

**PROVISION OF SCHOOL LIBRARIES IN PUBLIC HIGH SCHOOLS IN THE
LIMPOPO PROVINCE, SOUTH AFRICA**

By

**MAREDI SAMUEL MOJAPELO
STUDENT NUMBER: 0597-825-4**

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SUMMARY

Well-resourced and functional school libraries are important resource centres for teachers and learners, particularly in historically disadvantaged communities where other information services such as public or community libraries and multipurpose centres are few or virtually non-existent. However, only a minority of the schools in South Africa have well-stocked and well-staffed school libraries. In the Limpopo Province, the situation leaves much to be desired because only 2.3 % of the state schools have well-resourced and functional school libraries. Importantly, for the different school library facilities to be functional, an approved school library policy with endorsed school library standards and models is essential. Amazingly, there is no approved and legislated national school library policy in South Africa to support a progressive, constructivist and resource-thirsty curriculum.

The purpose of the study was to investigate provision of school libraries in the Limpopo Province. With well-stocked and functional school libraries, teachers and learners can access the library-based resources for curriculum support. The study was limited to public high schools only in both urban and rural communities of the province. The study is based on the constructive teaching and learning theory which emphasises the use of different resources to stimulate progressive and constructivist teaching and learning styles in schools. A multi-case study research design was adopted for data collection. Qualitative and quantitative research approaches were adopted in the study to investigate the focus of the study in-depth and intensively. Data were collected through questionnaires administered to 163 teacher-librarians or principals of the sampled 306 public high schools. The education officials, that is, the senior manager and two chief education specialists were interviewed face-to-face using an interview schedule.

The findings of the study established that more than 33% of the public high schools in the study had a library facility. However, the findings indicated that the majority of the school library facilities were non-functional because the fundamentals of school library development such as a legislated school library policy are not in place. The absence of an overarching library policy leads to, lack of strategic direction, inadequate provision of resources, compromised functionality as well as the poor standing and value of school libraries. The study recommends that the newly launched

National Guidelines for School Library and Information Services (2012) be legislated to become school library policy so that school library standards can be implemented in different school library models to enable teachers and learners to have access to library resources to support the constructivist and resource-based curriculum.

KEY TERMS

School library models, school library standards, school library frameworks, Limpopo Province, school library challenges, public high schools, South Africa.

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DEDICATION

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DECLARATION

Student number: 0597-825-4

I declare that the *Provision of school libraries in public high schools in the Limpopo Province, South Africa* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Name: Samuel Maredi Mojapelo

Signature: _____

Date: 2014/06/30

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LIST OF ABBREVIATIONS AND ACRONYMS

AASL	American Association of School Librarians
AECT	Association for Educational Communications and Technology
ALA	American Library Association
ANC	African National Congress
AV	Audio-visual
CAT	Computer Applications Technology
CDs	Compact Discs
CD ROM	Compact Discs Read-Only-Memory
CES	Chief Education Specialists
CILIP	Chartered Institute of Library and Information Professionals
AVI	Department of Audio-visual Instruction
BDE	Department of Basic Education
DDC	Dewey Decimal Classification system
DoE	Department of Education
DBE	Department of Basic Education
DVD	Digital Video Decoder
EABDP	East African Book Development Programme
ELITS	Education Library Information and Technology Services
EE	Equal Education
EMIS	Education Management Information System
ESEA	Elementary and Secondary Education Act
GDE	Gauteng Department of Education
GOL	Gauteng Online
HODs	Heads of Department
ICTs	Information and Communications Technologies
IT	Information Technology
IFLA	International Federation of Library Associations and Institutions
LIASA	Library and Information Association of South Africa
LIS	Library and Information Services

LITC	Lebowa In-service Training Centre
LRC	Learners Representative Council
LTSM	Learning and Teaching Support Materials
MPCCs	Multi-purpose Community Centres
MOU	Memorandum of Understanding
NABOTU	National Book Trust of Uganda
NEIMS	National Educational Infrastructure Management System
NEA	National Education Association
NEPI	National Education Policy Investigation
NCTE	National Council for Teachers of English
NGOs	Non-governmental Organisations
NLU	National Library of Uganda
PIRLS	Progress in Reading Literacy Study
SABINET	South African Bibliographic Information Network
SCHELIS	Standing Committee of Heads of Education Library and Information Services
SASA	South African Schools Act (1996)
SGBs	School Governing Bodies
SMTs	School Management Teams
UNISA	University of South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
USA	United States of America

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

School libraries are indispensable resource centres aimed at supporting teaching and learning programmes (curriculum) at schools. According to the *National Guidelines for School Library and Information Services* (2012:4), “they should support dynamic learning programmes in the information age” (South Africa. Department of Basic Education 2012). It is therefore important that school libraries need to support the modern curriculum that is learner-centred and resource-based methodology of teaching and learning (Hart 2006a). When learners are exposed to a wide range of educational resources, they enhance their knowledge, skills, values, orientations and attitudes which are essential for independent and life-long learning. Mojapelo (2008:1) observes that:

“School libraries are needed to enhance learners’ ability to use practical information relevant to their daily lives. In urban areas, the public library could also fulfil this function if school libraries are inadequate. However, there are few community or public libraries in rural areas and learners in these areas are at a disadvantage. This is particularly true of learners in remote parts of Limpopo Province”.

Internationally, educationists recognise that schools with well-stocked and well-staffed school libraries perform better academically than schools without school libraries (Equal Education 2011; Lonsdale 2003; Paton-Ash & Wilmot 2013). Equal Education (2010:6) reiterates that:

“Much research in developed and developing countries has focused on the factors which, when employed effectively, can improve the outcomes of learners. Many of these investigations pointed to the positive causal relationship between the performance of the learners and the provision of school libraries. In a major international study, for instance, researchers concluded that, all other things being equal, student performance increases by between 10% and 25% when a stocked, staffed and fully-funded library is in operation within a school”.

This clearly indicates the relationship between resources, performance and achievement of learners in a school environment. Well-stocked, well-equipped and functional school libraries are therefore considered indispensable investments for supporting and enhancing the quality and standard of teaching and learning (education) in schools (Evans 2014; Hart 2002). With well-resourced and functional school libraries, teachers and learners are provided with a plethora of educational resources,

such as print, visual, audio-visual and electronic information sources including the Internet to improve education. Wide-ranging information sources are needed in school libraries to enable active learners to source information on their own to meet their curricular and non-curricular needs (Evans 2014). This is even particularly true for South Africa where various progressive, constructivist and learner-centred education models have been introduced since the inception of the new political dispensation in 1994 (De Jager, Nassimbeni & Underwood 2007; Hart & Zinn 2007; Jansen 1999). These new education models included Outcomes-Based Education (OBE), which was introduced in the Foundation Phase in January 1998 (Jansen & Christie 1999; Lombard & Grosser 2008; Mouton, Louw & Strydom 2012; Schlebusch & Thobedi 2005). Outcomes Based Education's revised version, Revised National Curriculum Statements (RNCS), was introduced in schools in 1999 (Hart 2006a). When the government realised that OBE implementation had failed dismally, Curriculum Assessment Policy Statements (CAPS) was introduced in schools in 2011.

Notably, progressive and constructivist learner-centred education models imply that diverse educational resources are required to enhance resource-based teaching and learning strategies, approaches and styles. For learner-centred curricula to be successfully implemented, a major concern is the provision, availability and accessibility of a wide range of library resources in schools for learners to do their assignments, homework and research projects. For learners to achieve the different learning outcomes (LOs) of the individual learning areas and general goals of the curriculum, multimedia information resources are crucial (Mouton, Louw & Strydom 2012; Spreen & Vally 2010). It is well documented that when learners are exposed to a wide variety of library-based resources such as print and electronic books, magazines and journals to cite but a few, they develop a reading culture, skills and habits that are essential for life-long learning and independent studies (South Africa. Department of Basic Education 2012). There is evidence that developing reading skills will make them responsible citizens that are able to cope with the challenges posed by modern life. IFLA/UNESCO *School Library Manifesto* (2006:1) adds that:

“The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops imagination, enabling them to live as responsible citizens”.

In South Africa, as the curriculum is a resource-based methodology of teaching and learning, Asmal (2000), Hart (2014), Kruger (1998) and Naidoo (1997) agreed that resource-based teaching and learning are possible when both teachers and learners are exposed to a wide range of educational resources. The *National Guidelines for School Library and Information Services* (2012:3) adds that:

“The South African school curriculum is, in essence, a resource-based curriculum and it is to attain the objective of integrating resources in order to develop information literate learners and a culture of reading, that these guidelines were developed”.

The curriculum demands that, at the end of the learning activity, learners are supposed to demonstrate skills, knowledge, competencies and orientations they have acquired (Gauteng. Department of Basic Education 2009; Jansen & Christie 1999; Kruger 1998; Naidoo 1997). A resource-based curriculum exposes learners to a wide variety of opportunities to enable them to cope confidently with future challenges and demands of life. In general, libraries are responsible for the provision of information to the clients or patron communities. Well-stocked and functional school libraries in particular are responsible for resourcing the curriculum to attain its outcomes and objectives. Equal Education (2010:7) declares that:

“As institutions of reading, libraries contribute significantly to a culture of reading with an emphasis also on writing and learning. Although reading occurs both inside and outside of libraries, they play the leading role in building a nation of life-long readers in addition to their educational and cultural roles, libraries contribute to economic development by improving productivity through a reading and functionally literate workforce”.

In South Africa, the majority of schools, especially those in historically disadvantaged rural communities, townships and informal settlements, do not have well-stocked and well-staffed school libraries because of past apartheid legislation. This created huge disparities in terms of the allocation, provision and distribution of educational resources in historically white, coloured and Indian communities and in historically disadvantaged Black communities. Hell (2005a:8) reiterates that:

“In South Africa, the majority of schools do not have adequate or good media centres, in fact, they often do not have one at all. Where media centres exist, more and more often the media teacher has to spend most of the day in the classroom teaching examination subjects”.

Given our past, it is not practically possible to provide each school with a purpose built central school library. However, the importance of an approved and legislated national school library policy with

approved school library models and standards for provision of well-stocked and well-staffed school libraries cannot be overemphasised (KwaZulu-Natal. Department of Education 2003; Paton-Ash & Wilmot 2013). Stadler (1991) recommends that, “A school library policy needs to be developed because it would give shape and direction to the development of school libraries.” In South Africa, the national Department of Basic Education currently does not have an approved and legislated school library policy even though five drafts have been generated since 1997 (Evans 2014; Hart 2013; Paton-Ash & Wilmot 2013). In the meantime, some provinces such as KwaZulu-Natal, Mpumalanga and the Free State have developed and endorsed their own school library policies (Library and Information Services Transformation Charter 2009). In support of the preceding arguments, Tiemensma (2006:13) avers that:

“Reading is an essential competency in the 21st century. The school library plays the most important role in the acquisition of the technical skills of reading and writing. Literacy learning is considered the most essential skill to be gained and one of the prime areas of importance in the primary school. Teachers and schools are expected to take responsibility for making learners literate”.

Tiemensma (2006) highlights that in the 21st century, the dimension of literacy learning is critical. With the proliferation of information technologies such as such as computers and their accompanying technologies, both teachers and learners can develop computer and media skills, which will enable them to search information on websites, web pages and online databases globally. The advent of electronic resources has embedded advantages such as the extension of the scope of information resources as well as improved accessibility. With the introduction and subsequent implementation of OBE in 1998, optimism reigned supreme amongst the school library lobbyists that the post-apartheid government would take seriously the provision of well-resourced and functional school libraries in all schools. Amongst other things, the continuing unequal resource-provision in the schooling system in South Africa, caused OBE to fail (Pudi 2006: Spreen & Vally 2010). Spreen and Vally (2010:39) further argue that “the day-to-day contextual realities of teaching and learning in South Africa, the continuing school inequalities, and issues related to the enormous ‘poverty gap’ across the schooling system” need serious and urgent attention from the post-apartheid government.

Due to economic, social and school inequalities and poverty gaps still hovering in different South African communities, the need to provide well-resourced and well-staffed school libraries is urgent and

crucial to guarantee and boost a new and transformed education system in the country. Provision of a diversity of educational resources in various formats is also needed even in currently under-resourced schools to guarantee a progressive, constructivist, transformed and quality education system for all learners irrespective of race, gender or creed.

The provision of functional school libraries world-wide entails resources, infrastructure, library services and policy. With availability of adequate funds, the procurement of a wide diversity of library resources, facilities and equipment is possible (Paton-Ash & Wilmot 2013). A wide range of relevant, suitable and appropriate library materials such as books, journals, magazines and newspapers can be acquired for the users. Without shelves, it becomes a nightmare for library staff to organise or arrange materials (books) systematically for easy retrieval by the users. Sufficient tables and chairs are also required in a library to provide essential sitting accommodation for the users to optimally utilise library resources. On the other hand, professionally qualified and trained library staff (personnel) is equally essential to centrally manage various formats of the library resources. According to the *National Guidelines for School Library and Information Services* (2012:21),

“Training of staff members to manage school libraries is essential to ensure that the school library offers quality library and information services. It is the responsibility of the school principal, who allocates library duties to a teacher, to ensure that this person receives the appropriate training”.

Without physical infrastructures such as fixed buildings and mobile classrooms, it becomes a dilemma to accommodate library resources, facilities and equipment (South Africa. Department of Basic Education 2012).

A library can only execute its mandate and mission if appropriate library services are provided. Despite collection development, circulation of library materials and resources becomes crucial to the users. To ensure maximum utilisation of library resources, teaching users information literacy skills becomes a crucial component of the library services (Hart 2006b; South Africa. Department of Basic Education 2012). Without an approved and well-articulated school library policy with recommended library models and minimum generic standards, it becomes problematic for library staff to guide and steer all library activities (Du Toit & Stilwell 2012). Although one values the significance of well-resourced

and functional school libraries for curriculum support in South Africa, the provision seems to be a long and complex process.

1.2 CONTEXTUAL SETTING

This section highlights the demographics of Limpopo Province, including schools as well as the national curriculum changes since 1994.

1.2.1 Demographics of Limpopo Province

Limpopo is the northern most province and the fifth largest province in South Africa. It was named after the Limpopo River, which forms a border with Zimbabwe on the north and Botswana on the west. The province has five constituent districts, namely, Vhembe, Capricorn, Waterberg, Mopani and Greater Sekhukhune. According to Statistics South Africa (2011), the province is home to about 5 630 500 million people which is 10. 4% of the entire South African population. However, more than half (52.2%) of the residents in Limpopo Province are women. Although the smallest population is recorded in Waterberg, Vhembe and Capricorn are two constituent districts which are densely populated (Statistics South Africa 2014).

However, the majority of the population (89%) live in non-urban areas. As in most other provinces in South Africa, the province is characterised by high rates of poverty because of high rates of unemployment amongst its black inhabitants (Provide 2009). According to Statistics South Africa (2012), Sekhukhune has the highest unemployment rate of 73.4% making it the poorest district in this mostly rural province. As in other rural provinces in the country, there are inequalities in the distribution of income between various race groups (Provide 2009). The majority of people in historically disadvantaged and marginalised communities are unemployed and are, therefore, poor. Very few can afford to travel to public or community libraries to seek information to meet their information needs (Mahwasane 2008). As already indicated, the province has the highest level of poverty, with 78.9% of the population living below the national poverty line.

Statistics South Africa (2012:43) found that:

“Limpopo remained the province with the lowest average annual household income at R56 844, followed by Eastern Cape where the average was R64 539. At the other end of the scale, Gauteng had the highest average annual household income at R156 243 followed by Western Cape with a figure of R143 460”.

The majority of the schools have been declared no or low paying fee schools and are categorised in quintiles 1 because of socio-economic backgrounds of their communities (Dwane 2010). As a result, the majority of the schools in the province are characterised by an acute shortage of classrooms for teaching and learning purposes, insufficient textbooks, lack of well-resourced and functional school libraries and laboratories. Even today (2015), few communities still lack electricity supply thereby denying teachers and learners opportunities to use electronic media and equipment to enhance education. Road conditions are still bad in some historically disadvantaged and marginalised communities. Most roads, particularly in historically disadvantaged communities, are still untarred with unstable bridges. Accessibility is a major challenge in these communities particularly during rainy seasons as unstable bridges are easily flooded and washed off. Due to bad road conditions, the transport system is ineffective with few buses and taxis (Mahwasane 2008) and there are no trains. Statistics South Africa (2012) indicates that only 1.8% of the population has access to the Internet. It implies that Internet connectivity is still a daunting challenge in this mostly rural province due to telecommunications infrastructural backlogs.

The province is some distance away from the economic hub of South Africa (Gauteng Province) and its wealth lies mainly in its agriculture, plantations, a couple of mines and game parks. Farming is thriving exceptionally well in the province and 1.1% of the population works in agricultural sector. The province is vast and, according to Statistics South Africa (2011), it is 97.1% Black. The provincial government is faced with numerous daunting challenges such as provision of rural education, infrastructural backlogs, alleviation of poverty and social development to the majority of the schools in historically disadvantaged and marginalised rural communities.

Before the dawn of the democracy in 1994, the province was administered differently. There were two self-governing states, namely, Lebowa for the Northern Sotho groups and Gazankulu for the Tsonga-Shangaan groups. Venda which was an independent state during Apartheid Era was the home of the

Venda groups. In addition, there were also Transvaal Provincial Administrations for the other race groups such as Coloureds, Indians and Whites. Since the inception of the new political dispensation in 1994, all prevailed administrations merged and Limpopo Province was born. Polokwane is the capital city of the province. Prominent cities and towns are Polokwane (Pietersburg), Tzaneen, Louis Trichardt, Musina (Messina) and Lephalale (Ellisras) (Mojapelo 2008). Common spoken languages are Sesotho sa Lebowa (Northern Sotho) (52.1%), Xitsonga (22.4%), Tshivenda (15.9%) and Afrikaans (2.3%). Only 0.5% of the population speaks English at home as their first language (Statistics South Africa 2011). Because the province is the amalgamation of three former Bantustans or homelands which had been designated specifically for Black people under the apartheid rule, the majority of the schools in different communities do not have well-resourced and functional school libraries.

In historically disadvantaged and underprivileged rural communities of Limpopo, the provision of library and information services is poor. There are few or no public or community libraries (KPMG report 2006; Mojapelo & Fourie 2014) and where community or public libraries do exist, they are situated in affluent communities far from historically disadvantaged remote rural communities.

According to the 2009/10 Draft Plan of the Department of Sport, Arts and Culture in Limpopo, only 10% of the population in the province has access to libraries. “There is a shortage of over 100 libraries, as per quotas for population (35 000 per library), also based on a distance radius of 15km” (Limpopo. Department of Sport, Arts and Culture 2009:48). Although the province is vast, there are currently only 43 community libraries to render library and information services in the province. The province has 20 Non-Governmental Organisation (NGO) libraries and 20 mobile libraries. Even if roads are in a poor condition, mobile libraries can provide effective and efficient library and information services to people residing in historically disadvantaged and marginalised remote rural areas of Limpopo, which generally lack these services.

The 2009/10 Draft Plan further states that the existing community libraries are managed by unqualified staff. This is hampering service delivery and the provision of library and information services to the communities. Obviously, unqualified library staff lack skills to guide users, more specifically learners, to develop information skills, reading culture and reading habits. They cannot even motivate users to use library resources such as computers because they lack the skills to use electronic sources.

Statistics South Africa (2013) indicates that Limpopo had a literacy rate of 88.0%, which is the lowest in all provinces. With an average of 92.2% in South Africa, Gauteng and Western Cape remain two provinces with the highest literacy rates. It means that exposure to library resources can improve literacy in people. “Lack of libraries has a direct impact on the poor literacy levels. Improving literacy was the number one reason to have libraries” (Thomson 2011:1).

1.2.2 Schools in Limpopo Province

The province has 1 428 public high schools distributed across five districts, namely, Capricorn, Greater Sekhukhune, Vhembe, Mopani and Waterberg. However, 1 265 schools are located in historically rural communities compared to 163 schools which are located in urban communities. Most farm schools have been shut down by the provincial Department of Basic Education (Limpopo. Department of Basic Education 2015).

1.2.3 National curriculum changes since 1994

The coming to power of the African National Congress (ANC)-led government in 1994 signalled the end of the apartheid in all its manifestations in South Africa. The apartheid government “consisted of a tri-cameral parliament with each having its own education department (Whites, Coloureds and Indians)” (Schlebusch & Thobedi 2005:307). Blacks were excluded from the parliament to further apartheid ideology of “separateness”. Equal Education (2011a:1) reiterates that:

“Apartheid was the racist system of government that existed in South Africa before 1994. It was a system of racial discrimination, which oppressed black people while privileging whites from 1948 until 1994. An important part of apartheid was to make sure that black, coloured and Indian children received inferior education. Schools were separated according to race. Learners who went to white schools were given a quality education but black, coloured and Indian students received a poor education under the Bantu Education system”.

The different Acts were passed in parliament to perpetuate and propel apartheid laws and policies which were oppressive particularly to the black population. Van Zyl (2002:11) avows that “many more laws were passed to entrench the apartheid ideology”. During the apartheid era, “the entire education provisioning system was administered along racial lines. It was ethnically segregated” (Pretorius 2002:78). Schools demarcated to Blacks were subjected to Bantu Education system, which was propelled by Bantu Education Act (Act of 1953) (Van Zyl 2002). The Act legalised the apartheid government to establish bantu schools to give black learners inferior quality education. Initially, Black

schools were under the Department of Bantu Education and later under the Department of Education and Training. With the Bantu Education Act and bantu schools, the Nationalist government wanted to be certain that Black learners were disempowered educationally. Government spending on education favoured white learners immensely at the disadvantage of black learners (Paton-Ash & Wilmot 2013; Giliomee & Schlemmer 1989; Thompson 2014).

The Reservation of Separate Amenities Act (Act 49 of 1953) legalised separate facilities, buildings and services for the different racial groupings. The Act outlawed learners of the different races from schooling together (Giliomee & Schlemmer 1989; Thompson 2014; Van Zyl 2002). Under this Act, blacks were also denied access to resources in public or community libraries in former advantaged and privileged white communities, as they were reserved for whites. Despite the non-existence of school libraries, there were also no public libraries in villages and communities designated for blacks in the homelands. Illiteracy and literacy levels were sky-rocketing in black communities due to lack of public libraries. Black communities were information poor environments inhibiting and restricting black learners to acquire reading, decoding and writing skills which are requisites for literacy development. Due to high poverty and illiteracy levels, most black parents lacked financial muscle to buy reading material such as books, newspapers and magazines for their children for home use.

The Group Areas Act (Act 41 of 1950) legalised racial zoning of lands (Thompson 2014). Under this Act, blacks were confined to the impoverished and underprivileged homelands and townships with all their contextual realities and circumstances. Influx-control regulations were in force to monitor and restrict human movements, particularly to keep blacks away from “invading” the white territories. It was obligatory for blacks in particular to carry passes (identity documents) to monitor and restrict their movements. With a plethora of resources including library resources, historically advantaged Model C schools in white suburbs were reserved for white learners to guarantee high quality education. The *National Library of South Africa* (2015 21) confirms that:

“Before 1994, schools were divided according to race. White schools were provided with libraries and teacher-librarians. Black secondary schools that fell under the South African government had libraries but no library staff, while some black primary schools had classroom collections. Schools in the so-called homelands had no library provision whatsoever”.

Since the inauguration of the new post-apartheid government in 1994, restructuring and overhauling of the whole education system was indispensable consisting “of national, provincial and local schools levels” (Schlebusch & Thobedi 2005:307). Nineteen racially segregated and fragmented departments of education were expected to be integrated into one to ensure non-racial and transformed education for all learners in the country irrespective of colour, gender and creed (Hart & Zinn 2007).

Various apartheid Acts that perpetuated, enforced and propelled apartheid ethos such as Group Areas Act (Act 41 of 1950), Bantu Education Act (Act 47 of 1953), Reservation of Separate Amenities Act (Act 49 of 1953) were all declared null and void heralding a new political era in the history of South Africa. Perhaps Black people “rejuvenated” even further because the notorious Bantu Education Act which legalised Bantu Education systems with bantu schools specifically for them was also scrapped. It should not be forgotten that Bantu Education system was designed by the apartheid government to ensure inferior quality education for Black people (Paton-Ash & Wilmot 2013) as they “were destined to be unthinking cogs in the labour machine, in no need of libraries” (Hart & Zinn 2007:91). Consequently, their schools were built without libraries and laboratories. Without school libraries, black learners were deprived opportunities to empower themselves by using various library-based resources to improve and develop them educationally, socially, economically and politically. Black schools were therefore deliberately and intentionally under-resourced without educational amenities such as libraries for reading and acquiring knowledge and laboratories for experimentation, self-discovery and inquiry learning styles. Paton-Ash and Wilmot (2013:136) adds that “this translated into serious inequalities in school infrastructure”.

Even today, most schools in former homelands are still under-resourced in terms of provision of library resources. Bloch & Ndebele (2010) observes that “inequalities in access to books resound across the system, reinforce social inequalities and hold us back as a developing nation from achieving outcomes or utilising the human talents with which we are blessed”. In the light of the new democratic South Africa, curriculum changes in particular and the general overhauling or rapid transformation of the whole education system was inevitable to ensure quality education for all (Coetzer 2001, Lemmer 2002).

1.2.3.1 Outcomes-Based Education

To ensure accelerated education transformation since the dawn of the new political dispensation in South Africa in 1994, the new curriculum approach called Outcomes-Based Education (better known by its abbreviation OBE) was introduced (Goodwin-Davey 2000; Hart & Zinn 2007; Killen 2000; Malan 2000; Mouton, Louw & Strydom (2012; Paton-Ash & Wilmot 2013; Pretorius 2002; Spreen & Vally 2010). Radical educational transformation was inevitable in the country to address and redress past educational challenges created by the apartheid government before 1994 (Lemmer 2002). In South Africa, the principle of redress guarantees that the host of education needs and challenges of previously disadvantaged and marginalised groups are specifically outlined and addressed (Coetzer 2001; Le Grange 2007). Coetzer (2001:77) confirms that a constructivist and progressive education system that “enables South Africa’s citizens to take their rightful place in all spheres of life” was a necessity for a post-apartheid South Africa. Transformed education system was also essential for social, educational and economic developments of all citizens who were divided along racial lines during the apartheid era. As observed by Hart (2004:2), the introduction of the OBE curriculum, curriculum 2005 (C2005) and its revision, the Revised National Curriculum Statement (RNCS) in all schools was aimed primarily at ensuring the transformation of the education system in South Africa and to do away with apartheid curriculum (Spreen & Vally 2010: 40) with its “racially offensive and out-dated content” (Jansen 1999:1). As observed by Spreen and Vally (2010:40), there was “the need to move away from the apartheid curriculum, and address skills, knowledge and values for social justice, equality and development ...”.

In South Africa, “C2005 consisted of two bands: General Education and Training (GET) (Grade 1- 9) and Further Education and Training (FET) (Grades 10-12). However, “GET was compulsory for all learners” (Mouton, Louw & Strydom 2012:1214). Hart and Zinn (2007:89) argue that the new South African educational transformation “echoed international trends in its emphasis on developing lifelong learners who are able to compete in the information society”. The new progressive and constructivist curriculum was also aimed at rectifying inequalities and disparities of the past apartheid government amongst others the provision, allocation and distribution of educational facilities, materials and resources (Australian School Library Association 2003: KZNMATA 2009: Naidoo 1997).

A new education system with constructivist teaching and learning strategies, ethos, styles and approaches was absolutely necessary to usher in the first democratically elected government and to give the apartheid curriculum with its own traditional philosophies and methodologies a final rest. Without hesitation, the then Minister of Education Professor Kader Asmal reiterated that educational transformation was essential to substitute the segregational education system of the past government. As cited in the newspaper called the Teacher (March 2000:19) by Coetzer (2001:75), Asmal reiterated that:

“The worst effects of apartheid were on education, particularly since education has so many purposes – education for citizenship, education for culture, education for freedom and education for economic development”.

However, the Constitution of South Africa (1994) in post-apartheid government enshrined respect for the rights of all South Africa’s citizens, with particular emphasis on the recognition of diversity of the various racial groupings. The government therefore came up with a number of policy documents all underscoring education for all learners and sanctioning fundamental rights of all people irrespective of race, gender or creed. For instance, the preamble of the South African Schools Act (Act 84 of 1996) states that:

“This country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people’s talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, contribute to the eradication of poverty and the economic wellbeing of society, protect and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators ...”.

To steadfastly implement C2005, without hesitation, the national Department of Education introduced the National Curriculum Statement (NCS) in Foundation Phase in January 1998 (Lombard & Grosser 2008; Mouton, Louw & Strydom 2012; Paton-Ash & Wilmot 2013; Schlebusch & Thobedi 2005). Unfortunately, OBE implementation failed dismally in the majority of the South African schools due to a host of contextual realities. For instance, Motseke (2005:113) points out that “inadequate supply of facilities and resources” contributed immensely towards the failure of the learner-centred approach in South Africa. Although the government indicated its determination to provide non-racial, non-sexist, quality and equal education for all by increasing budget and expenditure, it failed dismally to address and redress critical and continuing inequalities created by the apartheid government (Hart & Zinn

2007). With most schools lacking well-resourced and functional school libraries and well-equipped laboratories, implementing OBE under such conditions was a nightmare. Shortly before the implementation of OBE, Kruger (1998:9–10) pointed out that:

“It is unfortunately true that the people responsible for developing Curriculum 2005 did not pay adequate, if any, attention to the school library and the role it can play in the new education system ... This oversight may easily become the Achilles heel of the new education system unless it receives the necessary attention in due course”.

He suggested that learning support materials should include library books and materials, and that funds allocated for these materials should also be used to acquire library books.

Lack of electricity in some historically disadvantaged rural communities is a matter of great concern and has negatively affected teaching and learning styles. Without some form of electric energy, electronic equipment such as televisions, CD-players, data projectors, videos could not be used. The ANC-led government has mammoth responsibilities to address burning issues such as economic disparities, social and infrastructural inequalities, equal resource provisioning in schools and poverty-related problems which affect the education system in the country (Prinsloo 2002, Spreen & Vally 2010).

1.2.3.2 Curriculum Assessment and Policy Statements

After realizing the pitfalls and challenges in the OBE curriculum implementation in South Africa, the government started implementing yet another new education model in 2012. Curriculum repackaging was essential in an attempt to address the challenges and concerns raised by the teachers relating to OBE. The policy governing this new curriculum is contained in the Curriculum Assessment and Policy Statements (CAPS) (South Africa. Department of Basic Education 2011b). However, CAPS is the revision of the current National Curriculum Statement (NCS). The emphasis is on the selection of quality learner and teacher support materials (LTSM) to implement the new curriculum. However, it appears as if CAPS makes no references to the use of library-based resources in supporting innovative and constructivist teaching and learning styles.

i. Background to the National Curriculum Statement Grades R-12

As already alluded to in 1.2.3.1, OBE failed dismally in South Africa. Its implementation was negatively affected by a host of contextual factors, including huge disparities and inequalities, specifically in resource-provision in schools. South Africa Department of Basic Education (2011c:5) adds that:

“In response to concerns expressed by teachers who faced various challenges in the implementation of the National Curriculum Statement Grades R - 12, the Minister deemed it necessary to appoint a Ministerial Task Team for the review of the implementation of the National Curriculum Statement Grades R - 12 with the aim of investigating the concerns expressed. The brief of the Task team was to identify the challenges and pressure points that negatively impacted on the quality of teaching in schools and to propose the mechanisms that could address the challenges”.

It is interesting to note that the national Department of Basic Education realized the challenges faced by the teachers in implementing the constructivist and progressive OBE model in South African schools. Which steps are taken by the national Department of Basic Education to address the challenges?

As the learner-centred approach was not content-driven, well-resourced and functional school libraries were required for learners to source information and construct knowledge to achieve specific learning outcomes, which were learning area-specific. South Africa Department of Basic Education (2011b:3) provides background on the CAPS curriculum as follows:

“The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector. To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12”.

The document, however, acknowledges that NCS was not phased out, but it was amended and new amendments were effected from 2012.

To avoid confusion caused by OBE curriculum which did not prescribe core academic content (syllabi) for different learning areas grade-by-grade, the national Department of Basic Education developed “a single comprehensive Curriculum and Assessment Policy document” for each subject and for each

grade. I, personally, equate Curriculum and Assessment Policy document with old structured syllabus because it shows exactly which topics to be treated by teachers and learners. As assessment was also a nightmare in OBE, CAPS documents have assessment methods and strategies which teachers may use to assess learners. Dubbed “Back to basics”, CAPS uses traditional teaching and learning styles that were employed by teachers and learners during apartheid South Africa (Spren & Vally 2010:41). Although OBE approach was good, lack of well-resourced and functional school libraries in the majority of the schools compromised its implementation.

The implementation of the National Curriculum Statement Grades R-12 is as follows:

January 2012 in Grades R – 3 and Grade 10,

January 2013 in Grades 4 – 6 and Grade 11; and

January 2014 in Grades 7 – 9 and Grade 12.

Decisions with immediate effect for CAPS are:

- a. Discontinuation of the learner portfolio files
- b. Requirements for a single teacher file for planning
- c. Reduction of the number of projects required by learners; and
- d. The discontinuation of Common Tasks of Assessment (CTAs) (South Africa. Department of Basic Education 2011a:4).

A number of recommendations for addressing the situation included:

- a. Producing one clear and accessible policy document
- b. Writing a more streamlined curriculum
- c. Going back to subjects and essential subject knowledge
- d. Ensuring there is progression and continuity across grades
- e. Standardising assessment (South Africa Department of Basic Education 2011b:14).

ii. Subjects in the CAPS curriculum

In Foundation phase (Grades R – 3), learners do four subjects, namely, Official languages at Home Language Level, official Languages at First Additional Language Level, Mathematics and Life Skills.

In Intermediate phase (Grades 4-6), learners do six subjects, namely,

Official languages at Home Language Level, official Languages at First Additional Language Level, Mathematics, Natural Sciences and Technology, Social Sciences and Life Skills (South Africa Department of Basic Education 2011a:9).

In Senior Phase (Grades 7-9), learners do nine subjects, namely,

Official languages at Home Language Level, official Languages at First Additional Language Level, Mathematics, Natural Sciences, Technology, Social Sciences and Life Orientation, Arts and Culture and Economic Management Sciences (South Africa. Department of Basic Education 2011a:9).

In Senior Phase, learners do four subjects, namely, official languages at Home Language Level, official Languages at First Additional Language Level, Mathematics or Mathematical Literacy and Life Orientation plus two or three subjects depending on the stream a particular learner is following.

iii. Principles of the National Curriculum Statement Grades R - 12

According to the South Africa Department of Basic Education (2011b:4), the *National Curriculum Statement Grades R -12* is based on the following principles:

- a. Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - b. Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - c. High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set at high achievable standards in all subjects;
 - d. Progression: content and context of each grade shows progression from simple to complex;
 - e. Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - f. Valuing indigenous knowledge system: acknowledging the rich history and heritage of this country as important factors to nurturing the values contained in the Constitution;
- and
- g. Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

For learners to engage vigorously in active and critical learning and acquisition of high knowledge and skills, wide-ranging library resources are indispensable in all South African schools. Therefore, the principles b and c have implications for well-resourced and staffed school libraries.

According to South Africa Department of Basic Education (2011b:4), *National Curriculum Statement Grades R-12* is also aimed at equipping learners with skills to:

- a. Identify and solve problems and make decisions using critical and creative thinking;
- b. Work effectively as individuals and with others as members of a team;
- c. Organise and manage themselves and their activities responsibly and effectively;
- d. Collect, analyse, organize and critically evaluate information;
- e. Communicate effectively using visual, symbolic and or language skills in various modes;
- f. Use science and technology effectively and critically showing responsibility towards the environment and the health of others, and
- g. Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.

Number d involves the development and acquisition of information literacy skills. It implies that a wide variety of library resources in various formats are required in schools to achieve this.

1.3 PROBLEM STATEMENT

Universally, scholars agree that with the provision of well-resourced and functional school libraries, the performance of the learners can be improved. However, according to Equal Education (2011b), Evans (2014), Hart (2013), Hart and Nassimbeni (2013), Library and Information Services Transformation Charter (2014), Nassimbeni and Desmond (2011), National Education Infrastructure Management System (NEIMS) Standard reports (2014), Pretorius and Machet (2008) and Rademeyer (2007), only a few (7.2%) public schools in the South Africa have a well-stocked and well-staffed school library. Hart (2013:49) states that “the few comprise the historically advantaged so-called ex-Model C suburban schools, which are able to supplement their government budgets by levying fees from their largely middle-class parent bodies”. It is well-documented that the majority of the schools in historically disadvantaged rural communities, townships and informal settlements are not provided

with well-stocked and functional school libraries. Paton-Ash & Wilmot (2013:136) adds that “57% of learners in South Africa attended rural schools which were characterised by gross inequalities and affected by numerous issues associated with the previous government’s apartheid policies”. Evans (2014:106) reaffirms that most public school libraries “are neither fully functional nor properly resourced”. Evans (2014:106) further confirms that “the quality of library services differs markedly between rural and urban schools”.

Since the introduction of the new political dispensation in 1994, hopes were high that the post-apartheid government would take the provision of well-resourced and functional libraries in South Africa public schools seriously. However, the evident lack of progress in the development of well-stocked and well-staffed functional school libraries in South Africa is a cause for concern. Hart and Nassimbeni (2014:1) attest that:

“It is 20 years since the advent of democracy in South Africa and it is an opportune moment to examine the rather confusing fortunes of libraries in our young democracy. Since 2008 public libraries have received enormous injections of funds from government in apparent recognition of their developmental role; yet libraries are hardly mentioned in the major government blueprint, the National Development Plan (NDP). We have a new progressive learner-centred school curriculum; yet, despite years of advocacy from the LIS profession, we have had no accompanying action to build a school library system to meet the curriculum’s thirst for resources”.

The researcher agrees with Hart (2009) as cited in Nyathi (2009) who argues that, “there seems to be some kind of blind spot among educationists and policy makers when it comes to school libraries.” The same sentiments are echoed by authors such as Stilwell (2009) and Karlsson (1998). In order to address the acute shortage of well-resourced and well-staffed school libraries in South Africa, its members – thousands of high-school students and their parents – made a commitment to ensure that the government provides every school in the country with a library. Furthermore, every school should have a trained, full-time librarian or library administrator; adequate shelving; computer facilities; three books per learner; as well as annual funding to service each library by ring-fencing 10% of the Learning and Teaching Support Materials (LTSMs) allocation (Equal Education 2011b). The march was organised by the NGO Equal Education in Cape Town. On 26 March 2010, the memorandum calling for the provision of functional school libraries was handed over to the government at the Union Buildings in Pretoria by Equal Education. The memorandum also called for the establishment of

national school library policy (Nyathi 2009). On 21 March 2011, about 20 000 learners, teachers, parents, community members and activists marched to Parliament to demand the delivery of Minimum Norms and Standards for school infrastructure by 21 April 2011 (Bloch & Ndebele 2010). However, the progress if any is very slow.

Although the value of school libraries is undeniable, in Limpopo Province only 2.3% of the public schools have well-stocked and functional school libraries (Library and Information Services Transformation Charter 2009; NEIMS 2011). Perhaps, in historically disadvantaged communities of this province, the situation can even be worse. Bloch and Ndebele (2010) observe that “inequalities in access to books resound across the system, reinforce social inequalities and hold us back as a developing nation from achieving outcomes or utilising the human talents with which we are blessed.” As the majority of the schools in Limpopo do not have well-stocked and functional school libraries, it implies that learners and teachers are not exposed to a wide range of library-based resources to meet their resource-based curriculum needs. It therefore implies that most teachers and learners in the province lack reading culture, habits and skills. Without exposure to diverse educational resources, it is not uncommon to find both teachers and learners with low literacy levels. Without well-stocked and functional school libraries, effective teaching and learning endeavours are negatively affected. Without additional resources in school libraries, teachers and learners rely heavily on the prescribed textbooks and set works for teaching and learning purposes. Limpopo, Eastern Cape and Mpumalanga are the provinces that performed the worst in the 2010 matric examinations because they have the fewest libraries in relation to the number of schools (Thomson 2011:1).

Generally, researchers from all over the world agree that funding is a major stumbling block for the provision of well-resourced and functional school libraries. With the exception of historically advantaged ex-Model C schools in affluent and wealthy communities, the majority of the public schools in South Africa lack annual budget specifically for the procurement and provision of the well-resourced and well-stocked school libraries. Even today (2015), most schools which were designated for blacks under the Apartheid Era are still poorly resourced. These schools were deliberately under-resourced to further the objectives of the Bantu Education system as driven and propelled by the Bantu Education Act of 1953 (Giliomee & Schlemmer 1989; Thompson 2014). The main aim of Bantu Education was to disempower black learners so that they remained servants of their masters. As

communities were responsible for building their schools, due to lack of enough funds, most schools were built without educational amenities such as libraries and laboratories. Giliomee and Schlemmer (1989:81) add that “spending on education continued to favour whites disproportionately”. Statistics on apartheid government spending on education revealed that trend (Giliomee & Schlemmer 1989). Hart (2013:49) reaffirms that “In 1994, at the demise of apartheid education, the per capita expenditure varied between R5 403 in “white” schools and R1 053 in schools in the Transkei “homeland”. Bantu Education Act of 1953 was adopted by the apartheid government to ensure that Black schools remained under-resourced (Giliomee & Schlemmer 1989). Aitchison (2006:96) reaffirms that “the funding of schools was organised in such a way as to keep Black schools under-resourced. In addition, schools in rural areas would be even more likely to be under-resourced than those in urban areas and many still are”.

Equal Education (2011b) estimates that more than R12 billion is needed to adequately address the challenge of library resource-provision in all South African schools. The amount included funds for library infrastructure, library materials, and training and employing a full-time librarian or administrator. Approaching this resource-provision problem using the incremental model, the government may provide each school with a library facility. Due to apartheid legacy, schooling system is still characterised amongst others by huge inequalities in resource-provision and infrastructural disparities such as shortage of classrooms, laboratories and school libraries.

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to establish the extent to which public high schools in Limpopo Province are provided with well-resourced and well-staffed school libraries to support and enhance the progressive, constructivist and resource-thirsty curriculum.

1.4.1 Objectives

The study was conducted with the following specific objectives:

- 1.4.1.1 To identify the legislation and policy frameworks which support the establishment and development of school libraries,
- 1.4.1.2 To identify the library services and programmes that support the curriculum,

- 1.4.1.3 To assess the library resources that support the provision of school libraries,
- 1.4.1.4 To establish the infrastructure (buildings) to accommodate the library resources,
- 1.4.1.5 To establish challenges in establishing and maintaining functional school libraries,
- 1.4.1.6 To recommend the relevant and the appropriate school library model for effective and functional school library and information services in Limpopo Province.

1.4.2 Research questions

From the above main problem, the following research questions will guide the study:

- 1.4.2.1 Which legislation and policy frameworks support the establishment and development of school libraries to support progressive, constructivist and resource-thirsty curriculum?
- 1.4.2.2 Which library services and programmes are provided by the various school library facilities?
- 1.4.2.3 Do schools have suitable resources (facilities, collections, funds and staff) to support the curriculum? What is the quality of these resources?
- 1.4.2.4 Do schools have infrastructure available to enable teachers and learners to access library and resources?
- 1.4.2.5 Which challenges do schools in Limpopo face in establishing and maintaining functional school libraries?

1.5 RATIONALE FOR THE STUDY

There are huge disparities, discrepancies and inequalities in the allocation and distribution of educational resources in public schools especially associated with the legacies of apartheid. During apartheid era, South African public schools were served by various racially based departments of education (Hart & Zinn 2007). The Department of Bantu Education and later Department of Education and Training were designated specifically to serve the schools that catered for black learners only. Due to apartheid government spending on education, bantu or native schools generally lacked sufficient facilities and resources, including library-based resources, and there was also a lack of trained staff in many schools. These are some of the reasons why the majority of the schools, especially in former Bantustans or homelands in South Africa, do not have well-resourced and functional school libraries (Hart & Zinn 2007). Lack of an approved and legislated national school library policy exacerbates the

situation, as there is no legal document to guide and direct schools to purchase library materials and to establish library facilities. There is also no legal document binding the national Department of Basic Education and schools to provide well-stocked and well-staffed functional libraries to improve the performance of the learners (Machet & Tiemensma 2009).

In 1997, the national Department of Education drafted a discussion document called the *National Policy Framework for School Library Standards* with the aim of formulating a national school library policy. The discussion document:

“Focused on the effective use of the school library to support the curriculum and located itself within the context of socio-political and educational transformation that is driven by the new legislative framework and the educational paradigm shift to resource-based teaching and learning. Formulating school library standards is premised on the need for regulatory mechanism that will ensure movement towards greater equity at institutional and provincial level” (South Africa. Department of Education 1997:3).

To provide each school in the country with an ideal purpose-built central school library has huge financial implications. However, a continuum of different school library models gives each school an opportunity to establish a facility to provide and offer library materials. The *National Guidelines for School Library and Information Services* (2012) which is the recent document published by the Department of Basic Education in Pretoria concerning the school libraries still proposes the different school library models for possible selection and implementation by the schools to provide library resources.

The study also aimed at determining or establishing the school library models that schools have adopted “in addressing the problem of equity of resource provisioning in the province” (Du Toit 2008:11). It is anticipated that the selected or chosen models are affordable and sustainable to ensure that teachers and learners in any given school have equitable access to the resources. The study also outlines advantages and disadvantages of various school library models for school to weigh up against each other and choose accordingly. Different school library models can be functional if minimum generic school library standards are approved and implemented by the national Department of Basic Education, schools and their provincial departments of basic education. The study is also aimed at establishing school library standards that have been implemented by schools on their own to ensure that library facilities are functional. As a former teacher, teacher-librarian and board member of the

Limpopo Department of Sport, Arts and Culture: Library and Information Services Board for two terms, the researcher has extensive teaching and school library experience. He was also a Senior Education Specialist: Library and Information Services, Gauteng Department of Education. His core function was to assist 235 primary and secondary schools in the Johannesburg Central District (D 14) to set up functional school libraries. He also monitored school library budgets to ensure that teacher-librarians procure the different appropriate and relevant library-based resources for their schools. He oversaw district library, donations, school library showcasing, library exhibitions, courier services and mobile libraries. He also coordinated the literacy month (Readathon) for all District 14 schools. Furthermore, the researcher is also a member of Equal Education which is the NGO campaigning for *One school, One library and One teacher-librarian* to improve the quality of education for all in South Africa given the small percentage of public schools with well-stocked and functional school libraries in the country (Bloch & Ndebele 2010). As already stated, the NGO is based in Cape Town, Western Cape, and has members throughout all provinces in South Africa.

1.6 SIGNIFICANCE AND ORIGINALITY OF THE STUDY

The findings of this study may provide the national Department of Basic Education, provincial departments of education and schools in Limpopo with valuable data about the provision of school libraries to support resource-based and learner-centred methodology of teaching and learning as embodied in a resource-thirsty curriculum. If recommendations are implemented, the study will contribute essential knowledge towards the provision of well-resourced and functional school libraries as part of school librarianship.

Since the national Department of Basic Education in South Africa has no approved and endorsed national school library policy, the findings of this study may provide important information when school library policy is drafted, approved and eventually implemented. The provincial departments of education can also peruse the findings of this study when drafting school library policies for their provinces.

Many studies have been conducted on the importance of school libraries in enhancing academic performance of learners in Europe, United States of America, Canada, Africa in general and South Africa in particular. In contrast, there was no evidence of studies specifically on the provision of school

libraries in Limpopo. The study identified the gaps in the school librarianship and recommendations made might have significant policy implications for school libraries in South Africa in general and in Limpopo province in particular. The research methods were triangulated in this study to increase the credibility, reliability and validity of the findings. The research methods used for this study might benefit other researchers for school librarianship studies. The demonstration that school libraries are provided by the government in other countries might be applied in South Africa in general and in Limpopo province in particular also contributed to the originality of the study. The findings are significant because they can assist national Department of Basic Education and Limpopo Department of Basic Education to review their policies to make provision for well-resourced and well-staffed school libraries for curriculum support.

1.7 ASSUMPTIONS OF THE STUDY

The study is undertaken from the personal perspective of the researcher that:

- 1.7.1 Well-equipped, well-resourced and functional school libraries are resource centres to support and enhance the quality of education;
- 1.7.2 As the situation in the provision of school library and information services in Limpopo differs from one community to another, the researcher accepts without doubt that a continuum of recommended school library models as in the *National Guidelines for School Library and Information Services* (South Africa. Department of Basic Education 2012:11) gives each school in the province an opportunity to establish a library facility aimed at providing both teachers and learners with library-based resources to support and enhance the progressive, constructivist and resource-based curriculum;
- 1.7.3 If the national Department of Basic Education can approve and implement minimum generic school library standards through legislated school library policy, the various school library models adopted by schools on their own accord will be functional;
- 1.7.4 Drafting and eventual implementation of an approved and legislated national school library policy by the Department of Basic Education will give schools guidance and direction in the provision and effective management of school libraries and library-based resources;

1.7.5 Well-resourced and functional school libraries can also be used by the general community to alleviate the huge backlog in the provision of public or community libraries, especially in historically disadvantaged and under-privileged rural communities where there are very few of those facilities.

1.8 DEFINITIONS OF TERMS

The following terms are considered relevant for this study:

1.8.1 School library

School library is defined as an educational resource centre for learners and teachers in a school setting. According to the *National Guidelines for School Library and Information Services* (2012:38), the term school library is “a generic description that incorporates all forms and models of resource collection development and provision. It also provides information and material, relevant to a resource-based teaching and learning approach, to teachers and educators in schools” (South Africa. Department of Basic Education 2012:38). It is used synonymously with other terms such as ‘media centre’, ‘resource centre’, ‘library room’ and ‘information centre’ (South Africa. Department of Education 1997:9; South Africa. Department of Basic Education 2012:38). School library is aimed specifically at supporting teaching and learning programmes (curriculum) of the school. It is therefore the heart of the school’s resources for teaching and learning purposes (Wong 1999:1). Mojapelo (2008:8) observes that:

“The school library is synonymous with a learning laboratory, where use of all media – print and non-print – is purposeful, planned and integrated with the educational programme and instructional process to widen, deepen and personalise learning”.

As the majority of the schools in South Africa do not have purpose built central school libraries, the term ‘school library’ is used generically in this study to incorporate and denote all forms and models of collection development and delivery that provide materials relevant to a resource-based teaching and learning approach to teachers and learners in schools. The types of school library models include storeroom, a converted classroom or a staffroom. As Mojapelo (2008:8) observed “the library resources in those facilities may not be organised at all.” The aim is to bridge already existing huge disparities in the allocation and distribution of educational resources between schools with school

libraries and those without. These arrangements are temporary as, in an ideal situation, each school should have its own central school library building and equitable collection managed by a professionally qualified teacher-librarian.

1.8.2 School library standards

School library standards are defined as a set of criteria used to measure, evaluate and assess compliance when a given type of school library service is established or developed (Stander 1995:79). They are minimum conditions and requirements that schools must comply with in order to achieve their objectives, they can also be used as a basis of comparison, and they are regarded as benchmarks or criteria for setting compliance or conformity requirements (South Africa. Department of Education 1997:70). Without school library standards in South Africa, it is impossible to measure and evaluate the extent to which any given type of school library service is meeting ones' set of objectives (KwaZulu-Natal. Department of Education 2003; Stander 1995). However, approved school library standards provide a model (framework) for the provision of library resources at schools. They can be used to assist in decision-making regarding the establishment, planning, funding, resourcing, staffing, evaluation and administration of school libraries; and they reinforce uniform expectations of all schools in the provision of library resources. Approved school library standards are regulatory and mandatory and therefore will channel national Department of Basic Education and all schools to provide library-based resources with greater equity. Approved school library standards backed up by an approved school library policy are essential for the provision of effective, efficient and relevant library and information services and will assist schools in achieving their goals and objectives (South Africa. Department of Education 1997; Stander 1995). Unfortunately, this is not the case in South Africa due to lack of a legislated school library policy with approved library standards.

However, two types of school library standards are distinguished, namely, school library standards for learners and school library programme standards (California. Department of Education 2011:7). In Chapter 3, school library standards are discussed in more detail.

1.8.3 School library models

School library models are types of library provisioning facilities or services in schools, which are aimed at providing both learners and teachers with a diversity of library-based resources, including

information and communications technologies (ICTs) (South Africa. Department of Basic Education 2012:30; Stilwell 2009:2). Due to a severe shortage of purpose-built central school libraries in the majority of the public schools in South Africa, a variety of school library models are available to give schools a chance to provide educational resources to both teachers and learners to meet the goals and objectives of the resource-thirsty curriculum (Hell 2005a; Kruger 1998; Naidoo 1997; South Africa. Department of Education 1997; South Africa. Department of Basic Education 2012). However, the *National Guidelines for School Library and Information Services* (2012:11-16) proposes only five school library models, namely, mobile library, cluster library, classroom library, centralised school library and school community library. School library models, however, differ in terms of the “size, nature and development of the collection, human resourcing, management, funding and mode of service delivery” (South Africa. Department of Education 1997:30). In Chapter 3, specific examples of school library models, their advantages and disadvantages are discussed in more details.

1.8.4 Library resources

Library resources are all kinds of media in different formats (visual, auditory and audio-visual) that constitute a library collection. The collection in a library can comprise all media, such as books, periodicals, newspapers, videos, audiotapes, three-dimensional models, posters, charts, slides, compact disks, worksheets and examination papers. It also includes all the equipment and computer hardware and software that enable teachers and learners to access electronic media and information (KwaZulu-Natal. Department of Education 2003; South Africa. Department of Basic Education 2012). With subscription to some online databases, electronic information can be accessed globally through the Internet.

1.8.5 Teacher-librarian

The teacher-librarian is responsible for the day-to-day activities of the school library. He or she carries out the managerial functions of planning, organising, staffing, directing and controlling, with the assistance of the school library committee. He or she is also responsible for the accessioning, cataloguing and classification of library materials (Olën & Kruger 1995). He or she is also responsible for issuing and returning of library resources to and from the users.

According to the *National Guidelines for School Library and Information Services* (2012:38), the term teacher-librarian is:

“A generic term for the various names used in schools for educators who manage the library and information resource facilities and collections, and who collaborate with teachers in promoting reading, as well as in the teaching and integration of information literacy skills into the curriculum, such as librarians, media teachers, media specialists, media centre teachers, resource centre teachers and information specialists”.

The teacher-librarian is supposed to have both teaching and Library and Information Science qualifications to manage and run the school library effectively (Australian School Library Association 2004:1; Olën & Kruger 1995:159-160). The word “teacher-librarian” is used in this study for someone who is responsible for library resources and who may not be professionally qualified. It is used to denote a teacher who is in charge of the school library. In South Africa, due to the serious lack of specialist librarian posts in schools, the so-called teacher-librarians are working in the school libraries part-time as they also have full-time teaching responsibilities in classrooms (Library and Information Services Transformation Charter 2009). They are allocated the same number of periods as the other teachers in the school system and this leads to them neglecting their duties as teacher-librarians. Interested so-called teacher-librarians run libraries by using their “few” periods a week (Library and Information Services Transformation Charter (2014). The following definitions are also considered relevant to the study:

1.8.6 Policy

According to Le Roux (2002:112), policy is defined as a definite course or method of action selected from among alternatives and in the light of given conditions to guide and determine present and future decisions and a high-level overall plan embracing the general goals and acceptable procedures, especially of a governmental body.

When a policy offers many alternatives, it is an indication that policy makers were vigilant about prevailing different socio-economic conditions such as those found in various South African schools. It makes sense, therefore, that an approved school library policy in South Africa should be expected to have a menu or list of school library models for school communities to choose from depending on the

conditions or circumstances prevailing at the different schools at a particular time (South Africa. Department of Basic Education 2012).

1.8.7 Legislation

Legislation is an “enacted or approved statement of policy, a proposal, statute or a bill” (Birkland 2011:263). Statutory laws or bills which are presented by legislature are enacted or approved and signed by the president or governor or minister of a particular department (Birkland 2011). The parliament or legislature is therefore responsible for approving policies after been signed by the authoritative body. The Cabinet ministers can also sign and approve policies affecting their respective departments. According to Birkland (2011:170), enactment is an act of putting a decision, such as legislation or regulation into effect when a president signs a bill. Once a school library policy is enacted and approved by the legislative majority and signed by an official with necessary powers such as a minister or a governor, it becomes legislation. Therefore, the government, through the national Department of Basic Education, has the responsibility to ensure that the approved school library policy is implemented in all schools because of its mandatory power. Unfortunately, this is not the case in South Africa due to lack of an approved and legislated school library policy.

1.8.8 Norms

Norms are formal guidelines or rules about what is considered normal (what is correct or incorrect) social behaviour in a particular group or social unit. They, therefore, form the basis of collective expectations that members of a community have from each other and they play a key role by exerting a pressure on the individual to conform to the way people execute things. Norms are guiding principles, prescriptions, rules or criteria by which school libraries may be evaluated on specific aspects. They are agreed standards typical of a group. In school libraries, the norms specify the types of the standard items (South Africa. Department of Education 1997). Norms are, therefore, the size, quantity and quality of the standard items such as chairs, tables and shelves for a particular school library. They are equivalent to quantitative standards. Norms, therefore, “infers a measurable specification or input required to affect a particular standard” (South Africa. Department of Education 1997: 10).

1.8.9 Guidelines

Guidelines are defined as recommended series of suggestions or procedures for accomplishing a given task or achieving a set of goals and objectives (Dictionary of Information and Library Management 2006). IFLA/UNESCO *School Library Guidelines* (2002:1) confirms that guidelines are produced “to give support and guidance to the school library community”. Even though guidelines are recommended statements, principles or practices that allow some discretion or leeway in their interpretation, implementation and use, they are formulated by policy makers to determine a course of action. Even though approved by the Minister of national Department of Basic Education, Angie Motshekga, the *National Guidelines for School Library and Information Services* (2012) document is not enacted or legislated document and therefore not mandatory. It is not a binding document as yet and schools are therefore not forced to implement its “mere guidelines” (Hart 2013).

