PROVISION OF LIBRARY SERVICES TO DISADVANTAGED CHILDREN IN RURAL AREAS OF THE LIMPOPO PROVINCE

by

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<tr>
<td>AC</td>
<td>Arts and Culture</td>
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>COLIS</td>
<td>Community Library and Information Services</td>
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<td>COM</td>
<td>Commerce</td>
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<td>CPOs</td>
<td>Citizens’ Post Offices</td>
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<td>CV</td>
<td>Curriculum Vitae</td>
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<td>DDC</td>
<td>Dewey Decimal Classification</td>
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<td>DET</td>
<td>Department of Education and Training</td>
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<td>DoE</td>
<td>Department of Education</td>
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<td>DVD</td>
<td>Digital Video Data</td>
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<td>EMS</td>
<td>Economics and Management Sciences</td>
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<td>FET</td>
<td>Further Education and Training</td>
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<td>ICT</td>
<td>Information and Communication Technologies</td>
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<td>LA</td>
<td>Learning Area</td>
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<td>LIS</td>
<td>Library and Information Services</td>
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<td>LLC</td>
<td>Language, Literacy and Communication</td>
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<td>NS</td>
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<td>OBE</td>
<td>Outcomes-Based Education</td>
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<td>OPAC</td>
<td>Online Public Access Catalogue</td>
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<td>SCM</td>
<td>School Christian Movement</td>
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<td>TB</td>
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<tr>
<td>TBVC</td>
<td>Transkei, Bophuthatswana, Venda and Ciskei</td>
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<td>Television</td>
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<td>UNIVEN</td>
<td>University of Venda</td>
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SUMMARY

The purpose of the study was to identify the types of library services available in rural areas of Thohoyandou in order to recommend appropriate library services to disadvantaged children in rural areas of the Limpopo Province. Data were collected by means of structured questionnaires in a survey. The problems experienced in rendering library services to children, the factors influencing rural children’s information use, and the role that school libraries play in meeting the needs of rural children were investigated.

The findings show that rural children’s information needs are primarily related to homework assignments. Teachers and learners approach people for information rather than making use of library resources for this purpose. This is due to the fact that most rural schools do not have libraries. Materials are stored in classrooms and storerooms. The existing book stock seems to be outdated, disorganised and inaccessible. Library service rendering is neglected. Most teacher-librarians are not professionally trained to render user services and to teach children information skills. Teachers, teacher-librarians, policy makers and administrators in rural schools seem to be indifferent to providing these services to children.

Key terms: Disadvantaged children; Information literacy skills; Information needs; Rural schools; School library services
CHAPTER 1

GENERAL INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

There are different types of library and information services in South Africa. They are as diverse as their aims and functions, which are influenced by the information needs and circumstances of their users. School libraries, regional libraries, public libraries and community libraries are also supposed to provide library services to children in rural areas.

Thohoyandou is one such rural area in the Limpopo Province of South Africa. However, the infrastructure in the Thohoyandou area is of such a nature that the provision of library and information services is difficult. The Limpopo Province is one of the poorest provinces in South Africa. A high percentage of the population is unemployed and poor. As a result it is under-developed insofar as its infrastructure and library service provision is concerned. There is also a lack of library and information services in general in the Limpopo Province.

According to the National Education Policy Investigation (1992:1-60) there were ten national libraries or national library services in the homelands, namely the TBVC states (the former Transkei, Bophuthatswana, Venda and Ciskei) and the self-governing territories.

Limpopo incorporates the former homeland of Venda. The structure and control of the TBVC libraries were based on that of the national library. Homeland libraries mostly fell under the Department of Education. All libraries were situated in the main town of each region. The main problem of these libraries even today is inadequate funding. As a result, they are as yet unable to provide the necessary staff and book stock. These libraries are able to fulfil the same functions as those of the existing provincial library services, and therefore they cannot be described as part of national library services (National Education Policy Investigation 1992:1-60).
There are only a few functional libraries in the whole province. There is a lack of buildings that can be used as libraries. Most of the buildings that house libraries are not up to standard. Those libraries that are available are not housed in a facility specifically built to accommodate a library and are not properly equipped. The so-called regional libraries in the six regions of the Limpopo Province, namely the Vhembe, Soutpansberg, Bochabela, Mopani, Sekgosese and Waterberg regions, still lack proper buildings for libraries. In the Vhembe region the regional library is situated in Makwarela town, which is a long way from the rest of the rural villages. This regional library consists of a room with a few shelves with books, a few desks for studying and boxes with unshelved books. In other words, there is also a lack of good administrative support, appropriate equipment to develop, accommodate or store, preserve, organise, evaluate and provide access to information.

