

**University of Venda**

**THE CHALLENGES OF NOT HAVING A LIBRARY AT SECONDARY SCHOOL IN  
SIBASA CIRCUIT AND THE MANAGEMENT THEREOF: A CASE STUDY OF  
VHEMBE DISTRICT**

BY

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**A MINI DISSERTATION SUBMITTED AT SCHOOL OF MANAGEMENT  
SCIENCES OF THE UNIVERSITY OF VENDA IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF THE MASTER OF PUBLIC  
MANAGEMENT**

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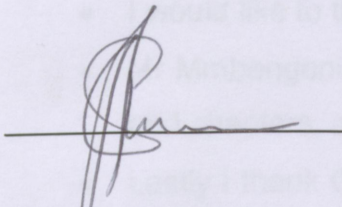
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## DECLARATION

I, **MUKWEVHO SD** student of the University of Venda hereby declare that the dissertation for the degree of Master of Public Management of Venda hereby submitted by me, has not been submitted previously for a degree at this university or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.



**MUKWEVHO SD**

30/11/2015

**Date**

## ACKNOWLEDGEMENT

I, Mukwevho SD, gratefully acknowledge the following contributors for having made this dissertation a successful and memorable piece of work: *You were there for me all the way.*

- Mr E Mahole my promoter, for his honest but positive criticism that guided and fine-tuned this final research product,
- Prof M.P Khwashaba my co-supervisor, for his honest but positive criticism that guided and fine-tuned this final research product
- I would like to thank my Sisters, *You were there for me all the way;*
- Mr Mmbengeni Bono, for editing and proofreading the final research proposal and chapters, and for his sterling advice and remarks,
- Lastly I thank God Almighty, in whom I trust, for guiding me and bestowing in me the wisdom to organise and conduct this project

## DEDICATION

The study investigated the challenges of not having a library at Secondary school in Vhembe District. On my personal note, I dedicate this project to my parents. You were there for me all the way.

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## ABSTRACT CONTENTS

This study investigated the challenges of not having a library at Secondary school in Sibasa Circuit and the management thereof: a case study of Vhembe District. Libraries are social institutions created to safeguard knowledge, preserve the cultural heritage and provide information for education and research purposes to different users. For the school library to function effectively and efficiently, adequate resources are essential. Educators and learners should have access to collections, facilities and equipment to retrieve information for the teaching and learning process. In addition, funds and qualified staff are needed to purchase facilities and equipment and to ensure that the collection is well-stocked, current and up-to-date.

### CHAPTER 1: ORIENTATION OF THE STUDY

The study uses quantitative technique for data collection and analysis. Quantitative techniques were mostly used in that they provide the researcher with an understanding of experiences and challenges of not having a library at Secondary school in rural areas and the management thereof: a case study of Vhembe District. Random and purposive samplings were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publications, research publications, and reports.

Findings of the research project indicated that the Lack of current reading materials in most of the school Libraries in the study area is a major problem, constraining students from using school libraries. For example, in the school libraries surveyed, there were a lot of reading materials which are not current and relevant.

This study recommends that the government with collaboration with other stakeholders should build new school libraries in different secondary school in the country and equipped them with all necessary library facilities

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## LIST OF ACRONYM

### CHAPTER 1: ORIENTATION OF THE STUDY

SGB	school governing body
DBE	Department of Basic Education
GDP	Gross domestic product
NCLIS	National Council of Library and Information Services
LIS	Library and Information Services
NEIMS	National Education Infrastructure Management System

## CHAPTER 1: ORIENTATION OF THE STUDY

### 1.1 Background to the Study

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 fulfill this function if school libraries are adequate. However, there are few public libraries in rural schools and learners in these areas are at a disadvantage. This is particularly true of learners in remote parts of Limpopo Province (Wong 1999:1). Limpopo is one of the provinces in South Africa. According to the National Education Infrastructure Management System (NEIMS) of the Department of Education, only 2,3% of schools in Limpopo have fully-fledged school libraries with printed and electronic information resources. Some schools have converted classrooms to serve as school libraries. Others either have book collections in a staff room, storeroom, passage or mobile box library, or nothing at all (Olën & Kruger 1995:78).

Some schools, run by missionaries, have well-resourced school libraries, including electronic media. These are schools which are performing better, academically, than public schools without library and information services (Magara & Nyumba 2004). Rural school libraries, where they exist anywhere in the world, are generally poorly resourced, poorly funded, poorly stocked and poorly managed, due to budgetary constraints (Uhegbu 2001:51). Rural school libraries are therefore never self-sufficient especially in Vhembe District. The necessity for resource sharing amongst rural school libraries cannot be over-emphasised (Van Orden 1995:33). Funds allocated to school libraries are meager, as learners are paying minimal school fees because they come from disadvantaged and poverty-stricken communities (Dewe 1995:12). In South Africa, some rural areas do not even have electricity, telecommunications infrastructure or tarred roads (Uhegbu 2001:37). These are some of the factors which make it extremely difficult to access library and information resources in some schools in Sibasa Circuit.

For example, audiovisual materials and electronic media need electricity to operate. Schools without electricity cannot dream of accessing and using them. Schools in Sibasa Circuit are located in communities that are characterised by high levels of illiteracy, poor academic performance and lack of good reading habits, because of a lack of library and information resources (Wijetunge 2000:99). Where school libraries do not exist, neither learners nor educators have access to library and information resources to develop basic skills, attitudes, values and information skills (Magara & Nyumba 2004). The few public libraries in rural areas aggravate the situation, and therefore learners and teachers rely solely on ill-equipped school libraries - if they exist.

Well-resourced school libraries are therefore needed in rural schools to play a role in developing users' information skills, attitudes and values, and to meet the curricular needs of the schools. Resource allocation in rural schools is concentrated on textbooks, without balancing the need for non-textbook reading materials which are fundamental to literacy practice, consolidation of reading skills and the reading habit (Wong 1999:12). Where rural school libraries exist in Vhembe District, they are usually staffed by ordinary educators without (professional) qualifications in Library and Information Science (Fourie 2002a:87). To carry out all management tasks (planning, organising, decision making, evaluation, motivation and control) and functions, and to provide effective and efficient library services, the teacher-librarians should have dual qualifications, that is, qualifications in both the teaching and library profession. Teacher-librarians are working in rural school libraries part-time, because they also have teaching responsibilities in their schools.

Teacher-librarians play a crucial role in the development of an information literate generation. Children need to learn a variety of information skills in order to cope in the modern world, and the best place to learn those skills is in the school library (Calvert 2001:88). The availability of school libraries and information resources enables learners to be effective information seekers (Fourie & Kruger 1995:32). Audio-visual, auditory and electronic media are essential in schools especially for learners who do not find books appealing. Learners are also given opportunities to develop media and digital

skills and to acquire lifelong information retrieval skills to cope with changes brought about by Information and Communications Technology (ICT) (Mutula 2004:61).

Electronic media such as CD-ROMS offer electronic access to vast databases of information ranging from encyclopaedias and newspapers to talking books, as a form of reading support for learners (Ordidge 1995:21). Curriculum like Outcomes Based Education (OBE) is the broad approach that the government has adopted for all education in South Africa, and it is gradually being introduced into all bands of education and into all educational institutions - schools, colleges and universities (Fourie 2002a:66). It is the new method of educating learners, with the aim of developing learners' skills, attitudes and values. It intends to enable learners to study independently, think critically and use information effectively (Department of Education 2003a:33).

New Curriculum is a resource-based method of teaching and learning (Fourie 2002a:61). Resources are needed for New Curriculum to be implemented successfully, and obviously school libraries have an integral part to play in this regard (Fourie 2002a:11). New Curriculum is learner-centred and it is hoped that it will replace passivity on the part of the learners, who will be obliged to use school libraries to do assignments, projects, homework and research (Witbooi 1999:88). School libraries are therefore very good sources of information for lifelong learning and educational development (Gorvie 2005:4).

## 1.2 Statement of the Problem

South African Schools Act 84 of 1996, Section 34 (1) indicates that the state "must ensure access of learners to education and the redress of past educational inequalities among sections of our people who have suffered particular school library as a source of information". The past injustices in education are to be redressed through provision of an education of progressively high quality for all learners.

Libraries play a critical role in building literacy by developing a culture of reading. They provide access to much needed information, resources and are safe place to study. This is a matter of freedom, justice and equality. Library helps learners expand their thinking and allow them to be able to study what they like and expand curriculum, together exploring it from school. To implement New Curriculum successfully, support mechanisms are needed. Schools in Sibasa Circuit should be fully-equipped with both library and information resources (facilities and materials) and human resources (qualified teacher-librarians) to fully support the critical and developmental outcomes of new. Financial resources (funds) are needed to buy resources to equip schools with libraries and to enable learners and teachers to access information in various formats. The purpose of this conduct study was to investigate the availability of library and information resources (facilities, collections, funds and staff) in rural schools in Sibasa Circuit of Vhembe District, to support the effective implementation of a resource-based learning approach, that is, new curriculum change.

### 1.3 General Objective

The overall aim of the study is to investigate the challenges of not having a Library at Secondary Schools in rural areas, Vhembe District

### 1.4 Specific Objectives

- To determine the challenges faced by learners as a result of lack of school Library
- To determine the importance of having library toward academic achievement of learners in rural schools
- To come up with the strategy to improve information resources in secondary schools of rural areas

## 1.5 Research Questions

- What are the challenges faced by learners as a result of lack of school library?
- What is the importance of having library toward academic achievement of learners in rural schools?
- Which are the strategies that can be to improve information resources in secondary schools of rural areas?

## 1.6 Significance of the study

The findings could provide the Department of Education in the Limpopo Province with valuable data about the current state of library and information resources in the rural secondary schools of the Vhembe district, particularly in the Sibasa Circuit. The findings will also reveal the extent to which library and information resources in high schools of the Thohoyandou Circuit in Vhembe can support the new teaching and learning approach as embodied in CAPS.

## 1.7 Limitations of the Study

Funds are a limiting factor as the study required a lot of funds for travelling, typing, binding and photocopying. Due to the sensitivity of the topic, some people felt uncomfortable to answer research questions because they were not sure of where the information was to be taken to. This study has its strengths and possible limitations as has any study of this kind.

## 1.8 Delimitation of the Study

This study was conducted in primary and secondary schools which is found in Vhembe district in Limpopo Province.

## 1.9 Definitions of terms

- **School library**

The school library is an educational resource centre for all learners and teachers in a school environment or setting (Wong 1999). The school library is aimed at supporting the teaching and learning programmes of the school. It is therefore the heart of the school's resources for teaching and learning (Olën & Kruger 1995). 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 the instructional process to widen, deepen and personalise learning (Tawete 1988:33).

- **Rural schools**

Rural schools include those schools which came into existence in remote villages of Limpopo and were supported by their own communities and initiated by the local chiefs. They are under-resourced since the state only paid for salaries, textbooks and stationary at the time. This situation has not changed markedly as these communities are poor and lack the funds required for infrastructure development (Furlonger 2004:61).

- **Library and information resources**

Library and information resources include facilities, collections, staff and funds. Physical facilities include buildings, furniture, equipment, computer hardware and software and other resources which are required to support the library's programmes and services (Fourie 2002a:51). Library buildings and furniture such as tables, chairs, bookshelves, drawers, racks and photocopy machines are all examples of library and information resources. Library resources also include the staff and funds required to manage and acquire facilities and collections.

- **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 cataloguing and classification of library materials (Olën & Kruger 1995:56).

- **Teaching and learning programmes**

Teaching and learning programmes are phase-long plans that provide frameworks for planning, organising and managing classroom practice for each phase. These include activities performed by teachers and learners to meet the requirements of the learning outcomes as required by CAPS. Teaching and learning programmes are, in turn, translated into year-long grades and specific work schedules which show how teaching, learning and assessment will be sequenced and paced in a particular grade (Department of Education 2003a:22).

## 1.10 Organisation of the Study

### CHAPTER 1: ORIENTATION OF THE STUDY

In Chapter 1 the background to the study was introduced and the problem was stated. The aims with this research, research questions, research hypothesis, significance of the study, limitations of the study, delimitation of the study and brief summary of literature review were discussed briefly, and the concept clarification of some words was done.

## **CHAPTER 2: LITERATURE REVIEW**

Chapter 2 deals with the literature review and the necessary information about the topic is given in details. Different authors and writers are quoted expressing their views and opinions on the subject under discussion. In Chapter 2: Literature Review, Curriculum change in the context of library and information resources in schools is discussed. The role of library and information resources in the effective implementation of OBE is emphasised. And also discusses school library resources within the framework of a model of school library functions.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

Chapter 3 is spent on how the researcher decided to conduct his research, how he chose the method of research, and detailed information on the gathering of data is provided in this chapter. The researcher is fortunately in the position to collect data by means of interviews and observation.