1.9 THESIS STRUCTURE

The following is the outline of the thesis:

- Chapter 1 Introduction to and background of the study
- Chapter 2 Literature review and theoretical framework of the study
- Chapter 3 The school library models and the standards
- Chapter 4 Research methodology
- Chapter 5 Presentation and interpretation of data
- Chapter 6 Discussion of findings
- Chapter 7 Summary, conclusions, recommendations of the study and a proposed model

1.10 SUMMARY

School libraries are important resource-provision facilities to support and enhance the resource-thirsty curriculum. However, their provision to support resource-based teaching and learning seems to be daunting in poor and developing countries. When exposed to various library-based resources in different formats, learners are likely to develop a high level of knowledge, skills, competencies, values, attitudes and orientations. In South Africa, however, the majority of public schools do not have well-resourced and well-staffed school libraries because of past apartheid legislation. Because of budgetary

constraints, it is not practically possible for the government to provide each school with a purpose-built central school library. A list of school library models as proposed in the *National Guidelines for School Library and Information Services* (South Africa. Department of Education 2012) document gives each school community an opportunity to adopt a particular school provisioning facility to provide library-based resources to the teachers and learners. However, adopted school library models can be functional if approved school library standards are implemented. An approved and legislated school library policy is therefore essential to give provincial departments of education and school communities guidance and direction in the provision of the library-based resources to enhance the constructivist and resource-thirsty curriculum. In chapter 3, the literature review and theoretical framework underpinning the study are discussed

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

School libraries are vital centres for the provision of resources to support quality teaching and learning endeavours in schools. They are the cornerstones and pillars of the progressive, constructivist and resource-thirsty modern curriculum (Chartered Institute of Library and Information Professionals 2014). Well-resourced and functional school libraries will be able to support articulated objectives and outcomes of a curriculum. In this chapter, constructivism as a teaching and learning theory that underpins the study is unpacked. Similarly, the review of literature related to school library resources, policy, infrastructure, services and programmes is discussed. The discussion also includes challenges faced by schools as well as the Department of Basic Education in establishing and sustaining well-resourced and well-staffed school libraries.

2.2 THEORETICAL FRAMEWORK OF THE STUDY

The focus of this study is on the provision of school libraries in public high schools in Limpopo Province. In view of this focus, the study is underpinned by constructivism as a teaching and learning theory. The theory advocates for the provision of quality education for all and this is significant for social, economic and political empowerment and development of all learners. Since the dawn of the new political dispensation in 1994, the post-apartheid government has been faced with a challenge to provide quality education to all learners in the country despite past inequalities and disparities (Du Toit & Stilwell 2012). However, Paton-Ash and Wilmot (2015:1) reiterate that “achieving quality education is a problem for many developing countries including South Africa and results in poor learning outcomes of school children”. In South Africa, education reform and transformation are areas that have needed a critical government intervention to address and redress effects of the previous apartheid education system in the country (Mouton, Louw & Strydom 2012; Spreen & Vally 2010). Post-apartheid, constructivist and progressive curriculum was crucial to ensure rapid and accelerated transformation in the education sector in South Africa (Spreen & Vally 2010). With the implementation of the constructivist teaching and learning styles in schools, learners need to achieve the objectives and outcomes of the resource-thirsty curriculum (Spreen & Vally 2010). With a learner-

centred education system, learners need a wide variety of library resources in various formats to construct their own knowledge and understanding (Gonzalez-Dehass & Willems 2013; Ormrod 2014).

2.2.1 Constructivism

Constructivism is a teaching and learning theory that is often intertwined with pedagogic approaches and principles that encourage and promote active learning or learning by doing. According to Gonzalez-Dehass and Willems (2013:41),

“Constructivism refers to the belief that learners construct knowledge by being active participants in the learning process. Rather than passively absorbing information, learners construct knowledge as they attempt to make sense of their daily experiences. They construct meaning from all the new information they encounter by linking it to what they have previously learned. Learners bring their personal experiences, knowledge and skills to the classroom and when they recognise their current understanding is insufficient, they construct meanings or explanations in order to make sense of their experience”.

Constructivism therefore emphasises that “learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning” (Woolfolk 2010:256). With well-resourced and functional school libraries, conducive environments are created where learners can interact with and use library-based resources to attach meaning to life and to construct, generate and acquire knowledge – constructive epistemology (Donald, Lazarus & Lolwana 2010; Gouws 2010; Woolfolk 2010; Ormrod 2014; Slabbert, De Kock & Hattingh 2009). The learning theory supports learner-centred instructional approaches and styles in education because it views learners as active constructors of meaning and knowledge (Woolfolk 2010). From the foregoing discussion, constructivist learning encompassed active learning or learning by doing, which might not be possible if learners do not have equitable access to well-resourced and staffed school libraries. As the curriculum in South Africa is a resource-based, constructivism as a teaching and learning theory is relevant to the education system in this country (South Africa. Department of Basic Education 2012). An active, vibrant and dynamic school library system is essential in every school to make progressive, constructivist teaching and learning approaches and strategies possible. The constructivist teaching and learning theory (constructivism) requires a paradigm shift from teacher-centred approach to learner-centred approach. In constructivist learning approaches, learners are responsible for their own learning. Therefore, they are active in the whole learning process (Woolfolk 2007; *The Cambridge Handbook of the Learning Sciences* 2006). Ormrod (2014:27) reaffirms that constructivism is a “theoretical perspective proposing that learners

actively construct (rather than passively absorb) knowledge from their experiences”. In their day-to-day life experiences, learners do not just absorb constructed knowledge, but they actively build knowledge. In the constructivist-learning paradigm, teachers are regarded as facilitators and mediators who guide learners in developing useful knowledge that can help them in problem-solving and analytical thinking (Sternberg & Williams 2010). In the same vein, Ormrod (2014) concurs that the role of teachers has changed from playing a dominant role to facilitating or mediating learning by encouraging learners to interact fully with a host of library-based resources. Thus, learning becomes a socially mediated and facilitated activity. As indicated earlier, the introduction of the learner-centred education system by the South African government in 1998 was to encourage learners to use multi-media resources effectively to optimally construct a meaningful knowledge to cope with challenges brought forward by knowledge and information-based society.

In learner-centred education, teachers need to give learners tasks or activities that encourage inquiry, critical thinking and problem-based learning (Hart 2014; Woolfolk 2010). However, a plethora of appropriate and suitable resources, facilities and materials are, therefore, important to provide information for learners to execute given tasks or activities. The above sentiments are echoed by social constructivists such as John Dewey, Vygotsky, Rogoff, Bronfenbrenner, Erikson, Bruner, Bartlett and the Gestalt psychologists (Donald, Lazarus & Lolwana 2010; Gouws 2010; Woolfolk 2010).

To achieve the fundamental principles of constructivist teaching and learning which include learner-centredness and independent learning, learners need to be given the opportunity to interact with and handle resources and objects to attach meanings to them, to construct knowledge actively (Ormrod 2014; Sternberg & Williams 2010). This is where school libraries come in as centres of learning where learners will use the information to generate knowledge to complement and supplement those inculcated by their teachers. Ideally, school libraries are supposed to provide a non-formal setting where learners would be able to explore relevant and adequate collection of materials and or resources to practice library and information skills to discover knowledge by themselves. They are supposed to create an environment for social interaction, which is important in the knowledge-construction process (Woolfolk 2010). Learners in various classes or grades need to be given a timetable for using the library resources. During their sessions in the library, social interactions take place between them and the teacher-librarian.

2.3 FUNDAMENTALS FOR THE PROVISION OF SCHOOL LIBRARIES

As school libraries have an indisputable place in the work of the school, their provision has to be based on fundamentals that will ensure that is not patchy.

2.3.1 School library policy

The term “school library policy” is defined as:

“A purposive course of action, based on currently acceptable values, followed in dealing with a problem or matter of concern, and predicting the state of affairs which would prevail when that purpose has been achieved” (Le Roux 2002:112).

As inequality in resource-provision is an inherited problem in South African schools, a definite course or method of action is therefore crucial to address the problem adequately to bring relief in the country. With an approved and legislated national school library policy, provinces and schools can be guided and directed to establish and maintain well-resourced and functional school libraries (Du Toit & Stilwell 2012, Hart 2013; Paton-Ash & Wilmot 2015). For a country to effectively roll out an active, dynamic and sustainable school library and information service, the importance of an approved and legislated school library policy cannot be undervalued. This is particularly true in South African schools, which are characterised by enormous inequalities and disparities in the provision of quality educational resources even after the apartheid era. A number of library and information services professionals such as Du Toit and Stilwell (2012), Hart and Zinn (2007), Hart (2013), Ocholla (2009) and Paton-Ash and Wilmot (2015) stress the significance of an approved and legislated school library policy in championing, advocating and spearheading the establishment, development and sustainability of standardised, well-stocked and well-staffed libraries in schools countrywide. Without an approved and gazetted school library policy to roll out an active, dynamic and sustainable school library system for all schools in the country, continuity in inequality and huge disparities in resource provisioning in schools will never come to an end.

IFLA/UNESCO *School Library Guidelines* (2002:1) states that “schools must formulate school library policies that define goals, priorities and services in relation to the school’s curriculum”. To ensure functional school libraries, clearly defined and spelt-out school library policies at national, provincial

and individual school level are essential to work towards achieving a common goal. The reviewed literature indicates that, generally, school libraries are neglected in most poor and developing African countries. According to Ocholla (2009), the provision of well-articulated school libraries and resources is not a statutory requirement in most African countries. Perhaps, this is attributable to the dismal failure of different governments and their Ministries of Education to commit themselves through approved and legislated school library policies to roll out an active, viable and sustainable library and information system for their schools (Ocholla 2009). This indicates a lack of political will, which has a negative effect on school library development initiatives and efforts. Du Toit (2008) further indicates that a policy is accepted when it is endorsed at the highest level, and this, in turn, lends credibility to the policy, supports implementation and secures finance for its implementation.

The South African school library is no different as Hart and Zinn (2007) indicate that the lack of political will has resulted in the lack of an approved school library policy, which in turn implies that the role of school libraries in the resource-thirsty curriculum is not recognised. With a well-articulated approved and legislated policy at hand, relevant stakeholders will be able to act assertively, legitimately and consistently to take school library development initiatives and efforts forward. In South Africa, without an approved national school library policy from the national Department of Basic Education, provincial departments of education and schools are unable to develop a strong school library system.

In developed countries such as the United Kingdom (UK), the United States (US) and Japan, schools have well-stocked and functional school libraries because they are guided and directed by clearly defined school library policies and guidelines. To cite few examples, in 2002, the Chartered Institute of Library and Information Professionals (CILIP) published a document called *The primary school library guidelines* to guide and direct primary schools in Scotland to establish functional libraries (Chartered Institute of Library and Information Professionals 2002). National surveys are also conducted regularly to assess whether schools have functional school libraries (Chartered Institute of Library and Information Professionals 2010).

Williams, Wavell and Morrison (2013:1) confirm that:

“In Scotland there are a variety of different models of library provision to serve the community and education. All secondary schools have access to library services either through a dedicated school library, a joint school and community library or from a central authority library service. The majority are staffed by professionally qualified librarians who are in an excellent position to support teaching and learning by providing appropriate curriculum related resources, a range of reading material, and helping the school community to develop skills required to be proficient users of information. This particularly high level of professional staffing, compared with other areas of the UK, has enabled school librarians to develop a role that supports the curriculum as well as developing reading literacy”.

In 2004, the California School Library Association published a document called *Standards and guidelines for strong school libraries* (California School Library Association 2011). The document was aimed mainly at guiding and directing schools to take school libraries seriously and to resource them accordingly. In 2011, the California Department of Education took a great stride and published the document *Model school library standards for California public schools, Kindergarten through Grade Twelve*. The document was a school library guideline for schools to establish and develop effective, sustainable and functional school libraries (California Department of Education 2011; Williams, Wavell & Morrison 2013).

In South Africa, however, a lack of an approved and legislated national school library policy from the national Department Basic Education remains the main stumbling block to the establishment, provision and sustainability of an active, vibrant and dynamic school library system in the country (Du Toit & Stilwell 2012, Hart 2012; Hart 2013; Hart & Nassimbeni 2013; Library and Information Services Transformation Charter 2014; Paton-Ash & Wilmot 2015). This laissez-faire type of a situation in school library development in South Africa might be prevailing because of a lack of an approved and authorised school library policy from the national Department of Education. However, *Library and Information Services Transformation Charter* (2014:51) states that:

“A national school library policy that provides norms and standards for the establishing, provisioning and staffing of libraries is the first step to redress the situation. It will act as an impetus for provincial education departments to recognise the need for libraries and will provide authority for the work of the school library support services. It will also persuade schools’ governing bodies to develop their own library and information policies”.

This implies that all school library development initiatives are destined for failure without an approved and authorised school library policy from the national Department of Basic Education.

2.3.1.1 Functions and purposes of a school library policy

The aims and objectives of the school library are clearly defined in a well-articulated and approved school library policy. However, Du Toit (2008) argues that a school library policy defines and explains the vision and mission of the school library. It also clearly describes the functions and purposes of a school library. It clearly sets out the roles and responsibilities of various stakeholders in the development and use of a school library (IFLA/UNESCO *School Library Guidelines* 2002). Le Roux (2002:1) argues that:

“Effective government policies may push school library development forward while non-existent or poorly devised policies may hamper development at every phase from conceptualisation and planning to implementation. School library policy has proved to have a significant effect on school library development worldwide because that development is driven by the official recognition inherent in legislation and formal policy statements”.

In addition, the Chartered Institute of Library and Information Professionals (CILIP) (2002:2) indicates that:

- a. The purpose of the policy is to make clear, for the whole school community, the role, aims and objectives of the library.
- b. The library’s status as a learning environment in the school and its role in raising achievement.
- c. The relationship with other areas, for example, other school policies, curriculum, study support, classroom collections.
- d. The relationship with the school’s overall aims as defined in the School Improvement Plan and the role of the library in achievement of school improvement priorities.

In South Africa, the school library policy would serve as a working tool that would provide the necessary directions and guidelines for education officials and school library committees to make informed decisions on the majority of tasks concerning library matters (Du Toit 2008). A well-designed and well-articulated school library policy with minimum generic standards that serve as criteria or benchmarks to evaluate and measure a given type of library facility is crucial to

spearheading equal resource provision in all schools (South Africa. Department of Education 1997; KwaZulu-Natal. Department of Education 2003). According to Du Toit (2008:6),

“National endorsement of guidelines, norms and standards would ensure dedicated funding for implementation and prioritisation of school library development as an important instrument for curriculum delivery in schools”.

An approved and legislated school library policy in South Africa would facilitate consistency, stability and continuity in decision-making, because even newly hired employees would do as expected because they would have a working document or tool to guide and direct them. Du Toit (2008:15) explains that:

“The policy framework gives an overview of school library research and of the previous history of South African school libraries. It describes different models of school libraries from which it could be possible for schools to choose and not be locked only to the model of centralised library (one school, one library model) in each school. It proposes that other models of school libraries such as classroom collections and cluster of schools sharing resources could be tried and tested. The school library should be seen as a teaching method to enhance the school’s curriculum and not just as a physical facility”.

A school library policy is expected to strive to meet the educational needs of the country and therefore the “systems and skills required to be in place and the costs be sustainable” (Du Toit 2008:5). According to the IFLA/UNESCO *School Library Guidelines* (2002:1), a school library, like any organisation, “should be managed within a clearly structured policy framework”. This is reaffirmed by Hart (2002:14), who observes that “international experience shows that the development of school libraries within a society depends on the legislative and policy frameworks.” This is particularly true for South Africa, which needs to address, deal with and redress inconsistent and disproportionate challenges in terms of resource provision in schools due to past apartheid policies. An approved school library policy therefore will serve as a foundation on which the sustained development of the effective school library is built. It will also focus mainly on the effective utilisation of library and information-based resources to fully support the transformed, constructivist and resource-thirsty curriculum and promotion of life-long and independent reading and learning.

2.3.1.2 School library policy development in South Africa from 1997 - 2012

With the introduction of a learner-centred education system, outcomes-based education (OBE) in 1998, most school library lobbyists were optimistic that the post-apartheid government will steadfastly make

rigorous efforts to address and tackle head-on a host of day-to-day realities which affect teaching and learning (education) in a classroom. Attempts by the government to introduce and steadfastly implement the progressive and constructivist outcomes-based education curriculum to transform the education system in South Africa seem to have failed dismally in most schools; if the non-expansion of well-resourced and functional school libraries can be used as a gauge. Moreover, there seems to be an acute and severe shortage of educational resources, facilities and materials in most schools, which affect the quality of teaching and learning negatively. Paton-Ashton and Wilmot (2013:136) reiterate that “despite efforts by the government to improve conditions, the legacy of apartheid has not been easy to erase, particularly in poor rural areas”. De Jager, Nassimbeni and Underwood (2007:143) confirm that:

“The adoption of outcomes-based education (OBE) by the Department of Education was welcomed by school librarians who saw a space in the education programme for their special information literacy skills and consistent advocacy of the library and its resources as being central to learning. However, this has not been accompanied by any expansion of school libraries or explicit recognition by policy makers and opinion leaders of the centrality of the library in the educational enterprise”.

The challenge is exasperated by the absence of an approved and authorised national school library policy from the national Department of Basic Education to ensure equal and fair resource allocation and provision in all schools under its jurisdiction (Du Toit & Stilwell 2012). Nevertheless, substantive attempts and fundamentals concerning the formulation of a school library policy have been done.

In 1997, an eleven-member task team and nine provincial representatives had been established solely for the purpose of formulating a discussion document (South Africa. Department of Education 1997). Noticeably, the task team’s efforts were not in vain. In 1997, a discussion document, the *National Policy Framework for School Library Standards* (1997) was proposed under the auspices of the Centre for Educational Technology and Distance Education in the Department of Education. This discussion policy document, together with its revised edition, the *National Policy Framework for School Library Standards* (1999), identified ways to redress the inequalities and disparities in resource and school library provisioning and introduced a flexible, transitional approach by outlining several library models from which a school community could choose (Du Toit 2008). Most school library lobbyists were very excited by the move. Most people’s optimism grew stronger and they were positive that the

government was about to approve the policy. In July 2000, the then Minister of Education Professor Kader Asmal gave a speech relating to a discussion document. Hell (2005b:10) quoted his speech as follows:

“What steps are we taking as a Department to meet these challenges of the 21st Century? We have completed A National Policy Framework for School Library Standards and its four-year Implementation Plan. These documents make a series of proposals for the development of standards for school libraries. It also recognises that because of inherited inequalities in the provision of libraries in our schools there is unlikely to be much money for developing traditional school libraries in every school. A variety of models for school libraries to choose from and generic standards to conform to are recommended. Some of the models outlined in the document include:

- One school, one library
- One cluster of schools, one library
- One community, one library
- One region, one library
- One learner, one library
- One life-long learner, one library

The suggested policy will therefore be applicable to any type of a school library model. The aim is that learners have access to resources to meet the information needs of the curriculum. We have also completed A National School Library Survey to give us an indication of how many schools have school libraries and to assist us in implementing the national policy of school library standards. I must say that the results of the survey give a grim picture”.

That was a wonderful political speech, which gave school library lobbyists “hope” about school libraries. The speech by Professor Kader on the occasion of school libraries to support OBE centred on a draft discussion document the *National Policy Framework for School Library Standards 1997*. Fortunately, the researcher has a copy of the first original 1997 draft discussion document, thanks to the late Dr A S Brink who was senior lecturer at the University of Limpopo’s Department of Information Science. The good intentions in the document could not be implemented by schools and provinces because they had not been enacted and approved by the legislature or parliament. Without an enactment and approval by the legislative authority or parliament, the document was just a mere discussion document, which lacked the mandate and credibility to force schools and provinces to implement its good intentions. Intensive research was done by members of the task team because the document did not prescribe one school library model to all schools. Taking socio-economic conditions of different communities in South Africa into consideration, the document gave many “alternatives” of

the school library models to allow schools to choose “appropriate and suitable” ones for their schools. It was not a one-size-fits-all approach.

Consequently, the “hope” was short-lived because it was just another political promise. The closure of the School Library Unit in the national Department of Basic Education in 2002 was just another setback in school library development initiatives in South Africa (Equal Education 2011b; Paton-Ash & Wilmot 2015). Due to its negativity on school library development initiatives, Hell (2005b) argues that Professor Asmal did not divulge the Unit’s closure in his speech. However, the discussion document had emphasised the value of well-equipped, well-resourced and functional school libraries in enhancing a learner-centred curriculum, progressive and constructivist teaching and learning styles, approaches and strategies as embodied in OBE. It had also highlighted the significance of the plethora and array of educational resources to create an enabling and conducive environment for resource-based teaching and learning styles for learners, specifically to achieve the outcomes of the learner-centred curriculum (Hell 2005b). On page 30 of the discussion document, a proposed menu of school library models aimed at giving schools an opportunity to select an appropriate model or combination of models to cater for the education and curriculum needs of their teachers and learners is given. Some generic school library standards were also outlined in the document.

A Four-Year Implementation Plan of the Policy Framework for School Library Standards was published in 2000 (South Africa. Department of Education 2000). It aimed specifically at providing guidelines for the implementation of the identified school library models in schools within a four-year period (Du Toit 2008). The policy document also proposed minimum standards that all schools were expected to observe to make different school library models functional. As already alluded to, the so-called “proposed minimum standards” were in fact guidelines as they were not formally enacted and approved by the government and the national Department of Education. However, school library lobbyists were excited about the move. They were also delighted that the learner-centred education system was library and information resources “friendly” (Hart & Zinn 2007:91). Hopes were high that it was time for the government to roll out an active, vibrant and sustainable library system for all schools to optimally support resource-based methodology of teaching and learning. Schools library lobbyists were optimistic that the resource-thirsty curriculum would catapult and propel the establishment, development and provision of well-resourced and functional school libraries in the

country. After 1998, a plethora of school library policy documents were issued. It is worthwhile to mention that most of the drafts were in paper format and not approved or legislated by the government and national Department of Basic Education. Several drafts of the policy document issued after 1998:

“...could make you to believe that a change was near. With the new school curriculum coming, the hope emerged among those who believed that school libraries could improve education and that learners have a right to well-resourced school libraries. They should be used to integrate knowledge of different media, library and information into the education. The school libraries should be an important provider of the school’s resources and their goals should be to support the new curriculum. This clearly manifested in the suggestions of a school library policy” (Hell 2005b 11&12).

After all these attempts, it is unbelievable that, to date (2015), the national Department of Basic Education has neither an approved and legislated school library policy nor a unit at national level to deal with issues pertaining to school libraries (Hart & Zinn 2007, Hart 2013; Mojapelo & Fourie 2014, Paton-Ash & Wilmot 2015). This is counterproductive for all school library development efforts and initiatives. Equal Education (2011b:7) asserts that:

“Since 1997, five drafts of a *National Policy on School Libraries* have been circulated by the Department of Education (DoE), and yet there still exists no official policy. A sixth draft, entitled the *National Guidelines for School Library Services* (2012) has recently emerged, but it is a discussion document, not a policy”.

As stated by Hart (2002:14), without an approved school library policy, there is “no mechanism to oblige schools to allocate a proportion of their budgets to library resources”. There is no approved and legislated school library policy in the country that is a driving force behind the establishment and development of well-resourced functional school libraries, hence the “marginalization of school libraries in the educational sphere” in South Africa (Du Toit 2008:4). Practically, nothing binds schools and the national Department of Basic Education to cater for the library and information needs of teachers and learners to enhance new didactic approaches, and new teaching and learning styles and strategies, as outlined in the resource-thirsty curriculum. Without an approved school library policy, the majority of schools lack essential funding solely for the procurement of recent library materials. This is evidenced by the few, old-dated library resources and Learning and Teaching Supporting Materials (LTSM) of the old curriculum in the majority of schools in the country. Machet and Tiemensma (2009) confirm that without a policy and direction from the central government, schools are choosing not to spend their limited financial resources on libraries. Noticeably, the lack of

sufficient library resources has a negative impact on the development of information literacy skills of both teachers and learners in the country, which severely obstructs lifelong learning and independent studies.

Even with an implementation plan, the implementation of the *National Guidelines for School Library Services* (2012) had little impact on school library developments in the country. However, a former colleague of the researcher from the Gauteng Department of Education said that the two-year implementation (2012-2013) plan was never “implemented” even though advocacy campaigns were held with some teacher-librarians and principals. She also said that the implementation plan was redirected to the provinces. Without sufficient budget for procurement of appropriate and pertinent library resources and trained and knowledgeable library staff, the guidelines will not materialise in most schools. Hart (2013:49) reaffirms that:

“There is no national school library policy, despite five or six attempts at formulating a draft since 1996. Since the publication of the charter, the national DBE has issued a new document, namely the *National Guidelines for School Library and Information Services* (2012). However, as the document is not a legislated school library policy, the value of mere ‘guidelines’ is questionable”.

As “guidelines” are not mandatory, schools are under no circumstances obliged to implement the said guidelines. Perhaps, historically advantaged ex-Model C schools categorised in quintiles 5 may implement most of the guidelines as they have the budget for procuring library resources. Paton-Ash and Wilmot (2013:139) confirm that “in Gauteng, the 200 functioning schools were all found to be in ‘wealthy’ areas with the school librarians being paid by the school’s governing bodies”. With budget, appropriately trained librarians can also be hired to buy, organise and centrally manage the resources.

2.3.1.3 Barriers to school library policy development

The national Department of Basic Education failed several times to formulate and produce an approved and legislated school library policy to effectively roll out an active, vibrant and sustainable well-resourced and functional school libraries in the whole country.

i. Closure of the School Library Unit

The closure of the School Library Unit in 2002 (Hart & Zinn 2007; Hart 2013; Hell 2005b; Paton-Ash & Wilmot 2013; Paton-Ash & Wilmot 2015) was perhaps a “miscalculation” from the post-apartheid government. This indicated that a complete disregard for the value of well-resourced and functional school libraries and educational resources can add to enticing constructivist and innovative teaching and learning methodologies as required by learner-centred education system. This implies that there is no coordinating office (Hart & Zinn 2007) at the national Department of Basic Education in Pretoria, which deals particularly with school libraries. The lack of an education official to champion the school library development and provision of well-resourced and functional school libraries in all South African schools might be one of the reasons school libraries are not taken seriously. As observed by Hart and Nassimbeni (2013;16), there is no an official at the national Department of Basic Education “to take on a leadership role” relating to provision of school libraries.

ii. School library policy drafts or discussion documents were not approved

Since the inception of the first draft discussion document in 1997, successive policy frameworks were either drafts or discussion documents in paper form and were not approved or legislated. This indicated failure by the post-apartheid government to commit itself to redressing the allocation, provision and distribution of the educational resources to all schools in South Africa. Lack of an approved and legislated school library policy has far-reaching implications for both the national Department of Basic Education, provincial departments of education and schools. It implies that the government (national Department of Basic Education) is in no circumstances obliged to allocate a ring-fenced budget specifically for all schools to procure library-based resources. Consequently, unapproved school library policy drafts or discussion documents are “mere guidelines” and therefore lacked authority, mandate and credibility to successfully spearhead the effective establishment, development, provision and sustainability of an active, vibrant and dynamic school library system in South Africa (Hart 2013:49). To date (2015), an avalanche of failed attempts to formulate such a school library policy in South Africa can be traced back from 1997. The men and women who tirelessly took part in formulating these drafts of discussion documents since 1997 deserve a pat on the shoulders for the excellent groundwork or foundation they have laid. The ball is now in the government’s court to act decisively in formulating and approving or enacting such a policy and to implement it in all schools as a matter of urgency.

However, the new *National Guidelines for School Library and Information Services* (2012) document gives guidelines and directions on issues related to the establishment and development of school libraries. The *National Guidelines for School Library and Information Services* (2012:1):

“Provides information and ideas that are fundamental to the provision of school library and information services for the learners and teachers, and they address a number of audiences who work with schools, including district and provincial education offices”.

Du Toit and Stilwell (2012:124) show their optimism about these guidelines by pointing out that the initiative may advance the establishment and development of school library and information services considerably, provided it is underpinned by a well-developed implementation guide. However, although approved, it needs to be noted that this document is just a guideline and therefore not an endorsed or legislated law or policy, and therefore is not yet binding.

However, the NGO Equal Education (2011b) is sceptical that the guidelines may provide financial or other support that should be given to schools and districts. This means that destitute and poor schools that do not have sufficient funds to use the information and implement the ideas in the *National Guidelines for School Library and Information Services* (2012) will not be able to implement many of the guidelines.

With the *National Guidelines for School Library and Information Services* (2012), there was a plan or guide to direct the implementation process of the national guidelines. However, as already indicated, the plan or implementation guide was never implemented by the national Department of Basic Education to ensure that the guidelines were followed.

iii. No posts for teacher-librarians

As the provision of well-resourced and functional school libraries is not a statutory requirement in South Africa, most school libraries are non-functional because of a lack of specialist librarian posts in public schools (Library and Information Services Transformation Charter 2014; Hart & Nassimbeni 2013). The national Department of Basic Education therefore did not create posts to enable all schools to hire professionally qualified or skilled teacher-librarians. Without dedicated and knowledgeable library staff, the provision of the effective school library services and programmes becomes

problematic. Paton-Ash and Wilmot (2015:5) adds that “the lack of a library post in schools had repercussions with regard to how easily and regularly the library could be used”. Teacher-librarians are crucial for making the necessary inputs when the school library policy is formulated, approved and eventually implemented. Without posts for them, school library policy development initiatives are destined for failure as they are important stakeholders in school librarianship.

As observed by Zinn (2006:21), “by 2000, as specialists were abolished at schools, the training of school librarians trickled to zero”. Without the creation of library posts at public schools, no librarians can be hired to work in school libraries - hence their closure most of time. Although “only 32% of schools in South Africa had an on-site library, many of these libraries were shut as there was no dedicated librarian and the teacher in charge was busy teaching” (Paton-Ash & Wilmot 2013:133). Hart and Zinn (2007:94) argue that “experience has shown that the mere purchase and delivery of materials to schools is not enough”. Apparently, manpower is also essential to process the acquired materials and to circulate the materials in the collection to the users. According to the Library and Information Services Transformation Charter (2009:40), this negative situation is attributed to the “educationists’ and curriculum designers’ lack of insight into the role of library and information service” with regard to supporting the educational sphere in South Africa. Apparently, there is a “perceived lack of understanding of the role of school library and information service in quality education among policy makers, principals and other educationists” (Library and Information Services Transformation Charter (2009:40). It is undisputable that the so-called teacher-librarians work part-time in the school libraries as they also have full-time teaching responsibilities (Library and Information Services Transformation Charter 2009). They are allocated the same number of periods as the other teachers in the school system and this leads to them neglecting their duties as teacher-librarians. Accordingly, the interested so-called teacher-librarians run libraries by using their few periods a week (Library and Information Services Transformation Charter (2014). Paton-Ash & Wilmot (2013:140) reiterate that “there has to be someone in the school to manage the resources and to champion their productive use”.

iv. No school library budget

Due to the constrained annual budget allocated to the national Department of Basic Education, perhaps the post-apartheid government is reluctant to commit itself through an approved school library policy to provide well-resourced and functional school libraries in all public schools. Hart and Nassimbeni (2013:16) confirm that national Department of Education is “wary of committing to formal policy without funding to implement it”. The *Library and Information Services Transformation Charter* (2014, 55) indicates that:

“The Department of Basic Education’s briefing to Parliament on school LIS on 20 August 2013 began with an admission that it had neglected LIS. It then went on to outline its plan to remedy the situation - beginning with a plan for centralized and classroom libraries over the next three years for secondary and primary schools respectively. It has asked Treasury for R700 million to fund the first phase - and will bid for further funding for the following ten years. The plan, however, includes only these seven weakest provinces”.

The mere fact that the national Department of Basic Education has requested Treasury for R700 million to fund the first phase for school library infrastructure means that the department itself is unable to fund the provision of well-resourced and well-staffed school libraries in the country. Hart (2014:7) indicates that the national Department of Basic Education “will bid for further funding for the following 10 years”.

Although the national Department of Basic Education regretfully realised its mistakes and shortcomings in terms of library-resource provision in all South African schools, stringent measures need to be taken and effected accordingly to redress and address this backlog adequately. However, the *Library and Information Services Transformation Charter* (2014) makes no mention of the “weakest” provinces. Regardless of Gauteng and Western Cape, the remaining provinces (Limpopo, Eastern Cape, KwaZulu-Natal, Free State, North West, Mpumalanga and Northern Cape) are weakest in terms of library resource-provision. In 2015, three years after the announcement, nothing tangible is forthcoming in this regard. The general public and schools are still in the dark concerning the Treasury’s response to this matter. The author fully concurs with Hart (2014, 1) who observes that:

“The road is littered with dashed hopes and broken promises; but there are signs that at last education authorities are translating their polite rhetoric into action”.

Mtshali (2014, 1) indicates that:

“The Department of Basic Education’s national poverty distribution table shows that the province with the highest number of well-resourced schools is the Western Cape, with 31.7 percent of the province’s schools falling under quintile 5, closely followed by Gauteng with 31.4 percent. The province with the highest number of poor schools, previously classified as quintile 1, is Limpopo, with 28.2 percent of its schools in this category. Limpopo also has the least number – 8 percent – of schools that were formerly classified as quintile 5. Gauteng has the least number of quintile 1 schools, with only 14.1 percent of schools falling under this ranking”.

With inadequate and restricted budget from the Norms and Standards Grant, quintile 1 schools are not even able to fully meet the LTSM requirements of their learners. Inadequate budget also makes it less favourable for these schools to procure current library resources. Limpopo, Eastern Cape and KwaZulu-Natal are obviously the leaders of the pack because they are regarded as the most rural provinces in South Africa faced by numerous daunting challenges related to provision of rural education (Seroto 2011).

2.3.2 Library resources

In order for a variety of school library models to be used effectively by the teachers and learners, resources, both physical (human) and financial resources, are indispensable. In addition, “the strong educational role of the school library and information service must be reflected in the facilities, furniture and equipment” (South Africa. Department of Basic Education 2012:17).

2.3.2.1 Financial resources

An underlying challenge in the development, provision and sustainability of well-resourced and well-staffed school libraries in poor and developing countries is finance. Without adequate funds, the provision and development of well-resourced and functional school libraries is a daunting challenge compromising the quality of education. With the availability of adequate funding, well-resourced and functional school libraries can be adequately provided everywhere in the world. With sufficient funds, much-needed resources, materials, equipment and facilities can be purchased for school libraries to function optimally (Evans 2014). Mojapelo (2008) reaffirms that for school libraries to run effectively, sufficient funds are essential to buy the necessary library resources and materials. Without sufficient funds, the procurement of library materials, the provision of network infrastructure, the

payment of services and maintenance are problematic which has a negative effect on the functionality of the school library and information services (Mostert & Nthetha 2008). As observed by Paton-Ash and Wilmot (2015:2),

“Library collections need to be diverse in terms of subject matter in order to cater for the needs of all learners and to attract existing and new users. In cases of books, this would mean fiction and non-fiction of differing levels, to cater for very able learners as well as those who struggle to read; as well as books in formats attractive to learners especially non-readers, such as graphic novels, comic books and e-books. Non-book materials in the collection would include magazines, computers, audio-visual items such as audio books, DVDs, music, online resources, digital resources, games in board and electronic formats”.

The preceding statement therefore implies that sufficient funds are needed to buy a wide variety of resources in different formats to cater for diverse categories of users. With sufficient funds, it is also possible to buy expensive library resources, such as furniture, computers and their related software, to buy reading and learning resources such as books and other materials (South Africa. Department of Basic Education 2012), and to pay for subscriptions to newspapers, journals and magazines. To meet objectives and outcomes of modern resource-thirsty curriculum, learners need to access global information through the Internet. Adequate funds are therefore equally needed for the subscription of online databases such as SABINET, Emerald, Ebsco and Jutastat. With adequate budget, Library Management System such as Polygon and Libwin can also be procured to enhance administrative activities in the library.

In South Africa, the national Department of Basic Education has categorised schools according to socio-economic backgrounds of their communities for funding purposes (Dwane 2010). In the “continuum of fees within the state structure” (Paton-Ash & Wilmot 2015:1), schools categorised in quintiles 1 are located in poor communities or villages. These are low or no-fee paying schools and there are no budgets for school libraries. These schools experience huge financial constraints with regard to provision of library-based resources. With outdated and obsolete library materials in their library facilities, these schools lack budget for procurement of recent and latest library resources. Without a ring-fenced budget from the government, these schools cannot even dream of procuring the latest and appropriate library resources.

In contrast, there are schools that charge their learners fees and therefore they have funding for well-resourced and functional school libraries run and managed by professionally qualified librarians whose posts are funded by the school governing bodies. These are mostly historically advantaged, so-called ex-Model C schools in quintiles 5 which are normally affiliated to affluent communities. A part of the school fees is used to cater for their school libraries, including the hiring of librarians or library clerks (Hart 2013; Library and Information Services Transformation Charter 2009).

However, funding and poverty levels of the communities in which schools are situated go hand in hand. It is interesting to know that even in post-apartheid South Africa, inequalities or discrepancies still exist in the provision of resources to poor and rich schools. Inadequate funding is therefore an obstacle hampering all activities related to libraries, such as purchasing new resources and staffing (Mahwasane 2008; Paton-Ash & Wilmot 2013). However, it is well documented that the majority of the public schools in the country have no budget solely for the procurement of library resources.

2.3.2.2 Facilities

Facilities comprise library resources such as physical space (accommodation), furniture, equipment and apparatus, computer hardware and software and there are also other materials that are essential to support the activities, programmes and services of the library.

i. Physical space

Physical space is needed to house information materials that constitute a library collection (Iwhiwhu & Adomi 2006). A school library building is supposed to be easily accessible to all users, that is, learners and teachers alike. This implies that the school library building needs to be centrally located on the school premises to ensure that teachers and learners have easy access to the resources in the library (Paton-Ash & Wilmot 2015; South Africa. Department of Basic Education 2012). Central space is essential to ensure “the development, circulation, use and storage of the collection of resources. Different formulae have been developed to determine the area required to meet the needs of educators and learners” (South Africa. Department of Education 1997:33).

The *National Guidelines for School Library and Information Services* (2012:17) adds that:

“The location must be central and situated on the ground floor for easy access to physically challenged library users. Accessibility and proximity are important. Therefore, it should be situated to all teaching areas as well as the computer laboratory”.

The floor space in the main locale needs to be big enough to accommodate various types of media, including ICTs, it should provide sufficient space for users to sit down while reading, and it should have additional rooms that will serve as storerooms for equipment. Other additional rooms could also be used as workroom for the production of audio-visual materials, a seminar room and a projection room equipped with computers, data projectors and screens. Paton-Ash and Wilmot (2015:1) add that:

“The transition of the library into the school transformation hub has resulted in the re-organisation of library spaces, furniture and collections. The library needs to be the centre of the school, a dynamic and inviting space which has flexible, multifunctional spaces in which small and big groups can work, more than one class can be accommodated at the same time, digital media can be used and created, formal teaching can occur, and where the librarian can work collaboratively with teachers”.

In an ideal situation, each school is supposed to have a purpose-built central school library building so that resources can be housed and managed centrally. Due to the considerable backlog in the provision of school library and information services in South Africa, other school library models are used because of a lack of ‘buildings for school libraries’ (Mahwasane 2008). NEIMS (2011) of the national Department of Basic Education in South Africa, states that of 24 794 schools assessed, only 1 855 (7.2%) had well-stocked and well-staffed school libraries. As observed by Paton-ash and Wilmot (2013:133), it means that “eight out of twelve million learns did not have access to libraries”. This means that a total of 19 541 (79.3%) schools did not have library space. The same sentiments were echoed by authors of school librarianship such as Du Toit and Stilwell (2012); Hart (2013); Machet & Tiemensma 2009 and Paton-Ash & Wilmot (2015). NEIMS (2011) further states that of the 3 923 schools assessed in Limpopo, only 95 (2.3%) had well-stocked and functional school libraries. However, according to the NEIMS Standards report dated October 2014, the latest figures indicate that of 23 740 schools assessed in the country, only 3 285 (16.8%) have a room designated as a library. This represents an exponential growth in the number of schools with libraries. However, in Limpopo Province nothing much has changed. Of the 3 829 schools assessed, only 108 (2.8%) have a room as a library – an increase of only 13 schools with library facilities. It should be noted that the province has

the lowest number of schools with well-stocked and functional school libraries in South Africa (NEIMS Standards Report 2014). The NEIMS Standards Report (2014) further indicates that 18 301 (71.3%) schools lack library space in South Africa. In Limpopo, 3 580 (93.4%) schools lack library space. This implies that indisputably, library space is a huge challenge to the majority of the schools in the province. Despite dilapidation and infrastructural backlogs of classrooms and high learner population in some schools, mobile classrooms may be a testimony of the lack of library space, as first priority is given to teaching and learning.

In South Africa, space to accommodate library-based resources is a huge problem as most schools were built without purpose built central school libraries (Du Toit & Stilwell 2012; Paton-Ash & Wilmot 2015). Due to a shortage of classrooms for teaching and learning due to high learner enrolments in some schools, “many libraries have been taken over for classroom teaching” (Hart (2009:11). Most schools are clearly battling to provide space to accommodate library materials. In schools that do not have purpose-built central school libraries, an additional or unused (central) classroom, a staffroom, a corner or a passage in the administrative block or office can be converted into a school library. It implies that a classroom can be converted into a central school library building where books and other materials can be housed, classified, catalogued and shelved to be accessed and used by the teachers and learners. Book collections can also be found on mobile trolleys in various classrooms. However, there are always space challenges in most of these unstansardised library models to provide efficient and effective school library and information services.

ii. Shelving and furniture

It is essential that the school library should contain shelves on which the books could be placed. “Sufficient shelving should be acquired for present and future use. Shelves should be adjustable so that space is not wasted in the arrangement of books of different sizes” (Brink &Meÿer 1988:83). Some other necessities in a library are cupboards in which library materials can be stored, a globe for users to locate and find various places in the world and a circulation or issuing desk with a school library catalogue, where books will be issued or returned, that is, circulation and distribution of library materials to the users (Brink & Meÿer 1988; Mojapelo 2008; Olën & Kruger 1995). A clock is also needed on which users can watch the time when using resources. Bulletin or notice boards both inside and outside the library building are essential for disseminating the latest information to the users. These

boards can also be used to display titles of newly acquired books and other reading material (Brink & Mejer 1988; Olën & Kruger 1995). Movable furniture in a school library includes tables and chairs to provide a place where users can sit when using resources. According to Brink and Mejer (1988:84),

“The librarian should have a table and chair and sufficient tables and chairs should be available to accommodate a whole class. If enough sitting is provided, classes can come to the library for book education and to work on assignments”.

Racks are needed to display periodicals (journals and magazines), display stands are essential to display newspapers, locking filing and storage cabinets to store library documents, locking cupboards to store materials, teaching and learning aids and other resources to ensure that they are not stolen as security of library and information resources is also a major challenge in libraries. Electronic and audio-visual equipment such as television sets and DVD players is needed to stimulate imagination and thinking powers of the learners (Mojapelo 2008). Dewe (1995:161) recommends that when choosing shelving and furniture for a school library, the teacher-librarian should consider the following: durability, ease of cleaning and maintenance, flexibility, modularity, compatibility, aesthetics, safety and stability, ergonomics and space-saving aspects.

iii. Equipment and apparatus

School libraries need a wide range of equipment and apparatus for maximum use by the teachers and learners. Equipment and apparatus in school libraries are supposed to be available for individual or group use. When they are purchased, the needs of the learners and teachers are expected to be taken into account. Various categories of users, such as second-language learners, slow learners, gifted learners and learners with reading problems; as well as factors such as number of learners and availability of funds to buy resources, need to be taken into consideration when equipment and apparatus are purchased (Mojapelo 2008). Individual study carrels are needed where users can use audio-visual and electronic media (Dewe 1995; Olën & Kruger 1995; Van Orden 1995). A traditional rural school library might still use a traditional card catalogue cabinet, while, because of digital migration, a modern school library might use microcomputers to store bibliographic records of library resources for effective, efficient management, organisational and retrieval purposes. Using library management software such as Polygon and Libwin is advantageous because library resources can be managed effectively with the press of a button.

Photocopiers are essential in modern school libraries to enable teachers and learners to make photocopies of books, journals and newspapers to make teaching and learning stimulating, interesting and thought provoking (Dewe 1995; Olën & Kruger 1995). With a conventional telephone or a cellular phone, communication with book publishers, book agencies and bookstores is facilitated to order books and other materials, as is a fax machine to facilitate communication with relevant stakeholders. As no library is self-sufficient, a telephone or cellular phone is essential to contact other libraries regarding interlibrary loans or block loaning with community or public libraries. For teachers and learners to access the Internet, sufficient networked computers are indispensable to enhance online teaching and learning. However, Mojapelo (2008:42) observes that:

“Electronic resources or facilities require special storage. A school library must have sufficient space available for computers. The wiring should be extensive, to accommodate the use of various media formats”.

Satellite dishes are essential for learners and teachers to view television programmes to enhance the quality of teaching and learning in schools. This is particularly true for schools in historically disadvantaged and under-privileged rural and remote communities of South Africa where television reception is poor and the image snowy (Mojapelo 2008).

2.3.2.5 Staffing

Chapter 5 of the *National Guidelines for School Library and Information Services* (2012) deals specifically with staffing and training issues. With dedicated professionally qualified library staff, central management and circulation of the library resources can be enhanced. Without a dedicated library staff, even most well-resourced school libraries are closed most of the time denying teachers and learners opportunity to optimally utilise the resources. Paton-Ash and Wilmot (2015:2) observe that:

“The librarian is seen as having to play a far more strategic role in the knowledge environment, which includes understanding how learning takes place, and working collaboratively with teachers and students to create an environment conducive to and provide appropriate resources for learning. The librarian also has a role organising and selecting resources for pleasure as well as learning and encouraging the habit of reading”.

To accomplish this, school libraries thus need dedicated full-time library staff to ensure that users are assisted in utilising the resources. Collaboration with subject teachers is imperative to ensure

that appropriate and relevant resources are procured to enrich teaching and learning (Williams, Wavell & Morrison 2013).

2.3.3 Infrastructure

Clearly articulated infrastructure is a requirement for the provision of effective library and information services. This is true especially in historically disadvantaged and marginalised remote and rural communities of South Africa.

2.3.3.1 Road conditions

Integrated roads infrastructure is essential for effective provision of library and information services (Mahwasane 2008). With improved road conditions, mobile library services can be introduced to render efficient library and information services, particularly to the historically disadvantaged rural communities where there are no fixed library buildings or structures. Effective courier services can be introduced and serve clients better where road conditions are improved. With improved road conditions, people can use either a bus, taxi or even a train to visit public or community libraries to seek information materials to meet their information needs (Mahwasane 2008). However, an efficient transport system relies heavily on improved roads infrastructure. With bad road conditions, it is extremely difficult to introduce mobile library and courier services between public or community libraries and schools to cater for the diverse information needs of the teachers and learners.

However, in the majority of the rural villages or communities in South Africa, the conditions of the roads are bad – another problem inherited from the Apartheid Era. During heavy rains, rural villages or communities become uninhabitable because most roads are untarred (Mojapelo 2008). In Limpopo, the majority (68%) of the roads are gravel roads (Masoga 2013). Subsequently, the province lacks an integrated road network to connect various historically disadvantaged rural communities to establish and provide mobile library and courier services to serve rural folks who generally lack accessibility to the library resources. Transport is a major challenge and ineffective. Very few taxis and buses use these gravel roads as there are no trains in rural villages or communities. Unstable and unstandardised bridges in most roads in the province become easily flooded and eroded during heavy storms, restricting people to travel to public or community libraries (Mahwasane 2008).

2.3.3.2 Electricity

Without power supply or electricity, it becomes a nightmare for teachers and learners to operate electronic resources such as computers, photocopiers, televisions, DVDs and scanners (Nthetha & Mostert 2008). According to the NEIMS Standard reports (2014) report of the national Department of Basic Education, of the 24 793 schools assessed in South Africa, 21 249 (85.7%) are connected to Eskom for their electricity supply. The report further states that in Limpopo, of the 3 923 schools assessed, 3 697 (94.2%) are connected to Eskom. This means that only 226 (5.7%) schools do not have electricity. However, according to the NEIMS Standard reports (2014), the number of schools with electricity has increased exponentially in all provinces. This means that only 4.7% of the schools in South Africa lack electricity. NEIMS Standard reports (2014) further indicates that all schools in provinces such as Western Cape and Gauteng are electrified. Schools without electricity supply can use generators, biogas and solar panels as alternative sources of energy, although they are expensive to install and maintain (Mojapelo 2008; Mostert & Nthetha 2008). However, with a constrained budget from the national Department of Basic Education, most schools cannot afford to install and maintain alternative power sources. NEIMS Standard reports (2014) indicates that in Limpopo, of the 3 829 assessed, 3 828 (99.9%) are electrified. This means that only one school in the province is without electricity. However, 290 schools use solar panels while 27 schools use generators as sources of electrical energy (NEIMS Standard reports 2014). However, in villages or communities where there is no power supply, online learning becomes problematic because connectivity to the Internet to access global information is restricted.

To access the Internet to search information from online databases, power supply is essential. In today's information-based society, power supply is an important investment to enable people to access information digitally and globally. Electricity is also important to ensure that libraries have sufficient lighting to enable users to use resources efficiently and effectively.

2.3.3.3 Telecommunications infrastructure

Telecommunications infrastructure is essential for effective provision of the library and information services. This is particularly true in this digital, information and knowledge-based society. However, historically disadvantaged remote rural villages or communities in South Africa and elsewhere in the world are characterised by a lack of effective telecommunications infrastructure (Mostert & Nthetha

2008). Even if cellphones can be utilised, in most historically disadvantaged rural communities, the conventional telephone system is ineffective and this may hinder effective communication amongst libraries to do things like interlibrary loans.

Statistics South Africa (2012) reveals that less than 10% of South African households had access to the Internet at home. This is amazing taking into account the pivotal role the Internet can play in improving people's lives. In Limpopo Province, only 2.7% of the population has access to the Internet in their homes, making it the lowest province in South Africa. Due to a lack of telecommunications infrastructure in most historically disadvantaged rural communities of the province, Internet connectivity is a daunting challenge. Without a well-articulated telecommunications infrastructure, users do not have adequate opportunity to access the Internet to get electronic information from online databases globally. Nthetha and Mostert (2008:24) maintain that, "without proper infrastructure, online learning is directly hampered".

2.3.4 Library services and programmes

Different library facilities exist in schools primarily to offer tailor-made services and programmes to the teachers and learners.

2.3.4.1 Information literacy skills or programmes

It is the responsibility and function of the teacher-librarians to ensure that teachers and learners use library-based resources maximally to support education. Librarians therefore need to teach teachers and learners information literacy skills since their roles have changed. As observed by Paton-Ash and Wilmot (2015:2),

"The school librarian's role has changed and expanded from locating resources and providing the answer, or the sources of the answer, when a student asked for help to one increasing geared towards the teaching of information skills and the teaching of information literacy".

The importance of learning information literacy skills by both teachers and learners cannot be overemphasised, particularly in countries such as South Africa where progressive, constructivist resource-based curriculum is implemented. With the acquisition of the necessary information literacy skills, teachers and learners are equipped to ensure maximum utilisation of resources to enhance and

improve education in schools. “The correct and successful use of library materials forms the basis of effective learning in school” (Adeoti-Adekeye 1997:586). Therefore, users of school libraries in general, and learners in particular, need to be given adequate training in and guidance on how to maximise the use of library-based resources to meet their curricular and non-curricular needs. Acquisition of basic information literacy skills therefore becomes crucially important. However, Adeoti-Adekeye (1997:586) contends that learners should “be taught those skills that will make their use of the library both fulfilling and rewarding and also to cultivate in them a reading habit” for independent and life-long learning. Learners are therefore expected to be taught how to use information resources to locate, evaluate, find and eventually use the needed information for curricular and non-curricular purposes (Paton-Ash & Wilmot 2015). With well-articulated programmes, learners can be taught information literacy skills to enable them to source curriculum materials on their own to support constructivist classroom-based activities and reading programmes (Hart 2002; Zinn 2006). Adeoti-Adekeye (1997:587) reiterates that:

“A library period should be created in the school time-table for a class to be with the librarian or teacher-librarian in the library for the purpose of receiving instruction in library use”.

2.3.4.2 Library programmes

With a timetable where library programmes are featured, all learners in various grades can be given an opportunity to access the library and use the resources. School library programmes are aimed primarily at promoting interaction between users and media or information sources so that stated educational aims and learning objectives are successfully realised. With a resource-based and progressive curriculum in South Africa, teachers are expected to give learners assignments, research projects and homework, which “will provide immediate practical application of the skills they have learned from the librarian” (Adeoti-Adekeye 1997:590). Teacher-librarians are therefore expected to work together with subject teachers when planning tasks or activities to be assigned to learners and to ensure that the necessary resources are available to enable learners to carry out given tasks or activities.

2.3.4.3 Reading programmes

By spending time in the library reading, learners acquire reading and learning habits (Zinn 2006). Well-resourced and functional school libraries are therefore ideal centres where teacher-librarians are expected to cultivate the culture of reading in learners. With a roster specifically for reading

programmes, learners are expected to visit well-resourced and functional school libraries to acquire knowledge from reading library materials. With well-resourced school libraries, learners are expected to use the resources to hone their reading skills (South Africa. Department of Basic Education 2012). This is particularly true for learners in historically disadvantaged communities, townships and informal settlements which generally lack reading cultures due to a lack of books and libraries. It is well documented that South African learners perform dismally in the acquisition of reading skills and literacies. Their reading skills are “poor” compared to their counterparts in other countries of the world. Paton-Ash and Wilmot (2015:1) add that “more specifically, links have been made to the lack of books and the poor results in literacy in South Africa”. Paton-Ash and Wilmot (2013:144) further indicate that:

“In 2006 in the Progress in International Reading Literacy Study (PIRLS) our Grade 4 and 5 learners achieved the lowest scores out of 45 countries tested by the International Association for the Evaluation of Educational Achievement”.

In 2007, in Southern and East African Consortium for Monitoring Education Quality (SACMEQ III), learners in less affluent countries such as Botswana, Swaziland, Kenya and Tanzania performed better than learners in South Africa, although there was improvement in South African Grade 6 learners (Equal Education 2011b; Paton-Ash & Wilmot 2013). Without well-resourced and functional school libraries, improving learners’ reading skills would be a nightmare, particularly in historically disadvantaged rural communities where provision of public or community library systems is disproportionate.

2.3.4.4 Celebrations of library calendar days

In commemorating or celebrating library calendar days, teacher-librarians, in collaboration with subject teachers, need to plan library programmes for a year that should be distributed to all stakeholders. Learners and teachers are therefore expected to know that, on such days, they will be commemorating or celebrating calendar days such as South Africa Library Week, World Book Day, Readathon and World Aids Day. The aim is to encourage the users to use library resources to get information and acquire knowledge (South Africa. Department of Basic Education 2012).

2.3.4.5 Outreach programmes and competitions

Due to few well-resourced and well-staffed school libraries in South Africa, school and public or community libraries need to work together to encourage learners to have reading competitions. During these outreach programmes and competitions, learners are expected to read as many books as possible to cultivate reading culture, habits and skills in them. With well-articulated and well-designed outreach programmes and competitions, learners will be given opportunities to compete with each other. Subsequently, their reading skills will be sharpened.

2.3.4.6 Marketing of library materials

In any library, the significance of marketing library resources cannot be underestimated. Teacher-librarians are therefore responsible for marketing of library resources. Services and programmes offered by the school libraries also need to be marketed. Use of library resources can also be promoted when its materials and services are marketed. Teacher-librarians are therefore expected to organise displays and exhibitions to market services, programmes and resources in the library (South Africa. Department of Basic Education 2012). The aim will be to draw the attention of the users to inform them that there are new resources they can use to obtain information to meet their needs.

2.3.5 Security in schools

Security is a serious concern in the majority of the schools in South Africa. Unfortunately, the provision of library-based facilities and resources in schools is also a matter of security concern. Where there are no security measures in place, school libraries are vandalised and expensive resources and equipment are stolen. Moswela (2010) indicates that theft of library books in school libraries in Botswana is a serious challenge. In Limpopo, security is also a major concern in most schools. Since the introduction of computers and their accompanying technologies, most schools have been vandalised and thieves targeted specifically ICT centres with computers.

2.4 SUMMARY

Well-resourced and functional school libraries expose teachers and learners to a wide range of library-based resources to meet the demands and obligations of the constructivist and resource-thirsty curriculum. In South Africa, provision of quality education to all learners is a daunting challenge

because only a few schools have well-stocked and well-staffed school libraries to support a learner-centred education system. Constructivism as a teaching and learning theory was discussed in this chapter to enhance progressive, constructivist and resource-thirsty curriculum in the country. Constructivism was used as the basis of this study where the emphasis is on the construction of knowledge by learners because it is not given passively. Learners need to interact with library and information resources constantly to attach meaning to them and to construct knowledge actively. Therefore, the importance of well-resourced and functional school libraries to implement constructivist teaching and learning styles and approaches which are learner-centred cannot be overemphasised. Fundamentals influencing the provision of well-resourced and functional school libraries were discussed. Furthermore, the challenges faced by schools and the Department of Basic Education with regard to establishing and maintaining school libraries were discussed. In Chapter 3, school library models and standards will be discussed as they are important for the provision of well-resourced and functional school libraries.

CHAPTER THREE

ESTABLISHING SCHOOL LIBRARIES: SCHOOL LIBRARY MODELS AND STANDARDS

3.1 INTRODUCTION

In this chapter, the origin and value of the standards and models for libraries in general and those of school libraries in particular are discussed. Although there is no approved school library policy with approved school library models and standards in South Africa, different school library models are outlined in this chapter as alternatives that could give each school an opportunity to establish and develop a library facility to support progressive and constructivist teaching and learning programmes (curriculum) at school. As already said, in order for school library models to be functional, approved school library standards need to be implemented and adhered to by all relevant stakeholders. Chapter 3 also outlines the generic minimum school library standards which, when approved by the national Department of Basic Education, can be implemented by provincial departments of education and schools to provide well-resourced and well-staffed school libraries in all schools in the country.

3.2 THE ORIGIN AND VALUE OF STANDARDS AND MODELS FOR LIBRARIES

Generally, standards are tools used by institutions, organisations, factories or companies to check or measure performance, compliance as well as the level of services provided. In the library sector, the aim of developing the standards was to set guidelines for the development of legislation that will set national norms and standards according to which library provisioning facilities should function (Roscello 2003). Similarly, Oberg (2003:24) indicates that “standards are clear measures used to describe exemplary practice, to set goals and to evaluate progress.” They are therefore benchmarks used to assess the level of quality of items produced or services rendered. According to the KPMG report (2007: 6):

“Standards are important in setting guidelines that will be used to inform legislation, regulations and policy. They will also guide provincial and municipal officials, library managers, librarians and the public with regard to the expectations, rights and obligations of each role player”.

As all countries are not at the same level of development, library models and standards “could be tailored to suite various national, provincial and municipal requirements. National norms and standards

could provide the high-level guidelines for provinces and municipalities, who could then develop their own more specific norms and standards to accommodate the unique circumstances of their areas” (KPMG report (2007: 6). It implies that the implementation of the library models and standards should not be a ‘one-size-fits-all approach’ as conditions and circumstances are not the same in all countries and communities. Library standards are essential to provide guidance and direction to a sector in undertaking its activities. They define and outline the minimum levels of service expected by users and the materials, equipment and resources required to achieve these service levels.

Due to different socio-economic conditions leading to inequalities in different communities, different school library models were developed to assist schools to give their school committees and communities the opportunity to establish and develop library facilities. Five school library models have been outlined in Chapter 3 of the *National Guidelines for School Library and information Services* (2012). However, as the document is not an approved school library policy, the implementation of these models is not mandatory. Approval of school library standards can make school library models functional. Approved school library standards can also be used as criteria against which to measure services offered by those facilities. According to Henne (1972:234), “standards provide impetus in the establishment, development and improvement of school media programs. They assist schools in designing media centres and programs of quality and in developing planning programs to achieve their goals over a period of time”.