There is also the University of Venda library in Thohoyandou, close to Makwarela, which serves villages and towns in the surrounding area. Part of the infrastructure is also a problem since most of the roads are almost impassable, which constrain the provision of library and information services. There are no proper roads or bridges. As a result transport from the remote areas to Makwarela and Thohoyandou is very scarce, which makes it difficult for rural people to reach the library.

Therefore, poor infrastructure has a negative effect on library and information service provision to the rural areas, since even a mobile library service cannot be introduced as a result of poor roads and unstable bridges. Most of the rural areas are poverty-stricken and as a result most people cannot afford taxi or bus fees for transportation to the location of the libraries in town. The result is that children in the remote areas grow up not knowing what a library is because they have not been to one unless teachers organise special trips for school children to enable them to visit the public library so that they may be exposed to the resources of a library.

In addition to the problems mentioned above, the collection in the regional library consists of books in which the language is too difficult, while the type size and illustrations are also inappropriate. There is also a lack of appropriate resources in the collection such as newspapers, magazines or journals, etc. The collection mainly consists
of outdated materials that were meant for the dignitaries of the former Venda government.

The kind of material to be provided for children in the collection should use a language level that is understandable. According to Adimora and Ugoji (1997) the level of the subject should be appropriate for the level of the learners. In rural areas there is a lack of resources for library service provision to children. In the regional library collections, as well as in the school library collections, there are limitations. Most of the collections are made up of material in English. There is lack of books in Tshivenda, the local language. At some schools there is a lack of textbooks for the purpose of learning in the classrooms. In some schools there are also no teachers’ copies for the teachers to prepare in order to teach. In most schools the books that are there are just a few outdated textbooks. There is also a lack of reading material. During reading lessons some textbooks are used to provide children with something to read. From the above it seems clear that the choice of materials intended for children is limited.

It would appear as if most of the population is illiterate since they cannot read or write. Adults are dependent on their children’s knowledge insofar as reading account statements, labels on goods, and services are concerned. The children have to find ways to learn to read since their parents cannot set an example or assist them.

There are no proper buildings for schools to accommodate school children. As a result, there are no buildings for school libraries, let alone a room set aside for library purposes. Some children are taught under trees. The more fortunate schools are those that have library boxes or cupboards in which they store all the books and other materials.

The lack of sufficient funds has also resulted in a lack of the necessary professional school library staff and facilities, such as buildings, furniture and equipment. The different approaches of the school libraries to budgetary allocation and collection development also contribute to the existing poor conditions of LIS in rural areas.

Fourie (1991:3) states that children and young people have the right to have correct and up-to-date information which will enable them to make decisions in matters concerning
their personal needs. Yet, according to Fourie (1991:3) and Gross (2000:10-15) the children lack information skills.

The children in the rural areas of Thohoyandou need information to do their school work. Sometimes they need information to do their projects and assignments, for vocational purposes, and homework. They also need information to enrich their knowledge. Children also need recreational reading matter. Because of the lack of proper library and information service provision in rural areas this need cannot be addressed. After school, when children have nothing to do, they do not know where to go to and what to do. Sometimes they end up committing criminal offences since there are no library and information services in the rural areas of Thohoyandou that will help to keep them busy reading and to instil a love for reading. Children view studying and reading as something done only at school (Uhegbu 1997:85-94).

1.2 PROBLEM STATEMENT

Considering the background to the provision of library services in the rural areas of Thohoyandou it seems that these are poorly developed and that children in rural areas do not enjoy the same privileges as children from urban areas.

In view of the lack of infrastructure in rural areas is it possible to provide adequate library and information services to children and how can service provision be improved?

The purpose of the study was to determine the information needs and usage behaviour of rural children and to identify the types of library services found in the rural areas of Thohoyandou. The ultimate aim is to make recommendations on the provision of library services to children that would include effective user services as well as cooperation as a solution to lack of resources. Therefore the questions investigated are:

1. What are the reading and information needs and information-seeking behaviour of children in the rural areas of Thohoyandou?
   - What are the reading, information and media needs of rural children?
   - What are their reading habits, information-seeking, and library usage patterns?
   - What are the factors influencing their reading and information needs?
2. What is the state of library and information service provision to children in the rural areas of Thohoyandou?

- What are the aims, mission and functions of library services to children and to rural children in particular?
- What kinds of collections, facilities and services should be provided for effective service rendering to children in schools in rural areas in particular?
- What are the deficiencies in library and information services to children in schools in rural areas?
- What are the factors which contribute to these deficiencies, and why is library and information service provision to children in rural schools in the Thohoyandou area so poorly developed?
- Is there cooperation between school, community and public libraries in Limpopo Province?

1.3 AIMS OF THE STUDY

The ultimate aim of the study is to make recommendations with regard to the collections, facilities and services that should be provided for effective service rendering to rural children, and cooperation between the school library, public library and community library to ensure resource provision to rural children.

