media centre or a resource centre, which are synonyms for a place where learners can get information. School libraries are expected to contain various information resources that support the curriculum. Information sources can include all media, such as books, periodicals, newspapers, videos, audio-tapes, charts, posters, slides, as well as all the equipment and computer hardware and software that enable teachers and learners to access digital information (Mosher, 2010:87).

A school library only serves the needs of a public or private school. The purpose of the school library is to support learners, educators and the curriculum of the school.

1.12.2 Teacher-librarian

Is a qualified librarian working in a school library on a full-time basis. A teacher-librarian is also referred to as a school librarian, information specialist, and media teacher (Perez, 2010:n.p). Teacher-librarian is a collective term used to indicate the teachers who manage the resource collection in school libraries. Some teacher-librarians have to undergo teacher training or obtain teaching qualifications as well (Herring, 1992:41). In South African schools, a teacher-librarian is used to refer to anyone who is responsible for the school library with and without library certification.

1.12.3 Resources

Resources include any type of information, books and materials that provide the school community with information related to their studies or work.

1.12.4 Learners

In this study, the term ‘learners’ is used to refer to scholars, children or pupils who are in secondary school (Grades 8- 12).

1.12.5 School library services

These are the services that help learners develop information seeking skills, and provide them with access to books and electronic resources.

1.13 Summary

This chapter presented the introduction, background, problem statement, aims and objectives, and delimitations of the study, and the research methods used to investigate the research problem. The literature review is discussed in Chapter 2.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of education and the school library in South Africa; provides general reasons for the utilisation or non-utilisation of available services by both learners and educators; discusses the role of the teacher-librarian as an information provider; and identifies issues and challenges confronting school libraries in the provision of services. The school library is an important place in a school as it is equipped with information resources that are there to assist with the teaching and learning activities of the school. The role of the school library is to provide access to information materials in all formats for students and teachers to use.

The world is experiencing a revolution in terms of new and sophisticated Information and Communication Technologies (ICT) that include advanced tools for searching, retrieving, and processing, storing and disseminating information. These pose a great challenge to both the school library and the teacher-librarians with respect to the provision of effective and efficient services to their users. Both the school library and the teacher-librarians have to cope with the changing information world, coupled with the changing needs of users and the increasing costs of library services.

2.2 Background/ overview of education in South Africa

In 1994, a single national system of education under the auspices of the National Department of Education (NDoE) was introduced to replace the hitherto fractured educational systems in South Africa (Hart and Zinn, 2007:89). The aim of the NDoE as it stood then and still does now, is to improve educational standards and provide access to quality education while reducing the financial burden of education costs to parents (SA: DoE, 2011:1). Supporting the NDoE are the nine Provincial Departments of Education (PDoE). The NDoE assumes national responsibility for higher education, while administrative responsibilities for the school sector lie with the PDoE based on the national framework for school policy (Isaacs, 2007:3).

Since 1994, reforms to transform the educational system were introduced with the aim of addressing the inequalities left in the wake of Apartheid. This was to be achieved by the introduction of no-fee schools and compulsory education for all South African children,

irrespective of race, gender and ability, from grades 1-9 or alternatively for children aged between 7 and 15 (South Africa. Department of Education 2011:1). A quick succession of educational systems were introduced since 1994, in particular Outcomes Based Education (OBE), Curriculum 2005 (1996), Revised National Curriculum Statement (2002), the National Curriculum Statement (NCS) of 2009, and the (present) Curriculum and Assessment Policy Statement (CAPS) of 2010 (Van Wyk, 2010). Outcomes Based Education (OBE) was introduced as a learner-centered, results-oriented approach to learning, based on each individual learner's ability to reach their full potential (Van der Horst and McDonald, 2003:6). All the ensuing educational systems built on these premises, require the learner to gain reading, writing and interpretative skills (Gorvie, 2005:4). All the educational systems also intended to enable learners to study independently, think critically, and use information effectively, thus making the availability of school libraries imperative for learners to achieve the required learning outcomes for their subjects (SA DoE, 2003; Naidoo, 1997:6; Fourie, 2002). For Hart (2006:77), these learning outcomes are 'library friendly' because they require a learner to use information from the library.

The National Guidelines for School Libraries and Information Services states that in order to ensure that quality education is provided to all the children of South Africa, the Department of Education has to provide access to credible, quality library and information services to support the implementation of the curriculum. To function optimally within the educational system, the learner needs to be able to access information and acquire the necessary skills to use different information resources (Naidoo, 1997:7). According to Fourie (2002), the utilisation of various information sources enables learners to develop information literacy skills that will enable them to find and use information to meet their information requirements. In the context of the educational systems, Hart (2006) observed that while learners were given more and more projects in schools, insufficient resources in their schools forced them to use public libraries after school in order to get their homework done.

2.3 An overview of recent school library development in South Africa

According to Dick (2002:19), the 1953 Bantu Education Act led to the closure of many existing black schools, as the Apartheid regime aimed to keep black people illiterate. Apartheid Bantu Education also calculatedly under-resourced the schools that were designated for black learners (Dick, 2002). The inequalities in the South African school system in terms of resource provision

in this period of the country's history are demonstrated in the fact that five times more money was spent on a White learner compared to a Black learner.

But despite the efforts to develop an integrated education system since 1994, there are still serious inequalities that need to be addressed in the country. One such inequality lies in the provision of school libraries in those schools that never had them. Paton-Ash (2012:8-9) argues that if schools are essential to quality learning, a good school library is essential to the transformation of the South African education system which aims to provide quality schooling to all South African learners. The Minister of Basic Education likewise noted that schools without libraries should be developed as quickly as possible to offer relevant support to the processes of teaching and learning. For Paton-Ash (2012:10) the provincial departments, working together with the districts and the School Management Team (SMT) must ensure that schools access quality library and information services. Hart and Zinn (2007:91) observed that the overcrowded and under-funded public libraries in South Africa cannot meet the demand of learners, thus necessitating the development and provision of school libraries in every school. To compound matters, the role of the school librarian continues to be undermined by the government. A study by Hoskins (2006:69) showed that the DoE had reduced or closed the librarians' position in many schools as it had no budget for school librarian posts, and the schools had to employ librarians at their own expense, which many could not afford to do.

Paton-Ash (2012) refers to a survey done by the Human Research Council in 1999, the South African School Library Survey (SASLS), which reported that only 32% of schools in South Africa had an on-site library. Many of these school libraries were not operational due to the lack of a dedicated librarian, while the teacher put in charge of the library in the interim was busy teaching. In 2010, a non-profit organisation, Equal Education (2010:21), reported that only 7.23% of South African public schools had functional libraries, with most of them being ex-model C schools (schools that were formally for Whites only).

A report by the DoE in 2011 (Department of Education, 2011:23) indicated that 21% of the schools in South Africa had libraries, although only 7% had stocked libraries. Seventy nine percent therefore had no libraries at all. A report issued in 2005 by the DoE (South Africa. Department of Education, 2005:102) indicated that "if schools are to function as centres of learning, then adequate and well-functioning libraries for learners are essential and the number of books to which a learner has access also influences that learners' reading habits and abilities." As

many South African homes are inadequately resourced to support learners with suitable information materials, school libraries are learners' most important source of reading and information materials.

To address the lack of funding, the National DoE introduced a budgetary system based on learner enrolment. For example, a school with a learner enrolment of between 0 – 200 would receive R50 000 per annum, those with between 201 – 499 learners would receive R70 000, schools with between 500 – 999 learners would receive R100 000, while schools with more than 1000 learners would receive R150 000. The National Education Department is responsible for deciding the policy frameworks, while the provincial education departments implement the policy and administer schooling in their respective provinces (Schools and School Libraries in South Africa n.d:n.p). On the question of the provision of services, the South African Department of Education (2012:1) states that school libraries and information services should: provide a broader base of service provision and resources including information services to the youth; build community and social capital reflecting the culture and values of the school and broader community; and embrace the principles of diversity and democracy. It further states that all schools must have a library and provide information services that meet the needs of the users, and appropriate models of library provision may be considered depending on the size of the school. As the South African school curriculum is a resource-based curriculum, there is a need to integrate resources in order to develop information literate learners. Through this integration, a culture of reading will be promoted in both learners and educators.

Inequalities in school library provision under the pre-1994 education department resulted in a widespread lack of facilities, inadequate resources, and lack of trained personnel in the majority of schools (Du Toit and Stilwell, 2012:127). According to the authors, these disparities were also buoyed by the fact that there was no legislation forcing the education department to provide school libraries and to establish library standards. With school libraries largely being ignored in national education reform strategies, the onus is on the individual education departments to establish and develop school library services (Du Toit and Stilwell, 2012:121). Research conducted by Khumalo (2006:n.p.) and Mswazi (2003:17) has shown that school libraries in Africa are generally neglected. Their studies highlighted lack of staff, no library budget, absence of relevant and adequate stock, inadequate accommodation, the exclusion of school librarianship

in teacher training curricula, and the lack of government input to guide planning and development as common problems hindering the development of school libraries in Africa.

According to Zinn (2012:124), the development of a school library policy in South Africa has been an on-going process since 1997, and to date no policy has been formally adopted. For Zinn (2012), the biggest problems arising from the lack of policy are that educators are not aware of the importance of libraries, and resist adapting their methods of teaching to suit changing methods of learning and instruction.

Lack of full time teacher-librarians and resources results in allocated library space being wasted, and many of these schools are poorly stocked with a range of unsuitable and out-dated books (Schools and School libraries in SA, n.d:n.p). Currently in Gauteng, the provincial DoE has allocated 10% of each school's Learner and Teacher Support materials (LTSM) budget to library resources. (South Africa. Department of Education, 2010:4). This allocation cannot be used exclusively for the acquisition of library materials, but has to be used to buy all the support materials that the school may need. For example, schools that offer Home Economics as a subject may use some of this allocation to acquire cooking equipment such as stoves, pots and utensils, or in the case of Music, musical instruments may be bought using the allocation. This results in underdeveloped school libraries as the available funding is stretched over a number of subjects, despite the fact that the South African Human Research Council (2006:42) identified school libraries as basic infrastructure for the provision of basic education, and the National Reading Strategy's assertion that libraries are "the backbone of reading communities" (South Africa. Department of Education, 2008:18). Again, this is reflected by Bloch (2008:12) who regards school libraries as one of the basic tenets for effective education.

Currently, most school libraries that operate in South African schools are not optimally organised and remain locked most of the time because there is no one taking responsibility for the running and management of the library. Paton-Ash (2012:15), citing Zinn, observes that "by 2000, specialist posts were abolished in schools, the training of school librarians trickled to zero". According to Zinn, the fact that there is no budget for school librarian posts has implications on the services provided by school libraries, as the responsibility for running the library is given to personnel who are full-time teachers and who are not knowledgeable concerning the management of school libraries. Equal Education (2010:14) found that even though there are books in a school, they might be locked away in store rooms or unused because the educators do

not know what to do with them or how to use them. The lack of a qualified manager of information resources therefore results in under-utilisation by both learners and teachers. According to Equal Education (2010:45), the majority of learners are not learning to read because the available books are inaccessible.

In order to address these issues, the Department of Basic Education recently released a document envisioning that schools in the future will have well-resourced and functioning school library and information services which will contribute towards ensuring that all learners and educators are information literate and independent lifelong learners and readers (South Africa. Department of Education, 2012:1). The department intends to achieve this by increasing access to high-quality learning materials by providing textbooks for every learner in the schooling system, and by providing additional resource materials in libraries. The provision of school library services aims to provide each learner and teacher with access to a range of quality resources that are age appropriate, relevant and current. According to the South African Department of Education (2012:3) these resources should include digital resources, they should be accessible throughout the school day and after school, and they should be administered by a knowledgeable person.

2.4 Information literacy in the South African school environment

According to South Africa's Department of Education (2005:3), information literacy (IL) is the ability to locate, critically analyse, integrate and apply information, as well as to establish the reliability of information. UNESCO (2008) indicates that IL is an important prerequisite for harnessing ICT for education and fostering equitable access to information and knowledge. Information literacy enables learners to be functional in the information and knowledge society. According to Bawden (2001:235), information literate people are able to adapt to radically changing environments and to be effective in the information/technology environment.

A study by Boekhorst and Britz (2004) that examined information literacy at school level in South Africa concluded that libraries can play an important role in enhancing information literacy at school level. The authors argued that information literacy is one of the most important skills that is needed in the knowledge society, and view it as an essential outcome of formal education.

According to Wessels (2010:134), learners proceed to secondary schools without gaining information literacy training at primary school level, and are then expected to be familiar with

these skills upon entering secondary school. Wessels (2010) found that even at secondary school level, learners only received basic library skills, such as knowledge of the layout of the library, and the types of resources that the library keeps and how to find them, rather than information literacy. The reason for this is that in many cases, the teacher-librarians themselves are not information literate. Should teacher-librarians lack the understanding of the concept and value of information literacy, it would be very difficult if not impossible for them to impart these skills on educators and learners alike.

2.5 ICTs in South African school libraries

South Africa's Department of Education (2004) reported that many South African schools lacked basic ICT infrastructure. While many school libraries in South Africa might lack infrastructure, financial resources, skills and specialist knowledge, every learner and educator is entitled to have access to technology for information, collaboration, and professional development purposes (School Library Policy, 2003:n p).

According to the School Library Policy (2003), every school should attempt to acquire the most basic technology facilities, and all schools should use ICT as part of their school library services. The School Library Policy of 2003 emphasised that the introduction of ICT as part of school library services should be planned in a thoughtful and integrated way, and be informed by relevant national and provincial policies relating to ICT provision in conjunction with a well-defined information literacy policy within the school. The School Library Policy (2003) stipulated that ICTs, particularly computers, should be installed as part of school libraries. One set of computers should be for ICT purposes (preferably with CD Rom and Internet), and the other for administrative purposes.

ICT developments point to the possibilities of new technologies that teacher-librarians can use to help learners and teachers access the information that they need (Department of Education, 2008). By the end of 2015 the provincial education departments aim to provide at least one computer lab in each school, and where applicable from Grade R-12. However, even if this is achieved, it will not be sufficient to address the available computer requirements for Computer Applications Technology and IT together with the curriculum integration given the available computer time to be shared amongst many learners (Department of Education, 2008:11).

Furthermore, the Department of Education (2008:11) found that while computers were available in almost every South African school that had access to electricity, they were mostly used for school administration to compile class lists, write reports, and so on. A study conducted by Stilwell (2009:3) likewise observed that the South African schools that had computers were not using them to generate knowledge or to integrate ICTs across the curriculum, but for administrative purposes.

2.5.1 Gauteng Online (GOL)

Among Gauteng's provincial schools, the Gauteng Online programme was initiated in 2002 by the Gauteng DoE. In April 2007, the GOL program was transferred from the Gauteng Department of Education to the Gauteng Department of Finance (previously known as the Gauteng Shared Services Centre). The objective of the programme was to create a sustainable, school-based, e-learning environment where every learner could maximise his/her educational experience. This was to be achieved by providing each learner in a public school with an e-mail address and free Internet access, and by implementing a technology-enabled learning environment (Reimsbach- Koumatz, 2009). As an objective, GOL wanted to expose the learners to ICTs to enable them to use them for school-related information activities. Meant mainly for educational purposes, the system has been riddled with problems, mainly due to the inability of service providers to render reliable access to the Internet when the learners need it to do their school work. Sometimes the system is offline for two months.

2.6 Challenges of ICT provision in South African school libraries

South African educational institutions in general and schools in particular are set to grow significantly with respect to ICT access, teacher-training, professional development and usage (Isaacs, 2007:n.p). However, major challenges need to be overcome, such as the lack of a comprehensive policy on ICTs in education that covers all education sectors; the continued need for leadership and co-ordination of various initiatives; the promotion of enhanced learning through optimal usage of the technologies; and the need to demonstrate the value of the investment in ICT through improved performance of learners and teachers (Isaacs, 2007:n.p). The level of understanding of different aspects of ICTs is still low among teacher-librarians and educators within the South African school environment, and teacher-librarians also have yet to embrace other technical aspects such as web designing and programming (Kadiri and Adetoro, 2012:26).

2.6.1 Infrastructure challenges

In order for schools to exploit ICTs, electricity and network connections need to be in place. Since ICTs require more electricity, the electricity bills of schools with ICTs would be significantly higher, adding to the problems in schools already struggling with limited funds. Kadin and Adetoro (2012:27) found that due to the high cost of ICT facilities like the Internet, most libraries were unable to afford ICTs.

Another problem that is noted by South Africa's provincial DoE is that schools receive donations of out-dated equipment that do not address educational requirements (Department of Education, 2008:14). To counteract this, the DoE recommends that prior to accepting donated computers and peripheral equipment, the schools must ensure that they are able to accept and utilise such equipment effectively. Due to budget constraints, the schools use any possible form of cost saving as an option, and sometimes accept refurbished equipment as donations without considering the higher maintenance costs associated with older equipment (Department of Education, 2008:16). Such refurbished equipment might fulfil the average computer needs in a school, whereas older equipment performs below required standards (Department of Education, 2008:17).

2.6.2 Accessibility and utilisation issues

Accessing technology is an important issue for teachers and learners. Although many schools may have networked computers available, the factor determining their use is where those computers are located. Inconvenient locations heavily impact on utilisation (Gahala n.d.: n.p.). Several factors impact on how the computers are used. These factors include placement of computers for equitable access, technical support, effective goals for technology use, time for professional development, appropriate coaching of teachers with different skills levels, availability of educational software, and sustained funding for technology (Promoting Technology Use in Schools: n.d:n.p.).

Research conducted by Streatfield& Markless (2000) in England and Wales determined that most school library services were not well placed to demonstrate their effectiveness in relation to the then government's and schools' agenda. The authors described factors that would affect the survival and growth of school library services, including funding and staffing.

2.6.3 Funding constraints

In order to provide the schools with library collections, the South African DoE decided to use learner enrolment for each school to determine resource allocation. Resource allocation is about how school libraries should be given materials. This is done to avoid some schools being poorly resourced, while others are more resourced. Schools should receive a core collection according to budget allocation, and this collection should include reference materials such as dictionaries, encyclopaedia, maps, charts, atlases, fiction in all languages and non-fiction to support the curriculum.

According to the Gauteng Department of Education website (2012), for the period of June 2010 - May 2011 South African schools were allowed to use 50% of the budget for Learning and Teaching Support Materials (LTSM) as follows:

- 35% of the LTSM rand amount for textbooks
- 35% of the LTSM rand amount for school stationery
- 5% of the LTSM rand amount for office stationery
- 10% of the LTSM rand amount for library resources
- 4% of the LTSM rand amount for library stationery
- 6% of the LTSM rand amount for laboratory equipment

Fifty percent (50%) of the remaining school allocation had to be divided between services and maintenance according to the needs of the school.

The rising price of library materials each year makes it more difficult for the schools to update their collection and buy new materials due to fewer funds allocated towards school libraries. This results in the poor quality and quantity of library resources and the subsequent low rate of utilization by educators and students.

2.6.4 Staffing issues

A key reason behind why there are so few school libraries in South Africa is that there are very few teacher-librarians to service them (Conyngham and Isaac, 2010:32). Equal Education (2010:25), a non-governmental organisation concerned with educational resources in South African schools, estimated that only 23% of South African schools had a full-time librarian. It is assumed that schools with well-stocked libraries employ librarians or library administrators while the rest do not. It is also assumed that by increasing the number of school librarians' appointments and employment opportunities, greater demand for their training will be created (Equal Education, 2010).

2.7 Role of school libraries in education

School libraries develop reading literacy in learners. The more that learners receive instruction on how to access books in the library, the more they will be encouraged to use the library, and the more they will learn to enjoy reading, the better they will read (South Africa. Department of Arts and Culture, 2009:39). In order for effective learning to take place, learners must have access to the necessary information, materials and resources. Lance (2003:n.p) describes the school library as a building or an instructional and self-development centre that operates as an integral part of the entire school environment. This centre is one of the main sources of information for learners and teachers (Lance, 2003:n.p).

A school library is essential to the development of the human personality as well as the spiritual, moral, social, cultural and economic progress of the community (Interim Association of School Librarianship, 2003:n.p). As the school library is the heart of a school, it plays a vital role in achieving the goals of the educational system (KwaZulu-Natal Department of Education, 2003:3). The principal role of the library is to provide relevant resources and services to its users. Library resources are the materials in the library that make information-related services possible. The library is central to the fulfilment of the instructional goals and objectives of a school, and promotes these through a planned programme of acquisitions, organisation of Information Technology (IT), and the dissemination of materials to expand the learning environment of all students (Hoskins, 2006:16).

It is equipped with resources that are there to assist with the teaching and learning needs of the school (Baldwin, 1995:n.p). It is very important for the library to offer quality library services to help students conduct research, complete their assignments, and generally improve their

information literacy. The implementation of library programmes also aims to equip students with the skills to succeed in a changing environment, and to provide teachers with access to relevant curriculum information and professional development materials (Marcoux, 2010:229). According to Marcoux, in order for a school library to deliver efficient services, user consultation and involvement in the design of the library are imperative, as this is a major contributor towards successful service delivery.

The IFLA/UNESCO School Library Manifesto (1999) states that a school library provides information and ideas that are fundamental to successfully functioning in today's information and knowledge-based society. According to The Canadian Library Association (2000), the role of the effective school library lies in the development of resource-based programs that will ensure that all young people in school have the opportunity to learn the skills that will enable them to become competent users of information.

In the past, school libraries were perceived to be a place where students went to get information, but school libraries have become much more than that. Hartzell (2003:39) observes that modern school libraries are actively engaged as learning centres to develop intellectual scaffolds for students and to help them engage with information meaningfully so as to construct their own understanding of the topic they are studying.

Baughman (2000:n.p) and Smith (2001:n.p) conducted studies on students' achievement in Massachusetts and Texas respectively. Baughman's study concluded that test scores were higher in schools with library programmes, and that the highest achieving students were those who had attended schools with good libraries. Smith's (2001) study in Texas analysed the relationship between student performance and the existence of school libraries. Her conclusion was that library-related variables, such as staffing, collection size and technology, all contributed significantly to the overall performance of learners.

The Research Foundation paper (2006:n.p) reports that school libraries with qualified school librarians play key roles in promoting information literacy and reading for information and inspiration. It was also found that school libraries that were staffed with professionally trained librarians who collaborated with teachers and who engaged students meaningfully with information on matters in the real world became sophisticated tools in the 21st century's learning

environment, offering equal opportunities for achievement to all students, regardless of the socio-economic or educational status of the community (Perez, 2010:np).

A study conducted by Lance *et al.* (1993), demonstrated a direct correlation between well-stocked, well-staffed school libraries, and standardised testing and reading scores. The study, which was done in Colorado in the United States of America (USA), showed a 10 - 15% increase in test scores in schools that had professionally managed libraries and teachers who collaborated with teacher-librarians to develop curriculum based resources. This was corroborated in a study by Farmer (2003:151-152), who found that the school library programme contributes significantly to the school's efforts. For example, students were found to achieve better academically when teacher librarians collaborated with classroom teachers and when a variety of technologies were available in the library. Farmer (2003) also found that in such schools, the library acts as an integral part of the school, making different resources available for student use, and assisting educators in using a wide range of materials to prepare lessons for each class.

Achterman (2008:n.p) likewise found a correlation between well-run school libraries and student achievement. In his study, he found that student reading achievement in secondary schools was closely related to increased exposure to school library programmes. The study showed that an effective school library that is led by a professional media specialist plays a critical role in facilitating student learning for building knowledge.