3.3 SCHOOL LIBRARY STANDARDS

The first part of this section presents the history and origin of school library standards and the second part focuses on the typology of school library standards in South Africa.

3.3.1 History of school library standards

The following is a synopsis of the origin and development of school library standards worldwide:

- a. The first school library was established by the pioneer librarian, Melvil Dewey, at Columbia College (now university) in 1887. There were no standards to guide the services of school libraries.
- b. In 1915, concerned teachers caused the National Education Association’s Department of Secondary

Education at the annual meeting in Oakland, California to constitute the Library Committee to investigate “actual conditions in high school libraries throughout the US and its second to make these facts known to school administrators so as to secure aid in bettering the conditions” (Beswick 1970:162).

- c. In 1917, at the Symposium of the North Central Associations of Colleges and Secondary schools, the first formal report on school library standards was presented and adopted (Roscello 2004).
- d. In 1918, school library standards were presented at a meeting and were adopted by Secondary School Development. According to the Midland (2008:30), “these standards were the first set of professional guidelines that established many of the responsibilities and expectations of the school library, librarian and program that exist today.” These standards originated as a regional survey conducted by the National Education Association (NEA) and were compiled and approved by the American Library Association (ALA) (Midland 2008:30).
- e. In 1920, the ALA endorsed “*Certain Standards*” and the NEA published quantitative standards. Othic (2010:2) indicates that these were “the first set of library standards” A 38-page booklet with high school library standards called *Standard Library Organization and Equipment for Secondary Schools of different sizes* was produced (Beswick1970; McCarthy 2006; Othic 2010). Midland (2008:30) indicates that “these guidelines clarified that students should have direct access to information resources for recreation and for academics.” The document further stated that materials collected and stored in the library should be accessible and available to teachers and learners. According to the Midland (2008:31), the ALA created the School Library Yearbook, which “described the school library as a laboratory for students to access information and express their individuality.” The introduction declares that:

“The school library lies at the very root of the new pedagogy of individual differences. It is the heart of any program of socialised effort and individual responsibility. The new curriculum is now being forged in a thousand towns and cities, cries for tools of learning which shall be as good in their fields as implementers of modern industry are in theirs. If the new urge toward education as a lifelong project is to become general, the child must develop in the school library, attitudes, habits and knowledge of intellectual resources, which will lead him to use libraries and to build up his own. As the world advances, the will to learn and the technique of learning are needed more and more by the masses” (Midland 2008:31).

- f. In 1925, C C Certain chaired a meeting where a report entitled Joint Committee on Elementary School Library Standards also known as the Second Certain Report was produced by the NEA and

the ALA (Beswick 2010; McCarthy 2006; Othic 2010; Roscello 2004). The report emphasised “the increased need for teaching library skills” (Midland 2008:30).

- g. In 1939, “Evaluative criteria” were developed by the Middle States Association specifically for school libraries. Versions of “Evaluative Criteria” were used throughout the 1950s (Roscello 2004).
- h. In 1941, the ALA and the NEA joint committee created a statement of principles concerning school libraries.
- i. In 1945, the ALA published a 43-page document called *School Libraries for Today and Tomorrow: Functions and Standards* (McCarthy 2006). The document included quantitative and qualitative library standards in the post-war Planning for Library series. The document stated that, “school librarians were encouraged to expand collection development to include the new information sources of 16mm films, filmstrips, slides, radio programs, recordings and transcriptions” (Midland 2008:31). The American Association of School Librarians (AASL) formed a school library standards committee, which appointed Mary Douglas as a chairperson. Othic (2010:3) indicates that Frances Henne was one of the major figures in the committee involved with this report.
- j. In 1951, it was imperative for leaders to recognise the need for updating and addressing standards regularly in response to changes in educational philosophy and technology. “AASL moved from section to division in ALA.” In the very same year, Frances Henne, Ruth Ersted and Alice Lohrer published a document called *A Planning Guide for the High School Library Program*. According to Othic (2010), it was the first evaluative guide for school libraries.
- k. In 1958, the first federal funding became available to school libraries through the NDEA (Othic 2010).
- l. In 1960, a document called *Standards for School Library Programs* was developed and published by the ALA. It was the document that “exposed the dire needs and issues of the school library” (Midland 2008:31). The document emphasised that the school library must be a resource for text materials and an instructional multimedia centre integrating the latest audio-visual materials. The document also:

“...designated school library instead of the public library as the principal location for students to access instructional materials and services. The school library was seen as an extension of classroom pedagogy. The library was also to extend its hours to give students access before and after school as well as throughout the school day. Librarians were encouraged to become involved with teachers in instructional decision making and to work with teachers in developing programs for content classes” (Midland 2008:31).

The meeting was chaired by Frances Henne with input from the NCTE and the NEA Department of Audio Visual (AV) instruction (Midland 2008:31).

- m. During 1960 – 1962, the Knapp School Library Development Project was initiated with Frances Henne on the advisory board. The aim of the project was to demonstrate “the educational value of school library programs, services and resources which fully meet the national standards for school libraries” (Henne 1972:237).
- n. In 1965, the Elementary and Secondary Education Act (ESEA) was drafted and school libraries received significant federal support as part of the Great Society legislation, which included the Library Services and Construction Act, Higher Education Act.
- o. In 1969, the AASL, the ALA and the NEA’s Department of Audiovisual Instruction (DAVI) published a document entitled *Standards for School Media Programs* of which Frances Henne was the coordinator. Terms such as “media,” “media specialist,” “media centre” and “media programme” were used in the document (Henne 1972:233).
- p. In 1975, the AASL and the Association for Educational Communications and Technology (AECT) (former NEA-DAVI) published a document entitled *Media Programs: District and School* (Midland 2008:32). According to the document, “programmes of media services are designed to assist learners to grow in their ability to find, generate, evaluate and apply information that helps them to function effectively as individuals and to participate fully in society. The 1975 standards gave the media specialist the responsibility to participate actively in the educational process by selecting and making available the information resources best suited for teacher and student learning needs” (Midland 2008:32).
- q. In 1988, the AASL and the AECT published a document entitled *Information Power: Guidelines for School Library Media Programs*. The document emphasised the use of ICTs to access information on the Internet. “It guided school librarians in accommodating their programs with the integration of the microcomputer and digitized information.” The school library was seen as a centre where learners can learn technology skills to surf the Internet to access information across the globe (information age) (Midland 2008:32).
- r. In 1998, the AASL and the AECT published yet another document called *Information Power: Building Partnerships for Learning* (McCarthy 2006; Roscello 2003:9). The introduction of computers revolutionised the nature and function of the library. If people wanted to access information electronically, it was essential for them to learn technological skills to use the Internet.

It was therefore important for users of the library to be computer literate. Midland (2003:32) reiterates that “the explosion of information and easy access to it in several formats has made exhaustive research on a topic a task that requires learning skills focused on the use of information rather than on merely finding it.” *Information Power* was published to “provide a roadmap to librarians and educators for the initiation of programs that prepare students with the skills to personally update and develop the knowledge needed in an emerging world that will require a whole new set of living and working skills” (Midland 2003:32). *Information Power* emphasises the need for students to acquire information skills to access information as lifelong learners. Information literacy was a “keystone” for lifelong learning, which was “an absolute necessity for success in the 21st century” and it was therefore essential for students to be information literate to cope with modern challenges brought about by the ICTs (Midland 2003:32).

- s. In 2001, The Kentucky Department of Education published a document called *Beyond Proficiency: Achieving a Distinguished Library Media Program*, which “established standards and goals for school library media centres. The document also described the role the library media centre played in our school’s efforts to reach proficiency and beyond on Kentucky’s school accountability measures” (Houston 2008:14). Media specialists worldwide wanted to implement the standards necessary to ensure quality and improved school media centres. It was also essential for school media centres to be staffed by certified media specialists to ensure improved and increased student test scores, especially in reading (Houston 2008:14).
- t. In 2007, a task force or team composed of librarians, media specialists and educators from the AASL met for one year. They identified the skills and learning strategies required for living and working in the 21st century. Because of the efforts and strategies of the task force or team, a document called *Standards for the 21st Century Learner* was published. It consisted of standards composed of nine beliefs and four standards, which served as the foundation for a strong media programme for facilitating change and developing leaders in the school library media field. The nine foundational beliefs are:
 - 1. Reading is a window to the world.
 - 2. Inquiry provides a framework for learning.
 - 3. Ethical behaviour in the use of information must be taught.
 - 4. Technology skills are crucial for future employment needs.

5. Equitable access is a key component for education.
6. The definition of information literacy has become more complex as resources and technologies have changed.
7. The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
8. Learning has a social context.

School libraries are therefore essential to the development of learning skills. The standards describe how learners use skills, resources and tools to:

- a. Inquire, think critically and gain knowledge.
- b. Draw conclusions, make informed decisions, apply knowledge to new situation, and create new knowledge.
- c. Share knowledge and participate ethically and productively as members of our democratic society.
- d. Pursue personal and aesthetic growth (Midland 2003:33).

3.3.2 Typology of school library standards in South Africa

As already pointed out in Chapter 1, section 1.8.2, school library standards are defined as a set of criteria or guidelines used to measure, evaluate and assess compliance when a given type of school library service (school library model) is established or developed (Stander 1993). They are minimum conditions and requirements that guide the organisation in achieving its objectives. School library standards are used as basis of comparison. They are regarded as benchmarks or criteria for setting compliance or conformity requirements. Without standards, it is impossible to measure and evaluate the extent to which a given type of school library service is meeting ones' set of objectives (California. Department of Education 2011; Du Toit 2008; KwaZulu-Natal. Department of Education 2003; South Africa. Department of Education 1997; Stander 1993).

Two types of school library standards are distinguished, namely, school library standards for learners and school library programme standards (California. Department of Education 2011). The following are examples of school library standards that guide school library committees, SGBs and SMTs when developing and establishing library provisioning facilities or school libraries:

3.3.2.1 School library standards for learners

School library standards for learners, “delineate what learners should know and be able to do at each grade level or grade span to enable learners to succeed in school, higher education and the workforce” (California. Department of Education 2011:7). They infuse the acquisition of information literacy skills to enable learners to “access, evaluate, use and integrate information and ideas found in print, media and digital resources enable them to function in a knowledge-based economy and technologically oriented society” (California. Department of Education 2011:7).

In California, school library standards are centred on four concepts followed by generic all-encompassing standards that continue across all grade levels. However, there are detailed school library standards that must be achieved by the learners at the end of each grade or grade span (South Africa. Department of Education 1997). To ensure progression and continuity, mastery of the school library standards for previous grades is a prerequisite. This is useful because it encourages learners “to use the skills and knowledge as they advance in school” (California. Department of Education 2011:7). According to California Department of Education (2011:7), student progress is assessed by class teachers collaboratively with teacher-librarians to determine whether prerequisite knowledge and skills have been acquired and “where there is a need to review or re-teach standards from earlier grades”. However, it is worthwhile to know that school library standards for learners cannot be taught in isolation as stand-alone standards. They are meant to be infused collaboratively by the subject teachers and teacher-librarians within the curriculum context.

The California Department of Education school library standards are progressive because learners are “compelled” to master and acquire them per grade. In this case, well-resourced and staffed school libraries are essential. Unfortunately, this is not the case with the majority of the schools in South Africa. Without well-resourced and staffed school libraries, it is a dilemma for both teachers and learners to acquire information literacy skills for independent leisure time studies and life-long learning. The following is an outline of the school library standards for learners:

i. Learner information access

For learners to successfully access information, application of the knowledge of the organisation and classification systems used in libraries is crucial (California. Department of Education 2011).

For instance, learners are expected to know how a diverse range of library materials and resources which constitute a library collection, is organised. Without organisational and retrieval skills, it would be a nightmare for learners to get the materials they sought. The development and acquisition of the information literacy skills by learners cannot be overemphasised (Paton-Ash & Wilmot).

For instance, when learners are given an assignment, they are expected to recognise the need for information to execute a given task or activity (Chipeta, Jacobs & Mostert 2009; South Africa. Department of Basic Education 2012). The assignment topic needs to be adequately analysed to identify the most important search terms and concepts to formulate relevant and appropriate search questions. With knowledge of the effective search and research strategies, a host of online resources and resources in other formats are identified and located until more appropriate and relevant resources are retrieved for that particular assignment. Acquisition of information literacy skills ensures that learners retrieve “relevant and appropriate information” effectively and timeously for assigned tasks and activities.

In South Africa, the fact that the majority of the schools have no access to well-resourced and functional school libraries speaks a volume. Acquisition of information literacy skills is a daunting challenge faced by most learners. Perhaps, the challenge is exasperated by the lack of acquisition of information literacy skills by teachers themselves and not forgetting untrained and unqualified teacher-librarians.

ii. Learner evaluation and analysis of information

Although not an easy task or activity, the ability of the learners to evaluate and systematically analyse retrieved information from a host of library resources needed to execute a given assignment is crucial (Chipeta, Jacobs & Mostert 2009; CILIP 2002; Kruger 1998). Ability by the learners to determine and assess the comprehensiveness, currency, credibility, authority, relevancy and accuracy of the retrieved materials and its information is also crucial. Although not inherently acquired, but through teaching of information literacy skills, learners can acquire these skills, particularly in well-resourced and functional schools. Ability by learners to recognise that “trusted adult” is also an information resource is also important (California. Department of Education 2011).

iii. Learners use information

Learners are expected to organise, synthesise, create, communicate and use information ethically, critically, legally and safely from multimedia resources (Chipeta, Jacobs & Mostert 2009; CILIP 2002). In cases where learners are required to provide personal and private information of trusted adults as information resources, special permission should be requested from them. Learners are also expected to use a variety of information resources to make accurate conclusions and informed decisions. Learners are also expected to use ICTs to solve their problems and answer questions.

iv. Integrating information literacy skills with subjects or learning areas

Information literacy skills acquired by learners are integrated into all subjects or learning areas that form a curriculum. Learners are therefore expected to use diverse information resources to read widely for personal interest and life-long learning. Sharing of knowledge with fellow learners is greatly encouraged (CILIP 2002:13; South Africa. Department of Education 1997).

3.3.2.2 School library programme standards

According to the California Department of Education (2011), school library programme standards are minimum expectations needed for a school library to effectively function to enable the learners to optimally and successfully achieve their school library standards. Without a school library meeting these minimum library standards, it becomes a dilemma for learners to achieve their stipulated school library standards. School library programme standards include staffing and its responsibilities, funding, a wide range of resources (facilities and materials) including e-resources and accessibility to resources (CILIP) (2002).

i. School library committee

According to Mojapelo (2008:54),

“A school library committee is the management body of the school library representing the school community. It is therefore part of the organisational structure of the school library. According to *A National Policy Framework for School Library Standards* (1997:45), the South African School Act (SASA) of 1996 (Act 84 of 1996), gives SGBs powers to establish committees at school”.

It is therefore the responsibility of the SGBs and SMTs in each school to establish a school library committee according to the said Act to cater for the library and information needs of the teachers and learners to support curriculum delivery. According to the *School Library Policy* of KwaZulu-Natal Department of Education (2003:4), school library committee “functions as a sub-committee of the SGB and must be representative of the whole school community including learner representation.” The school library committee plays an important role in assisting teacher-librarians to plan and organise programmes to improve teaching and learning at schools (Mangena 2003; Olën & Kruger 1995).

a. Composition of a school library committee

The school library committee is composed of the members of the school community, such as teachers, school administrators or clerks, parents, teacher-librarians, Learning and Teaching Support Materials (LTSM) coordinators, and e-Learning coordinators, and the public or community librarian (Govender 2007). In high schools, selected learners and their representatives are also members of the school library committee.

1. As the accounting officer of the school’s resources, the principal is a member of the school library committee by virtue of his or her appointment (*ex officio*) (Olën & Kruger 1995). He or she is responsible for monitoring how the school library budget is spent, and for ensuring that the school library committee has a school library policy to guide and direct all activities of the school library.
2. All heads of departments (HODs) or subject heads at school are members of this committee (Olën & Kruger 1995). They serve as coordinators of teaching and learning needs in their respective departments. IFLA/UNESCO *School Library Guidelines* (2002:11) adds that “as the main person in charge of professional activities, each departmental head should cooperate with the library in order to ensure that its range of information resources and services cover the special needs of the subject areas of the department.” HODs are responsible for the compilation of the departmental needs analysis in line with the allocated budget.
3. A teacher-librarian is also a member of this committee (Olën & Kruger 1995). He or she compiles a report on the library activities to ensure that the library is functional. He or she attends annual library exhibitions to expose himself or herself to a wide variety of educational resources to select

and acquire the relevant and most appropriate ones to support the resource-based curriculum. After attending annual library exhibitions, he or she compiles a needs analysis with regard to the multimedia resources in line with the allocated budget. After approval by the school library committee of the materials that must be bought, the teacher-librarian procures and eventually acquires the purchased materials, and keeps all delivery notes (proof of deliveries) and invoices in the file. He or she is also responsible for accessioning, cataloguing, classification and physical processing of all library materials to be shelf-ready. He or she is also responsible for loaning or borrowing library materials and compiles circulation statistics to indicate how library-based resources are used daily, weekly, monthly and quarterly. At the end of the year, the teacher-librarian is responsible for compiling an annual survey based on monthly or quarterly circulation statistics. The aim is to indicate how library-based resources were used during that specific year. He or she is also responsible for stocktaking at the end of the year (Gauteng Department of Basic Education 2009). Brink and Meÿer (1988:29) state that the main reasons for stocktaking are:

“To try and account for all the books which the library possesses and to discover which are lost so that the records can be altered to give a true reflection of the library’s stock, to correct errors in accessioning, classification, cataloguing etc, to take from the shelves the books which should be repaired, rebound or withdrawn and to replace those books which were incorrectly shelved in their right places on the shelves”.

4. Depending on the size of the school, two or three members of the SGB need to be co-opted to serve as members of the school library committee. Because the committee has a budget to buy library-based resources, for accountability and transparency purposes, the emphasis is on the appointment of the parent wing or component of the SGB. SGB members in the school library committee serve the interest of the entire SGB in line with the SASA. They must attend meetings related specifically to library matters at school. They can also encourage parents in their communities to volunteer their services to assist school libraries. The Chartered Institute of Library and Information Professionals (2002:5) adds that, “volunteers, e.g. parents and governors, can provide valuable help with routine tasks as well as with library events.” To cite an example, they can assist teacher-librarians in unpacking and eventually stamping newly acquired library materials, they can assist in keeping the library tidy and they report to the entire SGB about the progress (development) and challenges faced by the school library. During parent meetings at school, the parent wing of the SGB gives financial reports of the school library. The SGB component of the school library committee can

also encourage parents to form a “friends of the library” group. This kind of group may provide extra funding for library activities and can assist the library in organising special cultural events which require more resources than the library has at its disposal (IFLA/UNESCO *School Library Guidelines* 2002). SGB members in the school library committee are also responsible for raising funds specifically for school libraries. They can also assist in lobbying companies or firms to donate funds or equipment for school libraries (Equal Education 2010).

5. School administrators or clerks are supposed to be appointed to serve as members of school library committees. They compile a comprehensive list of needs and conduct a needs analysis from various HODs for quotation purposes. In addition, they can assist the committee with things such as word processing and general administrative duties such as writing letters (memoranda or circulars) to invite members of the committee to attend meetings. They are also responsible for taking minutes during meetings and eventually circulating them.
6. As most schools draw their school library budget from the LTSM budget, it is recommended that the LTSM coordinator at the school level must be a member of this committee (Equal Education 2010; Le Roux 2002). He or she will keep the committee abreast of the LTSM budget the school has received so that the necessary calculations can be made to get the school library its share of the budget.
7. It is also recommended that the e-learning coordinator at school level should also be a member of the committee because of his or her specialised knowledge or expertise in dealing with e-resources, including ICTs and the Internet. He or she must conduct an audit of the e-learning resources at school and must conduct and submit the e-learning needs of the school to the teacher-librarian to obtain quotations. E-learning coordinators are expected to assist schools, especially in remote rural communities, to ensure that ICTs are utilised optimally to enhance effective teaching and learning.
8. Some learners and members of the learners’ representative council (LRC) are also expected to be members of the school library committee. They can be appointed as library monitors to help teacher-librarians with routine work and take over the ownership of the library.

In this regard, Brink and Mejer (1988:5) remark that:

“It is very difficult for one teacher to run a library on his or her own; help is needed, if only for the routine work. The librarian is still in charge and continues to shoulder the responsibility, but it makes sense to appoint helpers, so the librarian can devote himself or herself to the more professional aspects of the work”.

9. Library monitors can assist in performing quite a number of administrative duties (routine work) in the school library. To cite an example, they can assist teacher-librarians in unpacking, stamping, pasting date slips or date sheets and book pockets in newly acquired library materials, in eventually inserting issue cards into the book pockets, and they can assist the teacher-librarian with issuing and returning library materials to and from users. The Chartered Institute of Library and Information Professionals (CILIP) (2002:5) suggests that “pupil helpers can help promote the library to other children and carry out routine tasks”.
10. The public or community librarian is supposed to be robed in as member of school library committee to be aware of the library resource needs of the teachers and learners and to allow bulk loaning of library materials to the teachers in order to enhance teaching and learning in their respective learning areas or subjects.

b. Aims, functions and roles of school library committee

An active, vibrant and dynamic school library system depends on dedicated school library committee members who have a vision to ensure that library resources are purchased to stimulate resource-based teaching and learning styles.

(i) Aims and functions of school library committee

A National Policy Framework for School Library Standards (1997) stipulates the following functions of the school library committee:

1. Promote the best interests of the school and strive to ensure its development through the provision of quality education at the school.
2. Develop and implement a policy and mission statement for the school library.

3. Support the principal, teachers and other staff of the school in the performance of the professional functions of the school library.
4. Prepare, monitor and administer the school library budget.
5. Encourage parents to render voluntary service to the school library.
6. Ensure the proper use, safety and security of the teachers and learners when using the collection.
7. Ensure the safety and security of the collection when not in use (South Africa. Department of Education 1997:66-67).

A National Policy Framework for School Library Standards (1997) also decrees that the school library committee should have the power to:

1. Maintain and improve the property and buildings of the library.
2. Determine library opening hours.
3. Give advice regarding the purchasing of educational materials and equipment.
4. Allow reasonable use of school library facilities for community, social and school fundraising purposes (this power should be subject to the reasonable conditions determined by the school's governing, which may include the charging of a fee).
5. Enter into partnership agreements within the parameters of the South African Schools Act (South Africa. Department of Education 1997:66-67).

The *National Guidelines for School Library and Information Services* (2010:22) sets out the following functions, roles and responsibilities of the school library committee:

“This committee, as a sub-committee of the SGB, with representation of the teaching staff and the library staff, oversees the operations of the school library model within a school community, ensuring that sufficient budget is prioritised for the optimal functioning of the school library, and that all role players are committed to providing their full support. A function of the committee is to be involved in the creation of a whole school library and information services development plan which clearly outlines important factors such as rules and regulation for borrowing, access times, advocacy plans, stock control, stock maintenance and development, ICT use guidelines, future improvements, training requirements, job descriptions, responsibilities, after school programme”.

The *National Guidelines for School Library and Information Services* (2010:26) further stipulates that the school library committee must develop an annual literacy programme that promotes reading for enjoyment:

1. Annual reading programme: commemoration of national and international literacy days such as National Library Week (March); World Book Day (April), International Literacy Day (September) and International School Library Day/Month (October).
2. Reading competitions linked to the celebration of literacy days.
3. Foundations for Learning Campaign: provision of suitable material for daily reading-Half Hour (Drop All and Read).
4. Teaching and improving the skills of reading Braille where applicable.
5. Arranging book and poetry readings; by teachers, learners, authors and poets and on tape, CD or DVD.
6. Instituting and supporting reading clubs at the school.
7. Instituting reading incentives – school reading awards, for example, Readathon.
8. Promoting writing for enjoyment by learners.

School library policy for KwaZulu-Natal Department of Education (2003:4) stipulates that the school library committee has the following functions and responsibilities:

1. To choose the appropriate school library development model.
2. To develop a school library policy that covers library management and book selection issues, and which includes a three-year development plan, and an annual action plan and fundraising.
3. To be represented on the education team developing the whole school information literacy policy.
4. To support an integrated approach towards the use of the resources within the curriculum.
5. To support the development of learner reading and information skills across the curriculum at all grade levels.

The Department of Basic Education in Limpopo currently does not have a school library policy, but it has a discussion document which is still not yet finalised. It is therefore important to peruse the

Gauteng Department of Education's draft school library policy (1997) because it could serve as a guideline. It stipulates the following functions of a school library committee:

1. To adapt the provincial library policy to make it relevant to the school's needs.
2. To plan short- and long-term priorities for the school library.
3. To delegate responsibilities to other staff members so that the workload in the library is spread evenly.
4. To coordinate all activities and arrange for regular feedback during meetings.
5. To continuously assess the results of work done and make adjustments as necessary.

Govender (2007:7) states that an "international document relevant to the school library committee is from the Department of Education in Western Australia (Western Australia. Department of Education)". It indirectly sheds light on the library committee when it states that resources should be:

1. Adequate at appropriate levels for resource-based and student-centred learning and to meet personal and recreational needs.
2. Cater for the news, the curriculum and interest areas.
3. Selected according to the principles of intellectual merit; freedom and represent different points of view.
4. Sensitive to learners' needs, taking into account race, culture, gender, socio-economic group and physical and intellectual capacity.
5. Assist educators in their teaching roles by providing resources and materials for professional development.

(ii) Managerial functions of a school library committee

It is the responsibility of the school library committee to execute certain managerial functions to enable the school library to achieve its aims and objectives:

a. Planning

For an organisation to achieve its aims and objectives effectively and efficiently, planning plays an important role as the first step in the management process (Bates 2007). “Planning encompasses defining the organization’s objectives or goals, establishing an overall strategy for achieving those goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities. It is concerned, then, with ends (what is to be done) as well as with means (how it is to be done)” (Robbins & DeCenzo 2005:88). The school library committee members are responsible for planning the school library programmes to support and achieve the aims and objectives of the curriculum (Govender 2007). Robbins and DeCenzo (2005:88) indicate that in planning “management clearly defines the path it wants to take to get from where it is to where it wants to be”. Planning involves giving each member of the school library committee roles and functions they are expected to perform (Morris, Gillespie & Spirt 1992). “When all organizational members understand where the organisation is going and what they must contribute to reach the objectives, they can begin to coordinate their activities, thereby fostering cooperation and teamwork” (Robbins & DeCenzo 2005:89). Newly appointed members of the school library committees are supposed to be sent on training in order for them to be able to execute their roles and functions effectively and efficiently. Orientation is also very important to enable them to meet their expectations or obligations.

b. Organising

For a school library to achieve its aims and objectives, library staff must be appointed. It is the managerial task of the school library committee to appoint library staff and to allocate them duties to perform. Appointment of library staff is supposed to be done in line with the school library policy, which is aligned with that of the provincial departments of education (Govender 2007).

c. Delegation

The school library committee is entitled to delegate other members of the library committee to execute tasks and activities for the school to accomplish its aims and objectives (Mojapelo 2008).

d. Coordination and integration

According to Mojapelo (2008:57), coordination is defined “as a purposeful attempt to link, interrelate and ensure that all the activities of a school library are harmoniously executed. Coordination and

integration is essential to ensure the communication and flow of information in a school library”. It is the responsibility of the school library committee to coordinate school library activities during meetings and to ensure that they are implemented and effected to support curriculum delivery.

e. Controlling

The school library committee is accountable for all activities that are taking place in a school library (Mojapelo 2008). It is therefore responsible for monitoring and evaluating performance and taking the necessary corrective measures or actions in cases of deviations, irregularities and anomalies from guidelines and objectives as stipulated in the school library policy (Mojapelo 2008). All school library activities are controlled by the school library committee and regular feedback is supposed to be given to the stakeholders during meetings. The school library committee is responsible for ensuring that resources in the library are evaluated regularly and used profitably for the school library to accomplish its aims and objectives (Mojapelo 2008; Morris, Gillespie & Spirt 1992).

f. Staffing

Ideally, the school library committee is responsible for staffing the school library. It is its managerial task to recruit qualified teacher-librarians and their assistants to manage, run and render services in school libraries effectively and efficiently (Govender 2007; Prozano & Prozano 1999).

g. Directing

For an organisation to achieve its aims and objectives, a healthy working relationship, cooperation and willingness amongst its employees should prevail. In a school situation, the school library committee is responsible for establishing and fostering harmony amongst the staff members (Morris, Gillespie & Spirt 1992). To encourage communication and negotiation, the school library committee needs to keep communication channels open. Library staff need to be encouraged, guided, directed and led to work diligently and to strive for the accomplishment of the aims and objectives of a school library. The school library committee is expected to work together with the HODs (subject teachers) to “improve performance and to clarify assignments and projects given to learners” (Prozano & Prozano 1999:23).

ii. An approved and legislated library policy

An approved and legislated school library policy is the foundation on which the development and provision of the school library is built. It focuses on the effective utilisation of library-based resources to support the curriculum delivery and promotion of life-long and independent reading and learning. A school library policy is a written statement or a record of the decisions that direct and guide the establishment and development of the school library (Du Toit 2008; Le Roux 2002). Stadler (1991:15) avows that:

“A school library policy needs to be developed because it would give shape and direction to the development of school libraries. Such a policy would need to be developed with the participation of organisations involved in education, teachers, parents and communities, those who have been excluded from participation by state planners in the past”.

The development of a school library policy needs to be a collective effort of all stakeholders so that it can be endorsed to support curriculum delivery. Wide consultation of all stakeholders is important to produce a comprehensive, workable and acceptable document (IFLA/UNESCO *School Library Guidelines* 2002; Le Roux 2002). School library policy needs to have a vision and mission statements. It needs to outline “the goals, priorities, plans and procedures for the provision of teachers’ and learners’ library-based resource needs including procedures and criteria for selection of new items and regular review of the collection and how it is used” (South Africa. Department of Education 1997:45). The policy is also expected to have purchasing, collection development, evaluation and weeding policies. Other components of school library policy include financing and budgeting, accommodation, resources, organisation, staffing, library use, marketing and ICTs (IFLA/UNESCO *School Library Guidelines* 2002; Stilwell 2009). At school level, SGBs, SMTs and school library committees are responsible for devising and developing the school library policy, bearing in mind the needs of the school to meet the aims and objectives of the constructivist curriculum. To avoid conflict and chaos, the school library policy at school level needs to be aligned to school library policy at provincial level, which in turn is expected to be aligned to the policy at national level (South Africa. Department of Education 1997). The school library policy needs to be reviewed regularly to accommodate challenges and demands posed by the curriculum of the day. In South Africa, lack of legislated school library policy remains a stumbling block for all school library developments.

i. Significance of the school library policy

Ideally, a school library policy clarifies the aims and objectives of the school library. It also defines and explains the vision and mission for the existence of the school library (Du Toit 2008) and clearly describes the functions and purposes of the school. Furthermore, it sets out the roles and responsibilities of various stakeholders in the development and the use of school library (IFLA/UNESCO *School Library Guidelines* (2002)).

A legislated school library policy serves as a working tool that provides the necessary directions and guidelines for education officials and school library committees to make the necessary decisions and for the majority of tasks concerning library matters (Du Toit 2008:5). It has approved guidelines or minimum standards which schools, departments of education at both national and provincial levels and other relevant stakeholders need to implement to make different school library facilities functional. When the school library policy is followed and adhered to in a school community, there is consistency, stability and continuity in decision-making because even newly hired staff will do as expected because they have a working tool to guide them.

A school library policy is expected to strive to meet the educational needs of the country and therefore the “systems and skills required to it be in place and the costs be sustainable” (Du Toit 2008:5). Since there is a lack of approved and legislated school library policy in the country that is a driving force behind the establishment and development of functional school libraries, hence the “marginalization of school libraries in the educational sphere” in South Africa (Hell (2005b:12)).

iii. Assessment of the school community’ needs

The SGBs, SMTs and school library committees need to conduct a survey to determine or establish the library needs of the school. The sole aim of conducting assessment of the needs of the school is to “enable the management at regional and institutional level to identify the most appropriate model for the school, in relation to the available resources and the learners’ constitutional rights” (South Africa. Department of Education 1997:45). As the needs of the schools are ever changing, “at regular intervals, e.g. every three years, management is expected to repeat the needs assessment exercise, because the school institution exists within a dynamic and changing environment and school community” (South Africa. Department of Education 1997:45).

iv. Evaluation of library materials

To determine whether the library-based resources are meeting the curricular and cognitive needs of the learners and teachers and the mission statement of the school, they need to be evaluated regularly. The evaluation instrument is supposed to measure the closing or narrowing of the gap between needs and resources, as identified during the three-year assessment exercise. During the evaluation of the library-based resources, the number of learners and teachers using library-based resources need to be taken into consideration. Old, obsolete and worn-out materials need to be weeded to make way for new, relevant and appropriate library materials to support curriculum delivery.

v. Departmental funding for provision of library resources

Like any other type of library, a school library facility needs financial support for the provision of library-based resources. Akporhonor (2005:1) notes that:

“Every library is supported by three legs – a building, its collection, and the staff. However, the tendons supporting these legs, and what ultimately binds them together, is money. Finance is at the heart of any enterprise, and if the library is to meet its objectives, money is a necessity. When funds are lacking, it is difficult to organize library services and the efficiency of services is bound to be adversely affected”.

Funds are needed to buy books and other library-based resources, and to maintain and sustain the facilities (Massachusetts School Library Media Association 2002; Witbooi 2006). Without sufficient financial support, school libraries are destined for failure. Ideally, the provincial departments of education are solely responsible for funding schools to ensure that they are able to provide library-based resources. The KwaZulu-Natal Department of Education (2003:7) suggests that, “schools should budget for adequate and sustained funding for library development and resources. This funding can come from school funds, the Norms and Standards allocation, and fund-raising activities.” Due to budgetary constraints, schools can “look beyond their own financial resources to supplement meagre library stock” by writing letters to companies requesting donations to buy library-based resources (KwaZulu-Natal. Department of Education 2003:8). Companies that are prepared to make donations need to consult schools concerning their library and information needs because schools need to be given the opportunity to select or examine donated materials to choose relevant ones for curriculum delivery (KwaZulu-Natal. Department of Education 2003).

The provincial departments of education are responsible for generating “a per learner funding formula for library-based resources. The formula may differentiate between learners in the various phases of the education system. A per learner formula will enable departments to implement equity in the provision of resources to schools” (South Africa. Department of Education 1997:46). The IFLA/UNESCO *School library Manifesto* (2006) stipulates that a school library should hold at least ten books per learner. However, given the extreme shortages of library resources in South Africa, Equal Education has called for three books per learner, to improve the existing standard of two books per learner set by the DoE’s QIDS UP programme (Equal Education 2010). The formula needs to be sufficient to cover equitable collection, staffing (human resources), consumables and non-consumables. It is also supposed to cover aspects such as sustainability, progressive development, growth and maintenance of library-based resources (South Africa. Department of Education 1997:46).

To avoid widening the existing gap between schools with and without functional school libraries, the provincial departments of education need to be vigilant (Le Roux 2002). Schools with functional school libraries “can be handicapped for a fixed period of time to receive less funding so that their historical advantage is not further entrenched by widening the gap between schools” (South Africa. Department of Education 1997:46). Extra care needs to be taken by provincial departments of education during handicapping of functional school libraries “so that it does not irreparably weaken or jeopardise a functioning library” (South Africa. Department of Education 1997:46). The aim of the handicapping is supposed to narrow the gap as far as allocation and distribution of library-based resources is concerned. SGBs, relevant stakeholders and education officials at circuit, region and district levels “must decide on the model which will most efficiently and effectively provide the school community with resources for teaching and learning” (South Africa. Department of Education 1997:46). In cases where schools choose the regional library service’s book box model or mobile library, allocations can be used to pay for services rendered.

vi. Budgeting for library resources

The SGBs are responsible for compiling an annual budget for all activities and programmes at schools and for opening schools bank accounts. The SASA empowers schools to establish library committees to cater for and attend to library issues at schools (South Africa. Department of Education 1997). The said Act also gives SGBs the power to form school library committees, specifically to cater for the

library needs of the teachers and learners to improve the standard of teaching and learning in schools. The committees will be responsible for submitting school library budget reports relating to school library provisioning, growth and development. The Act also gives SGBs powers to raise funds to cater for library-based resources and needs of the teachers and learners to provide quality education at schools (Le Roux 2002).

vii. Provision of library-based resources

Teachers and learners need to be provided with access to wide-ranging library-based resources:

“...within the constraints of (i) department’s financial allocation for library resources, (ii) human resources (deployed to the school (determined by departmental teacher: learner ratios), (iii) the spatial and physical resources at the institution, (iv) the library service provided by the regional office and other institutions through one or more of the departmentally approved school library models adopted by schools” (South Africa. Department of Education 1997:46).

“Access to these library-based resources may be on the school site or within easy reach by the youngest learner of the school” (South Africa. Department of Education 1997:46). Each school library model is expected to have its own norms to ensure delivery of library-based resources to teachers and learners. To cite an example, as a norm, a timetable needs to be drawn up by a library serving a cluster of schools to give teachers and learners in each school within a circuit, region or district the opportunity to visit the facility and interact with library-based resources and to use these resources optimally. A timetable will prevent teachers and learners from all schools from overcrowding the facility at the same time. In cases where resources are located in a classroom as is the case in the one classroom, one library model, teachers and learners are not restricted to access library resources and flexible arrangements to access and use resources are possible (Massachusetts School Library Media Association 2002; South Africa. Department of Education 1997). “Access to learning resources should not merely refer to availability. Teachers and learners should be able to use, and know how to use such resources” (South Africa. Department of Education 1997:47). It means the issue of teaching information skills at schools becomes crucial to enable teachers and learners to use library-based resources optimally to support and enhance learner-centred curriculum. Ideally, all schools are expected to make provision on the timetable to ensure the teaching of information literacy skills by professionally qualified teacher-librarians (Le Roux 2002; South Africa. Department of Education 1997).

viii. Collection item-to-learner ratio

This standard requires the provincial departments of education to “develop minimum and maximum collection items to learner ratios for each model” (South Africa. Department of Education 1997:47). Although the majority of the items in the collection will be books, other library-based materials are not excluded. If schools are managing to achieve maximum ratios, SGBs and school communities need to be on alert and evaluate whether to move to the next phase in the development of their library-provisioning facility. To cite an example, if a book box library model (one classroom, one library model) achieves the maximum collection items, SGBs and school communities can evaluate whether to move to a shared or traditional library model (Du Toit 2008). For this standard to materialise, all items in a particular school library facility need to be entered into an accession or stock register (inventory) to determine whether maximum collection items to learner ratios are achievable. This standard also requires systems and criteria for evaluation of items to constitute a collection (South Africa. Department of Education 1997:47).

ix. School library management

One person (teacher-librarian) is expected to be in charge of each school library facility. Kruger (1998:11) observes that “the availability of a collection of library books and materials without someone who takes responsibility for it to a large extent is useless”. The teacher-librarian is responsible for managing the day-to-day activities of the facility (Mangena 2003). Ideally, the national Department of Basic Education is solely responsible for hiring full-time and professionally qualified teacher-librarians to execute activities of the school library. Teacher-librarians need to be assisted by library assistants. All models of school libraries need to have one person who takes responsibility for the collection (California. Department of Education 2011; Kruger 1999; Massachusetts School Library Media Association 2002). Adequate time needs to be allocated for the teacher-librarian or educator to effectively manage the school library and enact his or her duties. This time need to be part of the allocated teaching time of such an educator and must fall within school day.

A National Policy Framework for School Library Standards (1997:47) reiterates that:

“Every model has different human resource requirements. For example, a regional library service may require five professional staff to maintain the pool collection and prepare the book boxes for 50 schools. A mobile library service will require one teacher-librarian-cum-driver regardless of the number of schools visited, and a traditional library will require at least one teacher-librarian. In those schools receiving library-based resources from a regional library service there must be at least one educator who is responsible for liaising with the regional library service and who ensures that educators and learners benefit from the regional library service”.

In the traditional one school, one library model, the person managing the facility is a teacher-librarian. He or she is also responsible for collection development of library-based resources. “The teacher-librarian selects, purchases and accessions all selected and acquired library resources. He or she is also responsible for doing stocktaking in the school library, to see which materials are on the library shelves and which are either loaned or stolen” (Mojapelo 2008:36). Mojapelo (2008:9) explains that , “he or she carries out the managerial functions of planning, organising, staffing, directing and controlling, with the assistance of the school library committee. He or she is also responsible for the cataloguing and classification of library materials.” To manage and run a school library effectively and to integrate library-based resources fully with the curriculum, the teacher-librarian needs to have dual qualifications, that is, teaching and library and information science qualifications (Australian School Library Association 2004; Olën & Kruger 1995). Equal Education (2010:12) adds that:

“For a school to be at its most productive, its resources must be managed by a qualified librarian or library administrator”.

In South Africa, because of an acute shortage of professionally qualified teacher-librarians, the term “teacher-librarian” is used generically in this study to denote someone who is responsible for and in charge of library resources and who may not be professionally qualified (Stilwell 2009:3). Furthermore, Equal Education (2010:32) points out that teacher-librarians in the case of working class and rural schools, “are teachers who retain their teaching responsibilities but receive training in setting up a library and are usually expected to do so in their spare time.”

x. Replenishing library resources

To serve the needs of the dynamic and ever-changing curriculum, library materials that are obsolete, old and damaged or torn need to be weeded and replaced by new and relevant ones (Evans 2000; South Africa. Department of Education 1997). According to Mojapelo (2008:9), “weeding is defined as the practice of removing, discarding or transferring unwanted and excess copies, physically worn-out and rarely-used books and materials no longer used or of value from the open shelves of a library to group storage or disposed of by sale.” Furthermore, weeding is important to create space on the shelves for newly acquired and current library-based resources and to prevent the “hindrance effect” of outdated materials. Library resources can be weeded when a new curriculum is phased in. It means that library materials that supported the outgoing curriculum, become obsolete and therefore need to be weeded.

Although it differs from one model to another, weeding and replacing of obsolete and worn-out materials occur in all models of library provisioning facilities. In ideal situation, in traditional school libraries (one school, one library model), teacher-librarians are responsible for the weeding of obsolete and worn-out materials annually. When a library budget is compiled, special care need to be taken to include weeding in the allocation as it is a tedious activity and it may involve the temporary hiring of additional staff to assist in the process. In the case of the book box library model (regional school library service model), “items are replenished from the collection pool at the regional office. When new or replacement items are required, the regional library service is responsible” (South Africa. Department of Education 1997:47). As weeding and the eventual replacing of old items with new items involve funds, schools are not affected in this case. For this to materialise, teacher-librarians need to have an accession register with a list of all items in the collection and an inventory (list) of those items in circulation. This will make weeding and the subsequent replacement of old items with new items much easier even if the procedures (systems) may differ from one model to another (South Africa. Department of Education 1997). However, it is incontestable that most schools in the country are reluctant to weed library resources because of lack of funds to procure new ones. Lack of policy and procedures to dispose even old LTSM exasperates the challenge.

xi. Access to advisory services

As the majority of teacher-librarians in South Africa are not professionally qualified to manage and run various models of school libraries, the provincial departments of education are responsible for

providing schools with school library facilitators (media and library advisors) to assist, guide and support them. “The provincial departments of education must ensure that there are advisors to support school communities in relation to their library model as well as to advise educators on ways to access all curricula through library-based resources” (South Africa. Department of Education 1997:48). Schools that have adopted and used a similar school library model may be allocated a specific school library facilitator to guide and support their teacher-librarians regarding library matters or issues. In ideal situation, provincial departments of education are responsible for the execution of this task. Specific school library facilitators will serve as “a good link for networking among similar schools to occur and he or she will be able to customise in-service training for teacher-librarians with similar needs” by organising and conducting workshops (South Africa. Department of Education 1997:48). This can be effective if there are established line structures within the Department of Basic Education and provincial departments of education “to provide direction and support to regional, district, circuit offices and head office and schools” (South Africa. Department of Education 1997:48). In South Africa, due to acute shortage of school library facilitators, advisory services to schools regarding schools libraries are severely affected. With the dissolution of the school library unit from the national Department of Basic Education in 2005 (Hart 2014), it implies that advisory services relating to school libraries are not yet prioritised. However, Du Toit (2008:46) proposes,

“The reopening of a school library unit at a national level, lead expert school librarians who can spearhead demands for dedicated funding, a national policy and the introduction of specialist posts for school librarians and an information literacy curriculum.”

xii. Provision of adequate library space

Even if each different school library model has “its own specific spatial and security requirements,” it supposed to be spacious enough to enable teachers and learners to use library-based resources comfortably (South Africa. Department of Education 1997:48). As a security norm or measure, when library-based resources are not in use, they should be kept safe. Library-based resources in all models of school libraries are vulnerable to theft.

Mojapelo (2008:107) recommends that:

“As some schools are vandalised and school property is stolen, all public schools should have security measures in place. Apart from appointing security guards, tight supervision in respect of moveable property should be put in place by schools themselves. Library apparatus and equipment should be kept under lock and key. Loan procedures and book circulation should be monitored closely to ensure that borrowed materials are returned and not stolen. Security should be tight in school libraries to prevent users from stealing materials”.

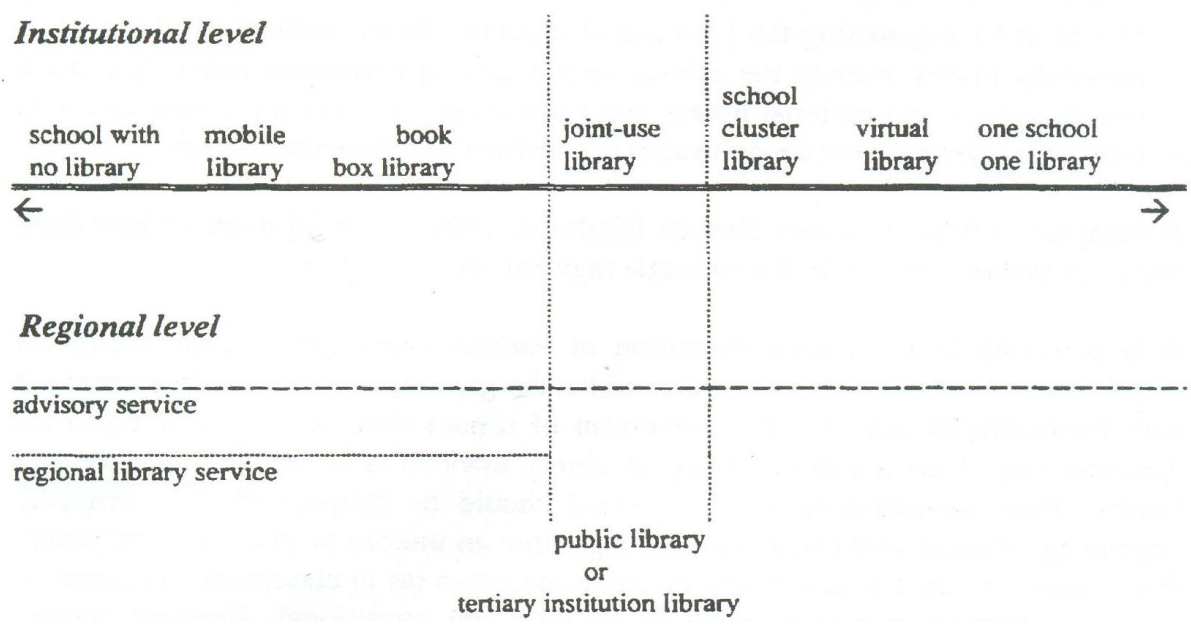
This standard requires that each model of school library needs to have norms, which clearly “stipulate spatial requirements and security measures and delivery systems such as for circulating the collection and recording where the item is located when not in use” (South Africa. Department of Education 1997:48).

3.4 SCHOOL LIBRARY MODELS

This section discusses school library models in the South African context. As already indicated in Chapter 1, school library models are types of library provisioning establishments or services in schools (Du Toit 2008; South Africa. Department of Basic Education 2012; Stilwell 2009). Because of legacies of the apartheid policies, there are large disparities, imbalances and injustices concerning the allocation and provision of well-resourced and well-staffed school libraries in different communities of the country. Different kinds of school library models were established, specifically to give each school in South Africa an opportunity to establish a facility to provide adequate and relevant library-based resources. Even though school library models are not yet approved in South Africa due to lack of a legislated school library policy, SGBs and school management teams (SMTs) have a choice to select a suitable model(s) which will cater for the resource-thirsty curriculum needs of their schools. Schools may use more than one type of model to meet the curriculum needs and demands of their learners and teachers. The educational needs, current local infrastructure, social context conditions and availability of library and information resources will suggest the type(s) of model(s) schools will choose and implement (Le Roux 2002). However, in Chapter 3 of the recent guideline document, *National Guidelines for School Library and Information Services* (2012:11-16), five school library models are outlined as indicated in Chapter 1, section 1.8.3. As already indicated, the various school library models differ from each other in terms of the size, nature and collection development, human staffing, management, funding and mode of service delivery (KwaZulu-Natal. Department of Education 2003;

South Africa. Department of Education 1997; South Africa. Department of Basic Education 2012). The different school library models are discussed below; resulting in what could be termed a continuum of school libraries as shown in Figure 3.1 below:

FIGURE 3.1: CONTINUUM OF SCHOOL LIBRARY MODELS



(Source: South Africa. Department of Education 1997:40)

The models above show two extreme opposites, the “North Pole and South Pole” – huge historical disparities concerning the allocation and distribution of library-based resources in South African schooling system (Du Toit 2008:87; Hart 2002:2). On the ‘North Pole,’ there are schools with fully fledged purpose-built central school libraries that are managed by professionally qualified teacher-librarians. These are mostly historically advantaged ex-Model C schools in historically advantaged communities. Their learners and teachers have access to a wide range of library-based resources to effectively improve teaching and learning (Du Toit 2008:87; Hell 2005b:6). School libraries in these affluent communities have access to the Internet and teachers and learners alike can find information for curriculum-related activities on it.

On the ‘South Pole,’ there are schools without well-resourced and functional school libraries. Stilwell (2009:2) concurs that “the majority of school children in deep rural areas have no access to libraries of any kind despite the government’s attempts to provide service through multi-purpose community centres.” These schools are situated in historically disadvantaged and marginalised rural communities. Furthermore, there are few (limited) library-based resources in these schools (Du Toit 2008:87). These schools are situated in poor communities and are in quintile 1. Mojapelo (2008:52) explains that, “schools have been grouped into five quintiles in South Africa. Schools in poor and disadvantaged communities have been grouped into quintiles 1. They have been declared ‘no-fee schools’ and learners do not pay school fees.” Dwane (2010:5) explains that, “a school is declared a no-fee school in terms of a national ranking system determined by the minister, based on the poverty of the surrounding community.” In these poor communities, road infrastructure and telecommunication infrastructure are also poor. Even today, some of these communities do not have electricity (Government Gazette 2007; Education Labour Relations Council-Employer Fund 2001:2B-30-32; Hell 2005b:6). Teachers and learners rely solely on chalkboards, chalk, stationery and textbooks for teaching and learning purposes. The different school library models are discussed below:

3.4.1 One school, one library model

Each school implementing this model has its own fully fledged central school library building (purpose built or classroom converted) to house resources to meet the educational needs of the teachers and learners (Du Toit 2008:44). In terms of this model:

“A fully-stocked school library that provides learning resources and reading material for all learning areas and or subjects in the school as well as an extensive range of reading material at a range of reading and is actively utilized throughout the day and afternoon is an effective model to provide dynamic school library and information services” (South Africa. Department of Basic Education 2010:11).

There are print and non-print materials, which constitute an equitable library collection. Ideally, there is also a full-time professionally qualified teacher-librarian supported by library assistants to manage the collection. He or she is supposed to work collaboratively and cooperatively with the school library committee and SMTs. The model is characterised by features of the traditional school library (Kruger 1998; KwaZulu-Natal. Department of Education 2003; KZNMETA 2004; Machet & Tiemensma 2009; Mangena 2003; Naidoo 1997; South Africa. Department of Basic Education 2012). A central library

building needs to be situated close to the ICT centre or computer room to enable teachers and learners to do Internet searches to retrieve information from e-resources world-wide (South Africa. Department of Basic Education 2012).

Before 1994 political dispensation in South Africa, purpose-built central school library model was found particularly in historically advantaged ex-Model C schools where school libraries were managed by professionally qualified teacher-librarians. Historically advantaged ex-Model C schools had library positions specifically provided for to hire and pay qualified teacher-librarians, which were funded internally by school-fee collection to manage their school libraries (Hart 2013; Hart 2012, Equal Education 2011b). Teacher-librarians worked in the library full-time to cater for the curriculum needs of the teachers and learners. They assisted learners with their assignments, homework and research projects. They also taught learners information literacy skills to enable them to use library resources optimally, effectively and independently (Kruger 1998; Moll 2009).

Today, some ordinary public schools have central buildings to house library-based resources, although they are managed partly by teacher-librarians because they are allocated the same number of periods like the other teachers in the school system. Lonsdale (2003:10) states that, “teacher-librarians are being used in classrooms as subject teachers” because of an apparent shortage of teachers in the country and lack of library posts at schools. As there are no school library posts, teacher-librarians in these schools are attending to library duties during their free periods and after hours. Stilwell (2009:3) explains that “because the majority of the teacher-librarians are not professionally qualified, they lack the library and information skills which should be inculcated to the learners to make them independent and life-long learners.” All these factors hinder efforts to provide effective and efficient library and information services to all teachers and learners in the school environment. The one school, one library model is characterised by the following features:

3.4.1.1 Central space or locale

In terms of the one school, one library model, there is a central and accessible space or building specifically for the development, collection, management, circulation, use and storage of library and information resources, both print and digital (Massachusetts School Library Media Association 2002; South Africa. Department of Basic Education 2012). However, various formulae have been developed

worldwide to determine the area required to meet the needs of the educators and learners. The locale is supposed to be spacious enough to accommodate all the resources, including the cabling of ICTs. It is also supposed to provide sufficient lighting and sitting accommodation for users. In terms of the Chartered Institute of Library and Information Professionals (2002:3), IFLA/UNESCO *School Library Guidelines* (2002:7) and the *National Guidelines for School Library and Information Services* (2012), the following need to be taken into consideration concerning the location and space of the central school library:

- i. Central location, on the ground floor if possible.
- ii. Accessibility and proximity, close to all teaching areas.
- iii. Noise factor, with at least some parts of the library free from external noise.
- iv. Appropriate and sufficient light, both through windows and artificial light.
- v. Appropriate room temperature (e.g. air conditioning, heating) to ensure good working conditions all year round as well as the preservation of the collection.
- vi. Adequate size to give space for the collection of books, fiction, non-fiction, hardback and paperback, newspapers and magazines, non-print resources and storage, study spaces, reading areas, computer work stations, display areas, staff work areas, and a library desk.
- vii. Flexibility to allow multiplicity of activities and future changes in curriculum and technology.

According to this model, although the collection of resources needs to meet the curriculum needs, there are also resources for leisure and pleasure or enjoyment reading (Massachusetts School Library Media Association 2002). Different countries use different ratios of items per learner to determine the size of the collection to meet the needs of the users and to ensure the growth and development of the facilities. To keep their collections current and up-to-date, weeding policies are in place to get rid of obsolete, irreparable and outdated materials. With availability of funds, weeded materials are replaced by newly acquired materials.

3.4.1.2 Diverse collection of resources

The library-based resources in this model are diverse. The collection covers full range of media, which are useful in the educational context. Print materials such as books (fiction and non-fiction), references (dictionaries, encyclopaedias, gazetteers, yearbooks and atlases) and other print materials (magazines,

journals, newspapers, globes, charts, pictures, maps, photographs, posters, manuscripts and pamphlets) are collected to give users a diverse collection of resources. There are also non-print materials (electronic resources) which include audio materials such as audiotapes, CD-ROMs, radios and audio-cassettes. Audio-visual materials and media such as televisions, computers and their accompanying technologies (hardware and software), video cassettes and DVDs are also collected. Computers and their accompanying technologies are used to give users access to the Internet to retrieve global information for curriculum-related activities (Evans 2014; South Africa. Department of Basic Education 2012; Witbooi 2006). Du Toit (2008:4) asserts that, “the school library is integral and related to the on-going knowing process of the educational programme, it is the one place in the school where the full range of resources required for resource-based learning can be found.”

3.4.1.3 Qualified and professional teacher-librarians

According to the IFLA/UNESCO *School Library Guidelines* (2002:11), “the richness and quality of the library provision depend upon staffing resources available within and beyond the school library.” For this reason, the person in charge of the library and its collection in this model is a professionally qualified teacher-librarian (KwaZulu-Natal. Department of Education 2003; South Africa. Department of Basic Education 2012). He or she has dual qualifications, that is, he or she has both teaching and Library and Information Science qualifications (Equal Education 2011b). Besides many administrative duties he or she has, this person is also responsible for collection development, which involves analysing user needs, selecting, purchasing and acquiring new materials. He or she is also responsible for classifying, cataloguing and accessioning newly acquired library materials (South Africa. Department of Basic Education 2012) and for marketing the services of the library by promoting the use of library-based resources. The teacher-librarian teaches both teachers and learners to develop information literacy skills to encourage them to use the library resources optimally to meet their information needs. The teacher-librarian in this model integrates curriculum with library-based resources, including the Internet. He or she works collaboratively with subject teachers during lesson planning to ensure that they use relevant and suitable materials during contact sessions with learners. He or she also plans homework, assignments and research projects with subject teachers to ensure that learners have access to relevant materials when doing this homework, assignments and research projects (IFLA/UNESCO *School Library Guidelines* 2002; South Africa. Department of Basic Education 2012).

However, Stilwell (2009:3) points out that:

“School libraries generally lack suitably qualified and motivated staff. *The South African Library Survey 1999* (South Africa Department of Education and Human Sciences Research Council, 1999) found that in all provinces, except Gauteng, fewer than 20 percent of the staff responsible for school libraries were appropriately qualified. Over the last ten years, teacher-librarians have been retrenched or assigned to other duties (Le Roux & Hendrikz 2006:260). Le Roux and Hendrikz (2006:621) and Hart (2006a; 2006b) return to the issue of public librarians being expected to play a role in serving school learners and in developing life-long information literacy”.

Noticeably, the qualified teacher-librarians in all provinces are aging and retiring from the system. Unfortunately, due to the lack of library posts in schools, the system does not attract young teachers to enter the field (Equal Education 2011b; Library and Information Services Transformation Charter 2009). The *Library and Information Services Transformation Charter* (2009:48) declares that:

“Reynolds’s paper at the school librarians’ conference of the Independent Schools Association of South Africa in 2008 documents what she calls the human resources “crisis” facing school librarianship. She shows how the cohort of qualified school librarians is aging: by the time the current Grade 7s reach Grade 12 in 2013, 43% of all school librarians will have retired. The lack of library posts in government schools limits career opportunities and is hampering the entry of young professionals into the field”.