1.4 IMPORTANCE OF THE STUDY

The results of this study will contribute to library and information service provision to rural children as follows:

- make learners, educators, non-educators, principals and the Department of Education aware of the importance of library service in the learner’s education;
- will provide suggestions that will help to improve the stakeholders’ (learners, educators, non-educators, principals and the Department of Education) involvement in the school library activities;
- inform learners about the role and functions of libraries;
- indicate how school libraries can enhance learning in rural schools; and
• establish what can be done in order to improve these library services so that they can meet the special needs and circumstances of disadvantaged children in rural areas.

1.5 DELIMITATIONS OF THE STUDY

In view of the lack of infrastructure there is a question as to whether it is possible to provide adequate library and information services and how this can be done to develop the provision of library services to disadvantaged children in the rural areas. The investigation is limited to library service provision to disadvantaged children in the rural areas of Thohoyandou.

The units of analysis identified were disadvantaged rural children, teacher-librarians and teachers in the rural areas of Thohoyandou in the Limpopo Province. The information and reading needs of children were studied. Their information-seeking patterns, reading habits and interests, their attitude towards the library services, and their perception of the services were investigated. Teacher-librarians and teachers who are directly involved with the library were questioned about the provision of library services to the children in their schools.

1.5.1 Time orientation

As far as time orientation is concerned the research was approached synchronically in that the factors influencing the provision of library services to children in the rural areas was studied with a short-term perspective.

1.5.2 Geographical limitation

The study was confined to the use and provision of library services to the rural areas surrounding Thohoyandou, Limpopo Province.

1.6 RESEARCH METHOD

The research methods used consist of a literature study and an empirical investigation whereby data were collected from the research population. In this investigation, a
literature review was provided. Data were also collected from learners, teachers and teacher-librarians making use of questioning methods.

### 1.6.1 Literature review

The purpose of the literature review is to:

(i) identify the information needs of children, their information behaviour patterns, and factors influencing these;

(ii) determine the aims and functions for rendering effective library services;

(iii) identify library service rendering to children in rural areas;

(iv) to study library service rendering and factors affecting provision of information in rural areas;

(v) determine the factors influencing children’s needs and user behaviour; and

(vi) identify the factors affecting provision of information in rural areas.

### 1.6.2 Empirical research

A survey research design was adopted. Data were collected by means of interviews and questionnaires.

Interviews were held with all the learners, teachers and teacher-librarians of schools participating in the study. The participants included 105 learners from the five circuits, i.e. Sibasa, Luvuvhu, Mvudi, Tshinane and Mutshindudi, as well as 21 teachers and 21 teacher-librarians from the mentioned circuits. Structured questionnaires were used to find out what types of library services are provided to children in the relevant schools.

The researcher used questionnaires to collect data relating to the demographic information about the learners, teacher-librarians and teachers (the respondents); information about the usage of the school library; the respondents’ perception of the role of the school library; their attitude towards the school library service; information concerning the stock of the library; user education provided to users/learners, and the respondents’ suggestions concerning the school library.
1.7 DEFINITION OF TERMS

The terms listed below are defined in order to clarify the scope of this research.

1.7.1 Children and learners

The term “children” usually refers to individuals between 2–12 years of age whereas adolescents refer to young people between 13–18 years of age. In this study the term “children” is used to refer to individuals of school-going age, that is learners in the primary and secondary school phases. The terms “children” and “learners” are used interchangeably in the text.

1.7.2 Disadvantaged children

In this study, the term “disadvantaged children” is used to refer to children who are economically disadvantaged, children who lack material things or do not have access to resources. The parents of these children do not have the resources required to enable their children to develop to their full potential educationally, socially, affectively and physically.

1.7.3 Information behaviour

Considering the definition of Fisher (2003:xiv) the term “information behaviour” can be viewed as an umbrella term that refers to users’ behaviour when they need, seek, manage, give and use information in different contexts.

1.7.4 Reading, media and information needs

“Reading, media and information needs” refer to users’ needs for reading materials and sources of information. The concepts do not denote a need for reading, media or information as such but implies that the use of books, various media and information sources could lead to the satisfaction of a range of more deep-seated needs. Reading, media and information needs are indicated by the reasons or purposes for which teachers
and learners seek books and other information sources. Their explanations of why they seek information or visit the library are an indication of needs.

1.7.5 Information seeking patterns

The term “information seeking-patterns” refers to the way in which the user searches for, and finds information. Information-seeking patterns include a description of how information is obtained.