## **CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS**

In Chapter 4 the researcher is analysing and interpreting the collected data. In doing so, the researcher is ensuring that any evidence and facts provided become the solution of the problem at hand. The data and evidence will hopefully provide answers to the research question in order to support the purpose of the research.

## **CHAPTER 5: FINDING, CONCLUSION AND RECOMMENDATION**

Chapter 5 is the final step wherein the researcher summarises important issues, draws conclusions and provides sound recommendations.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 Introduction

For the school library to function effectively and efficiently, adequate resources are essential. Educators and learners should have access to collections, facilities and equipment to retrieve information for the teaching and learning process. In addition, funds and qualified staff are needed to purchase facilities and equipment and to ensure that the collection is well-stocked, current and up-to-date. In Chapter, it was shown that the successful implementation of curriculum requires the availability of various resources. In this chapter, the school library resources that are required to support curriculum will be discussed against the background of the overall functions of the school library.

### 2.2 The legislative, Regulatory and Policy Mandates Framework

In order for the educational transformation process to get underway in the period after 1994, certain steps had to be taken with regard to policies, implementation and the promulgation of legislation so as to create an appropriate legal framework for transformation in education. Some of the key policies and legislation are outline below.

#### 2.2.1 The Constitution

The final constitution of Republic of South Africa 1996 emphasised that education was required to be transformed and democratized in accordance with the value of human dignity, human right and freedom, non-racism and non-sexism. The Constitution also guarantees access to basic education for all with the provision that everyone has the right basic education, including adult basic education.

## 2.2.2 National Policy and legislation

The following policy and legislative initiatives have been made to assist in the education transformation process. The fundamental policy framework of the Ministry of Education is stated in its White paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference to subsequent policy and legislative development. Some of the key points presented by the White paper on Education and Training (WFET) include (i) the restructuring of education within the context of transforming the apartheid legacy based on the principles and values enshrined in the Interim Constitution, and (ii) seeking to build to a single non-racial education system (DoE, 1995a:21)

The South Africa Qualifications Authority Act (SAQA) 1995 makes provision for the establishment of the National Qualifications Framework (NQF), which forms the framework for a national learning system that integrates education and training at all levels. The NQF is an essential expression and guarantor of a national system where education and training are of equal importance as complementing facets of human competence.

The National Education Policy Act (NEPA) 1996 was designed to make explicit in law the policies and legislative and monitoring responsibilities of the Minister of education, and to formalize relations between national and provincial authorities. It provided the foundation for the establishment of the Council of Education Ministers (CEM) as well as the Head of Education Departments Committee (HEDCOM), as intergovernmental forums to work together in developing a new education system. Furthermore the provision was made for formulation of national policies with respect to curriculum, assessment language policy, as well as quality assurance. NEPA embodies the

principle of co-operative governance, elaborated upon in chapter three of the 1996 Constitution.

The South African schools Act no 84 of 1996, was introduced to promote access, quality and democratic governance in the schooling system. SASA ensures that every learner has the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15 years. It also makes provision for two for schools viz. independent schools and public schools. SASA further makes provision for the establishment of democratic school governance through school governing bodies, which is now in place across the country. Redress and poverty is targeted through the school funding norms outlined in SASA in regard to the allocation to the allocation of funds for the public schooling system.

The further Education and Training Act (1998), Education white Paper 4 on Further education and Training (1998) and the National Strategy for further Education and Training (1999-2001) provide the basis for the development of a nationally co-ordinated further education and training system, comprising of the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.

The Employment of Educators Act (1998), the primary objective of this legislation was to regulate professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. The historical division that existed in the teaching force between different educational groups is now governed by one act of parliament and one professional council- the South Africa council of Educators (SACE). The Adult basic Education and training Act (2000), provides for the establishment of public and private adult learning centers, funding for ABET, the governance of public centers, as well as quality assurance mechanisms for this sector.

## 2.3 Challenges of South African youth toward academic performance

The status of library services to children and youth is of particular concern for two reasons: the dominance of youth in South African demographics and the disproportionate socio-economic challenges young people face. The latest 2011 census reveals the median age across all main population groups to be 25 years, with the medians of the Black African and Coloured groups a few years younger (Statistics South Africa 2012:52).

South African children and youth are at disproportionate risk for a number of reasons: poverty, poor schooling, effects of HIV/AIDS on the stability of families, and abuse. Of the estimated population of 50 million in South Africa, 60% are below the poverty line of R550 per month; and 18% of children younger than 17 have lost either one or both parents (Statistics South Africa 2012: 68). It is estimated that between 95,000 and 125,000 children live in child-headed households (Statistics South Africa 2010). The focus in a discussion paper from National Treasury in 2011 is the disproportionate socio-economic challenges faced by South African youth, defined as those between 18 and 30 years. The paper provides figures that show that:

- About 42% of young people under the age of 30 are unemployed compared with less than 17% of adults over 30.
- Only one in eight working age adults under 25 years of age has a job compared with 40% in most emerging economies.
- 86% of unemployed young people do not have formal further or tertiary education.

The authors warn that unemployment is associated with “social problems such as poverty, crime, violence, a loss of morale, social degradation and political disengagement” (National Treasury 2011). South African schooling must be included in this discussion of the challenges confronting South African young people. The South African government spends a relatively high six percent of its gross domestic product

(GDP) on education, having inherited daunting backlogs (Equal Education 2011). The Minister of Basic Education has stated that it will take 30 years to build the necessary school infrastructure like classrooms, brick walls, and toilets - at a cost of six billion rands (Motshekga 2012:132).

School attendance has grown to 99% for children younger than 13 years and to 93% for those from 14 to 17 years (Statistics South Africa 2010). But only fifty-two of every 100 who start Grade 1 reach Grade 12 (Bloch 2009). The educationist Graeme Bloch calls the underachievement of South African schools a "national disaster". The annual assessment scores for 2011 lend support to his claim. They reveal that at Grade 3 the national average for literacy was 35% and for numeracy 28%; at Grade 6 it was 28% for languages and 30% for mathematics (Department of Basic Education 2011). Performance varies across the various sectors of schooling: the third Southern and East African Consortium for Monitoring Educational Quality (SAQMEC) survey of school quality reports "disappointingly low achievement results of learners from rural and low socio-economic sectors" (Moloi & Chetty 2010:33). Although it is no longer meaningful to talk of "white" schools, it seems that the dice are still loaded against black children in what Bloch calls the schools of the "second economy". The statistics in this section surely must raise questions among South Africa librarians as to where young people turn to for information vital "everyday life" information as well as that needed for their formal education. Stilwell's survey of South African research in information behaviour Moloi & Chetty, (2010:11) indicates a dearth of research in young people's information needs.

Almost all of her references are to studies of adults or university students. The studies of young people's needs that do exist reveal dire gaps in service. In her doctoral study of information services to young people in the Vhembe District, Nkosi (2000:77) quoted a librarian talking of children crying to be admitted to an over-crowded library. A study by a Vhembe community library showed the need for information on topics like anger, grieving, stigma, gangs, date rape, sexuality, family violence, and drugs (Stillwell & Bell

In their planning they identified early childhood development as the focus of their programming and so have through intensive marketing successfully developed a relationship with all the pre-primary schools in the area. These schools visit the library on a regular basis where the programmes are offered in a specially designed area equipped with furniture, toys; games and books a pioneering innovation in public librarianship in South Africa.

Their marketing to the three primary schools and the one high school in the neighborhood has not been successful with only one primary school taking up the offer of participating in their regular schools programme. Interestingly, the sole positive response came from the school that has a small library with a librarian. One of the reasons advanced for the schools' inertia was the burden of arranging indemnity forms for the learners. Reported experience from the many librarians who have attempted fruitlessly to systematize relationships with neighboring schools blames the situation on the lack of support by educational authorities.

#### 5.4.2 The problem of community library

This is a plausible reason as there is overwhelming evidence that the majority of school teachers have had limited exposure in their training and daily experience of the value of the library in supporting reading literacy and the curriculum. They therefore need an incentive or a directive to disrupt their teaching practice to avail themselves of the opportunities offered by the public library. Notwithstanding the poor level of cooperation from the schools in their catchment area, many learners do frequent the library where they get help with their assignments and where they have access to computers that are connected to the Internet.

#### 5.4.3 The problem of a manageable size (10,000 is the number often cited)

Since the local teachers do not liaise with the library about the projects, learners come to school with poorly understood topics for investigation requiring great ingenuity from the librarians to interpret the requirement of the assignments. One learner was sent to the library with the request for a book that "will help me develop myself", an instance of vagueness and poorly recognized concept of useful advice that is common. The library reports that 80% of their users are learners, and that in July 2012 they issued 6,610

items and that their current footfall is 15,000 to 20,000 people a month. In the absence of formal relationships with the schools, they will continue to rely on word of mouth and so continue to offer the homework support to the learners who attend the library voluntarily to seek assistance with their studies.

The library is making a significant contribution to early childhood development in keeping with its founding mission. While its work with the learners and youth is commendable, it is self-evident that a coordinated approach with teachers would achieve more with the same degree of effort. Working directly with teachers as they plan and implement their class assignments would extend the reach of the library; and formal programmes would introduce groups, rather than individuals, to the library and orientate them to the services on offer. This case is, arguably, fairly typical of public libraries throughout South Africa. It is probably true that it is doing the work of a school library, although, as yet, it has not documented its impact on its surrounding schools.

#### 2.4.2 The dual-use of community library

Public libraries can be used by both the community and schools. This system is called the 'dual-use of community library'. It can be described as a centralized library situated in the school which is also used by members of the community (Department of Basic Education 2012:33). There are indeed examples of dual use libraries scattered throughout the country. The international professional and research literature provides a set of guidelines for dual use LIS, such as:

- user communities of a manageable size (10,000 is the number often cited)
- formal planning involving all stakeholders
- visible and convenient location
- a separate area for adults
- connections to a larger network
- one highly motivated professional in charge, preferably qualified in both education and librarianship

- a shared learner-centred philosophy of education.

For example, in the earlier case study (Hart 2011:78), the provincial Education Department and the schools had provided the sites needed by the provincial public library to extend its reach in rural areas but they were now contributing very little in the way of tangible resources. The staff, equipment, and materials were coming from the public library. However, the curricular and pedagogical knowledge of the Education Department's regional school library official was invaluable in the ongoing training and support of the library staff, whose public library background had not prepared them for their work with school learners.

From the school library perspective, the dual-use library in the Limpopo is of particular interest because it is a rare example of a fully functional library, managed by a qualified school librarian, in a disadvantaged school of Vhembe District. It is, moreover, a library that meets established and growing community needs, having replaced an existing, but inadequate, public library service. Although our interviews and the follow up phone calls and emails cannot be described as an in-depth case study, they did provide insights into the ecosystem concepts of mutualism and co-evolution.

The preamble to the Co-operative Agreement in Respect of Library Services, signed by the three partners the Department of Cultural Affairs & Sport of the Provincial Government, the local municipality, and the School Governing Body reveals how the interests of each are served. The agreement, to run from 2011 until 2014, comes from recognition by the province and municipality that the community is in need of a library. A depot library operating from a caravan for a few hours a week was in place before. The school agrees to allow public access to the newly built library, designed to provide separate access points for school children and community members. In return it gets provincial and municipal library materials and equipment and staffing that keeps the library open every afternoon and on Saturday mornings.

The agreement makes no mention of the possibly key factor in the success of the model the presence of a qualified teacher-librarian. The interviews on site soon revealed that she is accepted as the library manager and, in that capacity, attends the regular municipal library meetings. She is, however, on the teaching staff of the school as a life orientation teacher and, unlike the nominal teacher librarians in Hart's earlier case study sites, is based in the library for much of the school day. On being asked how he has managed to find room for a librarian on his staff quota, the principal claims that it is a matter of "planning and attitude". The point here is that the school librarian has access to the teachers' staff room and their planning meetings. She spends much of her day working collaboratively with teachers and their classes in the library. The principal is convinced that her work benefits the school's academic performance; literacy scores are improving and some of its Grade 8 children are being accepted into what he calls the "top" schools in the nearby towns.

In keeping with the international research evidence of the crucial role of principals in school librarianship (Lance 2012:16), the principal is clearly the driving force behind the dual use project. He reported that he had been trying to bring the concept of a "community school" to life for several years but without much success. Then, after coming across an article on a shared library in Sweden, he realized that a library might serve both his interests as an educator and his desire to play a part in the socio-economic development of the surrounding disadvantaged community. He consulted with key officials in the provincial library and education departments to put flesh on his idea and built a widely representative work-team in order to realize his vision.