Notably, teacher-librarians are currently reluctant to study for school librarianship diplomas and degrees because of the lack of library posts at schools to enhance their career moves. Although some youth are currently studying degrees and diplomas in school librarianship at universities, their employment opportunities in school libraries are less due to lack of library posts in South African public schools (Equal Education 2011).

3.4.1.4 Support from advisory services

In ideal situation, teacher-librarians operating under this model get support from advisory services of the Department of Basic Education for professional development. Workshops are offered to them to keep them abreast of current events in school librarianship and curriculum-related issues (South Africa. Department of Basic Education 2012).

3.4.1.5 Salaries for teacher-librarians

Teacher-librarians in ex-Model C schools were paid by the Department of Education. As budgets were cuts, the Department of Education failed to hire and pay teacher-librarians because they “were perceived to be non-essential to the delivery of schooling” (South Africa. Department of Education 1997:34). This gloomy situation was averted because the SGBs in those schools were given powers to raise funds to hire and pay teacher-librarians. Schools introduced compulsory school fees to employ and pay teacher-librarians to keep their school libraries up and running (Equal Education 2011b).

3.4.1.6 Funds

Funds are essential to keep school libraries up and running as this is what makes it possible for schools to purchase resources for school libraries and to pay human resources (library staff, including teacher-librarians). Because of budget cuts from the Department of Education, which prevented schools from employing and paying teacher-librarians, SGBs in historically ex-Model C schools were given powers to raise funds to deal with library-related expenditure. Compulsory school fees were instituted in schools so that library resources could be bought. Schools encouraged private companies to donate funds or equipment related to school libraries (South Africa. Department of Education 1997).

3.4.1.7 Advantages of the one school, one library model

In this model, ideally all teachers and learners have equitable access to a full range of library-based resources because they are centrally managed. Resources are easily accessible and available and can be used fully and optimally. Central management of library-based resources makes circulation and stock control much easier (South Africa. Department of Basic Education 2012). Schools implementing this model receive a core collection of resources from the Department of Basic Education to establish and sustain school library development (Du Toit 2008). The successful examination results in historically advantaged ex-Model C schools are attributable to this model. Schools have central school libraries and are managed by full-time professionally qualified teacher-librarians or library clerks who work collaboratively with subject teachers and learners to meet their curriculum needs. Under the guidance of the teacher-librarian and subject teachers, “an information literacy programme and reading programme can be introduced in a school.” The facility can also be used as a safe place for “relaxed reading and information retrieval at any time of the day, including afternoons” (South Africa. Department of Education 2010:11). School libraries are well resourced and functional and therefore

enhance and improve the quality of teaching and learning. Teachers and learners are able to access an equitable collection under the professional guidance of teacher-librarians and in this way, they develop information literacy skills, which enable them to be life-long learners. Learners are also able to execute curriculum-related activities. The results in schools that adopted this model are better and are improving dramatically.

3.4.1.8 Disadvantages of the one school, one library model

Despite these attractions, the model has some drawbacks. Due to financial constraints experienced by the provincial departments of education, the model tends to be expensive because each school needs to have a central library building (purpose-built) to house a collection. Le Roux (2002:115) adds that:

“To set up centralized school libraries in secondary school in the previously disadvantaged communities, with ten items per learner, would cost approximately R149 670 000 over five years. These cost estimates did not take into account items such as buildings, library rooms, equipment, furniture, infrastructure and staffing”.

Professionally qualified teacher-librarians with the necessary expertise need to be employed to run and manage the library facilities effectively and efficiently, otherwise they will become expensive white elephants (South Africa. Department of Basic Education 2012). For all learners to have effective access to this school library model, a timetable is needed to allow all learners in a school setting to be exposed to the diverse library-based resources. Some core collections of reference sources, such as encyclopaedias, dictionaries and atlases, need to be bought by the provincial departments of education and placed in each school adopting this school library model to kick-start and develop the collection (Du Toit 2008; Le Roux 2002). This has financial implications. One of the biggest drawbacks of this model is that it does not encourage resource sharing amongst schools, which means that each school choosing and implementing this model needs to be self-reliant and self-sufficient as far as resources are concerned (South Africa. Department of Education 1997).

3.4.2 One classroom, one library model

This model entails collections or boxes of books, a reading bag, a shelf or a cupboard (with or without wheels), and a set of items or basic resources being placed in classrooms for use by learners during contact sessions with teachers. The focus of this model is to encourage learners and teachers to use and

interact with library-based resources in the classrooms, specifically for curriculum-related activities (Gauteng. Department of Basic Education 2009; Hart & Zinn 2007; Library and Information Services Transformation Charter 2009; Magara & Nyumba 2004; Mangena 2003; Mbokazi & Naiker 2002; South Africa. Department of Basic Education 2012).

This model is also known as classroom collection, book box library, a classroom library or a teachers' loan box (Kruger 1998; KwaZulu-Natal. Department of Education 2003; Naidoo 1997; Mchet & Tiemensma 2009). The model is effective when books or a set of items are at the level of the learners. Teachers may loan a box of books and other materials from a community or public library for a term to use and enhance teaching and learning in their learning areas. Each classroom may also have access to a collection of books and other materials in the lockable mobile trolleys, containers or boxes (South Africa. Department of Basic Education 2011). Some schools do not have mobile trolleys, containers or boxes, but they do have a classroom collection of books or other materials on the shelves. The books and other materials are used for teaching and learning purposes. A teacher is supposed to attend training on how to manage resources effectively. Even if materials are not housed in a centralised school library, they need to be regarded as part of school's library collection. They need to be accessioned (recorded), catalogued, classified and processed to be shelf-ready. They need to be managed centrally like a collection in a traditional central school library (South Africa. Department of Basic Education 2012).

A well-known NGO called the Read Educational Trust, piloted this model successfully in many underprivileged rural black schools across South Africa. Book boxes were placed in piloted schools and the NGO arranged sponsorship for maintenance of those classroom collections (Le Roux 2002; South Africa. Department of Basic Education 2012). Storyboard and poster materials were designed by the NGO to be used, together with classroom collections. The book boxes consisted of reference materials and sets of books for information and leisure (pleasure) reading. Periodicals, charts, posters, DVDs, CD-ROMs and video-cassettes may also be included in the book boxes. The boxes or resources are positioned in such a way that they are easily accessible to the learners during classroom activities or when they have completed the work ahead of their peers (Kruger 1998; KwaZulu-Natal. Department of Education 2003; Library and Information Services Transformation Charter 2009; Mbokazi & Naiker

2002; Naidoo 1997; South Africa. Department of Education 1997; South Africa. Department of Basic Education 2012).

3.4.2.1 Advantages of the one classroom, one library model

The attraction of this model is that it brings teachers, learners and resources in constant close proximity in the classroom setting. On-site assistance is possible as teachers are familiar with what their learners are accessing, browsing and using. This model in particular gives learners an opportunity to interact with and use library-based resources to meet their curricular-related issues in the classroom setting (South Africa. Department of Basic Education 2012). Learners and teachers are sure of getting the latest books and other materials as selection and placing of materials in boxes is done by professional personnel, either from regional or district library services, community or public libraries or from NGOs. The model is generally regarded as inexpensive because professionally qualified teacher-librarians in schools are not needed. An ordinary teacher can be appointed by the school to serve as a coordinator. This teacher is supposed to attend workshops to learn how to use book boxes effectively in the classroom situation to meet the needs of the curriculum. If resources are placed in moveable and lockable mobile trolleys, it means that they (resources) can be moved from one classroom to another and they are safe (South Africa. Department of Basic Education 2012).

3.4.2.2 Disadvantages of the one classroom, one library model

Despite attractions of this model to bring teachers, learners and learning resources in close proximity in a classroom situation, there are ugly perceptions about it. Because the model was piloted in underprivileged rural Black schools, it is regarded by critics as a cheap method of providing Black learners in historically disadvantaged remote rural communities or areas with library-based resources. The successful implementation of this model in schools depends on the support from circuit, region, district and head office which schools generally do not receive (South Africa. Department of Education 1997). As resources are classroom-based, they are not accessible and available to the rest of the teachers and learners in the school environment. When classrooms are locked during breaks and after school, teachers and learners have no access to resources any longer (South Africa. Department of Basic Education 2012). If resources for classroom collection are borrowed from a regional or district education library or from a community or public library, they need to be returned after a specified period or exchanged regularly. This has financial implications as transport is needed to borrow, return

or exchange resources. Stock control becomes a challenge “if a carefully maintained circulation system is not used” (South Africa. Department of Education 2012:10). By virtue of its nature, this model is suitable for learners in Foundation and Intermediate Phases (Hart 2000; South Africa. Department of Education 1997).

3.4.3 One school, one library, one classroom (mixed) model

This school library model is a combination of two models, namely one school, one library and one classroom, one library, hence it is called the mixed model. In this model, a school earmarks an extra classroom to be converted into a central school library to provide teachers and learners with library-based resources. A school appoints a ‘teacher-librarian’, who may not necessarily be a professionally qualified teacher-librarian, to manage and run day-to-day activities of the library. Teachers and learners are exposed to library resources on open shelves and can browse the collection. As learners and teachers retrieve information from the catalogue, the acquisition of information literacy skills in this regard cannot be overemphasised. Teacher-librarians work in the library part-time because they also have teaching responsibilities at school. They are obliged to use their free periods to attend to the library matters. This type of school library is normally open after school to give teachers and learners the opportunity to search information from the collection (Mojapelo 2008).

3.4.3.1 Advantages of the one school, one library, one classroom (mixed) model

The advantages of this model resemble those of the one school, one library model. The model allows the central management of library resources. Accessibility, circulation and stock control of library materials can be done easily (South Africa. Department of Basic Education 2012). Where the school has a professionally qualified teacher-librarian, information literacy and reading programmes can be introduced in a school (South Africa. Department of Basic Education 2012). As books are centralised in a classroom, classified, shelved and catalogued according to international rules, the model allows central managing of resources just like a purpose built central library. Furthermore, the model allows learners to browse library materials on open shelves in the classroom. This also allows them to feel the order or organisation of the library resources and to acquire skills in retrieving information from the catalogue.

3.4.3.2 Disadvantages of the one school, one library, one classroom (mixed) model

If the model is not managed by a full-time professionally qualified teacher-librarian, the facility becomes “an expensive liability” (South Africa. Department of Basic Education 2010:11). As teacher-librarians are not professionally qualified, they are supposed to attend workshops regularly to manage and run the facilities effectively and efficiently. This has financial implications (South Africa. Department of Basic Education 2010).

3.4.4 Mobile library model

Schools may adopt a mobile library model where specially designed buses, vans and caravans with shelves and library materials will be used to visit remote schools regularly to lend materials to learners and teachers in the clusters around circuit, regional and district offices of the provincial departments of education (Du Toit 2008; KPMG report 2006). Schools are visited according to a regular schedule and teachers and learners are able to borrow resources from a mobile collection. Teachers can also loan or borrow resources on behalf of their learners at school (bulk loaning). As the model is operated from a fullyfledged centralised library or depot of resources, such as regional or district education library, block loans by subject teachers are also possible to enhance teaching and learning in their respective learning areas (South Africa. Department of Basic Education 2012).“Mobile libraries are another way of bringing libraries services to communities where there are no permanent structures yet” (KPMG report 2006:41). Mahwasane (2008:2) argues that:

“Poor infrastructure has a negative effect on library and information service provision to the rural areas, since even mobile library service cannot be introduced as a result of poor roads and unstable bridges”.

Even if roads are untarred and bridges are unstable, this model has a potentiality to offer a good LIS for schools in historically disadvantaged rural and remote communities. In addition, the Library and Information Services Transformation Charter (2009:44) states that “cooperation between schools and provincial departments of education is extremely important as this model has financial implications” This model was implemented in Brazil (Mbokazi & Naiker 2002; Library and Information Services Transformation Charter 2009) and for the model to be successfully implemented, the following requirements need to be met:

- a. A professionally qualified teacher-librarian is essential to manage and run the mobile library service.
- b. Administrative support staff are needed to assist the teacher-librarian to pack and unpack resources in the vehicles.
- c. A qualified driver-cum-teacher-librarian is necessary to operate the vehicles.
- d. An adequate budget is essential to maintain and license vehicles. Fuel must also be budgeted for.
- e. Although it is optional, Internet connectivity is essential to link or connect online information and circulation services to the regional or district library management system. Wireless modems such as I-Burst may be used to create a link with laptops and scanners.
- f. Memorandum of Understanding (MOU) needs to be signed concerning the roles and responsibilities of the schools and providers of the mobile library service.
- g. An annual schedule or timetable of school visits must be made available so that schools know when vehicles are visiting them. It is recommended that each school should be visited at least three times per term or quarter.
- h. Regular monitoring and reporting are essential to check and assess the progress and challenges faced by the mobile library service (South Africa. Department of Basic Education 2010:8).

3.4.4.1 Advantages of the mobile library model

Mobile libraries provide excellent opportunities for schools in remote areas of rural provinces such as Limpopo where there are no fixed library structures for teachers and learners to access and use library-based resources (KPMG report 2006). In former disadvantaged remote rural communities of South Africa, despite the problems of untarred roads and unstable bridges, mobile libraries (libraries on the wheels) can be used to provide resources to users because there are few or no public or community libraries and multi-purpose centres (Mojapelo 2008; Naidoo 1997). Furthermore, there is no telecommunications infrastructure to enable users in historically rural communities to access online catalogues and to retrieve information from the Internet.

Mobile libraries are advantageous because one bus can provide its services to a number of schools even if they are widely spread geographically (KPMG report 2006). Books and other materials are selected and arranged in a vehicle, preferably a bus, by professional librarians who will guide and assist teachers and learners in accessing and using information resources. Selection of the library-based

resources is based on the educational needs of the schools visited. Mobile library service “can move on to service other schools as schools migrate towards developing their own school library and information service” (South Africa. Department of Basic Education 2010:9). This is a good model because it can be used to augment and supplement the few relevant resources contained in school libraries.

3.4.4.2 Disadvantages of the mobile library model

Adequate and improved roads with stable bridges are needed to successfully implement this model. This makes it difficult to implement it in historically disadvantaged remote rural communities, as these areas are characterised by untarred roads with unreliable and unstable bridges. As the model is run and managed by the provincial departments of education, a lack of cooperation between schools and education officials at circuit, region, district and head office levels can adversely affect the implementation of the model. As maintenance of vehicles, fuels and salaries of drivers are essential, sufficient budget is also needed to implement and run the model effectively (South Africa. Department of Basic Education 2010). Professional librarians are needed to shelve relevant materials in buses and to ensure that library resources are at the level of the users. The *National Guidelines for School Library and Information Services* (2012:12) asserts that “distance and terrain present their own challenges especially as the service is limited by the number of mobile buses available.” More mobile libraries will be needed if the province has many remote rural schools needing the implementation of this model. Buses can be targeted by thieves, especially if they also carry e-learning resources such as computers for Internet connectivity. This raises security concerns. According to the *National Guidelines for School Library and Information Services* (2012:18),

“All schools should have a security plan and the library and information services must be included in the security plan. This includes securing of materials, resources such as ICT equipment and ensuring the safety of teachers and learners in using the library”.

Furthermore, security guards will be needed to safeguard the vehicles and resources. Therefore, more funds are needed to pay security companies. If buses for the mobile library service are donated from other countries, they need to be adapted and serviced locally, and they need to obtain clearance certificates (South Africa. Department of Basic Education 2012). This has considerable financial implications. As resources are limited, relevant and suitable resources can be selected by another

school first. In addition, a MOU must be signed by the schools and the regional or district library running the mobile library service as schools need to be held accountable for items borrowed, damaged and lost (South Africa. Department of Basic Education 2012).

3.4.5 Regional library service model

With regard to this model, teachers and learners of all schools in a particular circuit, region or district can use district or regional library services of their provincial departments of education to access and use library-based resources for curriculum delivery (Mbokazi & Naiker 2002; Magara & Nyumba 2004). The regional library service model is managed and financed by provincial departments of education. In simple terms, it means that provincial departments of education are responsible for the selection, procurement and acquisition of the library-based resources. They are also responsible for the classification, cataloguing and accessioning of the newly acquired library materials. The provincial departments of education are also responsible for the physical processing of library materials to be shelf-ready.

3.4.5.1 Advantages of the regional library service model

As the model is run and managed by provincial departments of education, teachers and learners can use the resources freely. Collection and quality of the materials are good as the selection is done by professionally qualified librarians who are conversant with the criteria for selection of the materials to support the curriculum. Staff at the regional library services are responsible for weeding and replacement of materials. As replacement materials are bought and funds are involved, schools are not affected (South Africa. Department of Education 1997). As the service is managed and run by professionally qualified librarians, teachers and learners are certain to obtain support in the utilisation of the resources. They may also develop information literacy skills to such an extent that they can use resources with little assistance from librarians.

3.4.5.2 Disadvantages of the regional library service model

As the service can be used by all schools in a circuit, region and district, a timetable will be needed so that schools can take turns to utilise the resources and to avoid possible overcrowding of the facility. As resources are accessed and used by scores of teachers and learners, there will be more wear and tear of resources, which means sufficient budget is essential to mend damaged books and for general

maintenance of the facility and resources. Each school using this model is expected to appoint an educator to liaise with the regional library service and to ensure that teachers and learners benefit from it (South Africa. Department of Education 1997). He or she needs to attend workshops to obtain full benefits of the model and this has financial implications.

3.4.6 One cluster-one library model

The one cluster-one library model can be one of two situations. In the first instance, the provincial departments of education can place library resources in the community or public library for use by the surrounding cluster or group of schools. The *National Guidelines for School Library and Information Services* (2010:9) states that “the local government authorities provide the infrastructure, library resources for the community, including schools in that community, and full-time personnel”.

In the second instance, one fully fledged centralised library, managed by a full- or part-time teacher-librarian at a particular school or centre in a community, is used by a cluster of schools close to each other in a specific geographical area or locality through the school clustering system. This could be a mobile library, multi-purpose community centre, an educational resource centre or a community or public library. The focus of this model is to give a cluster of schools in a circuit, region or district an opportunity to share library-based resources and space (Hart & Zinn 2007; Hell 2005a; KwaZulu-Natal. Department of Education 2003; KZNMFTA 2004; Library and Information Services Transformation Charter 2009; Machet & Tiemensma 2009; Mnkeni-Saurombe & Nassimbeni 2007; South Africa. Department of Basic Education 2012; Stilwell 2009). Due to the nature of the model, some authors of school librarianship literature call it the shared library model (Hart 2000; Kruger 1998; KwaZulu-Natal. Department of Education 2003; KZNMFTA 2009). “The school cluster concept makes possible in principle the maximum sharing of resources amongst all the educational institutions in a particular locality” (South Africa. Department of Education 1997:36).

Although the library is used by a cluster of schools, it still retains the characteristics or features of a centralised school library even if it is characterised by expanded use by learners and teachers from a number of schools (South Africa. Department of Basic Education 2010).

The *National Guidelines for School Library and Information Services* (2010:9) explains that if both the above forms of cluster libraries are to be implemented successfully:

“...an agreement in writing between the participating local public or community library, local government authority, schools, their governing bodies and or the education authority must be negotiated. The agreement should cover various aspects, e.g. budget, the selection, purchasing, processing and circulation of material, staffing, management and should address challenges that may arise”.

As the implementation of this model is a joint venture, a cluster library committee needs to be established involving all stakeholders. The education officials at regional and or district level are expected to participate in management and budgetary agreements. The success of this model relies heavily on good relationships, continued cooperation and dedicated staff of all stakeholders (South Africa. Department of Basic Education 2012).

3.4.6.1 Advantages of the one cluster, one library model

The model is cost-effective and economical because it encourages a cluster of all educational institutions next to each other to share resources not found in their school libraries (Le Roux 2002; KZNMETA 2004; South Africa. Department of Basic Education 2012). The collection in this model will be used optimally and library resources will not be duplicated, as will be the case if each school has its own library collection. Few professionally qualified librarians will be used to serve more teachers and learners from a cluster or group of schools.

3.4.6.2 Disadvantages of the one cluster, one library model

The model is complex and it will be difficult for schools to implement it successfully. There will be problems regarding who will take responsibility for costs, management, accountability, development and ownership of the collection (South Africa. Department of Basic Education 2012). The distance between the schools and the public or community library where resources are housed can be an issue of concern. If a public or community library is situated far from schools, the implementation of this model will fail (South Africa. Department of Basic Education 2010). Schools need to come together to discuss a loaning system of library materials. A timetable needs to be generated to schedule learners and teachers in various schools to give everybody equal access to and use of the collection, and to avoid overcrowding of the facility. As library materials will be used by many users, there will be more wear

and tear and more funds will be needed to mend or repair worn-out or damaged library materials. Accordingly, principals of schools and officials from provincial departments of education and local authorities or municipalities are expected to come together to discuss many concerns such as the budget (South Africa. Department of Education 1997).

3.4.7 One community, one library model

A National Policy Framework for School Library Standards (1997:36) states that “the model, one community, one library is based on the principle that school teachers and learners and general community (the public) can share the same library institution.” The model is two-pronged. In the first instance, a university, mobile, community or public library can be used jointly by the general public and school community (learners and teachers) (Aitchison 2006; KPMG report 2006). Le Roux and Hendrikz (2006:1) explain that:

“A community-school library refers to an integrated public and school library service, operating from a single building according to an agreement between the school and another tax-supported agency or agencies, for example the provincial or local government authority. It aims to serve learners, educators and the community (general community) within the particular municipal boundary by means of the facility”.

This type of model is excellent for historically disadvantaged remote rural communities of South Africa because they are disadvantaged as far as accessibility and availability of library and information resources are concerned. Coetzer and Ramahuta (2007:24) indicate that “most schools in the Mankweng area do not have library facilities. Learners depend on the library services of the University of Limpopo”.

The provincial departments of education can place curriculum-based resources in community or public libraries for access and use by teachers and learners to meet their educational needs. Machet and Tiemensma (2009:78) observe that:

“If the school library lacks resources, the public library can assist with block loans of suitable material. Unfortunately, this is not always an option. Public libraries do not always have resources and many schools do not have a public or community library nearby to make use of such an option”.

The IFLA/UNESCO *School Library Guidelines* (2006:2) emphasises that:

“Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained”.

The needs of the learners and teachers remain the priority function of a school-community library as per any form of school library and information services. Learners’ needs are expected to be prioritised when it comes to funding, collection development and access to the library-based resources during the school day. The school-community library is also expected to provide an environment for learners to work in after hours as should all school libraries (South Africa. Department of Basic Education 2012).

In the second instance:

“A school-community library facility is generally a library set up in a school primarily for use by learners and teachers during the day, but which also caters after hours for adult learners, pre-school children and their parents, parent of learners and community members in respect of materials and access” (South Africa. Department of Education 2012:15).

In this case, “the school library would be used after hours for adult education and training and would thus be kept open for longer hours to serve the wider community” (Witbooi 2006:43). It means that, “during the day, the library would serve as a school library for the learners and educators for their curricular needs. In the afternoon and evenings, the facilities would be open to serve the information needs of the community at large” (Witbooi 2006:48). This model is recommended for schools in historically disadvantaged remote rural communities where there are few or no public or community libraries (Mojapelo 2008; Mnkeni & Nassimbeni 2007; Stilwell 2009). Aitchison (2006:97) explains that, “combined school-community libraries were investigated by Dube (1998) as a possible model to overcome the shortage of libraries in Black areas.” Because of its nature, the model is also called a joint-use or a multi-purpose library. The model is implemented and operational in Sweden, Canada and Australia (Bristow 1992; Kruger 1998; Machet & Tiemensma 2009; Mangena 2003; Mbokazi & Naiker 2002; Stilwell 2009). As community or public libraries fall under the Department of Sport, Arts and Culture and schools under the Department of Basic Education, agreements or memoranda of understanding need to be signed by the officials of the two departments (Du Toit 2008; KPMG report 2006).

If the model:

“...is housed in a school, it is critical that agreement in writing should be negotiated between the participating school and local government authorities as to who will provide the infrastructure, library resources for learners and for community, full time personnel and other operating costs, and what the access times will be for the different groups of users” (South Africa. Department of Education 2010:11-12).

IFLA/UNESCO (2002:14) adds that “in order to improve library services for children and young persons in a given community, it may be a good idea for school libraries and public libraries to cooperate”. Cooperation between two libraries is extremely important for this model to be successful. Fourie (1996:206) defines cooperation as:

“A comprehensive concept that includes any activity in which two or more libraries intend working together to facilitate their operations and share resources. It could include participating in fully automated resource sharing programmes, establishing joint school-public or community libraries, locating community libraries in schools and providing study facilities to school going youth in public libraries”.

It means that education officials and municipal managers need to negotiate to reach agreements on the utilisation of school-community or public libraries by teachers and learners and the general public. The negotiations need cover the following issues:

3.4.7.1 Time to access the collection

As community or public libraries are meant for the general public, hours of convenience to visit and access the library collection by different groups of users need to be at the centre of negotiations (IFLA/UNESCO *School Library Guidelines* 2002; KPMG report 2006; South Africa. Department of Education 2012). A timetable needs to be generated so that schools can take turns to visit the public or community library to avoid overcrowding the facility.

3.4.7.2 Setting of the library and use

When new community or public libraries are erected, negotiations should ensure the centralised locality of the facilities so that the general public, teachers and learners can access and use them (South Africa. Department of Education 1997). New community or public libraries need to be erected next to the bus ranks or taxi ranks to enable users to visit facilities and access resources.

3.4.7.3 Special staff

Negotiations need to include staffing community or public libraries with personnel specifically to cater for the specialised needs of diverse users (South Africa. Department of Basic Education 2010).

3.4.7.4 Payment of staff

Negotiations need to also cover issues of payment of all staff members, including special personnel catering for the specialised needs of the different learners.

3.4.7.5 Collection ownership and development

Negotiations between education officials and municipal managers need to cover aspects such as ownership of the collection and collection development. During the discussion of the building of the collection (collection development), all its elements (community analysis or needs assessment, the collection development policy, selection, acquisition, weeding and evaluation of the collection as a whole) are expected to be included (IFLA/UNESCO 2000; IFLA/UNESCO *School Library Guidelines* 2002; Mojapelo 2008).

3.4.7.6 Funding norms and standards and the process and system for purchasing library resources

As funds are involved in this joint venture, negotiations need to cover budgeting such as hiring of staff, purchasing of library resources and services for different users, administration and maintenance (South Africa. Department of Basic Education 2010). IFLA/UNESCO (2000:9) asserts that:

“The allocation of funds for library services is an important element for co-operation. Policies concerning funding are indeed good indicators for the possibility of meaningful co-operation. Current funding patterns differ much from province to province. Some of the poorest provinces have norms and standards for funding while others have budgeting norms already in place for a meaningful co-operation on funding, a written agreement that guides concerned parties is an essential pre-requisite”.

IFLA/UNESCO (2000:9) goes on to say:

“It is also imperative that the source of funding should be sustainable. School and public libraries should develop a joint strategic plan detailing all areas of co-operation as well as responsibilities. Fundraising strategies need to be determined and all that which needs to be funded should be identified”.

3.4.7.7 Administration

Negotiations are supposed to include accountability in the utilisation of the resources (South Africa. Department of Basic Education 2010). To avoid a power struggle between officials in this joint venture, issues regarding line functions need to be also negotiated, discussed and agreed upon. Everything is supposed to be in black and white to avoid chaos and conflicts in future (*IFLA/UNESCO* 2000).

3.4.7.8 Marketing of library services

Negotiations are also expected to cover all aspects of marketing the use of library resources (*IFLA/UNESCO School Library Guidelines* 2002). The education officials, in association with teachers and municipal officials need to work together to “develop joint strategies in marketing the importance of reading and utilization of libraries” (*IFLA/UNESCO* 2000:9). Teacher-librarians and public or community librarians need to “paint one picture about libraries, that is, they should speak in one voice” and stop demarcating school libraries from community or public libraries and vice versa. *IFLA/UNESCO* (2000:9) adds that school and community or public libraries need to “jointly co-ordinate important days such as the World Book Day, International Literacy Day and South African Library Week”.

3.4.7.9 Advantages of the one community, one library model

Some advantages of this model are evident. The model can be useful particularly in remote rural areas where there are few or no human, financial and physical resources to implement an ideal one school, one library model that is uncompromised. As schools are also available in historically remote rural communities of South Africa, this model can be implemented easily because a facility can be erected on the school premises to serve both school and community members. The model is appropriate to historically remote rural communities where illiteracy levels are high. Library-based resources are made available to the whole community, which means that the notion of the “culture of life-long

learning and reading is entrenched” (South Africa. Department of Basic Education 2010:12). If the library setup is on the school premises, support for the library is guaranteed as parents and caregivers understand the focus. As community members (the general public) utilise the resources in the school, they take ownership of the facility and will therefore protect it against vandalism and subsequent theft of facilities and equipment (South Africa. Department of Basic Education 2010).

3.4.7.10 Disadvantages of the one community, one library model

The model is complex and it will be difficult to implement it. For this model to be implemented successfully, thorough negotiations and planning are essential between parties involved in this joint venture. The model relies on the availability of the centralised library facilities such as public or community libraries, university libraries, mobile libraries and multi-purpose centres. Some library facilities such as public, community or university libraries may be situated far away from schools, which will make the implementation of the model impossible (Machet & Tiemensma 2009). Where a school is used to set up a school-community library, sufficient funds are needed to erect a spacious facility for use by both school and community members. As stock selection has a much broader base to serve the diverse needs of different groups of users, more funds are also needed to buy diverse resources and this has budgetary implications. As the needs of the target group are wider, it is easy for them to dilute library and information needs of the curriculum (South Africa. Department of Basic Education 2010).

This model cannot be implemented unless there is support, cooperation and agreements between education officials and municipal managers as officials of local government controlling community or public libraries, mobile libraries and public multi-purpose community centres. Professionally qualified librarians are essential to cater for the special needs of diverse users, including teachers and learners (South Africa. Department of Education 1997).

3.4.8 One learner, one library model

In terms of this model, ICTs (computers and the accompanying equipment) are used to access electronic information quickly.

Mokhtar and Majid (2005:2) explain that:

“To complement the new functions and objectives that schools have to accomplish, school libraries also have to undergo certain changes. School libraries are required to provide access to local and remote electronic information resources and librarians need to assume a more instructional role in order to develop competency in providing access to information effectively and to cultivate information literacy in students”.

School libraries can be networked to enable teachers and learners to use the Internet to access and use global information to meet curriculum-related needs (Machet & Tiemensma 2009; Mbokazi & Naiker 2002). Although the model is difficult to implement because of the amounts of money connected to purchasing, installing and networking of many computers and their accessories to access the Internet, it gives learners the opportunity to have electronic access to library-based resources located beyond the confines of the school (California School Library Association 2004; Magara & Nyumba 2004; South Africa. Department of Education 1997). Teachers and learners use ICTs to cater for their teaching and learning needs by accessing and retrieving information electronically from all parts of the world using the Internet. The model is also called virtual or digital library (Hart & Zinn 2007; Kruger 1998; Mangena 2003).

The Gauteng Department of Education (GDE) was the first province in South Africa to implement this model. The model was implemented in 2001 by means of the multi-million rand project called Gauteng Online (GOL), which was initiated by GDE. The aim of the project was to give learners an opportunity to “jump onto information superhighway. GOL will mean that a learner in a school in Orange Farm will have the same access to knowledge and information as a learner in an expensive private school in Sandton” (Hell 2005a:10). The project is also aimed at bridging the digital divide between teachers and learners in poor and affluent communities. The project also gives teachers and learners the opportunity to develop both computer and information literacy skills to locate and find teaching and learning resources online to improve the standard and quality of education in the province (Hell 2005a).

Each school is given 26 computers, together with a server and the related technology, to access the Internet for teaching and learning purposes (Hell 2005a:10; Otter 2001). Schools are equipped with satellite dishes to access Internet connectivity everywhere in the province. There are also mobile computer laboratories stationed in districts to render online library and information services for specific

schools where GOL is offline. This project obviously gives teachers and learners the opportunity to access global electronic information to meet their curriculum-related requirements. It also provides teachers and learners with hands-on experience in acquiring IT skills to locate and find relevant information for teaching and learning purposes. This project gives learners the opportunity to study learning areas such as computer studies, information technology and computer applications technology. One prerequisite for schools to offer the said learning areas is that teachers and learners should have access to computers and their related technologies such as printers, servers and modems to access the Internet.

Although the project is attracting vandalism and burglary in schools, teachers and learners will obviously benefit a lot, especially where security measures are in place (Mojapelo 2008; Rademeyer 2007).

To cite an example, the *Sowetan* Newspaper dated 26 March 2009 ran an article entitled: “Computers stolen at school”. The article reads thus:

“Teachers and pupils at Daliwongo Secondary School in Dube, Soweto, yesterday got a shock when they arrived at school to find their computers stolen. Robbers broke into the computer laboratory to steal at least 30 computers, printers, digital cameras and a decoder. Some of the stolen computers are those that were taken out of the computer laboratory when GOL was upgrading equipment” (Monama 2009:8).

The name of the school was misspelled in the article. It was Daliwonga in the Johannesburg Central District (D14). This is one of the examples of schools in Gauteng that is experiencing problems with vandalism and burglary because of computers of this multimillion-rand project – GOL.

3.4.8.1 Advantages of the one learner, one library model

The model provides teachers and learners with quick access to global information through the use of the Internet. Bothma, Cosijn, Fourie and Penzhorn (2008:24) explain that, “Internet technology is also used to make high-quality sources available through digital libraries.” The one learner, one library model provides learners and teachers with electronic resources beyond the confines of the traditional school library. Importantly, the model can be used to augment few relevant library resources in school libraries. With computers and their accompanying technology, the model provides teachers and

learners with a hands-on experience in retrieving and accessing information electronically or digitally. Mokhtar and Majid (2005:2) reiterate that:

“As the world moves into the digital era, school libraries in many countries worldwide have also transformed from traditional to hybrid libraries or resource centres, so as to pave the way for a more modern, dynamic, interactive and integrated school learning environment”.

This is even more true particularly in this information and knowledge-based society. However, a lot needs to be done by the national Department of Basic Education to cover even learners and teachers in historically disadvantaged and marginalised communities. This model offers teachers and learners opportunities to develop digital information literacy skills that would enable them to browse online databases, websites or web pages, subject getaways and search engines. With networked ICTs, teachers and learners are offered the incalculable opportunities to use electronic books, dictionaries and encyclopaedias (Bothma, Cosijn, Fourie & Penzhorn 2008).

3.4.8.2 Disadvantages of the one learner, one library model

This model is viable in schools in socio-economically advantaged and rich communities, whereas it cannot be implemented in poor rural communities. This model can only be implemented in schools that have access to electricity. Integrated telecommunications infrastructure is essential to effectively implement the model. However, in remote rural communities where there is no electricity, solar panels and generators can be used as power sources although it is expensive to buy and install them (Mangena 2003). Nevertheless, schools without power sources cannot implement this model at all. One of the major drawbacks of this model is that, unfortunately, computer terminals in some schools are easily vandalised. Mojapelo (2008:107) mentions that:

“As some schools are vandalised and school property is stolen, all public schools should have security measures in place. Apart from appointing security guards, tight supervision in respect of moveable property should be put in place by the schools themselves. Library apparatus and equipment should be kept under lock and key. Security should be tight in school libraries to prevent users from stealing materials”.

The same sentiments are echoed by Rademeyer (2007). The implication is that more funds are needed to improve security in schools to ensure that facilities are not vandalised and that property (resources) are not stolen. Although the model provides users with quick electronic information, it cannot cater for

all the resource needs of teachers and learners. As the use of the Internet cannot substitute or replace traditional libraries, teachers and learners will still need some library-based resources in traditional formats such as books, dictionaries and encyclopaedias to meet their teaching and learning obligations. The implication is that the model cannot be implemented and used as a stand-alone item, but it must be seen as “one of many resources that teachers and learners will want to use” (South Africa. Department of Education 1997:38). This model is expensive as ICTs, telecommunications infrastructure and power sources are needed to ensure Internet connectivity to implement the model. This has organisational and financial implications. Teacher-librarians need to attend workshops to explore a wide range of possibilities associated with the model. Learners will still need guidance and assistance on how to use the virtual library, and how and where (search engines and online databases) to search to get relevant information to support the curriculum (South Africa. Department of Education 1997:38). Learners need to be monitored when using this model as they can abuse it by visiting websites and web pages irrelevant to curriculum delivery, such as pornography. Bothma, Cosijn, Fourie and Penzhorn (2008:24) warn that users “should be cautious when using Web resources because there is also some very suspect information on the Internet.” It means that users need to evaluate information retrieved from the Internet, as some web pages cannot be reliable. Unfortunately, most learners and teachers do not have skills to evaluate information retrieved from online databases, websites or web pages or search engines. For teachers and learners to use the model effectively, a certain degree or level of computer literacy is a prerequisite. It means that teachers and learners need to be computer literate, that is, they are expected to have acquired the basic knowledge and skills in using ICTs.

3.4.9 Multipurpose community centres

Multipurpose community centres, also known as MPCCs are government initiatives aimed predominantly at meeting the information needs of the people residing in historically disadvantaged and marginalised rural communities. Snyman (2007:125) reiterates that:

“Ideally, community participation should form the basis of such a centre, which has to meet people’s information needs by providing relevant services. The aim of MPCCs is to empower the poorest and most disadvantaged communities with access to the government and non-government and services”.

MPCCs are also aimed at disseminating information and rolling out government services to the people. Rabali (2005:4) points out that:

“MPCCs are one-stop, integrated community development centres that encourage community participation and offer services relevant to people's needs. They aim to empower the poor and disadvantaged through access to information, services and resources from government, nongovernmental organisations (NGOs), parastals and business', enabling them to engage in government programmes for the improvement of their lives. The vision behind the implementation of MPCCs is to provide every South African citizen with access to information and services, within five minutes of their place of residence. Multipurpose Community Centres are being set up across the country to better the quality of life for every South African citizen through integrated and accessible service delivery”.

Due to a lack of well-resourced and functional school libraries in the majority of schools in South Africa, it was also the post-apartheid government's plan to roll out school library and information services through the MPCCs. Unfortunately, providing school LIS through MPCCs failed from onset because of their inadequacies in the country. Snyman (2007:128) adds that:

“The vision of the Government Communication and Information System (GCIS) was to establish one multipurpose community centre per municipality across South Africa. These ideals have not been fulfilled”.

3.4.9.1 Advantages of the multipurpose community centres

Well-resourced and well-staffed multipurpose community centres have the potential to augment the few, relevant and appropriate library resources in schools. As the collection in the multipurpose community centres can be wide, teachers and learners can be exposed to equitable collection. As multipurpose community centres are ideally managed by the qualified staff, teachers and learners can therefore be assisted also to access information from online databases worldwide.

3.4.9.2 Disadvantages of the multipurpose community centres

It should be noted that there are few multipurpose community centres in South Africa. This poses a serious challenge because the majority of teachers and learners are unable to access information in these centres. However, in Limpopo Province the situation is even worse, particularly in historically disadvantaged rural communities. Stilwell (2009) points out that learners in deep rural communities do not have access to library-based resources, regardless of the attempts by the government to provide such services through multipurpose community centres. Kwake, Ocholla and Adigun (2006) are of the

opinion that although multipurpose community centres form the backbone of development of communication and the dissemination of information to needy and deprived communities, they lack effective management, well-maintained equipment, relevant information as well as the much advocated access to the Internet. Due to constrained budget in government departments, sufficient funding to procure relevant collections for school curriculum can be problematic. As resources in the multipurpose community centres are exposed to all teachers and learners in various communities, tear and wear can escalate, subsequently more funds will be needed to repair and mend damaged library materials.

3.5 SUMMARY

School libraries are important resource centres to enhance the quality of teaching and learning in schools. Ideally, each school needs to have a central library to meet the curriculum needs of the teachers and learners. In South Africa, the majority of public schools do not have central purpose school libraries due to past apartheid policies and injustices. To bridge the considerable backlog that exists because of the financial constraints experienced by the national Department of Basic Education, and to provide temporary solutions to this problem, the continuum of the school library model gives each school in the country an opportunity to establish and develop a library facility with a view to providing wide-ranging educational resources to support the constructivist and resource-hungry curriculum. Although not approved, the provincial departments of education are tasked with guiding and assisting schools in choosing appropriate model(s) that will satisfy information needs of teachers and learners to meet resource-based curriculum obligations. They are also expected to assist school committees and communities to implement the mere guidelines to make the different facilities functional. However, lack of an approved school library policy with approved school library models and standards from national Department of Basic Education remains a stumbling block for effective school library developments in the country. In Chapter 4, research methodology of the study is outlined.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter outlines the research methods used to obtain data that is relevant for responding to the objectives of this study. The decisions on the research methodology, the instruments, procedures and data collection methods which were used in this study are explained in detail. As research does not take place in a vacuum, the units of analysis, which form the focus of this study, are also discussed.

The aim of this study is to establish the extent to which public high schools in Limpopo are provided with well-resourced and functional school libraries. For the researcher to achieve the above aim, the study was conducted with the following objectives:

- 4.1.1 To identify the legislation and policy frameworks which support the establishment and development of school libraries,
- 4.1.2 To identify the library services and programmes that support the curriculum,
- 4.1.3 To assess the library resources that support the provision of school libraries,
- 4.1.4 To establish the infrastructure (buildings) to accommodate the library resources,
- 4.1.5 To establish challenges in establishing and maintaining functional school libraries,
- 4.1.6 To recommend the relevant and the appropriate school library model for effective and functional school library and information services in Limpopo Province.

4.2 CHOICE OF RESEARCH METHODOLOGY

The type of data needed to achieve the aim of the study and to get answers to the research objectives and questions determines the research methodology. This means that the type and nature of data needed as outlined by the research questions and statement of the problem determine the data collection methods to be used. Du Toit (2008:119) observes that “research is a systematic process of enquiry based on empirical evidence, and as such the research process has to include the collection of data”. Du Toit (2008:119) further asserts that “a fitness for purpose approach means that the data

collection methods must match up to the kind of data the researcher requires, which in turn will be informed by the research questions”.

The research methodology for this study consisted of a literature study and empirical investigations. Aspects that were examined, studied and critically evaluated in the literature were resources (facilities, collections, funds and staff), programmes, services and school library models and standards as they provide a theoretical basis and conceptual framework for the study. The literature study formed both the theoretical and conceptual framework of this study and therefore provided theoretical support for the empirical research. It also assisted the researcher in identifying the most important aspects that needed to be examined and investigated by means of the survey.

Empirical investigations through surveys or self-administered questionnaires and interview schedules were used to collect data from the respondents, that is, principals or teacher-librarians and education officials respectively. Accordingly, a blend of both qualitative and quantitative research methods was used in this study to find answers to the research questions. The literature review and empirical research were conducted to explore and to find answers to the research questions and objectives of the study. Furthermore, triangulation was used to get credible answers to the research questions (Cresswell 2009). Self-administered questionnaires and interview schedules were used to collect data to get answers to the research questions. Mixing or integrating different research methods, approaches, data collection methods and data collection instruments (Creswell 2010) to investigate and study the provision of school libraries in public high schools in Limpopo was advantageous. The reason was that it provided a holistic approach to the research objectives to find answers and added insights and understanding that might be missed when a mono-method (qualitative or quantitative) strategy is used.

Blending or integrating qualitative and quantitative research methods provides researchers with the possibility of addressing issues from a large number of perspectives, which in turn, enriches and enhances the research findings (Ngulube, Mokwatlo & Ndwandwe 2009). The researcher triangulated different research methods and data collection instruments to validate the findings (Yin 2009). The term “triangulation” is defined by Keyton (2006) as the “use of multiple data collection technologies, multiple theories, multiple researchers, multiple methodologies or combinations of these four categories of research activities.” Triangulation enables the researcher to study the research problem

from different perspectives, angles and dimensions and to understand it better in order to improve and enhance the findings (Machet, Du Toit & Wessels 2010; Sarantakos 2005; Yin 2009). The triangulation of data collected by means of the literature review and empirical research (survey or self-administered questionnaires and interviewing) gave the researcher confidence in the presentation of the findings and reaching conclusions with regard to the research questions or objectives. Triangulation in this study was expedient because it eliminated or reduced bias as the researcher used different approaches to get answers to the research questions (Coetzer & Ramahuta 2007). It also overcame the shortcomings and deficiencies of one or single method (Sarantakos 2005). The merits of different research methods, research instruments and sampling techniques were included in the study of the object to increase the validity and accountability of the findings. As suggested by Krathwohl (2009), Machet, Du Toit and Wessels (2010) and Moll (2009), the various research approaches augment each other to make findings more valid and more comprehensive. Thus, triangulation in this study enhanced the credibility and validity of the findings and conclusions because, as Keyton (2006) observed, each approach “reveals different aspects of empirical reality.”

4.2.1 Research methods

The researcher used methodological triangulation to study the units of analysis to answer the research questions as directed by the research objectives, employing both the qualitative and quantitative research methods to gather data. The aim was to collect both quantitative and qualitative data to increase the validity and credibility of the findings. The following research methods were used to study the units of analysis in this research investigation.

4.2.1.1 Quantitative methods

Quantitative methods were used in this study to obtain numbers and statistics from the respondents regarding the provision of the school libraries in Limpopo, which were quantified to make comparisons and to establish relationships between variables during data analysis. Keyton (2010:7) defines quantitative methods as “the research methods where the researcher relies on numerical data provided by the respondents”. Quantitative methods are used when *breadth* is required or to answer *what* questions (Du Toit 2008). Yin (2009) distinguishes two types of *what* questions. In the first instance, *what* questions are exploratory. As the study took the form of an exploratory study, *what* questions were asked to explore the provision of the school libraries in public high schools of Limpopo Province.

Yin (2009:9) asserts that, “this type of question is a justifiable rationale for conducting an exploratory study, the goal being to develop pertinent hypotheses and propositions for further inquiry.” An example of a *what* question, which is exploratory is “what types of school library models have been adopted in the public high schools of Limpopo to establish and provide library-based resources to teachers and learners to encourage resource-based teaching and learning styles as required by a constructivist and resource-thirsty curriculum?” In the second instance, a *what* question is in fact “a form of a *how many* or *how much* line of inquiry or investigation.” An example of this question can be “*what* is being done by teachers to encourage learners to access and use library and information-based resources to promote a culture of reading and learning in schools?” Self-administered questionnaires and an interview schedule containing *what* questions were used to explore the focus of the study and to collect quantitative data from respondents. The quantification of data collected using quantitative methods was presented in the form of tables and graphs to present the findings and to make precise conclusions.

4.2.1.2 Qualitative methods

Qualitative methods were used in this study to obtain the views and opinions of the respondents to supplement the data collected quantitatively. Qualitative methods are defined as the research methods where the researcher is the collector of primary qualitative data. It means that the researcher interacts directly with respondents to collect primary data from them (Keyton 2011). Du Toit (2008:118) points out that “qualitative methods are used when *depth* is required or to answer *why* questions”. A qualitative method focuses on viewing experiences from the perspective of those involved and tends to apply a more holistic and natural approach to the resolution of a problem and gives more attention to the subjective aspects of human experience and behaviour (Du Toit 2008). To obtain deeper insights and perceptions from respondents about the focus of the study, the *why and how* questions were included in the self-administered questionnaires for principals or teacher-librarians and in the interview schedule when interviewing senior manager and the chief education specialists of schools and the Library and Information Services Unit of the Limpopo Department of Basic Education. Examples of questions to collect qualitative data from respondents were “Explain why your school does not have a library facility?”, “Briefly explain why a policy is essential for provision of well-resourced and functional school libraries?” “Explain briefly how library-based resources were introduced in your

school?” These are examples of questions that respondents were asked to collect qualitative data for this study.

4.3 POPULATION

This study targeted the key informants from schools (principals or teacher-librarians), one senior manager and all two chief education specialists from the head office of the Department of Basic Education in Limpopo, whose views and experiences regarding school libraries were considered relevant to and important for the study.

4.3.1 School principals or teacher-librarians

School principals, as the managers who are responsible for the implementation of policies at schools, are well placed in this study to provide information regarding the policies available as well as how such policies are implemented and or why they are not implemented. As such, school principals have first-hand knowledge of the circumstances and issues surrounding the provision of school libraries alongside other resources. Principals are also viewed as representatives of the Department of Basic Education by virtue of their appointments.

In cases where principals were unable to complete the questionnaires, teacher-librarians were requested to complete the questionnaires because they are responsible for the day-to-day activities of school libraries and therefore have a thorough knowledge of managing and running school libraries. They know the numerous school library models that might be adopted by their schools to provide library-based resources even if they are not approved. They also know the guidelines due to lack of approved school library standards in South Africa, which may make school libraries functional when implemented. Professionally qualified teacher-librarians know the curriculum and library-based resources and they can integrate or infuse these two. They are implementers of policies and issues or matters related to school libraries at operational level. All factors being equal, teacher-librarians are drivers of school libraries.

4.3.2 Education officials: media and school library services

The study also targeted one senior manager and two chief education specialists of the media and school library services because they were coordinators of school libraries in all five districts of the province. They were responsible for the implementation of the policies related to school libraries.

4.4 SAMPLING

Sampling is defined as the process of selecting units of analysis or individuals who are representative or sub-set of the wider target population to be studied and investigated (sample) with the aim of generalising the findings to the entire target population (Babbie 2007; Du Plooy 2009; Floyd & Fowler 2009; Krathwohl 2009; Payne & Payne 2004). According to Coetzer and Ramahuta (2007:33):

“Sampling means selecting a given number of subjects from a defined population as representative of that population. If the sampling is done properly, the researcher can reach conclusions about an entire target population that are likely to be correct within a small margin of error by studying a relatively small sample”.

In the reviewed literature, two main types of sampling methods are distinguished, namely, probability (random sampling) and non-probability (purposive sampling). Chilimo (2008:140) adds that “in probability sampling, a reasonable number of subjects, objects or cases that represent the target population are selected. In this kind of sampling, a researcher can determine the probability that any element or member of the population will be included in the sample”.

Probability sampling methods were therefore used in this mainly quantitative study specifically to give each unit of analysis of the wider target population a chance of being drawn into a sample (Brynard & Hanekom 2006; Payne & Payne 2004; Walliman 2011). With regard to probability sampling methods, “the researcher has no control over who is selected to be in the sample” (Keyton 2011:124). Accordingly, an inclusive and representative sample could be obtained because probability sampling procedures decrease the chances of biasing the sampled schools (Brynard & Hanekom 2006; Keyton 2011).

With 1 428 public high schools in the whole province, probability (random) sampling methods were adopted and used where a representative portion of a target population (sample) was studied and

investigated by the researcher. Data were collected from a sample and the findings derived from the data were inferred to the larger population under study. The study also targeted three education officials from School library Unit in head office in Polokwane. As they were only three, non-probability sampling method was used to include them in the study to provide the researcher with relevant data because they were coordinators of school libraries in the province.

4.4.1 Sample size

Sample size refers to the number of the unit of analysis or individuals which or who constitute a sample (Bless, Higson-Smith & Kagee 2006; Payne & Payne 2004). To infer the findings in quantitative-oriented study accurately and without bias, firstly, a sample of a certain size relative to the size of the target population is essential. Secondly, the sample should reflect the same characteristics as the target population. The target population from which the sample was drawn was all public high schools in the entire Limpopo Province. In Limpopo Province, there were 1 428 public high schools, which are scattered all over the province (Limpopo. Department of Basic Education 2015). To obtain a sample size relative to the size of the wider population under study, “a look-up table for sample sizes from different sized universes” was used (Payne & Payne 2004:204). According to Payne and Payne (2004:204), if the target population comprises 1 500 units of analysis, then the sample should be 306. As the target population in this study was 1 428 public high schools, a total of 306 public high schools in the province were targeted.

As the research design is mainly quantitative (survey), the sample size of 306 schools, that is, 21% of 1 428 schools (Payne & Payne 2004:204), was justifiable, representative and reasonable and could therefore achieve the aim and objectives of the study accurately as directed and guided by the research objectives and questions. When “a look-up table for sample sizes from different sized universes” is used for sampling in mainly quantitative-oriented studies, adequacy in sampling is enhanced and the findings can confidently be generalised to the wider target population under study (Payne & Payne 2004:204).

4.4.2 Specific sampling methods adopted in this study

To obtain an inclusive and representative sample from target population (schools), two probability sampling methods were adopted, namely, stratified sampling and systematic sampling. For education officials, purposive sampling was adopted to include them in the study.

4.4.2.1 Stratified sampling method

Public high schools in Limpopo are geographically widespread. As in other large rural provinces, schools are divided according to the communities in which they are located. Schools are situated either in rural or urban areas. A list of all public high schools with both physical and postal addresses was obtained from the Limpopo Department of Basic Education. The *Annual Survey Update Master* (2015) of the Limpopo Department of Basic Education was used for this purpose as it contained the physical and postal addresses of all the public high schools in the province. Accordingly, the public high schools were categorised into two strata or subgroups, namely, rural schools and urban schools to obtain sampling frames. As physical addresses indicated exactly where schools were situated, they were used to determine the geographical locality of the schools, namely, whether they were rural or urban schools. Postal addresses were not used as the principals and SGBs of most rural schools prefer to use postal services in towns and cities because postal services in rural communities are unreliable, ineffective and inefficient. Where there was confusion, the researcher telephoned the Education Management Information System (EMIS) Unit of the Limpopo Department of Basic Education to obtain clarity about the locality of a particular school. Two sampling frames or lists of schools were created – a rural school list and an urban school list. To obtain an inclusive and representative sample, from a total of 1 265 (85%) rural schools, 254 schools were chosen randomly. From a total of 163 (11%) urban schools, 52 schools were selected randomly. Dividing schools into urban and rural schools created sample frames in either strata or sub-groups. As sample frames were available in both strata, proportional stratified sampling method was used. It implied that sampled schools were chosen proportionally to the target population in a particular stratum to avoid a biased sample and to enhance the external validity and accuracy of the findings.

In social science research, stratified random sampling is applied so that all units of the target population on both strata are given equal opportunities to be drawn into a sample. The aim was to draw public high schools from various socio-economic backgrounds, that is, urban community schools and

rural community schools and to ensure an even spread of schools in both strata in a sample. Stratified random sampling was therefore used in the study to ensure an inclusive and representative sample of schools and to minimise bias as far as possible (Brynard & Hanekom 2006; Du Plooy 2009; Keyton 2006; Payne & Payne 2004). Bless, Higson-Smith & Kagee (2006) explain that the principle of stratified random sampling is to divide a population into different groups, called strata, so each element of the population belongs to only one stratum. Ultimately, the aim is to get an inclusive and representative sample.

4.4.2.2 Systematic sampling method

This study also employed systematic sampling specifically to select the sample of schools. Keyton (2011) defines systematic sampling as the random sampling technique where the researcher selects every n th subject in the sampling frame. In this study, within the rural and urban categories, systematic sampling was preferred because it ensured a fair selection of schools in each stratum or subgroup to obtain an inclusive and representative sample. From the rural school list with 1 265 institutions, a school numbered 1 was randomly selected as a starting point. With a standard interval of 5, the following schools were selected for inclusion in the sample: 1; 6; 11; 16; 21; 26; ... until 254 schools were chosen. To get the standard interval to distribute schools accordingly, the researcher used the following formula: $1265/254=5$. Therefore, the total number of rural schools (1 265) was divided by the total number of schools required by the researcher in this stratum to form the sample size (254) to obtain 5 which served as a standard interval to ensure fair distribution of the sampled schools.

From the urban school list of 163 schools, a school numbered 2 was selected randomly as a starting point. With a standard interval of 3, the following numbered schools were selected for inclusion in the sample: 2; 5; 8; 11; 14; ... until 52 schools were included. The formula used was $163/52=3$. Accordingly, the total number of urban schools (163) was divided by the number of the schools required by the researcher in this stratum to form the sample size (52) to obtain 3, which served as the standard interval to ensure fair and even distribution of the sampled schools.

In the end, a total of 306 rural and urban schools formed the sample size. According to the researcher, the sample was adequate, inclusive and representative because it contained both rural and urban schools proportionally. It meant that 306 sampled schools received the questionnaires to complete.

4.4.2.3 Purpose sampling method

All three education officials in the School Library Unit based in head office in Polokwane were included in the study to enable them to provide the researcher with the necessary data pertaining to the provision of school libraries in the province. As already alluded to, purpose sampling method was used to include them in this study.

4.5 RESEARCH INSTRUMENTS

Research instruments are tools the researcher uses to collect data from the respondents (Floyd & Fowler 2009). They are data collecting techniques used by researchers to find answers to the research questions, which guide and direct the study. To ensure triangulation, more than one research tool was used in this study to increase and enhance the validity, credibility and reliability of the findings. A self-administered questionnaire (Appendix A) was used to collect data from school principals or teacher-librarians. Data were also collected from the chief education specialists and a senior manager: Media and School Library and Information Services by means of an interview schedule (Appendix B). The two chief education specialists and the senior manager: Media and School Library and Information Services were interviewed face-to-face in their offices at head office in Polokwane.

4.5.1 Self-administered questionnaires

A self-administered questionnaire is a survey instrument for data collection consisting of a standardised series of questions relating to the research topic to be answered by respondents without assistance from the researcher (Bless, Higson-Smith & Kagee 2006). Using self-administered questionnaires is essential when researchers need to collect quantitative data (in a survey) to determine the attitudes, behaviour and knowledge from respondents. Self-administered questionnaires are good research instruments because anonymity of the respondents can be enhanced (Bless, Higson-Smith & Kagee 2006). Responses given in the self-administered questionnaires can also be anonymous. Self-administered questionnaires were advantageous in this study because respondents completed questionnaires in their own time and at their own speed (Keyton 2011). When mailed, they can reach a large number of geographically widespread respondents with little time and cost (Bless, Higson-Smith & Kagee 2006).

In this study, the majority of the self-administered questionnaires were mailed to the principals or teacher-librarians. To ensure privacy and confidentiality of the responses given, self-administered questionnaires (Appendix A) were sent to the schools with self-addressed envelopes for respondents to mail back the completed questionnaires. The researcher also delivered and collected some of the self-administered questionnaires physically to and from schools.

To ensure a triangulation approach, questions on the self-administered questionnaire in this study comprised open-ended and closed questions to allow researcher to collect both qualitative and quantitative data from respondents. One questionnaire marked Appendix A was completed by the respondents (teacher-librarians or principals). Appendices C, E and F accompanied the self-administered questionnaires. Appendix E contained the instructions pertaining to the completion of the self-administered questionnaires, date for mailing back the self-administered questionnaires, postal address, email address and cell phone number of the researcher. Appendix F gave the respondents the background and aim of the study. The following information was gathered from the respondents of the study:

Section A dealt with questions of general nature such as existence of libraries in schools.

Section B dealt with legislation and policy frameworks.

Section C dealt with types of school library models adopted by schools when establishing and developing school libraries.

Section D dealt with school library standards.