1.7.6 Library usage patterns

The term “library usage” refers to users’ use or non-use of the library, their visits to the library, and the extent to which the facilities, collections and services are used or are not used. Library usage is defined in this study as the frequency of use of the library, the time spent in the library, the number of items borrowed, the kinds and number of questions asked, and the hours spent in the library.

1.7.7 Reading habits

“Reading habits” refer to the extent to which users are motivated to read on their own. In other words, it pertains to voluntary reading at home, at school, and in the library. The reading habit is indicated by the number of school or class periods per week set aside for silent reading, the number of library lessons per week, the number of hours of voluntary reading at home, and the number of books read at the library.

1.7.8 Rural areas

The term “rural areas” in this study is used to refer to places which are located in remote areas, far away from large towns or cities, that is, the countryside. Remote rural areas are characterised by distance from large cities or towns (Collins 1996; Hornby 2002:1035). In South Africa, many of these areas lack proper infrastructure such as roads and various kinds of facilities, and living conditions are poor. However, in other parts of the world the term “rural” does not necessarily refer to poverty stricken areas.
1.7.9  Teacher-librarian

The term “teacher-librarian” is normally used to refer to someone who possesses a teaching qualification as well as a library qualification. Teacher-librarians teach learners the school curriculum, train learners in library education and also provide them with the information they need for school work. However, in South Africa the term “teacher-librarian” is often used to refer to a teacher who has been assigned the responsibility of running school library resources, whether these are housed in a centralised library, a classroom or storeroom.

1.7.10  Collections and facilities

Collections include the materials, books and information sources and the diversity of information media used to supplement each other in providing users with information. The term “facilities” refers to the different kinds of accommodation, furniture and equipment required to make use of these media.

1.7.11  Library cooperation

Library cooperation refers to a relationship between libraries, where each library brings equally what it has in its stock for use by the users of other library and information services. Library cooperation is defined as the extent to which libraries cooperate in the sharing of materials, effective networking and adequate programmes (Jesudason 1993:30).

1.7.12  Library service rendering

The term “service rendering” is used to refer to all the actions carried out in the users’ interest and advantage and in anticipation of the users’ interest (Lynch 1986:664). Service rendering or user guidance consist of information provision and reference work, library education and instruction, user advice and outreach activities.
1.8 RESEARCH PROGRAMME

The programme of the study adheres to the structure described below.

Chapter 1
This chapter outlines the background of the research problem, the problem statement and the core question to be investigated, the aims and objectives of the study, the importance of the study, the delimitation of the field of study, the research methodology to be used to investigate the problem, and the definition of terms.

Chapter 2
Chapter 2 deals with the reading and information needs of children during various developmental stages and the factors influencing the needs and usage behaviour of children in general and children in rural areas in particular.

Chapter 3
Chapter 3 discusses library and information services to children, what service rendering entails, the aims of library services, the functions of library services, and the current situation in rural communities. Also discussed are the necessity for effective service rendering, factors influencing the provision of library service to children in developing countries, the impact of outcomes-based education on school library services and library cooperation to the advantage of learners.

Chapter 4
Chapter 4 describes the method adopted in this investigation. This includes sampling, the size and characteristics of the population, data collection methods, and data analysis procedures that were followed.

Chapter 5
Chapter 5 presents the findings of the study and the analysis and interpretation of the data. Information collected from the respondents in the Thohoyandou area of Venda during the investigation is reported. References to the literature are analysed and interpreted.
Chapter 6
Chapter 6 provides a summary of the research. It focuses on an overview of the study as a whole and also the findings, recommendations, implications and conclusions based on the findings.

1.9 CONCLUSION

This first chapter focuses on the problem statement, including the introduction and background, the core question that the researcher investigated, the aim and objectives of the study, the importance of the study, the delimitation of the study, and the research method used. The outcome of the study is to promote the researcher’s contribution to a possible solution to the problem under investigation, the structure of the study that shows aspects covered in the respective chapters of the dissertation and the explanation of the terms. The literature review on rural children and the factors influencing their information needs and usage behaviour will be discussed in Chapter 2.
CHAPTER 2

CHILDREN AS READERS AND INFORMATION USERS IN VARIOUS CONTEXTS

2.1 INTRODUCTION

In order to provide library services to children in rural areas it is necessary to study their circumstances, characteristics and needs. This chapter focuses on the reading and information needs of children and factors influencing their needs and information usage behaviour with particular reference to children in rural areas. The researcher has given attention to studies conducted by other researchers.

2.2 READING AND INFORMATION NEEDS OF CHILDREN

Children also need information in order to solve problems, make decisions and to succeed in their school work.

2.2.1 Reading and information needs of children during various cognitive developmental stages

To understand what children’s information needs and usage behaviour entail it is necessary to understand the reading and information needs they have at various stages of childhood.