The benefits of the school being a primary school, in terms of the principal's developmental vision and public library mission, were demonstrated in the course of our visit. Several mothers of small children were arriving to take them home and came into the library, which is close to the school entrance. It was encouraging to see how the public library assistant took the opportunity to engage with them and help them choose books to take home for family reading. We witnessed also the use of the library by students in other schools. The school bus stop is just outside the school and, as they

come back from the high school in a neighbouring town, they use the library for their school work.

## 2.5 Aims of modern education and the school library

Modern education throughout the world is aimed at:

- Teaching and developing learners' information skills so that they can find and locate information on their own to become independent and lifelong learners;
- Enabling learners to become active participants in their own learning and to make informed decisions about what they like to learn;
- Encouraging and stimulating learners to use a wide range of resources in various formats to make learning interesting, challenging and thought-provoking;
- Allowing learners to learn at their own pace irrespective of their age groups and intelligence;
- Supplementing theoretical knowledge gained by learners in the classroom with practical skills and experience;
- Encouraging the exchange of ideas and views among educators and learners;
- Equipping learners with the necessary knowledge, values and skills to face future challenges with confidence (Fourie 2002a:89).
- The above aims of modern education are supported by the various aims of the school library.

### 2.5.1 The aims of the school library

The school library as an education resource centre is primarily aimed at supporting the aims of the curriculum. The following are the aims of the school library:

- Striving to achieve and support the aims and goals of the curriculum by providing the necessary resources;

- Integrating information literacy skills with the educational programmes of the school to enable learners to find information on their own;
- Providing educators and learners with a wide variety of resources, whether print, non-print, electronic or technological to enrich the teaching and learning process;
- Encouraging learners to develop reading and learning habits using a wide variety of resources so as to become continuous, independent and lifelong learners;
- Encouraging learners to find and use various information sources to do assigned tasks, such as homework, projects and assignments;
- Implementing and integrating its programmes with that of the curriculum to encourage both educators and learners to use it;
- Exposing learners to different information sources to enable them to develop information skills so that they may access, find, locate and select information for learning on their own;
- Encouraging learners and educators to use the Internet to access information all over the world;
- Encouraging all stakeholders of the school community to work together to accomplish and attain the vision and mission of the school library;
- Making educators, learners and the community aware of its services so that they may use it;
- Encouraging resource-based learning, which involves the use of various information sources in various formats to enhance new teaching and learning methods, styles and strategies;
- Developing learners' basic skills, such as technical skills, to operate and use a variety of resources;
- Enabling learners to think broadly and critically;
- Encouraging learners to solve problems on their own;
- Encouraging learners to love books in order to develop the reading habits in them (Saitis & Saiti 2004:2).

School libraries should therefore support modern teaching and learning as required by the aims and objectives of CAPS.

## 2.6 South African LIS services to children and youth

The above discussion suggests that South African librarians, across all sectors, need to mobilise to address weaknesses in the delivery of Library and Information Services (LIS) to children and youth. The starting point can be simply expressed: "What are we doing wrong, or neglecting to do, that can explain the intractability of the problem?" In this section, we examine the subsystems of school and community libraries in the light of the above description of the challenges facing young South Africans. This will lead to an exploration of some alternative approaches, encountered on the ground, that demonstrate the value of the ecosystems approach.

### 2.6.1 School libraries

A large body of international research provides evidence of the contribution of school libraries to literacy, information literacy and to overall school quality with organisations like the International Association of School Librarianship collating references to the various studies. This research has documented their impact on academic performance, as well as on social cohesion and school well-being. The chapter devoted to school libraries in the sixth draft of The LIS Transformation Charter, commissioned by the National Council of Library and Information Services (NCLIS) (The LIS Transformation Charter 2009:12), provides a comprehensive overview of South African school librarianship. It identifies the key challenges as:

- Fewer than 10% of schools have functioning libraries that is, libraries with annual materials budgets and dedicated staff. On the whole, these few are the historically advantaged, suburban schools, which are able to supplement their government budgets by levying fees to pay for extras. The SAQMEC III report from the Department of Basic Education reveals a "disconcerting" (Moloi & Chetty 2010:90) trend in post-apartheid schooling in its admission that, between 2001 and 2007, school libraries had decreased in three provinces, the Eastern

Cape, Kwazulu-Natal and Limpopo (all provinces with very low numbers to begin with).

- There is no national school library policy. The national Department of Basic Education (DBE) has recently issued a new document, School Library Guidelines (South Africa. Department of Basic Education 2012). The Department reportedly is wary of committing to formal policy without the funding to implement it. It has to be said that the Guidelines have had a lukewarm response with doubts over their likely impact.
- The lack of provision of school librarian posts. National policy is crucial here since the provisioning of staff is outside the provincial mandate. The schools with school librarians are those able to appoint “extra” staff beyond national norms on so-called School Governing Body contracts. International research shows that professionally qualified librarians have a critical impact on academic performance with their collaborative information literacy programmes identified as their most important contribution (Lance 2012:6).
- The lack of a unit in the national education department to take on a leadership role.
- The weak capacity of the provincial education departments’ school library support services.

A relatively new player in the school library subsystem is the non-governmental organisation (NGO) Equal Education, which has recognised the role of libraries in quality education and in redressing past inequalities. Its campaign “One School, One Library, One Librarian” has put pressure on the South African government to include libraries as part of schools’ legal infrastructural entitlement (Equal Education 2010:78). The NGO has set up libraries in disadvantaged schools in Cape Town; however, the reality is that those without dedicated staff will remain closed for most of the school day. Libraries are more than collections of books. As Budd points out, “Library as place doesn’t simply appear.

Despite the years of advocacy from librarians and, more recently, from Equal Education, the stark reality is that the South African school library sub-system is close to extinction. The reluctance of the national education authorities to take a leadership role in reviving it is clear. The Minister of Education is on record as saying that it will take thirty years to build adequate school infrastructure, including libraries (Motshekga 2012:78). This kind of statement raises the question of how learners and teachers are expected to cope with the kind of resource-based learning demanded by the curriculum and by the 21st century global economy. As already mentioned, there is anecdotal and research evidence that the lack of libraries and resources in their schools has meant that they turn to public libraries. This then must raise another question: How have public libraries responded?

## 2.6.2 Public libraries

The KPMG report in 2007 for the Department of Arts and Culture (DAC) on the status quo of public libraries in South Africa acted as the framework for the renewal of public library services after years of neglect and decline (South Africa. Department of Arts and Culture 2007:44). It preceded the financial investment of R1 billion which came into effect in April 2007. Another large grant of close to R1, 8 billion was announced in 2012 (Xaba 2012:7). The purpose of the funding from the Department of Arts and Culture (Community Library Conditional Grants) is “to transform urban and rural community library infrastructure, facilities and services (primarily targeting previously disadvantaged communities) through a recapitalised programme at provincial level in support of local government” (Kekana 2011:12). Since their inception, the Conditional Grants have been used as follows (National Library of South Africa 2012) to improve and enhance to provision of public library services:

- Thirty-four new libraries have been built
- 229 libraries have been upgraded
- 1,575 staff members have been appointed
- Internet access has been improved in all provinces

- Reading facilities for the visually impaired have been rolled out in eleven community libraries, while six are in planning stages.
- Although the grant has breathed new energy into the sector, public librarians' reports at annual conferences indicate that it stills faces daunting challenges such as:
  - The insecure status of public libraries in their local authorities
  - A general lack of appreciation of the value of public LIS among the general populace as perhaps evidenced in the destruction of several public libraries in so-called service delivery protests in recent years
  - A continuing shortage of libraries in rural areas specifically in the former so-called apartheid homelands, which, despite being labelled "rural", are densely populated and still have the highest levels of poverty, unemployment and related social problems
  - Inadequate human resources in terms of numbers and professionalism. The conditional grants have provided new staff members; but they are largely on three-year contracts and there is concern over their sustainability.

By definition, public libraries serve all sectors of their communities, but the KPMG survey provided evidence of the dominance of their work in early-childhood development and the support of school learners. It revealed a strong focus on work with children: children's programmes were the most common activity with 80% of all public libraries offering these programmes (Department of Arts and Culture 2007: 11). The study, moreover, concluded that the public library was performing the role of a school library. The DAC grant funded, as well, the LIS Transformation Charter, which suggests that a more pronounced developmental and educational vision might enhance libraries' visibility and status in society (The LIS Transformation Charter 2009: 19). It acknowledges the pressing reading and information needs of South African young people and, as already mentioned, devotes a long chapter to the plight of school libraries. The Transformation Charter returns repeatedly to the theme of purposive and targeted planning and the importance of coherence, coordination and collaboration in

order to achieve a “borderless” system of libraries. It thus recommends closer cooperation between public libraries and schools.

## **2.7 School library functions**

A school library or media centre is aimed at meeting the educational programmes and objectives of the school. It is designed specifically to improve and enhance teaching and learning in schools (Prostano & Prostano 1999:44). A school library consists of the following interrelated elements, namely, resources, management activities and programme activities.

### **2.7.1 Personnel or staff**

Personnel or staffs are people who are employed to attain the aims and objectives of the organisation. In the school library, personnel or staff may include professionals, technicians and assistants to render the service and operate the system that will support educators and learners in the teaching and learning process. Teacher-librarians as media specialists have an important role to play in assisting both educators and learners to find and access information for effective teaching and learning in schools (Prostano & Prostano 1999:67).

### **2.7.2 Facilities**

Facilities include accommodation to house the library collection consisting of various media formats. Equipment and apparatus are required to make use of these various media formats. Shelving and furniture are needed to house library materials and media (Fourie 2002a:9).

### 2.7.3 Media

The term 'media' is defined as "carriers of information". It includes all forms and channels for the communication of information either in printed or audiovisual formats. The use of media also requires equipment which facilitates the flow and transmission of information. Books, journals and magazines are examples of printed media, while the Internet, television and computer software and their accompanying technology are examples of electronic media. Printed and non-print materials in the school library should be aimed at the varying levels of interest and understanding of different learners in different grades, for a better approach to teaching and learning. They should be of a high quality and allow for individual and group use (American Library Association 1998:89).

### 2.7.4 Budget and funds

The budget is defined as a statement or record showing financial resources for the execution of the activities for a school library to accomplish its aims and objectives. Funds, on the other hand, are financial resources which are used to purchase facilities and materials so that the library can meet its aims and objectives (Fourie 2002b:45).

For the school library to accomplish its mission and vision, sound management is essential to coordinate activities and programmes.

## 2.8 Management activities of the school library

Management functions include planning, organising, staffing, directing or leading and controlling (Fourie 2002b:45).

### 2.8.1 Planning

Stueart and Moran (1987:78) defines planning as an “analytical process which involves an assessment of the future, the determination of desired objectives in the context of that future, the development of alternative courses of action to achieve such objectives and the selection of a course or courses of action among alternatives. Planning also involves outlining things that need to be done and methods for doing them in order to accomplish the aims and objectives of the school library ” (Prostano & Prostano 1999:65).

### 2.8.2 Organising

Organising is defined as the management task of identifying and defining tasks and activities to be done in an organisation to accomplish its aims and objectives (Fourie 2002a:10-11).

### 2.8.3 Staffing

Staffing is defined as a managerial task of obtaining, securing and retaining of suitably qualified, well-trained and competent people for positions to perform essential tasks in an organisation. Staffing tasks include recruitment, selection, training, evaluation, compensation and development of employees (Stueart & Moran 1987:99).

### 2.8.4 Directing or leading

Directing is defined as a managerial task that enables managers to get activities done through people, either as an individual or in groups. It includes leading, coordinating, guiding, communicating and motivating human resources towards accomplishing the aims and objectives of the organisation (Stueart & Moran 1987:23).

## 2.8.5 Controlling

Controlling is defined as a “systematic attempt to compare actual activities and performances with the predetermined aims and objectives of the organisation, determining the causes of deviations from objectives and standards and to take corrective actions to rectify possible deviations and weaknesses”. Standards and objectives should be used as points of reference during the controlling process (Prostano & Prostano 1999:91).

## 2.9 Programme activities of the school library

Programme activities or user services are the intended output of the school library. They include activities like guidance for learners, consulting services for educators, instruction for learners, in-service training for educators, the design and production of media for learners and educators, curriculum development and improvement, and assistance for educators (Prostano & Prostano 1999:13). In other words, these are user guidance functions or services.