Section E dealt with resources (facilities, equipment, collections, funds and staff) of schools.

Section F dealt with programmes and services provided to teachers and learners.

Section G dealt with challenges faced by school libraries.

Section H dealt with support schools needed to establish school libraries.

A last, unmarked section dealt with general comments about school libraries. Most questions were structured-open format questions where a question was compiled or designed according to the structured response options but there was also an open option, namely, "Others". In structured-open format questions, a range or list of possible options or answers was given where respondents were asked to select or choose an answer by ticking or marking (X) the relevant block(s). For an open option

question, “Others,” enough spaces were provided for respondents to furnish more information where applicable. When researchers use structured (closed-ended) questions in the questionnaire, some advantages are evident. Answers or responses to structured (closed-ended) questions are standardised and can be processed more easily, that is, they can be coded and analysed more easily than unstructured (open-ended) ones. Structured (close-ended) questions therefore save time, money and effort. Babbie (2010: 256) states that, “in the case of closed-ended questions, the respondent is asked to select and answer from among a list provided by the researcher.” Sarantakos (2005:245) points out that “fixed-alternative questions (also known as pre-coded or closed questions) offer a set of responses from which the respondent has to choose”. As closed-ended responses can be pre-coded, they are very popular in survey research because they provide a greater uniformity of responses and are more easily processed than open ones. Structured (closed-ended) questions also have disadvantages. As respondents are provided with a list of options as answers, structured (closed-ended) questions limit respondents to choosing only the possible answers given. Structured (close-ended) questions encourage respondents to guess the answers as they are given alternative answers or options.

Unstructured (open-ended) questions were also asked to provide respondents with an opportunity to provide their own answers. Sarantakos (2005:245) states that, “open-ended questions allow respondents to state their answers in the way they see appropriate, in their own way and in their own words.” They give respondents an opportunity to comment on issues or needs in respect of the provision of school libraries in public high schools in Limpopo Province. In addition, they allow respondents to express themselves and provide them with the latitude to give their answers as fully as possible. In addition, these types of questions afford respondents with a chance to express their own ideas, attitudes and opinions on the provision of the school libraries in public high schools in Limpopo. Open-ended questions were used where there were too many possible answers for a particular question.

Open-ended questions also have disadvantages. As responses or answers are not standardised, coding and analysis are difficult. For respondents to answer open-ended questions as fully as possible, a certain level of educational background is essential. Accordingly, advanced writing skills are essential for respondents to express themselves adequately. Sufficient time and effort are needed for respondents to answer questions requiring long answers. Respondents have a tendency or habit of giving irrelevant and worthless information not needed by the person conducting the research. Answers or responses to

these types of questions were post-coded, that is, coding categories were compiled to classify the collected data. This is a difficult stage as it requires the researcher to interpret the meaning of responses “opening the possibility of misunderstanding and research bias” (Babbie 2010:256).

Various types of questions such as screening or filtering and contingency questions were used in the self-administered questionnaire.

4.5.2 Interview schedule

To obtain qualitative data, education officials of the Media and Library and Information Services in the province were interviewed as they are responsible for the establishment, development and provision of library-based resources in schools to resource and source the curriculum. According to Coetzer and Ramahuta (2007:36):

“An interview is a purposeful interaction between two or more people focused on one person trying to get information from the other person. Interviews permit researchers to obtain important data they cannot acquire from observation. They also explore and probe participants’ responses to gather more in-depth data about their experiences and feelings”.

Interviews in research are advantageous because they enable a researcher to collect information-rich and quantitative data from respondents. The interviews were audio-recorded as this has a number of advantages. Audio-recording “ensures accuracy of reportage and adds veracity of reporting. Readers can be assured that the interviewee actually said these words” (Simons 2009: 52). Furthermore, researchers can compare the data obtained from the recording with the data obtained from taking notes (Simons 2009). There are also disadvantages to using audio-recordings. Accordingly, researchers need to have certain recording skills to capture all the data from the respondents. Recording equipment may fail, leaving the researcher with no data at all, especially if notes were not also taken. Audio-recordings are time-consuming, as recorded data need to be transcribed to attach meanings to them. If other people are used for transcribing the audio recording, chances are high that they may misinterpret the data, especially if they are unfamiliar with the research topic under study (Simons 2009).

In this study, an interview schedule was designed and compiled to guide and direct interviewing with the respondents (education officials) to answer questions based on the research questions to find

answers to the aims and objectives of the study. As Coetzer and Ramahuta (2007:36) put it, “the interviewer will be able to follow up ideas, probe responses and investigate motives and feelings that any other instrument cannot do.” The researcher secured appointments with two chief education specialists and senior manager on three separate days for face-to-face interviews. Each interviewee was interviewed in his or her office to ensure the confidentiality of the responses given. An interview schedule was used, responses were recorded in the researcher’s diary, and a cell phone was also used to record the responses. A senior manager who was on annual leave was also interviewed in her office. All education officials were only given appendices C and F for their perusal and to acquaint themselves particularly with the background and aims of the study. The interview schedule consisted of eight sections:

Section A dealt with legislation and policy frameworks.

Section B dealt with types of school library models adopted by schools when establishing and developing school libraries.

Section C dealt with school library standards.

Section D dealt with resources (facilities, equipment, collections, funds and staff) schools have.

Section E dealt with programmes and services provided to teachers and learners.

Section F dealt with challenges faced by school libraries.

Section G dealt with support schools need to establish school libraries.

Lastly, an unmarked section dealt with general comments about school libraries.

An interview schedule was used because it enabled the researcher to obtain qualitative data from respondents. Importantly, an interview schedule as a research instrument allows the researcher to follow up given ideas, feelings and motives which other instruments cannot offer. In this regard, Coetzer and Ramahuta (2007:27) add that “an interview schedule enables the respondents to answer questions in the personal presence of the interviewer who can ask clarity seeking questions from given responses (probing)” As was the case with the self-administered questionnaires above, unstructured (open) and structured (closed) questions were used to allow respondents to give qualitative and quantitative responses.

4.5.3 Observations

In addition, some schools in urban and historically disadvantaged rural communities were visited. It was the wish of the researcher to visit as many schools as possible in person to obtain first-hand information relating to provision of school libraries, but it was not possible because of financial constraints and the lack of time. Although it is expensive to visit schools physically because of escalating travelling costs, making appointments with principals or teacher-librarians telephonically to avoid disappointment was advantageous. The aim was twofold: to meet principals or teacher-librarians to explain the aims and objectives of the study and to observe the status of the library-provisioning facilities in those schools.

According to Du Plooy (2002:147), observations as a means of collecting data is useful “to explore an area during the preliminary stages of a research study that can then be studied more fully by means of other methods such as interviews” and “to supplement or confirm data previously collected in a survey”. Observations as a field method, allowed the researcher to interact directly with the respondents, that is, the principals or teacher-librarians in library-provisioning facilities in a natural setting to gain an in-depth understanding of them as the focus of the study (Neuman 2011). In this study, a number of schools were visited by the researcher in person to observe the school libraries. A convenience sample was used because visiting those schools was convenient to the researcher.

4.6 LITERATURE REVIEW OR DOCUMENTATION REVIEW

The term “literature review” or “documentation review” is defined as the study of books, journals, government documents, conference papers, theses and dissertations to obtain more information about the object of the study. The Internet is also used to retrieve information from online databases, websites and search engines to study the statement of the problem.

The literature study or review was undertaken in this study to “place the research project within the historical context of the relevant fields of Library and Information Science, Education and Policy Studies in order to establish gaps in the literature, and to identify appropriate methodologies used in similar studies” (Du Toit 2008:119). The purpose of reviewing the selected literature was to provide a theoretical basis or foundation concerning the provision of school libraries in Limpopo Province. As

Cresswell (2009:320) puts it, “the literature review is the framework of the research investigation” and it provides the structure and orientation of the research investigation. A theoretical basis also makes the clarifications and definitions (conceptual or operational) of terms or concepts such as “school libraries,” “school library models” and “school library standards” possible. The literature study provides the researcher with a conceptual framework about the object of the study (Babbie 2010; Keyton 2011). Through a literature study, the researcher was able to review the available research related to the research topic or problem under study to make connections or comparisons, fill in gaps in knowledge and to avoid duplication (re-inventing the wheel) as far as possible (Keyton 2011). The literature study enabled the researcher to weigh the advantages and disadvantages of various research methods, research instruments or tools and sampling techniques used by other researchers with a view to adopting or improving them during his research. Importantly, the theoretical and conceptual data underpinning the study were obtained from the literature review.

4.7 PROCEDURE FOR DATA COLLECTION

To conduct this study, written permission had to be obtained from the Limpopo Department of Basic Education (Appendix C). It accompanied questionnaires to the sampled schools. Copies of the written permission were faxed to some principals because of a lack of such facilities in some circuit offices. Furthermore, some circuit managers agreed to obtain copies of written permission from their schools if the situation dictated the need to do so. Permission letters were also given to two chief education specialists and the senior manager before interviewing took place. To enhance the validity and reliability of the data, the researcher telephoned certain circuit managers and principals to discuss the aims and objectives of the study and to make them aware of their roles and functions throughout the study. The researcher also secured meetings with some principals and teacher-librarians and visited their schools personally to discuss the aims and objectives of the study, which he hoped would lead to an increase in the validity and reliability of the data collected when the self-administered questionnaires were completed. Furthermore, the researcher visited the education officials personally to tell them about the study and to arrange the interviews.

As part of a triangulation approach, a variety of procedures were used to collect data to complement each other to increase the validity of the findings. Despite the fact that the postal services of various schools, especially in historically disadvantaged rural areas, were ineffective and inefficient, most of the self-administered questionnaires were posted. Some questionnaires were e-mailed to some schools because the posted questionnaires got lost in the post. Accordingly, the teacher-librarians or principals of the sampled public high schools in Limpopo were given two weeks to complete the questionnaires.

Two weeks after posting them, the researcher started telephoning the sampled schools to remind principals or teacher-librarians to return the questionnaires. The researcher drew up two lists of the urban and rural sampled schools and ticked the name of the school off if the respondent's questionnaire was received. Three principals submitted the completed questionnaires directly to the researcher because they made appointments with him to deliver the questionnaires to him by hand in the city. They were visiting the city either to attend a meeting or to buy school stationery. The researcher visited some schools personally to deliver and collect some questionnaires particularly in schools which were not returning self-administered questionnaires. That was a very costly exercise taking into consideration that the study was never sponsored.

The chief education specialists and one senior manager of the Media and Library and Information Services in the province were interviewed to obtain essential data about the provision of the school libraries in public high schools in the province. As they were stationed at the head office, face-to-face interviews were conducted with them there. The costs of the study escalated because the researcher used his vehicle several times to make these face-to-face interviews possible. As already alluded to, an interview schedule with closed and open-ended questions was used to collect quantitative and qualitative data during these interviews. Notes were taken using a researcher's diary during the interviews that were also audio-recorded by means of a cell phone.

4.8 ETHICAL CONSIDERATIONS

The word "ethics" is defined as a set of moral principles, which guide, control and influence the behaviour of the researchers. The ethical issues, principles and considerations aimed at avoiding the inflicting of harm on the respondents legally, physically, emotionally and psychologically that

underpin this study, are discussed in this section. Accordingly, the University of South Africa (Unisa) Policy on Research Ethics (2007) was used as a point of departure with regard to the ethical issues, principles and considerations that are taken into account to respect the rights of respondents during and after the study.

Social science research is carried out in the real-life world and this has ethical implications for respondents. It is therefore the responsibility of the researchers to address ethical issues when conducting a study or investigation. Researchers have a responsibility to protect the rights, privacy and welfare of the respondents (Berg 2004). This sentiment is echoed by Machet, Du Toit & Wessels (2010:54) who point out that “researchers have to adhere to ethical principles and must take the necessary measures to ensure that all respondents are informed of principles guiding the research and decisions made about the research”. Accordingly, principals or teacher-librarians and education officials of the Media and School Library and Information Services were made aware of the aim and objectives of the study. The researcher also informed them that the data and information collected and analysed during the study would be used in research publications and other academic activities only. The Unisa Policy on Research Ethics (2007:10) stipulates that:

“Researchers should respect and protect the dignity, privacy and confidentiality of participants and should never expose them to procedures or risks not directly attached to the research project or its methodology. Research and the pursuit of knowledge should not be regarded as the supreme goal at the expense of participants’ rights”.

In simple terms, it means that research is expected to do no harm to the respondents physically, emotionally, psychologically and legally. Sarantakos (2005:19) adds:

“It is the researcher’s responsibility to ensure that the research will not entail any procedures that can cause harm to respondents. Apart from preventing harm, researchers are responsible for ending research that has proved harmful to the respondents or their assistants. The types of harm that can be experienced by respondents may be physical, mental or legal”.

Furthermore, the Unisa Policy on Research Ethics (2007:11) warns that, “research that could lead to unnecessary physical, social and or psychological harm should not be undertaken”. This means that research must not put participants’ careers or jobs in jeopardy. During meetings with respondents, these ethical issues were raised and explained in detail. Respondents were informed that there were no right and wrong answers when completing self-administered questionnaires.

Another ethical issue in research is voluntary participation by respondents. It means that respondents are not forced to participate in research and may withdraw at any given time (Babbie 2010; Machet & Tiemensma 2009). The Unisa Policy on Research Ethics (2007:13) adds that:

“Participants should be informed that they have the right to decline their consent outright, or to withdraw their given consent at any given time without any penalty or prejudice. They are free to refuse to answer certain questions, which form part of an interview or questionnaire, and to object to the use of data-gathering devices, such as camera, tape recorder, and so forth”.

Respondents participated in this study on their own and were free to withdraw at any time. In the cases of the self-administered questionnaires, a letter of consent accompanied questionnaires to inform respondents that they could participate in the study voluntarily. Henning (2004:73) stipulates that:

“Respondents need to give informed consent to participate. This means that they must be fully informed about the research in which the interview is going to be used. They need to know that their privacy and sensitivity will be protected and what is going to happen with their information after recording. In a letter of consent, which is pre-drafted by the researcher, the participant gives consent to these and any other ethical issues that may be relevant”.

Self-administered questionnaires were also accompanied by an information sheet briefly explaining the purpose of the study or research as well as what the researcher expected respondents to do. Other ethical issues in research are anonymity and confidentiality (Babbie 2010; Sarantakos 2005; Machet & Tiemensma 2008; Yin 2009). The Unisa Policy on Research Ethics (2007:11) maintains that:

“Researchers should maintain privacy, anonymity and confidentiality of information in collecting, creating, storing, accessing, transferring and disposing of personal records and data under their control, whether these are written, automated or recorded in any other medium, including computer equipment, graphs, drawings, photographs, films or other devices in which visual images are embodied”.

To protect their identities and to ensure anonymity of their responses, the respondents were not required to give their names on the questionnaires and on the envelopes (Sarantakos 2005). Each respondent received a self-administered questionnaire in a sealed envelope to ensure privacy. Another self-addressed envelope was provided for respondents to return the completed questionnaires to ensure the anonymity and confidentiality of the responses given. This is in line with the viewpoint of Machet, Du Toit and Wessels (2010:54) who indicate that, “the schools and participants have the right to

confidentiality and stay anonymous”. Although principals or teacher-librarians were requested to furnish the names of their schools to see which schools responded, their responses were kept anonymous and confidential.

With regard to the face-to-face interviewing, each interviewee was given a date and time for the interview. To ensure the privacy and confidentiality of the respondents and the responses given, the interviewees were informed that the interviews would be conducted in a secluded room.

A permission letter from the head office was mass produced and accompanied the self-administered questionnaires advising respondents to know their rights and to help them “make an informed decision regarding their participation” in the research project (Unisa 2007:11).

4.9 PILOT STUDY

The term “pilot study” means the study of the research problem on a smaller scale. As the study was on a large scale, the pilot study was conducted to test whether research instruments (self-administered questionnaires and interview schedule) were workable for preceding a full-scale study (Babbie 2010; Du Plooy 2009). A pilot study was essential in this case to determine problems, ambiguity and vagueness with regard to questions before research instruments were mass-produced for a large research study.

Teacher-librarians and principals from the seven high schools in the Gauteng Department of Education, Johannesburg Central District (Silver Oaks, Forest High, Mapetla, Phafogang, Aurora Comprehensive, Reashoma, Moletsane and Lavela) were used to pre-test the self-administered questionnaires and the schools were selected randomly. Schools in the Johannesburg Central District were selected for piloting because the researcher was an educational official in the district at the time of the study. The aim was to test whether the respondents understood the questions in the self-administered questionnaires. A further aim was also to make corrections and improvements to the self-administered questionnaires where the need arose, before a large-scale study was undertaken.

Telephonic interviews were conducted with the chief, deputy and senior education specialists (Gauteng Department of Education) of the Multi-Media Unit in the province. Beforehand, interview schedules were sent to them electronically to allow them to go through the questions. The aim was to test the workability of the interview schedule and to make improvements and corrections before a large-scale study was conducted. All the collected data from the self-administered questionnaires and interviews were coded. In effect, the responses to the closed ended questions in the self-administered questionnaires were pre-coded; while the responses to the open-ended questions were post-coded. The data were then categorised and analysed.

4.10 DATA ANALYSIS

Data analysis is the processing, analysing and eventual interpreting of the data collected in the study to obtain the research findings. Accordingly, the responses from each item on the self-administered questionnaires were coded. SPSS software package was used to analyse the data from self-administered questionnaires. As mentioned above, the responses to the closed-ended questions were pre-coded and the responses to the open-ended questions were post-coded, that is, coding categories were compiled to classify the collected data after the self-administered questionnaires had been completed (Babbie 2010). Data from the interviews were also categorised.

After that, the data were analysed using simple descriptive statistics. Summaries were also used to give readers the gist of each chapter. Tables and graphs were used to show the statistical information to enable readers to interpret the information better. Importantly, statistical information was used to identify relationships, trends and patterns and to make comparisons (Babbie 2010; Du Plooy 2009; Floyd & Fowler 2009; McMillan & Schumacher 2006). After all the data had been processed, analysed and interpreted, the summary, conclusions and recommendations were formulated.

4.11 LIMITATIONS OF THE STUDY

The aim of the study was to determine the provision of school libraries in public high schools in Limpopo Province. The study therefore excluded public primary schools. The number of urban versus rural schools in a sample is also an area of concern, because urban schools are few and are more likely

to have well-resourced and functional purpose built central school libraries than historically disadvantaged rural schools. As there are many poorly resourced historically disadvantaged schools in the province, the majority of them were drawn proportionally into the sample and this may skew the findings. Another limitation in this study was that the majority of the teacher-librarians did not have training or qualifications in library and information science. They were ordinary teachers with full teaching responsibilities in schools paying little attention to library-provisioning facilities and resources. Furthermore, they lacked the basic library and information skills to run and manage the existing library provisioning facilities and their few outdated resources. Most of them were not familiar and acquainted with terms used in the Library and Information Science field such as “school library models,” “weeding,” and “evaluation of library resources,” to cite an example, as indicated elsewhere in this study. Another example is that respondents (teacher-librarians or principals) could not distinguish between a purpose-built central library and a classroom converted into a central library. Some respondents did not regard other resource-provisioning facilities such as storerooms, staffrooms or administrative offices as school library models.

Financial constraints were a further limitation of the study. As indicated earlier, the researcher wanted to visit many sampled schools personally to see exactly what was happening in these schools. However, it was not possible because the sampled schools were scattered all over the province.

4.12 THE CHALLENGES ENCOUNTERED DURING THE EMPIRICAL STUDY

A number of challenges were encountered during the data collection phase.

4.12.1 Postal services

A strike by post office employees delayed the sending and receiving of the questionnaires. It took almost three to four weeks before some schools received the questionnaires. In historically rural and disadvantaged communities or villages, the situation was even worse. The researcher kept on telephoning the principals or teacher-librarians to verify whether the questionnaires had been received. It was expensive because the researcher was using his personal cell phone to telephone the schools. It must be noted that this study was not sponsored at all and the funds used to finance this study came from the researcher’s own pockets. It also took almost three to four weeks for self-administered

questionnaires to reach the researcher. As the researcher collected his mail from a post office in Polokwane, he frequented the city regularly to collect the mail, sometimes in vain due to the post office strike and it was expensive travelling to and from the city.

Many schools in historically remote, rural and disadvantaged communities or villages collect letters or mail from post offices in townships, towns or cities. The reason given is that postal services in remote, rural and disadvantaged communities or villages are ineffective and unreliable. Another reason given is that principals prefer to use postal services in townships, towns or cities because they live there. However, details of their former local postal services are still reflected in the Limpopo Department of Basic Education Annual Update Master (2015). To get the reliable postal address, the researcher was bound to telephone the respondents to verify the working postal address and this had huge financial implication in terms of buying airtime. Some principals or teacher-librarians gave the researcher their own private postal addresses indicating that postal addresses for schools are slow, unreliable and ineffective.

As the Department of Basic Education was placed under administration by the national government because of possible maladministration and misuse of funds, one principal indicated that all letters were withheld or confiscated because the school did not pay for its postal services, as they did not receive a Norms and Standards Grant. The questionnaire was then sent to the school again, this time to a private postal address.

Some principals indicated that they did not receive questionnaires because of the post office strike, after which the researcher emailed questionnaires to them. It meant that the researcher had to go into town to send the questionnaires electronically because he could not send them from his house, as he did not have Internet connectivity and GPS coverage in the rural community where he lived. This had negative financial implications for him.

4.12.2 Chief education specialists and senior managers

The researcher travelled to the head office several times to make appointments with two chief education specialists and senior manager (Media and School Library and Information Services) for face-to-face interviews; however, they were not readily available because of meetings and the senior

manager was on annual leave for two weeks. The researcher travelled to the head office to interview them on three separate days. It was expensive because the researcher used his personal vehicle for transport.

4.12.3 Circuit managers

Limpopo is a vast province consisting of three former homelands, namely, Lebowa, Venda, Gazankulu and the former Transvaal Provincial Administration. Because of the fact that the province consists of rural areas and the lack of telecommunications infrastructure particularly in historically rural communities, it was difficult to send circuit managers the permission letter (Appendix C) from the head of the Department of Basic Education to conduct the study. Most circuit offices did not have fax or e-mail facilities to receive the letter of approval. Some circuit managers gave the principals of the sampled schools' permission to photocopy the letter of approval so that they could collect it when visiting schools. It was difficult to talk to some circuit managers personally because they were attending meetings. Furthermore, the Department of Basic Education in Limpopo was unable to provide the researcher with the contact details of circuit managers. The researcher got these from the principals. Once again, a considerable amount of money was spent on airtime to telephone principals to obtain contact details of their circuit managers and to phone them.

4.12.4 School principals or teacher-librarians

The contact details of some principals on the list of schools from the provincial Department of Basic Education were not updated. The list still contained the contact details of retired or former principals who were no longer at those schools. Furthermore, some telephone and cell phone numbers were no longer working. Some retired or former principals were cooperative enough to give the researcher contact details of the new principals of sampled schools.

However, some principals and teacher-librarians showed little or no interest in answering questions. They were ill motivated to respond to questionnaires because some felt that the Department of Basic Education was not taking school libraries seriously. Some principals were adamant that they did not have teacher librarians because they did not have well-resourced and functional school libraries. Some principals thought the study was for schools with purpose built central school libraries because they kept on saying that they did not have school libraries, referring to a purpose built central school library

only as they did not know about other school library models. They were not aware that the term “library” is used generically to denote all forms of library provisioning facilities such as converted classroom libraries, staffrooms, storerooms, reading bags, cupboards, collections or boxes of books in classrooms and mobile trolleys. The researcher was obliged to explain all this, sometimes telephonically. As indicated earlier, some schools indicated that they did not have a teacher-librarian because they did not have a library. The researcher was again obliged to explain that a teacher-librarian is not necessarily a professionally qualified teacher with qualifications in library and information science, but can also be a teacher who is handling library matters at school. It seems that some teacher-librarians and principals did not understand some terms, such as the “weeding of library materials” and a “purpose built central library versus a classroom converted into a central library,” but nobody bothered to telephone the researcher for clarification.

The researcher met one principal personally to give him the questionnaire, because he indicated that they had not received them after approximately three to four weeks. The researcher was forced to travel to Polokwane to give the questionnaire to the principal, which also had financial implications for him. Some principals made appointments with the researcher to deliver the completed questionnaires to him in Polokwane when they were attending meetings or buying school stationery. This forced the researcher to travel to Polokwane to receive these questionnaires, with the accompanying financial implications.

4.12.5 Processing of questionnaires

Although the researcher requested principals or teacher-librarians in the accompanying letter to stamp the completed questionnaires to ensure the authenticity of the data, some questionnaires were returned unstamped.

4.13 SUMMARY

In this chapter, the reasons for choosing the research methodology for this study were outlined and discussed. Various research methods, which were used to find answers to the research questions, the conceptual framework underpinning the study and the target population of the study were also discussed. As it was not practically possible to obtain data from all units, which formed the target

population of the study, sampling was preferred so that a small portion (a sample) was studied in-depth and intensively to get a better understanding of and insight into the phenomenon under investigation and to infer findings to all high schools in the province. To obtain an inclusive and representative sample, two sampling techniques were used – stratified and systematic sampling techniques. The researcher also outlined research instruments and the procedures for collecting data. The next chapter will present the data collected.

CHAPTER FIVE
PRESENTATION AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The previous chapter dealt with the research methodology that was used for this study. In this chapter, primary data collected during the empirical study or investigation is presented and interpreted at the hand of the research objectives. The empirical data were grouped into themes and will be presented and interpreted as such. Even though the researcher used two sets of respondents for the study, namely, principals or teacher-librarians and education officials, the objectives and the themes are the same. Therefore, the data is collated around each theme and objective in order to provide a consolidated analysis (Neuman 2006).

5.2 RESPONSE RATE

As indicated in 5.1 above, the respondents in this study were principals or teacher-librarians, chief education specialists and a senior manager (Media and School Library and Information Services). The following table indicates the response rate:

TABLE 5.1: RESPONSE RATE

Targets	Target number	Actual number	Response rate in %
Rural schools	254	118	46.4
Urban schools	52	45	86.5
Chief education specialists	2	2	100
Senior manager	1	1	100
Totals	309	166	53.7

As indicated in Chapter 4, section 4.4, Limpopo has 1428 public high schools from which the sample was drawn.

5.3 GENERAL INFORMATION

In this section, the respondents were asked to give information of a general nature.

5.3.1 In question 1 (Appendix A), the respondents (principals or teacher-librarians) were asked to furnish the names of their schools (see Appendix D) so that the schools that responded from a sample were known. However, the responses provided were not attached to the schools to ensure confidentiality.

5.3.2 In question 2 (Appendix A), the respondents were asked if their schools have a library. The results are indicated in Table 5.2 below:

TABLE 5.2: EXISTENCE OF A LIBRARY STRUCTURE OR FACILITY IN SCHOOLS

a. Rural schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	32	27.1	27.1	27.1
No	86	72.9	72.9	100.0
Total	118	100.0	100.0	

b. Urban schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	22	48.9	48.9	48.9
No	23	51.1	51.1	100.0
Total	45	100.0	100.0	

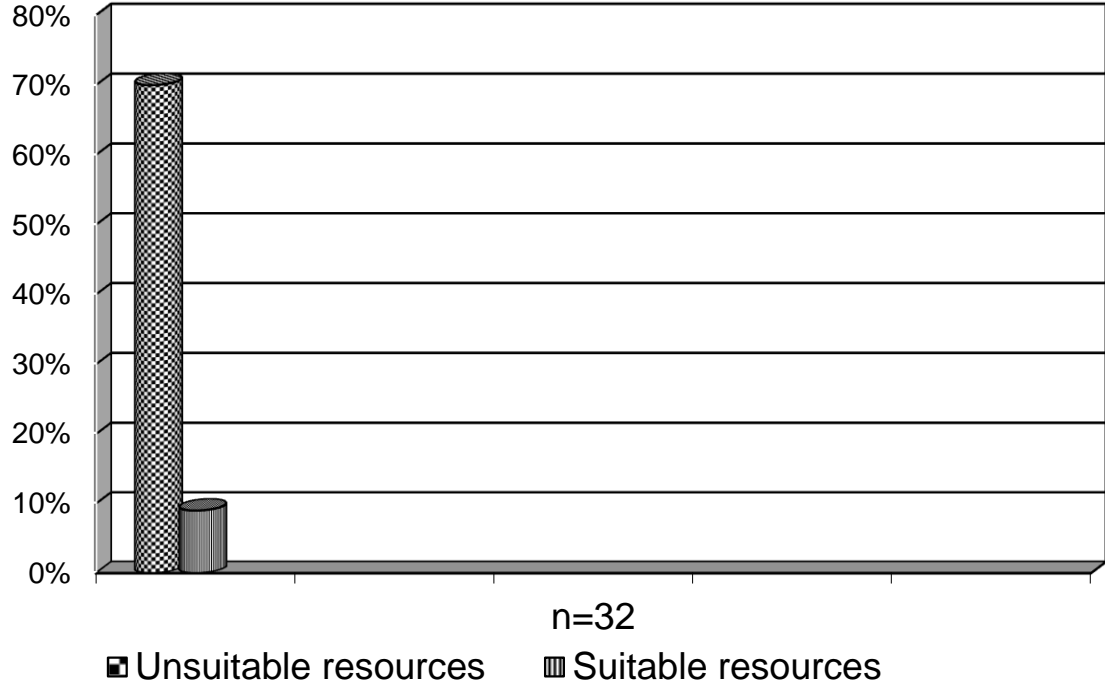
From the responses, the researcher found that only 27% of the schools in rural communities had a library structure or facility. This implies that the majority of the schools (73%) in rural communities had no library structure or facility. However, in urban communities, the researcher found that nearly

half (49%) of the schools had libraries. Collectively, out of 163 schools, only a few (54. 33%) schools had a library. This implies that 109 (67%) schools did not have a library facility.

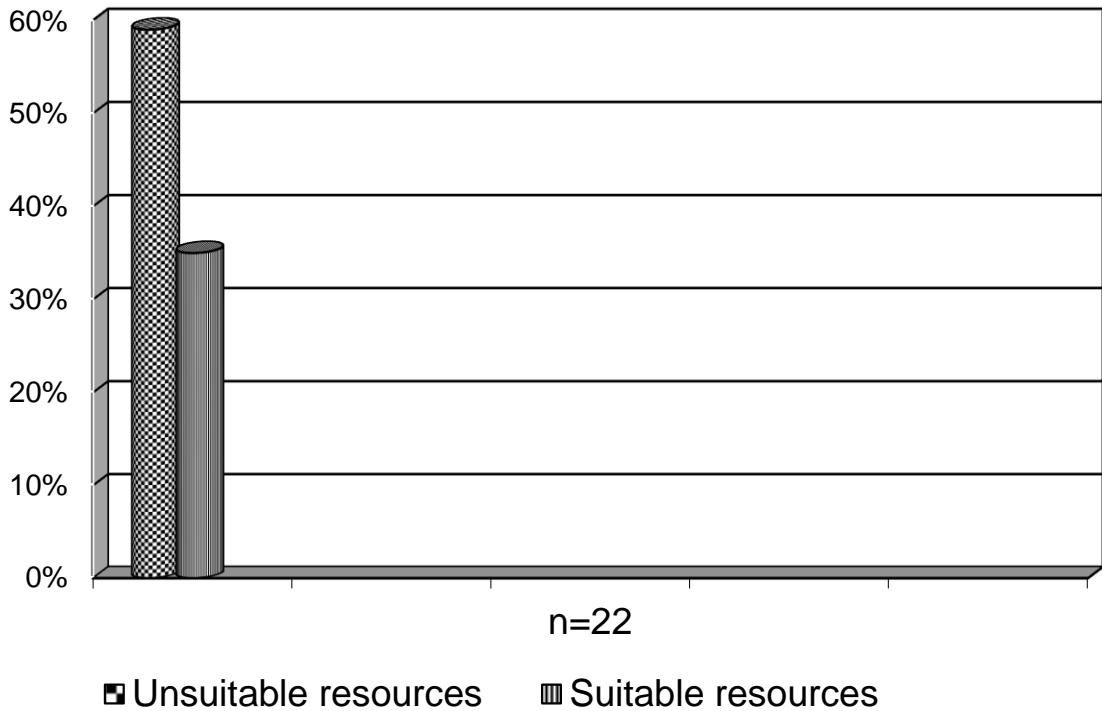
5.3.3 In question 3 (Appendix A), the respondents with libraries were asked to rank library resources in their schools. The findings are indicated in Figure 5.1 below:

FIGURE 5.1: SUITABILITY OF THE LIBRARY-BASED RESOURCES INSCHOOLS

a. Rural schools



b. Urban schools



The term “suitable” in the context of this study means that educational resources in various school libraries are considered adequate and relevant to support the resource-hungry curriculum in schools. Out of 54 rural and urban schools cumulatively, most (34. 63%) of the respondents indicated that library-based resources in different library-provisioning facilities are “not suitable”. As this is more than half of the respondents, it means that most library resources in different library facilities do not support the curriculum. Only few (18. 33%) of the respondents indicated that their library materials are “suitable”. It means that there are a few schools in the province with relevant resources that support the constructivist, innovative and resource-based teaching and learning styles. Noticeably, these are mainly historically advantaged schools. As indicated in Chapter 3, section 3.4.1, historically advantaged ex-Model C schools may have library materials that are suitable because they are in quintile 5 and learners pay school fees. They are therefore able to ring-fence a certain percentage of a budget from school fees specifically to purchase school library resources. Amazingly, none of the respondents selected “highly

suitable”. This could imply that none of the schools have appropriate and relevant library resources. Two (4%) of the respondents did not reply.

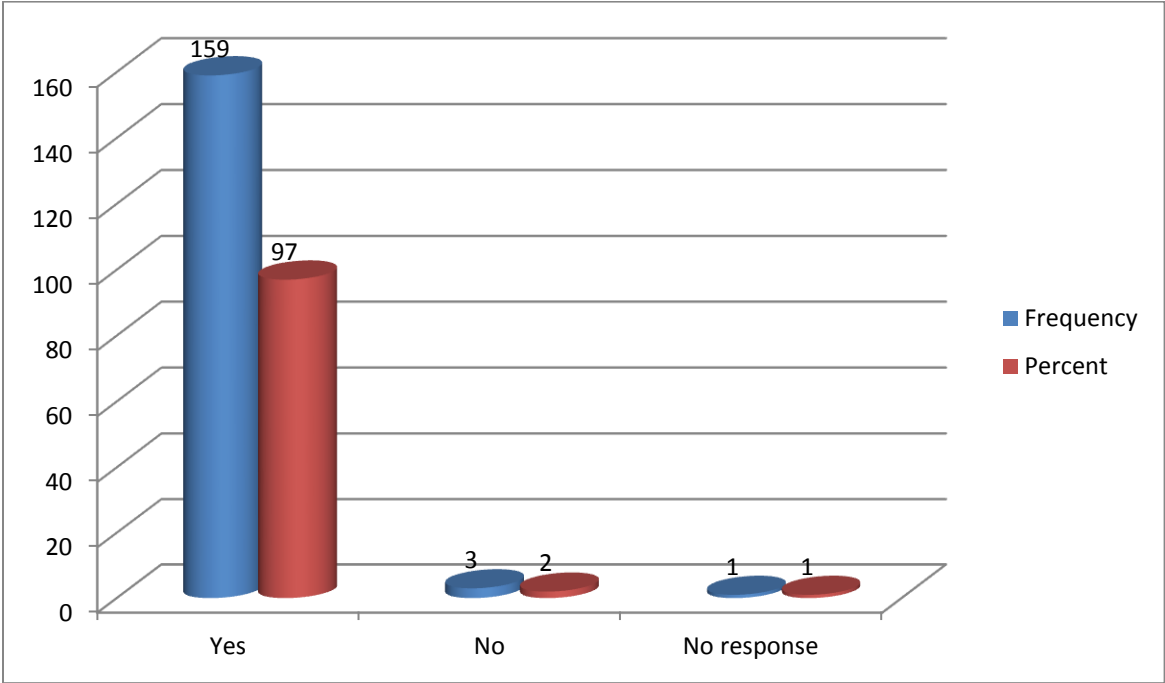
5.3.4 In question 4 (Appendix A), the respondents who opted for “NO” in question 2, were requested to explain why their schools lack a school library. Out of 109, 80 (73%) respondents attributed this to the lack of basic physical facilities including classrooms needed for teaching and learning purposes, and spaces to accommodate library-based resources. Given that the number of schools lacking library buildings is 109 in this study, it was evident that school library provisioning was not adequate in the province. Only 12 (11%) of the respondents indicated that it was essential that they received more funds to build library buildings. The respondents concurred that this was the reason why the majority of the schools did not have a library provisioning facility or infrastructure.

In the same vein, 19 (17%) of the respondents indicated that, beside the lack of the physical space, their schools did not have library-based resources, which were essential for establishing and developing functional school libraries. Only 11 (10%) of the respondents jointly indicated that staffing is a major concern in schools negatively affecting functionality of school libraries. Only three (3%) of the respondents were of the opinion that sponsors and donors could assist schools by providing library buildings or mobile classrooms and library materials. Eleven (10%) respondents did not reply.

5.4 LEGISLATION AND POLICY FRAMEWORKS

5.4.1 In question 1 (Appendix A), the respondents were asked whether or not legislation and policy frameworks are important in the provision of library-based resources in schools. The findings are indicated in Figure 5.2 below:

FIGURE 5.2: IMPORTANCE OF LEGISLATION AND POLICY FRAMEWORKS IN THE PROVISION OF LIBRARY RESOURCES IN SCHOOLS



Out of 163, 159 (97%) respondents, collectively, yielded positive responses. Clearly, the majority of the respondents from the rural and urban school categories recognise the importance of legislation and policy frameworks in the development and provision of library-based resources to schools. However, only three (2%) of the respondents yielded negative responses. Only one (1%) of the respondents did not reply.

In question 1 (Appendix B), the education officials were asked briefly to explain the importance of legislation or policy frameworks in the provision of library-based resources in schools. All three (100%) education officials indicated that they take cognisance of the importance of legislation and policy frameworks in the development of school libraries and the provision of appropriate collections for the school libraries. They all indicated that legislation and policy frameworks form a basis for the provision of resources at schools because they provide guidelines.

5.4.2 In question 2 (Appendix A), those respondents who opted for “NO” to the previous question were asked to explain why they thought legislation and policy frameworks were not important in the provision of library-based resources in schools. As they were only three, one (33.6%) of the respondents indicated that legislation and policy frameworks are not important because learners can ‘google’ everything. Another one (33.3%) respondent commented that “what is the use of the policy which people cannot even read or refer to”. One (33.3%) respondent did not answer.

5.4.3 In question 3 (Appendix A), the respondents were provided with the list of legislation or policy frameworks and were asked to tick the ones they knew which support the establishment, development and provision of school libraries. The findings are indicated in Table 5.3 below:

TABLE 5.3 LEGISLATION AND POLICY FRAMEWORKS KNOWN BY RESPONDENTS

Legislation and policy frameworks	Number of rural schools	%	Number of urban schools	%	Cumulative totals	Cumulative %
National Guidelines for School Library and Information Services (2012).	29	25	4	9	33	20
A National Policy Framework for School Library Standards: A discussion document (1997)	21	18	8	18	29	18
Department of Education South African School Library Policy (2001)	22	17	7	15	29	17
The policy for library services in South African Schools (2002)	17	14	5	11	22	13

**TABLE 5.3 LEGISLATION AND POLICY FRAMEWORKS KNOWN BY RESPONDENTS
(CONTINUED)**

Legislation and policy frameworks	Number of rural schools	%	Number of urban schools	%	Cumulative totals	Cumulative %
National School Library Policy (2005)	22	17	7	16	29	18
The Library and Information Services (LIS) Transformation Charter (2009)	14	12	5	11	19	12
A Draft National School Library Policy Framework (2003)	13	11	3	7	16	10
Number of respondents	118	100	45	100	163	100

From the Table 5.3 above, only 33 (20%) respondents cumulatively indicated that they knew the *National Guidelines for School Library and Information Services* (2012) which is the latest guideline document. Only 18% of the respondents were familiar with *A National Policy Framework for School Library Standards: A Discussion Document* (1997), the oldest discussion document and *National School Library Policy* (2005) each. *South African School Library Policy* (2001) was known by only 17% of the respondents. Collectively, the most unfamiliar legislation and policy framework to both rural and urban school respondents was *A Draft National School Library Policy Framework* (2003), which was selected by only sixteen (10%) of the 163 respondents. It was followed by *The Policy for Library Services in South African Schools* (2002)(13%) and *The Library and Information Services (LIS) Transformation Charter* (2009)(12%). Most (102, 62.5) respondents did not respond, some indicating that they are not familiar with any of the legislation and policy frameworks. In question 2 (Appendix B), the education officials were asked to name legislation and policy frameworks they know which support development and provision of the library-based resources in schools. They all (3. 100%) mentioned legislation and policy frameworks as they appeared in the draft of the school library policy for Limpopo Province.

5.5 SCHOOL LIBRARY MODELS

5.5.1 In question 1 (Appendix A), the respondents were asked to indicate the types of school library models they used to accommodate library resources at their schools. They were provided with a list of school library models to choose from. They were also given this option “OTHERS” to write school library models not listed on the questionnaire. The findings are indicated in Table 5.4 below:

TABLE 5.4: TYPES OF SCHOOL LIBRARY MODELS AND THEIR USE

Types of libraries	Number of rural schools	%	Number of urban schools	%	Cumulative totals	Cumulative %
Classrooms (central) converted into school libraries	27	23	10	22	37	23
Purpose-built (central) library	17	14	15	33	32	20
Staffroom or administrative office converted into a library	39	33	10	22	49	30
Collections of books kept in boxes in classrooms	8	8	1	2	9	6
Mobile trolleys in various classrooms	0	0	0	0	0	0
Storeroom	23	19	7	16	30	18
Number of respondents	118	100	45	100	163	100

It is evident from the Table 5.4 that more than a quarter (30%) of schools cumulatively used a staff room or administrative office converted into a library facility. Due to shortage of purpose built central library in most rural schools, staffroom or administrative office libraries and classroom converted central libraries were used by 30 and 23 percent of the rural and urban schools respectively. While the findings indicated that more than a quarter (15. 33%) of the urban schools housed library based resources in purpose built central school libraries, it is encouraging to note that a few (14. 14%) rural

schools also used purpose built central school libraries. Historically, the purpose built central school library model was used by a few former advantaged ex-Model C schools in the former advantaged urban communities. It is therefore not surprising that very few schools in the former disadvantaged communities had this type of school library model. Only a few (30. 18%) schools used storerooms as library facilities. Noticeably, the least-used school library model was collections of books kept in boxes in classrooms (6%) while the mobile trolley library model was not used by any of the schools in the survey. Under “Others”, while four (2. 4%) of the respondents indicated that their schools used mobile classrooms as libraries, only one (1%) of the respondent indicated that “unused teachers’ cottage” was used to accommodate library-based resources. One (1%) of the respondents indicated that due to space constraints at his or her school, old LTSM was stored at their feeder school.

In question 1 (Appendix B), the education officials were asked to indicate school library models they encouraged in schools to ensure that teachers and learners access and use library-based resources. All three (100%) of them indicated that they encouraged schools to use any school library model(s) that suited the conditions and circumstances of the schools to ensure that teachers and learners accessed and used library-based resources to improve the standard of teaching and learning. They indicated that where schools had unused classrooms, one can be converted to serve as a library facility.

In question 2 (Appendix B), the education officials were asked to indicate the strengths and weaknesses of the models. Interestingly, they referred to a model that was not indicated in Table 5.4 above. They indicated that a cluster library model was advantageous because it could be used by a group of schools in a particular geographical location or area, which could be a district, circuit or region. However, they cautioned that there is a danger that one school may dominate other schools in a cluster model. With regard to classroom libraries, the officials indicated that the model has an advantage because it can make it possible for learners and teachers to interact directly with resources although it can accommodate limited resources because of space constraints. The education officials indicated that, although mobile trolleys and boxes of books could augment resources in a classroom collection, the former model could be expensive.

In question 3 (Appendix B), the education officials were asked how often the effectiveness of the models was evaluated. They indicated that school library models were not evaluated for effectiveness

because of a shortage of staff. It could mean that schools could implement library models that were not suitable to their needs, conditions and circumstances.

In question 6 (Appendix B), when asked to suggest ways of improving the percentage of schools with school libraries, the education officials indicated that they encouraged schools to convert unused or extra classrooms into school libraries. They also indicated that the province had two donated mobile library buses that would provide library services to schools in three districts, namely Capricorn, Greater Sekhukhune and Mopani, as from April 2013. The education officials further stated that there were NGOs such as *Room to Read* and Rotary Clubs in Bedfordview, Gauteng and Middleburg in Mpumalanga, that were eager to assist schools to establish functional libraries.

5.5.2 In question 2 (Appendix 1), the respondents were asked whether or not library-provisioning facilities were spacious enough to allow teachers and learners to access and use library-based resources. The findings are indicated in Figure 5.5 below:

TABLE 5.5: ADEQUACY OF SPACE IN DIFFERENT SCHOOL LIBRARY MODELS

a. Rural schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	32	27.1	27.4	27.4
No	85	72.0	72.6	100.0
Total	117	99.2	100.0	
Missing System	1	.8		
Total	118	100.0		

b. Urban schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	18	40.0	40.0	40.0
No	27	60.0	60.0	100.0
Total	45	100.0	100.0	

Out of 163, most (113.69%) respondents collectively responded negatively, which means that most library facilities did not have sufficient space. This was the reason why the majority of them were congested and lacked seating accommodation to enable users to use the resources. However, it is noticeable that some urban schools (40%) have sufficient space in their library facilities than rural schools (27%). One (1%) respondent did not answer.

5.5.3 In question 4 (Appendix A), those respondents who responded negatively to the previous question were asked to indicate what they did to address challenges regarding access and use of the library-based resources. Their answers are presented below:

Firstly, out of 112, 46 (41%) respondents indicated that, due to space constraints, teachers and learners are allowed to borrow and take library resources home. It means that the majority of the teachers and learners could not utilise library-based resources in the library facilities due to insufficient space.

Secondly, only 27 (24%) of the respondents indicated that, despite the congestion in library facilities such as staffroom, storeroom or classrooms converted into libraries, nothing was being done to ensure that teachers and learners accessed and used library-based resources.

Thirdly, only 15 (13%) of the respondents indicated that due to space constraints, learners were grouped together to access and use library-based resources. Very few (24. 21%) respondents did not answer.

5.5.4. In Question 4 (Appendix A), the respondents were asked if their schools are situated near a public or community library. The findings are indicated in Table 5.6 below:

TABLE 5.6: OTHER INFORMATION SERVICES AVAILABLE

Other types of information services available	Responses	Number of rural schools	%	Number of urban schools	%	Cumulative total	Cumulative %
1. Public or community libraries	Yes	13	11	25	56	38	23
	No	101	86	20	44	121	74
	Do not know	4	3			4	2
2. Multipurpose community centres	Yes	5	4	3	7	8	5
	No	111	94	39	87	150	92
	Do not know	2	2	3	7	5	3
3. Education library services	Yes	4	3	2	4	6	4
	No	110	93	42	93	152	93
	Do not know	4	3	1	2	5	3
4. Other schools	Yes	8	7	4	9	12	7
	No	108	92	41	91	149	91
	Do not know	2	2			2	1
5. Mobile library services	Yes	4	3			4	2
	No	114	97	45	100	159	98
6. Internet	Yes	34	29	25	56	59	36
	No	83	70	20	44	103	63
	Do not know	1	1			1	1
Number of respondents		118	100	45	100	163	100

As indicated in Table 5.6 above, out of 163, most (121. 74%) respondents jointly yielded negative responses. This could mean that the majority of the teachers and learners could not access and utilise library-based resources in those facilities because, historically, they were situated far from the schools in the former disadvantaged communities. One can deduce that very few teachers and learners in former disadvantaged communities can access resources in public or community libraries because most of them are in former advantaged urban communities. However, it is noticeable that more than half (56%) of the urban schools are located closer to the public or community libraries compared to their rural counterparts (11%) in historically rural communities

5.5.5 In question 5 (Appendix A), the respondents who opted for “YES” to the previous question were asked if they could get a block loan from the public or community libraries.

Out of thirty eight, only two (5%) respondents near the community or public libraries responded positively. This percentage means that only a minority of the teacher-librarians could get a block loan from community or public libraries if they were located near their schools. One can deduce that the relationship between schools and public or community libraries needs to be revived to enable teachers to block loan library resources to enhance teaching and learning in schools. While a few (13. 34%) respondents opted for “NO”, only four (11%) opted for “DO NOT KNOW”. Half (19. 50%) of the respondents did not answer.

5.5.6 In question 6 (Appendix A), the respondents who opted for “NO” were asked to indicate where else they could obtain a block loan. They cited the following:

Firstly, out of 121, 17 (14%) respondents indicated that they got block loans from libraries in towns or cities and universities far away from their schools. While two (2%) of the respondents indicated that they got a block loan from Polokwane City Library, which was 150 kilometres away from their schools, two (2%) of the respondents in the Vhembe and Capricorn districts indicated that they could get a block loan from community libraries in Louis Trichardt and Groblersdal which were 35 and 20 kilometres away from their schools respectively. This means that the majority of the schools in Limpopo could not get a block loan from public or community libraries because they were located far from them.

Secondly, only one (1%) of the respondents indicated that they could get a block loan from a special library of the Tshikondeni Exxaro Coal Mine. Another fortunate respondent (1%) indicated that he or she could get a block loan from the Thengwe High School, which had a well-resourced and well-staffed school library. It was interesting to note that some schools were engaged in inter-school library loans to share resources to benefit the learners.

Thirdly, one (1%) of the respondents who could not get a block loan from public or community libraries indicated that they encouraged teachers and learners to use the Internet while 38 (31%) respondents indicated that they were doing nothing because public or community libraries were situated far from their schools in former disadvantaged rural communities.

Fourthly, only four (3%) of the respondents indicated that they can obtain block loan of LTSM from neighbouring schools in cases of shortages. Only 55 (45%) respondents did not answer.

In question 4 (Appendix B), when asked whether there was a memorandum of understanding (MOU) between the Departments of Arts, Sports and Culture and Education, the education officials indicated during the interview that a MOU did not yet exist, but was in the pipeline.

5.5.7 In question 7 (Appendix A), the respondents were asked whether their schools were situated or located near multipurpose centres. From Table 5.6 above, out of 163, 150 (92%) respondents replied negatively. As the percentage was higher than 50%, it means that the majority of teachers and learners in the province do not have access to the library-based resources in multipurpose centres. Only eight (5%) of the respondents indicated that their schools were situated close to the multipurpose centres, which could imply that very few teachers and learners have access to the library-based resources in the multipurpose centres. Only five (3%) of the respondents opted for “DO NOT KNOW”.

5.5.8 In question 8 (Appendix A), those respondents who opted for “YES” in previous question 7, when asked whether they could use resources in the multipurpose centres for teaching and learning purposes, out of eight, only four (50%) respondents indicated that, although resources were few, they could use the computers in the multipurpose centres for the Internet access. They indicated that teachers and learners were able to send and receive emails. While two (25%) of the respondents indicated “not sure”, two (25%) respondents did not answer.

5.5.9 In question 9 (Appendix A), the respondents were asked whether they could borrow materials from the library services of the Department of Basic Education. From the Table 5.6 above, it is clear that the majority (93%) of the respondents from both categories of the respondents yielded negative responses. This means that the majority of the schools in the province cannot borrow library resources or materials from the library services of the department. This is an unfortunate situation because the education library services are supposed to have appropriate and relevant library-based resources, which could enhance teaching and learning in schools because they are selected by library specialists. One could say that the education library services must be marketed at schools to reveal to them the value

these services can have for education as resource centres. Only a few (6. 4%) schools responded positively.

5.5.10 In question 10 (Appendix A), the respondents were asked whether or not they could borrow library materials from other schools in their vicinity. As indicated in Table 5.6 above, out of 163 schools collectively, only twelve (7%) respondents indicated that they could. This means that the majority of the schools in both urban (41. 91%) and rural (108. 91%) strata in the province could not borrow materials from other schools in their vicinity. It implies that schools are operating on their own, instead of encouraging resource sharing. One can deduce that there are no interlibrary-loans in the majority of the schools. Only a minority (3%) of the respondents opted for “DO NOT KNOW”.

5.5.11 In question 11 (Appendix A), the respondents who opted for “YES” were asked to briefly explain how inter-school loaning of library materials had come about. Collectively, out of twelve, only seven (58%) respondents indicated that they could borrow learning and teaching support materials from neighbouring schools where and when there were shortages, which means that very few schools were able to borrow library materials from other schools in their neighbourhood. Only one (8%) of the respondents indicated that they were able to borrow old library books donated by a company from Australia from a neighbouring school. Four (33%) respondents failed to answer.

5.5.12 In question 12 (Appendix A), the respondents were asked whether or not their schools receive mobile library services. Unfortunately, out of 163, the majority (159. 98%) of the respondents responded negatively. As this is nearly 100%, it means that only a minority (4. 2%) of the schools in the province gets library materials by means of the mobile library services. This situation is unfortunate taking into consideration the fact that the majority of state schools in the province did not have well-stocked and well-staffed school libraries. In question 5 (Appendix B), the education officials were asked to indicate whether or not schools have access to mobile library services. All (3. 100%) responses were negative. However, the education officials indicated during the interview that mobile library services would be introduced and implemented at the schools in three districts of the province, namely Capricorn, Greater Sekhukhune and Mopani as from April 2013.

5.5.13 In question 13 (Appendix A), the respondents were asked whether or not their schools have computers for Internet access. As indicated in Table 5.6, out of 163, only 59 (36%) respondents collectively yielded positive responses. This means that the majority (103. 63%) of the schools did not have computers to access and use the Internet. It may imply that fewer than half of the schools did not have computers to access the Internet for teaching and learning purposes. From Table 5.6 above, it is noticeable that urban schools are better off than their counterparts in rural communities. Only one (1%) respondent did not answer.

5.5.14 In question 14 (Appendix A), the respondents with computers at schools were asked whether teachers and learners could use them for teaching and learning purposes. They cited the following:

Out of 59, 25 (42%) respondents indicated that only teachers could access computers to use the Internet because of space constraints in their library provisioning facilities. It means that only a few teachers could access computers for Internet browsing.

Other respondents (17. 29%) indicated that both teachers and learners could use computers for teaching and learning at their schools because they were offering Information Technology (IT), Computer Studies and Computer Applications Technology (CAT) as subjects. As the percentage was less than 50%, it means that only a few teachers and learners had access to computers and Internet for teaching and learning purposes in their schools. Only one (2%) of the respondents indicated that teachers and learners downloaded question papers and memoranda from the Internet. The same respondent also indicated that learners were encouraged to use cell phones to connect to the Internet for learning purposes. Another one (2%) respondent indicated that, due to space constraints, a limited number of teachers and learners were allowed in the facility to use computers for teaching and learning purposes. Only one (2%) of the respondents indicated that both teachers and learners could access computers for Internet use in an office. The same respondent added that in future, “teachers and learners will access computers in the computer laboratory with twenty five workstations.” The respondent further stated that, currently, computers in the computer laboratory were not connected to a network and the Internet. Another one (2%) respondent commented that their teachers and learners lacked the IT skills to use computers to access and retrieve information. Three (5%) of the respondents indicated that they

experience network problems time and again. While one (2%) of the respondents indicated that learners could use computers in groups for learning, only nine (15%) did not answer.

5.6 GENERIC SCHOOL LIBRARY STANDARDS

5.6.1 In question 1 (Appendix A), the respondents were asked to indicate whether or not their schools had school library committees. The findings are depicted in Table 5.7 below:

TABLE 5.7: SCHOOL LIBRARY STANDARDS

The standards of school libraries	Responses	Number of rural schools	%	Number of urban schools	%	Cumulative total	Cumulative %
1. School library committee	Yes	38	32	16	36	54	33
	No	79	67	29	25	108	66
	Do not know	1	1	1	1	2	1
2. School library policy	Yes	28	24	10	22	38	23
	No	89	75	34	75	123	75
	Do not know	1	1	1	2	2	1
3. Access to the library based resources	Yes	46	39	25	56	71	44
	No	71	60	19	42	90	55
	Do not know	1	1	1	1	2	1
4. Comfort and safety in accessing resources	Yes	6	5	26	58	32	20
	No	99	84	19	42	118	72
	No response	13	11			13	8
5. Evaluation of library-based resources	Yes	5	4	22	49	27	17
	No	98	84	19	42	117	72
	No response	15	13	4	9	19	12
6. Full-time teacher-librarians	Yes	9	8	7	16	16	10
	No	109	92	38	84	147	90
7. Annual budget	Yes	30	25	17	38	47	29
	No	84	71	26	58	110	67
	No response	4	3	2	4	6	4

TABLE 5.7: SCHOOL LIBRARY STANDARDS(CONTINUED)

The standards of school libraries	Responses	Number of rural schools	%	Number of Urban schools	%	Cumulative total	Cumulative %
8. Fundraising	Yes	14	12	8	18	22	13
	No	100	85	35	78	135	83
	No Response	4	3	2	4	6	4
9. Donations	Yes	20	17	16	35	36	22
	No	92	78	27	60	119	73
	No response	4	3	2	4	6	4
10. Needs assessment	Yes	25	21	13	29	38	47
	No	85	72	28	62	113	69
	No response	8	7	4	9	12	7
11. Weeding of resources	Yes	4	3	12	27	16	10
	No	96	81	25	56	121	74
	No Response	18	15	8	18	26	16
Number of respondents		118	100	45	100	163	100

As indicated in Table 5.7 above, most (108. 66%) of the respondents cumulatively yielded negative responses. As the percentage was higher than 50%, it means that the majority of the schools did not have school library committees. It may imply that only 33% of the schools in the province have school library committees. The researcher understands that most of these schools with school library committees are historically advantaged ex-Model C schools in historically advantaged communities because they have well-stocked and well-staffed school libraries. In question 4 (Appendix B), the education officials were asked whether or not schools have school library committees. They indicated that not all schools have school library committees. However, they indicated that they encouraged all schools in the province to have a school library committee. They indicated that an NGO called *Room to Read* is assisting schools in the Greater Sekhukhune District to establish school library committees.

5.6.2 In question 2 (Appendix A), the respondents with school library committees were asked to indicate their functions or roles. Most (33. 61%) respondents indicated cumulatively that it was the responsibility of the school library committee to compile policies and rules and to ensure that users adhered to them. They indicated that members of the school library committee were responsible for issuing and retrieving LTSM to and from the users following policies drawn by them. Very few (3. 6%) of the respondents indicated that the school library committee was responsible for accessioning,

classifying, cataloguing and shelving of the newly-acquired library-based materials. Only one (2%) of the respondents mentioned that members of the school library committee were responsible for managing allocated library funds from the school budget. Another one (2%) respondent revealed that members of the school library committee evaluated library-based resources in various school library facilities to determine if they were relevant and suitable to support the curriculum. While three (6%) of the respondents noted that members of school library committee had a responsibility to monitor and motivate learners to use library materials to meet their curriculum-related needs, another ten (19%) indicated that members of the school library committee were responsible for the ordering of textbooks and annual stocktaking. They also stated that members of the school library committee were also responsible for making proposals regarding library improvements. Only two (4%) of the respondents indicated that their school library committees are responsible for fund raising initiatives.