Piaget (in Fourie & Kruger 1995:234-238) distinguished between various developmental stages in childhood, namely, the pre-operational, concrete operational and formal operational stages, and identified the various cognitive needs of the child.
2.2.1.1 Pre-operational stage (2–7 years of age)

“The sensorimotor period is that period between birth and two years of age in which thought depends on immediate perceptions and motor action. The child starts to discover the world himself/herself. The pre-operational stage is characterised by the facts listed below. The child develops the following cognitive abilities:

- Egocentrism has to do with the child being unable to reflect on his own thoughts.
- Centration has to do with the child being able to assimilate all aspects of an object or event. The perceptual aspects appear to dominate any cognitive activity.
- Transformations take place among states of objects or events which are not understood. The child is not aware of the relationship between events.
- Reversibility of mental operations is not yet attained at this stage” (University of South Africa 1989:63; Fourie & Kruger 1995:34).

The materials a library can provide to meet the needs of children in this stage are both ordinary toys and educational toys. The child has to be given the opportunity to play with toys and objects such as building blocks, clay and plasticene in order to be able to manipulate them physically and in so doing develop the abovementioned cognitive skills.

2.2.1.2 Stage of concrete operations (7–11 years of age)

Children between 7 and 11 years of age develop logical thought processes or operations that are necessary for understanding problems concerning concrete objects or events. Operations are concerned with the cognitive functions which are necessary for understanding information. An operation is a type of action. Operations can be carried out directly by manipulating objects or internally as when the symbols representing things and relations are central to concrete operations. The child develops the following cognitive abilities:
• Seriation which is responsible for the child’s ability to arrange mentally a set of things according to differences.

• Classification which is necessary for grouping objects mentally according to similarities (Fourie & Kruger 1995:234-235).

Children at this stage should be provided with opportunities to order and classify objects and events and books should reinforce this ability.

2.2.1.3 Stage of formal operations (12 years and older)

The formal operational period is divided into two different stages as presented below.

• “The first stage (ages 11–13) is the stage between concrete and formal operations. This stage is characterised by the transition from thoughts concerning reality to thoughts concerning possibility. During this stage the child can reason and hypothesise about current and concrete experiences (Fourie & Kruger 1995:236).

• The second stage (ages 14–15) is concerned with the final restructuring of the mind before it reaches its full growth potential. At this stage the adolescent’s thinking starts to be dominated by experimentation, hypothesis-making, synthesis and analysis of cognitive materials as well as exploratory ideas. The adolescent eventually reaches his/her full intellectual growth potential and has the same capacity as that of an adult” (Fourie & Kruger 1995:237-238).

2.2.2 Personal and school-related information needs of children

Apart from basic information needs, there are personal or individual needs that arise as a result of the situation in which the child finds himself/herself (Fourie 1991:3). The child is motivated to seek information related to his/her situation, which is goal directed, since he/she is aware of a gap in trying to solve the problems encountered in everyday life within the family environment.

Fourie (1991:3-4) suggests that learners’ information needs arise from tasks set by the teacher as well as the requirement for additional reading matter and media that
should be provided in schools. Moreover, the critical perspective of the world among older children awakens the child’s ability to think in a realistic way. Children are also expected to undertake independent study such as homework, assignments and self-study projects. Moreover, aspects raised in the classroom environment and the urge to expand knowledge concerning a topic could motivate the child to seek additional information on his/her own and this can arouse the inherent curiosity of the child.

According to Sieder (1991:3-4) the information needs of children change as they develop. At ten years of age children are especially receptive to information that will give them mastery over an uncertain world. They are also able to learn critical thinking skills that will enable them to evaluate information.

Children’s and adolescents’ information books should include the presentation of principles and theories which lead to interpretation and evaluation. Walter (1994:116) states that children as part of the rural society are perceived as human beings who need socialisation and education. Children have their own self-determined information needs (Gross 2000:10-15) children also have self-generated questions imposed on them by other children and adults. They have a very limited world experience and they are not fully developed physically, cognitively or socially.

As pointed out in Section 2.4 of this chapter, a considerable number of the people in developing countries cannot read and write because of low education levels. They depend on their memories as their storehouse of knowledge. They cannot use written text since they cannot read. As a result they cannot use books. Because of their inability to read and write, they depend mostly on the human mind instead of recorded knowledge. In addition, a contributing factor to their ignorance is that most of them do not know that they have information needs. Sometimes they cannot even express their information needs.

According to Sturges and Chimseu (1996:135-137), in developing countries information needs expressed mostly relate to agriculture, other economic activities, health care and sanitation. Some communities are renowned for their skills and
abilities in bone therapy, mental health and childbirth problems. The nature of traditional African learning is oral. It is learner-centred where learning has much to do with the home, farm and play. The experts of the traditional African learners are “walking encyclopaedias” who depend on the human memories as their libraries without shelves. One can assume that rural children who learn by example from their parents will develop similar means to those of adults to store information.