Therefore, the success of any school library in attaining high academic achievement depends on the presence of adequate staff, specifically a full-time certified library media specialist with at least one full-time support staff member. The presence of a large collection of books, magazines and newspapers in the school library is not enough to generate a high level of academic achievement by a student. Such collections only make a positive difference when they are part of a school-wide initiative to integrate information literacy into the school curriculum (Lance *et al.*, 1993). Lance's study indicated that qualified library personnel, sizeable collections, and TL interaction with students and teachers all had a positive effect on secondary schools' academic performance levels.

According to the Library Association (2000:1), "Libraries empower pupils not only by supporting the teaching and learning in school, but by giving them the freedom to make their own choices about reading and learning experiences."

2.8 School library utilisation

Elaturoti (1993) suggests that the usefulness of any school library media centre depends on the level of its utilisation by students. Learners are expected to use school libraries to obtain information to meet diverse information needs. However, Nagata et al. found that while some learners used the library for their studies (class assignments or for their own reading), others used it as a place where they could rest and chat with friends, and some only visited the library to use the computer. The authors observed that some learners had never checked out any library materials. Orji (1996) confirms that users use the library for many and varied reasons, among others to prepare for exams, for leisure, recreation, for serious academic work, to see friends, and so on. He concluded that school libraries are wasted if they are not properly used by students.

Okeason and Okpeota (1993) opine that learner utilisation of library resources is dependent on their ability to read and comprehend information resources. According to the authors, reading is the most important cognitive skill that a person can acquire. Beyond academic and work-related reasons, people read to gain ideas and information to relieve tension and stress in their lives, as well as to gain knowledge on a wide variety of experiences (Okeason and Okpeota, 1993).

Streatfield and Markless (2000:n.p) state that most learners use the library to get information for school projects and assignments. Hence if no library-related work is given to learners, they will seldom use the library. Streatfield and Markless (2000:n.p) reported that students from primary schools that had librarians, or who had received a good grounding in library practice, were more aware of resources when they entered secondary schools. The fact that secondary students encounter problems with using the library and resources suggests the need for increased emphasis on the planning and involvement of library resources in primary education and greater continuity of information handling skills between primary and secondary school (William and Wavell, 2001:n.p).

There is also the problem of school hours. A study conducted by Nibishaka (2006:n.p) in Rwandan school libraries found that there was no period allocated to library use by learners in the school time table. Inconvenient opening hours coupled with the failure to allocate time for students to browse and read in the library during the school day or after school made it virtually impossible for the learners to utilise the library. Additionally, Nibishaka (2006:n.p) determined that students were deterred because of the poor collection of books, and that some schools were becoming more protective of lending out books because of the limited collections that they have.

Poorly arranged library collections also contribute significantly to poor utilisation (Lowe, 2000:n.p). Learners are dissuaded from using the library when it is difficult to get the information that they need.

According to Saitis and Saiti (2004:14), most school libraries operate using traditional and ‘old fashioned’ methods. These school libraries play the traditional role of providing services without responding to the increasing diversity that has been brought about by Information Technology. As a result, these school libraries do not have computers and Internet access, which are very popular among learners, contributing to the ‘old fashioned’ view of libraries and their under-utilization by young people.

Olën (1996:84-86), focusing on students’ use and perceptions of the school library, identified the following factors as contributors to the underutilisation of school libraries:

- Inadequate school libraries
- Subject teachers who do not value the school library
- Teachers who are not role models to learners with regard to reading and information use
- Using non-qualified library staff as teacher librarians

Olën (1996) also found that teaching styles and the attitudes of subject teachers towards that library were often considered to be the most important determinant of learners’ utilisation of school library services. The principal, educators and teacher-librarians need to support the utilisation of library programs. Mardis (2009:n.p) contends that teachers utilise the resources that are available in the school libraries for specific information needs relating to mastering the curriculum content of their subject areas. However Mardis’s research has shown that teachers generally do not use their school libraries to source educational material, and generally do not collaborate with teacher-librarians in planning their lessons or other academic activities.

Like Olën (1996), Streatfield and Markless (2000:n.p) found that the most important factor leading to the effective use of school libraries in both primary and secondary schools was a positive attitude by teachers. Teachers who know how to use the library effectively and who have a positive attitude towards libraries are more likely to motivate students to use the library regularly. Streatfield and Markless (2000:n.p) recognised a number of other issues that relate to

the effectiveness of library provision, for example the importance of the principals in promoting the school library, cooperation between educators and the teacher-librarians, and promoting user education to both educators and learners.

Roberson (2005) focuses on the cooperation between educators and teacher-librarians in arguing that the primary cause of under-utilisation of school libraries is the negative attitude that teachers have towards working cooperatively with the TL. She suggested that cultivating a positive attitude between principals, educators and teacher librarians towards working together would improve the utilisation of school libraries and would also maximise student learning. Baughman (2000) likewise found that students were academically successful in schools where educators and teacher-librarians worked collaboratively to accomplish educational goals.

Gertz (1991), focusing on factors believed to influence the attitudes of pre-service and in-service teachers towards collaborative work with the teacher-librarian, found a strong correlation between the teachers' attitudes towards cooperative work, and their general disposition to work cooperatively in the school setting. Gertz (1991) suggests that academic achievement could be enhanced if school professionals' (principal, educators and TL) attitudes towards cooperative work with a librarian were advanced and cultivated.

Streatfield and Markless (2000:n.p) also identified the different views that teachers have of the school library as a contributing factor to its utilisation. According to the authors, primary school teachers have a broad view of the use of resources, and distinguish between collections of books in classrooms and centrally held collections, while secondary school teachers generally have a clear idea of the library as a specific entity but less of an idea on how it might help them in teaching and learning. These authors also identified the lack of resource-based teaching in teacher training courses as a major factor contributing to school library usage, and found that the majority of teachers were ill prepared to use the library for class preparation. Lowe (2000:n.p) points to another factor that leads to the under-utilisation of the library, and that is that teacher-librarians lack training and dedication, and therefore seldom assist students when they seek information.

2.9 Challenges in the utilisation of services

According to Saitis and Saiti (2004:14) most school libraries operate under traditional and “old fashioned” methods. For them the school libraries play a traditional role of providing services

without responding to the increasing diversity of Information Technology. As a result a school library does not have computers and Internet access. Such factors contribute to under-utilization of school libraries.

2.9.1 Reasons for utilisation and non-utilisation of school libraries

Mardis (2009:n.p) contends that teachers utilise the resources available in the school libraries for specific information needs relating to mastering the curriculum content of the learning areas they teach. However Mardis's research has shown that teachers generally do not use their school libraries in terms of educational material, and generally do not collaborate with the TLs in planning their lessons or other academic activities. Streatfield and Markless (2000:n.p) found that the most important factor leading to effective use of school libraries in both primary and secondary schools was a positive attitude by teachers. If teachers are using the library effectively they are able to motivate students to use the library regularly. These authors also identified the lack of training in resource based teaching in teacher training courses as a major factor contributing to school library usage, and found that the majority of teachers were ill prepared for using the library for class preparation.

Streatfield and Markless (2000:n.p) identified the different views educators have of the school library, as a contributing factor to its utilisation. According to them primary school teachers have a broad view on the use of resources, and distinguish between collections of books in classrooms, and centrally held collections, while secondary school teachers generally have a clear idea of the library as a specific entity but less of an idea on how it might help in teaching and learning. Streatfield and Markless (2000:n.p) recognised a number of issues which relate to the effectiveness of library provision, for example the importance of the principals in promoting the school library, cooperation between educators and the TLs and promoting of user education to both educators and learners.

According to both authors most learners use the library to get information for school projects and assignments. If no school work is given to learners, they seldom use the library. Streatfield and Markless (2000:n.p) reported that students from primary schools who had librarians, or received a good grounding in library practice, were more aware of resources when they enter secondary schools. The fact that secondary students encounter problems with using the library and resources suggest the need for increased emphasis on the planning and involvement of library

resources in primary education and greater continuity of information handling skills between primary and secondary school (William and Wavell, 2001:n.p).

Olën (1996:84-86) in her study on students use and perceptions of the school library identified the following factors as contributors to the underutilisation of school libraries:

- Inadequate school libraries
- Subject teachers who do not value the school library
- Teachers who are not role model to learners with regard to reading and information use.
- Using non-qualified library staff as TLs.

Additionally Olën (1996) also found that teaching styles and the attitude of subject teachers towards that library were often considered to be the most important factor towards learner utilisation of school library services.

A Study conducted by Nibishaka (2006:n.p) in Rwandan school libraries found that there was no period allocated for library use by learners in the school time table. Failing to allocate time to browse and read in the library into the school day or after school makes it virtually impossible for the learners to utilise the library. Additionally Nibishaka (2006:n.p) determined that school libraries are under-utilised because the poor range of books and inconvenient opening hours are putting learners off these libraries, whereas some schools are becoming more protective of lending out books because of the few collections they have.

Poorly arranged library collections contribute significantly to poor utilisation (Lowe, 2000:n.p). If books are not orderly, learners are not keen on using the library because they know it is very difficult to get the information they need. According to Lowe (2000:n.p) another factor which leads to under-utilisation of the library is that TLs lack training and dedication and therefore they seldom assist students when they seek for information.

2.9.2 Facilities and equipment

School libraries should have adequate facilities and equipment if they are to ensure effective service delivery to users. For Tawete (1988:334), the facilities necessary for effective service rendering include accommodation, reading space, tables, chairs, shelving, lighting, as well as

ICTs such as computers to provide access to digital media. The availability of library facilities has an influence on the provision of library services.

2.9.3 Collection development

Collection development is defined as the process of bringing together various materials and media to form a collection to meet the teaching and learning needs of educators and learners. It involves planning, building and maintaining a library's information resources in different media (Evans, 2000:15-16). School libraries have to store different resources in different formats, ranging from print to non-print (electronic media) media, and such resources must be available to students and educators when they need them. These resources need to be constantly developed and updated.

In order for a school to have a useful and balanced collection in the library, a collection development policy must be in place. According to Bolan (2009:105), a library collection needs to be diverse in terms of subject matter in order to cater to the needs of all the learners and to be able to attract users. Bolan (2009:106) emphasises that the collection must look lively and interesting to attract learners and teachers.

2.9.4. Collection development policy

A collection development policy is a written document of the library's intentions for building its collection (Collection Development Policy, n.d). It provides guidelines for the staff and describes the collection's strengths and weaknesses. A collection development policy can be modified over time when the school library's collection needs to change.

Constructing and implementing a policy for the school library is important because it reflects the rationale of the library's existence within the school (De Silva and Turriff, 1993:54). Every school library should have a collection development policy as this outlines the mission and purpose of the library (Bushing *et al.*, 1997: 11). According to the De Silva and Turriff (1993:54), the lack of a policy often results in unstructured and unsystematic work, where the same issues are constantly addressed without any progress, and work is done without direction/development. Without this policy, the library collection would be developed, maintained, and run without any guidelines. An effective policy would lead to staff utilising their professional and management skills more effectively to ensure that the school library functions as an integral part of the curriculum. With a policy in place, teacher-librarians can make

decisions on funding changes, staffing or deciding when to discard an item, and the policy can serve as a source of reinforcement when a particular action is challenged by other educators (Bushing *et al.*, 1997:11).

A policy also allows for the identification of issues of concern and how to address these; the development of services to match what is required in the school; and the review of the effectiveness of the services and resources available in the library (De Silva and Turriff, 1993:54). The availability of a policy will inform all stakeholders about the role of the school library and its management and development thereof. De Silva and Turriff agree that the lack of a policy often results in everyone expressing different ideas and experiences concerning the school library's management, which can lead to misunderstanding and dissatisfaction on all sides.

2.9.5 Availability of appropriate books

The utilisation of school libraries services is affected by the types of resources that are available in and provided by the library. The kinds of materials available can contribute to the under-utilisation of resources. If the available materials are irrelevant to users, such materials will be of no use to them. In order for the school library to run effectively, a relevant collection must be availed to learners and educators.

2.9.6 Accessibility

According to Hollister (2010:n.p), it is important for learners to interact with resources in order for them to improve their academic performance. However, gaining access to the information sources is sometimes difficult, if not impossible. Accessibility means that users can identify and use the library resources (Fayose, 2000:n.p). According to Aguolu and Aguolu (2002:n.p), while resources may be available in the library, the user may still be unable to lay their hands on them. The more accessible the information sources are, the more they will be used. Users tend to use information sources that require the least amount of effort to access. Aguolu and Aguolu (2002:n.p) note that the availability of an information source does not necessarily imply its accessibility, because the source may be available but inaccessible for one reason or another. A simple case of this is when teacher-librarians close the library to attend to other duties, or when computers are locked away or offline for days on end. Fayose (2000: n.p) established that the

inaccessibility of information sources leads to frustration among learners, resulting in the non-utilisation of school library services.

Oluwu (2004:n.p) mentions that the low use of the library by learners is often traced back to the inaccessibility of materials. Oluwu (2004:n.p) goes on to say that learning materials can be available, but if they are not catalogued or miscatalogued, poorly indexed, or mis-shelved, they are inaccessible to those who need them. Oluwu (2004:n.p) identifies natural and artificial barriers to free access to information, for example intellectual or physical access. For the author, the school library's poor reputation is attributed to the inaccessibility of information sources.

Ubegu (2006:n.p) states that school libraries help to achieve the objectives of producing students that are information literate and that are prepared for lifelong learning. For Ubegu (2006:n.p), the library is the storehouse of knowledge and information, as it provides both access to information resources and the information itself.

A study conducted by Duffy (2005) among Montessori Society school libraries which were failing to maintain a high learner pass rate, found that the more books the libraries had, the less accessible the resources became because there was no system for finding items. The study showed that children often spent more time locating a resource than actually using it for school work. Duffy (2005) recommended the introduction of an automated media library system which would allow learners to access all the books in the school and enable them to retrieve information within a short period of time.

Accessibility in the library is also closely related to staffing. If a school does not have a full-time teacher-librarian or library assistant, the library may not be open as often as required as teaching related emergencies might have to be attended to by the teacher-librarian (Ubegu, 2006:n.p). These emergencies include teaching classes for various reasons, invigilating during examinations, assisting administrators and educators with making copies, or doing other admin work as requested by teachers or principals. Ubegu (2006:n.p.) found that the library only operates after exam sessions, by which time learners have to go home because they are using common transport.

2.10 Role of teacher-librarians in the provision of library services

As information professionals within a school, teacher-librarians are tasked with many responsibilities and challenges that include the integration of teaching skills and librarianship,

curriculum development, staff training and students' learning, the provision of resources despite inadequate funding, and insufficient support (Todd *et al.*, 1996). Angus (1993) identified one of the roles of the teacher-librarian in the provision of library services as that of working cooperatively with educators to ensure the effective integration of information resources and technologies into student learning. According to Walsh (1997), the access point for Internet connectivity is generally located in the library, thus the role of the TL has extended to include the supervision of this facility and the training of staff and students in the use of the Internet.

2.11 Services offered by school libraries

2.11.1 Referral and reference services

Reference and referral services are designed to assist the user with his/her research; to provide information on available library services and resources and how best to access and use them. Reference and referral services are services that many school libraries have failed to provide effectively, as sometimes the school does not have the information that the learners want to use in their reference section. This information gap then needs to be filled by public libraries or other information centres. Sometimes learners find it difficult to fill the gap themselves as they cannot access public libraries for various reasons, such as the distance from their home to the library, using communal transport to and from school, etc. Teacher-librarians can help these students by networking with other information centres through the use of the Internet, telephone, normal postal services, or through inter-library loans to find the information that they need.

2.11.2 Provision of information materials in print form

Information provision has to do with providing the user with relevant information by means of selection, evaluation, and interpretation (Mahwasana, 2008:32). For Mahwasana (2008:32), every school library needs to provide information resources in print form; a school library without original documents in the form of books, journal articles, dictionaries and encyclopaedias, will not survive since many schools still don't have enough or any computers to enable their learners to access resources online. Most South African students rely on print materials as they cannot access online information even while they are at home, as many come from poor economic backgrounds and cannot afford computers (Gahala, n.d.: n.p.). Therefore print materials are still necessary in school libraries.

2.11.3 Guidance services

Gericke (1996) defines guidance services as the act of guiding and directing a user towards satisfying some reading or information need. School library users are sometimes unaware or unfamiliar with the information sources and services that are housed in school libraries. Guidance services aim to provide directions for the users on how to use the library and the available services. This service ensures that users become familiar with the library and its collection, services and resources, and understand that the staff will assist them if they need information.

2.11.4 Reprographic services

Reprographic services allow an information user to access documents or parts of documents by reproducing them from the original sources that are available in the library (Woolls, 2001). The provision of reprographic services enables information users to peruse and use reproduced copies at a location other than the library and at a time of their convenience. According to Woolls (2001), the advantage of providing reprographic services is that copies reduce the tearing of pages from valuable resources such as books, and increase the overall effectiveness and convenience of the library information service.

2.11.5 Lending services

Lending services deal with checking materials in and out, discarding material, and renewals. Lending services allow learners to take information out of the library and use it at home. Each library has its own regulations governing the lending of materials. For example, a learner may only be able to borrow a limited number of items at a time, and students are granted permission to loan library materials only if they are registered in the school. In the event that the user does not return materials by their due date, some sanctions may apply, such as fines, replacement charges and suspended borrowing privileges (Lending regulations for books, n.d.).

2.11.6 Online services

Current developments in information searching and retrieval allow for the use of online information services (Dickenson, 2008). Online services refer to the provision of services and information on the Internet (Prevost, 2009:8). Prevost recommends that in order to develop a balanced collection that provides necessary support for resource-based teaching and learning, the teacher-librarian must include access to a variety of electronic media in the school library

collection, especially online access, to meet the diverse needs of learners in an information-based society. Online communication operates like a telephone system; a caller sends a message and expects an immediate response from the recipient. In his study, Prevost (2009) found that more learners enjoyed using the Internet to get information for their school projects and assignments, and observed that when the school library provided Internet access in the library, learners used the library to search for information more often. Prevost concluded that learners are more encouraged to complete their research and school work if they are given access to online information.

2.12 Promotion of school library services to enhance utilisation

The optimal utilisation of a school library is directly related to the amount of promotion that goes into creating awareness of its existence and the services that it can offer to both teachers and learners. Burkman (2004) identified the need for promotion as it creates awareness of the goals of the library, and also informs the users about available services and resources. The importance of marketing is also underlined by Kinnel (in Elkin and Lonsdale, 1996:171), who states that marketing the available resource based on the needs of the user, ensures the resource's effective utilisation. Eyre (in Elkin and Lonsdale, 1996) emphasises that the marketing strategy needs to be centred on the needs of the users as well as on understanding the role that the library plays in the life of the users. Thus in planning promotional activities, it is important that the staff be acquainted with the methods available to conduct marketing in order to pitch the resource or service correctly to the intended users.

According to Burkman (2004:43), one of the major duties of the teacher-librarian is to be a public relations expert for the library and the school. His study found that no one will notice the library if no one promotes its resources and 'sells' what the library can offer or contribute to the learning and teaching experience. It is therefore imperative that teacher-librarians create personal relationships with the teachers by inviting them to visit their libraries during breaks or during lunch hours. During free periods, the teacher-librarian could visit educators in their classrooms to inform them about the available information or resources that can be used in their lessons.

According to Scheirer (2000:7) and Fourie (2002:68), it is the responsibility of the teacher-librarians to promote the use of the library and information resources in their schools, and this can be done in a number of ways, discussed below.

2.12.1 User education

Moore (2001:n.p) defines user education as the teaching of information skills that will enable students and teachers to use school library materials with little assistance from the teacher-librarian. Magara and Nyumba (2004:319) and Gorvie (2005:n.p) agree with this definition, explaining that user education enables teachers and students to locate and find relevant information in the school to satisfy their learning and teaching needs. Herring (1992) indicates that user education in secondary schools aims to acquaint students with the use of information materials and libraries. According to Fourie (1991:2), user education is also commonly referred to as library orientation, and it aims to introduce the user to the layout of a library and the available facilities and services.

Kinnel and Heeks (1996) argue that library-based courses and programmes that are aimed at teaching students and educators how to use information materials in the library are the most effective marketing tools. In addition to instructing potential users on effective library use, user education also serves to publicise all the services that the library has to offer and promotes the retrieval and use of information (Kinnel and Heeks, 1996).

2.12.2. Displays and bulletin boards

A very effective way of promoting material is to display the items whose circulation the teacher-librarian would like to improve. This can be done in different ways, for example the material can be put in a glass display cabinet, displayed on bookshelves, or arranged on tables (Belben 2002:29). Burk (2007:41) explains that the manner in which books are displayed on regular bookshelves can promote specific items, for example by turning the books to show their covers instead of their spines. To attract teachers, the materials that the library wants to promote can be placed and displayed on the table where the staff usually signs in and out (Belben, 2003:35).

Another effective promotional tool, according to Burkman (2004:42), is outreach programmes for learners and educators as a way to promote the library collection, new acquisitions, and old materials that tie in to the curriculum. During these promotions, displays that reveal specific areas of the collection inform students and educators of their availability. Everyone within the school can be involved in creating attractive displays or artwork. Inexpensive materials can be used to create the decorations for the displays (Burkman, 2004:42).

Decorations also apply to the bulletin board. Schrock (2003) explains that a bulletin board is an area that is normally utilised to advertise any new information pertaining to staff, such as circulars. According to Bishop (2007), eye-catching bulletin boards have always been a great way to promote a school library collection. Creating an attractive bulletin board is an ‘art’ that features the promotion of books and other library materials.

Schrock (2003) advocates that the library should share new and exciting developments with teachers, parents, and students by creating attractive bulletin boards that they cannot resist. It is advisable that the bulletin board should be easily accessible to teachers and other staff.

2.12.3 Internet and social media

According to Schrock (2003:n.p), promoting the library media centre is necessary because it encourages teachers and students to visit to the library, and keeps students and teachers informed and updated about the latest available resources. The Internet is one of the biggest channels of advertising and promotion among today’s youth, therefore creating a page on a social networking site could be a great way of promoting a school library (Sweat, 2012:n.p). Social networking sites include Facebook, Twitter and BBM. A school library page would allow students to campaign and market their library to their friends as well as share knowledge of upcoming events, which should increase their interest in visiting the libraries. Social networking is just one type of ICT that students use on a daily basis. A TL could also create an online news group, where parents and students discuss matters relating to the library. The teacher-librarian could also promote the professional collection by e-mailing educators and inviting them to come to the library to view materials that can be helpful in their teaching (Schrock, 2003:n.p).

Creating a web page could encourage students and teachers to use the school library. Such a website should have links to helpful resources and needs to be organised in a way that it is useful for homework and special projects (Schrock, 2003:n.p). For Schrock (2003), this marketing strategy can transform the library media centre into a must-visit destination for students, parents, teachers and administrators.

2.12.4 Brochures, flyers and posters

Brochures about library services can be a great way of outlining the various information resources and services that the library can offer (Sweat, 2012:n.p). Users can pick the information that they may need concerning the services that they require from brochure displays

at the entrance of the library, near the circulation desk, or anywhere else in the library where they are visible to library users. Brochure displays also give users a positive impression of the library as a place from which to obtain information services. Sweat (2012:n.p) also emphasises that calendars that inform users about events each month can help to market various library programs and services. Easily accessible calendars would allow students to plan ahead to attend library programs.