In question 5 (Appendix B), the education officials were asked to outline roles and functions of school library committee. Despite functions cited by the respondents (teacher-librarians or principals), all education officials indicated that school library committees were responsible for evaluating library resources, determining opening and closing hours of the library facilities, venturing into fundraising, marketing library activities and services, and celebrating and promoting literacy days.

5.6.3 In question 3 (Appendix A), the respondents were asked if their schools had a school library policy. As shown in Table 5.7 above, the majority (123. 75%) of the respondents of both rural and urban categories of schools yielded negative responses. As this includes more than half of the respondents, it means that the majority of the schools do not have a school library policy. Therefore, it makes sense that less than a quarter (23%) of the schools have a school library policy, which is an important tool for effective and efficient functioning of the school library. Most of the schools that do have school library policies are probably former advantaged ex-Model C schools, because they have well-resourced and well-staffed school libraries.

In question 1 (Appendix B), the education officials were asked whether or not the province had a school library policy. All three (100%) education officials responded negatively. However, they all stated that the province has a draft or discussion document of the school library policy. In question 2 (Appendix B), when asked whether or not it has been implemented, the education officials responded

negatively. In question 3 (Appendix B), the education officials were asked to indicate why it is not implemented. They all indicated that it has not yet been officially implemented because it is not yet an official and legislated document, however, they also emphasised that informal implementation takes place, coupled with the national guidelines.

5.6.4 In question 4 (Appendix A), the respondents were asked whether they recognised the importance of the school library policy. Out of 163, the majority (123. 75%) of the respondents cumulatively replied that they did recognise the importance of the school library policy for the provision and sustainability of the school libraries. The findings reflected that most respondents took cognisance of the significance of the school library policy for school library development. Although 55 (45%) of the respondents answered that the school library policy would serve as an important document and a guideline for development, management and smooth running of a school library, only 13 (11%) of the respondents indicated that the school library policy would serve as a framework for the establishment and provision of the functional school libraries. They stated that it would have rules and regulations to manage and control the use of library resources and users would know what is expected of them concerning a school library. They informed the researcher that different policies such as weeding, donation, selection and development policies would be contained in the school library policy. The school library policy would also contain issuing and retrieval procedures for users. It would assist with the vision and mission, and with budgeting and fundraising. It would direct users on how a school library functions. Only one (1%) of the respondents indicated that a school library policy would ensure good quality service delivery. However, two (2%) of the respondents declared that the school library policy was for schools with well-stocked and functional school libraries and 52 (42%) respondents did not answer.

5.6.5 In question 5 (Appendix A), the respondents were asked whether or not their library-provisioning facilities were accessible to the teachers and learners. By the word “access,” the question meant the ability or right to use library-based resources without disturbances or hindrances. It can be seen in the Table 5.7 above that less than half (44%) of the respondents cumulatively yielded positive responses, which means that most (55%) of the library-provisioning facilities were inaccessible to their users, that is, teachers and learners alike.

5.6.6 In question 6 (Appendix A), those respondents who opted for “NO” to the previous question were asked where their teachers and learners accessed library-based resources to perform curriculum-related activities. The respondents cited the following:

Firstly, only twenty one (38%) respondents revealed that they encouraged teachers and learners to use public or community libraries even if they were located far from former rural and disadvantaged communities or villages where the majority of the schools were located.

Secondly, a few (8, 15%) of the respondents intimated that they encouraged their teachers and learners to use a local Internet café and cellphones to access curriculum-related information. Another one (2%) respondent reported that his or her school bought Internet bundles to allow teachers and learners to use cellphones to download relevant materials from the Internet.

Thirdly, only one (2%) of the respondents from the Vhembe District stated that they send their teachers and learners to Thengwe Secondary School, which had a well-equipped and functional school library to access the library-based resources, although it was 70 km away from the school.

Fourthly, only two (4%) of the respondents indicated that their teachers and learners improvised by using other textbooks, newspapers (education supplements) and magazines to supplement the curriculum. Although one (2%) of the respondents indicated that teachers and learners used books packed in the staffroom, two (4%) of the respondents replied that they encouraged teachers and learners to access resources at the University of Venda, which was situated 56 km away from the school. Only 19 (35%) of the respondents informed the researcher that they were doing nothing because they did not have library-based resources at their schools and public or communities were far from the communities.

In question 6 (Appendix B), the education officials were asked what was being done to ensure that teachers and learners had access to the library-based resources. They replied that they encouraged schools to have a library period to enable teachers and learners to interact with resources. They said that some schools received donations of library-based resources and that two donated buses would ensure that teachers and learners had access to the library-based resources in three districts of the

province. They also informed the researcher that Dinaledi schools had received a core collection of library resources before the 2007/-08 financial years. Furthermore, they indicated that reading clubs were being established in all five districts of the province and that extra or unused classrooms were being converted into school libraries.

5.6.7 In question 7 (Appendix A), the respondents were asked whether teachers and learners could access library resources in comfort and safety. The words “comfort” and “safety” meant that resources could be accessed in a spacious and safe locale with sufficient tables and chairs without forks, spades, rakes and chemicals which may cause injury to the users.

From Table 5.7 above, it is evident that the majority (118. 72%) of the respondents collectively indicated that there was no comfort and safety when accessing library-based resources in their schools. This implies that this is the case in most schools. Less than a quarter (32. 20%) of the respondents commented that their school libraries were spacious and well ventilated, with security doors and padlocks to ensure security of the resources, and they had shelves, tables and chairs for the teacher-librarians. The respondents also indicated that books were arranged according to the Dewey Decimal Classification System (DDC) and users could retrieve information and information resources easily. One (3%) of the respondents indicated that “the library is opened at 8 O’clock in the morning and closed late at 15H00 to accommodate both teachers and learners who want to use the facility beyond the normal working time. There is a camera installed for security reasons”. This could mean that there are comfort and safety in only a few schools of the province. The respondents who indicated that there was no comfort and safety cited the following:

Out of 118, only 15 (13%) respondents indicated that there was a lack of space as their resources were accommodated in staffrooms, storerooms and classrooms converted into school libraries. They revealed that library facilities were full of old learning and teaching support materials (textbooks) which made library resources difficult to access to retrieve information. The facilities were too crowded to accommodate both teachers and learners in the facilities at the same time. While 15 (13%) of the respondents mentioned that there was no space for furniture in the library-provisioning facilities because they also served as storerooms, another one (1%) respondent stated that a lack of space in the library-provisioning facilities limited resources because of a lack of accommodation.

More than a quarter (32, 27%) of the respondents replied that schools did not have sufficient furniture (tables, shelves and chairs) to provide sufficient seating accommodation for the users. One (1%) of the respondents answered that they did not have sufficient shelves to accommodate all the books. Some books were placed on top of shelves and sometimes they fell off.

Few (13.11%) of the respondents indicated that teachers and learners did not have access to the library-based resources in their schools because these facilities and resources did not exist. They also mentioned that where few resources were available, they were not systematically arranged and were therefore not easily accessible. They also revealed that the library facilities were full of old learning and teaching support materials, which made it difficult to access library-based resources. Only thirteen (8%) rural school respondents did not answer.

5.6.8 In question 8 (Appendix A), the respondents were asked whether library-based resources were regularly evaluated to ensure that they met the needs of the constructivist and progressive curriculum. It is clear from Table 5.7 above that the majority (117, 72%) of the respondents jointly yielded negative responses. As this percentage constitutes more than half of the respondents, it could mean that most schools collected materials that did not support the learner-centred and resource-based curriculum. Out of 117, more than half (65, 56%) of the respondents cumulatively indicated that due to a lack of a qualified librarians at their schools, and because the schools were under-staffed and the teachers did not have enough time, the evaluation of library-based resources was not possible. Only 27 (17%) of the respondents yielded positive responses, which could mean that very few schools evaluate their library-based resources. Out of 27 respondents cumulatively, one (4%) indicated that, although they do evaluate resources, they could not throw away or de-select old encyclopaedias because of the shortage of new library-based resources. Cumulatively, only 19 (12%) respondents did not provide an answer.

In question 7 (Appendix B), the education officials were asked to explain their stance on the evaluation of library-based resources. During the interview, the education officials indicated that it was important to evaluate library-based resources to determine their relevance to the learner-centred curriculum. The education officials concurred that library-based resources were not evaluated because of a lack of librarian posts in schools. They reiterated that evaluation of library-based resources was a tedious activity and sufficient manpower was needed.

5.7 RESOURCES

5.7.1 In question 1 (Appendix A), the respondents were asked to indicate whether their school libraries were managed by the full-time teacher-librarians or by library personnel. As indicated in Table 5.7 above, the majority (147, 90%) of the respondents cumulatively yielded negative responses. This means that very few school libraries were managed by the full-time teacher-librarians. Historically advantaged former Model C schools can have full-time teacher-librarians because they include their salaries in schools fees. In question 1 (Appendix B), when asked whether the Department of Basic Education regards the provision of library services in schools as important, the education officials indicated that little was done and that they were hopeful that the situation would change soon. The donation of two buses was regarded as a milestone by the department. In question 2 (Appendix B), when asked whether schools were provided with full-time teacher-librarians, all three (100) education officials responded negatively because of a lack of librarian posts in public schools in South Africa. In question 3 (Appendix B), when asked whether or not the Department of Basic Education recognised the positions of the teacher-librarians, the education officials responded positively and indicated that the Department of Basic Education should establish the positions of the teacher-librarians in every school.

5.7. 2 In question 2 (Appendix A), the respondents were asked to indicate whether their teacher-librarians had qualifications or training in library and information science. By qualifications is meant that besides teaching, teacher-librarians need to have training in the field of library and information science to perform their duties and functions diligently. This could be a degree, diploma or certificate. The study found that out of 163 cumulatively, only twelve (7%) respondents replied that their teacher-librarians had qualifications in library and information science. As this is fewer than 50%, it means that only a minority of the schools have teacher-librarians with qualifications or training in librarianship. Historically advantaged former Model C schools could have teacher-librarians with training or qualifications in library and information science.

5.7.3 In question 3 (Appendix A), the respondents who had stated that their teacher-librarians had library and information science qualifications were asked to state their qualifications. Out of twelve, only three (25%) respondents intimated that they had obtained a teaching diploma from former

colleges of education, which included a course in school librarianship. Only five (42%) of the respondents indicated that they had obtained a Further Diploma in Education – Education Media and Library and Media Science certificates. The latter was obtained from the former Lebowa In-Service Training Centre (LITC) in Limburg. One (8%) of the respondents indicated that he or she had obtained a school library certificate from the former University of North, which is now called University of Limpopo. Only two (16%) of the respondents had a diploma and degree in Library and Information Science. One (8%) respondent did not answer.

5.7.4 In question 4 (Appendix A), the respondents were asked whether they conducted needs assessments before buying library-based resources. The majority (113. 69%) of the respondents replied negatively as shown in Table 5.7 above. This percentage implies that most teacher-librarians did not conduct needs assessment before purchasing library-based resources. Only 38 (23%) respondents indicated that needs assessments were conducted at their schools. Twelve (7%) respondents did not answer.

5.7.5 In question 5 (Appendix A), the respondents who responded negatively from the previous question were asked how they decided to buy library-based resources if they did not conduct needs assessments. Out of 113, the majority (82. 73%) of the respondents indicated that they did not buy library-based resources because no allocation or funding was made available for this purpose. One (1%) of the respondents indicated that “without budget, we are not buying at all”. However, five (4%) of the respondents indicated that only LTSM are purchased through subject teachers. More than a quarter (31. 27%) of the respondents did not answer.

5.7.6 In question 6 (Appendix A), the respondents were asked whether or not their schools had an annual budget specifically to buy library-based resources. In Table 5.7 above, it is indicated that the majority (110. 67%) of the respondents collectively yielded negative responses. The percentage obtained means that the majority of the schools in the province do not have an annual budget specifically to buy current library-based resources. In question 5 (Appendix B), the education officials were asked whether or not schools get funding from the Department of Basic Education to buy library-based resources. All three (100%) education officials revealed that there was no annual budget for schools to buy library-based resources. They indicated that schools used to get 10% of the allocated

Norms and Standards Grant to buy library-based resources, but this was discontinued in the 2007/08 financial year due to budget cuts. This might mean that only teacher-librarians in former advantaged ex-Model C schools can buy library-based resources because they have a budget specifically for this purpose.

5.7.7 In question 7 (Appendix A), the respondents who responded positively, when asked to explain where they got funding from, cited the following:

Out of 47, most (30. 64%) of the respondents cumulatively indicated that their schools received a library allocation or budget from the Department of Basic Education by means of the Norms and Standards Grant. Only three (6%) of the respondents indicated that they received library funding from school fees. These could be former advantaged ex-Model C schools in urban or affluent suburbs where they were able to charge learners extra fees to buy extra resources for their schools, including library-based resources. While three (6%) of the respondents indicated that they got funds from donors and through fundraising and competitions, eleven (23%) respondents did not answer.

5.7.8 In question 8 (Appendix A), the respondents were asked whether or not their schools raised funds specifically to buy library-based resources. The majority (135. 83%) of the respondents cumulatively yielded negative responses, as indicated in Table 5.7 above. This percentage means that very few schools were able to fundraise to ensure that suitable and relevant library-based resources were procured. Only a few (22. 13%) of the respondents indicated that fundraising events took place in their schools specifically for library resources. Only six (4) respondents did not answer.

5.7.9 In question 9 (Appendix A), the respondents were asked to indicate whether or not their schools received donations of library-based resources. Out of 163, the majority (119. 73%) of the respondents cumulatively yielded negative responses (Refer to Table 5.7 above). This high percentage reveals that the majority of the schools did not receive donations of library-based resources. Less than a quarter (36. 22%) of the responses indicated that donations were received. While two (1%) of the respondents opted for “DO NOT KNOW”, only six (4%) did not answer.

5.7.10 In question 10 (Appendix A), the respondents who did receive donations of library materials were requested to explain how they received such donations. They cited the following:

Out of 36, only a few (2. 6%) of the respondents collectively indicated that their schools took part in annual Readathon Celebrations (Literacy Celebrations in September) and sponsors donated library materials to the participating schools. One (3%) of the respondents explained that a local person, who was also a principal's friend, donated two sets of encyclopaedias to the school, five (14%) of the respondents replied that parents donated books, other four (11%) said that companies from South Africa and Australia donated books to their schools and another two (6%) of the respondents indicated that they had received a couple of donated books from the Mogalakwena Library in Mokopane and Polokwane City Library. In addition, 11 (31%) of the respondents intimated that they received donated books from the Rotary Club in Bedfordview, Johannesburg, churches and publishers. He or she also informed the researcher that his or her school also received free magazines from publishers.

Two (6%) of the respondents replied that his or her school received donations of library materials from the former Kwena Moloto College of Education in Seshego, which is now Mastec and the School Library Unit of the Limpopo Department of Basic Education. While four (11%) of the respondents indicated that they received donations from former teachers and learners in the corporate world, four (11%) of the respondents received library books from local universities and a private school in town. One (3%) respondent did not answer.

5.7.11 In question 11 (Appendix A), the respondents were asked whether or not their library materials in various school library facilities were weeded. Out of 163, the majority (121.74%) of the respondents yielded negative responses. Only 26 (16%) of the respondents did not respond, as depicted in Table 5.7 above. This may have been because they did not understand the concept 'weeding'. Only 16 (10%) of the respondents responded positively. As the percentage constitutes fewer than half of the number of respondents, it means that only a few teacher-librarians weeded library-based resources or materials in their schools. It may imply that the majority of the library provisioning facilities were full of old, obsolete and damaged library resources. Out of 16 respondents, only two (13%) of the respondents replied that they removed old and worn-out books from the shelves annually. Another one (6%) respondent intimated that some weeded materials were stored in a storeroom for later use due to lack of

current materials. Another (6%) respondent said that some weeded library-based materials were given to the learners for home use.

5.8 PROGRAMMES OFFERED BY THE SCHOOL LIBRARIES

5.8.1 In question 1 (Appendix A), the respondents were requested to indicate the programmes or services offered by their various school library facilities to teachers and learners. The findings are indicated in Table 5.8 below:

TABLE 5.8: PROGRAMMES OFFERED BY SCHOOL LIBRARIES

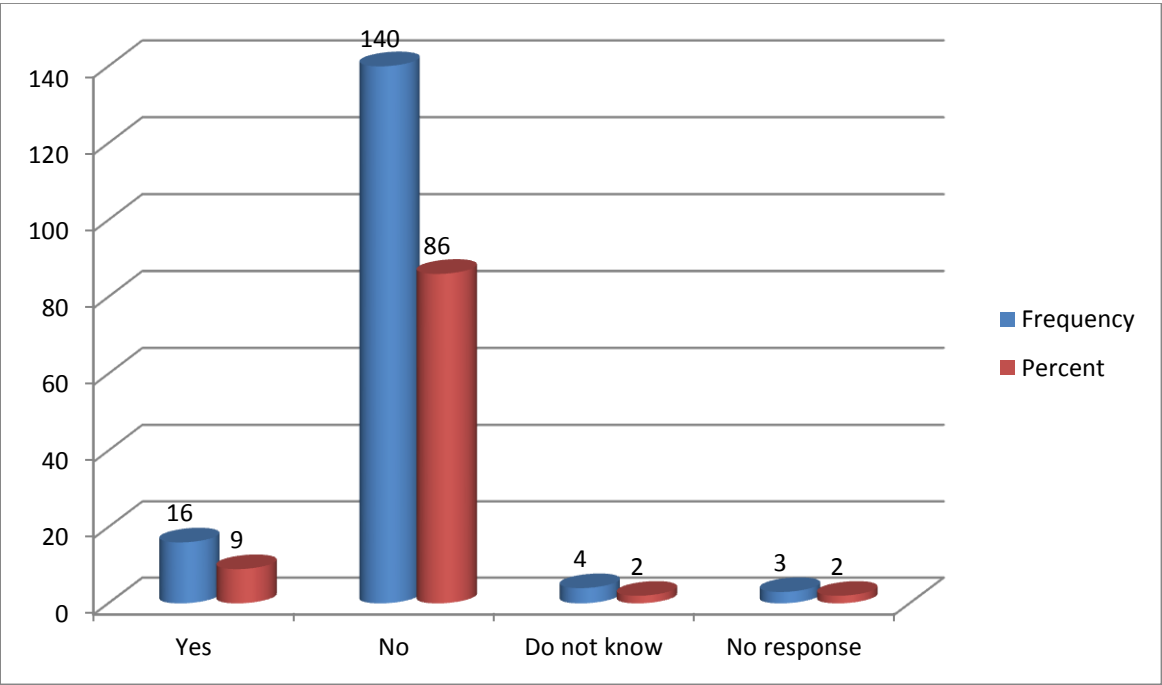
Programmes and services	Number of rural schools	%	Number of urban schools	%	Cumulative totals	Cumulative %
1. Reading programmes	14	12	4	9	18	11
2. Information literacy skills and programmes	2	2	3	7	5	3
3. Marketing of library activities	1	1	1	2	2	1
4. Library programmes	1	1	2	4	3	2
5. Outreach programmes and competitions	4	3	0	0	4	2
6. Celebrations of library calendar days	5	4	4	9	9	6
Number of respondents	118	100	45	100	163	100

From Table 5.8 above, it can be seen that less than a quarter (11%) of the respondents jointly indicated that they had reading programmes at their schools, while only 3% of them indicated that they have information literacy skills and programmes. The percentages are low and this means that the majority of the respondents did not have reading programmes and information literacy skills and programmes at their schools. Very few (9.6%) of the respondents indicated that they marketed library activities, library programmes, outreach programmes and competitions in their schools. Only nine

(6%) of the respondents indicated that they celebrated library calendar days at their schools. Most (104. 63%) respondents did not respond to the question. In question 1 (Appendix B), when asked which programmes the Department of Basic Education offered, the education officials indicated that few workshops were conducted for teacher-librarians on authorship skills, that is, creative writing.

5.8.2 In question 2 (Appendix A), the respondents were asked whether or not their schools celebrated the Readathon or Literacy Month. The findings are indicated in Figure 5.3 below:

FIGURE 5.3: READATHON CELEBRATIONS



Out of 163, the majority (86%) of the respondents jointly gave negative responses. The percentage is higher than 50%, which means that the majority of the schools did not celebrate the Readathon or Literacy Month in their schools. Only a minority (16. 9%) of the respondents cumulatively yielded positive responses indicating that very few schools celebrate the Readathon or Literacy Month. Out of 163, only four (2%) respondents opted for “DO NOT KNOW”,while three (2%) respondents cumulatively did not respond. In question 2 (Appendix B), when asked whether or not the Department

of Basic Education supports the celebration of Readathon or Literacy Month, the education officials indicated that they encourage all schools to celebrate Readathon or Literacy Month.

5.8.3 In question 3 (Appendix A), the respondents who responded negatively were asked to indicate how they made learners aware of the Readathon or Literacy Month. They have cited the following:

Out of 140, eight (6%) respondents collectively pointed out that they are not aware of the dates of these Literacy Month celebrations. Only one (1%) of the respondents stated that only primary schools were celebrating Readathon. Two (1%) of the respondents pointed out that only language teachers were responsible for making learners aware of the importance of reading. A minority (8.6%) of the respondents indicated that their schools became aware of literacy celebrations when they saw the Readathon posters, pamphlets and flyers. Only two (1%) of the respondents indicated that they do not celebrate the Readathon or Literacy Month because they did not have time as they were involved in full-time subject teaching. Eleven (8%) of the respondents indicated that subject teachers explained the importance of reading in assemblies and classes.

Only a few (13.9%) of the respondents mentioned that nothing was done regarding Readathon or Literacy Month celebrations at their schools, they only teach. One (1%) of the respondents commented that “no library, no celebrations”. One (1%) of the respondents commented that the Department of Basic Education notified his or her school through a circular or memorandum, one (1%) of the respondents indicated that his or her school selected its own week to celebrate Readathon or Literacy Month. Out of 140 respondents cumulatively, most (95.68%) of them did not respond.

5.9 THE CHALLENGES ENCOUNTERED IN DEVELOPING AND MAINTAINING FUNCTIONAL SCHOOL LIBRARIES

In questions 1 (Appendices A and B), the respondents were requested to outline or stipulate the challenges faced by their schools and the department in establishing and maintaining well-stocked and well-staffed school libraries. It was an open-ended question for the respondents to express their opinions or views freely. They expressed their opinions or views as follows:

5.9.1 Funding

Out of 163 respondents, the majority (98. 60%) of them cumulatively indicated that they needed sufficient funding to enable them to erect proper library buildings to provide sufficient space for shelves, seating accommodation (tables, chairs and study carrels) and other furniture needed to accommodate resources such as filing cabinets, racks, periodical shelving and others. As the percentage is high, it means that funding was a major challenge in the majority of the schools. Only 62 (63%) of the respondents indicated that sufficient funding was also needed to buy new and up-to-date information resources (including IT) because most library-provisioning facilities contained many old, outdated and irrelevant text books belonging to the old curriculum. One (1%) of the respondents indicated that funds are needed to buy Library Management System (LMS) in schools to enhance effective management and administration of library resources. Only five (5%) of the respondents commented that schools with a lower learner population were underfunded by the Department of Basic Education, resulting in fewer funds being allocated for school libraries. The education officials indicated that schools do not have a budget and therefore cannot purchase new and current library-based resources. This may be the reason why the majority of the library-provisioning facilities have many old textbooks. The respondents mentioned that library buildings (physical infrastructure) were also a problem because of a lack of funds. The education officials indicated that only a few workshops were conducted because of lack of sufficient funds. A minority (20. 25%) of the respondents complained that they received very few funds from the Norms and Standards Grant to the extent that the entire budget was spent on learner stationery, textbooks and prescribed set works. Furthermore, one (1%) of the respondents noted that there were no prescripts that indicated a budget split on how the Norms and Standards Grant can be used to buy library-based resources. Only one (1%) of the respondents insisted that maintenance for school libraries was a dilemma without enough funding. All three (100%) education officials indicated that funding has been a challenge because of budget cuts since the 2007/-08 financial year.

5.9.2 Infrastructural backlogs

Most (103. 63%) respondents indicated that their schools lack library buildings to properly house library-based resources and to provide adequate sitting accommodation for users to optimally utilise resources. Without well-articulated infrastructure, lack of library space characterises the majority of the

schools in South Africa. Only two (2%) of the respondents indicated that lack of sufficient buildings cause overcrowding and congestion in schools.

5.9.3 Staffing

The majority (114. 70%) of the respondents indicated that professionally qualified full-time teacher-librarians were essential to keep the library-provisioning facilities open daily and to manage the resources centrally. As this is higher than 50%, it means that professionally qualified staff were a challenge in almost half of the schools. One (2%) of the respondents expressed the view that teachers were overloaded with teaching responsibilities and therefore reluctant to take on extra responsibilities related to school libraries. The education officials cited a lack of trained teacher-librarians partly due to the closure of Lebowa In-Service Training Centre (LITC) in 1994/05. They also indicated that there was a lack of staff at circuit, district and the head office levels to run day-to-day matters related to the school libraries. The education officials indicated during the interview that the lack of librarian posts in schools is an obstacle to the functionality of the different school library facilities. As indicated in 5.9.1 above, lack of funds to hire library staff is a major obstacle towards the development and provision of the functional school libraries.

5.9.4 Workshops

A minority (8. 5%) of the respondents mentioned that workshops were essential to train teacher-librarians to enable them to execute library duties and functions diligently. As indicated in 5.9.1 above, the education officials stated that very few school library workshops were conducted because of budget cuts. It may mean that the majority of teacher-librarians lacked the library skills to carry out library activities and tasks diligently. This could be one of the reasons why library-based resources are disorganised in the majority of the library-provisioning facilities.

5.9.5 Awareness and marketing of the school libraries

A few (10. 6%) respondents replied that there was a lack of awareness of the importance of school libraries in education and this was the reason why teachers and learners lack interests.

5.9.6 School library advisors or facilitators

Only three (1%) of the respondents declared that school library advisors or facilitators were scarce and they did not visit schools or run workshops. The education officials explained that there was a shortage of the school library advisors or facilitators at circuits, districts and head office. This had a negative impact on conducting workshops and monitoring the school libraries.

5.9.7 Library period on the timetable

A minority (5.3%) of the respondents stated that learners did not have a period to visit the library facilities to acquire information literacy skills and to use library-based resources. They mentioned that due to the lack of a library period on the timetable, they encouraged learners to use library resources during their own free periods and after school until 16:00. The lack of a library period may mean that learners were not taught information-literacy skills and had no formal time to visit library facilities and interact with wide-ranging educational resources.

5.9.8 Security

Only few (16.10%) of the respondents indicated that security is a major concern in schools. One (6%) of the respondents indicated that “security in most rural schools is highly compromised”. The education officials expressed concern about the fact that the majority of the public schools in the province lacked security guards to patrol schools, especially during the night. They indicated that schools were vandalised and property (including valuable library resources) was stolen. It may imply that very few schools have security guards to prevent burglary and vandalism in the province.

5.9.9 Electricity

Out of 163 respondents, only one (1%) of the respondents in Capricorn District indicated that there is no electricity at his or her school. The education officials intimated that electricity was still a challenge in some of the schools in former disadvantaged rural communities or villages. Electricity is essential for the operation of electronic equipment such as computers. This means that poor schools without generators or solar panels cannot use electronic and electrical equipment.

5.9.10 Telecommunications infrastructure

Only few (10. 6%) of the respondents indicated that robust telecommunications infrastructure is needed for teachers and learners to connect effectively and access the Internet. The education officials revealed that the majority of the schools in the province did not have Internet connectivity because of poor telecommunications infrastructure. They indicated that the conventional telephone system was ineffective, unreliable and poor in remote, rural and disadvantaged schools and this makes conventional Internet connectivity impossible in their environment.

5.9.11 Roads infrastructure

The education officials commented that the Limpopo province is vast and mainly rural. The majority of the roads, especially in former disadvantaged rural communities, are untarred, gravel and dusty with unstable and non-standardised bridges. They indicated that in most schools, even mobile library services could not be introduced and implemented properly and effectively because of the poor road conditions. It could mean that courier services cannot be introduced to deliver library-based resources to the schools either if roads are in such a poor condition or state.

5.9.12 Access to public or community libraries

A small number (8. 5%) of the respondents indicated that access to use library-based resources in public or community libraries was not possible because they were situated some kilometres away from their schools, especially in remote, rural and disadvantaged communities or villages. Only three(38%) of the respondents indicated that cooperation with other libraries is extremely important to instil and resuscitate learning culture in teachers and learners.

5.9.13 Private sectors

Only two (1%) of the respondents blamed the private sector companies for not taking initiative to support the effective establishment and provision of well-equipped and functional school libraries.

5.9.14 Inter-school competitions

Only one (1%) of the respondents indicated that schools do not compete with each other concerning library events or activities.

5.9.15 No support

Few (7. 4%) of the respondents indicated that there is no support from the government and the Department of Basic Education.

5.9.16 Inclusion of Information skills into the curriculum

One (1%) respondent indicated that as information skills is not taken as a subject at schools; establishing well-stocked functional libraries in schools will remain a dilemma forever.

5.9.17 Vastness of the province

One education official (33.3%) reiterated that the province is vast. He or she stated that the vastness of the province and insufficient funding are challenges that need to be addressed to enable schools to buy current library-based resources.

5.10 SUPPORT OFFERED TO SCHOOLS TO ESTABLISH FUNCTIONAL SCHOOL LIBRARIES

5.10.1 In question 1 (Appendix A), the respondents were asked whether or not their schools received advisory services from the Department of Basic Education concerning school libraries. The findings are indicated in Table 5.9 below:

TABLE 5.9: ADVISORY SERVICES RECEIVED BY SCHOOLS

a. Rural schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	10	8.5	8.8	8.8
No	99	83.9	87.6	96.5
Do not know	4	3.4	3.5	100.0
Total	113	95.8	100.0	
Missing System	5	4.2		
Total	118	100.0		

b. Urban schools

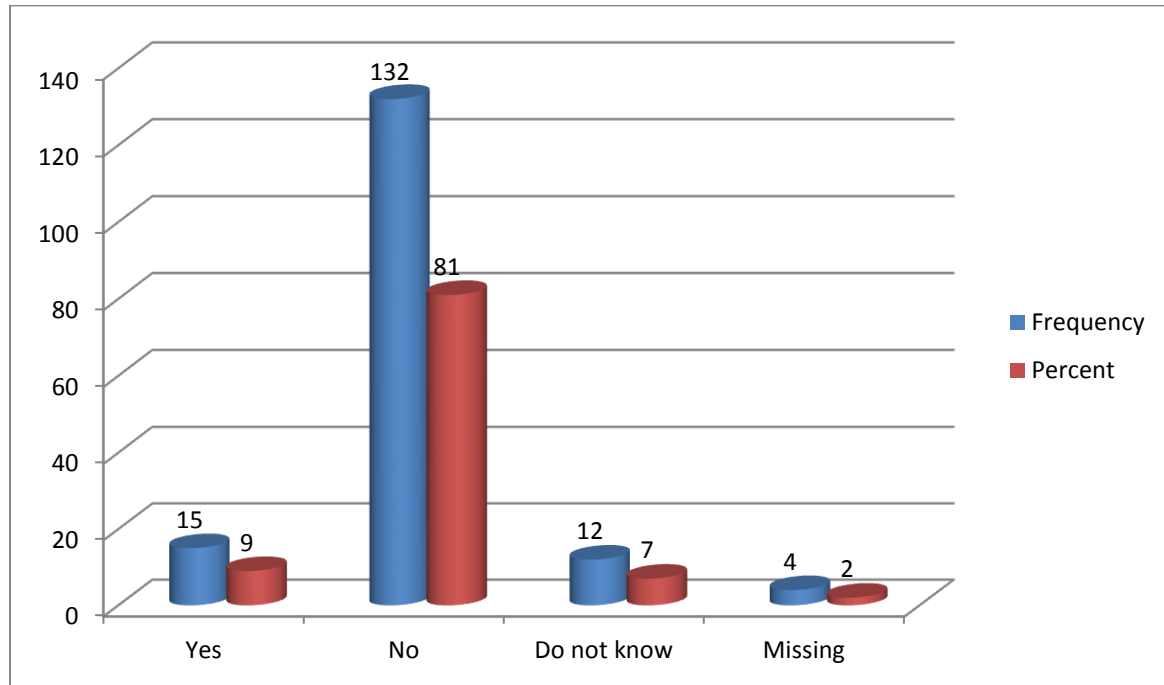
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	20.0	21.4	21.4
	No	30	66.7	71.4	92.9
	Do not know	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	System	3	6.7		
Total		45	100.0		

Out of 155, the majority (129, 83%) of the respondents cumulatively gave negative responses, which means that the majority of the respondents were not getting advisory services from the Department of Basic Education. This may imply that very few (12%) schools were receiving advisory services.

5.10.2 In question 2 (Appendix A), the respondents who had responded positively were asked to indicate the types of advisory services schools received. Out of 19 respondents cumulatively, only six (32%) of them answered that the Department of Basic Education conducted school visits and workshops for the teacher-librarians. Thirteen (68%) respondents did not respond. In question 1 (Appendix B), the education officials were asked to indicate types of advisory services the Department of Basic Education offered to schools regarding school libraries. The education officials stated that they used to organise and run workshops in the past to equip the teacher-librarians with essential and basic library skills such as cataloguing, classification and accessioning of library-based resources. In addition, the education officials explained that the teacher-librarians were advised during workshops to raise funds to buy library-based materials.

5.10.3 In question 3 (Appendix A), the respondents were asked whether or not schools received a core collection from the Department of Basic Education to establish their own library collections. The findings are indicated in Figure 5.4 below:

FIGURE 5.4: CORE COLLECTION IN SCHOOLS



Out of 159, the majority (132. 81%) of the respondents collectively gave negative responses. This means that the majority of the schools did not receive a core collection to establish a library collection. Only a few (15. 9%) of the respondents indicated that their schools received core materials. While 12 (7%) of the respondents opted for “DO NOT KNOW”, only four (2%) respondents did not answer.

In Question 4 (Appendix B-under resources), the education officials were asked if schools are supplied with library-based resources to kick start a library collection. The education officials indicated that before 1994, schools were supplied with core collection. They indicated that due to budget cuts, new schools are no longer provided with core library resources to start a library collection.

5.10.4 In question 4 (Appendix A), the respondents who responded negatively were asked how school library collections were established in their schools. They have cited the following:

Firstly, out of 132, only 14 (11%) of the respondents jointly indicated that their schools were allocated school fees some years previously to buy library-based resources to start a library collection. Only two (2%) of the respondents stated that school fees were used to buy computers while another one (1%) disclosed that, since learners were no longer paying school fees, they no longer had a budget to buy library materials.

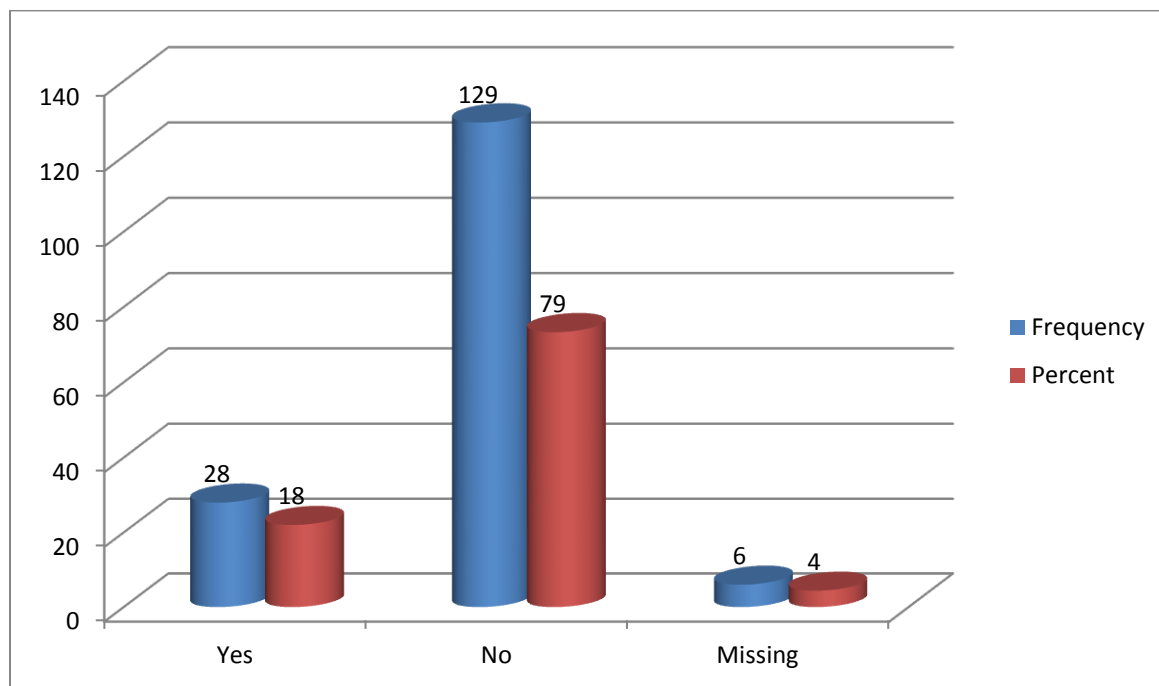
Secondly, only 16 (12%) of the respondents indicated that few old subject books, which still contained some information relevant to the curriculum, were used to start a library collection. They also revealed that they solicited free samples from the publishers to establish library collections.

Only one (1%) of the respondents told the researcher that an extra classroom, which was used to store old learning and teaching support materials, had been converted into a school library with a couple of relevant library books.

Thirdly, only 22 (17%) of the respondents indicated that a certain percentage of the Norms and Standards Grant from Department of Basic Education was budgeted to enable their schools to buy library-based resources to establish a library collection. Only three (2%) of the respondents shared that NGOs and private companies such as Telkom Foundation and Nedbank donated library materials to establish a library collection at their schools and one (1%) of the respondents indicated that his or her school won library books in a competition. One (1%) of the respondents indicated that a private school from Polokwane assisted his or her school to establish a library facility. One (1%) of the respondents indicated that library books donated from overseas had “irrelevant content”. Seventy (53%) respondents did not answer.

5.10.5 In question 5 (Appendix A), the respondents were asked whether or not teacher-librarians attended workshops organised by the Department of Basic Education. The findings are indicated in Figure 5.5 below:

FIGURE 5.5: ATTENDANCES OF WORKSHOPS



Less than a quarter (28. 18%) of the respondents gave a positive response, which means that very few teacher-librarians attended the workshops. This implies that the majority of the teacher-librarians did not attend school library workshops. Only six respondents did not answer.

5.10.6 In question 6 (Appendix A), the respondents who reported that their teacher-librarians did not attend the workshops were asked how they acquire library skills. Out of 129, only twelve(9%) of the respondents collectively indicated that they acquired library skills while training as teachers at the former Setotlwane and Tivumbeni Colleges of Education. One (8%) of the respondents also trained as a teacher-librarian at the former Lebowa In-Service Training Centre in Limburg. Only one (1%) of the respondents, cumulatively, remarked that he or she had “never heard of them”. This may imply that this respondent had never seen or read a memorandum or a circular inviting the teacher-librarians to the school library workshop or was never told to attend such a workshop. One (1%) of the respondents stated that the “Department of Basic Education conducted a school library workshop approximately ten years ago which shed some light on school library” and another one (1%) revealed that even if workshops were organised, he or she could not attend them because of being overloaded with teaching

responsibilities. Only a few (15. 12%) of the respondents indicated that they were not aware of such workshops as they never receive invitations from the Department of Basic Education. Fifteen (12%) of the respondents indicated that nothing is done. Most (82. 64%) respondents did not answer.

In question 2 (Appendix B), when asked whether or not teacher-librarians attend workshops, all three (100%) education officials mentioned that the teacher-librarians attended workshops before the 2007/08 financial year. They disclosed that because of budget constraints, very few workshops were now conducted.

5.11 GENERAL COMMENTS

In this section, the respondents were requested to express their views on school libraries. This was an open-ended question and they cited the following:

5.11.1 School libraries are essential for teaching and learning

Out of 163, most (115. 63%) of the respondents together agreed that school libraries were crucial for effective teaching and learning, and therefore are essential for all the schools. The high percentage means that the majority of the respondents realised the importance of well-stocked and well-staffed school libraries in the education system. The respondents regarded school libraries as useful resource centres. One (1%) of the respondents commented that “since accessing and processing of information is a vital skill which should be acquired, a proper well-resourced and well-staffed school library is an essential part of the learning programme offered at a successful school”. One (1%) of the respondents reiterated that “a school library is a fundamental need for any learning environment, shortage of functional school libraries negatively affects the quality of the results nationally”. The respondents mentioned that school libraries are enabling factors to develop a reading culture, skills and habits in learners. As school libraries provide a diversity of library-based resources and materials to learners, they are prerequisites for literacy development. The respondents indicated that the school libraries could improve reading, listening and decoding skills in learners leading to the acquisition of knowledge. The education officials echoed the same sentiments. They indicated that the school libraries supported the school curriculum and were therefore important to enhance teaching and learning styles in schools. They avowed that school libraries were a necessity for every school because

they played a pivotal role in education. Fourteen (12%) of the respondents indicated that library buildings are of paramount importance to establish libraries in schools. However, one (1%) of the respondents commented that “school libraries in general are suffering: lack of resources, poor staffing and inadequate support from the government”.

5.11.2 Professionally qualified full-time teacher-librarians

Out of 163, only 18 (11%) of the respondents indicated that professionally qualified full-time teacher-librarians were essential to keep library provisioning facilities open throughout the day to enable users to access and utilise resources at any time. It means that less than a quarter of the respondents saw a lack of professionally qualified teacher-librarians as a challenge for the establishment of functional school libraries. The respondents indicated that the school libraries need to be the prerogative of the Department of Basic Education and professionally qualified full-time teacher-librarians need to be employed to manage library provisioning facilities and their library-based resources.

5.11.3 Funding

Out of 163, only 14 (9%) of the respondents cited a lack of funding as a main obstacle to the proper provision of the library resources in schools. Out of fourteen, only one (7%) of the respondents commented that, “funding exclusively for school libraries is needed” to buy new, current and up-to-date library-based resources. Out of 163, three (2%) of the respondents indicated that “resources provided by the Department of Basic Education are inadequate”. The respondents indicated that there were no guidelines for the utilisation of the Norms and Standards Grant. One (7%) of the respondents indicated that in no fee schools, no funds are allocated for procurement of library resources. Sufficient funding is also needed to beef up security measures in schools. One (7%) of the respondents commented that “a reading nation is a winning nation, however, funding remains a prerequisite”. Out of fourteen, only two (14%) of the respondents were of opinion that donors and sponsors were needed to assist schools to establish well-resourced and staffed school libraries.

5.11.4 School library workshops

Out of 163, only a few (3. 2%) of the respondents indicated that school library workshops were indispensable to equip the teacher-librarians with basic library and information skills to manage the library facilities and library-based resources effectively and efficiently.

5.11.5 Support from the Department of Basic Education

Only one (1%) respondent complained that schools received little support from the Department of Basic Education concerning the establishment and provision of the well-resourced and staffed school libraries.

5.11.6 Library period on the timetable

Only three (2%) respondents indicated that allocation of library periods on the timetable for the teachers and learners to access and use library resources was indispensable.

5.11.7 Cluster library model

Only one (1%) respondent indicated that the cluster library model, established by the Department of Basic Education for use by a group of schools in a particular geographical locality or area, could solve the problems of school libraries.

5.11.8 Mobile libraries

Only one (1%) respondent indicated that mobile libraries were essential because of a lack of fixed proper library buildings in the majority of the schools.

5.11.9 Internet

Two (1%) respondents indicated that “libraries are outdated because of the development and advancement of the Internet and its technological support”.

5.11.10 Awareness of school libraries

One (1) respondent indicated that “the Department of Basic Education should create outreach programmes and competitions that will attract learners to use school libraries”.

5.11.11 No hope

All three (100%) education officials indicated that a lack of funds in the province was an impediment to the provision of well-resourced and well-staffed school libraries. They reiterated that if there was no turnaround strategy, there was no hope in that regard.

A small number (10.6%) of the respondents did not answer.

5.12 SUMMARY

In this chapter, the primary data was presented and interpreted. Although more than a quarter (33%) collectively of the schools in Limpopo Province had a library facility, library materials in most schools were inaccessible due to the lack of sufficient space to use them. The majority of the schools did not have purpose built central school libraries and so library facilities were congested more so because most of them were used as multipurpose centres, i.e. as staffrooms, storerooms and administrative offices with computers and photocopying facilities. Most of these facilities had out-dated learning and teaching support materials of the old curriculum. The few and outdated library resources in these structures were not easily retrievable because they were not systematically organised.

Very few schools had full-time teacher-librarians to run and effectively manage library resources because they were involved in mainstream teaching. The majority of the teacher-librarians were not professionally qualified. With the exception of the historically advantaged ex-Model C schools, most of the schools did not have a ring-fenced budget to buy library-based resources. As the province is vast with many schools in remote, rural and former disadvantaged communities or villages, sufficient funding is essential to buy library resources to enable teachers and learners to access and use them to support the progressive, constructivist resource-thirsty curriculum. An acute shortage of staff at circuit, district and head office to support and develop teacher-librarians professionally regarding school library matters is also a matter of great concern. In the next chapter, the findings are discussed.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

While the previous chapter dealt with the presentation of data obtained through an empirical study, this chapter presents an analysis, interpretation and discussion of the findings. The discussions are informed by the research objectives as stipulated in Chapter 1, section 1.2.1 and they will also be supported by secondary data from literature reviewed in Chapters 2 and 3. The research objectives of this study centred on the following sub-themes:

- 6.1.1 To identify the legislation and policy frameworks which support the establishment and development of school libraries,
- 6.1.2 To identify the library services and programmes that support the curriculum,
- 6.1.3 To assess the library resources that support the provision of school libraries,
- 6.1.4 To establish the infrastructure (buildings) to accommodate the library resources,
- 6.1.5 To establish challenges in establishing and maintaining functional school libraries,
- 6.1.6 To recommend the relevant and the appropriate school library model for effective and functional school library and information services in Limpopo Province.

6.2 BACKGROUND INFORMATION ON SCHOOL LIBRARIES

Including background information on the school libraries is important as this information is crucial as it is the pillar on which the entire study is based.

6.2.1 Names of the schools

The respondents (principals or and teacher-librarians) were requested to furnish the names of their schools as shown in Appendix D for readers to see which schools responded from a sample. However, confidentiality is maintained because the responses provided by the respondents can in no way be attached or traced to their particular schools.

6.2.2 Existence of a library structure or facility in schools

In Chapter 5, Table 5.2, it was encouraging to note that more than a quarter (33%) of the rural and urban schools in the province collectively had some sort of provisioning facility or structure for library use. This correlates with findings by NEIMS Standards report (2014) which indicates the exponential growth in the number of the schools with libraries in the province. This could imply an improvement in the number of schools in Limpopo that have a library provisioning facility or structure compared during the apartheid era. However, as observed by Paton-Ash & Wilmot (2013:133), “many of these libraries were shut as there was no dedicated librarian and the teacher in charge was busy teaching”.

However, according to the *Library and Information Services Transformation Charter* (2014) and NEIMS (2011), the national average indicates that only from 7.2% of the public schools in South Africa have a well-resourced and well-staffed school library despite the amended South African Schools Act of 1996 which indicates that “all schools should have a library facility or media centre facility or library stocks” (South Africa. Department of Basic Education 2013:11). Unfortunately, the Act makes no mention of staff and stock. Paton-Ash and Wilmot (2013:134) avow that “these libraries were mainly in former Model C schools” while in historically disadvantaged communities well-resourced and well-staffed school libraries are virtually non-existent. Hart (2014:4) warns that:

“Unless government intervenes more forcefully then the present gap between information-rich and information-poor schools will continue to grow”.

However, NEIMS Standards Report (2014) indicates that the percentage of schools with a room designated as a library facility have risen to 16% nationally. In Limpopo Province, the percentage of schools with a room library is 2.8%. This represents an exponential growth in the number of schools with a library facility. This could imply that the principals and teacher-librarians in Limpopo had realised the value of supporting their learners with library-based resources and therefore the percentage has risen from 2.3% that was recorded in 2007 (Nassimbeni & Desmond 2011: 96; NEIMS 2011) to approximately 33% in this study (2014), which represents a phenomenal growth. It could also imply that the situation has improved remarkably, partly because of the past approach to the OBE curriculum where schools were encouraged to buy essential library-based resources to implement it successfully because it was the progressive, constructivist and resource-based methodology of teaching and learning. This approach was phased out by the South African government because it did not achieve

the intended goals or outcomes due to the notable challenges pertaining to the provisioning of library-based resources in the majority of the schools in the country particularly in historically disadvantaged rural communities, informal settlements and townships (Motseke 2005).

However, Tiemensma (2008) argues that if respondents indicate that their school has a library, it does not mean that the library is active, vigorous and functional. This is confirmed by researchers such as Wessels and Knoetze (2008), when they comment that it is doubtful whether all the school libraries that do exist are functional and have relevant and suitable library-based resources. However, the rising percentage of the schools with a library facility or structure in Limpopo did not come as a surprise because during the interview, the education officials revealed that schools in the province are encouraged to convert extra, unused classrooms into library-provisioning facilities. One school in Seshego, Capricorn District, was pinpointed as one of the schools in the province where an unused classroom was converted into a school library facility. It is worth mentioning that if this trend can be cascaded to other schools, the chances of increasing the percentage of the schools with a library facility in the province can increase considerably. The findings revealed that despite staffing, funds and library resources, infrastructure (buildings) is also a daunting challenge in most schools without libraries. Even if mobile classrooms can be used as library facilities, due to shortage and dilapidated buildings in most schools, they are used mainly for teaching and learning.

6.2.3 Ranking of the library resources in schools

While nearly more than a quarter of schools have a library facility, the study established that most of them contained notably old and obsolete library materials which were “unsuitable” as, revealed in Chapter 5, Figure 5.1. Therefore, it seems that the library resources in the most library facilities or structures were outdated and could not help meet the challenges or obligations posed by the current progressive, constructivist learner-centred curriculum. Du Toit and Stilwell (2012:123) observe that the library collections of most of the schools is characterised by the absence of relevant and adequate library-based resources. Lack of appropriate and sufficient library resources is one of many circumstantial reasons why OBE implementation failed in historically disadvantaged rural communities, townships and informal settlements. Inadequacy of wide-ranging educational resources negatively affect innovative and constructivist teaching and learning platforms. As observed by Du Toit and Stilwell (2012:123), “teachers often persist in using the rigid and sterile teaching methods

which they experienced as children”. It is worth mentioning that, some principals and members of the school governing bodies at some historically disadvantaged rural communities do not seem to realise the significance and essence of procuring new and current library-based resources for teaching and learning purposes.

However, the study established that in a minority of cases, library-based resources were “suitable,” which is taken to imply that their resources are somehow current and up-to-date to support and meet the resource-thirsty curriculum needs. It is noted that none of the respondents in this study ranked their library resources as “highly suitable.” This can be attributed to a point raised by teacher librarians and principals that the majority of the schools in the province do not have an annual budget to buy recent, up-to-date and suitable library-based resources. Lack of funding for the procurement of recent and apposite library materials to support learner-centred curriculum was also confirmed by the education officials. It is posited by this study that lack of funds is the reason why most library collections in the majority of the schools are declared “unsuitable”. The unsuitability of library materials may in turn be the reason why teachers and learners do not see the importance of visiting and using the library-based resources in the library facilities, because they know that there is nothing new to entice them. Lack of funding affects resources in the library. Without budget from the national Department of Basic Education, purchasing current library resources is a dilemma affecting particularly poor schools in quintile 1. As Hart (2002:14) underscores, without a mechanism to compel schools to allocate or ring-fence a certain proportion of their budget to procure current library-based materials, the low profile of libraries in the majority of the schools is perhaps understandable. However, in this study, more than a quarter of the urban schools tend to have suitable library resources than their rural counterparts as seen in Chapter 5, Figure 5.1.

6.3 LEGISLATION AND POLICY FRAMEWORKS

In any organisation, guidelines and legislation and policy frameworks play a significant role in determining the organisational ethos by directing and guiding all the relevant stakeholders. Stakeholders such as the respondents in this study should not only recognise the importance of such legislation and policy frameworks, but they need also to know about the relevant school library guidelines and legislation and policy frameworks in South Africa which underpin the provision of the

well-resourced and staffed school libraries. Moreover, such stakeholders further need to have equal access to these related legislation and policy frameworks to enable them to use ideas, guidelines and suggestions appropriately to increase accessibility and availability of the resources further to ensure that teachers and learners use them optimally to stimulate effective and innovative teaching and learning platforms. Yet, from the findings of this study, it is apparent that the relevant stakeholders in relation to school libraries in Limpopo display gaps towards this ideal.

6.3.1 The importance of the legislation and policy frameworks

The findings established that the majority of the respondents recognised the importance and relevance of the guidelines in the provision of library materials to schools. They are of the opinion that the development and provisioning of school libraries need to be underpinned and governed by the approved and relevant legislation and policy frameworks, which form the basis for guidelines, regulations, laws and rules. Although specific rules, regulations, policies and guidelines are essential to direct and guide the establishment and provisioning of such facilities, they should further be implemented to make the different school library facilities of service to the users. The study found that the education officials also support the importance of such guidelines in the provision and development of the well-resourced and well-staffed school libraries. However, the lack of an approved and legislated school library policy from the national Department of Basic Education remains an impediment for an active, vibrant and dynamic school library development in all South African schools.

At the time of the study, the province had a discussion document of the school library policy, which regrettably had not yet been officially implemented because it has not yet been legislated or endorsed. However, the education officials confirmed the informal implementation of the discussion document alongside the newly established and launched *National Guidelines for School Library and Information Services* (2012). In their study, Papazoglou and Semertzaki (2002) point out that, although new legislation prescribes the establishment of school library in every school in Greece, it was never officially implemented. The aim was to make the topic of school libraries part of the public dialogue. Heeding the call, some schools took the initiative and developed their school libraries on their own accord without any support from the Department of Education and with no trained personnel. Similarly, if the discussion document and the *National Guidelines for School Library and Information Services* (2012) are made available to all schools in the province, some can utilise the opportunity to

establish library provisioning facilities on their own. Paton-Ash and Wilmot (2015) aver that the lack of policy affects staffing, infrastructure and funding which are basics for provisioning and functioning school libraries.

6.3.2 Knowledge of the legislation and policy frameworks

From the data collected, it became apparent that very few respondents know about the existence of the guidelines related to school libraries. All legislation and policy frameworks were less known in the majority of the schools. Even the *National Guidelines for School Library and Information Services* (2012), which is the latest document issued and published by the Department of Basic Education concerning the establishment, development and provisioning of the school library and information services in South Africa was known by less than a quarter of the schools in the survey. Ironically, the lack of well-stocked and staffed school libraries seemed to be the reason why some respondents found it worthless to know the guidelines and legislation and policy frameworks in draft forms. The fact that the document is not known in many schools is a matter of serious concern because of the negative consequences this ignorance may have on the effective establishment and development of the school libraries. Perhaps few advocacy campaigns may be one other reason that the document is not familiar in most schools. Du Toit and Stilwell (2012) argue that advocacy campaigns are useful and indispensable mechanisms, which can be used to acquaint and familiarise stakeholders with the relevant legislation and policy frameworks. They further indicate that policy advocacy campaigns can shorten the implementation period because the relevant stakeholders already know exactly what is expected of them. They already know specific roles and duties they ought to assume to ensure that the mission is accomplished. Du Toit and Stilwell (2012) have also identified lobbying as a method that can be used to enable stakeholders to know guidelines and to get essential support or buying-in from them.

The Department of Basic Education has a responsibility to ensure that the guideline document is disseminated to all schools to ensure that ideas, guidelines and suggestions contained therein reach all the relevant stakeholders for possible proper and full implementation. In the few schools where the document is known, the researcher hopes that the stakeholders will use the knowledge to implement some interim ideas and suggestions in it so that teachers and learners are able to access and use the library-based resources.

A National Policy Framework for School Library Standards: A Discussion Document (1997) was produced after wider consultations by the Department of Education's Directorate for Educational Technology and Distance Education (Hart & Zinn 2007). Surprisingly, in 2015, only less than a quarter (20%) of the schools claimed that they are familiar with the document. Although never approved and legislated by the Department of Education, this old discussion document formed a basis for the development and provision of the educational resources in schools in South Africa. Other, equally less known legislation and policy frameworks are *The Policy for Library Services in South African Schools* (2002), *The Library and Information Services (LIS) Transformation Charter* (2009) and *A Draft National School Library Policy Framework* (2003).

The National Guidelines for School Library and Information Services (2012) is the most recently approved guideline document discussed in this study which is also distributed to public schools in South Africa. Thus all relevant stakeholders need to know and acquaint themselves with its contents to perpetuate and propel school library development initiatives. Otherwise, it would be difficult to implement the guidelines and ideas in it to ensure that teachers and learners access and utilise the library-based resources because it provides useful guidelines and essential directives to make different types of the school library facilities operational. Even though the document is just a guideline which lacks authority and mandate to pressurise the Department of Basic Education and schools to provide a well-resourced and staffed library in every school, these guidelines provide significant guidelines that can inform the establishment and provision of the school libraries in the country. In terms of the guidelines, Hart (2014:7) affirms that:

“They fall short of policy but they offer a vision of the educational role of school libraries that can government to account”.

6.3.3 Access to the legislation and policy frameworks

From the collected data, accessibility to school library guidelines is problematic to most teacher-librarians and principals. The lack of access to them can be attributed to ineffective and inefficient communication strategies or channels between the Department of Basic Education and schools. Effective and reliable methods of disseminating documents need to be established carefully to prevent this apparent communication breakdown between schools and the department. Most of the respondents in this study indicated that the useful guideline documents such as the *National Guidelines for School*

Library and Information Services (2012) are not readily accessible and available to them. Although the study could not ascertain whether the copies of the draft or discussion document of the school library policy in the province have been disseminated to the schools to obtain inputs from the stakeholders at school level, it is doubtful because no respondent mentioned it when they were requested to indicate other unapproved policy frameworks they know.

Although the study did not look at methods used by the Department of Basic Education to distribute official documents to schools, it is apparent that although printed documents are preferable in mostly rural provinces such as the Limpopo province, some documents can also be made available online to allow people with Internet access to read them online. They could also be available on CD. In addition to making hard copies physically accessible of these documents at schools, districts, circuits and head offices, they could also be made available online. However, in a mostly rural province such as the Limpopo province, accessing and retrieving these documents online becomes a dilemma because of the apparent poor telecommunications infrastructure to access the Internet, more specifically in historically disadvantaged rural communities or villages. Mostert and Ntetha (2008) also mention the lack of telecommunications infrastructure as one of the challenges that prevent users from using computers to access information online. Statistics South Africa (2013) indicates that only 10% of the South African population has access to the Internet in their households. In Limpopo province the situation may even be worse. While other technology such as cellphones can be used innovatively to retrieve online information from the Internet, downloading the number of megabytes of information proved to be problematic due to their limited memory capacity.