On the other hand, in developed countries most of the people are educated to a certain level and they are able to read and write. They depend on written or recorded text in that they keep diaries to remind them of something. (Sturges & Chimseu 1996:135-137). They realise that information will help them to do their work, further their studies, and find information for leisure purposes.

2.3 INFORMATION BEHAVIOUR OF CHILDREN

Dubber (1999:121) states that “behaviour is an attempt to communicate a need”. According to Wilson (1999:249) information behaviour refers to human behaviour in relation to sources, channels of information, as well as information seeking and use. Fisher, Erdelez and Mekenchnie (2003:xiv) refer to information behaviour as how people need, seek, manage, give and use information in different contexts.

“Reading is described as a form of human behaviour, namely, interpretation behaviour” (Oosthuizen 1989:317). Reading is one aspect of user behaviour.

The usage behaviour of children is closely related to their information needs as clarified in Section 2.2. Considering the background against which rural children live, it can be assumed that their environment will influence their information needs and usage behaviour. Therefore, these needs may differ from that of children in cities and towns.

Library usage is another facet of user behaviour. Dubber (1999:121) says “library usage behaviour can be affected by things such as school morale, learners’ attitudes, the teaching and learning style and additional social factors”.
Adults are expected to identify and fill most of their children’s information needs. For example, adults should make the children know that fire is hot, they have to look both ways before crossing the street, and children also need to understand the changes that take place during puberty (Fourie 1991:3-4; Fourie & Kruger 1995:225-226; Walter 1994:116; Gross 2000:10-15; Sieder 1991:3-4).

2.3.1 Information-seeking patterns

Information-seeking-patterns refer to the manner in which children read and how they find or obtain information they need for personal or school-related purposes. The initiation of the search process can be clouded by children’s uncertainty about defining or articulating an information need (Kuhlthau 1993:339-335). They can also experience particular difficulties in formulating their information needs is concerned. They are also likely to experience needs which are not yet met. According to Moore and St George (1996) older children still experience difficulties in formulating search strategies although the object of the search has been predetermined. Moreover, children have an insufficient knowledge base to enable them to narrow or broaden their search strategy appropriately. They also experience difficulties in finding and interpreting information about books in the catalogue as well as locating specific books on the shelves. Recognition memory develops before recall memory and as a result children are more likely to recognise a search term independently. This means that children can have difficulties in articulating their information need, whereas they can recognise one if it is suggested to them (Soper 1990:2; Borgman et al. 1990; Walter & Borgman 1991).

2.3.2 Reading habits

Children use different sources to obtain information as they have self-identified information needs and wants. Most of the information which is provided to them is that type of information which they have not asked for (Walter 1994:115-117). In developed countries children receive information from well-meaning adults as well as from other sources such as television and their peers. These are their two main sources. Some children regard other children as their most important source of information. On the other hand, adults are also regarded as information providers in
children’s lives. For example, the teacher will provide the child with information concerning world geography; the police officer will concentrate on information about the dangers of drug abuse; the nurse provides them with information concerning AIDS; the church minister will provide them with information concerning ethics or morals.

Totterdell and Bird (1976:207) found that young people tend to get their books from whatever source they can easily obtain at that moment. In advantaged schools, where both class libraries and school libraries exist, pupils have the opportunity to borrow from the class library as well as from the school library. On the other hand, in disadvantaged communities where no school library exists, the class library was supposed to take its place.

Children in developed countries have many appropriate sources of information such as parents, extended family members, teachers, and helping professionals of all kinds (Walter 1994:115-119). However, most of these information providers do not have accurate information nor the ability to communicate information effectively to children. Even information-literate parents do not have time to communicate all the information needed by children. Some of these information needs are sensitive and difficult for many parents to talk about to their children, with sex being the most sensitive (Walter 1994:115-117; Carter 1986:9-10).

Carter (1986:4-7) reported the findings of a study on children’s reading habits in developed countries. More girls are found to prefer fiction than boys. On the other hand, more boys were found to prefer non-fiction than girls, with the most popular non-fiction topics varying with age and gender. Moreover, girls show an interest in cookery, followed by interest in pets, puzzles and ballet. In as far as fiction books are concerned, teenage boys prefer more violent stories, while the ghost stories and mysteries were found to be favoured by both boys and girls between seven and eleven years of age.
2.3.3 Library usage

Since most people in developed countries are educated, they make use of libraries in order to obtain information that will meet their information needs. Children become used to the habit of visiting and using libraries to find information to assist them in their homework, and for recreational reading. These circumstances give rise to the improvement of the provision of library service in developed countries to meet the needs of the library users. Several authors (Tawete 1998; Ogundipe 1994; Uhegbu 1997) endorse this viewpoint and Uhegbu (1997:86) specifically states that “In developed countries information has become so vital that it has assumed the same status as land, labour, and capital as production elements”.