Advertising using posters and flyers is also a great way to inform users about what is coming up in their library (Sweat, 2012:n.p). Other than being informative, putting up posters and distributing flyers in the community can increase the awareness and popularity of the school library (Young, 2010:n.p). Students and teachers would encourage their friends to spend time at the school library, and parents would push students to attend the programs or use the services. Young (2010:n.p) advocates close cooperation between public libraries and school libraries in advertising the programs that school libraries offer.

2.12.5 Video

Marketing the school library through a video is one of the best ways to raise people's awareness of the library's activities and resources (Sweat, 2012:n.p). Many learners today have access to video through their cell phones. During library events, learners can create videos and record all the activities that take place so that they can share them with the entire community (e.g. parents, siblings) and promote the local school library in the process.

2.12.6 Special events

Teacher librarians can organise special events to promote the library. Special events such as 'library poetry day' can be organized to encourage students to write poems and present them to other students (Medders, 2012:n.p).

Book reviews can also be organized, where students present talks about the books that they love (Medders, 2012:n.p). Students can come to enjoy these talks, as they will provide them with the opportunity to learn about different books, acquire listening skills, ask questions, and socialise with other students.

Activities such as book fairs, book talks, and popular author visits can also be used to market the school library (Schrock, 2003:n.p). The goal of these events is to leave teachers and students

feeling positive about the library. Schrock (2003:n.p) emphasises that scheduled events should not be in conflict with prearranged significant school happenings in order to allow everyone to attend. Such events can be held during the weekend or in the evenings so that students can attend them with their parents. Teacher-librarians can also organise fun reading competitions like readathons, where students take turns to read and compete on who can read the most books (Sweat, 2012:n.p).

2.13 Challenges in the provision of library services

2.13.1 Library staff

The type of staff that the school library employs has an impact on the utilisation of the school library and its resources. The library staff should have the required knowledge and skills to be effective information providers. Latrobe and Laughlin (1992:50) agree that staff members who serve as teacher-librarians should be in possession of relevant qualifications and be properly trained to do library work.

Lonsdale (2003:n.p) observes that the lack of systematic national data makes it difficult to gain an accurate picture concerning the staffing of school libraries. School library staff refer to themselves as teacher-librarians even when they are only qualified as teachers with no training in the provision of library services. For Lonsdale (2003:n.p), the use of unqualified educators does not address the problem of the lack of staff, but causes more problems as these staff members are not qualified to run and manage library resources.

According to the IFLA/UNESCO School Library Manifesto (2000:n.p), the school librarian must be a qualified professional staff member who will be responsible for the planning and management of the school library. The TL must also be supported by adequate and dedicated staff. As a system, members of staff must work together cooperatively and independently to achieve common goals within the school. The American Library Association (2000:3) states that a TL must work in the school library fulltime to attend to the information needs of educators and learners, and should not be given any other teaching commitments in the school.

With regard to staffing, the UNESCO School Library Manifesto (2000:n.p) observed that many school libraries do not have dedicated library staff. The main reason for this is that the available TLs are usually tasked with additional responsibilities, such as teaching, documenting and so on,

thus preventing them from performing their assigned duties. This affects the use of school libraries by learners and teachers.

Marquardt and Oberg (2012:n.p) state that a well-staffed school library should employ a TL with qualifications in librarianship as well as teaching. Equal Education (2010:n.p), in their South African campaign for school libraries, stress that there should be one school, one library and one librarian. The librarian should also have trained support staff and volunteers who can assist with library duties. Paid library staff should provide leadership, administration, instruction and information support. Principals and classroom teachers and other specialists within the school have a role to play as well because the school library cannot fulfil its mission without their involvement (Marquardt and Oberg, 2012:n.p).

A study conducted by Pigui (2006:n.p) in Cameroon's secondary schools found that most secondary schools with functioning libraries were managed by a junior teacher who carried the additional burden of being a TL. It is very rare that schools in Africa can afford to hire even a partly trained school librarian; therefore teacher-librarians frequently have little or even no training in running school libraries. In contrast, William and Wavell (2001:n.p) point out that librarians in schools in the United States of America have to be dually qualified as teachers and librarians.

A study conducted in Canada by Oberg (2000) reported that there had been significant and widespread haemorrhaging of full-time teacher-librarians in most parts of Canada. Although the research results showed that more than 93% of the schools had library facilities, very few schools employed full-time teacher-librarians. On average, 75% of all Canadian schools used part-time teacher-librarians, meaning that many libraries were not professionally staffed.

According to the American Association for School Librarians (1998:6), teacher librarians plan and direct the library programme, and they are the Chief Executive Officers of the library. By implication, this means that there must be other employees who ensure that all the activities are carried out within the library. Their central mission is to "ensure that students and staff are effective users of ideas and information" (American Association for School Librarians, 1998:7). Students come in and out of the library all day long to lend books, use computers, and conduct research to complete assignments. Attending to these activities is a full-time job for a full-time librarian with the assistance of other library staff members.

Burk (2007:40) advocates that the quality of library provision depends on the staff available within the school library. For this reason, it is important to have sufficient, well-trained and highly motivated staff. According to Burk, the term “staff” in this context means qualified librarians and library assistants. In addition, there must be supporting staff such as teachers, parents and other kinds of volunteers. All staff members should have a clear understanding of their duties and responsibilities.

2.13.2 Space constraints

Space problems are a common concern for most schools with libraries in South Africa. Farmer (2009:11-13) advocates that the concept of enough space should also include visual space. A common problem is that during the planning phase of a school, due consideration is not given to the future expansion of resources and the growing number of learners (Tilke, 1995:19). Growing pupil enrolment eventually leads to overcrowding as most of the libraries are not built to accommodate a large number at any given time. Overcrowding often leads to frustration for those students who can only use the school library during breaks. Those who have to wait outside for a space get even more frustrated, as sometimes they have to go back to class without receiving any assistance.

Believing that technology offers a solution, many school principals have embarked on installing technology in their libraries, not taking into account that technologies such as computers, printers, scanners and photocopy machines, also require space (Nibishaka, 2006:n.p).

2.13.3 Funding

The biggest challenge facing most secondary school libraries throughout Africa is underfunding. In most countries across the continent, this amounts to little or no funding at all (Nibishaka, 2006:n.p). Underfunded school libraries have limited materials, which makes them of limited value and interest to both learners and educators. According to Nibishaka (2006:n.p), school libraries are not prioritized in national and school budgets. Nibishaka (2006:n.p) concludes that even where schools have a library budget, the money is often used as an emergency source of funding for other operational expenses and is frequently diverted away from library expenditure.

Current budgets that are allocated to school library materials are insufficient to keep up with the changing costs of library materials and the increasing reliance on technology, which requires a lot of money. Additional costs include the employment of people with the required skills to apply

and maintain these technologies. Equipment used in libraries, such as photocopy machines and computer hardware and software, are expensive, and many schools in Africa cannot afford them.

2.13.4 Lack of support from school principals

Teacher-librarians are often isolated from other staff members because there is usually only one TL in the school (Oberg, 2000:26). The physical isolation of the library from classes and the staffroom, as well as the nature of the work, contributes further towards their isolation (Oberg, 2000:27). As managers, principals have to ensure that all the resources in the school are utilised to the benefit of the learners. In their role as supervisors who work directly with educators and learners, principals are expected to be involved in the school library programs by, for example, requiring evidence of projects or other activities planned by the library (Oberg, 1997:7). Supportive principals normally understand the value of the school library program and they are visible in the library. These principals are able to understand the relationship between the library programs and education (Mandrusiak, 1993:n.p). Principals that understand the role of the teacher-librarian and the value of the school library encourage all members of the school community to work collaboratively with the TL.

However, Haycock (1995) found that most principals provided limited or no support to the library. Oberg (2006) found that a principal's consideration for the progress of learners is usually centred on teaching and learning in class. This attitude does not take into account that in order for effective teaching and learning to take place, there must be information in order to allow teachers to present their lessons, and that there must be a trained person who can recommend information resources to them to present their lessons effectively (Oberg, 2006).

Haycock (1995) found that in many cases, the principal views libraries as warehouses, and that the teacher-librarian's only role is the selection and circulation of materials. Research conducted by Achterman (2008) has shown that principals are not knowledgeable about the critical role that school librarians play in students' learning, despite the fact that the services provided by the library program are significantly related to student achievement.

In practice, a study by Hertzell (2002:101-107) on school principals' perceptions of school libraries found that principals almost never attended library presentations, and therefore very few were informed about the contributions that a teacher-librarian can make towards improving the teaching and learning experience in a school. Hertzell (2002) found that the principals were

mainly concerned with reading journals on administration and attending conferences based on administrative activities. Reading library media publications and attending library media conferences were not viewed as a priority, and when they were invited by teacher-librarians to attend these conferences, their attendance was always poor. By not attending the conferences, principals are not exposed to the realities of the library's contribution (Hertzell, 2002:97).

2.14 Impact of technological development on school libraries

Much of the recent changes taking place in the school library are as a result of the new curricula used in schools and the evolution of ICTs. Today's children are growing up in a rapidly changing world, mainly as a result of advances in technology. The rapid changes brought about by the information age and computers have created the opportunity and necessity for transformation in the education system, particularly in how children are taught (Scheirer, 2000:7, 9).

For Scheirer (2000:8), there has been a shift from teachers requesting information on a theme and the librarian choosing books, to a teacher and teacher-librarian now choosing themes and resources together. Scheirer goes on to indicate that the biggest change has been in the area of instruction where previously the teacher-librarian primarily taught library skills. Today, the teacher librarian should be teaching information access, processing and research skills (Scheirer, 2000:7). For Scheirer (2000), topical issues such as problem solving, critical thinking, speaking, writing, reviewing and other skills can also be taught to learners by TLs. These and other changes pose a number of challenges to school librarians.

The changing role of technology in education has increased the opportunities for information literacy educators (teachers). As technology becomes more prevalent in learning and teaching, there is a greater demand for information, library and technology work at schools (Lowe, 2000:n.p). With the web growing increasingly complex, users need more assistance in finding what they want (Lowe, 2000:n.p). Teacher-librarians, as information specialists, should be equipped to help students with their web-related searches.

Ideally, the school library collection provides access to resources that are housed in the library centre, as well as to various electronic resources. It is the responsibility of teacher-librarians to identify, evaluate, and provide access to various electronic resources, including materials on the Internet (Prevost, 2009:8). Prevost (2009) recommends that in order to develop a balanced collection that provides the necessary support for resource-based teaching and learning, the TL

must include access to a variety of formats in the collection, including the Internet, to meet the diverse needs of learners in an information-based society.

Developing an online collection and managing it effectively ensures that the school library will remain at the heart of the school. Prevost (2009) suggests that an online school library collection should consist of access to selected websites and databases that correlate with the curriculum and topics covered in the school. The author also emphasises that teachers should also be able to use online research in the same way as they would use print research to help students find the information that they need. Lance (2002) established that student achievement increases and teacher utilisation grows when the teacher-librarians involve the students and teachers in the collaborative development of an online collection.

Bishop (2007:103) outlines the advantages of using selected Internet resources as:

- The provision of quality educational websites to access information on a global basis;
- Information is current, quickly available, efficient and cheap;
- Information is presented in a variety of formats; and
- Users can interact with information at their own pace.

Prevost (2009:8) emphasises that Internet sites do not replace the print collection, but enhance the print collection by giving the student more options and other advantages that a print collection cannot offer. Prevost (2009:8) found that students are more encouraged to complete their research and school work if they are given access to information from websites. However, Kuhlthau (2004) suggests that accessing information on the Internet may increase student anxiety and uncertainty because of the quantity of information ('information overload'), and their inability to find the required information from the millions of websites on any given topic.

For O'Connell (2002), the biggest challenge that school libraries face is the impact of information technology. Technology changes have allowed learners to access the Internet and other web-based resources, discussion forums, chat-based references, and web-accessible library collections. More and more information technology is being placed in the library, requiring maintenance and servicing of the equipment and the training of users, with librarians often taking

on new roles such as webmaster, network administrator, professional development leader, and technology mentor to staff (Todd, 2001:n.p).

Technology has not only introduced new forms of presenting information, but also made a large amount of information available through online access to database information. School libraries are no longer housing only books and printed materials, as libraries have become “the people, materials and machines that facilitate the use of information” (Mersky, 2002:226).

Todd (2001:n.p) emphasises that teachers and librarians must increasingly be linked to technological developments in school libraries and within the school as a whole. The librarian should examine the learning needs of the school and make some provision for future technological developments to ensure that the library continues to cater to the needs of learners (Todd, 2001:n.p).

There are many technological trends that have challenged school library services. The automation of the library and the use of the Internet have dramatically changed the role of the librarian, making their job more demanding than ever before (Scheirer, 2000:23). A study conducted by Lonsdale (2003) found that new technologies continually demand, among other things, different knowledge, skills and practices in the areas of information access and processing; in-servicing of staff in using computers; new teaching and learning strategies using the Internet and other technologies; and collective working relations with teachers in resource-based learning programs.

2.15 Modern roles of teacher-librarians in a school library

Smith (2013:n.p) states that teacher-librarians perform many different roles in a school in the service of both learners and educators. In their role as educators, teacher-librarians develop and implement curricula relating to information literacy skills, development skills, and enquiry (Gibbons, 2013:n.p). Gibbons (2013) also states that a good teacher-librarian supplements the prescribed curriculum with other information found on DVDs and websites. With respect to learners, the teacher-librarians may read to children, assist them in selecting books, and assist with school work so that the learners can be empowered with new knowledge.

Oberg (2003:n.p) emphasises that the teacher-librarian must be responsible for promoting the effective use of instructional technologies. New technologies are dramatically increasing the accessibility of information, and libraries are adapting to the evolving needs of users that have

emerged from the adoption of these new technologies (Levitois, 2009:n.p). This requires adapting to new formats of information, such as electronic journals and e-books, which presents both challenges and opportunities in providing access and promoting them to library users (Perez, 2010:n.p).

The 21st century teacher-librarian now has to contend with the Internet and web-based resources (Murray, 2000:27). Murray suggests that teacher-librarians should not only know how to use technology, but provide professional leadership in the adaptation and use of information technologies, and emphasises that the teacher-librarian should have a broad knowledge of technology. In order to be successful in the future, a teacher-librarian must continue to emphasise the integration of informational technologies and electronic information access (Scheirer, 2000:13). For Scheirer, teacher-librarians can provide leadership by keeping up-to-date with the latest in computer hardware and software applications and by working with teachers to integrate technology into the school curriculum, because without understanding how to use computer applications, the technology itself will not work.

Craver (1994) refers to the teaching role of a teacher-librarian as the ‘information technologist’. Craver points out that guiding users to select the most appropriate source is a sizeable task that requires concentrated analysis. For the author, this analysis is not unlike the job that is done by classroom teachers in trying to determine which instructional methods will be appropriate for the different learning styles in the classroom (Craver, 1994). Fitting electronic resources into the patterns of information location and application is a task particularly suited to the training and skills of the librarian (Brown, 1990:27). For Lowe (2000:n.p), teacher librarians need to do a better job of clearly articulating their roles in preparing students for the information-and technology-rich workplace of the future. Lowe (2000:n.p) states that it is important for teacher librarians to commit themselves to the central principles that define their roles as information specialists to educators and to students to help them achieve optimum information literacy.

According to Branch and Oberg (2001:10), teacher-librarians need to focus on school leadership activities such as engaging in collaborative group planning, communicating with principals and teachers, and participating in professional committees. As leaders, they should not set themselves apart from the rest of the faculty, but consider themselves an integral part of the team (Everhart, 2007:55). Part of the leadership role is to be proactive in establishing partnerships with classroom educators to learn and to grow together with technology (Anderson, 1999:26).

Lambert (2003:7) adds that leadership is about contributing to learning from and influencing the learning of others, as well as creating the opportunities for others to learn.

According to Murray (2000:26), the teacher-librarian should provide leadership concerning the use of existing technologies and introducing new technologies. The author identified seven new roles that are fundamental to providing technology leadership in relation to the Internet:

- To learn to effectively navigate the Internet.
- To engage with teachers in the learning and use of new technologies. Learners are to be instructed on how to do research, identify relevant sources, cite correctly, and how to avoid plagiarism. The teacher-librarians should also collaborate with colleagues to design learning activities that utilise resources on the Internet.
- To create evaluation tools to actively integrate into the curriculum.
- To act as publisher; teacher-librarians are to develop resource guides that would help teachers, students and parents to locate valuable Internet websites that are relevant to the curriculum.
- To act as program administrator by collaborating with stakeholders in the learning community to develop Internet use protocol and policies.
- To develop the staff's capacity by teaching them to navigate the Internet effectively and to integrate Internet use into the curriculum and instruction.
- To promote creative and positive Internet use among school families (Murray, 2000:27-30).

Professional teacher-librarians are normally held in high esteem, especially in developed countries (Credaro, 2006:n.p). They are responsible for tasks that involve professional decision-making and also make recommendations about resources to users concerning the appropriateness of a source, e.g. whether it is an appropriate format for the task at hand, and so on.

The information explosion and advances in ICTs have influenced librarianship and created opportunities for introducing new information services (Amiree, 2009:n.p). By introducing digital literacy skills, the TL can play a significant role in helping learners to explore and express

themselves through digital technologies (Burniske, 2008:14). Rather than fulfilling a teaching role in this respect, the role of the TL should be that of a learning consultant. This view is supported by Warlicks (2005:291), who advocates that the teacher-librarian should assist the learners in learning the required skills, sometimes by delivering the knowledge to them, but more often by allowing them to learn from the experiences crafted for them by the teacher-librarian. These learning experiences can include finding information materials, processing materials into their own knowledge, and building an information product from their knowledge (Warlick, 2005:291).

Valenz and Rodoff (2008:n.p) describes the 21st century teacher-librarian as someone who explores downloadable audiobooks, creates digital book talks in digital book format with students to promote books, and ensures that staff and students have access and the skills to explore databases, websites and other digital tools that promote curriculum initiatives to learn and embrace 21st century digital environments.

Teacher-librarians should work with other teachers to provide instruction, evaluation and production of information (Scheirer, 2000:11). For Scheirer (2000:11), this must be done in conjunction with other instructional programmes, and involves planning and teamwork. Teachers and teacher-librarians should plan and teach collaboratively in order to develop and implement the curriculum and to try new teaching strategies. Scheirer goes on to state that the TL can provide leadership in bringing about some of the major curriculum changes in schools. For Scheirer (2000:11), teacher-librarians have become teaching, learning and assessment partners who maintain strong curriculum and instructional involvement, and who communicate with teachers because they understand the curriculum of the school.

Oberg (2000:28) advocates that teacher-librarians should become more visible within the school environment and specifically with those people who have the power to make a difference. Since very few schools have stipulated roles and duties for teacher-librarians, they should lobby with education departments for the adoption of policies in this respect, even if they have to write it themselves. It is only teacher-librarians who can change the culture of school library services and change educators' perceptions of them and their libraries (Oberg, 2000:28).

The TL is the keeper and distributor of instructional media in the school (Scheirer, 2000:14). For Scheirer, the teacher-librarian works with teachers to help them and students learn the necessary

skills to access, identify, and use resources appropriately. Providing access to information and resources is the responsibility of the TL. According to the American Association of School Librarians (1998), the materials in the school library collection and the expertise of the library staff are central to meeting library users' daily learning and information needs. As the information needs of learners change continuously, the teacher-librarian is responsible for implementing programs and procedures that identify and alert learners to services and resources that respond to their needs. Working together with the teachers, the teacher-librarian has to ensure that the resources selected meet the specific goals and objectives of the curriculum and the interests of the students and teachers (American Association of School Librarians and Association for Educational Communications and Technology, 1988: 28).

Guiding learners and teachers to information sources or services and enabling them to understand how to use or access them are the primary functions of the teacher librarian. Through TL intervention learners and teachers learn to select resources and use computer equipment to access information in various formats. These skills should preferably be imparted on learners from a young age so that they can effectively deal with the changing information environment of the information age. The skills will also help students to understand how information and ideas are presented in different types of media, which will help them to become effective users of different media (American Association of School Librarians and Association for Educational Communications and Technology, 1988:33). Mastering different information media hones a positive attitude towards the use and communication of ideas. To assist the TL in this task, the TL should teach, supervise and train assistant teacher librarians, student-assistants, and volunteers to perform some of these tasks in the school library (Tasmania, 2007:n.p).

The integration of the school library programme with the educational programmes of the school requires that the TL should work cooperatively with subject educators to plan lessons and teach together (American Library Association, 2000:n.p). The teacher-librarian should also assist learners with assignments and projects by helping them to retrieve the necessary information from books and other sources. .

Kuhlthau (2004:126) provides cohesion in the assortment of literature concerning teacher-librarians; the author developed a compelling portrait of the TL as the creator and facilitator of an information seeking and learning environment within the walls of the school library. Based on Vygotskys (1998) 'Zone of Proximal Development', Kuhlthau defines a zone of intervention as

that area in which an information user can do with advice and assistance (2004:129). Thus the zone of intervention is a teaching opportunity for the TL to add value to the information search process and simultaneously increase students' awareness of information. According to Kuhlthau (2004:129), a TL can determine how best to assist a student at different points in the information seeking and learning process. Kuhlthau's overall proposition is that the TL should strive to create an information seeking and learning environment in which students are provided with the appropriate mediational and instructional assistance.

Teacher-librarians should manage and organise information and help users retrieve information, thus ensuring equitable access to all kinds of information sources in a school library (Australian Library and Information Association, 2005:n.p). Teacher-librarians are also responsible for instilling a love for reading in learners. This means that teacher-librarians need to motivate reading, which is part of user advice. The teacher-librarian is also responsible for making resources available and accessible to learners when they have to prepare their school work (Tasmania, 2007:n.p).

According to Farmer (2009), teacher-librarians can collaborate with classroom teachers, plan and implement learning activities that engage students in meaningful intellectual exploration, and use their knowledge to foster a lifelong love of reading and learning.

2.16 Summary

There are a lot of good information sources that are available, accessible and organised on the Internet, but teacher-librarians need to have the skills to assist students and educators in choosing relevant and current information. Teacher-librarians not only have to use new technologies, but also have to be able teach others (staff and students) how to use them. Teacher-librarians have to develop their own resources to assist them with their programmes and sometimes work in collaboration with teachers. The use of ICTs in school libraries means that expectations from students and educators have also increased. This increases the pressures and demands on teacher-librarians because students and educators now expect the answer to every question, even if it is impossible (Burniske, 2008:11-15).

The provision of school library services to Katlehong secondary school would be a positive step towards making information available to learners and educators to access and use them in their teaching and learning process. Participation of the Gauteng DoE would motivate and boost the

provision of resources in schools. Adequate funding is important as it would help schools to overcome some of the challenges in the provision and utilization of the services available in school libraries. User education will help to address the problem of poor information utilisation and promote the effective use of the services provided. The research methodology is discussed in Chapter 3.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Research methodology focuses on the research process and the kinds of tools and procedures that are used in research studies (Babbie and Mouton, 2001:75). This chapter discusses the study's overall research design; the research methods, the geographical area; the study design; population; the sampling methods; and data collection instruments. Data collection procedures are also discussed, including the methods used to determine the validity and reliability of the instruments. Lastly, the chapter also discusses the challenges and limitations of the study.