As the managers of schools, the principals are supposed to access and acquaint themselves with the contents of these documents, particularly of the *National Guidelines for School Library and Information Services* (2012). The aim will be to implement the guidelines and suggestions contained in them to ensure that teachers and learners have equitable access to the library-based resources in terms of the different school library facilities.

6.4 SCHOOL LIBRARY MODELS

Chapter 3, section 3.4 discusses the menu of the various school library models that are available to each school in the country as an opportunity to establish and develop a library collection to cater for the resource-thirsty curriculum needs and obligations of the teachers and learners (South Africa. Department of Basic Education 2012). Even though not approved, the school library models are aimed at redressing past apartheid injustices and disparities concerning the development and provision of library-based resources in all public schools. For this to happen, the school principals and teacher-librarians need to know the types of the school library models including their inherent weaknesses and strengths. Five recommended school library models, namely, mobile library, cluster library, classroom library, centralised school library and school community library are outlined in Chapter 3 of the *National Guidelines for School Library and Information Services* (2012). Their advantages and disadvantages are also discussed. This knowledge will enable principals and teacher-librarians to carefully select relevant, appropriate, suitable and potential models for library use by their schools.

6.4.1 Existing school library models

A variety of school library models exist for school communities to efficiently choose and establish library-based resources. The findings have shown that schools in Limpopo Province have already implemented the following school library models on their own accord in an attempt to address the establishment and provision of the library-based resources at schools:

6.4.1.1 Staffroom or office converted into a library model

The findings established that the staffroom or office converted into a library model was used by more than a quarter of the schools in the study as indicated in Chapter 5, Table 5.4. Due to space constraints, only a minority of the learners can utilise the resources in staffrooms or offices. Although the study could not ascertain whether learners were also allowed in the staffrooms or offices in some schools to interact and use the library resources, it was established that some schools did not allow the learners in the staffrooms or administrative offices. Apparently, the collections in these facilities could be used mainly by the teachers during their free periods, breaks and after schools. In cases where learners were not allowed in these facilities, they were forced to loan and utilise the library-based resources in the classrooms or perhaps at home. Magara and Batambuze (2009) point out that, in Uganda, learners are

allowed to take library books home. This is encouraging because learners will take full responsibility for caring and handling library books. It is worth mentioning that even schools in Greece use offices as library-provisioning facilities (Papazoglou & Semertzaki 2001).

6.4.1.2 Classrooms converted into central school libraries

Even though most popular school library model particularly in historically disadvantaged communities, classrooms converted into central school libraries are used by less than a quarter of the schools as revealed in Chapter 5, Table 5.4. Due to shortage of sufficient classrooms in the country due high learner enrolments and dilapidated structures, some schools are taking these facilities back for teaching and learning purposes. The use of this model is not only unique to South Africa, there is evidence that the model is also used in Spain (Spencer 2005), Greece (Saitis & Saiti 2004) and Uganda (Magara & Batambuze 2009).

6.4.1.3 Purpose built central school libraries

The findings established that even if most respondents know this model, only a small minority of respondents indicated that their schools use it. However, as depicted in Chapter 5, Table 5.4, more than a quarter of schools in the urban stratum uses this model compared with their rural counterparts. Apparently, this type of the school library model was predominantly found in former advantaged ex-Model C schools in historically affluent communities. This is confirmed by Hart and Zinn (2007) who refer to the fact that in the mid-1980s, schools in the white sector of education were generously provided with centralised school libraries perhaps equal to any in the world, whereas libraries in the black schools were virtually non-existent. The majority of the historically disadvantaged black schools are still feeling the brunt of the lack of this school library model because of historical and racial legislation. Fredericks (1995) adds that many schools for blacks in South Africa do not have fully equipped school libraries. These are some of the resource disparities the country is still feeling because of the effects of the apartheid education system, which once had our country in its grip. De Vries and Van der Merwe (2004) argue that the gap in the provision of library-based resources between affluent and disadvantaged schools is far from being reduced. This is reaffirmed by Papazoglou and Semertzaki (2001) who recount that in Greece, only a few private schools had adequate school libraries. This seems to have been the trend during the colonial era. This is affirmed by Otike (2004) who reports that schools earmarked for Europeans in Kenya have collections of superior quality because they were

developed according to the standards determined by Britain because of colonialism. However, in Uganda, schools in the Pallisa District also lack special purpose central school libraries (Magara & Batambuze 2009).

6.4.1.4 Storeroom libraries

In this study, few schools use storerooms as libraries. Accessibility is a nightmare in most storeroom libraries because despite non-library materials such as rakes, spades, forks and cleaning materials, they are full of old LTSM of the old curriculum. Sitting accommodation is a challenge in most storeroom libraries and therefore usage of the library resources is hindered tremendously in these facilities. In cases where resources are not systematically arranged, chances of users getting what they want become minimal. Baffour-Awuah (2002) reveals that schools in Botswana even use storerooms to house library-based resources. Graboyes (2012:77) reports that at the George C. Marshall High School, a Fairfax County, Virginia, “a cluttered storage room was transformed into a special collections room”. Magara and Batambuze (2009) also confirm that storeroom libraries are used in Uganda.

6.4.1.5 Other school library models

Surprisingly, while very few schools use collections of books kept in boxes in classrooms, no school in this study used mobile trolleys in the various classrooms as a school library model. These are typical characteristics of the schools in remote, rural and historically disadvantaged communities or villages and townships, which, generally, do not have well-resourced and well-staffed purpose built central school libraries. It is encouraging, however, to see that countries such as Uganda also use other models of school libraries such as library corners (Magara & Batambuze 2009).

It is interesting to note that other school library models are emerging in other countries because of the apparent lack of purpose built central school libraries. For example, in Uganda, the National Book Trust of Uganda (NABOTU) under the East African Book Development Programme (EABDP) is assisting schools to set up reading tents in schools exclusively to encourage children to read for pleasure (Magara & Batambuze 2009). As the majority of schools in South Africa do not have functional school libraries, improvisation is essential to give learners an opportunity to learn or read.

6.4.1.6 Evaluation of the school library models

It was revealed during the interview that the education officials encouraged schools in the province to choose and implement the school library models that suited their needs, local conditions and prevailing circumstances as indicated in Chapter 3, section 3.4. It therefore warrants that the different school library models need to be evaluated regularly to determine their efficiencies and deficiencies. Du Toit and Stilwell (2012) argue that school library models need to be assessed accurately with the aim of implementing the most appropriate and suitable models in particular schools. This knowledge will assist the relevant stakeholders in choosing, adopting and implementing relevant, appropriate and reliable school library models best for their schools. Graboyes (2012) confirms that the chosen and implemented school library models should be evaluated regularly to determine if they meet the learning and teaching needs of the learners and teachers and prevailing circumstances and conditions in schools. To determine user satisfaction, the adopted and implemented school library models, therefore, need to be constantly evaluated. IFLA/UNESCO *School Library Guidelines Draft* (2015:8) points out that:

“Evaluation is a critical aspect of an ongoing cycle of continuous improvement. Evaluation helps to align the library’s programs and services with the goals of the school. Evaluation demonstrates to students and teachers, to library staff and to the wider educational community the benefits derived from school library programs and services. Evaluation gives the evidence needed to improve those programs and services and helps both library staff and library users understand and value those programs and services. Successful evaluation leads to renewal of programs and services as well as development of new programs and services”.

Although the education officials acknowledged that evaluation of the different school library models is indispensable to determine their innate weaknesses and strengths in providing effective and functional school library and information services, they mentioned that the school library models are not evaluated because of an obvious lack of personnel. The lack of evaluation of these school library models implies that their strengths and weaknesses are not known by those who are supposed to choose, adopt and implement them to offer efficient school library and information services. It is therefore possible that some schools could implement school library model(s) that will not deliver efficient and effective school library and information services.

6.4.1.7 Adequacy of space in various school library facilities

Sufficient space is a dilemma particularly where library-based resources are accommodated in facilities such as staffrooms or offices, classrooms and storerooms. Du Toit and Stilwell affirm that space is a dilemma in most school libraries. Despite restricted sitting accommodation in most library facilities, overcrowding and congestion are main hiccups in these which adversely affect utilisation of the available resources or materials.

6.5 OTHER INFORMATION SERVICES AVAILABLE

Due to inadequacy of well-resourced and well-staffed schools, the respondents in this study are supposed to familiarise themselves with information services available. This knowledge will assist them to advise teachers and learners specifically to use the alternative information services to access and utilise library-based resources, especially in communities where school libraries are non-functional or to augment them.

6.5.1 Public or community libraries

From the findings, the study established that the majority of the schools in the province are situated some distance away from public or community libraries. This is typical of schools in historically disadvantaged, remote and rural communities where there are few or no such facilities (Mojapelo 2008). The *Library and Information Services Transformation Charter* (2014:55) reiterates that:

“The location of many public libraries has been influenced by former apartheid spatial planning with the result that many areas, such as former townships, informal settlements and rural areas are under-served, or not served at all. There are a number of municipalities where there are no libraries at all, a situation affecting more than two million people. Linked to the inequities flowing from geographical location is the historically uneven resourcing between established libraries in the suburbs, and those in townships and rural areas”.

This is a disadvantage because the majority of the teachers and learners in those communities or villages cannot access and utilise library resources. Compared to statistics by South African Partners (2006), which found that 85% of the population in South Africa live beyond the reach of a public library, the level of access, that is 23% as stated by the teacher-librarians or principals, has improved, which could mean that public or community libraries are being established even in historically disadvantaged and marginalised rural communities. However, this is not corroborated by Nassimbeni

and Desmond (2011) who report that townships, informal settlements and rural areas have hardly any library resources, since public or community libraries are still predominantly in the historically advantaged urban communities.

As indicated in Chapter 3, section 3.4.7, public or community libraries can play an integral and pivotal role in enhancing the quality of education, especially in historically rural and underprivileged communities where the majority of the teachers and learners do not have access to the library-based resources. Machet and Tiemensma (2009) declare that school and public or community libraries can play an important role in developing and promoting a reading culture and encouraging learners to read for pleasure. They point out that teachers and learners can access books and other printed materials at those facilities. They emphasise the role that public or community libraries can play in initiating story-telling programmes, book clubs and so on to encourage reading for the benefit of the masses of the learners in the province. NCLIS (2005) as cited by Hart (2014:5) reiterates that:

“The lack of well-stocked, professionally staffed school libraries results in learners inundating public libraries with requests for information. This exacerbates the problem of underfunded and over-stretched public libraries. The various Education Departments should urgently address the matter”.

Since public or community libraries stock a wide variety of materials, they can encourage learners to read on their own, that is, voluntary reading, which can encourage them to develop reading habits, skills and culture that are the rudiments of independent and lifelong learning. Making community or public libraries available in historically disadvantaged communities can be valuable to both teachers and learners. Learners can use them to perform constructivist curriculum-related activities such as homework, assignments and research projects and they can be assisted in reading. This is particularly true for the teachers and learners in historically disadvantaged and underprivileged communities in Limpopo Province where only a tiny minority of the schools have well-resourced and staffed school libraries. According to Machet and Tiemensma (2009), public or community libraries may be the only avenues for teachers and learners to gain access to books and other reading materials. It is taken for granted that, where public or community libraries are available, teacher-librarians can request for block loans to improve and boost teaching and learning styles and approaches at their schools.

The *Library and Information Services Transformation Charter* (2014:55) points out that:

“The drafting of guidelines by the Department of Basic Education and the Department of Arts and Culture on collaboration between schools and public libraries is a welcome step in suggesting mechanisms and procedures that will facilitate collaboration”.

However, only teachers and learners who have access to the public or community libraries will benefit from the collaboration if it materialises.

Machet and Tiemensma (2009) are of the opinion that, unfortunately, areas with social problems such as high levels of illiteracy, poverty and unemployment are also areas where the public library services are either non-existent or of poor quality. Okiy (2003) and Wong (1999) state that there are few public or community libraries in historically marginalised, far-flung and rural communities, depriving teachers and learners opportunities from accessing library and information resources appropriately. This fact is reaffirmed by KPMG report (2007).

The study found that the distance between schools and public or community libraries was narrowed in less than a quarter of the schools in the study as indicated in Chapter 5, Table 5.6. The data collected indicate that the situation has improved considerably because only 10% of the population in the province had access to library-based resources in public or community libraries, as indicated in Chapter 1, section 1.2.1 (Limpopo. Department of Sport, Arts and Culture 2009).

From the findings, it was apparent that the percentage of public or community libraries in historically disadvantaged communities is rising, which could mean that these libraries are being established in former disadvantaged rural communities. This could be made possible by the conditional grant from the Department of Sport, Arts and Culture, which is meant to address the insufficiency of community libraries in the province. The *Library and Information Services Transformation Charter* (2014:55) confirms that:

“The government’s commitment to revitalising public libraries through the conditional grants offers them a way of redressing past imbalances and charting a path to the realisation of library services consistent with a developmental state. The conditional grants have made significant differences in all the provinces, resulting in the building of new libraries, refurbishment of others, hiring of extra staff and provision of material. Additional funds released by Treasury for

2013/2014, will assist financially vulnerable municipalities to provide library services, a provincial competence”.

However, the study established that very few schools are able to do block loans from the public or community libraries. This is a very bad situation because it is well documented across the world that public or community libraries can support school libraries by augmenting the few library-based resources available in them. The teacher-librarians in schools adjacent to public or community libraries need take advantage of this and use amenities optimally to enhance progressive teaching and learning approaches. Access to public or community libraries is not only a problem in the Limpopo. A study by Hart and Zinn (2007) also reveal that only 1.6% of the general public in rural KwaZulu-Natal has access to a public library. This almost correlates with the percentage (10%) of the people in Limpopo Province who had access to library-based resources (Limpopo. Department of Sport, Arts and Culture 2009). This might mean that the majority of the learners from underprivileged provinces are disadvantaged because they cannot gain access to library-based materials in public or community libraries to meet their curriculum-related obligations or needs. Public or community libraries are valuable because teachers and learners can utilise the resources for educational purposes.

Nevertheless, learners in urban communities have a bigger advantage because they can access public or community libraries more easily, compared to their countryside counterparts. In this study, more than half of the urban schools have access to the library-based resources in public or community libraries. This confirms that urban populations are better off compared to their counterparts in rural communities concerning accessibility to the library-based resources in public or community libraries. Machet and Tiemensma (2009) confirm that under the previous regime, library provisioning in South Africa in the black townships, informal settlements and rural communities, was less favourable than that for white urban communities. They indicate that public libraries still served primarily the educated and urban middle class, which is a small minority (less than 10%) of the population. Tiemensma (2008) identifies transport as one of the obstacles obstructing and restricting many learners from accessing library resources in public or community libraries. This is reaffirmed by Machet and Tiemensma (2009) who point out that many learners do not have transport to reach libraries or money to pay for such transport. This even more true for learners in former disadvantaged rural communities due to high poverty levels. However, in advantaged urban communities, a diversity of modes of transport such as taxis, buses and trains are easily available and accessible, making it easier for the learners and teachers to travel to

public or community libraries to access and use the library-based resources, although money could still be a problem. Effective and efficient telecommunications infrastructure in privileged urban communities enables teachers and learners to use computers in the public or community libraries to access the Internet to download pertinent information resources to support effective and innovative teaching and learning styles.

Tiemensma (2008) contends that there is still a discrepancy between library provisioning in different communities and environments in South Africa. The main objective of the conditional grant by the Department of Sport, Arts and Culture is to establish sufficient community libraries to bridge the gap, but the pace is slow. It is worth mentioning that South Africa is not the only country where there are few public or community libraries in historically disadvantaged communities. Dent (2006) reports that the dire lack of public libraries in Uganda puts additional pressure on school libraries to offer reading materials for learners. However, in South Africa, there is “the promise of better coordinated services to schools pupils in the guidelines for cooperation between the DBE and the Department of Arts and Culture that were released in 2013” (Hart 2014:7).

6.5.2 Multipurpose community centres

As shown in Chapter 5, Table 5.6, the majority of the schools are not located within easy reach of the multipurpose community centres, which correlates with the lack of efficient community or public libraries in historically disadvantaged, remote and rural communities. It is recognisable that the majority of the teachers and learners therefore cannot access and utilise library-based resources in the multipurpose centres. As multipurpose community centres are virtually non-existent in remote, rural and historically disadvantaged communities, learners and teachers in these communities are disadvantaged because they cannot access and utilise resources in those facilities. This was affirmed by Stilwell (2009) who points out that learners in deep rural communities do not have access to libraries, regardless of the attempts by the government to provide such services through multipurpose community centres.

However, the study established that only a few schools were situated near multipurpose community centres, which enabled the teachers and learners to use educational resources such as computers for instructional purposes. From the data collected, it could be seen that, although one respondent

commented that there were very few resources in the multipurpose community centres, only two respondents stated that their teachers and learners used the computers in the multipurpose community centres for Internet access. The shutting down of the former Colleges of Education in Limpopo was a blessing in disguise as they were subsequently turned into multipurpose community centres benefiting only a few teachers and learners because of their geographical distribution in the province. A small minority of schools adjacent to these multipurpose community centres benefit a lot because teachers and learners use them as resource centres. However, Kwake, Ocholla and Adigun (2006) are of the opinion that, although multipurpose community centres (MPCCs) form the backbone of development of communication and the dissemination of information to needy and deprived communities, they lack effective management, well-maintained equipment, relevant information as well as the much advocated access to the Internet gateway.

6.5.3 Library services in the Department of Basic Education

The findings revealed that the majority of the schools did not borrow library materials from the libraries of the Department of Basic Education. This is unfortunate because materials in these library facilities are appropriate and relevant because they are carefully selected by highly qualified library specialists to support the resourced-based curriculum. It is encouraging to note that there are some schools that use the library services of the Department of Basic Education to augment or supplement library-based resources in their schools. Use of library services of the Department of Basic Education by teacher-librarians is advantageous. Magara and Batambuze (2009:125) point out that library services in the Department of Education need to be used as a demonstration unit or model for teacher-librarians to emulate in an attempt to establish functional school libraries in their schools.

6.5.4 Other schools

This study established that the majority of schools did not share resources by means of inter-school library loans. This is very unfortunate situation because the inter-school library loaning of resources will allow schools to share resources and to minimise the duplication of library-based resources as far as possible. However, the study established that only a small number of schools could borrow textbooks from neighbouring schools only when there were shortages. The researcher applauds this practice as a step in the right direction and wishes it could be cascaded to the loaning or borrowing of the library-based resources and not textbooks only.

6.5.5 Mobile libraries

As indicated in the Chapter 5, Table 5.6, the study found that 98% of the schools in the study did not receive library-based resources through mobile library services. This is a negative situation taking into account that the majority of the state schools in the province are characterised by libraries which are non-functional and library-based resources in the majority of the public or community libraries are inaccessible as they are located far from most of the former rural schools.

The importance of mobile library services is well documented worldwide. The *National Guidelines for School Library and Information Services* (2012) clearly points out that a mobile library service can also be used to refresh a school's resource collection by the issuing of block loans. The *National Guidelines for School Library and Information Services* (2012) further goes on to state that the teachers and learners would have access to a wide range of resources if the model were implemented. Mobile library services are advantageous where learners and teachers do not have the luxury of accessing and utilising library-based resources in fixed library buildings. This is particularly true for the majority of the teachers and learners residing in far-flung remote and rural communities of the province where access to library-based resources is a daunting challenge due to the lack of public or community libraries and the non-functionality of the majority of the school libraries. Du Toit and Stilwell (2012:129) recommend “ the mobile library as an intervention project to bring resources to schools in rural areas”.

However, the study revealed that the situation is being attended to as indicated in Chapter 5 under school library models, section 5.5.12. A donation of the two mobile library buses to the province by a Japanese company to provide school library and information services in designated districts only is a step in the right direction. This will enable the teachers and learners in historically underprivileged communities to access reading materials freely and easily. The education officials were optimistic that the project could be extended to other districts when adequate funds are made available for the successful implementation. However, in Limpopo province, the implementation of this innovative project will likely pose serious challenges. Efficient implementation of the mobile library services relies heavily on improved and tarred roads. Mahwasane (2008) points out the problems out associated with roads in the Limpopo province. The study found that most of the roads in the province are gravel roads, dusty and inaccessible, especially during rainy seasons. Even if introducing this model is advantageous to teachers and learners with regard to ensuring that library-based resources are shared

between schools, implementing and operating this model in a rural province such as Limpopo can be very costly because the buses will have to be serviced and repaired frequently (sustainability) due to the extremely poor road conditions in the majority of the historically disadvantaged rural communities. This has extreme financial implications. As most (68%) roads in Limpopo Province are untarred, implementing this model successfully under current prevailing road conditions is questionable. Another big challenge is that the province is large with many schools situated in all five districts. Additional buses and sufficient library materials will be needed to render effective and efficient mobile library and information services to all the schools. Furthermore, the province would need extra funds to cover all the costs, which has huge financial implications. This model is perhaps feasible, especially in historically advantaged and privileged urban communities where the majority of the roads are tarred and in good condition. Papazoglou and Semertzaki (2001) pointed out that schools in Greece are supported by mobile libraries attached to the 19 main public libraries as depots.

6.5.6 The Internet

As indicated in Chapter 5, Table 5.6, the study found that more than half of the schools lacked computers for Internet connectivity. This is regrettable considering the value of IT in modern learner-centred education system, knowledge and information-based society. “Many schools lacked basic ICT infrastructure” (Paton-Ash & Wilmot 2013:135) restricting teachers and learners to connect to the Internet. However, Herselman and Britton (2002) declare that only 17% of the schools in the Port Elizabeth area have access to the Internet. This attested to the unaffordability of the ICTs for the majority of the schools in South Africa. The situation lives much to be desired particularly in historically rural communities. In this study, more than a quarter of schools have access to the Internet. It is interesting to note that 56% of the urban schools in the study have access to the Internet facilities. Most quintile 1 schools lack computers for teaching and learning purposes. As observed by Stilwell (2009:3), most schools with computers do not use them “to generate knowledge or to integrate ICT across the curriculum” “but were used mainly for administrative purposes” (Paton-Ash & Wilmot2015:135). In their study, Kwake, Ocholla and Adigun (2006) indicated that 56.5% of the respondents felt that ICTs were unaffordable for rural schools. Apparently, the challenge is that the accompanying equipment is expensive and schools do not have the necessary funds to acquire it. Another challenging factor is that most schools have been vandalised in the province where criminals

targeted computers and their accompanying technology specifically. As can be seen, vandalism in schools is a scourge, which questions the safekeeping of or security for the resources in schools.

The majority of the schools do not have access to the Internet because of a lack of effective telecommunications infrastructure in some of the areas of the province. Mostert and Ntetha (2008) report that only 13.3% of the schools in the Limpopo province have computers and further that only 4.9% of the schools in the entire province had computers for teaching and learning purposes. In rural schools, the percentage of schools with computers for instructional use is very low taking into consideration their poor socio-economic backgrounds. However, in this study, it is encouraging to learn that more than a quarter of rural schools have access to the Internet.

In their study, Kwake, Ocholla and Adigun (2006) reveal that 41% of the respondents indicated that ICT services were not within reach of historically disadvantaged rural communities. Maepa (2003) also points out that telecentres need to be established in historically disadvantaged and underprivileged communities in Limpopo Province to meet the information needs of the people in fields such as education, health, agriculture, business development and governance amongst others.

However, the study found that more than a quarter of the schools in the study collectively had computers with which they could access the Internet. Having computers in schools is a great advantage because subjects such as computer studies, information technology and computer applications technology (CAT) can be introduced and learners can do computer practical tests and examinations. In fact, well-equipped computer laboratories are indispensable in schools to bridge the digital divide in IT teaching and learning.

6.6 GENERIC SCHOOL LIBRARY STANDARDS

Relevant stakeholders such as the respondents (principals or teacher-librarians and education officials) in this study need not only know the school library standards, but expected also to make certain that they are implemented even though not approved by the national Department of Basic Education to make diverse school library facilities functional.

6.6.1 School library committee

The study established that the most of the schools do not have a school library committee, as revealed in Chapter 5, Table 5.7. In ideal situation, school libraries cannot function properly without a functional school library committee. Effective leadership is indispensable to champion school libraries in schools. It is therefore a source of concern that the most of the schools in the province do not comprehend the importance of this committee in the establishment, development and provision of the well-resourced and functional school libraries. It is evident that the lack of functional school library committees affects the establishment and development of the functional school libraries negatively. If this standard is not implemented, it implies that schools cannot take the initiative to ensure that they have a provisioning facility for library use.

However, as already alluded in Chapter 5, section 5.6.1, the study has established that an NGO called *Room to Read* is assisting and supporting schools in the Greater Sekhukhune District to establish school library committees. The establishment of school library committees to ensure functional school libraries is well-documented. As pointed out in Chapter 3 section 3.6.1, the South African Schools Act (SASA) of 1996 (Act 84 of 1996) gives school governing bodies the power to establish committees including school library committees. As the amended South African Schools Act (SASA) of 1996 (Act 84 of 1996) stipulates that each school should have a library facility (South Africa Department of Basic Education 2013), the value of functional school library committees cannot be overemphasised.

6.6.2 School library policy

The findings revealed that the lack of this important tool for an active and vibrant functioning of the different school library facilities is a daunting challenge in the majority of the schools. This almost correlates with the percentage of schools without a school library committee, as revealed in Chapter 5, Table 5.7. The non-existence of an approved and legislated school library policy from national Department of Basic Education hinders all efforts towards effective establishment and provision of well-stocked and well-staffed school libraries. Hart and Nassimbeni (2013:16) reiterate that “national policy is crucial here since the provisioning of staff is outside the provincial mandate”.

A number of library and information services professionals such as Du Toit and Stillwell (2012), Hart (2013) and Paton-Ash and Wilmot (2015) stress the importance of an approved and legislated school

library policy in championing and advocating the establishment and provisioning of the well-equipped and functional libraries in schools. An approved and ratified school library policy is extremely important for the school libraries to be effective and functional because approved school library models and standards can be implemented. Without an approved school library policy, there is no official document that binds or obliges schools without a school library to provide such a facility. However, the study established that the Department of Basic Education in Limpopo has a discussion document of the school library policy. It is fascinating to note that the researcher was given a copy of this document by one of the education officials.

The new *National Guidelines for School Library and Information Services* (2012) document gives guidelines and directions on issues related to the development and provision of the school libraries. It also provides information and ideas that are fundamental to the provision of school library and information services for the learners and teachers, and it addresses a number of audiences who work with schools, including district and provincial education offices. However, it needs to be noted that this document is just a guideline and not an approved and legislated law or policy and therefore is not yet binding. Although the *National Guidelines for School Library and Information Services* (2012) had an implementation guide (2012-2013), its impact was less felt in most schools (Library and Information Services Transformation Charter 2014). Without sufficient budget and human resources, it was impossible to successfully implement the guidelines to all schools across the country. However, the NGO called Equal Education (2011b) is sceptical that the guidelines may not provide financial or other support that should be given to schools and districts. This means that destitute and poor schools that do not have the funds to use the information and implement the ideas in the *National Guidelines for School Library and Information Services* (2012) will not be able to implement many of the guidelines.

Baffour-Awuah (2002) confirms that the absence of standards guiding a national vision of educational library development prevented libraries from developing uniformly in Botswana. Baffour-Awuah (2002) reiterates that the lack of such a school library policy with school library standards inhibits progress and development regarding the establishment, development and provision of well-resourced and well-staffed school libraries. However, Du Toit and Stilwell (2012) also point out that school library policy initiatives in Namibia and Swaziland are moving at a snail's pace and have not yet been legislated or endorsed.

An approved school library policy is also a huge challenge in most developing African countries. For instance, in Kenya, Mutungi, Minishi-Majanja and Mnkeni-Saurombe (2014:160) point out that “the country did not as yet have in place a national policy on school libraries”. Magara and Batambuze (2009) point out that in Uganda a school library policy has not yet been finalised, although consultative meetings have been held widely.

However, there are promising new developments regarding a school library policy in South Africa. The approval by the government of the National Council of Library and Information Services’ LIS Transformation Charter in 2014, which highlighted the significance of the school library policy, is a step in the right direction (Library and Information Services Transformation Charter 2014). The development of a school library policy by the national Department of Basic Education and provincial departments is discussed in Chapter 3 under 3.1 of the *Library and Information Services Transformation Charter* (2014), and an implementation plan in Chapter 7. Obviously, this gives school library lobbyists hope for an approved school library policy which will propel the provision of well-resourced and staffed school libraries in the country. However, Hart (2014:1) avows that:

“The road is littered with dashed hopes and broken promises; but there are signs that at last education authorities are translating their polite rhetoric into action”.

6.6.3 Accessibility to the library-based resources

The study revealed that teachers and learners had access to library-based resources in most schools as indicated in Chapter 5, Table 5.7. Graboyes (2012) emphasises that school libraries need to be accessible and have an easy-to-use collection of books and other media. Therefore, it is apparent that the library-based resources were used when they were accessible. Although the study could not ascertain whether teachers and learners could use library resources in those library facilities, it may imply that teachers and learners in nearly half of the schools in the province can use the library materials in line with the various school library facilities. This is interesting because the significance of the school libraries in those schools is established and accessibility to the library-based resources is encouraged. However, this study could also not ascertain whether users (teachers and learners) had adequate seating accommodation in all cases, to enable them to maximise the use of the library-based resources in those facilities. However, from responses, the provision of sufficient tables, study carrels, shelves and chairs is a challenge in the majority of the library facilities.

This study established that in schools where teachers and learners did not have access to the library resources, the teacher-librarians encouraged them to use other information services such as public or community libraries in towns or cities, other schools with well-equipped and functional school libraries, university libraries and education library services. In cases where other information services were not available, it was established that teacher-librarians encouraged teachers and learners to use the Internet to retrieve curriculum-related information. It is interesting to note that some teacher-librarians were encouraging their teachers and learners to use alternative information services or facilities to access the educational resources particularly in cases where school libraries are dysfunctional.

6.6.4 Comfort and safety in school library-provisioning facilities

The study established that there is no comfort and safety in accessing the library resources in most schools. The challenges are evident. More than one-third of the respondents mentioned a lack of adequate space with regard to the various school library facilities, such as staffrooms, storerooms and classrooms converted into central school libraries. This correlates with findings by Dubazana and Hoskins (2011) who indicate that most schools are characterised by a lack of school library spaces to house library materials. Insufficient space to accommodate library-based resources is also confirmed by authors such as Fredericks (1995) and Du Toit and Stilwell (2012). Apparently, library-provisioning facilities in most schools with regard to tables and chairs are inadequate; consequently there is no enough seating for the users. This culminates in teachers and learners not using library materials in those schools. The study also found that the lack of sufficient space in these library facilities limits the number of the library materials that can be accommodated. This is one of the reasons why there were only a few library resources in the majority of the school library facilities, excluding purpose built central school libraries. Apparently, most school libraries did not have enough space for more shelves, materials, equipment and other types of facilities. This could imply that extra library books or resources in most school libraries are likely to be stored in the boxes or are placed where they are not readily accessible to the users. However, Magara and Batambuze (2009) point out that, where schools stored library books in boxes, termites infested them leading to their ultimate destruction.

If schools do not have sufficient funds to buy furniture, seating accommodation in the most library facilities will remain a challenge. Lack of sufficient space in schools is a universal problem. In their study, Magara and Batambuze (2009) point out that 80% of the schools in Uganda lacked seating

facilities because of inadequate space in the library rooms. Therefore, users had no other choice but to borrow library-based resources and use them in the classrooms or at home. Magara and Batambuze (2009) further indicate that reading is on the lawn, at home or in classrooms due to the lack of enough space in the library rooms.

However, only less than a quarter of the respondents revealed that teachers and learners could access library-based resources in comfort and safety at their schools. In these schools, teachers and learners have an advantage because there are systems in place, which could make the accessibility and retrieval of information and information resources easier. Library facilities are spacious with adequate seating accommodation. Some schools use WIFI for Internet access and there are cameras installed for security reasons.

6.6.5 Evaluation of the library materials

Despite the education officials acknowledging the importance of evaluating library-based resources to determine if they met the needs of the current curriculum, the majority of the respondents (teacher-librarians or principals) revealed that evaluation of library resources was not done in their schools. The study revealed that, although school library committee members, including teacher-librarians, were tasked with assessing the educational resources to determine their relevance to the curriculum needs and obligations, the situation is unfortunate because there were no posts for librarians at public schools, which implies that there were no full-time teacher-librarians to perform this tedious task. Graboyes (2012) reiterates that library resources need to be evaluated and updated regularly to ensure that the collection was in line with the needs of the users. The fact that most of the schools did not have school library committees is another major challenge. It stands to reason that if library resources are not evaluated, existing library collections might even contain materials or resources that do not fully support the curriculum and therefore occupy shelf space unnecessarily. The study established that only a few schools evaluated library materials to ensure that resources supported and met the needs of the curriculum. Evaluating the resources is advantageous because the teachers and learners are exposed only to the relevant, suitable and appropriate materials that support innovative teaching and learning endeavours in their institutions.

6.6.6 Conducting of needs assessment

As indicated in Chapter 5, Table 5.7, most schools did not conduct needs assessments. This may imply that where a budget is available, most schools bought library materials without taking into consideration the needs of the users they were supposed to serve. Therefore, there was also the likelihood that schools would buy educational resources that did not support the curriculum leading to fruitless expenditure. The study established that most respondents did not conduct needs assessments because they were of the opinion that their schools did not have a budget or allocation available to purchase recent and up-to-date library resources. They probably viewed determining the needs of the users as a waste of time because of the apparent non-existence of funds to procure recent library resources and purpose built central school libraries. It should be noted that some respondents do not regard other school library models such as staffroom or office, mobile trolleys and storerooms as library facilities.

6.6.7 Weeding of library-based resources

Even though some schools did not respond to the question, the study revealed that very few schools weeded out-dated, worn-out, or damaged and obsolete materials in their collections as revealed in Chapter 5, Table 5.7. As indicated in Chapter 3, section 3.5.2.10, weeding is aimed at clearing the collection to ensure that only library-based resources that are suitable, appropriate and relevant to support the curriculum needs of the teachers and learners are easily accessible and retrievable. However, the majority of the schools in the study indicated that they did not weed their library-based resources, which would imply that their library-provisioning facilities still contained old, worn-out and obsolete materials that were not used by teachers and learners to support curriculum-related activities or tasks. Graboyes (2012) felt strongly that worn-out and outdated library-based materials need to be removed from the shelves. This is confirmed by Magara and Batambuze (2009) who report that damaged books are written off in Ugandan schools. However, it is noted that users find it difficult to locate and find the right information sources at the right time if a collection is never weeded. The situation can be aggravated in school library facilities where systems are not in place to arrange library-based resources systematically. Some respondents indicated that weeding is not done in their schools due to lack of sufficient library resources and manpower.

6.6.8 Resources

The different school library facilities can only be functional if the financial and human resources are made available. In ideal situation, resources are supposed to be available and implemented to make the various school libraries functional.

6.6.8.1 Staffing or personnel

The majority of the schools do not have permanent teacher-librarians as indicated in Chapter 5, Table 5.7, because of “the lack of provision of school librarian posts” in South Africa (Hart and Nassimbeni 2013:16”. The situation is concerning because the so called teacher-librarians also have full-time teaching responsibilities and therefore leave library facilities locked most of the time or unattended. The *Library and Information Services Transformation Charter* (2014:48) points out that:

“A library that is open all day, after school hours, benefits the whole school community. It provides a safe space for serious leisure - for personal, social and cultural development. It is a place for exploring oneself and the wider world”.

The significance of the full-time library staff therefore cannot be overemphasised to keep various library facilities open to allow teachers and learners to access and utilise the library-based resources, which is not the case in most South African schools. Mokhtar and Majid (2005) concur with this viewpoint when they point out that the majority of the schools in Singapore do not have positions for professional teacher-librarians. This implies that ordinary teachers often manage and run school libraries. This also means that the teacher-librarians attend to the different school library facilities during their own free periods (*Library and Information Services Transformation Charter* 2014), breaks or after school, which doubles the workload of already overloaded teacher-librarians. While they are expected to teach full-time in the classrooms, they are also expected to administer and manage the school libraries, which, according to them, they do so voluntarily because they are not paid for this task. Mokhtar and Majid (2005) confirm that those teacher-librarians cannot devote enough time to the school libraries to ensure that they are functional. This is one of the reasons why library-based resources are in a state of disarray in the majority of the schools. The mere fact that library facilities are locked most of the time implies that teachers and learners can only use the library-based resources when the teacher-librarians are present in those facilities. This arrangement leads to the under-utilisation of the few available library-based resources in most schools.

It is well documented that for any enterprise or organisation to be functional, staffing is essential to execute the different tasks and functions to enable it to accomplish its intended goals and objectives. It is in this regard that Nyathi (2009) observes that in most South African schools, their so-called library is a disheartening storeroom of textbooks and out-dated books, which is, in any case locked up for much of the day as there is no staff member to manage it. Dubazana and Hoskins (2011), Stilwell (2009), Kruger (1998) point out clearly that public schools in South Africa do not have specialist librarian posts so that full-time professionally qualified teacher-librarians with skills and knowledge can be appointed to manage the different library provisioning facilities. This has affected school librarianship immensely because there are no human resources to keep facilities open throughout the school day. This is the reason that the majority of the library facilities were non-functional in the majority of the schools studied. Hart and Zinn (2007) observe further that since the 1990s, school librarians have been retrenched or their posts have been abolished in large numbers or they have been asked to step into full-time subject teaching. Internationally, the staffing of school libraries is also a challenge. Spencer (2005) reaffirms this by pointing out that school libraries in Spain also lack qualified full-time staff.

The findings revealed that only a small minority of the schools had full-time (permanent) teacher-librarians to manage the different school libraries and their resources. Less than a quarter of urban schools have full-time librarians compared to only a minority in rural schools. Hart and Nassimbeni (2013:16) further say that “the schools with school librarians are those able to appoint “extra” staff beyond national norms on so called School Governing Body contracts”. With learners paying school fees, the former advantaged ex-Model C schools employed full-time teacher-librarians because of the availability of funds. As indicated in Chapter 3, section 3.4.1, the former advantaged Model C schools add an amount to their school fees to make it possible to appoint full-time teacher-librarians. This gives teachers and learners in those schools sufficient opportunity to optimally access library-based resources at anytime they wish to perform their curriculum-related tasks and activities. Despite being taught the different library and information skills to use library-based resources optimally and independently, teachers and learners are fascinated by the library facilities, because full-time teacher-librarians market and promote the facilities, materials, services and programmes they offer.

Although some kind of training or qualification empowers library staff to carry out their duties and functions with confidence, the study revealed that teacher-librarians in the majority of the schools did not have qualifications or any training in library and information science. It implies that teacher-librarians in the majority of the schools lacked basic professional and specialised library and information skills and expertise to run and manage the various school library facilities effectively and efficiently. This could be the reason why materials in library provisioning facilities in the majority of the schools were in a state of disorder and therefore it was not easy to access and retrieve information and information sources. Saitis and Saiti (2004) state that school libraries in Greece are also characterised by a lack of qualified personnel. They reiterate that the situation is aggravated by the lack of teacher training in school library courses. Saitis and Saiti (2004) add that in both urban and rural communities, the school librarian is currently a teacher without adequate or effective library training. Untrained teacher-librarians lack information literacy skills to inspire and assist teachers and learners to use library resources effectively, optimally and independently.

It is well documented that the issue of equipping schools with professionally qualified teacher-librarians is a worldwide (universal) problem; South Africa in general and Limpopo in particular, are not alone. Spencer (2005) also concedes that there is a shortage of professional teacher-librarians in Spanish schools. This is reaffirmed by Baffour-Awuah (2002) who reports that providing staffing or library personnel in junior and senior secondary school libraries with qualified individuals is a major problem in Botswana. Training of the teacher-librarians is also a universal problem because of financial implications. Accordingly, Baffour-Awuah (2002) reports that many staff members are still untrained, and many expatriate staff still leave and take their skills with them.

Workshops are essential to help untrained and unskilled teacher-librarians to become productive and useful. However, as in the rest of the world, training of the teacher-librarians is a major challenge in Limpopo because of the lack of funds. As pointed out elsewhere in this study, five departments, including the Department of Basic Education, were placed under administration by the national government because of apparent financial mismanagement and anomalies (Davis 2012). With regard to the staffing of the various school library models adopted by schools, the education officials concurred that the closure of the Lebowa In-Service Training Centre (LITC), which was training teacher-librarians to attain necessary knowledge and skills in school librarianship in 1994, was another major

setback. The closure had a negative impact on the school librarianship in the province. The In-Service Training Centre was an asset to the province because it produced professionally qualified teacher-librarians. The aim was to arm them with basic library skills and user education (information literacy skills) so that they could assist teachers and learners to use library materials optimally to resource the curriculum to improve teaching and learning in schools.

The findings of this study established that only a few schools had teacher-librarians with qualifications in library and information science, such as teaching diplomas, which included a course in library orientation and certificates. The study established that only a few teacher-librarians had a diploma or degree in library and information science, however, trained teacher-librarians are beneficial to the schools because they can integrate library-based resources with a variety of the teaching and learning styles, approaches and methodologies. They have specialised knowledge and essential skills to make the school libraries operational. In addition, they can design and articulate programmes that may inspire teachers and learners to use the library-based resources effectively. They know how to manage and administer a particular school library model and its resources.

6.6.8.2 Funds

As indicated in Chapter 5, Table 5.7, the findings established that the majority of the schools made no provision for procuring library-based resources and neither did they allocate a specific portion of their budget specifically for this purpose. This is attributable to the lack of funds from the department as revealed by the education officials during the interviews. This is the reason why the majority of the schools in Limpopo do not have funds available to buy new and latest library-based resources. This is confirmed by Fourie (2007) who indicates that the provincial education departments do not have the funds to enable schools to buy recent and new library-based resources. This is reaffirmed by Hart and Zinn (2007), Machet and Tiemensma (2009) and Nyathi (2009) who point out in their studies that only a minority of the schools allocate funds to library resources in their annual budgeting. This is the reason why the majority of the library-provisioning facilities contain outdated and obsolete library-based resources which are not appealing users (Paton-Ash and Wilmot 2015) because no new library-based resources are secured for inclusion in the collection. Because of past apartheid statutes, the majority of the schools in historically disadvantaged communities are “no-fee” schools because they are in quintile 1. These are schools in historically disadvantaged rural communities which are

characterised by poor socio-economic conditions and rely solely on government funds (Norms and Standards Grant) to finance their activities. Hart and Zinn (2007) reveal in their study that principals commented that a lack of funds was the biggest obstacle to having well-stocked and functional libraries. It is indisputable that without a ring-fenced budget, no library-based resources can be bought in those schools and no initiatives can be taken to ensure the establishment and development of the school library collections. The non-existence of funding for school libraries was also reaffirmed by Mahwasane (2008) who mentions that there is scanty funding for libraries, including school libraries. The non-existence of a budget means that schools cannot buy current and up-to-date library-based resources for curriculum support. This is a limitation because users cannot access and utilise the latest information resources.

This study has revealed that only more than a quarter of the schools have an annual budget specifically to buy library-based resources. Most of these are noticeably historically privileged ex-Model C schools because they have sufficient funds to cater even for the library and information needs of their teachers and learners. Because they yield good results, they also attract donors and sponsors and so engender more funds to buy current and recent library-based resources, which entice users to use them. However, it is well documented that funding for school libraries is an international challenge. For example, schools in Spain also lack funding for school libraries (Spencer 2005). Otike (2004) also confirms that many public schools in Kenya do not allocate adequate funds for school library and information services.

6.6.8.3 Fundraising

As indicated in Chapter 5, Table 5.7, despite the fact that the majority of the schools do not have enough money for procurement of appropriate library resources, the study established that most of them do not even attempt to use fundraising projects to generate funds. This *status quo* is unfortunate because something can be done in this respect. Mokgaboki (2002) states that the mechanisms for raising funds are important for the success of redressing the disparities in school development. It is encouraging to note that in some countries, such as Greece, schools are raising funds through fundraising events and exhibitions with the assistance of the parents' associations. However, Otike (2004) points out that very little money is raised from low-cost private schools in Kenya to buy library-based resources.

6.6.8.4 Donations

Despite having organisations such as Rotary Clubs and NGOs where schools can solicit library resources free of charge to augment or kick-start a library collection, the study established that the majority of schools do not receive donations of the library resources as depicted in Chapter 5, Table 5.7. It seems that most schools are not attempting to solicit these free materials from the said organisations. Nassimbeni and Desmond (2011) reveal that an NGO called *Biblioref* provides books to beneficiaries in schools in all 11 languages. As the province is one of the beneficiaries of these book donations, schools in the province can take advantage of this and scout for book donations. It follows that schools that do not receive book donations will have very little interest in establishing and developing a school library collection.

However, the study revealed that a couple of schools received donations of the library-based resources from sponsors, companies, a defunct former college of education, publishers, parents, former teachers and learners and friends. It was noted that only a minority of the schools also received book donations from local universities, private sector companies, public or community libraries and Rotary Clubs. This is advantageous because teachers and learners in those schools would have had access to the library-based resources. In schools that did receive such donations, the teacher-librarians were more likely to initiate plans to establish and develop a school library collection. Graboyes (2012) confirms that schools in Virginia receive donations of library resources such as computer tables and special-collection tables. Graboyes (2012) further points out that people can also donate labour such as cutting library shelves, painting the facility, weeding, labelling and stamping the collection, and moving computers and books.

It is encouraging to note that schools in Botswana also receive donations of new and second-hand books to establish their library collections (Baffour-Awuah 2002). The same applies to schools in the Western Cape (Zinn 2006). In Uganda, the National Library of Uganda (NLU), USAID and American Embassy also offer book donations to schools to encourage learners to read voluntarily (Magara & Batambuze 2009).

6.7 PROGRAMMES OFFERED BY THE SCHOOL LIBRARIES

School libraries are supposed to offer programmes to their user community to promote the use of the different library-based resources. From the data collected, it is clear that most respondents did not answer this question because they felt that they did not have library activities, services or programmes at their schools. This could indicate that, because their schools did not have purpose built central school libraries, sufficient resources and facilities, and full-time teacher-librarians, teacher-librarians were reluctant to design, develop, organise and implement such programmes for the benefit of the teachers and learners. It must be noted that most of the teacher-librarians and principals equated the provisioning of library programmes with well-equipped and well-stocked and purpose built central school libraries managed by professionally full-time teacher-librarians.

6.7.1 Programmes

As indicated in Chapter 5, Table 5.8, it is clear that only a few schools had designed and developed reading programmes, which could indicate that most of the learners did not learn how to read. Reading programmes correlate with reading literacy levels of the learners and because of the absence of reading programmes in the majority of the schools, a high percentage of South African learners have low reading literacy levels. Paton-Ash and Wilmot (2013:133) observe that most library facilities are “quite inadequate for a successful school reading programme”. Magara and Batambuze (2009) state that NABOTU in Uganda has initiated school-based reading programmes to promote and instil reading habits and culture of reading in learners. It is obvious that learners will acquire essential reading skills if they are exposed to such programmes. The *Library and Information Services Transformation Charter* (2014:48) confirms that:

“School libraries develop the reading literacy crucial for academic achievement and participation in a democracy. Teachers might teach children *how to* read but everyday access to attractive books in their home languages leads children to *enjoy* reading. The more they enjoy reading, the more they will read – and the better they will read. Internationally, reading ability has been shown to be a critical factor in academic performance and in keeping learners at school”.

Mokhtar and Majid (2005) argue that a professional teacher-librarian can help to improve the information literacy skills of teachers and learners. However, the study established that very few schools had information literacy skills or programmes. This situation is a cause for concern taking into

consideration the importance of such skills in utilising library-based resources optimally and independently to harness learner-centred, progressive and constructivist modern education and to pursue independent studies. The *Library and Information Services Transformation Charter* (2014:48) reiterates that:

“South Africa’s aspirations to compete in the global knowledge economy depend on producing information-literate school leavers. Information literacy education is accepted internationally as the specific mission of school libraries”.

Learners without information literacy skills cannot search and retrieve information in a library on their own, let alone on an electronic library management system. Furthermore, while very few schools market their library activities, the majority of the schools lack library programmes, celebrations of the library calendar days, outreach programmes and competitions. Similarly, Zinn (2006) confirms that there is a low level of ICT integration and lack of library programmes in most schools in Western Cape.

6.7.2 Readathon or Literacy Month celebrations

As depicted in Chapter 5, Figure 5.3, the study established that the majority of the schools do not celebrate the Readathon, which could indicate that learners were not informed of the Literacy Month proactively and the importance thereof in acquiring and improving their literacy skills. It implies that most learners are therefore deprived of an opportunity to engage in activities such as reading, storytelling, poetry, dramas, speeches, folklore, dancing and puppet shows, which all create a favourable platform for acquisition of various literacy skills.

6.8 CHALLENGES IN ESTABLISHING AND MAINTAINING FUNCTIONAL SCHOOL LIBRARIES

The provisioning of well-resourced and well-staffed libraries to schools all over the world is a huge challenge. In South Africa, providing schools with well-resourced and functional school library and information services is even more challenging because of the legacy of the past apartheid legislation. Hart and Zinn (2007) state that building a school library system on the apartheid foundations is clearly very challenging. There are serious challenges that relevant stakeholders ought to face head-on. The respondents in this study need not only know the challenges faced by the Department of Basic

Education and the schools in establishing and maintaining operational school libraries, but need also try to resolve them where possible to ensure that the implementation of the various library models is successful in all schools. The importance of support from the Department of Basic Education cannot be overemphasised in this regard. The respondents mentioned the following challenges or concerns:

6.8.1 Funding

As pointed out in Chapter 5, section 5.9.1, the majority of the respondents expressed concern about the fact that sufficient funding is essential to build proper library buildings with sufficient space to provide appropriate and suitable seating accommodation and other furniture needed to house the library-based resources. Fredericks (1995) points out clearly that a lack of more funding implies that schools cannot purchase current and up-to-date library resources and equipment. The lack of a budget for school libraries is confirmed by professionals such as Hart and Zinn (2007) when they cite that ring-fencing of the school library budgets that existed before 1994 was abolished, leaving schools with no money to buy library-based resources. Zinn (2006) concurs with this viewpoint by stating that changes in the funding formulae for library-based resources means that such library funds are no longer ring-fenced, which makes it almost impossible to obtain such funds.

As pointed out in section 6.6.8.2 above, the Department of Basic Education does not have a budget for school libraries and that is the reason why most of the schools did not buy new library resources, which is evidenced by the old library materials found in the majority of the school libraries. Funding for school libraries is also a challenge in many countries. Otike (2004:5) states that many schools in Kenya do not allocate adequate funds for school libraries, which is confirmed by Papazoglou and Semertzaki (2001:165) who point out that even school libraries in Greece suffer from this lack of funding.

6.8.2 Infrastructural challenges

Paton-Ash and Wilmot (2013:133) reiterates that “due to rapid expansion in schooling, there are considerable shortages in infrastructure and a large number of schools are poorly equipped to provide an adequate standard of education”. Mobile classrooms are visible in most schools due to inadequacy and dilapidated structures which pose safety concerns for both teachers and learners. It is evident from the findings that most schools in the province lack proper library buildings to sufficiently accommodate library-based resources and users. Consequently, most library facilities such as

staffrooms or offices, classrooms and storerooms are characterised by lack of adequate space to provide enough tables and chairs for sitting accommodation and enough shelves to place materials. The *Library and Information Services Transformation Charter* (2014:50) confirms that:

“Schools lack the space for LIS. Many schools have converted their libraries into classroom teaching space. The most common library model is a cramped books storeroom”.

Paton-Ash and Wilmot confirm that “huge problems confronting school librarianship in South Africa is the lack of space in schools. Many libraries have been taken over for classroom teaching”. With adequate space, most library facilities are therefore congested and this makes accessibility to the few library based resources a nightmare. Notably, the performance of learners is also affected by the infrastructural problems (Hart 2014).

6.8.3 Professionally qualified full-time teacher-librarians

With regard to staffing, more than half of the respondents expressed concern about the fact that professionally qualified full-time (permanent) teacher-librarians are crucial to keep the library facilities open on a daily basis and to manage the resources centrally. The non-existence of permanent teacher-librarians at many schools is also reaffirmed by many professionals such as Stilwell (2009). As noted earlier, the education officials revealed that because of the lack school librarians’ posts in public schools in South Africa, there were no full-time teacher-librarians to manage library-based resources in public schools. This is another obstacle leading to the non-functionality of school libraries. IFLA/UNESCO *School Libraries Guidelines Draft* (2015:6-7) points out that:

“Because the role of school libraries is to facilitate teaching and learning, the services and activities of school libraries need to be under the direction of professional staff with the same level of education and preparation as classroom teachers”.

The study found that the lack of the library staff was not only evident in schools, but also in circuits, districts and head office to run day-to-day matters pertaining to school libraries. The respondents mentioned that teachers who were designated to be teacher-librarians were overloaded with teaching responsibilities to such an extent that they are reluctant to take extra responsibilities related to school libraries; hence, school libraries are non-functional due to a lack of staff to manage them full-time.

6.8.4 Workshops

As pointed out in Chapter 5, section 5.10.5, some respondents mentioned that more workshops are urgently needed to essentially train and equip teacher-librarians with basic knowledge and skills to enable them to perform library duties and functions meticulously. Without intervention through workshops, teacher-librarians were never afforded the opportunity to attain such vital skills needed for their day-to-day activities. However, the study established that only a small number of workshops have been conducted because of budget constraints. As already shown in Chapter 5, Figure 5.5, the majority of teacher-librarians were untrained and this warrants that more workshops need to be conducted not only to equip them with basic library and information skills to make library facilities functional but also to develop them professionally. Du Toit and Stilwell (2012) identify that exclusion of school librarianship from teacher training curricula implies that the majority of the teacher-librarians lack essential skills to administer and manage school libraries effectively.

However, as stated in Chapter 5 section 5.10.5, very few workshops had been conducted. This could imply that the majority of teacher-librarians never received any training to acquire and develop library and information skills which are essential to perform day-to-day activities in the library, which made them unfit to perform this task.

6.8.5 Awareness and marketing of the importance of school libraries

According to the *National Guidelines for School Library and Information Services* (2012), marketing and advocacy campaigns need to be conducted to make stakeholders aware of the importance of the school libraries. However, contrary to this, the study established that school libraries are not marketed and therefore users are not aware of them (South Africa. Department of Basic Education 2012). The study revealed that nothing was being done to make teachers and learners aware of the importance of well-equipped and functional school libraries in supporting, enriching and enhancing the resource-thirsty curriculum, which could indicate that users are not aware of the programmes and services school libraries can offer for their benefit. Some respondents placed the blame on the shoulders of the Department of Basic Education for not taking school libraries seriously and not regarding them as essential services. Furthermore, teachers and learners are not encouraged proactively or forced to read and to use library-based resources to advance the quality of education.

6.8.6 School library facilitators

The province has a remarkable shortage of school library facilitators. Noticeably, they do not visit schools or run the school library workshops regularly. The study further established a serious shortage of staffing in the unit and that there were no senior and deputy chief education specialists at circuits, districts and head office. Hart and Nassimbeni (2013:16) confirm that “the weak capacity of the education departments’ school library services”. This is reaffirmed by Paton-Ash and Wilmot (2015:4) who indicate that:

“The lack of capacity of the library support division in the GDE compounded the problem. A visit to the division revealed a limited quantity of new and appropriate books that could be donated to schools, even though each facilitator had roughly 200 schools to support and mentor in their districts. Not one of the schools in the study had been visited or supported in terms of material resources by a facilitator from the GDE”.

This hampered school library development because teacher-librarians did not attend workshops regularly to support them in performing their tasks. It means no attempts were being made to ensure that various school library facilities are operational. However, the study established that even if sufficient funds are made available, there was a severe shortage of officials to run school library workshops in the whole province. This correlates with the findings by Dubazana and Hoskins (2011) who point out that there is an inadequate allocation of school library facilitators given the number of schools in various districts of the KwaZulu-Natal province. The same occurs in Gauteng Province. This questions the capacity of the provincial

However, in Limpopo the situation left much to be desired because the study established that there were only three officials at managerial level who were expected to manage school libraries throughout the entire province. They were expected to visit and monitor schools relating to school libraries. The study established that four vacant deputy chief education specialist posts could not be filled because the department was experiencing administrative and financial problems and therefore everything seemed to be on hold until the situation was normalised. The researcher needs to point out that it was beyond the scope of this study to investigate financial and administrative problems experienced by the department. The study revealed that one education official joined the unit because of the shutting down of the former college of education in the province. Hart and Zinn (2007) confirm that the large-scale rationalisation of colleges of education led to former college personnel being used in school library

support services. However, they indicated that they lacked the required qualifications and understanding.

6.8.7 Library period on the timetable

As indicated in Chapter 5, section 5.9.4, only five (3%) respondents mentioned that library-based resources could be accessed and utilised optimally if there is a library period on the timetable to enable all teachers and learners to visit the library facilities. A study by Adeoti-Adekeye (1997) confirms that a library period needs to be on the timetable to enable learners for the purpose of receiving instruction in library use by the librarian in the library. This was confirmed by Magara and Batambuze (2009) who report that, in Uganda, reading lessons are included on the school timetable. During this period, learners are obliged to go to the library for reading sessions.

The study did not ascertain whether schools had a library period on the timetable, however, when requested to indicate whether or not teachers and learners had access to resources in the school library, no respondent mentioned that they had a library period on the timetable. It is likely that the absence of a library period on the timetable discourages the teacher-librarians to teach learners library and information skills because they are busy with their own subject teaching. In addition, they cannot design programmes such as information literacy, reading, spelling and library programmes because there is no library period on the timetable. It implies that learners are not encouraged to use different reading materials to acquire reading skills, habits and culture. This situation is not conducive to literacy development. Learners have poor reading skills because they are not forced to acquire those skills from an early age. Stilwell (2009:20) confirms that:

“The lack of access to reading resources was the chief cause of poor reading skills and that the majority of South Africa learners had “very, very, poor reading skills”.

Learners in Grade 12 are not performing as expected because they do not have basic library and information skills to utilise library materials optimally and independently to improve their academic performance. Having a library period on the timetable may enable teacher-librarians to design and offer information literacy skills and other programmes that can be of paramount importance when learners enter tertiary institutions.