### 2.9.1 Guidance, instruction, consulting and in-service training

Individuals and small groups of learners should be given guidance on a broad range of services, including user education. Consulting refers to services provided to the individual educator and small groups of educators. This includes information skills instruction that is, teaching them how to retrieve information from the school library. Teacher-librarians should teach educators and learners how to use library media and equipment better, in the teaching and learning process. Educators should attend workshops and in-service training courses to use media and equipment effectively. Teacher-librarians should also integrate and foster school library utilisation by learners and educators, for lifelong and independent learning (Prostano & Prostano 1999:78).

## 2.9.2 Curriculum development and improvement

Teacher-librarians are involved in the development and improvement of the curriculum of the school. A school library should thus support the aims and objectives of the curriculum and that of education in general (Prostano & Prostano 1999:43).

## 2.9.3 Design and production of media.

Design and production involves the creation of new media, or changing the existing media to enhance teaching and learning. For example transparencies, audio tapes and videotapes can be designed and produced in a school library (Prostano & Prostano 1999:89).

## 2.10 Management of the school library

A school library committee is the management body of the school library representing the school community. The school library committee is therefore part of the organisational structure of the school library (Fourie 2002a:89). According to A national policy framework for school library standards (1997:45), the South African School Act of 1996 (Act 84 of 1996) gives school governing bodies powers to establish committees at schools. A school library committee should therefore be established to manage library and information-related needs in each and every school (National policy framework 1997:45).

### 2.10.1 School library committee

A school library committee assists the teacher-librarian to plan activities and programmes which enhance teaching and learning in the school. It is the responsibility of the school principal to appoint people to serve on a school library committee. A school library committee is constituted to attend to the school's library related needs

and activities and to encourage the use of various media to enrich education (Olën & Kruger 1995:31).

### **2.10.2 Composition of a school library committee**

A school library committee should be composed of representatives of the school community, including the school library's staff (Fourie 2002a:54). It is made up of educators, school administrators, learners and their representatives, parents, teacher-librarians and a public librarian. It should have at least three representatives from the following groups: the principal or deputy principal, the school governing body (SGB), school library staff, subject educators and the Learners Representative Council (LRC) in high schools, community library staff and interested parents (Fourie 2002a:54).

In the case of smaller schools, all members of the staff should serve on a school library committee. It is a school library committee's responsibility to decide on the number of meetings per year, but it should meet at least twice a year (Olën & Kruger 1995:33). Not all countries have a dedicated school library committee. In Greece, for instance, general school committees are responsible for managing school libraries. They comprise a representative of the municipality, a learners' representative and the head teacher of the school (Saitis & Saiti 2004:21).

### **2.10.3 Aims and functions of the school library committee**

A National policy framework for school library standards (1997) stipulates the following functions of the school library committee:

- Promote the best interests of the school and strive to ensure its development through the provision of quality education at the school;
- Develop and implement a policy and mission statement for the school library;
- Support the principal, educators and other staff of the school in the performance of the professional functions of the school library;

- Prepare, monitor and administer the school library budget;
- Encourage parents to render voluntary service to the school library;
- Ensure the proper use, safety and security of the educators and learners when using the collection;
- Ensure the safety and security of the collection when not in use (National policy framework 1997:34).

A National policy framework for school library standards (1997) also stipulates that the school library committee should have the power to:

- Maintain and improve the property and buildings of the library;
- Determine library opening hours;
- Give advice regarding the purchase of educational materials and equipment;
- 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 body, which may include the charging of a fee);
- Enter into partnership agreements within the parameters of the South African Schools Act (Fourie 2002a:88).

Although the Department of Education in Limpopo does not have a school library policy, it is useful to examine the Gauteng Education Department's Draft School Library Policy (1997) since it could be used as a possible guideline. It stipulates the following functions of a school library committee:

- Adapt the provincial library policy to make it relevant to the school's needs;
- Plan short and long term priorities for the school library;
- Delegate responsibilities to other staff members so that the workload in the library is spread evenly;
- Coordinate all activities and arrange for regular feedback during meetings;

- Continuously assess the results of work done and make adjustments as necessary (Fourie 2002a:83).

#### 2.10.4 Managerial functions

A school library committee also performs certain managerial functions to ensure that the aims and objectives of the school library are achieved.

##### 2.10.4.1 Planning

The school library committee members should plan school library programmes thoroughly and effectively to remove uncertainties and chaos. It should plan carefully what each member of the staff is expected to do (Fourie 2002a:99).

##### 2.10.4.2 Organising

The school library committee is responsible for the appointment and allocation of staff to perform the tasks and activities and provide the services and programmes of the library.

##### 2.10.4.3 Delegation

The school library committee as management has powers to delegate other members of the library committee to carry out tasks and activities for the school library (Fourie 2002a:78).

##### 2.10.4.4 Coordination and integration

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 (Prostano & Prostano 1999:89). A school library committee should coordinate

work programmes during meetings. It should also ensure that activities for the implementation of the year programme are prioritised (Fourie 2002a:89).

#### **2.10.4.5 Controlling**

The school library committee should know what is actually happening within a school library by monitoring and evaluating performance, and take corrective measures or actions in cases of deviations, irregularities and anomalies from standards and objectives. It should ensure that resources are used effectively and efficiently (Morris, Gillespie & Spirt 1992:90). The school library committee should control all the school library activities and arrange for regular feedback during meetings (Fourie 2002a:43). The school library committee should therefore evaluate the use of resources and the professional management of a school library (Fourie 2002a:34).

#### **2.10.4.6 Staffing**

It is the managerial task of the school library committee to recruit qualified teacher-librarians and their assistants to render service in the school library (Prostano & Prostano 1999:6).

#### **2.10.4.7 Directing**

The school library committee should try to establish and foster a healthy working relationship, cooperation and willingness amongst school library staff to motivate them to work efficiently and effectively. It should keep its communication channels open to encourage negotiation or communication (Fourie 2002a:43). The school library committee should direct, guide and lead the school library staff to work diligently and strive for the achievement of the aims and objectives of a school library. They should work collaboratively with subject teachers to improve performance and to clarify assignments and projects given to learners (Prostano & Prostano 1999:21).

## 2.11 Models of collaboration

In pursuit of models possibly compatible with our interest in LIS ecosystems, in September 2012 we visited two newly-built libraries, a public library in a township in Cape Town and a dual-use school community library, which acts both as a school library and a community library. The public library is in a sprawling township where hardly any schools have libraries; and the dual-use library is set in a school in a farming community outside Cape Town where the nearest public libraries are in towns some kilometers distant.

### 2.11.1 The public library

The purpose of our visit and interviews in the public library was to assess the extent to which its planning and practice incorporated purposeful interaction with neighbouring schools. The site was a new community library in a township with an estimated 200,000 families in an area of six square kilometres one of the highest population densities in South Africa. The library, opened a few years ago, serves an estimated population of 40,000, four schools and fifty preschools.

In their planning they identified early childhood development as the focus of their programming and so have through intensive marketing successfully developed a relationship with all the pre-primary schools in the area. These schools visit the library on a regular basis where the programmes are offered in a specially designed area equipped with furniture, toys; games and books a pioneering innovation in public librarianship in South Africa. Their marketing to the three primary schools and the one high school in the neighborhood has not been successful with only one primary school taking up the offer of participating in their regular schools programme. Interestingly, the sole positive response came from the school that has a small library with a librarian. One of the reasons advanced for the schools' inertia is the burden of arranging indemnity forms for the learners a weak reason, we were told, as it is possible to arrange a single collective indemnity form for the whole group. Reported experience

from the many librarians who have attempted fruitlessly to systematise relationships with neighbouring schools blames the situation on the lack of support by educational authorities.

This is a plausible reason as there is overwhelming evidence that the majority of school teachers have had limited exposure in their training and daily experience of the value of the library in supporting reading literacy and the curriculum. They therefore need an incentive or a directive to disrupt their teaching practice to avail themselves of the opportunities offered by the public library. Notwithstanding the poor level of cooperation from the schools in their catchment area, many learners do frequent the library where they get help with their assignments and where they have access to computers that are connected to the Internet.

Since the local teachers do not liaise with the library about the projects, learners come to school with poorly understood topics for investigation requiring great ingenuity from the librarians to interpret the requirement of the assignments. One learner was sent to the library with the request for a book that "will help me develop myself", an instance of vagueness and poorly recognised concept of useful advice that is common. The library reports that 80% of their users are learners, and that in July 2012 they issued 6,610 items and that their current footfall is 15,000 to 20,000 people a month. In the absence of formal relationships with the schools, they will continue to rely on word of mouth and so continue to offer the homework support to the learners who attend the library voluntarily to seek assistance with their studies.

The library is making a significant contribution to early childhood development in keeping with its founding mission. While its work with the learners and youth is commendable, it is self-evident that a coordinated approach with teachers would achieve more with the same degree of effort. Working directly with teachers as they plan and implement their class assignments would extend the reach of the library; and formal programmes would introduce groups, rather than individuals, to the library and orientate them to the services on offer. This case is, arguably, fairly typical of public

libraries throughout South Africa. It is probably true that it is doing the work of a school library, although, as yet, it has not documented its impact on its surrounding schools. Another unanswered question is what proportions of the total number of school learners in the area use its services (Hart 2006:22).

### 2.11.2 The dual-use school community library

The public librarians' comments on the problems in establishing formal programmes with its neighbouring schools echo those of public library staff in other environments (Hart 2006:82). Typically, a public library serves a number of schools and its services to school users are just one part of its work. It might therefore struggle to build the close relationships with teachers that good school libraries depend on. Earlier, mention was made of the DBE School LIS Guidelines which list possible school library options.

One of the options offered is a school community library – a “centralised library situated in the school which is also used by members of the community” (Department of Basic Education 2012). Clearly this model, which cuts across traditional barriers, is of interest in an exploration of the LIS ecosystem metaphor. There are indeed examples of dual use libraries scattered throughout the country. One of the authors has, before, written up a case study of the “tricky business” of shared use in six schools in a remote rural area in a more northern province, which lay the ground for this analysis of the dual-use library in the Western Cape (Hart 2011:66). The international professional and research literature provides a set of guidelines for dual use LIS, such as:

- user communities of a manageable size (10,000 is the number often cited)
- formal planning involving all stakeholders
- visible and convenient location
- a separate area for adults
- connections to a larger network
- one highly motivated professional in charge, preferably qualified in both education and librarianship

Department's regional school library official was invaluable in the ongoing training and support of the library staff, whose public library background had not prepared them for their work with school learners.

From the school library perspective, the dual-use library in the Limpopo is of particular interest because it is a rare example of a fully functional library, managed by a qualified school librarian, in a disadvantaged school of Vhembe District. It is, moreover, a library that meets established and growing community needs, having replaced an existing, but inadequate, public library service. Although our interviews and the follow up phone calls and emails cannot be described as an in-depth case study, they did provide insights into the ecosystem concepts of mutualism and co-evolution.

The preamble to the Co-operative Agreement in Respect of Library Services, signed by the three partners the Department of Cultural Affairs & Sport of the Provincial Government, the local municipality, and the School Governing Body reveals how the interests of each are served. The agreement, to run from 2011 until 2014, comes from recognition by the province and municipality that the community is in need of a library. A depot library operating from a caravan for a few hours a week was in place before. The school agrees to allow public access to the newly built library, designed to provide separate access points for school children and community members. In return it gets provincial and municipal library materials and equipment and staffing that keeps the library open every afternoon and on Saturday mornings.

The agreement makes no mention of the possibly key factor in the success of the model the presence of a qualified teacher-librarian. The interviews on site soon revealed that she is accepted as the library manager and, in that capacity, attends the regular municipal library meetings. She is, however, on the teaching staff of the school as a life orientation teacher and, unlike the nominal teacher librarians in Hart's earlier case study sites, is based in the library for much of the school day. On being asked how he has managed to find room for a librarian on his staff quota, the principal claims that it is a matter of "planning and attitude". The point here is that the school librarian has access

to the teachers' staff room and their planning meetings. She spends much of her day working collaboratively with teachers and their classes in the library. The principal is convinced that her work benefits the school's academic performance; literacy scores are improving and some of its Grade 8 children are being accepted into what he calls the "top" schools in the nearby towns.

In keeping with the international research evidence of the crucial role of principals in school librarianship (Lance 2012:42), the principal is clearly the driving force behind the dual use project. He reported that he had been trying to bring the concept of a "community school" to life for several years but without much success. Then, after coming across an article on a shared library in Sweden, he realised that a library might serve both his interests as an educator and his desire to play a part in the socio-economic development of the surrounding disadvantaged community. He consulted with key officials in the provincial library and education departments to put flesh on his idea and built a widely representative work-team in order to realise his vision.