Children and adolescents form a large proportion of public library users. Children who live near the library arrive on foot, while those who live far away from the library depend on parents and other older people for transport. Children between three and eleven years of age visit the library with their parents or older people. Use of a library service assumes that the user is literate and knows how to find information in the library stacks. As a result in literate communities people have realised the importance of libraries to house their written texts (Carter 1986:4-7). They are familiar with libraries since they have grown up with library services. However, rural children often do not know what a library is because they have never been exposed to one before. They do not know how it works nor its importance.

2.4 FACTORS INFLUENCING RURAL CHILDREN’S NEEDS AND USER BEHAVIOUR

The user behaviour of children in western societies differs from the user behaviour of children in developing countries and particularly that of rural African children. In order to understand the information needs and usage behaviour of rural children, it is important to understand the environment in which they grow up and its impact on their handling of information.

Most viewpoints refer to conditions in a society where reading (use of printed media), is the norm. It is only a few (for example, Camble (1994) and Machet
Children’s reading and information needs and usage behaviour are influenced by different factors such as biological and hereditary factors, personal factors, socio-cultural factors and economic factors, the information environment as well as various record-related factors, namely record content, record form, availability and accessibility of information.

2.4.1 Biological and hereditary factors

Certain biological and hereditary factors, such as visual and listening abilities, influence a child’s ability to read. Intelligence as well as visual skills, listening skills and reading ability are interdependent factors influencing the user behaviour of children and adolescents. Intelligence also determines their preferences for certain categories of fiction and non-fiction. The information needs of a gifted child will differ from that of a slow learner and their usage behaviour will differ (Marshall 1975:20-33).

2.4.2 Personal factors

Children’s information needs are different at different developmental stages since their information needs change as they grow older. As already explained in Section 2.2 cognitive, physical and psychological developmental needs determine a child’s media needs and interests at different stages. The reading interests of children change as they mature (Marshall 1975:13-16).

2.4.3 Social and cultural factors

Individuals read to satisfy their needs for enjoyment, for utility and escape (Marshall 1975:20-33). The child is profoundly influenced to use the media and the library by different socio-cultural factors. For example, the peer group will influence the child in his/her choice of books. Children in rural areas, where there
are no information services or computers, spend most of the time participating in other activities rather than reading. Children in developed countries have the opportunity to experiment with information technology.

Socio-cultural circumstances have an effect on children’s information needs and their way of handling information. According to the Library and Information Services Council (England) (1995), children are vulnerable and dependent on adults. The changing family structure, particularly as a result of poverty, may lead to a lack of privacy for children studying at home, which contributes to a poor environment for developing information skills. Moreover, high unemployment rates among young adults in most areas result in an increase in leisure time. Young children depend on adults to visit the library and as a result their access to libraries is determined by the leisure and work patterns of adults.

Machet (2003:27) states that in order to develop the reading habit, children must be provided with types of books that are interesting and can also meet their information and recreational needs. Libraries and publishers should base their selection of books and other information media on what corresponds to the culture in their country.

2.4.4 Oral culture

An important factor influencing the usage behaviour of children is that they should have access to an information system (Durrani 1990). In modern developed society, institutions such as libraries and schools provide for the different information needs of children. However, Ogundipe (1994:239) suggests that in African countries it is not the libraries, but rather the oral tradition of indigenous knowledge systems that can be regarded as synonymous with the term “storehouse of knowledge”. The oral system of knowledge is different from the written system. In African societies, much knowledge is learned, stored and disseminated through the oral tradition. Individuals, families and groups within the society specialised and gained great accreditation in chosen areas of knowledge through both formal and informal methods of training. The continuity of the oral tradition from generation to generation is possible as a result of a self-reviewing, self-perpetuating system. There are, for example, communities that are renowned for their skills and abilities in bone
therapy, mental health and childbirth problems (Ogundipe 1994). Against this background it is understandable that children in areas where traditional life still prevails do not have so much exposure to institutions like libraries that developed to provide for the needs of a modern literate society. This can have serious implications for conventional library and information services to rural children in an African context (Ogundipe 1994).

Therefore, it is not strange that Ogundipe (1994:239) was curious about both the relevance of books in an African context and what the best mode of knowledge transfer should be. The nature of traditional African learning is oral. It is person-to-person centred, voluntary, lifelong and free. It is also learner-centred where learning has much to do with the work-a-day world of home and play. Traditional learning is both compassionate and equalising while mastery is demonstrative and originated in informal convivial circumstances (Ogundipe 1994). Since they do not depend on recorded information, the teachers of traditional African learning are “walking encyclopaedias” who depend on their collective memory – the so-called elastic human contents – as their libraries without shelves. This results in some important issues being overlooked or forgotten.