6.8.8 Security

Security is still a major and notable challenge in the majority of the schools in the province. Apparently, the majority of the public schools in the province do not have security guards to patrol schools, especially at night and therefore schools are vandalised and property, including valuable educational resources such as computers and their accompanying technology, is stolen. This was confirmed by Rademeyer (2007) who points out that vandalism is still a problem in most schools. Security concerns at schools were also raised by authors such as Kwake, Ocholla and Adigun (2006), Moswela (2010) and Witbooi (2006). Paton-Ash and Wilmot (2015:4) avow that:

“Security was an emergent issue, especially amongst the low/no fee-paying schools. These schools had experienced theft of their computers on more than occasion, with the result that they did not have full-equipped computer laboratories. They simply did not have the resources to replace the stolen equipment. Security problems were not confined to low/no fee paying schools. Two of the fee-paying ex-Model C Johannesburg schools had problems with theft, but were better able to combat the problem by paying for extra security”.

With only 8% former advantaged ex-Model C schools in the Limpopo Province, it is obvious that majority of the quintile 1 schools in historically disadvantaged rural schools cannot afford to pay for extra security.

6.8.9 Electricity

The study established that electricity was still a daunting challenge in some of the schools in the province. It implies that even in 2014, some schools were not connected to the grid. It may imply that teachers and learners in those schools were deprived of opportunities to photocopy articles from the newspapers, magazines and journals to make teaching and learning amusing, stimulating and interesting. The electricity supply in South Africa is not a challenge for the Limpopo Province only. Du Toit and Stilwell (2012:121) confirm that there is also still inadequate access to electricity in KwaZulu-Natal schools. Electricity is needed to operate electronic and electrical equipment such as computers and photocopying machines at schools. In schools without electricity supply, it could mean that alternative methods of providing electrical energy, such as solar panels and generators, become imperative to operate electronic equipment such as photocopiers, scanners and computers in those schools (Chilimo 2008). As electricity supply is inconsistent in South Africa, other methods of power supply are inevitable. However, it must be noted that only rich schools in affluent communities can afford to install solar panels and generators because they are expensive.

6.8.10 Telecommunications infrastructure

Telecommunications infrastructure is essential for effective telephone systems and Internet connectivity. However, the study revealed that the majority of the schools do not have Internet connectivity because of the poor telecommunications infrastructure in the province. The respondents indicated that the situation is exasperated by an unreliable conventional telephone system, especially in historically disadvantaged and marginalised rural schools and this makes conventional Internet connectivity entirely impossible in the rural environment. Wireless modems can be used to connect to the Internet; however, in remote, rural and historically disadvantaged communities or villages, Internet connectivity is not possible due to a lack of Global Positioning System (GPS) coverage. However, cellphones can be used to access the Internet even if there is uncertainty regarding whether they can download large amounts of data or information. However, poor telecommunications infrastructure in rural communities is also confirmed by Kwake, Ocholla and Adigun (2006) in their study entitled *The feasibility of ICT diffusion and use amongst rural women in South Africa*.

6.8.11 Roads infrastructure

The road conditions in most of the historically disadvantaged communities are in terrible state, compounding transport problems. As indicated in Chapter 5, section 5.9.11, most of the roads in the province are untarred, gravelly and dusty with unstable, unreliable and unstandardised bridges, which are quickly flooded when it rains. It may imply that schools in these communities cannot be reached when it rains. It is very difficult to introduce and implement effective mobile library services, courier services between schools and depot libraries such as public or community libraries or educational libraries because of these poor road conditions. Terrible road conditions were also cited by authors such as Kwake, Ocholla and Adigun (2006) as hindrances in the use and availability of ICTs in rural areas of KwaZulu-Natal. While they indicated that 12.5% of the roads in rural KwaZulu-Natal were poor, as already indicated, the percentage is very high (68%) in Limpopo because the province was mainly rural.

6.8.12 Access to public or community libraries

It is well documented by the professionals that public or community libraries can augment and assist schools to provide library-based resources for teaching and learning. Hart (2014:5) affirms that there is

“pressure on public libraries to provide educational materials for students who, in the absence of school libraries, were flocking to public libraries to meet the demands of the new resource-thirsty curriculum”.

However, contrary to this, the study established that there is restricted access to library materials in the majority of the public or community libraries, mainly because of distance. The respondents indicated that most of the public or community libraries were situated quite far from the majority of the schools. This is confirmed by professionals such as Witbooi (2007) who argue that public or community libraries in South Africa are following the tradition of their colonial master, Britain, by being unevenly distributed. Witbooi (2007) emphasises that access to libraries was initially aligned along racial lines in the 1950s and was a service available to white people in the cities and towns. Because of this inheritance of apartheid legislation, access to public or community libraries is still a major challenge because of geographical and economical barriers such as the distances travelled and the cost attached thereto. As already alluded to, the dire lack of public libraries in some countries puts more pressure on school libraries. In South Africa, this becomes a dilemma as majority of the school libraries are non-functional, poorly resourced and poorly managed.

Not only can the majority of teachers not access public or community libraries, but block loans are not possible in most schools, making teaching and learning monotonous and boring in the affected communities. Teachers and learners from historically disadvantaged communities are at a disadvantage because there are few or no public or community libraries in such communities. As already indicated in section 6.5.1 above, the majority of the public or community libraries are in historically advantaged urban communities while in historically disadvantaged remote, rural communities, public or community libraries are few or virtually non-existent. Consequently, illiteracy and low literacy levels are still high in some rural and historically disadvantaged communities, partly due to inadequacy of the public or community libraries.

6.8.13 Private sectors

The study established that private sector companies were not taking the initiatives and did not support the provision of the well-resourced and functional school libraries. As mentioned in Chapter 5, Table 5.7, only a few schools received donations of the library-based resources from private sector companies to establish and develop a school library collection. The study established that some

respondents gave private sector companies the blame for not being proactive and not taking the lead in ensuring that libraries are operational in schools. Magara and Batambuze (2009) point out that in Uganda, private sector companies have intervened in school library development by donating storybooks, textbooks and furniture. They assertively indicate the need for schools to strengthen these partnerships to ensure continuity.

6.8.14 Inter-competitions among schools

As indicated in Chapter 5, section 5.9.14, the findings revealed that only one respondent raised a concern that schools do not compete with each other concerning library events or activities. Obviously, inter-school competitions may encourage learners to use the library resources to improve their reading literacy acquisitions. Magara and Batambuze (2009) reveal that reading competitions are encouraged among learners in Uganda as a stepping stone towards the acquisition of reading skills and inculcation of a reading culture. They state that parents support the competitions by contributing gifts or prizes for participating learners. The respondent was of the opinion that private companies need to be approached to donate library-based resources to the participating schools.

6.8.15 Support

Even without an approved and legislated school library policy, much needed support is essential from the government and the national Department of Basic Education to encourage schools to establish well-resourced and functional school libraries. Interventions in the form of workshops are essential to equip teacher-librarians with basic skills pertaining to school libraries.

6.8.16 Inclusion of the information literacy skills into the curriculum

One respondent felt that including information literacy skills into the curriculum could pressurise the government and the Department of Basic Education to provide each school in the country with a well-resourced and well-staffed library.

6.8.17 Vastness of the province

As mentioned previously in Chapter 5, section 5.9.17, the province is extremely large and mainly rural with many schools situated in historically disadvantaged, remote and rural communities. This may

imply that sufficient funds are indispensable to buy library-based resources for all these schools with considerable financial implications.

6.9 SUPPORT GIVEN TO SCHOOLS TO ESTABLISH FUNCTIONAL SCHOOL LIBRARIES

The Department of Basic Education needs to provide teacher-librarians with the necessary and essential support for the different school library facilities to be functional. Not only should advisory services be rendered, workshops are also supposed to be organised by officials of the department to support schools in ensuring that various models of the library-provisioning facilities are functional. All schools need to be provided with a core collection or a starter collection to kick-start a school library collection aimed at meeting the information needs of the teachers and learners to support the progressive and constructivist learner-centred curriculum.

6.9.1 Advisory services

As depicted in Chapter 5, Table 5.9, the findings established that the Department of Basic Education did not provide much-needed advisory services to the majority of the schools to assist them to establish functional school libraries. Despite teacher-librarians involved in full-time teaching in the majority of the schools, the result of this lack of support is that resources were not arranged systematically in school libraries and were therefore not easily accessible. To make their libraries functional, schools with untrained teacher-librarians need intervention in the form of advisory services. However, this situation is unfortunate and inevitable in Limpopo because the study revealed that there were only three officials who were expected to visit, monitor and offer advisory services to all the schools including primary schools in all five districts of the province.

6.9.2 Workshops

As shown in Chapter 5, Figure 5.4, the findings revealed that teacher-librarians in the majority of the schools did not attend school library workshops, although the officials of the Department of Basic Education claimed that they used to organise and conduct such workshops to equip teacher-librarians with basic library and information skills. As indicated in Chapter 5, section 5.10.6, one teacher-librarian commented that he or she had “never heard of them” (the workshops). This situation exists because a lack of funds made it impossible to arrange and conduct workshops in the province. The education officials also expressed concern about the lack of adequate school library facilitators to

conduct the workshops in the province even if sufficient funds could be obtained. They indicated that, currently, only teacher-librarians in schools in affected districts and circuits should attend workshops on the effective use of the new mobile library services to be piloted and implemented in April 2013.

6.9.3 Core collection

It was established during the study and revealed in Chapter 5, Figure 5.4 that the majority of the schools did not receive a core collection to kick-start their library collection. It seems that officials at schools that had not received such a core collection would not even attempt to establish a library collection. The Department of Basic Education is solely responsible for the provision of core library-based resources to the schools to establish and develop a library collection, but the education officials revealed that the allocation of the core materials to schools was terminated in the 2007/-08 financial year due to budget cuts. This discontinuation of the allocation of the core collection to the schools could lead to those schools not having basic reference materials such as dictionaries, atlases, encyclopaedias, charts, maps and globes, electronic resources such as DVDs and CD-ROMs, and other books such as fiction (story books) and non-fiction (subject literature books) to establish a library collection.

6.10 GENERAL COMMENTS

Although the respondents and officials of the Department of Education generally recognise the importance of having well-resourced, well-equipped and well-staffed school libraries to boost teaching and learning endeavours in schools, they indicated that there are many daunting challenges to make them functional. They all concurred that well-stocked and functional school libraries are enabling factors for the development and improvement of reading habits, skills and a culture of reading in learners. Realising the importance of school libraries for modern education, only one school respondent commented that:

“Education is the medium by which people are prepared for the creation of their own particular civilization, advancement and glory of their own race. It can only be achieved through extra information and importance of the school libraries is indispensable to achieve this”.

The respondents emphasised that the government needs to be proactive, innovative and take school libraries seriously. In an attempt to suggest a way of solving the issue of the school libraries, only one respondent recommended that:

“A cluster library should be established by the Department of Basic Education for a group of schools in a particular geographical locality or area to solve the problems of school libraries”.

6.11 SUMMARY

In this chapter, the findings of this study were discussed and supported by the literature, where possible. Even though more than a quarter (33%) of the schools in this study have a library structure or facility, the various school library facilities in most of the schools are non-functional and inaccessible due to lack of space, which also limits the number and use of the library-based resources. Generally, the dominating school library model used by rural and urban schools is staffroom or office library. Notably a few rural schools use a purpose built central school libraries compared to their urban counterparts. As the majority of the schools did not have purpose built central school libraries, the existing library provisioning facilities are jam-packed because, noticeably, the majority of them were used as multi-purpose centres. They were used as staffrooms, storerooms and administrative offices with computer equipment and photocopy facilities. Most of them contained out-dated learning and teaching support materials of the old curriculum. Despite space constraints, the library resources in these library structures are not easily retrievable and accessible because they are not systematically organised.

The Limpopo Province is a vast province with many schools, especially in remote, rural and historically disadvantaged communities or villages. However, a small minority of the schools have full-time teacher-librarians to run and administer the various school library facilities because most of them are in the classrooms teaching full-time. Percentage wise, urban schools are better off than rural schools. To make matters worse, the majority of the teacher-librarians were not professionally qualified and therefore lacked critical and crucial professional library and information skills to make different library provisioning facilities operational. With the exception of historically advantaged ex-Model C schools, the majority of the schools did not have an annual budget available to buy new, current and

up-to-date library-based resources. The shortage of the staff at circuits, districts and head office to support the teacher-librarians professionally also hinders progress pertaining to the school library matters in the province.

In the next chapter, the findings are summarised and conclusions and recommendations are made.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND A PROPOSED MODEL

7.1 INTRODUCTION

The aim of the study was to investigate the extent to which public high schools in Limpopo Province are provided with well-resourced and well-staffed libraries to support the teachers and learners to access and utilise the library resources to resource the learner-centred curriculum. Even if the study is mainly quantitative, qualitative research methods were also adopted in this study to investigate the object of the study in-depth and intensively. Chapter 6 dealt with the discussions of the findings of the empirical study. The main purpose of the chapter was to search for the broader meaning of the research findings and relate the findings to the existing theories and literature (scholarly knowledge). In this chapter, a summary of the salient findings of the study are reported, conclusions arrived at based on the findings as directed by the research objectives and themes that emerged, are formulated and recommendations also made. A proposed school library model is also presented in this chapter. The research objectives of this study were:

- 7.1.1.1 To identify the legislation and policy frameworks which support the establishment and development of school libraries,
- 7.1.2 To identify the library services and programmes that support the curriculum,
- 7.1.3 To assess the library resources that support the provision of school libraries,
- 7.1.4 To establish the infrastructure (buildings) to accommodate the library resources,
- 7.1.5 To establish challenges in establishing and maintaining functional school libraries,
- 7.1.6 To recommend the relevant and the appropriate school library model for effective and functional school library and information services in Limpopo Province.

7.2 SUMMARY OF THE FINDINGS

The findings of this study provide some rich and valuable insights and perceptions concerning the provision of the school libraries in public high schools in the Limpopo province.

7.2.1 Legislation and policy frameworks

- a. The existing legislation and policy frameworks includes *A National Policy Framework for School Library Standards: A Discussion Document* (1997), *South African School Library Policy* (2001), *The Policy for Library Services in South African Schools* (2002), *A Draft National School Library Policy Framework* (2003) and *National School Library Policy* (2005), *The Library and Information Services (LIS) Transformation Charter* (2009 and *National Guidelines for School Library and Information Services* (2012) and the *Library and Information Services (LIS) Transformation Charter* (2014).
- b. The existing legislation and policy frameworks are in draft form and have not been approved or legislated. They therefore lack the mandate and credibility to inform school library development and practice in the country.
- c. Most stakeholders are not aware of the existence of the majority of these legislation and policy frameworks. Less than a quarter (20%) of the respondents were cognizant of even the most recent guideline document, the *National Guidelines for School Library and Information Services* (2012).

7.2.2 School library models

- a. Staffroom or office libraries are used by more than a quarter (30%) of the schools in the study. However, the downside is that learners are likely to feel intimidated when accessing resources in the staffroom or office libraries. Despite lack of sufficient space to provide sufficient sitting accommodation, some schools have mechanisms in place to restrict learners in the staffrooms or offices.
- b. The classroom converted into a central library model is used by less than a quarter (23%) of the schools. However, like staffroom or office libraries, the model is characterised by space constraints.
- c. Generally, purposely built central school libraries are used by only a few (20%) schools. However, it became evident in the study that the model is used by more than a quarter (33%) of schools in urban communities.
- d. Only a few (18%) schools use the storeroom as the library facility. However, this model is also characterised by the space dilemma.
- e. A few (6%) schools have collections or boxes of books in various classrooms.

- f. Other school library models such as mobile trolleys, reading tents, cabinets and reading bags are not even used.
- g. Library resources are few and outdated in the majority of the schools due to lack of ring-fenced library budget.
- h. Existing school library models are not evaluated.

7.2.3 School library standards

School library standards include various components as presented below:

- a. The majority (75%) of the schools do not have a school library policy, which is critical in the establishment and provision of an active, vibrant and dynamic school library system.
- b. The majority (83%) of the schools do not get advisory services from circuit, district or head office.
- c. The majority (66%) of the schools operate without a school library committee.
- d. The majority (90%) of the schools do not have permanent teacher-librarians, which has a negative impact on the development of a vibrant and dynamic school library services. The majority (93%) of the teacher-librarians lack professional qualifications and training in school librarianship.
- e. The majority (79%) of the teacher-librarians did not attend school library workshops.
- f. The majority (67%) of the schools do not have an annual budget for procurement of current and apposite library resources.
- g. The majority (83%) of the schools do not venture into fundraising initiatives.
- h. Only a minority (22%) of the schools received donations of library materials or books.
- i. Only a minority (9%) of the schools were given a starter collection by the Department of Basic Education some years ago.
- j. Only a few (10%) schools indicated that they had an annual plan for deselecting out-dated, obsolete and damaged library resources.
- k. The majority (72%) of the schools did not evaluate the library resources.
- l. Library-based resources in some (55%) schools were inaccessible because they were not systematically organised and managed.
- m. The majority (72%) of the school libraries were characterised by a lack of comfort and safety in accessing and utilising the few available library resources.

- n. Sufficient space is the main concern in library facilities such as staffrooms or offices, classrooms and storerooms.

7.2.4 Library resources, other information services and programmes

- a. The majority (65%) of the schools conceded that their collections were inadequate, unsuitable and outdated due to the lack of funding from the Department of Basic Education.
- b. The majority (74%) of the schools are situated far from the public or community libraries as they are still distributed disproportionately and unevenly in different communities.
- c. The majority (93%) of the schools did not use the library-based resources from the library services of the Department of Basic Education.
- d. The majority (92%) of the schools did not have access to the library resources in the multipurpose community centres.
- e. The majority (98%) of the schools in the study did not receive library resources by means of the mobile library services.
- f. Most (63%) schools have no networked computers for the Internet connectivity and only few schools use one or two computers for administrative purposes.
- g. The majority (91%) of the schools could not even share resources with their neighbouring schools.
- h. Only a few (11%) schools offered reading programmes although only a minority (3%) of schools highlighted their willingness to offer information literacy skills or programmes.
- i. The majority (73%) of the schools did not celebrate the Readathon (Literacy Month).

7.2.5 Challenges in establishing and maintaining school libraries

- a. The majority (60%) of the respondents identified the lack of funding as a stumbling block for the effective establishment and maintenance of an active and vibrant well-functioning school library service. The government's failure to inject adequate funds for school library development was a major setback.
- b. The majority (70%) of the respondents indicated that the lack of the professionally qualified full-time teacher-librarians had a hindrance effect on efforts to resuscitate well-functioning school libraries.
- c. No school in the study had scheduled a library period for library use.

- d. Only a few workshops had been conducted due to budget cuts.
- e. There is non-existence of purposeful marketing strategies and advocacy initiatives for users to value the importance of well-resourced and well-staffed school libraries in education system.
- f. There were few public or community libraries in historically disadvantaged communities.
- g. Resource-sharing was a problem in the majority of the schools.
- h. Security was raised as a major challenge in most schools.
- i. One school in the province was still without electricity.
- j. Internet connectivity was a daunting challenge in most schools.
- k. Some few respondents stated that private sector companies could play a role to assist schools in establishing well-resourced and functional school libraries.
- l. Only a few inter-school library competitions took place at the schools.
- m. There are no school library facilitators and deputy chief education specialists, only two chief education specialists and one senior manager.

7.3 CONCLUSIONS

The previous section provided a summary of the salient findings of this study. This section provides the conclusions drawn from the research objectives and themes that emerged from the findings. The conclusions reached were drawn according to the sequence in which the research objectives were outlined in Chapter 1, section 1.4.1.

7.3.1 Legislative and policy frameworks

The first objective of the study was to establish the legislation and policy frameworks, which could support the establishment and development of a vibrant, dynamic and active school library service. The study concludes that even though not approved, the legislation and policy frameworks available include *A National Policy Framework for School Library Standards: A Discussion Document* (1997), *South African School Library Policy* (2001), *The Policy for Library Services in South African Schools* (2002), *A Draft National School Library Policy Framework* (2003), *National School Library Policy* (2005), *The Library and Information Services (LIS) Transformation Charter* (2009) and the *National School Library and Information Services* (2012). These are guidelines but can assist relevant stakeholders to establish and sustain well-resourced and well-staffed school libraries.

7.3.2 Library services and programmes that support the curriculum

The second objective of the study was to identify the library services and programmes that support the learner-centred curriculum. The study concludes that the identified library services and programmes were marginally implemented in the majority of the schools. Lack of well-resourced school libraries and staffing negatively affect the implementation of the library services and programmes

7.3.3 Library resources

The third objective of the study was to investigate the resources that support the provision of school libraries. The study concludes that there is a lack of suitable resources in the majority of the schools to support the provision of an effective and efficient library service. Lack of budget hinders the majority of the schools to purchase current library resources to resuscitate the provision of school libraries.

7.3.4 The existing school library models

The fourth objective was to establish the infrastructure (buildings) adopted and used by public high schools in Limpopo Province to accommodate the library-based resources. The study concludes that while in general schools in Limpopo Province have adopted library models such as a classroom converted into central library, staffroom or office converted into a library, purpose built central school library, storerooms and collections or boxes of books in the classrooms, the most predominant model is the staffroom or office library model, followed by the classroom central libraries. The least used library model is collections of books kept in boxes in classrooms. However, these library facilities are characterized by space constraints because they also accommodate teaching staff and equipment such as computers and photocopiers. Other school library models such as mobile trolleys, library corners, reading tents and reading bags were not used by any school in the study.

7.3.5 Challenges in establishing and maintaining the functional school libraries

The fifth objective of the study was to establish challenges which are obstructing schools and the Department of Basic Education to effectively establish, develop and maintain a vibrant, active and well-functioning school library service in the province. The study concludes that the following are the main challenges:

- i. Lack of funding is a hurdle for effective establishment, provision and maintenance of a dynamic and self-sustaining school library service.

- ii. Lack of sufficient infrastructure (buildings) is an impediment towards effective school library development initiatives.
- iii. Lack of dedicated professionally qualified teacher-librarians is an obstacle for school library development efforts and initiatives.
- iv. The non-scheduling of a library period on the time-table obscures efforts by the teachers and learners to visit, interact and optimally use resources in school libraries.
- v. Insufficient workshops are conducted to equip the so-called teacher-librarians with library and information skills indispensable for a well-functioning school library service.
- vi. Lack of purposeful marketing strategies and advocacy initiatives to highlight the roles school libraries can play in education, all efforts and attempts are in vain.
- vii. Most teachers and learners lack access to resources in public and community libraries as they are still distributed disproportionately and unevenly in different communities.
- viii. Most schools do not take part in inter-school library loans intended for resource sharing.
- ix. Loss of resources through theft (vandalism or burglary) is evident in most schools where security measures are not in place.
- x. Network infrastructure is a daunting challenge for teachers and learners to effectively access the Internet in most schools particularly in historically disadvantaged rural communities.
- xi. Improper and untarred roads are stumbling blocks to take library and information services to the teachers and learners in historically disadvantaged rural communities.
- xii. Only few private sector companies have assisted schools to develop well-functioning school libraries by donating library resources.
- xiii. Most schools do not take part in inter-school library competitions to promote the effective utilisation of library resources.

7.4 RECOMMENDATIONS

The study identified the different stumbling blocks which negatively affect the establishment, development and functionality of the identified and adopted school library models. The recommendations address each of the study conclusions as identified in Chapter 7 section 7.3.

7.4.1 Legislation and school library policies

The study recommends that:

- a. The existing *National Guidelines for School Library and Information Services* document (2012) should be used as a guideline for library development initiatives in schools. The document is preferred because it is comprehensive and recent and it also makes pronouncements on critical issues such as staffing and training, physical infrastructure, roles and responsibilities, development model options and considerations, collection development, school library management and administration, programmes and activities, marketing and advocacy and monitoring and evaluation. Since this document was already published, launched and distributed to schools, its implementation guide (2012-2013) should be revised and implemented in all schools. Additionally, in order to create an awareness about the document, consultative workshops should be arranged by the education officials to assist teacher-librarians, SGB members and principals to implement the guidelines in it effectively. The education officials should see to it that relevant stakeholders attend such workshops. Thereafter, an audit should be done by the education officials to determine schools which did not receive such a document with a view to supplying them with the document. The education officials should also inform the schools through memorandum and the general public through information brochures that the document is available online and on CD versions.

- b. A School Library Unit should be re-instituted in the national Department of Basic Education. The unit should be spearheaded by a director and education specialists with professional qualifications in school librarianship. The unit should be mandated to accelerate the formulation and eventual implementation of an approved and legislated school library policy. A task team comprised library professionals, members of professional organizations such as LIASA (School Library and Youth Services Interest Group) (SLYSIG) and other interested relevant stakeholders should also be appointed by the Minister of Basic Education to propel the formulation and eventual implementation of an approved and legislated national school library policy. Wider consultations are essential and can be done by, amongst other things, holding consultative workshops, meetings and seminars across the provinces to ensure that relevant stakeholders make the necessary inputs. The officials of the provincial Department of Basic Education should formulate and eventually finalise a provincial school library policy in line with an approved and legislated national school

library policy. The policy should make pronouncements on school library development, staffing, funding and collection development and management.

7.4.2 Library services and programmes

The study recommends that full-time teacher-librarians should be appointed by the national department of Basic Education to effectively offer library services to make different school library facilities functional in all schools. The study also recommends that the Department of Basic Education should make it mandatory for all schools to introduce and offer information literacy skills as a compulsory teaching and learning programme. Hopefully, teachers and learners can benefit immensely because it will improve, hone and sharpen their acquisition of information literacy skills essential for independent studies and lifelong-learning. Structured and well-articulated reading programmes should also be made compulsory in all schools to improve reading and acquisition of literacy skills of the learners in particular. The officials of the Department of Basic Education would then need to monitor schools to ensure that teacher-librarians offer such programmes.

7.4.3 Library resources

The study recommends that:

- a. All schools should be given core library resources to kick-start a library collection. Sufficient budget should be made available by the national Department of Basic Education to ensure that the core library resources are procured and eventually distributed and delivered to all schools. A library period should feature on the school timetable to ensure that teachers and learners have equitable access to the resources. A memorandum from the Department of Basic Education should be directed to all schools to inform principals in particular, to include a library period on the timetable. Monitoring by school library facilitators is essential to ensure that schools comply with this requirement.
- b. The Department of Sport, Arts and Culture should be requested to escalate the establishment of more public or community libraries particularly in historically disadvantaged rural communities.

The national Department of Sport and Culture's conditional grant could ensure that resources relevant for schools are incorporated.

- c. Mobile library and courier services should be introduced in all districts of the province for schools that might be remote and lack resources to start a school library or link to a community library. In this regard, a team comprised education specialists, principals, teacher-librarians, heads of public or community libraries and public or community librarians could be established in each circuit office to coordinate mobile library and courier services. The officials of the Department of Basic Education, Department of Sport, Arts and Culture and local municipalities should work collaboratively to map out a way of introducing and implementing such services. The officials of the Department of Roads and Transport, local municipalities and Department of Basic Education should meet and discuss a way of improving roads in the province to facilitate an efficient transport system between schools and the depot libraries. The officials of the local municipalities should budget accordingly to ensure that the roads are improved.
- d. Concerning human resources, the study recommends that specialist posts for qualified school librarians should be created and filled in by the people with the necessary training and qualifications. The Department of Basic Education should form partnerships with LIS schools in Universities together with LIASA to ensure the provision of relevant and responsive qualifications in school librarianship. The national Department of Basic Education could also establish school library facilitators who should be distributed proportionally to all offices to visit and monitor schools regularly. School library facilitators are also needed to run sufficient workshops concerning the implementation of the new guidelines for school library and information services. A provincial task team comprising of library specialists (education officials) and other interested relevant stakeholders should be established to make the processes transparent, free and fair.
- e. The study recommends that it should be mandatory for all schools to institute a library committee. Part of the task of the committee should be to develop and promulgate a school library policy in line with the national and provincial school library policies and to ensure that stakeholders adhere to it. Part of the task of the library committee should be to manage and monitor an annual library budget

and to weed the resources. The committee members should also assist schools to fundraise and to scout for donations.

- f. It should be mandatory for all the public schools to have an annual ring-fenced budget. A certain percentage of the Norms and Standard grant should be ring-fenced to enable schools to procure a wide variety of current and suitable resources. Teachers, learners, parents, lecturers, NGOs and other interested stakeholders should initiate school library advocacy campaigns to sensitise the government to take school libraries seriously. Activism should be encouraged in all relevant stakeholders to avoid political disengagement. Marches should be organised countrywide to pressurise the government to eventually accede to “one school, one library, one teacher-librarian.”

7.4.4 Adoption of the school library models

Concerning the school library models, the study recommends that:

Purpose built central school libraries should be built in schools without such libraries. Importantly, the education officials and principals should conduct a quality audit to come up with a list of schools without a purpose built central school library. The list should be sent to the Minister of Education so that a purpose built central school library can be built in every school. The officials of the Department of Basic Education should ensure that new schools specifically are built with this school library model.

7.4.5 Challenges

The study recommends that:

- a. Resource-sharing should be encouraged amongst schools. Workshops by the school library facilitators are essential in this regard to make principals and teacher-librarians aware of the value of resource-sharing in schools. School consortia can also be formed to stimulate resource-sharing. Teachers-librarians and principals have a role to play in this regard.
- b. All schools should be fenced. Security companies should be appointed through transparent tendering processes to ensure that schools are protected against vandalism and burglary. It is the responsibility of the education officials to hire security companies to place security measures in all schools. Electronic security systems are also needed to protect library-based resources in schools.

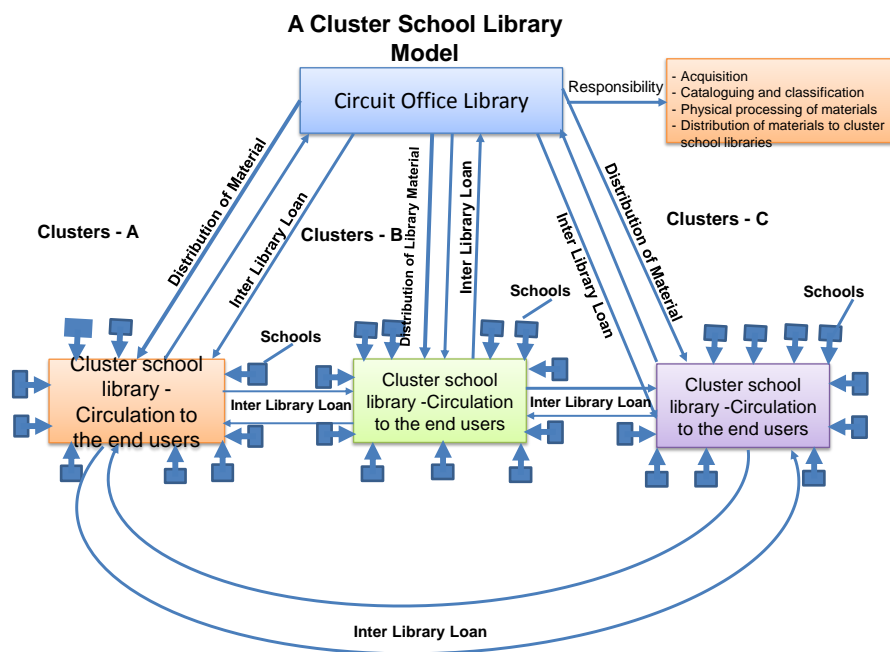
- c. Effective telecommunications infrastructure should be made available even for schools in historically disadvantaged rural communities to access the Internet. The education officials should robe in telecommunications companies such as Telkom, MTN and Vodacom to assist in installing broadband Internet access particularly in historically disadvantaged rural communities.
- d. More private sector companies should be encouraged to assist the Department of Basic Education to provide schools with well-resourced and well-staffed school libraries. Workshops by the school library facilitators can empower principals and teacher-libraries to request private companies to assist in this regard.
- c. Inter-school library competitions and outreach programmes should be encouraged amongst schools to promote effective use of the library resources. Celebrations of the calendar days can be organized by the school library facilitators and teacher-librarians to allow learners from different schools to participate. Organisers should involve private sector companies and parents to donate presents, awards and gifts.

7.5 A PROPOSED SCHOOL LIBRARY MODEL

As pointed out in Chapter 1, section 1.4.1, the last objective of the study was to propose a school library model based on the findings of the study. The researcher hopes that the proposed school library model can provide a solution to the current impasse and indeterminate state concerning the provision of school libraries in the province.

The proposed school library model tends to be prescriptive to guide and direct education officials and other relevant stakeholders to ensure its successful implementation. It is essential that the government should exhibit the political will to implement the model successfully. The proposed model is based on the fact that one well-equipped, well-resourced and well-staffed cluster school library can render efficient service to a number of schools in a particular circuit office (school clustering system). As stated by Mangona (2009), “stand-alone libraries that serve a cluster of schools” can offer a better solution to the current school library *impasse* in the province.

FIGURE 7.1: A PROPOSED CLUSTER SCHOOL LIBRARY MODEL



7.5.1 The merits of the cluster school libraries

The proposed of clustering of school library model has quite a number of the merits. The researcher has decided to highlight only the following salient ones:

7.5.1.1 Accessibility and location of the cluster school libraries

Whilst transport problems are a reality in mostly rural provinces such as the Limpopo Province, the cluster school libraries should be accessible to the teachers and learners. Therefore, the cluster school libraries should be erected next to taxi ranks and bus terminals. Furthermore, the education officials and bus or taxi companies should reach consensus to allow learners to pay discounted fares to and from the cluster school libraries. In addition, security cards should be issued to the learners by the cluster school libraries as a form of identification to get discounted taxi or bus fares.

7.5.1.2 Funding

The budget for all the schools pertaining to the school library development in a particular circuit should be used centrally by the circuit office library to build standardised cluster school library buildings. Part of the budget should be used to procure pertinent library resources including the ICTs. This is

advantageous because library funds can be controlled and utilised effectively for the benefit of teachers and learners. This can also prevent the misuse and misappropriation of the library funds at the school level. The budget should be used again for maintenance and sustainability of the cluster school libraries.

7.5.1.3 Governance

Library committees comprised circuit office librarians, professionals, principals, cluster school librarians and teacher-librarians should be appointed to ensure that a cluster school library policy is formulated to ensure proper administration and management of the library resources. School library facilitators, circuit office librarians and cluster school librarians should work collaboratively to guide and direct cluster school libraries. Furthermore, professionally qualified librarians should be appointed to manage the cluster school libraries.

7.5.1.4 Collection development and management

Library committee members should ensure that only relevant and appropriate library resources are purchased for collections. They should also be responsible for selection, weeding and evaluation of the library resources in collaboration with the curriculum specialists. The collection of the library-based resources will be specialised to meet the specific teaching and learning needs of the teachers and learners predominantly. The library resources should be classified, catalogued and eventually distributed to the cluster school libraries. Vehicles are also needed to transport library resources to the cluster school libraries. The library staff at the cluster school libraries will record all the delivered library resources in their accession registers and eventually circulate them to the teachers and learners requiring them.

7.5.1.5 Security

Security companies should be tendered by the Department of Basic Education to prevent the cluster library facilities from being vandalised. Proper security fencing should be erected to prevent any burglaries. Even electronic security systems and alarms should be installed by the Department of Basic Education to prevent theft of the library resources.

7.5.1.6 Accessibility to the library resources

Access to the library resources in the cluster school library facilities is fully guaranteed. The officials of the Department of Basic Education will appoint library staff to ensure that the cluster libraries are kept open daily.

The cluster school libraries should be open for teachers and learners from 14:00 16:30 during weekdays. This will give teachers and learners an ample opportunity to interact and fully utilise library resources effectively with the assistance of the professionally qualified librarians. The cluster school libraries should be open on Saturdays from 8:00 in the morning to 16:30 in the afternoon. During the school holidays, the cluster school libraries should be open from Mondays to Saturdays from 8:00 in the morning to 16:30 in the afternoon.

7.5.1.7 Power supply

The officials of the Department of Basic Education and Eskom as a power utility should install electricity to ensure, amongst other things, that the users are given an opportunity to use electronic equipment. Generators and solar panels can also be installed to serve as a back-up sources in instances of electricity or power cuts, which are not uncommon in the Limpopo Province, in particular and in South Africa, in general.

7.5.1.8 Inter-library loans

To foster resource-sharing, the library staff at the circuit office library should encourage inter-library loans amongst cluster school libraries and the circuit office library as the depot library. Inter-library loans should also be encouraged amongst cluster school libraries themselves.

7.5.2 Limitations of the cluster school libraries

Like other school library models, the proposed and recommended cluster school library model has limitations, which should be taken into considerations when the model is implemented.

7.5.2.1 Collection development and management

As indicated in 7.5.1.4, whilst the collections in the proposed model will be specialised, the general library and the information needs of the general public will not be catered for. This is a limitation

because the majority of the people particularly in historically disadvantaged and marginalised communities do not have access to the library and information services.

7.5.2.2 Staffing

The fact that all library resources will be procured, processed and distributed to the cluster school libraries from the circuit office library implies that enough staff will be needed at the circuit office library to process resources physically for shelf-ready stock. This has considerable financial implications for the circuit library. Furthermore, drivers are also needed to ensure that library resources are transported to the cluster school libraries.

7.5.2.3 Funds

To successfully implement the proposed model, adequate funding is essential to buy even expensive library resources such as computers. Sufficient funds are also essential to hire more staff to ensure that library services are accessible even during the weekends and holidays. In addition, sufficient funds are also essential for the sustainability of the cluster school libraries and vehicles.

7.6 SUGGESTIONS FOR FURTHER RESEARCH

Through its findings, the study has identified the following research problems or areas that need to be investigated by future researchers in this field of study:

- 7.6.1 As it is financially taxing for the Department of Basic Education alone to provide a well-functioning school library system in all schools, the study suggests the investigation of the establishment of the school-community libraries, more especially in historically disadvantaged and marginalized rural communities.
- 7.6.2 Whilst the majority of the schools do not have an active, well-resourced and well-functioning school library, co-operation between schools and public or community libraries can also be investigated.
- 7.6.3 As the majority of the schools do not have well-stocked and functional school libraries, the feasibility of introducing mobile library and courier services in historically disadvantaged rural communities can be investigated.

- 7.6.4 As library-based resources in the majority of the schools are few and outdated, other methods of providing users with recent and up-to-date information should be considered. The feasibility of using the virtual or digital library to support the resource-thirsty curriculum is an appropriate area for investigation.
- 7.6.5 Information literacy skills of teacher-librarians, teachers and learners need to be investigated to determine the extent to which they can use the library resources on their own optimally.
- 7.6.6 As the majority of the schools do not have an annual budget for the establishment and development of school libraries, other means of funding school libraries should be considered. For example, fundraising as a means of generating funds for school library development can be investigated.
- 7.6.7 Library resources in the majority of the school libraries are disorganised and are therefore not easily accessible and retrievable. The organisation of the library resources in schools is therefore also an area for future research.
- 7.6.8 As the majority of the so-called school libraries are not managed due to the lack of librarian posts in schools, further research should be done to determine the number of unemployed graduates with LIS qualifications for possible school library internship or employment when librarian's posts are created.

7.7 CONCLUSION

The study investigated the provision of the school libraries in both rural and urban public high schools in Limpopo province, South Africa. The findings established that, generally, more than a quarter (33%) of the schools have adopted a particular school library model on their own accord for library use. However, the staffroom or office model is the most used library model because of acute shortage of purpose built central school libraries particularly in historically disadvantaged and marginalised rural communities. The findings established that more than a quarter (33%) of the schools in urban category use purpose built school library model compared to their rural counterparts (14%) in countryside. However, the study established that majority of the library facilities in the province are non-functional because of lack of an approved and legislated school library policy with approved school library models and standards by the national Department of Basic Education. Without an approved school library policy, the provision of well-resourced and well-functioning libraries for all schools is a

nightmare because of the legacy of apartheid. Subsequently, nothing binds the Department of Basic Education and schools to make provision for such facilities to resource the South African constructivist and resource-thirsty curriculum. The researcher finds it strange that even the post-apartheid government undermines the provision of well-resourced and well-staffed school libraries to boost and improve the quality of teaching and learning (education) in all schools. The study concludes that school library initiatives are destined for a failure without an approved and legislated school library policy by the national Department of Basic Education to effectively champion, advocate and spearhead an active, vibrant, dynamic and sustainable school library system for in all schools in South Africa. The latest developments regarding school library policy in particular are promising. However, the journey seems to be too long.

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APPENDICES

**APPENDIX A:
THE PROVISION OF SCHOOL LIBRARIES IN PUBLIC HIGH SCHOOLS IN
LIMPOPO PROVINCE, SOUTH AFRICA. QUESTIONNAIRE 1 (FOR
COMPLETION BY THE TEACHER-LIBRARIANS OR PRINCIPALS)**

Kindly assist the researcher by completing this questionnaire. Do not write your name as all answers or responses will be treated as confidential.

INSTRUCTION:

Please indicate your responses or answers to each question by making a cross (X) in the appropriate block(s) or writing in the spaces provided.

SECTION A: GENERAL QUESTIONS

1. Name of the school.....

2. Does your school have a library?

YES

NO

3. If your answer to question 2 is YES, how would you rank its resources?

Highly suitable

Suitable

Not suitable

4. If your answer to question 2 is NO, explain why the school does not have a library? (Use spaces provided below)

.....
.....
.....

SECTION B: (LEGISLATION AND POLICY FRAMEWORKS)

1. Do you think legislation or policy frameworks are important in the provision of library-based resources in schools? (Mark one block only)

YES

NO

2. If your answer to question 1 is NO, explain briefly why you think they are not important? (Use spaces provided)

.....
.....
.....

3. From the list provided below, choose and tick legislation or policy frameworks you know which support development and provision of library-based resources in schools.

- A National Policy Framework for School Library Standards:
A Discussion Document (1997)
- Department of Education South African School Library Policy (2001)
- The Policy for Library Services in South African Schools (2002)
- A Draft National School Library Policy Framework (2003)
- National School Library Policy (2005)
- The Library and Information Services (LIS) Transformation Charter (2009)
- National Guidelines for School Library and Information Services (2012)
- Others (Use spaces below)

.....
.....
.....

SECTION C: (SCHOOL LIBRARY MODELS)

1. Where do you accommodate or house your library-based resources?

(Mark applicable block(s))

- A central library (purpose-built library)
- A central library (A classroom converted into a library)
- Collections or boxes of books in various classrooms
- Mobile trolleys in various classrooms
- Storeroom
- Staffroom or administrative block

Others (please specify in the spaces provided)

.....
.....
.....

2. Is the library provisioning facility spacious enough to allow teachers and learners to access and use resources?

- YES
- NO

3. If the answer to question 2 is NO, what do you do to ensure that teachers and learners access and use resources? Explain briefly. (Use spaces provided)

.....
.....

4. Is your school located or situated near a public or community library?

(Mark on block(s))

- YES
- NO
- DO NOT KNOW

5. If your answer to question 4 is YES, can you get a block loan from the public or community library?

YES

NO

DO NOT KNOW

6. If the answer to question to 4 is NO, where else do/can you obtain block loan of library materials to enhance teaching and learning? (Specify in the spaces provided)

.....
.....
.....

7. Is your school situated near a multipurpose centre? (Mark one block only)

YES

NO

DO NOT KNOW

8. If the answer to question to 7 is YES, can you use its resources for teaching and learning purposes? Explain Briefly. (Use spaces provided)

.....
.....
.....

9. Do you borrow library materials from regional/district/circuit library services of the Department of Education? (Mark one block only)

YES

NO

DO NOT KNOW

10. Do you borrow library materials from another school in your vicinity?

YES

NO

DO NOT KNOW

11. If your answer to question 10 is YES, briefly explain how this has come about. (Use spaces below)

.....
.....

12. Does your school receive mobile library services? (Mark one block only)

- YES
- NO
- DO NOT KNOW

13. Does your school have computers for the Internet access? (Mark one block only)

- YES
- NO
- DO NOT KNOW

14. If your answer to question 13 is YES, can teachers and learners access and use the Internet for teaching and learning purposes?

(Specify in the spaces provided)

.....
.....
.....

SECTION D: (GENERIC SCHOOL LIBRARY STANDARDS)

1. Does your school have School Library Committee?

- YES
- NO
- DO NOT KNOW

2. If your answer to question 2 is YES, what are their functions or roles?

(Specify in the spaces provided)

.....
.....
.....

3. Does your school have a school library policy?

- YES
- NO
- DO NOT KNOW

4. Do you think school library policy is important for provision and development of school libraries?
Give your views. (Use spaces provided)

.....
.....
.....

5. Do teachers and learners have access to the library-based resources in your school?

- YES
- NO
- DO NOT KNOW

6. If your answer to question 5 is NO, where can they access library-based resources to assist them to do assignments, research projects or homework?

(Specify in the spaces provided)

.....
.....
.....

7. Can teachers and learners access library resources in comfort and safety? Explain briefly in the spaces below:

.....
.....
.....

8. Does your school regularly evaluate library-based resources to ensure that they meet the needs of the curriculum? Explain briefly in the spaces below:

.....
.....
.....

SECTION E: (RESOURCES)

1. Is the library managed by a full time teacher-librarian? (Mark one block only)

- YES
- NO

2. Does the librarian have qualifications in Library and Information Science?

(Mark one block only)

- YES
- NO

3. If your answer to question 2 is YES, state the qualifications.

(Specify in the spaces provided)

.....
.....
.....

4. Do you conduct needs assessment first before purchasing library-based resources? (Mark one block only)

- YES
- NO

5. If your answer to question 4 is NO, how do you decide what to buy?

(Specify in the spaces provided)

.....
.....
.....

6. Does your school have annual budget specifically to buy library-based resources?

(Mark one block only)

- YES
- NO
- DO NOT KNOW

7. If your answer to question 6 is YES, where do you get funds from?

(Specify in the spaces provided)

.....
.....
.....

8. Does your school fundraise to buy library resources?

- YES
- NO
- DO NOT KNOW

9. Do you receive donations of library materials?

- YES
- NO
- DO NOT KNOW

10. If your answer to question 9 is YES, explain briefly.

(Specify in the spaces provided)

.....
.....
.....

11. Do you conduct weeding of library materials? Briefly explain.

(Use spaces provided).

.....
.....
.....

SECTION F: (SCHOOL LIBRARY PROGRAMMES AND SERVICES)

1. Which programmes or services does your school library offer to teachers and learners?

(Tick applicable blocks)

Information literacy skills or programmes

Library programmes

Reading programmes

Celebrations of library calendar days

Outreach programmes and competitions

Marketing of libraries

Others – (please specify in the spaces provided)

.....
.....

2. Do you celebrate Readathon or literacy month?

YES

NO

DO NOT KNOW

3. If your answer to question 2 is NO, how do you make learners aware of literacy celebrations?
(Briefly explain in the spaces provided)

.....
.....
.....

SECTION G: (CHALLENGES)

1. In your opinion, what are the challenges that the schools are facing in establishing and maintaining functional school libraries? Explain briefly.

(Use spaces provided)

.....
.....
.....

SECTION H: (SUPPORT)

1. Does your school get advisory services from the Department of Education concerning school libraries?

YES

NO

DO NOT KNOW

2. If your answer to question 1 is YES, which advisory services does the Department of Education provide? (Specify in the spaces provided)

.....
.....

3. Did your school get a core collection from the Department of Education to kick-start a library collection?

YES

NO

DO NOT KNOW

4. If your answer to question 3 is NO, explain briefly how library-based resources were established at the school? (Specify in the spaces provided)

.....
.....
.....

5. Do teacher-librarians attend library workshops organized by the Department of Education?

YES

NO

DO NOT KNOW

6. If your answer to question 5 is NO, how do you acquire library skills?
(Briefly explain in the spaces provided)

.....
.....
.....

GENERAL COMMENTS

Briefly express your views concerning school libraries. (Use spaces provided)

.....
.....
.....

THANK YOU FOR YOUR TIME

APPENDIX B: INTERVIEW SCHEDULE FOR EDUCATION SPECIALISTS: LIBRARY AND INFORMATION SERVICES

SECTION A: (LEGISLATION AND POLICY FRAMEWORKS)

1. Explain briefly the importance of legislation or policy frameworks in the provision of library-based resources in schools?
2. Name legislation and policy frameworks you know which support development and provision of library-based resources in schools.

SECTION B: (SCHOOL LIBRARY MODELS)

1. Which models of school libraries are encouraged in schools by the Department of Education to ensure that teachers and learners access and use library-based resources? Explain briefly.
2. What are the strengths or weaknesses of these models?
3. How often is the effectiveness of the models evaluated?
4. Does the Department of Education have a memorandum of understanding with the Department of Sport, Arts and Culture to allow teachers and learners to use resources in public or community libraries for teaching and learning purposes? Explain briefly.
5. Are schools having access to mobile library services? Explain briefly?
6. According to the Library and Information Transformation Charter (2009:42), only 2.3% of the schools in Limpopo Province has functional school libraries. Suggest ways of improving this percentage.

SECTION C: (SCHOOL LIBRARY STANDARDS)

1. Does the Department of Education in Limpopo Province have a school library policy?
YES or NO?
2. If the answer is YES, is it implemented? Explain briefly.
3. If the answer is NO, why?
4. Do schools have School Library Committee? YES or NO
5. In your opinion, what are the roles and functions of school library committee Explain briefly.
6. What is the Department of Education doing to ensure that teachers and learners have access to the library-based resources in schools to execute curriculum-related activities?

7. What is your take on the evaluation of library-based resources in schools to ensure that they meet the needs of the curriculum? Explain briefly.

SECTION D: (RESOURCES)

1. In your opinion, does the Department of Education place importance to the provision of library services in schools? Explain.
2. Does the Department of Education provide for full time teacher-librarians in schools?
YES or NO?
3. Does the Department of Education supply schools with a core collection to kickstart a school library collection? Explain briefly.
4. Do schools get funding from the Department of Education specifically to buy library-based resources? Explain briefly.
5. Should the Department of Education establish or recognise of teacher-librarians positions in every school? Explain your answer.

SECTION E: (PROGRAMMES AND SERVICES)

1. Which programmes or services does the Department of Education offer to teachers to equip them with library skills?
2. Does the Department of Education support the celebration of Readathon or literacy month?

SECTION F: (CHALLENGES)

1. In your opinion, what are the challenges that the Department of Education is facing in establishing and maintaining functional school libraries? Explain briefly.

SECTION G: (SUPPORT)

1. Which advisory services or support does the Department of Education provide to schools concerning provision of library-based resources to support the curriculum? Explain briefly.
2. Do teacher-librarians attend library workshops organized by the Department of Education?
YES or NO

GENERAL COMMENTS

Briefly express your views concerning school libraries.

APPENDIX C: LETTER OF PERMISSION TO CARRY OUT THE STUDY



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: MC Makola PhD, Tel No: 015 290 9448 . E-mail: MakolaMC@edu.limpopo.gov.za

P O BOX 5116
POLOKWANE NORTH
0750
MOJAPELO SM

RE: Request for permission to Conduct Research

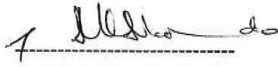
1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"THE PROVISION OF SCHOOL LIBRARY IN PUBLIC SCHOOLS IN LIMPOPO PROVINCE"**.
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to, in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

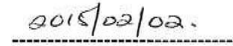
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mashaba KM

Acting Head of Department.



Date

APPENDIX D: LIST OF RESPONDED SCHOOLS

1. CHAKGA	101. TOM NAUDE
2. MAMODIKELENG	102. ITIRELENG
3. LESHIKISHIKI	103. BOIKHUTJONG
4. THOGOA	104. WESTENBURG
5. SEPHAKABATHO	105. NOORDELAND
6. MOKWATEDI	106. MPHAPHULI
7. TSHEBELA	107. PIET POTGIETER
8. MAMOKGARI	108. SETTLERS AGRICULTURAL
9. PHUNYAKO	109. CAPRICORN
10. TSHEHLO	110. LEBOWAKGOMO
11. NGWANASEALA	111. MUSINA
12. MALATSWA	112. FRANS DU TOIT
13. MABIDITSWANE	113. SOLOMON MAHLANGU
14. RADIKGOMO	114. SEHLOLA
15. RAMAKANYANE	115. SJ VAN DER MERWE
16. DOASHO	116. JK TABANE
17. MOTHIMAKO	117. PHAGAMENG
18. PHOPHEDI	118. DEREK KOBE
19. MAJEJE	119. DENDRON
20. SEBITJA	120. HWITI
21. MADIBO	121. MOUNTAINVIEW
22. MOHLAUME	122. DITLALEMESO
23. SEKGOPETJANA	123. MMAPADI
24. MASOBE	124. MAFOLOFOLO
25. RAMASHOBOHLE	125. BAPHUTHENG
26. MOKGOHLWE MAKOPO	126. OR MABOTJA
27. PHATAKGORO MOTHOA	127. MAKGOFE
28. SEEMOLE MARABA	128. DR AMS MAKUNYANE
29. NGWANABATLHALERWA	129. ME MAKGATHO
30. MATSEKE	130. LITHULI
31. MAPELOANA	131. MILLENIUM COLLEGE
32. JH MOLOTOX	132. KHAISO
33. MAGAEDISHA	133. MORULENG
34. RAMOHLAKANA	134. BOKAMOSO
35. NGAKANA	135. MOHLAKANENG
36. FEDILE	136. MOLAUTSI
37. MMAMOKGOKOLUSHI	137. TAXILLA
38. KANAMA	138. FLORAPARK
39. SELAMOLA	139. PROGRESS
40. MPHATLALATSANE	140. KOPANO
41. MASIZA	141. MMASEALAMA
42. FHETANI	142. KLAAS MOTHAPO

43. PHANGASASA	143. REAHLAHLWA
44. MMADIKANA	144. MAKGONGWANA
45. MATAVHELA	145. EBENEZER
46. KUBELA	146. DIKOBÉ MOLABA
47. DINAKANYANE	147. LEBITSO
48. MATHIPA MAKGATHO	148. SERURUBELE
49. NKOSHILO	149. SEMANENG
50. MAKGWADING	150. KARABI
51. MODISHA	151. ELLIRAS
52. PIET APHANE	152. MADITSI
53. NHLUVUKO	153. LEKOTA
54. NGWANAMOHUBE	154. MATSOGELLA
55. SEOLWANA	155. TLAKALE MASHASHANE
56. THABANG	156. MPHIRI OTEE
57. MAISHA	157. BEN VILJOEN
58. PHOMOLONG	158. FRANS MOHLALA
59. MAFSIAKGOMO	159. MMASEDIBU
60. SERUTLE	160. MPHACHUE
61. TSELACHEU	161. KOLOBETONA
62. MANOSHI	162. NARENG
63. MOHLAPETSE	163. V.P. MANTHATA
64. KGADIMO	
65. MOGALATJANE MPHAHLELE	
66. MOLABOSANE	
67. MAKGOBOKETSA	
68. ST BEDES	
69. ZOETFONTEIN	
70. MAKGALAPANE	
71. PELO YA KGOMO	
72. MANKOENG	
73. MPHETSEBE	
74. ROBERT MACHAKA	
75. MOTLAKARO	
76. MOKGOROTLWANE	
77. GERSON NTJIE	
78. MADIPOANE	
79. BOSHEGO	
80. MAKGOKA	
81. LERULENG	
82. RAMATHOPE	
83. NGWANALAKA	
84. MMAKGABO	
85. LEPHADIMISHA	
86. MAGOGO	

87. MANTUTULE	
88. MAFASA	
89. KGOKARI	
90. MASERUNYANE	
91. MPEDIX	
92. MASHIANYANE	
93. MAFUMANI	
94. NARE	
95. ST MARKS	
96. BOLEU	
97. DITSEPU	
98. MAHLOGEDI	
99. MONYONG	
100. MASEROLE	

APPENDIX E: LETTER TO THE RESPONDENTS

02 MARCH 2015

TO: The Principal or teacher-librarian

.....
Name of the school

Sir or Madam

My name is Samuel Maredi Mojapelo. I am a PhD student at the University of South Africa (UNISA) in the Department of Information Science. Research in school librarianship is extremely important because well-resourced functional school libraries are crucial to support effective teaching and learning in schools. Due to curriculum changes in our country, I understand that teacher-librarians and principals are attending workshops related to CAPS. However, the findings of this study will shed light on the status of school libraries in Limpopo Province. This detailed and in-depth study would certainly provide the Department of Basic Education in Limpopo with valuable findings about the provision of school libraries in the province. The national Department of Basic Education would definitely access the findings of this study for future planning concerning library resource-provision in schools. You are, therefore, kindly invited to voluntarily participate in the study by completing this questionnaire (Appendix A).

The respondents and key informants of this study are teacher-librarians or principals. I would appreciate if you could spare a few minutes of your valuable time to answer as carefully and completely as possible all the questions in this questionnaire. Please, know that the researcher makes a guarantee that all your responses will be kept confidential and only used for the purpose of this research. All responses will not in any way be linked to particular respondents or schools. Therefore, no names or signatures of the respondents are allowed on the questionnaire. The respondents are requested to furnish only the names of their schools although their responses will not in any way be linked to them. The completed questionnaire (Appendix A) should be stamped to certify the authenticity and the correctness of the data provided. I would be very thankful if you can complete and return the completed questionnaire to me by 30 April 2015. Please use self-addressed envelopes

enclosed with questionnaires. Should you have any query about the study, please, do not hesitate to contact the student, Mr Samuel Maredi Mojapelo at mojapsm@unisa.ac.za

Thanking you in anticipation

APPENDIX F: AIM AND BACKGROUND OF THE STUDY TO THE RESPONDENTS

To: Principal and the Teacher-librarian

BACKGROUND

Resources are very important to enhance the quality of teaching and learning in schools.

Learners in schools with sufficient resources including library-based resources perform or achieve better academically than their counterparts in schools with no or less resources. In South Africa, national Grade 12 results show this trend every year.

In ideal situation, each school should have a central library building, a collection (materials in the library) and a professionally qualified teacher-librarian to manage the resources full-time. Because of the enormous backlog in the allocation and distribution of resources, schools without central school libraries tend to use other types of library provisioning facilities (models) such as classroom book collections, converted classrooms as libraries, mobile library services, mobile trolleys, reading bags and others to ensure that teachers and learners access and use library-based resources to enhance and support the curriculum.

Did you know? In South Africa, only 7,2% of the schools have functional school libraries.

In Limpopo Province, a staggering 2,3% of the schools have functional school libraries. In schools located in former disadvantaged rural communities, the situation may even be worse. School libraries are resource-centres for learners to execute their curricular-related activities such as homework, assignments and research projects. Teachers use resources in school libraries to plan lessons.

In general, school libraries exist to enrich, enhance and support curriculum.

Please scrutinize the table below:

FUNCTIONAL SCHOOL LIBRARIES PER PROVINCE IN SOUTH AFRICA

Province	%
Western Cape	25
Gauteng	18.4
Free State	8.8
North West	6.4
Kwazulu Natal	6.1
Mpumalanga	6.1
Eastern Cape	2.9
Northern Cape	2.3
Limpopo	2.3
NATIONAL	7.2

(Source: Library and Information Services Transformation Charter 2009:42)

AIM OF THE STUDY

The aim of the study is to investigate the models and standards of school libraries which schools in Limpopo Province implement to enable teachers and learners to access and use library and information based resources.

PLEASE NOTE

Answer the questions as fully as possible. Recommendations of this study will be shared with Limpopo Department of Education. To ensure validity, credibility and reliability of the findings, the researcher banks on your cooperation.

THANKS

(AIM OF THE STUDY)

2