3.2 Research design

Once the research problem has been formulated, a research design is developed in order to plan how the study will be executed (Aina, 2002:18). For Aina, the type of design depends on the nature of the problem. The function of the research design is to ensure that the evidence obtained effectively address the research problem. According to Aina(2002:19) the research design consists of two essential processes: research methods and data collection instruments. Research design is about thinking creatively about the research methods that will be used by the researcher to guide the study. It indicates the various approaches that will be used to solve the research problem (Silverman, 2010: n.p).

Durling (2002:80) describes research design as the identification of research methods; determining the form of data collection; and explaining how the methods are to be used, including the articulation of the research problems and limits of the methods used. According to Durling (2002:79), the research design must aim to answer the research questions unambiguously, articulate the study's contribution to knowledge, explain the generalized findings from the research program, describe any problems and limitations of the study, and provide suggestions for future research. Once the research design is completed, the actual work can start.

Bless and Higson-Smith (2000:68) state that research design relates directly to the testing of hypotheses, in that the researcher selects the most adequate operations to be performed in order to test a specific hypothesis under given conditions. According to the authors, research design asks: "What steps should be taken in order to demonstrate that a particular hypothesis is true and that all other hypotheses must be rejected?" (Bless and Higson-Smith 2004:69).

In contrast, Welman and Kruger (2001:46) describe research design as the plan according to which the researcher selects research participants and gathers information from them in order to reach conclusions concerning the research problem (Welman and Kruger, 2001:46). The authors explain that research design is a framework of how the researcher will conduct the research, and how the data will be collected and analysed.

For the purposes of this study, the survey method was considered to be a suitable method of research design. According to Bailey (1994:184), a survey is a research technique that is often used in descriptive or explanatory research. This approach required the researcher to visit schools and interact with teachers, teacher-librarians and learners to obtain information on the challenges facing Katlehong's secondary school libraries in the provision and utilisation of school library services. In a survey, researchers ask people questions, either in the form of a written questionnaire or during interviews where answers are recorded. In group administered questionnaires, each respondent is handed a questionnaire and asked to complete it while the researcher is there or in their own time. In a group interview or focus group discussion, the interviewer facilitates the session, while the group participants listen to each other's comments and answer the questions. A third party takes notes for the group. According to Bill (1995:123), a survey is mostly used to gather information from a sample of individuals. This means that the results can be projected from the sample onto a larger population. Bill (1995:125) noted that a survey can be conducted over the telephone, by mail, or in person.

3.3 Research methods

Leedy and Omrod (2005:12) explain that research methodology is the general approach that a researcher follows when carrying out a research project. According to Sarantakos (1997:34), research methods are the tools that are used for data generation and analysis. A study can either use quantitative or qualitative approaches or mixed methods. These methods or approaches specify different forms and sequences of decisions, and different answers to when and how to focus the research (Neuman, 2006:176). It is better to understand and recognize the strengths and limitations that each approach offers on its own terms (Neuman, 2006:151). Alternatively both approaches and methods can be used simultaneously.

3.3.1 Qualitative method

Qualitative research methods are designs that explore information (Yin, 2004:135). The qualitative approach is a means for exploring and understanding the meaning that individuals or

groups ascribe to a social or human problem (Creswell, 2007:101). For Creswell (2009:128), the qualitative research process involves raising questions and procedures with inductive data analysis; data is typically collected in the participants' setting, with the researcher making interpretations about the meaning of the data. According to Flick (2009:89), qualitative research is intended to understand, describe and sometimes explain social phenomena in a number of different ways.

Qualitative results can rarely be generalized onto a larger population because qualitative data cannot be tested for statistical significance (Creswell, 2004:99). The qualitative approach is often one in which the researcher makes knowledge claims based primarily on constructivist perspectives, that is the multiple meanings of individual experiences that are socially and historically constructed, with the intent of developing a theory, pattern or participatory perspective that is political, issue-oriented, collaborative, change-oriented, etc (Creswell, 2003:18).

3.3.2 Quantitative method

Quantitative research is an approach for examining the relationship between variables to test objective theories. These variables can be measured and analysed with statistical procedures (Creswell, 2009:95). For Flick (2009:113), quantitative studies often take the existing literature on the topic of interest, and then later test those hypotheses rather than taking insights and knowledge from existing literature to see statements and observations in their context.

With quantitative research, the researcher primarily uses the post-positivist claims for developing knowledge, which is cause and effect thinking; reduction to specific variables, hypotheses and questions; the use of measurement and observation; and the testing of theories (Creswell, 2003:19). It is a means for testing objective theories by examining the relationships between the variables. These variables are typically measured on instruments so that numbered data can be analysed using statistical procedures (Creswell, 2008:78).

Quantitative methods are not used to explore a problem, but they describe the problem or predict the outcome. The quantitative method is used when the researcher wants to know what and when something has occurred but does not understand why. The researcher can use an estimate (a sample) or a proportion of the population to discover associations between variables (Cooper and Schindler, 2004:161).

3.3.3 The distinction between qualitative and quantitative research approaches

Qualitative methods involve studies that describe people's and events' characteristics without comparing the characteristics in terms of measurements or amounts (Durling, 2002:81). On the other hand, quantitative methods focus on measurement and the amount of characteristics displayed by the people and events (Durling, 2002:83). Both approaches differ in their strengths and weaknesses (Welman, Kruger and Mitchel, 2005:9). For Durling, the qualitative approach is recommended during the earlier phases of research projects whereas the quantitative approach is recommended during the later phases of research projects. The qualitative approach is concerned with qualitative data which involves words, and the quantitative method is concerned with quantitative data which involves numbers (Creswell, 2002:94). Flick (2007:106) explains that quantitative data is collected numerically due to accurate measurement, and qualitative data is collected descriptively through observations, interviews, documents and transcripts. In using the qualitative approach, the researcher is often the data gathering instrument, while in quantitative research, the researcher uses tools such as questionnaires to collect numerical data. Quantitative researchers give users a set of alternatives to choose from as they ask respondents for an opinion or explanation as to why events happen. Qualitative researchers, on the other hand, do not rely on creating hypotheses and then accepting or rejecting these hypotheses; they create new hypotheses and use the research data which has been gathered to provide new perspectives on phenomena (Flick, 2009:109). In the quantitative approach, results are presented in statistical form and in diagrams, whereas in the qualitative approach, results are analysed in words, phrases and in concepts (Flick 2007:112).

3.3.4 Mixed method research

Mixed methods combine both qualitative and quantitative approaches in the collection and analysis of data in a study (Creswell, 2009:121). Flick (2009:102) confirms that the mixed method approach is a pragmatic combination of qualitative and quantitative research and its paradigmatic foundation is the research aim. The mixed method approach focuses on collecting, analysing, and mixing qualitative and quantitative data in a single study. Mixed method research involves philosophical assumptions, the use of qualitative and quantitative approaches that guide the direction of data collection, and analysing and mixing qualitative and quantitative approaches in many phases of the research process (Creswell and Plano-Clark, 2007:89). In a mixed method

design, the researcher is able to collect data simultaneously using both methods during one data collection phase.

Therefore this approach is about more than simply collecting and analysing both kinds of data, as it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell and Plano-Clark, 2007:93). The authors conclude that the use of quantitative and qualitative approaches in combination may provide a better understanding of the research problem and complex phenomena than either approach alone. A mixed method approach was therefore deployed in this study in order to offset the weaknesses of both qualitative and quantitative methods, and to draw on both their strengths (Bryman, 2006:106).

3.4. Reason for choosing Katlehong

To the best knowledge of the researcher, no previous studies have been conducted among Katlehong's schools on library services. This encouraged and motivated the researcher to investigate the problems that these schools and their school populations face in the delivery and use of school library services. The researcher also chose Katlehong because she once worked in a school in the area, and since leaving the area it seems as if nothing has changed to enact improvement. The researcher wanted to establish if this was still the case, and to determine what can be done to change the situation.

3.5 Population

Frankael and Wallen (2006:104) assert that before one selects a sample, one has to define a population of interest. Busha and Harter (1980:56) and Schwab (2007:n.p) define a population as a group of individuals or items that share one or more characteristics that the researcher is interested in studying and from which data can be gathered and analysed. According to Schwab, a population can be a person, a group, an organization, a written document or even a social action that is under scrutiny. A population is thus any group or collection of individuals on which a researcher would like to generalise the results of the study. Bless, Higson-Smith and Kagee (2006:73) state that a population could be an entire group that can be compared to another group.

The study was conducted in the Gauteng Province, and the focus area was the Katlehong Township. The research population consisted of secondary schools in Katlehong with functional school libraries. The researcher obtained the list of all the secondary schools in Katlehong from

the District Office. All the schools had school libraries, and the research population therefore consisted of 14 secondary schools in Katlehong. The schools were Ponogo, Katlehong Secondary, Katlehong Comprehensive, Eketsang, Phumlani, Lethukuthula, Mpilisweni, Mponseng, Fumana, Ntombizodwa, Sijabulile, Winile, Alafang, and Kwadukathole.

The research population included all the teacher-librarians who are responsible for managing libraries in these schools, as well as all the learners and teachers and the principal of each school. These people are at the heart of libraries, as they either use the libraries, or are responsible for the provision of services, and the provision of necessary resources and equipment. Learners and teachers use school libraries, and the researcher wanted to determine which resources and services are offered and how they utilised them. The researcher also wanted to determine from this group what challenges they experienced in using school library resources and services. As the heads of schools, principals oversee the running of the library, and the researcher wanted to determine what contributions the principals were making towards the delivery of high quality services in their school libraries. The GDE official was included to provide an insight into how the Department of Education supports the school libraries with services and resources to enable effective teaching and learning, and how it manages the functioning of school libraries.

3.6 Sampling

According to Payne and Payne (2004:209), it is not always possible to study the entire population of interest. Sekaran (2003:267) advises that instead of collecting data from several hundred or thousands of elements in a population, which would be time consuming and costly, one can sample the population instead. Aina (2002:34) defines sampling as the selection of some units from a population of interest. Sampling is a technique that allows a researcher to make inferences about a population based on the nature of the sample (Aina, 2002:34). According to Neuman (2003:210), sampling is used to get a representative sample or a small collection of units from a much larger collection or population so that the researcher can study the smaller group and produce accurate generalisations about the larger group.

Sampling is a practical way to collect data when the population is extremely large, thus making a study of all its elements impossible (Bless, Higson-Smith and Kagee, 2006:99). Researchers overcome this problem by selecting a smaller manageable number of people to participate in their research (Dawson, 2002:47). Sampling falls into two categories, namely probability and non-probability sampling (Neuman, 2006: 172). The choice of sampling method is determined

by the research methodology of the study. For example, the qualitative method is usually paired with non-probability sampling, while probably sampling is better suited to the quantitative method.

3.6.1 Sampling methods

In this study non-probability (purposive and convenience samples) sampling was applied. Purposive sampling allows the researcher to use his or her own judgement in selecting participants or units to answer the research questions and meet the objectives (Saunders et al., 2007). For Saunders, this type of sampling is usually used when working with very small samples and when one wishes to select cases that are particularly informative. Saunders further explains that purposive sampling is used when one wants to access a particular subset of people. In this study, the researcher purposively targeted teacher-librarians, learners, principals and a GDE official. Purposive sampling includes people of interest and rejects people who do not fit a particular profile or excludes those who do not suit the purpose. If the targeted individuals were busy, convenience sampling was used to interview another knowledgeable staff member, such as the principal's deputy. According to Fraenkel and Wallen (2000:112), a convenience sample refers to a group of individuals, items, objects, etc., that are conveniently available for the study.

3.6.2 Sampling frame

A sampling frame is the actual list of sampling units from which the sample or some stage of the sample is selected (Babbie 1994:194). In other words it is the list of units or people the researcher wants to investigate. Neuman (2006:225) defines a sampling frame as a list of cases in a population or the best approximation of a given population. This list identifies every unit that is of interest within the target population. The sampling frame was all the units in the research population. The sampling frame included learners and teachers, the researcher chose 102 teachers and 400 learners. Learners who participated in the study were conveniently chosen. The researcher uses any learners that were available to participate in the research study. They were selected because of their convenient accessibility to the researcher. In convenience sampling, the investigator merely chooses the closest live persons as respondents (Bailey 1994:97). Convenience sampling is also known as grab, opportunity or accidental sampling. With this method the researcher uses learners that were easy to reach. As the name describes, the researcher chose subjects because of convenience.

Table 3.1 Total number of Teachers and Learners in Katlehong Schools

SCHOOLS	LEARNERS	TEACHERS
Ponego	786	25
Katlehong Secondary	824	24
Katlehong Comprehensive	630	18
Eketsang	849	24
Phumlani	1027	30
Lethukuthula	2340	64
Mpilisweni	1445	33
Mponseng	1321	38
Fumana	1210	35
Ntombizodwa	2120	61
Sijabulile	2038	59
Winile	1974	56
Alafang	1869	53
Dukathole	2008	57
TOTALS	20442	577

Table 3.2: Sampling Size

Schools	Learners	Principals	Teachers	GDE official
Ponego	26	1	6	
Katlehong Secondary	27	1	8	
Katlehong Comprehensive	26	1	8	
Eketsang	26	1	8	
Phumlani	24	1	6	
Lethukuthula	25	1	8	
Mpilisweni	22	1	7	
Mponseng	22	1	7	
Fumana	23	1	7	

Ntombizodwa	24	1	7	
Sijabulile	26	1	7	
Winile	24	1	8	
Alafang	25	1	8	
Kwadukathole	20	1	7	
Totals	340	14	102	1

3.6.3 Sample size

A total of 400 learners were randomly sampled from all 14 of the secondary schools in Katlehong. The selection of the sample was based on Gay's (1996:125) guidelines for sampling. According to Gay (1996:125), the larger the population, the smaller the percentage of the population required to get a representative sample. Gay (1996) states that for smaller populations of 100 or less, there is little point in sampling, in which case the entire population must be included in the study. If the population size is 1500, 20% should be sampled, and beyond 5000, the population size is irrelevant and a sample size of 400 is adequate. According to GPDE (Gauteng Province Department of Education) statistics in 2011, the number of learners at these schools was 340, 562 (Gauteng Province. Department of Education, 2011). The sample population was more than 5000, therefore only 400 respondents were considered for the study as according to Gay.

3.7 Data collection instruments

Neuman (2006:379) defines a research instrument as a tool that is used to conduct research. The most commonly used data collection techniques in a survey consist of personal interviews, self-administered questionnaires, observation, and focus group discussions. The researcher used one-to-one interviews, self-administered questionnaires and focus group discussions as primary data collection instruments in this study.

3.7.1 Questionnaires

Questionnaires are designed to fulfil specific objectives (Leedy, 1997:192). A questionnaire is a printed document with a series of questions relating to the problem under investigation. The researcher requires the respondents to answer these questions in the spaces that are provided for answers (Payne and Payne, 2004:186). The questionnaires for this study were designed to fulfil the objectives listed in Chapter 1. According to Leedy and Ormrod (2005:185), participants

answer questionnaires more truthfully than they would in a personal interview, especially when they are talking about sensitive issues, and the result of this honesty is more reliable data.

The questionnaire that was used in the study contained a mixture of close and open-ended questions. Close-ended questions require a respondent to give a single response, while open-ended questions allow the respondent to supply a variety of answers. The latter give respondents a chance to elaborate when answering (Babbie 2007:245).

Open-ended questions were included in the study to determine the general feeling of learners on issues and the reasons for their opinions. According to Babbie (2007:246), an open-ended question is also used when there are too many possible answers to a particular question. Since there are no standard answers for these questions, data analysis becomes more complex as the researcher has to read each answer individually before grouping the answers together into themes (Dawson, 2002:31).

Coombes (2001:130) and Bless and Higson-Smith (2000:113) agree that the layout of the questionnaire is important; as is the wording of the questionnaires. Badly designed questionnaires may not be answered properly. Questionnaires should be easily understood to minimise the amount of time that it would take respondents to answer them. Coombes (2001:132) emphasizes that the questionnaires should be clearly printed and logically presented with plenty of space for responses. The researcher therefore developed clear, simple and unambiguous questions. For example, the researcher used the word 'arts' in subject choices instead of humanities. The researcher felt that not every learner would understand the term 'humanities'.

The questionnaires were divided into two sections. Section A asked the learners for demographic information, specifically age, class, gender, and subject choices. Section B's questions focused on the services that the learners used in the library, why learners used the library, how often learners used the library, and the types of books that learners read. Learners had to elaborate on whether the library met their needs and were asked to provide their opinion of the library. In this section, learners were also asked to provide their views on the utilisation of the school library services, the frequency of their visits to the library, and the reasons for utilization and non-use. The questions also covered the types of school library services learners use frequently and learners' suggestions on what can be done to improve the school library services.

3.7.2 Interviews

An interview is essentially an oral questionnaire where data is collected through conversations. An interviewer asks questions and then listens to the participant(s), and the responses are recorded either in writing or on tape. There are three types of interviews, namely standardised (structured) interviews, semi-standardised (semi-structured), and unstructured interviews (Struwig and Stead, 2001:98). Structured interviews are also known as standardised interviews (Saunders *et al.*, 2007). Structured interviews consist of a set of formally structured questions, in that the wording is not altered from one participant to the next, and are based on the theory, research and experience of the interviewer (Struwig and Stead, 2001:98). A semi-structured interview uses a combination of both structured and unstructured questions, where the respondent is given the opportunity to discuss issues beyond the questions (Berg, 1995:n.p). In an unstructured interview, the interviewer may explain the topic to be discussed to the participant but will not provide any leading questions (Struwig and Stead, 2001:99).

Interviews are a particularly effective method for gathering data about individuals. The interview was selected as a data collection instrument because it has a high response rate, and the researcher can ask direct questions about the respondents' experiences, feelings, knowledge and opinions. Another advantage of using interviews is that the researcher can clarify any points that are obscure and probe further whenever the responses are particularly important or revealing (Fraenkel and Warren, 2000:137).

According to Nichols (1991:38), researchers must not expect people to give more than one hour of their time. His ideal time is no longer than 45 minutes, as long tiring interviews increase the risk of error. On the other hand, if someone has a great personal interest in the subject, they will co-operate for much longer (Nichols, 1991:42). Nichols (1991:89) argues that with short interviews sample size can be increased, analysis is simpler, and reports are less complicated. For Nichols (1991:92), data gathered through interviews includes subjective thoughts and reasoning, emotions and past experiences, and even though the interview is time consuming for both the interviewer and the interviewee, it enables the researcher to gather first-hand information from a source of interest.

Questions for the interviews were designed to provide information concerning the situation in libraries. The teacher-librarians' questions were based on the following: what is working well in

the library, role of school libraries, information with regard to the stock of the library, attitudes of students towards the library, challenges that they experienced as far as the library space is concerned, and the role that parents and the governing body play in the library.

The interviews with the principals focused on: the use of the library, security issues in the school, how teacher librarians are employed, and the role played by parents and the governing body in the efficient functioning of the library, and problems they face in running the school libraries. The official from the GDE was interviewed concerning the effective functioning and development of school libraries. He was also asked to elaborate on the challenges that he believed were facing school libraries.

3.7.3 Focus Group Discussions

Focus group discussion (FGD) is the general term given to a research interview that is conducted with a group on a particular issue or topic that calls for interactive discussion among participants (Saunders *et.al.*, 2007). According to the authors, participants are selected based on the characteristics that they share in relation to the topic that they have to discuss, so that their points of view can reach a certain level of agreement. According to Flick (2006:141), the FGD is a method that brings out respondents' views and ideas, and allows the researchers to focus on a specific collection of people.

For the FGDs, semi-structured interviews were conducted, because respondents are more flexible in discussions when addressed with a mixture of structured and unstructured questions. Flick (2006:149) confirms that respondents are more likely to express their views openly in semi-structured interviews. For Flick (2006:154), the presence of several participants allows for a wider range of viewpoints to emerge and for other participants to respond to these views. In so doing, the FGD reveal sides as, views and opinions that might not have been acquired through written questionnaires and individual interviews.

The focus groups consisted of teachers who were asked about the purpose of using the school libraries, whether the stock was enough to assist them with their teaching, the principal's support of the school library, and the teachers' cooperation with the teacher-librarians. There was no special selection used to select focus groups but those teachers who showed interest in the study and who were voluntarily willing to participate were included in the group.

3.8 Data collection

According to Mouton (1996:110), the collection of empirical information or data can be accomplished through various techniques and methods. Tooling University (in Rajagopaul, 2008:66) opine that a data collection plan outlines all the details concerning data collection, including how much and what type of data is required and when and how it should be collected. Permission to conduct the research at the fourteen secondary schools was requested from the Gauteng DoE. Once the letter of approval from the DoE was obtained, the researcher presented it to the principals and explained the purpose of the research. Teacher-librarians and teachers were also informed about the research purpose and how the study was going to proceed.

A total number of 392 questionnaires were distributed to learners at the 14 schools under investigation. During the distribution of questionnaires there was no grade specification everyone was given a questionnaire randomly to administer. It was noted important to distribute equal questionnaires to both genders regardless of the classes they are in. Convenience sampling was applied in the selection of the respondents, and the questionnaires were distributed with the assistance of research assistants. Twenty eight (28) learners were selected randomly from each school. Fourteen questionnaires were distributed to the boys and 14 to the girls in each school to ensure equal gender distribution. Once completed, the questionnaires were immediately collected and the research assistants then moved on to the next school. A total of 340 learners responded.

In terms of data collection procedure, the researcher first made appointments with the GDE official and the teacher-librarians and principals from the fourteen schools. The teacher-librarians, principals, and the GDE official were interviewed on the appointed dates. Some schools had professional teacher-librarians who were requested to participate in the survey. In other schools, ordinary teachers without any library qualifications were responsible for the library, and these teachers were also requested to take part. Structured interviews were conducted with teacher-librarians, principals and GDE official as well. Respondents were asked the same questions with the same wording in the same sequence. The aim of using structured interviews was to ensure that each interviewee was presented with the same questions in the same order so that answers would be reliable and comparisons could be made between different interviews.

For the purposes of this study, only teachers were included in the focus group discussions. Each school was asked to invite 6-8 teachers to participate in a focus group discussion, where one of them should be an HOD (Head of the Department). Selection of the participants differed from

one school to the next; in some schools the teacher librarian invited the regular users of the library, and in others the SMT (school management team) randomly selected staff members to participate in the focus group discussion. Appointments were made with the teachers and focus group discussions were conducted after school hours. One hundred and two teachers from fourteen schools participated in the FGDs. Focus group discussions were conducted at a rate of one school per day, as teachers only agreed to avail themselves for one hour for discussions.

3.9 Validity and reliability

Reliability refers to the extent to which the results of a study are repeatable (Neuman, 2006:188). Reliability is concerned with whether the procedures of data collection and analysis will generate the same results or observations and arrive at the same conclusions (Saunders *et al.*, 2007:149). In order to establish reliability, a pilot study was carried out on a sample of students to pre-test the research instruments. Pilot studies were useful because they were used to test the reliability and validity of the methods used to collect data (Du Plooy, 2002:93). The result of the reliability test showed that the instruments are reliable.