The benefits of the school being a primary school, in terms of the principal's developmental vision and public library mission, were demonstrated in the course of our visit. Several mothers of small children were arriving to take them home and came into the library, which is close to the school entrance. It was encouraging to see how the public library assistant took the opportunity to engage with them and help them choose books to take home for family reading. We witnessed also the use of the library by students in other schools. The school bus stop is just outside the school and, as they come back from the high school in a neighbouring town, they use the library for their school work.

## 2.12 Conclusion

Purpose in this chapter has been to explore the potential of ecosystems thinking to break down the barriers and suggest are hindering the social and educational mission of South African LIS of all kinds. Given the pressing educational and information needs of

South African youth and the huge backlogs in school infrastructure, which will take years to address, it is found that it is time to rethink our traditional library configurations.

The risks of one-size-fits all thinking are apparent. Different areas and communities will require different configurations, given geographical variations in resource provision, notably the extremes between rural and urban areas, particularly in former homelands. The process should begin with an explicit acceptance that the response needs to be planned and purposeful. We thus support the call made at the 2012 conference of the Library and Information Association of South Africa for a colloquium to start a conversation that will move us towards a systematic, structured and sustainable LIS specifically designed to meet the needs of our children and youth for a future they deserve.

## 2.2 Area of the study

The research was conducted in Sibasa circuit which is situated in Thulamela Local Municipality, Vhembe District. Sibasa District has 20 schools which include 13 primary and 7 secondary schools. Sibasa circuit offices are in Mbitwi area. Though the circuit area is in the rural area, all the schools that are under this circuit are in rural areas. The furthest school in this circuit is about 30km from the circuit office.

## 2.3 Research design

The study is positioned in the interpretive paradigm. This paradigm allowed for understanding the context-specific and subjective meanings that the implementers had about their roles in curriculum implementation and management (Stringer, 2004:20-28). Although this paradigm's reliance on subjective interpretation carries the potential for researcher and self-deception, Stringer (2004: 20-28) argues that it may also lead to the discovery of new, unanticipated insights. The study has huge largely quantitative in nature. Henning (2004: 3) explains that qualitative studies are performed in settings that are guided by the theme of inquiry and are characterized by a "quest for

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction**

The aim of this chapter is to illustrate an overall methodology together with the methods used to achieve the objectives of this research as stated in chapter one. It also describes the overall methodology adopted, population identification, sampling procedures and unit of analysis, methods for data collection and analysis. A case study design was used to conduct the research. The research was focused on the impact of Library at learner performance, functions and how effective is the Library on the academic achievement of rural learners.

### **3.2 Area of the study**

The research was conducted in Sibasa circuit which is situated in Thulamela Local Municipality, Vhembe District. Sibasa Circuit has 20 schools which include 13 primary and 7 secondary schools. Sibasa circuit offices are in Mbilwi area. Though the circuit itself is in the rural area, all the schools that are under this circuit are in rural areas. The furthest school in this circuit is about 30km from the circuit office

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understanding". The quantitative and qualitative approaches to allow for understanding the qualities, characteristics and management properties of the impact of not having a Library at Secondary Schools in rural areas, Vhembe District

### **3.4 Research methodology**

Research methodologies refer to the rationale and the philosophical assumptions that underlie a particular study (Leedy, 2004:78). This is therefore, informed by both quantitative and qualitative approaches. Philosophically, its arguments are underlined by the challenges facing the management on the implementation of the impact of not having a Library at Secondary Schools in rural areas, Vhembe District

#### **.3.4.1 Quantitative research methodology**

Quantitative research tends to be associated with measuring (Barnes, 1992:108). According to Good (1993:279), as well as Denzin and Lincoln (1994:4), quantitative studies emphasise the use of numerical measures to arrive at specific findings. Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires and computers (Storbeck, 1994:73). Creswell (1994:4) is of the opinion that because quantitative research is impersonal and experimental it is not suitable to study human phenomenon.

Quantitative research methods include the implementation of statistics to measure data. Statistics, according to Leedy (1993:244), are a very simple matter but are a powerful tool in the hands of the researcher who is able to view their nature and interrelationships more understandably. Through statistics, therefore the researcher is able to conceptualize what otherwise might be incomprehensible (Leedy, 1993:244) hence the advantages of this study. The facts gathered from questionnaires were translated into tabular form. This was done so that the facts (statistics) would speak more clearly.

### 3.4.2 Qualitative research methodology

De Vos (2001:240) defines qualitative research as a multi-perspective approach making sense of interpreting or reconstruction this interaction in terms of meanings that the subjects attach to it. This approach deals with data that are principally verbal. It is the approach in which the procedures are not as strictly formalized as in quantitative research and the scope is more likely to be undefined and a more philosophical mode of operation is adopted. It aims at understanding and interpreting the meanings and intentions that underlie everyday human action. Qualitative researchers maintain that many natural properties cannot be expressed in quantitative terms; they will lose their reality if expressed simply in terms of frequency (Kincheleo, 1991:143).

Qualitative methodology refers to research which produces descriptive data: generally no numbers or counts are assigned to observations. The indispensable condition or qualification for qualitative methodology is a commitment to seeing the world from the point of view of the actor (the participant). Because of this commitment to see through the eyes of one's subjects, close involvement is advocated (Bryman, 1984:78).

Creswell (1998:12) states that it is clear that in qualitative research one gets closer to the people, talks to them and tries to get into their subjective feelings to understand the reasons why they do what they do. Reality is, therefore, subjective and one seeks to understand phenomena. Concepts are in the form of themes, motifs and categories. The research design is therefore flexible. Inductive logic is employed in the quest to derive meaning from subjects. These are meanings people attach to everyday life. Applied qualitative methodologies allow the researcher to know people personally and to see them as they are, to experience their daily struggles when confronted with real situations. Using a qualitative research methodology, the researcher interprets and describes the actions of people when confronted with life situations.

Based on the qualitative research methodology, the researcher designed and compiled semi-structured interview questions in order to collect information from principals,

teachers, SMT and circuit managers. In this regard information was collected through the use of questionnaires. The qualitative research methodology was used because it provides a framework for a subject to speak freely out in his or her own terms about a case which the researcher brings to the interaction.

### 3.5 Population

Donald and Pamela (2003:99), defined population as the group upon which the researcher is interested in making inferences. Population is defined as a set of entities in which all the measurements of interests to the practitioner or researcher are presented. The population in this study was comprised of Youth, school principals, educators, parent's component of SGBs, and stakeholders. The total population of the study will comprised of 1500.

### 3.6 Sample of the study

A sample can be viewed as a subset of measurements drawn from a population in which researchers are interested. Researchers study the sample in an effort to understand the population from which it was drawn and as a means for helping a researcher to explain some facet of the population (Powers, 1985). White (2005) describes purposive sampling as sampling based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population.

This study employed purposive sampling taken from members of the SGBs, consisting of 5 school principals, 5 educators', 5 stakeholders, 25 learners and 10 parent component members of the 5 selected secondary. Altogether they form a total of 50 people.

### **3.7 Data collection methods**

Both primary and secondary data was used for this study. Secondary data was obtained from government publications, research publications and reports. Secondary data was collected through literature reviews aimed at identifying attributes, role and, function of the School Governing Body in rural schools. Primary data was obtained through questionnaires.

#### **3.7.1 Questionnaires survey**

The reason for using questionnaires in this research was further based on Schumacher and McMillan's (1993:9) assertion that a questionnaire is relatively economical, has standardised questions and can ensure anonymity. The second method used to collect data in this study was through semi - structured questionnaires (Likert-Scale) which were administered to learners, educators and stakeholders (parents). The information obtained through questionnaires was analysed and compared to the information obtained through interviews with stakeholders. The information was analysed and correlated to reach generalizations about this study. The information was collated and integrated with the information gathered from the literature review.

#### **3.7.2 Interview schedule**

Schamacher et al (1993:32) defines interviews as alternative methods of collecting survey data from respondents, rather than asking respondents to read the questionnaire and enter their own answers. Researchers can send interviewers to ask the questions orally and record respondents, answers. Interviews were implemented in this research to serve the purpose of collecting data from different respondents such as Educators, Principals and SGB.

### 3.8 Data analysis

Miles & Huberman (1994:34) state that data analyses is the process of systematically searching and arranging the interview transcription, field note, and other materials that are accumulated to increase the researcher's own understanding of them and to enable one to present what one has discovered.

The data analysis was grouped into categories. An analysis was done using Statistical Package Social Sciences (SPSS) Version 7.1 immediately after the data has been collected and after the results were interpreted in order to generate research report. The results were presented in the form of tables and percentages. A brief discussion representing tables was given to summarize the whole data.

### 3.9 Ethical consideration

Ethical clearance was not required to consider at the time of registration of this dissertation. Ethical considerations commenced long before the participants were recruited. Firstly the researcher has to first obtain permission from the relevant institution to conduct the research. Rubin and Rubin (2005:89) explain how institutions, such as universities, are required to have a review board that evaluates the research proposals of students and staff members. This is done ensure that the research is ethically sound before the researchers are permitted to commence research. After permission is obtained a researcher starts recruiting participants.

- **Autonomy:** In this study the researcher respect the autonomy, rights and dignity of research participants by not writing their names.
- **Beneficence:** research should make a positive contribution towards the welfare of people;
- **Non-maleficance:** research should not cause harm to the research participants in particular or to people in general or the environment in general and **Justice:** the benefits and risks of research should be fairly distributed among people.

### 3.9.1 Informed consent

The researcher complied with the requirement for informed consent in that personal information was only collected and processed with the specific informed consent of the individuals involved. Only information that was relevant and necessary was collected.

The researcher respected the right of participants to refuse to participate in research and to change their decision or withdraw their informed consent given earlier, at any stage of the research without giving any reason and without any penalty. Participants gave their consent in writing. Participants were given written information containing adequate details of the research. Consent for participation in research was freely given and informed:

- It was given without direct/indirect coercion or undue inducement;
- Prospective participants were informed on the details of the intended research;
- Prospective participants understood that information;
- The researcher answered any question about the research and their participation; and
- It was given before the research commenced.

The researchers was concerned particularly about the rights of and interests of vulnerable participants such as children (persons under the age of 18 years), the elderly, pregnant women, people with mental impairment, prisoners, students and persons in dependent relationships, the disabled, indigenous people and indigents.

### 3.9.2 Right to privacy

Paul and Jeanne (2010:102) further say that any research study involving human beings should respect participants' right to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved. Generally, a

researcher must keep the nature and quality of participants' performance strictly confidential.

### **3.9.3 Honesty with professional colleagues**

Researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others about the nature of their findings. And under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly "noble" that conclusion may be.

In this study, respondents were assured of anonymity and the information provided by the participants was regarded as confidential unless agreed upon by the participant and the researcher.

### **3.9.4 Protection from harm**

A researcher should not expose research participants to unnecessary physical or psychological harm. Participants should not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem. In cases where the nature of study involves creating a small amount of psychological discomfort, participants should know this ahead of time, and any necessary debriefing or counseling should follow immediately after the in participation.

### **3.10 Conclusion**

In this chapter the research methodology has been discussed for this study. The researcher concluded that the population and sampling procedures as well as research instruments, data collection techniques and data analysis were more appropriate in the methodology. Population and sampling procedures indicated all respondents involved in

the research and how they were selected to form a sample. Questionnaires were used as data collection instrument to guarantee the success of this research.

## CHAPTER 4: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

### 4.1 Introduction

The purpose of this chapter presents data collected by means of questionnaire. The research results were presented and data were analysed and interpreted. A Likert questionnaire was used to collect data. The questionnaire used was divided into three sections, viz., A and B. Section A entails gender, marital status, number of dependants and educational qualifications of the respondents. Section B sought to determine the involvement of the respondents in the educators' view on the impact of lack of school library in rural schools: a case study of Sibasa circuit. Data were obtained from questionnaires with fifty (50) participants at Sibasa circuit. The chapter begins with the description of the analytic process which includes data coding, organization and reduction described as data management. The authors assert that identification of themes or concepts and sorting them is crucial at this level.

### 4.2 Biographical Information

**Table 4.1: Gender Distribution of the respondents**

	Frequency	Percentage
Male	20	40
Female	30	60
<b>Total</b>	<b>50</b>	<b>100</b>

Out of the 50 participants interviewed, 60% were females while 40% were males. This shows that the majority of the participants were women. Table 4.1 presents the percentage of males and females interviewed.

**Table 4.2: Age distribution of the respondents**

	Frequency	Percent (%)
10-19 years	15	30
20-30 years	10	20
31-40 years	15	30
41-50 years	5	10
Over 50 years	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Frequency Table 4.2 shows that 15 respondents constituting 30 percent of the total sample felt within the range of 10-19 years while 20 percent felt between 20-30 years and therefore most of those respondents were learners. Again Table 4.2 reveals that 15 respondents which constituting 30 percent of the total sample was felt on the range of 31-40 years while 5 respondent felt on the 41-50 years. Only 10 percent of the sample was over 51 years of age. Respondents of various ages were well distributed in the final study sample.