Validity is concerned with the accuracy of the data collected. Reliability and validity are facilitated in a number of ways. One way involves the construction of appropriate methods of data collection and data analysis. Therefore a pilot study consisting of two schools was done to develop and check the reliability of the chosen techniques. Fraenkel and Wallen (2000:169) explain that the quality of the instruments used in research is important as the information obtained is used to draw conclusions. When a researcher is aware of potential errors (exposed in this case through the pilot study), remedial action can be taken quickly before resources are wasted on collecting whose reliability and validity will be questioned later. Hopkins (n.d:n.p) states that validity shows how well a variable measures what it is supposed to measure.

3.10 Pilot study

According to Van Riet (2006:94), a pilot study is a preliminary study on small samples that helps to identify potential problems with the research design, particularly the research instruments. During pretesting, researchers administer the instruments and check that there are no mistakes, such as poor wording, ambiguity, and so on. Pretesting is useful because it can be used to test the reliability and validity of the research instruments (Du Plooy, 2002:93). This is an opportunity to identify questionnaire items that might be misunderstood by the participants (Aina, 2002:81).

The research instruments were tested at two local schools in the nearby township called Thokoza before they were used in the primary study. Buhlebuzile and Tiisetso secondary were schools whereby the instruments were tested. Galloway (1997:n.p.) stresses that instruments should be piloted on a group that is similar to the research population. The researcher piloted the questionnaire and interview questions on twenty learners, two teacher-librarians and two principals, and conducted a focus group discussion with a group of fifteen educators. It took an average of twenty minutes for the students to complete the questionnaires, and forty to forty-five minutes for each interview to be completed. Based on the results, the questions in the interview instruments for the focus group discussions and teacher-librarians appeared to be clear and the wording acceptable. The pilot questionnaires aimed to specifically check for appropriate wording and to determine whether they were meaningful to the respondents. This was done to check whether respondents would provide relevant answers to questions. Pretesting was carried out to ascertain the reliability of the questionnaires by ensuring that the respondents interpret the questions the same way as intended (Saunders *et al.*, 2007). No issues were raised, and the respondents did not have any difficulty in understanding or answering the questions. Schools that participated in the pilot study were excluded from the main study.

3.11 Challenges and limitations during data collection

The entire process of conducting the research was successful, even though the researcher encountered some problems before going on the field and during data collection.

3.11.1 Before data collection

When the researcher went to the Ekurhuleni South District (Gauteng Province Department of Education) to request permission from the district officials, the officials proposed a certain date for the study to commence. However before the agreed date, the researcher was informed by the officials to start conducting the research with immediate effect, because the District Department of Education had made other arrangements with the schools involved in the study. However the new dates did not always suit the schools, and they arranged other dates with the researcher that was more suitable to them. Additionally, the period agreed upon for the research was also reduced from four weeks to two weeks. As a result, some of the interviews had to be conducted at a later stage.

3.11.2 During data collection

The researcher often had to work late in the evening because the teachers were busy with exams at the time of study and could not participate during school hours. The nature of their work would have prevented them from participating in the day even without the exams. Some of the interviews with the teacher-librarians and the focus groups were conducted at night and during weekends. Some educators used lift clubs to and from schools as the FGDs were conducted after hours. The researcher would sometimes help by transporting these educators to their homes. Some educators were also unavailable because they were marking matric papers in marking centres.

Another problem encountered during the course of this study was that the researcher had to use her own funds to travel from KwaZulu-Natal to Gauteng Province. Funds were also needed for travelling, accommodation, and for the payment of research assistants.

3.12 Data analysis

After data has been collected, it needs to be organised, processed and analysed. The researcher has to code the collected data and analyse it using either a manual or computerised system. According to Bogdan and Biklen (1998:157), analysis involves working with the data, organising data, breaking data into manageable units, synthesizing data, searching for patterns, discovering what is important and what is to be learned, and deciding what to tell others. The methods used in the analysis of data in this study were dependent on the methods used for data collection. Since both quantitative and qualitative data analysis methods were employed, both quantitative and qualitative data analysis methods were used.

Quantitative statistical analyses were used to summarize the findings in a clear, precise way for example by tallying the total number (N) of respondents and the equivalent percentage (%). Tables, figures and graphs were used to present data. Responses to each item of the questionnaire were manually coded this was done by hand and the researcher presented data using Excel. For qualitative analysis data was coded down and recorded into categories so that it could be analysed to ensure accurate data analysis.

3.13 Summary

This chapter focused on the research methodology that was used to achieve the objectives of the study. The research design and research methods were described. The population was identified

and the sample frame and size indicated. The research instruments, i.e. a questionnaire, interviews and focus group discussions were discussed and it was indicated how the data was collected and analysed. The pilot study which was conducted to provide an opportunity to test the data collection instruments was also described. The problems identified during the research were identified and described. The data collected is presented in detail in the next chapter.

CHAPTER 4: DATA ANALYSIS AND PRESENTATION

4.1 Introduction

Data analysis involves breaking data up into manageable themes, patterns, trends and relationships (Mouton, 1996:108). According to Mouton (1996:110), the aim of data analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated. In other words, data is organised into certain patterns or categories for easier explanation and understanding.

In this study, four hundred questionnaires were distributed to learners in 14 secondary schools in Katlehong. Three hundred and forty (340; 85%) questionnaires were returned. Structured interviews were used to elicit data on the provision and utilisation of school library services in Katlehong's secondary schools from 14 teacher-librarians, 14 principals, and a Gauteng Department of Education official. Semi-structured interviews were also used in 14 FGDs (Focus Group Discussions) with 102 teachers. The data analysis was divided into two parts: i) Learners' analysis; and ii) Focus Group Discussions with teachers and interviews with teacher-librarians, principals and the GDE Official.

4.2 Part 1: Questionnaires responses

The questionnaire consisted of three sections: section A was concerned with the demographic characteristics of the learners; section B asked questions about the utilisation of the library; and section C was intended to solicit suggestions on how the library services could be improved to enhance utilisation.

4.2.1 Section A: Demographic information

4.2.1.1 Gender

Learners were required to indicate their gender so that the researcher could establish the return rate of the questionnaires from male and female respondents from each school. One hundred and seventy four (51%) questionnaires were received from male learners and 166 (49%) questionnaires were received from female respondents. Figure 4.1 indicates that slightly more male learners returned their questionnaires than female learners. Table 4.1 indicates the number of learners that participated in the study per school according to gender.

Figure 4. 1: Gender of Learners N=340

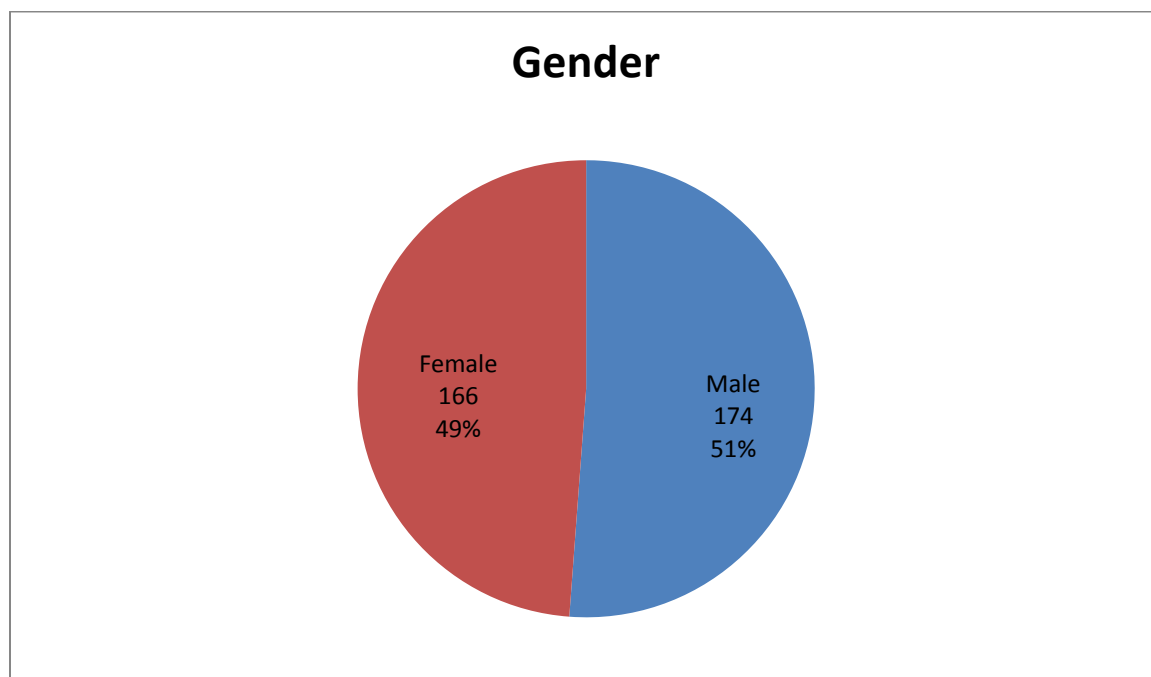


Table 4.1: School and Gender Participation N=340

SCHOOLS	Males	%	Females	%
Ponego	12	7	10	6
Katlehong Secondary	8	5	12	7
Katlehong Technical	14	8	8	5
Eketsang	10	6	9	5
Phumlani	16	9	7	4
Ntombizodwa	9	5	14	8
Mpilisweni	15	9	16	10
Mpotseng	10	6	10	6
Fumana	20	11	12	7
Lethukuthula	10	6	14	8
Sijabulile	11	6	16	10
Winile	9	5	12	7
Alafang	15	9	10	6
Kwadukathole	15	9	16	10
TOTAL	174	51	166	49

4.2.1.2 Age

Learners were asked to indicate which age group they fell into to enable the researcher to identify the age distribution of the respondents. The results are presented in Table 4.2.

Table 4.2: Age Distribution of the Respondents N=340

Age groups	Respondents	%
13-14 years	12	3
15-16 years	177	52
17-19 years	148	44
20 years plus	3	1
TOTAL	340	100

Only 12 (3%) of the learners were between 13 to 14 years, while more than half of the learners (177; 52%) were between 15 to 16 years, followed by respondents between the ages of 17 to 19 years (148; 44%). Only 3 (1%) of the respondents were 20 years or older.

4.2.1.3 School phase

In this question, learners had to indicate whether they were in grades 8 – 9 (General Education and Training) or grades 10 – 12 (Further Education and Training). Figure 4.2 below shows the overall responses, while Table 4.3 shows respondents in each school according to the phase of the learners.

Figure 4.2: School Phase - Overall N=340

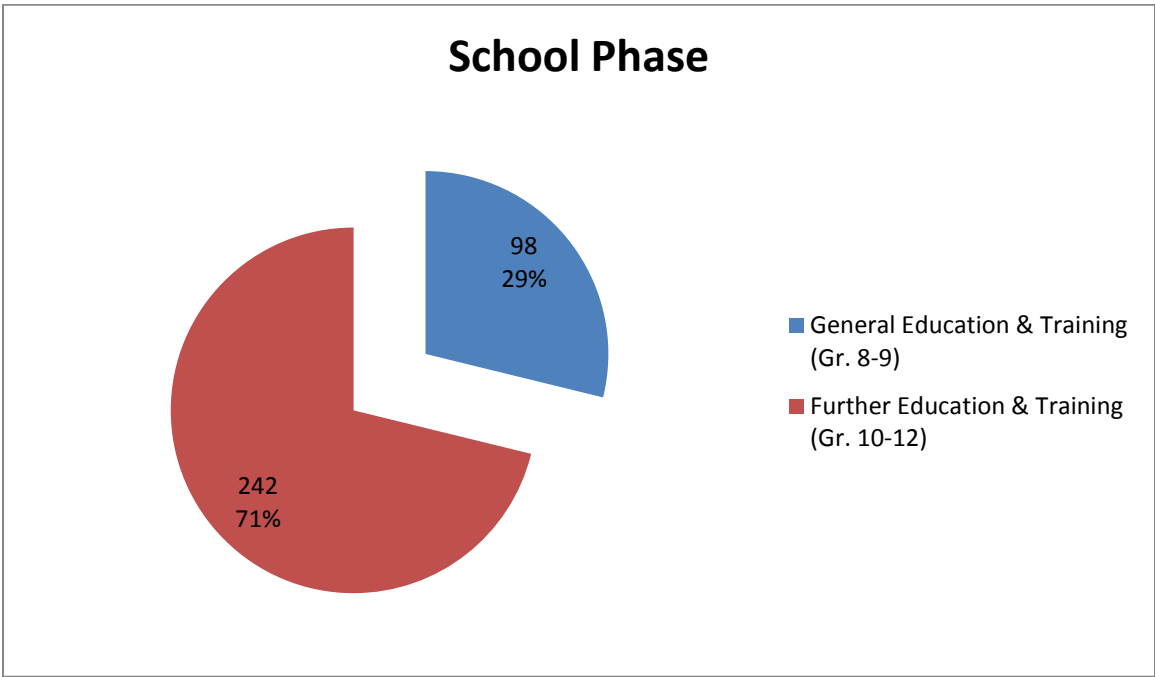


Table 4.3 School Phase per School N=340

SCHOOLS	GET	FET

Ponego	9	17
Katlehong Secondary	8	14
Katlehong Technical	5	13
Eketsang	6	19
Phumlani	4	21
Ntombizodwa	10	10
Mpilisweni	8	11
Mponseng	5	15
Fumana	10	30
Lethukuthula	6	24
Sijabulile	10	21
Winile	3	17
Alafang	11	21
Kwadukathole	3	19
TOTAL	98	242

Table 4.3 indicates that most of the learners (242; 71%) were in the Further Education and Training (FET) phase (grades 10 to 12). Only 98 (29%) of the learners were in the General Education and Training (GET) phase (grades 8 to 9). The reason for the low participation from the GET phase could be that those learners were still new in secondary schools and were a bit reserved about participating in many of the activities that were taking place in their schools, which happens to include this research study.

4.2.2.4 Home language

Learners were asked to specify their home language. Most of the townships in the area are cosmopolitan, and learners speak diverse languages. The researcher aimed to determine what home languages were spoken by the learners and whether one language group would be more dominant than others. The results are shown in Table 4.4.

Table 4.4: Home Language N=340

Home language	Respondents	%
IsiZulu	134	39
Northern Sotho	117	34
Southern Sotho	67	20
IsiNdebele	0	0
Tshivenda	3	1
Tsonga	5	2
IsiXhosa	8	2
Other (specify)	6	2
TOTAL	340	100

The results show that more than a quarter of the respondents (134; 39%) were Zulu speaking, followed by Northern Sotho speaking learners (117; 34%). Sixty seven (20%) of the respondents were Southern Sotho speaking. There were no Ndebele speaking learners, only three (1%) Tshivenda speaking and five (2%) Tsonga speaking learners. Eight (2%) of the respondents were Xhosa speaking. Six (2%) learners did not mention their home language. This could be because they were from foreign countries, or because they simply did not want to state their home language.

4.2.2 Section B: School library utilisation

The second part of the learners' questionnaire (section B) concerned the utilisation of school library services.

4.2.2.1 Frequency of utilisation

The first question in this section wanted to determine how often the respondents utilised the library. The respondents had to choose from a few options to indicate their frequency of utilisation. Table 4.5 below shows the responses.

Table 4.5: Frequency of Library Utilisation N = 340

Frequency	Respondents	%
Everyday	13	4
Only during the library period	134	39
Three times a week	86	25
Other (Specify)	107	32
TOTAL	340	100

Only 13 (4%) of the respondents indicated that they used the library every day. One hundred and thirty four (39%) of the respondents indicated that they only used the library during the library period, whereas 86 (25%) used the library three times a week. One hundred and seven (32%) of the learners did not indicate or specify how many times they used the school library. Seeing as libraries were available in all the schools, the learners who did not respond may not have been using the libraries at all. The absence of a library period in their class timetable may also be the cause, as some schools did not have a library period as part of their curriculum, and most of the libraries were not open after school hours.

4.2.2.2 Reasons for utilisation

In the next question, respondents were asked to indicate why they used the library. The aim of this question was to establish the learners' reasons for using the library. Learners could tick more than one option. Table 4.6 provides the responses.

Table 4.6 Reasons for Library Utilisation N=340

Reason	Respondents	%
To use computer facilities and Internet	151	44
Study for assessment	146	43
To borrow information sources to complete assignments	108	32
Leisure reading	23	7
Attend compulsory library period	14	4
To make photocopies	14	4
Socialise with friends	10	3
Total	466	137

The table indicates that the majority of the respondents were using the school libraries for three reasons: to make use of the e-facilities and the Internet (151; 44%), to study for assessments, which could be either tests or examinations (146; 43%), and/or to borrow information (books) to complete their school projects and assignments (108; 32%). A small minority (23; 7%) used the library for leisure reading, while 14 (4%) of the respondents indicated that the reason for visiting the library is only because they had a compulsory library period, while another fourteen (4%) respondents used the library to make photocopies, and ten (3%) visited the library to meet friends and socialise. Four (10%) learners didn't answer this question, possibly because they did not use their school libraries at all.

4.2.2.3 Library services used

This question required the respondents to indicate how frequently they used different library services. The respondents had to indicate 'Often', 'Seldom', or 'Never' next to a list of library services. This was done in order to see which of the services in the libraries were utilised and how often.

Table 4.7: Library Services Used and Frequency of Use N=340

Library services	Often	%	Seldom	%	Never	%	No response	%
Internet services	151	44	63	19	29	9	97	28
Reference services	48	14	50	15	56	16	186	55
Lending services	39	11	38	11	52	15	211	63
Others (specify)	30	9	18	5	23	7	269	79
Audio-visual services	28	8	40	12	59	17	213	63
Guidance services	25	7	42	12	39	11	234	70

Table 4.7 indicates that very few services were used on a regular basis by the learners in the school libraries. The majority of the respondents (151; 44%) made frequent use of the Internet services, while services such as reference services (48; 14%), lending services (39; 11%) and ‘other’ services, such as photocopying and leisure reading (30; 9%), were used less frequently by the respondents. It was interesting to note that some services, such as the audio-visual and guidance services (12% each) were better supported on a ‘seldom use’ basis than on an ‘often’ basis (8% and 7% respectively). The high number of ‘no responses’ in all the cases except for the utilisation of computers and the Internet (97; 28%) is an indication that the utilisation of school library services by the learners is low. This table indicates that more learners are more likely to use the Internet services when they visit the library. As more schools do not house computers in the library, it shows that that has an impact on the under-utilisation of libraries as learners just go to the computer centre to use the Internet.

4.2.2.4 Borrowing of library materials

This question aimed to determine whether the respondents were borrowing library materials from the library. The question was asked to determine whether the library played a significant role in providing learners with information sources to do their homework and assignments, or just to read for pleasure. The results in Table 4.8 below show that only 138 (41%) of the respondents borrowed materials from their libraries, while 202 (59%) did not borrow materials from the school libraries.

Table 4.8: Borrowing of Library Materials N=340

Borrowing of materials	N	%
Yes	138	41
No	202	59
Total	340	100

4.2.2.5 Materials used in, or borrowed from the library

As a follow-up to the previous question, this question wanted to establish what materials were in demand by the respondents, either to take home or to use inside the library. The assumption was that learners would mainly borrow academic-related materials. From the results in Table 4.9, it is clear that this was not the case.

Table 4.9: Materials Used or Borrowed from the Library N=340

Library materials	Respondents	%	No response	%
Fiction (story books)	162	48	3	1
Non-fiction (factual books)	58	17	5	1
Online sources	51	15	7	2
Newspaper and magazines	49	14	5	1
Others (specify)	20	6	-	-

Table 4.9 indicates that the most popular resources were fiction (169; 50%). Only 58 (17%) learners used or borrowed non-fiction. This suggests that either the students were not getting enough assignments from their teachers that required them to search and use the library, or that they found information sources elsewhere because the libraries were not catering to their information needs. On the other hand, it is also possible that students still relied heavily on their textbooks and note-taking in class, despite the changes in the system of education. Forty nine

(14%) respondents indicated that they read newspapers and magazines in the library, while 51 (15%) used online sources. Twenty (6%) indicated that they used or borrowed ‘other’ materials, but they did not specify what these were.

4.2.2.6. Assistance in the library

The respondents were asked to indicate whom they approached for assistance in the library if they needed help. This was asked to determine whether the learners were able to get assistance if they couldn’t find the information or materials that they required. Table 4.10 shows the results.

Table 4.10: Source of Assistance in the Library N=340

Source of assistance	Respondents	%	No response	%
Library assistant	125	37	0	0
Educator	98	29	0	0
Librarian	81	24	0	0
Library monitors	36	10	0	0

The results show that less than a quarter (81; 24%) of the respondents consulted the librarian if they required assistance in the library, while 98 (29%) of the respondents indicated that they approached an educator for help. The majority (125; 37%), however, asked library assistants for assistance, while the lowest percentage (36; 10%) indicated that they approached library monitors. Learners confuse library assistant, teacher librarian, library monitors and teachers. In this case all schools in Katlehong do not have library assistants but learners confuse them as they assume everyone they found in the library and who helped them in the library is a library assistant whether it is the teacher but when he/ she is in the library is a library assistant.

4.2.2.7 Ability of the library to cater to learners’ information and entertainment needs

Learners were asked if the school library catered to their needs. The learners had to choose from ‘Strongly agree’, ‘Agree’, ‘Disagree’ and ‘Strongly disagree’ and give reasons for the selected option. Results are shown in Table 4.11 below.

Table 4.11: Response to Whether School Libraries are Catering to Learners Needs

Library catering to learners' needs	Respondents	%
Agree	178	52
Disagree	91	27
Strongly agree	57	17
Strongly disagree	14	4
TOTAL	340	100

More than half of the learners (178; 52%) agreed that the library catered to their information needs. The majority explained that the school library provided them with the information that they required with regard to their school work. They indicated that when teachers directed them to the libraries, they successfully found the resources that they need. Only 57 (17%) strongly agreed that the libraries provided them with all the information that they requested. The majority of these respondents explained that this was because the educators prescribed certain books to them which they could find in the library without having to find or compare the information with other available resources. A low percentage (14; 4%) strongly disagreed that the resources available in libraries catered to their needs, and their reason was that the library did not provide them with adequate information. As a result, they had to supplement the information that they received in the classrooms by visiting public libraries or by borrowing books from their friends and siblings. Ninety one (91; 27%) respondents disagreed, stating that they had to take turns to use the few available books.

4.3 Section C: Issues and challenges concerning library utilisation

The last section of the learners' questionnaire contained open-ended questions that asked the learners to provide their views regarding the challenges facing school libraries and the solutions to these challenges.

4.3.1 Challenges experienced in using the school libraries

Learners were asked to indicate the challenges that they faced with respect to the utilisation of libraries. The following challenges were raised by learners:

4.3.1.1 Stolen/torn books

One hundred and ninety five (57%) respondents indicated that even though books were available in the libraries, some of the pages had been torn out (torn pages usually have the most relevant information). Some students noted that educators were not aware that some of the books had been stolen by the learners, making it difficult for them to access such books. Learners indicated that sometimes learners, or the whole class, had to share and exchange the few books available while others had to wait, leading some to steal.

4.3.1.2 Inability to locate books

The majority of the respondents (250) indicated that the books were not classified or arranged properly. They stated that information was not easily accessible for their projects and assignments. The disorganized state of the books made it difficult for them to find information. This suggests that the people who were employed in these schools as teacher-librarians were not trained in librarianship.

4.3.1.3 No library orientation

Three hundred respondents mentioned that their schools did not organize library orientation to familiarise them with the library. Consequently, they found it difficult to use the library and to search for information independently.

4.3.1.4 Teacher librarians are always busy

Thirty-six respondents stated that they felt neglected by the teacher-librarians because the teacher-librarians were never there when the learners visited the libraries, and the only assistance that the learners received was either from other educators or from library monitors. Sometimes these educators and monitors also could not assist them. They felt that teacher-librarians were always busy with other duties within the school instead of being in the libraries.

4.3.1.5 Restrictive library hours

Two hundred and seventy five respondents complained about the limited time they had to use the libraries. They indicated that time restrictions discouraged them from using books and other resources available in the libraries. Most school libraries were only open during breaks.

4.3.1.6 Lack of infrastructure and equipment

Two hundred respondents indicated that their school libraries didn't have enough tables and chairs for them to sit and study. Getting a seat worked on a first come first serve basis, and the students stated that they sometimes had to sit on the floor or stand while using books and other resources in the library.

4.3.2 The stakeholders perceptions of the teacher librarians

The respondents were asked what they thought about the school library and what it has to offer. The learners mostly viewed the school library as a place where they can find curriculum-related information to complete tasks given to them and prepare themselves for tests and exams.

4.3.3 Suggestions to improve school library services

Several suggestions were received from the learners. The majority suggested that relevant and up-to-date materials should be kept in the libraries (310). They also suggested that there should be more people working in the library so that students could receive assistance whenever they were in the library (300). Other suggestions include providing enough space (293) as well as enough furniture in the library (302); and the purchase of more books (317).

4.4 Activities at the school libraries

In the last question, the learners were asked what kinds of activities the libraries could organize to make them more interesting to learners. The majority of the respondents expressed the idea that the libraries should hold reading competitions and programs so that they would be encouraged and motivated to use the library. They also recommended educational games and reading clubs.

4.5 Part 2: Focus Group Discussions with teachers, and interviews with teacher-librarians, principals and the GDE Official

In each school a Focus Group Discussion (FGD) was conducted with 5 to 8 teachers in each school. The total number of teachers who participated in the FGDs was 102. Participation was completely voluntarily, and no restrictions applied to age, gender, qualifications or years of experience for a teacher to participate in a FGD. Interviews were conducted with fourteen teacher-librarians or teachers who were responsible for the school libraries, and fourteen school principals. One GDE official was also interviewed. Since the questions were mostly the same for all the groups, the data is presented together.

4.5.1 Role of the school library

In terms of the role that the school library should play with regard to teacher support and learning, the majority of the teachers in the FGDs indicated that the main purpose of the school library should be to help teachers to prepare their lessons well in advance for effective teaching, and to enable learners to complement what is being taught in class with the information that is available in the library.

The teachers emphasised that learners relied on information and resources from the school library in addition to what is taught in class because some learners were unable to use public libraries after school hours. The teachers also pointed out that most learners used the library to complete their homework and other tasks given to them in class. A small number of the teachers (44) indicated that their libraries only stocked outdated and mostly irrelevant materials that could not assist them with the teaching and learning processes.

The majority of the teacher-librarians (11) perceived the role of the school library to be a place where learners can go to do their homework, and where learners are taught to learn on their own and given the ability to choose information independently for their learning. Five of the teacher-librarians indicated that the role of the school library is a two way process; to teachers, it is to provide more information about what they teach, and for learners, it is to access information on what they have been taught. The teacher-librarians also stated that the availability of a library in a school helps learners improve their reading, writing and thinking skills.

When asked about the role of the teacher-librarian in the school library, four teacher-librarians mentioned that they facilitate the use of school libraries by both teachers and learners. They also stated that the teacher-librarian has to prepare materials and make them available to be utilised in the school. Six teacher-librarians explained that the role of the teacher-librarian in the school is to integrate subjects that are taught in schools with library services, while eight teacher-librarians stated that their role was to work cooperatively with teachers to plan lessons that will involve more library usage, both by the teachers and also by the learners. In so doing, both teachers and learners will learn information skills that they can apply in preparation of tasks, projects (educators) and assignments (learners). Teacher librarians also emphasised that the promotion and marketing of the school library service will have a positive impact in promoting the effective use of the libraries. Teacher-librarians also mentioned that as they assisted learners with completing projects and assignments by helping them to obtain and use the necessary

information from books and other available media, this can be effective if teacher librarians promote the services school libraries offers.

When asked about the role of the libraries in their schools, seven principals indicated that school libraries provide information that makes learning and teaching more enjoyable by providing adequate information to both learners and educators. They also stated that the school library assisted the teachers in preparation for their lessons so that they can easily present them and make them understandable to the learners. Five principals mentioned that libraries provide relevant information to teachers that will be meaningful when they are teaching. When learners use the library, they become independent learners who can learn on their own and choose information for learning. Two principals stated that the school library helps learners to improve their thinking and writing skills, which enables them to solve information-related problems independently.

According to the GDE official, the role of the library is to function as a place that provides learners with library materials and services that encourage and facilitate learners' growth and development as individuals. Additionally, she indicated that the library promotes school programmes by meeting the needs of learners and educators, and by helping teachers to select and use all types of library materials that contribute to teaching in class. For her, a school with a library provides the opportunity for learners to study independently by encouraging learning through the use of resources at school and borrowing books to use at home.

The GDE official indicated that the role of the school library depends on the principal's view of the school library. It is the principal's duty to take the initiative concerning the school library and to ensure that learners and teachers have access to quality resources in the library. According to the official, the principal is responsible for devising plans to obtain the funding for books and hiring of staff for the library, and that the school should not always depend on government initiatives in this respect. Should the principal wish to promote the role and importance of the school library, they could always elicit donations to upgrade the library resources and not rely solely on the Learner Teacher Support Material budget for library materials.

4.5.2 School library resources and services

The teacher-librarians were asked about the types of resources and services that were offered by their school libraries. The teachers, principals and the GDE official's comments on the existing resources and services are also presented in this section.

4.5.2.1 Services

The teacher-librarians indicated that their school libraries offered various media, such as books, newspapers, CDs, DVDs, cassettes and the Internet (Online). The Gauteng Online is part of the library services even though computers are not housed in the library because of space constraints and proper security measures that were enforced on rooms or centres that housed the computers. All the teacher-librarians indicated that their libraries offered lending and reference services, even though resources were limited in most of the schools. Some school libraries provided photocopying services, while others provided self-service photocopy machines. Although the teacher-librarians 6 (43%) mentioned user education services, they also stated that this was not done properly as some schools did not include it in their school programmes. It was also mentioned that in some schools, cultural performances formed part of library awareness week. An interesting service that was taking place in the library, but that was not offered by the teacher-librarians, was that of homework assistance. The principals explained that the DoE had hired teachers from local schools to assist the learners after school with their homework, especially in Mathematics, Accounting, and Physical Science, and that people from other educational sectors visited the schools to offer free lessons (lectures).

4.5.2.2 Resources

The teacher-librarians mentioned that the libraries contained mostly school-related resources, of which non-fiction materials comprised between 90 – 95% of the stock, while the fiction books comprised about 5% of the stock. Fiction was available in different South African languages. As far as the reference sources were concerned, the responses indicated that these sources were available, but that they were insufficient and out-dated. Very few of the libraries had materials such as yearbooks, biographies or gazettes. According to the teacher-librarians, the reference collections mostly consisted of a few volumes of out-dated encyclopaedia, and a few dictionaries. Tables 4.12–4.15 provide a summary of the resources that were available in the libraries.

Table 4.12: Total Stock of Resources

Schools	Non-fiction	Fiction	Total stock
A	2668	100	2768
B	2035	100	2135
C	2310	112	2422
D	1779	100	1879
E	2771	105	2876
F	3108	104	3212
G	2915	105	3020
H	2470	90	2560
I	1633	95	1728
J	2323	109	2432
K	3457	133	3590
L	3122	128	3250
M	2997	105	3102
N	1879	97	1976
TOTAL	35467	1483	36950

Table 4.13: Sources of Fiction

Schools	Language									
	Zulu	SSotho	NSotho	Xhosa	English	Afr	Tsonga	Ndebele	Venda	Total
A	51	13	6	0	28	0	2	0	0	100
B	33	27	10	0	30	0	0	0	0	100
C	42	6	6	12	38	0	0	9	3	112
D	37	23	5	5	30	0	0	0	0	100
E	31	15	14	15	25	5	0	0	0	105
F	29	20	10	10	21	0	0	4	0	104
G	21	20	4	0	30	0	10	12	8	105
H	19	33	17	0	21	0	0	0	0	90
I	16	27	18	0	34	0	0	0	0	95
J	34	32	12	0	31	0	0	0	0	109
K	57	28	20	0	28	0	0	0	0	133
L	55	31	16	0	26	0	0	0	0	128
M	22	29	21	0	33	0	0	0	0	105
N	39	24	11	0	23	0	0	0	0	97

Table 4.14: Reference Sources

	Encyclopedia	Dictionaries	Biographies	Maps & Atlases	Directories	Yearbooks	Gazettes
A	✓	✓	0	✓	✓	✓	✓
B	✓	✓	0	✓	0	0	0
C	✓	✓	0	✓	✓	0	✓
D	0	✓	✓	✓	✓	✓	0
E	0	✓	✓	✓	✓	0	0
F	✓	✓	✓	0	✓	0	✓
G	✓	✓	0	✓	✓	0	✓
H	✓	✓	0	0	✓	0	✓
I	✓	✓	0	✓	✓	0	✓
J	✓	✓	0	0	0	0	✓
K	✓	✓	✓	✓	0	0	0
L	0	✓	✓	✓	✓	✓	✓
M	✓	✓	0	✓	✓	0	0
N	0	✓	0	✓	✓	✓	0

Table 4.15 Audio-Visual and Digital Resources

Schools	Audio cassette	Video cassette	CD	DVDs	Overhead projector	Computers
A	✓	✓	✓	0	0	✓
B	0	0	✓	✓	0	✓
C	0	0	✓	✓	✓	✓
D	✓	0	✓	0	✓	✓
E	✓	0	✓	0	✓	✓
F	0	0	✓	✓	✓	✓
G	✓	0	✓	0	✓	✓
H	✓	0	0	✓	✓	✓
I	✓	✓	0	✓	✓	✓
J	0	✓	✓	✓	✓	✓
K	0	✓	✓	✓	0	✓
L	0	✓	✓	✓	0	✓
M	✓	✓	✓	✓	0	✓
N	✓	0	0	✓	✓	✓

In each school computers are available but not in the school libraries, the computers are housed either in the computer centre or computer laboratory. These computers are the ones that were supplied for the Gauteng Online project. Except in two schools which also have computer labs and is taken as a subject taught at school and the ones that were supplied by the GDE. The Internet is available but mostly it is offline because of the poor server they installed for the Gauteng Online.

During the FGDs, the teachers expressed the view that school libraries in Katlehong still only offered old or traditional services, such as the lending of books, as opposed to more innovative services. Eighty five of the teachers pointed out that their library collections still held resources for syllabi which are no longer in use, some dating back to the apartheid days. This makes the libraries appear to have many resources, even though most of them are no longer relevant.

The teachers commented that the available resources in their school libraries were not utilised to the desired extent. The teachers from school G indicated that the absence of modernised services resulted in a lack of interest from the learners in the school library services. Only seventeen teachers indicated that their libraries had relevant resources. One hundred teachers felt that they should be provided with adequate reference sources for teaching and learning. One of the teachers said that even though the library collection consisted mainly of non-fiction, the information contained in these sources was not of much use to learners.

With respect to newspapers and magazines, the FGDs mentioned that the schools no longer purchased magazines and newspapers for the school libraries. Three teachers of History, English and Economics stated that they bought different newspapers every day and brought them to the library for learners to keep abreast of current world affairs. The same applies to magazines; some educators subscribed to magazines and donated them to the library after reading them. The teacher-librarian from school J confirmed that she requested the teachers who subscribed to magazines to donate them to the school library after reading them. One principal indicated that he was aware that teachers had been requested to donate their magazines to the school.

The teacher-librarians indicated that the newspapers that were not sold in time in retail outlets in their community were usually delivered to the school libraries free of charge, although they were only received about a week after their release. Therefore learners were receiving old and outdated news.

The GDE official explained that according to the DoE, library resources should consist mainly of print (books, newspapers, pamphlets, brochures and periodicals) and non-print media (films, radio, TV, videos). The GDE official also said that there must be adequate stock of relevant materials such as textbooks, maps, charts, reference items, and other educational materials for use by the whole school community. According to the GDE official, schools buy resources according to their needs, resulting in some formats being purchased more than others. However, according to the teacher-librarians, the DoE does little to improve the school libraries in terms of implementing modern services and providing current materials that would encourage their use by the school community.

4.5.2.3 Users and reasons for using the library

Teachers give learners some projects, assignments and homework so that they can utilise the library resources. Even though some of the information is not available in school libraries teachers give learners work so that they can use the libraries for the work given.

Out of 102 teachers who participated in the FGDs, sixty-nine (69) indicated that the library is mostly used by the learners, while thirty-three (33) of the participants indicated that some teachers in their schools also used the library. This trend was confirmed by the principals. The teacher-librarians confirmed that their libraries were used by both teachers and learners. From the FGDs, it became clear that the members of staff viewed the library as a place that could potentially help them to get information to enrich what they were teaching, but due to the challenges mentioned in section 4.3.3, the objectives of the library were not being met. The teachers who used the library indicated that their main reason for using the library was to look for information that they wanted to use during lessons in class, and to borrow books.

According to the participants (teachers), they never used the library for studying. They study books available in the libraries for their lesson preparations to enrich their lessons in class. During the discussions, it became clear that male teachers (64) were more likely to read the newspapers in the library than their female counterparts, who were more likely to use the audio-visual materials. It was also found that more female (75) than male educators were likely to look for information in the library. The discussions revealed that although teachers motivated learners to borrow books from the libraries, they (the teachers) did not use the school libraries and the available resources effectively.

The majority of the teacher-librarians (10) confirmed that most teachers did not use the library resources for teaching preparations or as a reference to their teaching. The teacher-librarians stated that this was primarily because there were no suitable materials to use in lesson preparation as materials in the school libraries were outdated. Seven teacher-librarians mentioned that the use of the libraries was affected by the library conditions, such as too many classes needing to use the libraries and insufficient space leading to overcrowding. Four teacher-librarians mentioned that both teachers and learners were using the libraries, but they were restricted by the lack of access/time available for them to visit the libraries, and that the materials were not enough to be used by the entire school community. The teacher-librarians reported that they ensured that they encouraged everyone to visit the library and that the libraries were always

open at all times to be accessible to their users. According to them, the available resources were in line with the syllabi being taught at the schools, as the school libraries cannot be functional without adequate stock or relevant materials.

Sixty of the FGD participants mentioned that the library was used for keeping books and other teaching and learning materials, and that it was also used as a staff room where educators sat during their free periods. Twenty-two teachers confirmed that the library kept books for use by learners, while the teachers used it as a reference centre and as a place to hold various staff meetings. Twenty of the teachers who participated in the FGDs revealed that learners who misbehaved in class were sent to the library to prevent them from loitering around the school.

According to seven teacher-librarians, learners used the resources that were available in the library to do their assignments. Four teacher-librarians indicated that the learners used their school libraries, but if they could not find the required information, they then proceeded to use public libraries. Two teacher-librarians mentioned that some of the learners borrowed books from friends, siblings or relatives as the school library could not assist them. Almost all of the principals confirmed that learners used the books available in the libraries for their assignments. Those who had access to public libraries also went there to look for information. Additionally, learners searched for information at home if they had Internet access, or used Internet cafes.

4.5.2.4 Opening hours

Nine teachers stated that their libraries were open during school hours (8am – 3pm), while twenty reported that their libraries were open from 7:45am – 3pm. The rest of the FGD participants (73) indicated that the libraries in their schools were only open during breaks and lunch time, because the teacher-librarians who were in charge of the library were using the library as a classroom to teach the classes that they were responsible for. The principals all stated that their libraries were open between 8am and 3pm.

In eight schools teachers indicated that their libraries were used during library class periods, while two teachers said that the learners used the library during their free periods. Four teacher-librarians indicated that learners used the libraries before and after school hours. With the exception of one school, all the libraries were open during the school hours as long as the teacher-librarian was not occupied in a class. The researcher observed that during school hours, very few learners visited the libraries as most of the learners were occupied with classes. The

learners mainly used the library during free periods and breaks. Four of the teacher-librarians spent four hours a day working in the library, while 6 indicated that they were in the library during their free periods. Three teacher-librarians were in the library during breaks and lunch, and 1 occupied the library from 13h00 until the school closed.

4.5.2.5 Staffing

The teacher-librarians or the persons responsible for the school libraries were asked to indicate their qualifications and experience in school libraries. Four teacher-librarians indicated that they were qualified librarians, while 10 were teachers without any qualifications in librarianship. The qualifications and years of experience of the teacher-librarians and teachers are reflected in Table 4.16.

Table 4.16: Qualifications and Years of Experience of Teacher-Librarians/ Teachers in Charge N=14

Schools	Qualification	No. of library staff	Years of experience
A	B Paed	1	21
B	Bachelor of Arts & Higher Education Diploma	1	3
C	Degree & Dipl. in Librarianship	1	7
D	Secondary Teachers Diploma	1	19
E	Secondary Teachers Diploma	1	16
F	B.Bibl	1	4
G	Secondary Teachers Diploma	1	11
H	Secondary Teachers Diploma & Dipl. in Librarianship	1	16
I	B.Paed	1	10
J	B Paed	1	13
K	B Paed	1	12
L	Secondary Teachers Diploma & Dipl. in Librarianship	1	6
M	Secondary Teachers Diploma	1	11

N	Secondary Teachers Diploma	1	14
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The ten teacher librarians without proper library qualifications stated that the responsibility to run the library was given to them by their principals, but they were unable to explain the criteria used in their appointment to manage the school libraries.

Teachers from four schools indicated that they had qualified teacher-librarians and library assistants working in the library. Forty-two teachers perceived that those who were given the responsibility of managing the libraries as teacher-librarians were the teachers who showed an interest in the library. 30 teachers stated that the teacher-librarians were chosen by the principals to run the library, irrespective of their qualifications.

All the teacher-librarians mentioned that they were understaffed. The lack of staff meant that the library was closed whenever the teacher-librarian was busy teaching. Library monitors, who were chosen by the teacher-librarian with the help of educators, provided voluntary services in the library, mostly during breaks or after school. The situation is reflected in Table 4.17.

Table 4.17: Staffing N=14

Schools	Professional	Non-	Library assistant	Library monitor
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	librarian	professional		
A	0	1	0	5
B	1	0	0	3
C	0	1	0	2
D	0	1	0	2
E	1	0	0	5
F	0	1	0	4
G	0	1	0	4
H	0	1	0	4
I	0	1	0	3
J	1	0	0	5
K	0	1	0	4
L	0	1	0	5
M	1	0	0	4
O	0	1	0	4
TOTAL	4	10	0	54

4.5.3 Issues and challenges experienced by school libraries

4.5.3.1 Space/collection relevance

When asked to identify specific challenges concerning the utilisation of the libraries, 90 teachers felt that there is very little that is positive that could be said about the libraries, other than the fact that the DoE has indeed provided buildings to be used as school libraries. They stated that there was insufficient space within the libraries to sufficiently accommodate learners. According to the teachers, most of the libraries could only accommodate two classes (about 100 learners) at a

time; the resources were out-dated and irrelevant; and only a few sources were helpful to the teachers. The teachers mentioned that more relevant resources needed to be purchased and added to those that were already available.

Thirteen (13) of the teacher-librarians indicated that their libraries did not have sufficient space and furniture to render services, for example there were no reading rooms or study halls in the libraries. The majority of the principals (12) felt that lack of space was a problem, while two principals stated that space was not a problem in their school libraries. Eleven principals also complained about their library collection, describing it as old and out-dated. They also mentioned the lack of computers and Internet in the libraries due to always being offline.

Table 4.18 provides an indication of the problems experienced in terms of space.

Table 4.18: Sizes of Libraries

Schools	Space size	Sufficient space
A	Very small - only half of the class can fit	No
B	Size of a classroom	No
C	Can be used by 2 classes at a time	No
D	Only one class can use it at a time	No
E	Small - accommodate one class at a time	No
F	Very small	No
G	Very small	No
H	Small - can only be used by half of the class at a time	No
I	Size of two classes	No
J	Big enough - three classes can fit in	Yes
K	Very small	No
L	Very small	No
M	Very small	No
N	Very small	No

4.5.3.2 Materials and library furniture

Ninety five of the teachers expressed their frustration with the use of the library for educational purposes. They noted that the shortage of materials/resources necessitated that learners sometimes had to share books, and in extreme cases, only one book was available for the whole class. All the teachers agreed that the budget set aside for the library was too little to purchase current library material. As a result, the libraries mainly had outdated stock.

The lack of enough chairs and tables was also cited as a problem as learners have to sit on the floor or stand during library periods or when they want to use the library for academic purposes. Ten of the teachers said that the furniture in their libraries was sufficient for the libraries; however they indicated that there was no space to accommodate any more furniture.

4.5.3.3 Security

Concerning the issue of security in the schools, the FGDs indicated that the GDE had hired security guards in all the schools to work in shifts. The teachers mentioned that all the libraries had burglar bars on the doors and windows. However, despite these precautionary measures, teachers from 6 of the schools reported that their libraries had been burgled on various occasions by thieves who had entered through the roof to steal the computers. The discussions revealed that none of the schools had CCTV cameras and the security guards were not armed, thus there were no real deterring factors in place.

All of the principals mentioned the challenge of theft and burglary in their school libraries. Even though security is available, people from the surrounding community still break into schools and steal computers, TVs and DVDs. Two principals mentioned that computers had been stolen from their schools three times. One said theft was a problem until they organised with the community to have people patrolling the premises at night. Another principal stated that they had installed an alarm system and had yet to experience another burglary. One principal mentioned that they once experienced a theft where the thieves tied up the security guard, opened the roof tiles to break in, and stole all the computers. The Gauteng DoE official indicated that her department is supplying the schools with security guards and patrollers to prevent break-ins in schools.

4.5.3.4 Staff

The focus group discussion agreed that all the libraries were under-staffed. Due to lack of staff, most of the libraries only operated during school hours, which disabled the majority of learners from receiving assistance from the library. All the teachers who participated in the FGDs mentioned that more manpower was necessary in the libraries to provide efficient service. Sixty-six percent of the FGDs indicated that the individuals who were employed as teacher-librarians in their schools were unqualified for the positions.

All the principals reported that the post of ‘teacher-librarian’ was not paid for by the government. Should the school want to hire or employ a teacher-librarian, it is the school’s responsibility to

pay for that person from the school's budget. Nine principals (64%) stated that since their schools did not have sufficient funds, they waited for a vacant post to be available and filled it with a person who had a dual-qualification in both teaching and librarianship so that he or she could teach as well as manage the library. The four principals (29%) who confirmed that they had qualified librarians revealed that their post description was meant for teachers, but they had hired them to work as teacher-librarians. Apart from managing the library, these teacher-librarians were allocated some classes to teach, although they did have an equal teaching load to that of the other teachers.

4.5.3.5 Under-utilisation of school library services

On the issue of under-utilisation, all the teacher-librarians stated that they made sure that they encouraged learners to use the library as part of their learning. Five of the teacher-librarians also indicated that they involved parents in motivating their children to use the library. Only two teacher-librarians confirmed that they worked hand-in-hand with teachers to give learners homework that would force them to use library resources.