**Table 4.3: Educational information of the respondents**

	Frequency	Percentages
Below matric	24	48
Matric	9	19
Diploma	12	23
Degree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

The responses from the respondents have shown that the majority (55%) had no matriculation certificates. Only 19% of the respondents had passed Matriculation exams, and those that have diplomas constituted 23% and those with degrees made 10% of the total number of respondents.

**Table 4.4: Language used by the respondents**

	Frequency	Percentage
English	0	0
Tshivenda	100	100
Tsonga	0	0
<b>Total</b>	<b>100</b>	<b>100%</b>

The 100% of the respondents spoke Tshivenda as their mother tongue and used the same language as medium of communication in meetings, and 2% of the respondents did not indicate their home language (See table 4.4).

#### 4.3 Quantitative Data analysis

This section the research is going presents the data collected through the questionnaires. The study used the Statistical Package of the Social Sciences (SPSS) to analyze quantitative data from the questionnaires.

**Table 4. 5: School libraries assist in updating learners with the current news.**

	Frequency	percentage
Strongly Agree	23	46
Agree	7	14
Neutral	10	20
Disagree	5	10
Strongly Disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.5 indicates that 30 respondents constitute 60 percent of the total sample was agreed with the statement say: School libraries assist in updating learners with the current news. Again 10 respondents which constituting 20 percent was neutral with the statement due to the lack of the information while 10 respondents which constituting 20

percent of the total sample strongly disagree with School libraries assist in updating learners with the current news. And therefore majority of respondents (60%) was agreed with School libraries assist in updating learners with the current news.

**Table 4.6: Libraries play a critical role in building literacy by developing a culture of reading**

	Frequency	percentage
Strongly Agree	12	24
Agree	14	28
Neutral	6	12
Disagree	8	16
Strongly Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.6 indicates that 26 respondents which constitute 52 percent of the total sample was agreed with the statement say: Libraries play a critical role in building literacy by developing a culture of reading. Again 6 respondents which constituting 12 percent was neutral with the statement due to the lack of the information while 18 respondents which constituting 36 percent of the total sample strongly disagree with libraries play a critical role in building literacy by developing a culture of reading. And therefore majority of respondents (52%) was agreed with libraries play a critical role in building literacy by developing a culture of reading.

	Frequency	percentage
Strongly Agree	7	14
Agree	18	24
Neutral	6	16
Disagree	10	26
Strongly Disagree	10	20
<b>Total</b>	<b>30</b>	<b>100</b>

**Table 4. 7. Educators have a challenge of implementing self-discovery (eg. Problem solving) learning approach due to the lack of libraries**

	Frequency	percentage
Strongly Agree	10	20
Agree	15	30
Neutral	12	24
Disagree	8	16
Strongly Disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Table 7 indicates that 25 respondents which constitute 50 percent of the total sample was agreed with the statement say: Educators have a challenge of implementing self-discovery learning approach due to the lack of libraries. Again 12 respondents which constituting 24 percent was neutral with the statement due to the lack of the information while 13 respondents which constituting 26 percent of the total sample strongly disagrees with Educators have a challenge of implementing self-discovery learning approach due to the lack of libraries. And therefore majority of respondents (50%) was agreed with Educators have a challenge of implementing self-discovery learning approach due to the lack of libraries.

**Table 4.8: Rural school libraries are never self-sufficient especially in Vhembe**

District	Frequency	percentage
Strongly Agree	7	14
Agree	12	24
Neutral	8	16
Disagree	13	26
Strongly Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 8 indicates that 19 respondents which constitute 38 percent of the total sample was agreed with the statement say: Rural school libraries are never self-sufficient especially in Vhembe District. Again 8 respondents which constituting 16 percent was neutral with the statement due to the lack of the information while 28 respondents which constituting 46 percent of the total sample strongly disagree with Rural school libraries are never self-sufficient especially in Vhembe District. And therefore majority of respondents (46%) was disagreed with Rural school libraries are never self-sufficient especially in Vhembe District.

**Table 4.9: Where school libraries do not exist, neither learners nor educators have access to library and information resources to develop basic skills**

	Frequency	percentage
Strongly Agree	12	24
Agree	16	32
Neutral	4	8
Disagree	8	16
Strongly Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.9 indicates that 28 respondents which constitute 56 percent of the total sample was agreed with the statement say: Where school libraries do not exist, neither learners nor educators have access to library and information resources to develop basic skills. Again 4 respondents percent which constituting 8 was neutral with the statement due to the lack of the information while 18 respondents which constituting 36 percent of the total sample strongly disagree with where school libraries do not exist, neither learners nor educators have access to library and information resources to develop basic skills. And therefore majority of respondents (56%) was agreed with where school libraries do not exist; neither learners nor educators have access to library and information resources to develop basic skills.

**Table 4.10: Lack of school library has a negative effect on the academic performance of learners in rural school**

	Frequency	percentage
Strongly Agree	18	36
Agree	20	40
Neutral	12	24
Disagree	0	0
Strongly Disagree	0	0
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.10 indicates that 38 respondents which constituting 76 percent of the total sample was agreed with the statement say: Lack of school library has a negative effect on the academic performance of learners in rural school. Again 12 respondents which constituting 24 percent was neutral with the statement due to the lack of the information while 0 respondents which constituting 0 percent of the total sample strongly disagree with lack of school library has a negative effect on the academic performance of learners in rural school. And therefore majority of respondents (76%) was agreed with lack of school library has a negative effect on the academic performance of learners in rural school.

**Table 4.11: The shortage of PUBLIC libraries in rural areas aggravate the situation**

	Frequency	percentage
Strongly Agree	4	8
Agree	16	32
Neutral	13	26
Disagree	9	18
Strongly Disagree	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.11 indicates that 20 respondents which constituting 40 percent of the total sample was agreed with the statement say: The shortage of PUBLIC libraries in rural

areas aggravates the situation. Again 13 respondents which constituting 26 percent was neutral with the statement due to the lack of the information while 17 respondents which constituting 34 percent of the total sample strongly disagree with the shortage of PUBLIC libraries in rural areas aggravate the situation. And therefore majority of respondents (40%) was agreed with the shortage of PUBLIC libraries in rural areas aggravate the situation.

**Table 4.12: Well-resourced school libraries are therefore needed in rural schools to play a role in developing users' information/knowledge**

	Frequency	percentage
Strongly Agree	15	30
Agree	12	24
Neutral	7	14
Disagree	5	10
Strongly Disagree	11	22
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.12 indicates that 17 respondents which constituting 54 percent of the total sample was agreed with the statement say: Well-resourced school libraries are therefore needed in rural schools to play a role in developing users' information/knowledge. Again 7 respondents which constituting 14 percent was neutral with the statement due to the lack of the information while 16 respondents which constituting 22 percent of the total sample strongly disagree with Well-resourced school libraries are therefore needed in rural schools to play a role in developing users' information/knowledge. And therefore majority of respondents (54%) was agreed with Well-resourced school libraries are therefore needed in rural schools to play a role in developing users' information/knowledge.

**Table 4.13: The availability of school libraries and information resources enables learners to be effective information seekers**

	Frequency	percentage
Strongly Agree	27	54
Agree	3	6
Neutral	8	16
Disagree	5	10
Strongly Disagree	7	14
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.13 indicates that 30 respondents which constituting 60 percent of the total sample was agreed with the statement say: The availability of school libraries and information resources enables learners to be effective information seekers. Again 8 respondents which constituting 16 percent was neutral with the statement due to the lack of the information while 13 respondents which constituting 24 percent of the total sample strongly disagree with the availability of school libraries and information resources enables learners to be effective information seekers. And therefore majority of respondents (59%) was agreed with the availability of school libraries and information resources enable learners to be effective information seekers.

**Table 4.14: Teachers who work in well-equipped schools with library and resources are reluctant to teach in poor resourced school**

	Frequency	percentage
Strongly Agree	12	24
Agree	8	16
Neutral	5	10
Disagree	15	30
Strongly Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.14 indicates that 20 respondents which constituting 40 percent of the total sample was agreed with the statement say: Teachers who work in well-equipped schools with library and resources are reluctant to teach in poor resourced school. Again 5 respondents which constituting 10 percent was neutral with the statement due to the lack of the information while 25 respondents which constituting 50 percent of the total sample strongly disagree with Teachers who work in well-equipped schools with library and resources are reluctant to teach in poor resourced school. And therefore majority of respondents (50%) was disagreed with Teachers who work in well-equipped schools with library and resources are reluctant to teach in poor resourced school.

**Table 4.15: The absence of libraries deeply affects the quality of teachers and teaching and learning**

	Frequency	percentage
Strongly Agree	17	34
Agree	12	24
Neutral	10	20
Disagree	6	12
Strongly Disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.15 indicates that 29 respondents which constituting 58 percent of the total sample was agreed with the statement say: The absence of libraries deeply affects the quality of teachers and teaching and learning. Again 10 respondents which constitute 20 percent was neutral with the statement due to the lack of the information while 11 respondents which constituting 22 percent of the total sample strongly disagree with the absence of libraries deeply affects the quality of teachers and teaching and learning. And therefore majority of respondents (58%) was agreed with the absence of libraries deeply affects the quality of teachers and teaching and learning.

**Table 4.16: Presence of stocked school libraries and qualified school librarians improves the average performance of learners at all levels of schooling**

	Frequency	percentage
Strongly Agree	12	24
Agree	8	16
Neutral	12	24
Disagree	17	34
Strongly Disagree	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.16 indicates that 20 respondents which constituting 50 percent of the total sample was agreed with the statement say: Presence of stocked school libraries and qualified school librarians improves the average performance of learners at all levels of schooling. Again 12 respondents which constitute 24 percent was neutral with the statement due to the lack of the information while 18 respondents which constituting 36 percent of the total sample strongly disagree with Presence of stocked school libraries and qualified school librarians improves the average performance of learners at all levels of schooling. And therefore majority of respondents (50%) was agreed with Presence of stocked school libraries and qualified school librarians improve the average performance of learners at all levels of schooling.

**Table 4.17: Teacher librarian can co-operate with teachers and learners in a variety of ways provide subject related information**

	Frequency	percentage
Strongly Agree	6	12
Agree	9	18
Neutral	11	22
Disagree	14	28
Strongly Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.17 indicates that 15 respondents which constituting 30 percent of the total sample was agreed with the statement say: Teacher librarian can co-operate with teachers and learners in a variety of ways provide subject related information. Again 11 respondents which constituting 22 percent was neutral with the statement due to the lack of the information while 24 respondents which constituting 48 percent of the total sample strongly disagrees with Teacher librarian can co-operate with teachers and learners in a variety of ways provide subject related information. And therefore majority of respondents (48%) was disagreed with Teacher librarian can co-operate with teachers and learners in a variety of ways provide subject related information.

**Table 4.18: Teacher-librarians should teach educators and learners how to use library media and equipment better, in the teaching and learning process**

	Frequency	percentage
Strongly Agree	12	24
Agree	16	32
Neutral	11	22
Disagree	9	18
Strongly Disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.18 indicates that 28 respondents which constituting 56 percent of the total sample was agreed with the statement say: Teacher-librarians should teach educators and learners how to use library media and equipment better, in the teaching and learning process. Again 11 respondents which constitute 22 percent was neutral with the statement due to the lack of the information while 11 respondents which constituting 22 percent of the total sample strongly disagree with Teacher-librarians should teach educators and learners how to use library media and equipment better, in the teaching and learning process. And therefore majority of respondents (56%) was agreed with Teacher-librarians should teach educators and learners how to use library media and equipment better, in the teaching and learning process.

**Table 4.19: Teacher-librarians should also foster school library utilization by learners and educators**

	Frequency	percentage
Strongly Agree	3	6
Agree	9	18
Neutral	12	24
Disagree	10	20
Strongly Disagree	16	32
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.19 indicates that 12 respondents which constituting 22 percent of the total sample was agreed with the statement say: Teacher-librarians should also foster school library utilization by learners and educators. Again 12 respondents which constitute 24 percent was neutral with the statement due to the lack of the information while 26 respondents which constituting 52 percent of the total sample strongly disagree with Teacher-librarians should also foster school library utilization by learners and educators. And therefore majority of respondents (52%) was disagreed with Teacher-librarians should also foster school library utilization by learners and educators.