Nine principals (64%) confirmed that libraries were often used for other school activities because they were vacant and unoccupied most of the time when the teacher-librarian was in class. For example, they sometimes used the library as a staff room. According to these principals, it was better if some educators occupied the library when learners were in class, rather than locking it up. Five principals (36%) stated that because the school libraries' chairs were decent and comfortable and because of the open space, school libraries were the best place in the school to hold staff meetings and cluster subject meetings. The principals agreed that the libraries had turned into the all-purpose centres of the school, especially since most were situated next to the administration block where teachers come in.

4.5.3.6 Funds

On the question of finances, most of the principals reported that the schools in Katlehong are non-fee-paying schools. They stated that they did not have enough money to spend on library resources, as the budget of 10% from the LTSM was too little to buy expensive books. Schools were being forced to select books that they felt they needed the most, and left the rest for the next budget. Eight teacher-librarians confirmed that the school libraries were neglected within the schools, especially when it came to finances. These teacher-librarians stated that they lacked the finances to buy necessary resources, and that it was their responsibility to ask for donors or to

wait for the following financial year to make a purchase. One TL indicated that in dealing with the issue of under-funding, he involved the principal, School Governing Body (SGB) and parents to raise funds to buy materials.

The teacher-librarians all mentioned that they were all expected to both manage the libraries and take responsibility for teaching. Some of the teacher-librarians felt overworked, but the schools were not in a financial position to employ a full time teacher-librarian. They also stressed that the outdated materials in the school libraries' collections were a direct result of the lack of finances. They did not expect things to improve because learners do not have to pay school fees. The lack of fees directly impacts on the school's library budget. The only budget they could rely on was the allocation for 'norms and standards' (money allocated from each school every year) by the GDE, and donations.

According to the GDE official, all the schools were being provided with the funds to purchase library materials. However, the GDE official conceded that the libraries in Katlehong were not up to the standard required by the DoE for school libraries. She mainly attributed this to untrained teacher-librarians who have little time for the library because they are also loaded with classroom work, leading to poor service provision in school libraries.

4.5.3.7 ICT challenges

Of the fourteen (14) schools that the researcher visited, only 2 had a computer laboratory. However, the computer laboratories were situated far away from the library. When the principals were asked why the labs were that far from the library, they stated that this was to prevent library users from using the computers as the computer laboratories were strictly for learners who were taking computing as a subject. Other learners were only allowed to use the Gauteng Online computers which were housed in the computer centre within the school. However, principals stated that learners couldn't always access the Internet as the computers were mostly offline. One principal revealed that these computers from his school had been offline for four months.

Four teacher-librarians stated that learners were not using computers for information retrieval as their school libraries did not possess computers. They also stated that schools that had computers only made them available to learners who were taking computer application classes as a course in the school. Four teacher-librarians revealed that several workstations were available for learners to use in their libraries, but the computers were always offline and there was no one to

help the learners use the computers. Six teacher-librarians indicated that learners had access to computers outside the library, but that the learners could not search the Internet because of the poor server support which resulted in the computers always being offline.

Twelve teacher-librarians stated that IT was the most essential service that needed to be added to the school library. The existence of project Gauteng Online, an initiative by the GDE to provide computers to schools in Gauteng to train both teachers and learners to use computers, was confirmed by the teacher-librarians. All schools included in this study had Gauteng Online which provided the schools with computers and access to Internet. The computers supplied were not sufficient for learners and the server that supplied them with the Internet was poor that is the reason for always being offline. Even though Internet can be accessed, it is problematic and slow to respond. In the schools, the teacher-librarians, with the assistance of other teachers, were providing computer training to learners and other teachers.

With regard to the unavailability of the Internet and other ICTs in the school library, all the teachers who participated in the FGDs were of the view that this limited learners' opportunities to develop information seeking skills to access information electronically. Without these skills, learners remain technologically incompetent and are unable to develop information search skills.

4.6 Role of parents and the governing body in the provision of school library services

According to the teacher-librarians, the SGB and parents were not always as functional as one would expect. The SGB has an influence on parents and principals in recommending areas in the school that need to be taken care of. The teacher-librarians explained that while the SGB had a lot of influence on school-fund matters, they mostly followed the decisions and instructions of the principals. The principals stated that parents and the SGB participated if there were fund raising activities and library competitions. The GDE official mentioned that when school library resources need to be purchased, parents and governing bodies have to be part of the selection committee.

4.7 The role played by the GDE in the provision of school library services in Katlehong

The GDE official stated that she was responsible for ensuring that all the schools in the region are provided with adequate resources so that the teaching and learning process is effective. She explained that it was her responsibility to see to it that all the services provided by the GDE to schools, including the school libraries, are utilised by both learners and educators.

The GDE official stated that as there is no policy in place guiding the management and development of school libraries, schools generally tend to keep irrelevant and outdated library collections because there are no documents guiding schools in terms of when and how materials are to be selected, acquired, discarded or weeded. As a result, schools tend to do things on their own, resulting in no uniformity in terms of management and organisation in the school libraries.

The limited funds allocated to libraries, as well as the freezing of the teacher-librarians posts, created a big challenge for the Department. According to the GDE official, she suggested that the only solution is to provide adequate funds that are strictly for libraries and to re-establish the teacher-librarian posts in all schools. DGE official mentioned that the issue of training of teacher librarians should be addressed in training colleges where the necessary library skills should be taught.

The GDE official stated that running the library depends on the school principal. According to the GDE official, the onus lies with the principal to encourage teachers to take responsibility for the school library when there is no full time teacher-librarian to manage the library. The principals have to ensure that libraries are fully resourced and effectively used by both learners and educators. She argued that non-utilisation is partly because principals are concentrating on improving their school pass rate results without considering that a high pass rate is determined by the quality of the library resources that learners use, as some principals still do not consider the school library to be an instrument of learning.

According to the GDE official, the impact of computers on learners is that they come to rely on the information that they retrieve from computers, while ignoring the information in books. She stated that computers should be used together with print materials. The GDE official explained that learners may think that computers will replace books, when the reality is that a lot of information in school libraries is still in books and cannot be found on computers. The GDE official also confirmed that there is a high rate of theft in the libraries, and more and tighter security is required in schools. She identified the problems in the school library to include funding, security, staffing and freezing of teacher-librarians posts. The official confirmed that inadequate funds have had a negative effect on school library collections. The lack of funds has resulted in collections filled with very old materials that are not in line with the current syllabus, Curriculum and Assessment Policy Statement (CAPS). She also acknowledged that most schools in the region have small library buildings with only a few tables and chairs due to lack of funds.

The GDE official explained that in a meeting with the Minister of Education, the point was raised about the issues that school libraries are facing, and recommendations were made for more funding and staff. She stated that while waiting for a response from the Minister, which could take five years, schools are encouraged to request funding from parents to build the library collection and to use their own funds to employ teacher-librarians.

4.8 Requests to the Minister of Education regarding school libraries

When asked how they would solve the challenges if they were given the chance to petition the Minister of Education, all the teachers indicated that they would ask for: the school libraries to be rebuilt so that they had adequate space; enough furniture, computers, new and relevant resources, and the enforcement of proper security with CCTV cameras; and the employment of qualified teacher-librarians on a full time basis with at least 2 library assistants.

Seven teacher-librarians indicated that they would request more computers for the library with Internet access, while six teacher-librarians said that they would ask for every school to be subscribed to newspapers and magazines. All fourteen of the teacher-librarians mentioned that they would ask the minister to employ more library staff. They also agreed that it would be better if the DoE could enforce a compulsory library period in all schools.

The principals all agreed that they would ask for more funds for the library resources, materials and equipment; the rebuilding of the school libraries to include a study hall and a computer centre; and the employment of qualified library staff with library assistants.

4.9 Summary

This chapter analysed the data collected from the learners, teachers, teacher-librarians, principals and the GDE Official. The findings revealed that the school library services in Katlehong were insufficient, disorganised, outdated and irrelevant. Although all the secondary schools in Katlehong have libraries, most of them did not provide a wide range of resources. The findings revealed that the libraries were under-utilised by both learners and teachers, and especially by teachers. It was determined that the school libraries were mainly managed by teachers without library training. Only a few of the libraries employed qualified teacher-librarians. Without qualifications, these teachers lacked the information skills to facilitate the effective use of resources and information. Several issues and challenges facing the school libraries were identified.

The discussion of the findings is provided in Chapter 5.

CHAPTER 5: DISCUSSIONS OF FINDINGS

5.1 Introduction

This chapter discusses the findings drawn from the study on the challenges in the provision and utilization of school library services in Katlehong's secondary schools. The chapter is organized according to the research questions as follows:

- What services do the school libraries offer?
- What challenges do users face when using the school libraries?
- What challenges do teacher-librarians experience in the provision of library services?
- What is the attitude of the learners and teachers towards the library?
- How often do learners and teachers utilise the school libraries?
- How do teachers and learners perceive the role of the teacher-librarian in the school?
- What solutions can be offered to improve school library services?

5.2 Discussion of findings

5.2.1 Demographic characteristics

Learners that participated in the study were from grade 8 to 12. Only 174 (51%) of the male learners participated and 166 (49%) of the female learners. There were only four teacher librarians with library qualifications, three females with experience in librarianship. Their years of experience ranged from 3 to 21 years. Of the unqualified teacher librarians, 5 hold a Senior Teachers Diploma (STD) and 5 Bachelor's Degrees in Education. Teachers who participated in the Focus Group Discussion (FGD) all have their teaching qualifications either diploma or degree. FGD consisted of both genders with old and young teachers. All principals have teaching qualifications and years of service between 9 to 30. The GDE official was a female with a degree in library studies and 25 years of service.

5.2.2 Services offered by school libraries in Katlehong

The primary role of the school library is to provide information services equally to all members of the school community. The IFLA/ UNESCO School Library Manifesto (1999) supports this statement, adding that specific services must be provided to those who are unable to use mainstream library services and materials.

The secondary schools in Katlehong all have school libraries. This is in a country where only about 8% of schools reportedly have access to a school library (Equal Education, 2010:21). These schools are in a fortunate position, even though the facilities are not always conducive to optimal service delivery and utilization by their user population.

School libraries should offer a variety of services in order to cater to the diverse needs of their users. The study determined that the most common services provided by the libraries in Katlehong's secondary schools include lending, reference, and user guidance services, while some of the libraries offer online services, audio-visual materials and charts, and photocopying services. Hart and Zinn (2007:87) confirm that these services are common in school libraries. While Herselman (2003:112) indicated that these libraries can eventually evolve to incorporate computers to assist with the teaching of information literacy.

The respondents revealed that services such as DVDs, CDs and cassettes were not purchased by the school libraries but formed part of a package of teaching materials provided by the DoE to support teachers' classroom presentations. However, from the Focus Group Discussions with teachers, it was clear that these materials were seldom used as they were not perceived to be relevant to the subjects taught in class. Photocopying was identified as one of the most popular services currently offered in the school libraries, but not all of the libraries allowed learners to use the photocopy machines on their own. In some of the schools, copies could only be made at the administration offices by a school administrator at a scheduled time. Teacher-librarians also mentioned that the schools with self-service photocopy machines had purchased them so that learners could create copies on their own.

Although the GDE official indicated that newspapers and magazines should be part of the services offered by school libraries, it was found that these services were not funded through the school library budget; the newspapers and magazines that were available in the libraries had been provided by the teachers and sometimes parents who either bought or subscribed to these

information sources. Since they are first read by the teacher/parent before being given to the library, the newspapers or magazines are already out-dated by the time the other teachers or learners get to view them.

From the data collected on the schools under investigation, it became evident that that they do not have the necessary library collections for effective service delivery. In Katlehong's secondary schools, few teachers and learners appear to be interested in using the services offered by the school library. For example, 55% of the learners indicated that they had never used the library's lending services. It was also determined that some services, such as reference and audio-visual services, were also not optimally used; only 14% and 8% of the learners respectively stated that they used them often. Both the principals and the teachers concurred that very few teachers used the available library services as the materials were deemed to be irrelevant and out-dated.

A survey conducted by Ahmad (2011) on secondary school library services in India found that offering conservative library services normally results in a lack of interest on the side of the learners. Mahwasana (2008:38) concurs, and indicates that for effective service rendering, the information collection needs to be readily available, relevant, and should contain different types of information sources. If the facilities in the school library are adequate, the service provision of the library will also be satisfactory. From the interview with the GDE official, it was clear that information resources are acquired in a haphazard manner and that when school libraries buy books for their libraries, they do not follow a collection development policy. This unsystematic collection acquisition is probably one of the contributing factors to the development of irrelevant information services to users. According to Evans (2000:18), a collection development policy would help teacher-librarians to select the most appropriate materials for their collections, which is evidently not the case in Katlehong's secondary schools.

Although user guidance/education was offered by the teacher-librarians, the teachers commented that it was not effective enough to allow them to easily find and access the materials or the information they require. In order to become information literate citizens, the skills to find relevant information should be imparted while a child is still at school. This is supported by Arua (2011:n.p), who states that user guidance/education should be taken seriously, especially at secondary school level, so that both staff and learners grow interested in using the available

library services. According to Arua (2011:n.p), this would also minimise user frustration in the long run.

The lack of efficient ICT resources, especially the availability of computers and the Internet for information retrieval, was found to be a major contributor to the under-utilisation of library services. The Internet was identified as the service most used by the learners yet it is the most problematic and unavailable service in the libraries because of connection problems and lack of computers. In most libraries the Gauteng Online system was the only networked facility available for library users, but it was reported to be unusable for long periods of time due to connection issues. One of the suggestions by the principals for improving the library services was that adequate computer facilities and access to the Internet need to be provided.

5.2.3 Challenges faced by users in the school library

5.2.3.1 Access to library facilities

The findings revealed that school libraries in Katlehong's secondary schools are meant to open every day in the morning when the school starts and to stay open until it closes. In reality, most of the school libraries were only open if the teacher-librarians were available during lunch time and breaks, but they were locked if the teacher-librarian had teaching or other commitments. A study by Paton-Ash (2012:111) on primary school libraries in Gauteng Province found that the fact that the libraries were only accessible to the users in very restricted times had a largely negative effect on what they could gain from visiting the library. The guidelines provided by the National Guidelines for School Libraries make it clear that there must be clarity with respect to access times (National Guidelines for School Library and Information Service, 2012:23) and that the opening hours need to be displayed on library notice boards to make learners aware of when the library is accessible for utilisation. In an effort to keep the library open at all times, the principal of one school mentioned that the library in his school also acted as a staffroom for teachers during their off-periods, which allowed the library to stay open even if the teacher-librarian was not available.

Both teachers and learners confirmed that they were restricted in terms of the time they had to use the library. The researcher found that learners who stayed in the vicinity of the school preferred the library to be open every afternoon after school. As discussed in chapter 2, Aguolu and Aguolu (2002:n.p) observed that the availability of an information service, such as the

school library, does not necessarily imply its accessibility, because access can be prevented for various reasons, in this case the closure of the library because the teacher-librarian is teaching. The accessibility of the library is closely related to staffing. According to Ubegu (2006:n.p), if a school does not have a full-time teacher-librarian or library assistant, the library may not be open as often as it should be because teaching related emergencies might have to be attended to by the teacher-librarian. These emergencies might include invigilating during examinations, assisting administrators and educators with making copies, or doing other administrative work as requested by teachers and principals. For example, Ubegu (2006:n.p) found that during exam time, the library could only operate after exam sessions, by which time learners had to go home because they were using common transport. Therefore learners could not use the library to study for exams.

However, Ubegu's (2006:n.p) study conducted in Nigeria also found that lack of access was not restricted to exams and emergencies; throughout the day, there was no access at all to school libraries where the teacher-librarians were involved with other class activities. This goes directly against the American Library Association's guidelines (2000:3), which state that a teacher librarian must work in the school library fulltime to attend to the information needs of teachers and learners and should not be given any other teaching commitments in the school.

5.2.3.2 Physical facilities

The results of the study found that libraries in Katlehong's secondary schools do not have sufficient space in their libraries. Although all the libraries investigated made physical provision for reading, they were not suited for quiet reading as the libraries hadn't been soundproofed. No dedicated reading rooms/halls could be identified in any of the libraries.

According to Rowley *et al.* (in Mahwasana, 2008:40), a school library should have rooms that are quiet and peaceful, and at least one of these should be set aside for computers and the Internet. Most of the school libraries were found to be running short of space to accommodate their books. According to Tilke (1995), the problem of insufficient space is caused by the people who plan the school or library building without considering the future expansion of resources and the growing number of learners. The study found that school library conditions in Katlehong are not conducive to effective library service delivery. The buildings housing the library had not been properly built in terms of library space as specified by the education system, as some

libraries could only accommodate one class and sometimes only half a class. It was reported that due to overcrowding, learners had to stand in long queues to access the facility.

The lack of photocopy machines and computers inside the libraries was identified as a further deterrent to the utilisation of the school libraries in Katlehong. In most schools, computers were available but kept in classrooms, or they were only available for utilisation when the computer laboratory was open. Two schools only allowed learners who were doing computer studies to use the computers in the computer laboratories. In fact, these were the only schools that had computer laboratories. A handful of computers were available in some school libraries, but because they were so few, learners could only use them for a limited amount of time. The teachers indicated that most of the time the computers were offline, meaning that they could not access the Internet. Paton Ash (2012) found that this was also the case in other schools in the Gauteng Province.

5.2.3.3 Library furniture

Tawete (in Mahwasana, 2008:40) observes that the facilities necessary for effective service rendering should include accommodation, reading space, shelving, chairs, tables, lighting, and various equipment required to access digital media, such as computer terminals. It was determined that school libraries in secondary schools in Katlehong do not have enough chairs, tables, and/or enough shelves to accommodate all the books. Some of the books were being stored inappropriately in the library because of insufficient shelves. The shortage of shelves made it very difficult for the learners to retrieve and use the books, as the books were disorganised. In some schools, it was found that there was no proper furniture at all in the library, and school desks were being used as library furniture. The use of school desks to provide working space for the learners was still insufficient to accommodate the large groups of learners who wanted to use the library.

5.2.3.4 Library management and organisation

From the FGD discussions with the teachers and interviews with the teacher-librarians, it became evident that some of the teachers struggled to locate books on the shelves, and others couldn't differentiate between fiction and non-fiction. Both the learners and the teachers mentioned that while books were available, they were out-dated, not catalogued and mis-shelved, which made it impossible for the learners and teachers to use them. A study by Duffy (2005) found that children often spent more time locating a resource than actually using it for school work. For this

reason, Duffy (2005) recommended the use of an automated media library system which would allow learners to access all the books in the school and to enable them to retrieve information within a short period of time.

The findings determined that many of the secondary schools in Katlehong were keeping old books on their shelves, giving the impression of a well-stocked library. The system of keeping old and irrelevant resources in school library collections is criticised by Brink and Meyer (1988), who advocated that it is better to have fewer but highly relevant school library resources than to have more resources that are old and irrelevant.

5.3 Challenges teacher-librarians experience in fulfilling their role and in managing the library

5.3.1 Lack of skills

The findings revealed that the teacher-librarians, especially those with no formal training, did not have the required skills and knowledge to teach information literacy and perform the different roles within the school as required from teacher-librarians. Due to the lack of computer skills, the teaching of computer information literacy skills was identified as a challenge to teacher-librarians. Learners were also limited in their opportunities to develop their information skills as there was no assistance available to help learners use the computers.

Harada (2007) argues that teacher-librarians should act as change agents, while Stripling (2003) advocates that teacher-librarians should act as caregivers, coaches, connectors and catalysts. Stripling (2003) suggests that regardless of the roles that they assume the role of the teacher-librarian is to fill the gaps of expertise and to assist in implementing courses of action. The idea of offering computer training to learners is supported by Reidling (2001), who observed that students live and learn in a world that has been radically altered by the ready availability of vast resources of information in a variety of formats. Kappan (2007) stresses that along with managing the library at a technical level as the programme administrator; the teacher-librarian is also a teacher and an information specialist. Indeed, most countries require that in order to become a certified teacher-librarian, the candidate must have a classroom teacher certificate so that the teacher-librarian can have the knowledge of what constitutes teaching and learning in the classroom, and be aware of the school curriculum.

5.3.2 Underutilisation of the library

Many learners and teachers did not use the libraries due to the shortage or lack of suitable resources. The findings of the study revealed that inadequate library holdings result in the underutilization of libraries. The unavailability of staff in the library to serve users also limited access, as users were deterred from going to the library because there would be no one to help them with their information-related queries. As a result, most books have accumulated dust without being used by either educators or learners.

Nibishaka (2006) confirms that school libraries are under-used because of the poor range of resources available; inconvenient library operating hours; and the lack of qualified staff to help learners find the information they need and equip them with the information retrieval skills that are necessary in the information era.

According to Lance *et al* (2003), an active school library program can make a difference in the academic performance of learners if a school employs a qualified librarian in the school library and has adequate staff; contains current and large collections of resources; provides access to information technology that is integrated into the curriculum; and gives the teacher-librarian time to collaborate with the faculty. The current study found that the majority of school libraries in Katlehong's secondary schools are not optimally used due to the unavailability of full time teacher-librarians. This finding is supported by Oberg *et al.* (1999:n.p), who observed that teacher-librarians spend most of their time performing clerical duties and do not have sufficient time to spend with teachers and students, and the result is that teachers and learners are not motivated by anyone to use the resources available in the library.

5.3.3 Insufficient library materials

The American Library Association (2000), advocates that within a school library collection there should be at least 10 books available per learner. Such large collections could not be identified in any of Katlehong's secondary school libraries. During the visits to the schools, the researcher observed that the school libraries had few materials; even those schools that indicated that they had enough materials, were found to have collections that were outdated, irrelevant and dusty. Boekhorst and Britz (2004) found that most schools in South Africa simply do not have the means to run libraries because most of the materials contain information that is irrelevant to the existing curriculum. This is also supported by the South African School Library Survey (DoE,

1999), which established that functional libraries can only be found in those schools that have enough funds to buy resources and manage them.

It was found that current magazines, journals, and books that can support the teaching and learning of students were not available in the school libraries, mainly due to the general lack of finances, and also because the money that is allocated to the library is also spent on other operating expenses.

5.3.4 Collection organisation

The researcher found that books were not catalogued and classified because most of the teachers who were employed as teacher-librarians were not trained for library work. It is only in the schools that have qualified teacher – librarians that the organisation of resources was catalogued and classified accordingly.

5.3.5 Staffing

The survey revealed that in all the secondary schools in Katlehong, teacher-librarians are running the libraries in their spare time without library assistants. Due to unavailability of qualified teacher-librarians, ordinary teachers were responsible for the libraries. This stands contrary to Latrobe and Laughlin's (1992) recommendation that staff members who serve in the library should be in possession of relevant qualifications and be properly trained to do library work. Lonsdale (2003) states that the use of unqualified staff does not address the problem of shortage of staff, but creates more problems as these staff members are not educationally equipped to manage and run the library.

The results identified that the main reason behind the lack of professional librarians was the freezing of library posts by the government. With no official teacher-librarian posts available in schools, schools have to take on the responsibility of employing and paying such a person themselves (Zinn in Hoskins, 2006:236). The reaction from some of the schools has been for principals to nominate anybody within the staff to manage the library. According to the National Guidelines for School Libraries and Information Services (2012:12), it is important for a school library to be under the management of an appropriately qualified teacher-librarian.