**Table 4.20: Poor resourced schools fail to retain Maths and Science teachers**

	Frequency	percentage
Strongly Agree	5	10
Agree	15	30
Neutral	5	10
Disagree	12	24
Strongly Disagree	13	26
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.20 indicates that 20 respondents which constituting 40 percent of the total sample was agreed with the statement say: Poor resourced schools fail to retain Maths and Science teachers. Again 5 respondents which constituting 10 percent was neutral

with the statement due to the lack of the information while 25 respondents which constituting 50 percent of the total sample strongly disagree with Poor resourced schools fail to retain Maths and Science teachers. And therefore majority of respondents (50%) was disagreed with Poor resourced schools fail to retain Maths and Science teachers.

**Table 4.21: The school library as an education resource center is primarily aimed to supporting the goal of curriculum**

	Frequency	percentage
Strongly Agree	22	40
Agree	4	8
Neutral	3	6
Disagree	7	14
Strongly Disagree	14	28
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.27 indicates that 29 respondents which constituting 59 percent of the total sample was agreed with the statement say: Having teacher librarian at school with no library can assist in motivation. Again 7 respondents which constituting 14 percent was neutral with the statement due to the lack of the information while 14 respondents which constituting 28 percent of the total sample strongly disagree with School libraries assist in updating learners with the current news. And therefore majority of respondents (59%) was agreed with Having teacher librarian at school with no library can assist in motivation

Disagree	12	24
Strongly Disagree	11	22
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency table 4.23 indicates that 18 respondents which constituting 36 percent of the total sample was agreed with the statement say: Educators fail to go further with their studies due to the lack of media center. Again 9 respondents which constituting 18

**Table 4.22: Learners fail to write their homework due to the lack of school library**

	Frequency	percentage
Strongly Agree	13	26
Agree	7	14
Neutral	7	14
Disagree	11	22
Strongly Disagree	12	24
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.22 indicates that 20 respondents which constituting 40 percent of the total sample was agreed with the statement say: Learners fail to write their homework due to the lack of school library. Again 7 respondents which constituting 14 percent was neutral with the statement due to the lack of the information while 23 respondents which constituting 46 percent of the total sample strongly disagrees with Learners fail to write their homework due to the lack of school library. And therefore majority of respondents (46%) was disagreed with Learners fail to write their homework due to the lack of school library.

**Table 4.23: Educators fail to go further with their studies due to the lack of media center**

	Frequency	percentage
Strongly Agree	7	14
Agree	11	22
Neutral	9	18
Disagree	12	24
Strongly Disagree	11	22
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency table 4.23 indicates that 18 respondents which constituting 36 percent of the total sample was agreed with the statement say: Educators fail to go further with their studies due to the lack of media center. Again 9 respondents which constituting 18

percent was neutral with the statement due to the lack of the information while 23 respondents which constituting 46 percent of the total sample strongly disagree with Educators fail to go further with their studies due to the lack of media center. And therefore majority of respondents (46%) was disagreed with Educators fail to go further with their studies due to the lack of media center.

**Table 4.2: Funds allocated to school libraries are not sufficient**

	Frequency	percentage
Strongly Agree	15	30
Agree	9	18
Neutral	12	24
Disagree	8	16
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.24 indicates that 24 respondents which constituting 48 percent of the total sample was agreed with the statement say: Funds allocated to school libraries are not sufficient. Again 12 respondents which constituting 24 percent was neutral with the statement due to the lack of the information while 14 respondents which constituting 28 percent of the total sample strongly disagrees with funds allocated to school libraries are not sufficient. And therefore majority of respondents (48%) was agreed with funds allocated to school libraries are not sufficient.

**Table 4.25: Financial resources (funds) are needed to buy resources to equip schools with libraries and to enable learners and teachers to access information**

	Frequency	percentage
Strongly Agree	22	44
Agree	12	24
Neutral	7	14
Disagree	8	16
Strongly Disagree	1	2
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.25 shows that 36 respondents which constituting 66 percent of the total sample was agreed with the statement say: Financial resources (funds) are needed to buy resources to equip schools with libraries and to enable learners and teachers to access information. Again 7 respondents which constitute 14 percent was neutral with the statement due to the lack of the information while 9 respondents which constituting 18 percent of the total sample strongly disagree with Financial resources (funds) are needed to buy resources to equip schools with libraries and to enable learners and teachers to access information. And therefore majority of respondents (66%) was agreed with Financial resources (funds) are needed to buy resources to equip schools with libraries and to enable learners and teachers to access information.

**Table 4.26: Lack of library affects the learning of students in reading**

	Frequency	percentage
Strongly Agree	20	40
Agree	5	10
Neutral	8	16
Disagree	10	20
Strongly Disagree	7	14
<b>Total</b>	<b>50</b>	<b>100</b>

Percentage Table 4.26 indicates 8 respondents which constituting 16 percent of the total sample did not answer the question it is neutral. The respondent may not have seen this question, been uncomfortable answering the question or be unsure if lack of library affects the learning of students in reading. Over 50 percent of the total sample of the sample indicated that they thought it was strongly agree with the statement that lack of library affects the learning of students in reading while 34 percent of the total sample participants thought it was disagree with the statement. This means that the majority of respondents are aware of the lack of library affects the learning of students in reading

**Table 4.27: Having teacher librarian at school with no library can assist in motivation**

	Frequency	percentage
Strongly Agree	16	32
Agree	13	26
Neutral	7	14
Disagree	9	18
Strongly Disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

Percentage Table 4.27 indicates that 29 respondents which constituting 59 percent of the total sample was agreed with the statement say: Having teacher librarian at school with no library can assist in motivation. Again 7 respondents which constituting 14 percent was neutral with the statement due to the lack of the information while 14 respondents which constituting 28 percent of the total sample strongly disagree with having teacher librarian at school with no library can assist in motivation. And therefore majority of respondents (59%) was agreed with having teacher librarian at school with no library can assist in motivation.

**Table 4.28: Have after school studying program can assist learners academically**

	Frequency	percentage
Strongly Agree	6	12
Agree	12	24
Neutral	11	22
Disagree	15	30
Strongly Disagree	6	12
<b>Total</b>	<b>50</b>	<b>100</b>

The frequency Table 4.28 indicates that 18 respondents which constituting 36 percent of the total sample was agreed with the statement say: Have after school studying program can assist learners academically. Again 11 respondents which constituting 22 percent was neutral with the statement due to the lack of the information while 24 respondents which constituting 32 percent of the total sample strongly disagrees with Have after school studying program can assist learners academically. And therefore majority of respondents (36%) was agreed with Have after school studying program can assist learners academically.

**Table 4.29: Classroom corner library should be established to promote reading**

	Frequency	percentage
Strongly Agree	11	22
Agree	9	18
Neutral	14	28
Disagree	12	24
Strongly Disagree	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

Percentage Table 4.29 indicates that 19 respondents which constituting 40 percent of the total sample was agreed with the statement say: Classroom corner library should be established to promote reading. Again 14 respondents which constituting 28 percent

was neutral with the statement due to the lack of the information while 16 respondents which constituting 32 percent of the total sample strongly disagree with Classroom corner library should be established to promote reading.. And therefore majority of respondents (40%) was agreed with Classroom corner library should be established to promote reading.

**Table 4.30: Donating books to school can boost the classroom corner library**

	Frequency	percentage
Strongly Agree	8	16
Agree	12	24
Neutral	6	12
Disagree	14	28
Strongly Disagree	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.30 indicates that 19 respondents which constitute 40 percent of the total sample was agreed with the statement say: Donating books to school can boost the classroom corner library. Again 6 respondents which constituting 12 percent was neutral with the statement due to the lack of the information while 24 respondents which constituting 48 percent of the total sample strongly disagrees with donating books to school can boost the classroom corner library. And therefore majority of respondents (48%) was disagreed with donating books to school can boost the classroom corner library.

**Table 4.31: Community bringing old newspapers to school can help trigger reading edges**

	Frequency	percentage
Strongly Agree	13	26
Agree	16	32
Neutral	11	22
Disagree	8	16
Strongly Disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Percentage Table 4.31 indicates that 29 respondents which constituting 58 percent of the total sample was agreed with the statement say: Community bringing old newspapers to school can help trigger reading edges. Again 11 respondents which constituting 22 percent was neutral with the statement due to the lack of the information while 10 respondents which constituting 20 percent of the total sample strongly disagreed with Community bringing old newspapers to school can help trigger reading edges. And therefore majority of respondents (58%) was agreed with Community bringing old newspapers to school can help trigger reading edges.

#### 4.4 Qualitative data analysis

An open-ended structured interview was used. This was meant to allow respondents to bring out as much information as possible as compared to a closed questionnaire, which allows respondents to choose between predetermined responses

##### 4.4.1 The role of a school library in language teaching

To elicit response from the participant, the following question was asked: The responses were as follow: “learners can benefit by using library to search for additional information that is not found in their textbooks. As educators we can be able to refer to the library for assignments and other activities. Instead they are restricted to textbooks

and notes that we compile for them. This practice limits them from developing research skills. They can be able to compare information from various books in the library and use a wide variety of authentic reading materials available in the school library media centre". "They can have access to a variety of reading materials like newspaper articles, dictionaries, magazines and pamphlets in the library both their academic needs and personal interests which will serve as the basis and motivation to become lifelong readers." "A well stocked school library can provide them with a variety of sources and books thus enabling them to choose resources that suit them, hence it feasible to understand tasks and assignments more easily."

"As teachers we are not able to plan opportunities for planned library us to enable learners to identify, analyze, and synthesize ideas and information by using a wide range of materials in a variety of formats and media, neither do we manage to plan learning experiences that offer whole classes, small groups, and individual learner an interdisciplinary approach to literacy learning." "The availability of school library and its services can be made more focused on supporting the educational objectives of the school by promoting literacy and access to knowledge as a way of prioritising literacy and knowledge acquisition which are the core business."

To determine the role of a library in determining a school performance in the teaching and learning of physical Science, participants were asked the following question: How can the availability and the use of school library improve your teaching styles, learner's performance and the quality of instructions in Physical Sciences. The following responses were made: A school library can provide numerous resources for learners to find information on their own. Learners can be able to access references for their assignments, projects and other activities. The availability of library is vital in encouraging learners to read extensively on topics that were learned in the classroom. Learners can be able to compare different books and other materials on certain topics and opt for those that serve them better. Teachers can be comfortable to cause learners to find information for their assignments knowing that the sources are available in the

school library. Learners will be able to work together in groups to find out answers on particular questions.

Lack of informational professional librarians for processing reading materials in most of Given that learners are not all liked, a variety of books and other materials is important to offer learners choices of books that can suit their level of understanding. Respondent's shows stress that: Helping students to find a book that is challenging, yet not too difficult. This helped to keep students work and learn in the zone of their proximal development when obtaining background information for the lessons. Schools without libraries are not able to cater for such learning abilities among their learners. This inability to contain, motivate and challenge learners impact negatively on the performance of the school. Learning under such conditions lack quality dimensions available in schools where libraries are available.

#### 4.4.2 Lack of current learning materials

Therefore, secondary schools should train or employed staffs who are professional in quality of library services depends on the professional quality of its staffs and this in turn depends on the quality and relevance of Lack of the current reading materials in most of the school libraries in the study area is a major problem, constraining students from using school libraries. For example, in the school libraries surveyed, there were a lot of reading materials which are not current and relevant. This discouraged students from using of school libraries hence poor learning outcomes. Respondent asserted that poor performance of secondary schools in Tanzania is attributed by lack of enough and current books in the school libraries. In view of this government and other stakeholders should put more effort in strengthen the school libraries by provision of more current and relevant reading materials that meet academic need of the students.

that will be responsible for management of school libraries. Also, other problems The lack of sitting facilities, such as tables and chairs was also considered a major constraint in using libraries by students. This is a common problem in most school libraries in Vhembe District. During interview with teacher librarians they reported the same problem which was observed by researchers. This means that there is a need of provision of adequate furniture in school libraries so that students can have conducive learning environment.

#### 4.4.3 Lack of informational librarians for processing reading materials

Lack of informational professional/ librarians for processing reading materials in most of the school libraries in the study area is a major problem, hindering students from using school libraries. For example, in the study are surveyed the school libraries were by language teachers by students, office attendant who are not professional in the library field. As it was evident by researchers in the area of the study, most of the information resources like textbooks were just scatted over the tables and other to the shelves and most of them were not catalogued and even classified. In view of this, it is difficult for students to access the right information at the right time and get right guidance on how to locate and use information in such libraries.

Therefore, secondary schools should train or employed staffs who are professional in library field. Respondents indicate that the quality of library services depends on the professional quality of its staffs and this in turn depends on the quality and relevance of the training that they have received. Also he added that running a library with unprofessional staffs is like teaching without professional background.