5.3.6 Lack of a school library policy

As discussed in chapter 2, appropriate policies that guide the implementation, evaluation and monitoring of school libraries are not currently being applied in many schools in Gauteng

Province. This was confirmed by the GDE official. Lacking a collection development policy, teacher-librarians buy any materials that they perceive to be necessary, or buy what is available without taking the needs of the users into account. The South African Department of Education (2012:11) advocates that each school should have a school library policy as an integral part of the school development plan, and that this should be linked to a district development plan to ensure the implementation of comprehensive information service delivery to teachers and learners.

5.3.7 Lack of interest from principals and educators

In most of the schools, it was found that the principals were in support of the school library programmes, but in some schools the principals did not always appreciate and understand the role of the teacher-librarian and their potential contribution to teaching and learning. Shannon (2009:1) posits that the principal's support of the school library programs is critical to the school library's success. Mandrusiak (1993) concurs that supportive principals understand the value of the school library and are able to see the relationship between the library and education.

5.4 The attitudes of learners and teachers towards the library

Despite the challenges identified by the learners, a large number of the learners either agreed (52%) or strongly agreed (17%) that the library catered to their needs. When they were asked how they perceived the school library, they responded that the school library is a place which can provide for their academic information needs, and use to complete assignments given to them by their teachers and to prepare for their tests and assignments. Learners however, pointed out various challenges that should be addressed to enhance the services delivered by the library. Issues such as the acquisition of relevant and current materials, increased space, more information materials and additional staff, were seen as ways to improve the services that are currently provided.

The teachers, on the other hand, mostly did not support the library, even though they did acknowledge that it had a role to play in the educational process. Teachers should be the ones who cooperate with teacher-librarians towards marketing and making use of the library, so that learners themselves can effectively utilise the services offered by the school libraries. The findings revealed that the teachers who frequented the library used it for specific purposes like preparing for classes, reading newspapers, and obtaining information for research purposes. It was found that the teachers did not visit the library often. More than two-thirds of the teachers

indicated that they tried to ask the teacher-librarians for help when they struggled to find materials and information in the library, but since the teacher-librarians were mostly unavailable; they had to continue to search for the materials themselves. According to the report by the teachers, a large percentage of teachers were unlikely to visit the library again to find information if they did not get assistance.

5.5 Frequency of school library utilisation by users

The findings showed that the utilization of school libraries by both learners and teachers in Katlehong's secondary schools is not encouraging. The responses revealed that there was a lack of interest in the use of school libraries by teachers and learners, but mostly by teachers. A study by Mansor (2011) on the use of school resource centres among Malaysian high schools found that factors contributing to the low utilization of school libraries could either be limited awareness about the importance of the role that the school library plays in supporting and complementing the school curriculum, or that the materials that are available in the school library do not support the curriculum.

The most highly frequented library service by learners was the Internet, which was frequented by 44% of the learners on a regular basis, followed by reference services (14%), and lending services (11%). User guidance services (70%) and audio-visual services (63%) were the least frequented services. The high incidence of Internet utilisation is an indication that the young generation prefers to move away from the more traditional library services and use technology to search for and retrieve information. Other than not finding appropriate materials to support their teaching, the teachers ascribed their lack of frequenting the library to the fact that they lacked training in the use of the library and its resources.

5.6 Perceptions of learners and educators concerning the role of the teacher-librarian in schools

According to the teachers, the role of the teacher-librarian is to provide information resources in the school, to manage the resources, and to help users find and use the information resources. Although some collaborative roles were mentioned, this was not perceived by teachers as a major role of the teacher-librarian. However, with the new education system in place, the teacher-librarian's role has expanded to include integrating information literacy into the curriculum through collaborative efforts with teachers (IFLA/UNESCO, 1999). Reynolds (2005:np) agrees that the teacher-librarian is now expected to work with learners, teachers and

academic departments, and play a leading and supporting role in all the learning processes in the school.

5.7 Suggestions for the improvement of the school library services

The learners suggested that activities such as reading competitions, the provision of educational games and plays, and the availability of more computers and the Internet would inspire them to use the school library more often. The provision of more relevant books was also mentioned by some of the learners. This suggestion is supported by Bristow (1990:50) and Kinnel (1992:37), who found that a relevant collection is a positive contributor to the learning process if it is relevant. Promotion of school library services is another suggestion for the improvement of school library services. For effective utilisation of school library services the teacher-librarian should promote the services the library offers so that both learners and teachers are aware of which services are available and not.

Marketing the available resources would ensure effective resource utilisation. This can be done by planning activities such as reading clubs, plays etc. No one within the school community will notice the library resources, if no one promotes the resources. Marketing the library can contribute positively to learning and teaching as both teachers and learners would be aware which information to use in preparing lessons and in completion of the tasks given at school. Teacher librarians should also invite teachers to the library to inform them about the information the library holds for their teaching by so doing teachers themselves can send learners to the library for information seeking. User education should be the effective promoting tool as it will teach learners and teachers how to use the information in the library and how to locate the resources.

The principals and educators suggested that the library space should be enlarged, and that enough furniture should be supplied to make library visits an activity that can be done in relative peace and comfort. Like the learners, they also suggested the need to upgrade the book collection to make it more relevant to the curriculum, in addition to more security, the employment of qualified teacher-librarians, and the employment of library assistants. They also agreed with the learners that more computers need to be provided to supply the demand for Internet access.

5.8 Summary

The results and their impact on the provision and utilisation of school library services in secondary schools in Katlehong have been discussed. Several salient issues were highlighted, in particular the reasons for the poor utilisation of school library services, the issues and challenges facing both users and the teacher-librarians, and the solutions to these problems. The next chapter provides the summary, conclusions and recommendations of the study. Suggestions for further research are also provided.

CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter summarises the main findings of the study, provides the conclusion and recommendations, and suggests directions for further research. The study examined the challenges in the provision and utilisation of school library services in Katlehong's secondary schools. The objectives of the study were as follows:

- To examine the provision of school library services and resources in Katlehong's secondary school libraries
- To identify the most critical challenges and issues confronting school libraries in delivering information services
- To establish the challenges experienced by learners and teachers in utilising school library services in Katlehong
- To determine how stakeholders perceive the role of school library services and that of the teacher-librarian as an information service provider
- To solicit suggestions on how to improve school library services and to make recommendations

6.2 Summary

6.2.1 The provision of school library and resources in Katlehong's secondary schools

- *What services do the school libraries offer?*

The study found that although all the schools in Katlehong have library facilities, the majority are barely functioning as school libraries should. Various reasons for this were provided by the respondents including unfit facilities, unqualified staff, and irrelevant materials. Despite these problems, the libraries offer a number of services, the most notable being lending services, reference services, user guidance services, and in some cases, computers and Internet access. It was reported by the principals that the libraries that provided computer and Internet services were not catering to the needs of the users as very few computers were available, and the Internet was mostly inoperable as it was offline for months.

It was also discovered that schools are not provided with information resources and facilities such as photocopy machines, but have to buy these using the 10% allocated in the LTSM for school materials. The amount that each school receives varies from school to school and is determined by the school enrolment or numbers of learners enrolling for that year. It became clear from the findings that none of the libraries offer any innovative services that would bring these libraries in line with 21st century expectations of school library services.

6.2.2 To identify the most critical challenges and issues confronting school libraries in delivering information services

The study identified several challenges that impact on the provision of school library services in Katlehong's secondary schools. The identified challenges are discussed below.

6.2.2.1 Lack of funding

Sustained funds are necessary for every school library to operate effectively. The study determined that the school libraries in the secondary schools in Katlehong are not receiving sufficient funding to sustain themselves and to support the requirements of the new education curriculum. The findings revealed that the schools could not provide access to a wide variety of relevant books, periodicals, and visual and audio-visual resources and e-resources. Due to the lack of funding for libraries at some of the schools, the teachers opined that the school library has no essential role to play as a curricular support system. Even though they did not support the library because of the absence of relevant resources, they acknowledged the role the library has to play. In the schools under investigation, it was found that the money allocated to the libraries was far less than the libraries required for information resources and equipment, as well as for the hiring of a full time qualified teacher-librarian to manage the libraries. This means that schools have to rely on donors for their library equipment or information resources.

6.2.2.2 Staffing

The lack of a full time librarian was identified as a major challenge in secondary school libraries in Katlehong. None of the schools under investigation had a full-time teacher-librarian. Even though four schools employed qualified teacher-librarians, none of them were working full-time in the library as they also had to perform teaching duties in addition to their school library responsibilities. In other schools, the library was closed when the teacher-librarian was

performing teaching duties. It was found that none of the schools employed any library assistants to stand in when the teacher-librarian was away from the library, thus leaving the teacher-librarians with very little time to do library administration and manage the library. Teachers within the school act as library assistants in the absence of teacher-librarians. Because the teacher-librarians are busy, users don't find assistance when they are in the library, or have to rely on voluntary library monitors who in many cases are not trained to assist with information queries. Due to a lack of library qualifications in teacher-librarians (teachers who manage the school libraries) and lack of staff, most of the library books were reportedly miss-shelved and disorganised, making it difficult for learners to find the information that they want.

6.2.2.3 Information resources

The findings revealed that the majority of the information sources that are available in secondary school libraries in Katlehong are of an academic nature to support the curriculum. However, both the teachers and the learners indicated that they found the resources outdated and irrelevant to the current curriculum. The learners also pointed out that many of the resources were in an unacceptable physical state. In terms of the arrangement of the resources for easy access, the teacher-librarians who were not qualified found it hard to arrange books accordingly on the shelves or classify them for easy access. Those who indicated that they had the skills and knowledge to attend to these matters had other duties within the school that limited the amount of time they could spend in the library.

6.2.2.4 Security

It was found that schools in Katlehong that have computers are at risk of theft, and this has resulted in greater restrictions to their access by learners. It was determined that all the schools in Katlehong have been deployed with full time security guards, although these security guards are unarmed. Teachers indicated that all the libraries are secured with burglar bars in front of the doors and windows. The night patrol within the schools also reduces the break-ins. None of the schools were protected with CCTV cameras as the GDE does not supply schools with cameras and none of the schools could afford this expense. It was discovered that only one school had installed an alarm system in their library, and there had never been another burglary in that school after installing the system.

6.2.2.5 Absence of a compulsory library period

Very few schools indicated that they had a compulsory library period. With no formal time allocated to teaching learners library education and information literacy, the teacher-librarians opined that one of the reasons for the under-utilisation of school libraries is the absence of the library period in schools.

6.2.2.6 Lack of space and furniture

The study showed that of the 14 secondary schools surveyed, only 3 libraries had enough space to accommodate a large number of learners at any one time. In many of the school libraries, the lack of furniture posed problems as learners were forced to sit on the floor or stand when they were using the library. Even though more chairs and tables could be added, it was found that the available space was not enough to accommodate additional furniture. Even the bigger libraries indicated that the shortage of furniture was a problem.

6.2.2.7 Computers and Internet access

Internet access is provided through the Gauteng On Line (GOL) project through the GDE. None of the schools reported having their own network, but they did indicate that when the GOL was offline, learners could not access the Internet. According to the teaching staff and the teacher-librarians, when this happens, access to the Internet is not available for months on end. In most cases, computers were not kept in the library, but were kept in a separate computer room/centre which remained locked most of the time for security purposes and which was only available when there was someone who was responsible for the centre in attendance. Even though the computer laboratories were open, computers were few, and learners had to wait in long queues and were given only a very limited time to access the computers and the Internet.

6.2.3 To establish the challenges experienced by learners and educators in Katlehong secondary schools in utilising school library services

- *What challenges do users face in school libraries in Katlehong's secondary schools?*

Space- There are no reading rooms or study halls in school libraries. Most libraries can only accommodate two classes at a time. Only 3 schools mentioned that they do not have a problem with the space and the accommodation is adequate.

Stolen books- In some schools photocopy machines are kept in the administrator's offices as a result learners tear off pages from the books. Some of the books are stolen from the library so there will be fewer books available to be used by the whole class.

Materials – A shortage of materials requires learners to share books. At times one book has to be used by the whole class. Materials are out-dated, due to the issue of finance as the schools rely on the government grant allocated to schools.

6.3 Conclusion

School libraries in secondary schools in Katlehong have been found to lack the necessary facilities and resources to deliver effective information services to teachers and learners. This study was able to establish that while some library services are being offered, the lack of funding and lack of facilities are hampering the delivery of innovative services to the school community. The survey revealed that most of the staff in the investigated schools were not professionally qualified and were therefore unable to organise the library resources systematically. The study confirmed that challenges such as staffing, lack of funding, restrictive hours, insufficient space, resource selection problems, insufficient government commitment and lack of leadership from the DoE, have led to poor service provision and the underutilization of school libraries by both learners and educators.

It was determined that adequate collections, equipment, staff, and facilities are needed for Katlehong's school libraries to function optimally. Funds are also required to purchase library equipment and other information materials. It has been shown that the success of a school library depends on the cooperation between the principal, parents, teacher-librarians and teachers.

6.4 Recommendations

In order to improve the provision and utilisation of school library services in the secondary schools in Katlehong, the following recommendations are proposed.

6.4.1 Allocation of a library period in the school time-table for library orientation

Teacher-librarians, in cooperation with the School Management Team and teachers, should allocate time for a library period for each class in the school timetable. At least one period should

be allocated for each class in a cycle. These periods should be used by learners in the library under the supervision of the teacher-librarian who would be training them in the use of the different services that are available in the library. It is further recommended that library orientation should also be provided to the teachers so that they can be encouraged to use the library resources. This would help them to learn information seeking skills which would reduce their frustration when searching for and using information.

6.4.2 Allocation of sufficient funds

Funds are crucial to the development of education and libraries. Therefore the government should be petitioned by all stakeholders to revise its funding model for the allocation of funds to school libraries. The DoE should monitor and supervise the effective utilisation of the funds that are allocated to the libraries. It is additionally recommended that the available funding should be spent judiciously so that the school library can maximize its benefits from any funding spent on the acquisition of library resources.

6.4.3 Employment of qualified teacher-librarians

The school library plays an important role in the organisation and availability of information resources that support the curriculum for both teachers and learners, therefore the librarian in charge of the library needs to be a person with professional training. Since this is currently not the case in Katlehong, it is recommended that the GDE should make provision for the employment of dedicated professionally trained teacher-librarians from the GDE budget. It should not be left to each school to find the funding to employ a trained librarian.

Should this not be economically feasible for the GDE, it is recommended that the GDE must ensure that the current teacher-librarians are provided with the necessary training by way of short courses to develop effective services to meet learners and teachers' information needs. Also programmes to collaborate among the schools in the district and programmes to collaborate with public librarians are recommended.

6.4.4 Regulated opening hours

In order to allow all learners and teachers sufficient time to use the school library, access to school libraries should be scheduled to reflect regular hours, and the library should also stay open after school to encourage all users to make use of the facility at a convenient time. Every teacher can become an information literacy teacher by infusing information skills in their

teaching and this might then encourage them to start demanding better access to information resources.

6.4.5 Provision of networked computers

Sufficient networked computers need to be made available to school library users. It is therefore recommended that schools fundraise to enable them to purchase more computers for the library.

6.4.6 Marketing the library

The school library should actively market itself and the services that it has to offer. Many times, learners and teacher do not use the facility because they are not aware of what is available inside the library. It is recommended that the teacher-librarian should use events, such as special commemorative days or celebrations, to collaborate with teachers to market the library and its resources to the school community.

6.5 Further research

Based on this study on the challenges in the provision and utilisation of school library services in township secondary schools, the researcher suggests that further research can be initiated to determine the current situation in the management and provision of school library resources in all school libraries including primary schools around the East Rand.

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APPENDICES

APPENDIX A- ETHICAL CLEARANCE.....

B- LETTER TO SCHOOL PRINCIPALS.....

C- QUESTIONNAIRES FOR LEARNERS.....

D- INTERVIEW SCHEDULE FOR FOCUS GROUP DISCUSSIONS.....

E- INTERVIEW SCHEDULE FOR TEACHER LIBRARIANS.....

F- INTERVIEW SCHEDULE FOR THE PRINCIPALS.....

G- INTERVIEW SCHEDULE FOR THE GDE OFFICIAL.....

**UNIVERSITY RESEARCH ETHICS
COMMITTEE**

(Reg No: UZREC 171110-30)



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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2013/42							
Project Title	Challenges in providing school library services in Katlehong Secondary Schools (Gauteng Province, South Africa)							
Principal Researcher/ Investigator	LZZ Shandu							
Supervisor and Co- supervisor	Prof. B.J. Mostert		Mr. N. Evans					
Department	Information Studies							
Nature of Project	Honours/4 th Year		Master's	x	Doctoral		Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate. Special conditions, if any, are also listed on page 2.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UZREC in the prescribe format, where applicable, annually and at the end of the project, in respect of ethical compliance.

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these may also require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

Special conditions: Documents marked "To be submitted" must be presented for ethical clearance before any data collection can commence.

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.


 Professor Rob Midgley
 Deputy Vice-Chancellor, Research and Innovation
 Chairperson: University Research Ethics Committee
 06 May 2013

PROF. JR MIDGLEY
 DEPUTY VICE-CHANCELLOR
 RESEARCH & INNOVATION

06 MAY 2013

UNIVERSITY OF ZULULAND
 PRIVATE BAG X1001
 KWADLANGEZWA, 3886

QUESTIONNAIRE FOR STUDENTS

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

SECTION A

Please read each question carefully and indicate your option by a tick in the appropriate spaces provided.

1.1 Gender

Male	
Female	

1.2 Age group

13-14 years	
15-16 years	
17-19 years	
20 years plus	

1.3 Present phase

General Education & Training (GET) Grade 8-9	
Further Education & Training (FET) Grade 10-12	

1.4 Home language

IsiZulu	
Northern Sotho	
Southern Sotho	
IsiNdebele	
Tshivenda	
Tsonga	
IsiXhosa	
Other (specify)	

SECTION B

UTILIZATION OF LIBRARY SERVICES

2.1 How many times a week do you use the library?

(a)Everyday	
(b)Only during library period	
(c)Three times a week	
(d)Other (specify)	

2.2 What do you use the library for?

(a)Study for assessment	
(b)Leisure reading	
(c)Socialise with friends	
(d)Attend compulsory library period	
(e)To borrow information for assignments	
(f)To make photocopies	
(g)To use computer facilities and Internet	
(h)Others (specify)	

2.3 Which of the following library services do you use frequently?

	Often	Seldom	Never
(a)Reference services			
(b)Internet services			
(c)Lending services			
(d)Audio-visual			
(e)Guidance services			
(f)Others (specify)			

2.4 Do you borrow materials in the library?

(a)Yes	
(b)No	

2.5 What types of resources do you like to read/borrow from the library?

(a)Fiction (story books)	
(b)Non-fiction (reference books)	
(c)Newspapers and magazines	
(d)Online sources	
(e)Others (specify)	

2.6 When you need help in the library, whom do you normally consult?

(a)Librarian	
(b)Educator	
(c)Library assistant	
(d)Library monitors	

2.7 Do you think the school library cater for your needs?

	Tick	Explain why
(a)Strongly agree		
(b)Agree		
(c)Disagree		
(d)Strongly disagree		

SECTION C

RECOMMENDATIONS ON IMPROVING SCHOOL LIBRARY SERVICES

3.1What challenges do you face when using the school library services?

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3.2 What do you think of the school library and what has to offer?

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3.3 What can you suggest to improve the school library services?

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3.4 What kind of activities you like the school library to include?

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.....

INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSION

Interview questions	Prompts
What do you see as the role of the library in a school? Please tell me about your school library.	Teacher support? Homework centre? What resources? Users? Opening hours? Staffing? What is used for?
What is working well in the library/ library space? Why? What is not working well?	
Have there been challenges or problems in setting up and/ or running the library/ library space?	Security? Staffing? Financial? Out-dated material? Learner's perceptions? Teacher perceptions? Impact of computers?
How is the library resourced? Do teachers use the library?	
How do other members of the staff view the library?	
How do children in your school do research work?	
If you had to write a letter to the Minister of Education about libraries, what main points would you put in the letter?	

Interview schedule for Teacher librarians

Interview Questions**Prompts**

In your opinion what is the role of the library in a school?	Teacher support? Homework centre? Teaching and learning? Reading? Literacy?
Please tell me about yourself. How much time do you spend in the library? What are your qualifications and experience in school libraries? Please tell me about your library.	Librarian/ teacher in charge/ volunteer. What resources? Users? Opening hours? Staffing? What is it used for?
What is working well in the library/ library space? Why? What is not? Why?	
Have there been challenges and problems of setting up and/ or running the / library space? How have you dealt with them?	Financial? Security? Outdated materials? Pupil's perceptions? Teacher perceptions? Impact of computers in school? Are you trained as a librarian? Do you have other responsibilities?
How have you dealt with the issues and challenges as the librarian?	
In your opinion what is the role of the librarian in the school? How is the library resourced? What, if any role do the parents and governing body play in the library?	Information skills? Work with staff? Work with pupils? Reading promoter? Manager? Part of school leadership team?

<p>What sort of support do you get from the Head?</p> <p>Do you think the school values the library?</p> <p>How do other members of the staff view the library?</p> <p>Who uses the library the most? How?</p> <p>And what role do you play on this?</p>	
How do children in your school do research work?	
If you had to write a letter to the Minister of Education about libraries what main points would you put in the letter?	

Interview schedule for the school principals

Interview Questions	Prompts
<p>What do you see as the role of the library in a school?</p> <p>Can you please tell me about your library?</p>	<p>Teacher support? Homework Centre?</p> <p>Location? What resources? Users? When is it open? Opening hours? Staffing? What is it used for mainly?</p>
<p>What is working well in the library/ library space? Why?</p> <p>What is not working well?</p> <p>Is security an issue at your school?</p>	
<p>Have there been challenges or problems in setting up and/ running the library/ library space?</p>	<p>Financial? Security? Staffing? Freezing of library posts? Role of government? Out dated materials? Pupil's perceptions? Impact of computers in school?</p>
<p>Have you been able to deal with issues, challenges and problems you have described? How? Please elaborate.</p>	
<p>Who is responsible for running the library/ library space at your school?</p> <p>How is the person appointed?</p> <p>How is the library resourced?</p> <p>What, if any role do the parents and governing body play in the library?</p>	<p>Your role in teaching and learning? Reading? Literacy?</p>
<p>How do children in your school do research work?</p>	
<p>If you had to write a letter to the Minister of Education about libraries what main points would you put in the letter?</p>	

Interview schedule for the GDE Official

Interview Questions

Prompts

How do you describe your job?	
What do you see as the role of the library in a school?	Teacher support? Homework centre? Information literacy? Reading?
What is working well in the library in a school? What is not working well? Is security an issue with your schools?	
Have there been challenges or problems in setting up and/or running the library/ library spaces in schools?	Financial? Security? Staffing? Freezing of library posts? Role of government? Outdated materials? Pupil perceptions? Teacher perceptions? Impact of computers in school?
What is the greatest obstacle faced by school libraries? Is there a solution or a way of getting around this obstacle? Have you been able to deal with the issues, challenges and problems you have described? How? Please elaborate.	
Who is responsible for running the library/ library space at the schools?	Your role in teaching and learning? Reading? Literacy?
How are the libraries resourced? What if any role does the parents and governing body play in the libraries?	
Why is it important to have a policy document? What is the impact of guidelines as opposed to policy?	