Respondents reveal that a restricted libraries hour is another major constraint cited by students as a key factor hindering them from using school libraries. For instance, in the study areas surveyed some of school libraries had no standard time for opening library and some were opened for short period of time. Occasionally, usage of school libraries as it was evident by vast majority of students partly could be contributed by restricted library hours also could be attributed by lack of permanent employed professional staffs that will be responsible for management of school libraries. Also, other problems mentioned by staffs during interview include inadequate library information resources, insufficient fund for purchasing various information resources and other school libraries facilities and library space.

## 4.5 Conclusion

This chapter identified one main concept of special significance to the study: findings from the research. The findings were sorted and categorized into sections and subsections, bringing out its relevance to the topic of the research, namely the educator's view on the impact of lack of school library in rural schools: a case study of Secondary schools of Sibasa circuit.

### 5.2 Major Findings

- Lack of current reading materials in most of the school libraries in the study area is a major problem, constraining students from using school libraries. For example, in the school libraries surveyed, there were a lot of reading materials which are not current and relevant.
- The findings indicate that lack of informational professional librarians for processing reading materials in most of the schools libraries in the study area is a major problem, hindering students from using school libraries.
- Sibasa circuit with fully fledged school library is excluded from findings in respect of learners' library use, because their collections are organized and systematic and information is easily accessible. These libraries are an integral part of teaching and learning in this school, and learners can use library as they wish. This may not be the case in schools without functional library, and therefore library use for learning purposes in these schools is particularly significant if it occurs.
- All participants considered the absence of a school library as a contributing factor towards a poor performance. For this reason, low levels of literacy are prevalent in South African schools, particularly those in under-developed schools.

## CHAPTER 5: FINDING, CONCLUSION AND RECOMMENDATION

### 5.1 Introduction

This chapter provides a summary of the findings that emanate from the empirical study outlined in the previous chapter. A thorough analysis of the results was discussed in chapter four. Chapter five provides recommendations as to how to resolve the issues raised in chapter four, which also included conclusions on the study as a whole.

### 5.2 Major Findings

- Lack of current reading materials in most of the school Libraries in the study area is a major problem, constraining students from using school libraries. For example, in the school libraries surveyed, there were a lot of reading materials which are not current and relevant.
- The findings indicates that lack of informational professional/ librarians for processing reading materials in most of the schools libraries in the study area is a major problem, hindering students from using school libraries.
- Sibasa circuit with fully fledged school library is excluded from findings in respect of learners' library use, because their collections are organised and systematic and information is easily accessible. These libraries are an integral part of teaching and learning in this school, and learners can use library as they wish. This may not be the case in schools without functional library, and therefore library use for learning purposes in these schools is particularly significant if it occurs.
- All participants considered the absence of a school library as a contributing factor towards a poor performance. For this reason, low levels of literacy are prevalent in South African schools, particularly those in under-developed schools.

- Therefore, a school library or library materials are critical for addressing this challenge.
- Respondents indicate that literate learner as having the ability to use reading, writing, speaking, listening and thinking to learn what they want to learn and communicate and demonstrate that learning to others who need or want to know. Improving learners' literacy, competency and proficiency levels in English is therefore a critical necessity for them to improve their performance in school. For this reason, a well co-ordinate library programme to compliment classroom activities cannot be regarded as a privilege but a basic need. This highlights the necessity of providing school libraries in previously disadvantaged schools.
- Participants reveals that this can be combated, to a significant but not complete extent, by ensuring that every public ordinary school has a stocked library serviced by a qualified full-time librarian. For the implementation of CAPS, participants concurred that a library plays a central role in providing resources for researching. The absence of a library therefore deprives learners of accessing information on their own, either for school work or for personal interest.
- Respondent's shows that a school library is primarily concerned to pro-create an urge for reading amongst the children who get a first-hand-knowledge to use the library resources most effectively in their future career. Statement reveals that learners, who have to learn without the use or experiences of a school library, cannot be expected to sustain a desire for reading in their future lives. This further explains why the principal said learners show no commitment in their work.
- The respondents revealed that lack of resources makes teachers to feel helpless and frustrated.

- On the other hand, teachers in disadvantaged schools are not fully involved; one factor that obstructs their involvement is the lack of materials and equipped them with all necessary library facilities.
- Participants show that library resources are housed in a storeroom or staffroom.
- Space is not enough to accommodate more chairs and tables for learners to use resources for learning purposes. Staffrooms and storerooms are used to house various kinds of materials and equipment unrelated to library resources

### 5.3 Recommendations

- The study, therefore recommends that every school need to slot in technology as an indispensable component of its instructional programme, a recommendation that should no longer be delayed. For a maximum benefit, teachers should be helped out of their traditional mindset by training providing them with relevant computer skills required for use for teaching purposes
- It therefore recommends that the previously disadvantaged schools should be provided with up-to-date facilities. The declining culture of teaching and learning can also be attributed to the lack of resources.
- The government should put more priority on adequate provision of fund necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher-librarian
- School library committees should also engage parents, staff and community
- The Ministry of Education and Vocational Training should provide guidelines to regulate and lay down modes of operation, procedures and principles of administrative and management practices etc. in all school libraries in Vhembe District.

- The government with collaboration with other stakeholders should build new school libraries in different secondary school in the country and equipped them with all necessary library facilities.
- There is the need for collective action by individuals, Non Government Organizations, and government to rescue the development of school libraries in the country.
- This further recommended that all the education stakeholders, especially the subject advisors, subject specialists, principals and all those tasked with curriculum delivery, need to emphasise and monitor schools' inputs, not only to concern themselves with test scores or completion of syllabi. In their inspection visits, departmental officials have to insist that sufficient and relevant resources for curriculum delivery are available. SGBs and SMTs should prioritise resource purchasing in their budgets. Educators also have to support and accommodate their learners' capabilities by integrating teaching and learning resources in their lessons.
- The Department of Education in Limpopo should compile a school library policy governing school libraries, based on the national school library policy. The policy would serve as a guideline or instrument pertaining to school library matters, and the Department should ensure that it is implemented.
- School library committees could also request municipal public and community libraries to work collaboratively with schools by supplying block loans of books. Municipal or community libraries can contribute to schools by making donations of surplus books and unused furniture. School library committees should also consider other alternative sources of funding, such as fundraising, in order to fund the acquisition of library materials and equipment

## 5.4 Conclusion

School library is very important element in education development of any school. Key findings revealed that the most frequently used library information sources by secondary students are only books. Moreover, other library information resources, such as atlas and maps, dictionaries, novels, audio visuals and poetry were not accessible by students hence those sources were not satisfactory to meet their information needs. The findings further revealed that secondary school students face many constraints in using school library including lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities, and lack of informational professional/ librarian for processing materials. In view of this for effective use of schools libraries by the secondary school students, there is need for current and adequate school library information resources, provision of Information and Communication facilities, and provision of professional school librarians to manage libraries and conducive reading environment. These could be done in collaboration with all stakeholders in secondary education in the country.

This study intended to investigate the role of school library in determining a school performance and quality education. The literature review revealed that not all researchers and scholars consider resources to have an influence in promoting a school performance. However, it became apparent that there are many variables that account for school performance and quality education, resources is just one of them. As a result, the literature review, the inquiry and the researcher's observation indicated without a shadow of doubt that resources have an important role in school performance.

This became clearer in South African context when comparing former model C schools with the previously disadvantaged schools. Regarding curricular demands also, the study maintained that the applicability of OBE rests on the availability of up-to-date facilities. The study established that schools without relevant facilities and materials are still trapped in traditional teaching and learning. Teaching is still teacher-centred. This unfortunately denies learners the satisfaction of constructing knowledge and information

on their own. Hence, they are denied quality education. The study also revealed that educators' self-esteem is crushed by their inability to be helpful to their learners. This leads to a poor school climate and culture. These manifest themselves through high rate of absenteeism, lack of dedication, poor class attendance and indiscipline among learners. The study concluded that to revive a positive school culture and climate, schools should be empowered by the provision of adequate resources. In conclusion, it is critical to get returns from the monetary investments poured into our education system. For this to happen, our focus should be on appropriating our energies towards quality education as this and many other studies insisted that quality counts.

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*Please complete all questions Mark with an "X" Mark from Strongly Agree to*

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Male	
Female	

*The frequencies and percentage of respondents by parents' education level*

University	
College	
Secondary school	
Primary school	
Do not go to school	

*Frequency distribution of subjects by age groups*

15-25	
26-35	
36-45	
46 and above	

*Respondents income generation*

R100-R1000	
R1000-R2000	
R2000-R5000	
R5000-R10 000	
R10 000 Plus	

## APPENDIXE A: QUESTIONNAIRES

Information relevant to their daily lives

**Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree**

Educators have a challenge of implementing self-directed learning activities

### Distribution of respondents by gender

SEX	
Male	
Female	

### The frequencies and percentage of respondents by parents' education level

University	
College	
Secondary school	
Primary school	
Do not go to school	

### Frequency distribution of subjects by age groups

15-25	
26-35	
26-45	
46 and above	

### Respondents income generation

R100-R1000	
R1000-R2000	
R2000-R5000	
R5000-R10 000	
R10 000 Plus	

**School libraries are needed to enhance learners' ability to use practical information relevant to their daily lives**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Educators have a challenge of implementing self-discovery learning approach due to the lack of libraries**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Libraries play a critical role in building literacy by developing a culture of reading**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Rural school libraries are therefore never self-sufficient especially in Vhembe District**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Funds allocated to school libraries are meager, as learners are paying minimal school fees because they come from disadvantaged and poverty-stricken communities**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Schools in rural areas are located in communities that are characterised by high levels of illiteracy, poor academic performance and lack of good reading habits, because of a lack of library**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Where school libraries do not exist, neither learners nor educators have access to library and information resources to develop basic skills**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Lack of school library on the academic performance of learners in rural school**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Few public libraries in rural areas aggravate the situation**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Well-resourced school libraries are therefore needed in rural schools to play a role in developing users' information skills**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**The availability of school libraries and information resources enables learners to be effective information seekers**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Financial resources (funds) are needed to buy resources to equip schools with libraries and to enable learners and teachers to access information in various**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Teachers in the better-resourced parts of the system did not move to the poorer-resourced parts of the system**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**The absence of libraries has deeply affected school life, and in some cases has made it almost impossible to pursue educational goals**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Key weakness was found to be the lack of training in their schools of the library staff**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Presence of stocked school libraries and qualified school librarians improves the average performance of learners at all levels of schooling**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**School librarians interacting with the teachers in a variety of ways**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Poor resourced schools fail to retain maths and science teachers**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**The school library as an education resource centre is primarily aimed at supporting the aims of the curriculum**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Teacher-librarians should teach educators and learners how to use library media and equipment better, in the teaching and learning process**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Teacher-librarians should also integrate and foster school library utilisation by learners and educators**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**The sole positive response came from the school that has a small library with a librarian**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Key weakness was found to be the lack of standing in their schools of the library staff**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Learners fail to write their homework due to the lack of school library**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

**Educators fail to go further with their studies due to the lack of information center**

Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
----------------	-------	---------	-------------------	----------

What is lack of current learning materials?

.....

.....

.....

What is the lack of informational librarians for processing reading materials

.....

.....

.....

Thank you for your participation

## APPENDIX B: INTERVIEW QUESTIONS

**What is the role of a school library in language teaching?**

.....  
.....  
.....

**What is lack of current learning materials?**

.....  
.....  
.....

**What is the lack of informational librarians for processing reading materials**

.....  
.....  
.....

**Thank you for your participation**

**Table 4.31: Community bringing old newspapers to school can help trigger reading edges**

	Frequency	percentage
Strongly Agree	13	26
Agree	16	32
Neutral	11	22
Disagree	8	16
Strongly Disagree	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Percentage Table 4.31 indicates that 29 respondents which constituting 58 percent of the total sample was agreed with the statement say; Community bringing old newspapers to school can help trigger reading edges. Again 11 respondents which constituting 22 percent was neutral with the statement due to the lack of the information while 10 respondents which constituting 20 percent of the total sample strongly disagreed with Community bringing old newspapers to school can help trigger reading edges. And therefore majority of respondents (58%) was agreed with Community bringing old newspapers to school can help trigger reading edges.

#### 4.4 Qualitative data analysis

An open-ended structured interview was used. This was meant to allow respondents to bring out as much information as possible as compared to a closed questionnaire, which allows respondents to choose between predetermined responses

##### 4.4.1 The role of a school library in language teaching

To elicit response from the participant, the following question was asked: The responses were as follow: "learners can benefit by using library to search for additional information that is not found in their textbooks. As educators we can be able to refer to the library for assignments and other activities. Instead they are restricted to textbooks