Preservation in the traditional African learning is in the local language, whereas its intellectuals are priests, wise old men or griots. Oral communication takes place by means of story telling, witty remarks and proverbs, riddles and tongue-twisters, ritual incantations, poems and responses, beating of drums, smoke signalling and mnemonic devices, which result in a lack of reading materials or recorded information, since information is stored in the human memory. The dissemination of the above information is through parents, priests, singers, elders and griots. They transmit both their customs and social ethics by means of religion and political ceremonies (Ogundipe 1994:239).

Although the influences of the oral tradition may still be very strong in the rural areas of African countries, people are also exposed to the modern way of life. However, poor literacy and other socio-economic conditions are not conducive to the development of reading habits and more modern means of obtaining information. This situation could be problematic for rural children who can no
longer depend on the learning resources of the traditional way of life. In order to compete in the modern society they have to become familiar with reading to be able to access information in textual records.

Awareness of the lack of literacy in rural areas and the role that parents can play in the development of early literacy skills in their children gave rise to family literacy projects and interventions to promote reading (Aitchison 2006). Although these types of projects are few and far between they are evident of an attempt to bridge the gap between the two information systems that pose enormous challenges to rural children.

The children in remote rural areas are caught between modern and traditional systems and this problematic situation has not been addressed properly.

From the researcher’s experience as a teacher in that area for 19 years, Thohoyandou is an area were people have no reading culture and are known for their oral culture of telling their children stories called dzingano and most information they need in order to survive known as dzindayo. Information such as how girls should behave, how to prepare certain types of food, how to look after a family, how to raise children, etc. is the type of information that the parents can provide to children. But parents no longer tell their children dzingano and important survival information.

In most homes books are found where there are school-going children. According to Adimora and Ugoji (1997) in the rural areas children are mostly from families which are not educated and are therefore not interested in learning. Developing groups on the whole do not have a reading culture. They do not enjoy reading. The home is made up of a house which is used to shelter the family members, the household, livestock such as chickens and goats as well as the harvest. There is also a lack of the necessary facilities that can stimulate and encourage children to read, such as the proper lighting, privacy and a quiet place to read or study during the day or at night. The type of books found are the old used exercise books of previous classes, usually found in the pit toilets and used for toilet paper. Newspapers and
magazines are only found in the homes of the so-called elite group in the rural areas where the father is the only member of the family who can read.

2.4.5 Economic factors

The socio-economic status and the home environment play a part in encouraging reading (Marshall 1975:20-33). For example, children who have opportunities to visit libraries and other cultural institutions will read more than children who do not have the opportunity to visit the library. Fasick (1998:xiv) asserts that the large number of children in high schools who dropped out in the past will be encouraged to be in school until they receive education which will enable them to work in this new society. People are reluctant to pay taxes to affect social change. This results in the ever-increasing pressure to cut costs in all social agencies such as schools, museums, libraries and universities (Fasick 1998:xiv; Marshall 1975:20-33).

These circumstances have serious implications for the abovementioned agencies to provide for children’s information needs. They are also not conducive to the development of a positive attitude towards using the library.

2.4.6 Information environment

Ogundipe (1994) states that it was the European travelers with their tales of Africa as the dark and mysterious continent who recognised that this information environment was interesting and complex. Moreover, literature and personal observation indicate that the African village has a self-contained, holistic system of knowledge and beliefs. This system has succeeded in opposing the spiritual pressure of colonialism and the modern African state. Knowledge of history, religion, the creation of the imagination, agricultural lore, and traditional herbal medicine were stored in the human memory and was orally transmitted. All these contribute to the indigenous knowledge system on which the people of the African village depend. This type of system determines both the nature of people’s information-seeking patterns and perceptions of their information needs. A large proportion of the population does not know that they have information needs, whereas some cannot express their information needs. Information needs, which are expressed, are mostly
related to agriculture, other economic activities, health care and sanitation (Ogundipe 1994).

Sturges and Chimseu (1996:135-137) state that rural communities depend mainly on visual and oral aids for communication. This implies that they do not make use of written sources of information. Ogundipe (1994:239) suggests that traditional African learning plays an indefinite role in as far as the oral culture is concerned. It is also unable to generate new ideas and remain faithful to the oral corpuses of work, localised names and history (Sturges & Chimseu 1996:135-137; Ogundipe 1994:239). These conditions have serious implications for the use of information sources in text (Locke & Kimmel 1987:365).

2.4.7 Record-related factors

2.4.7.1 Record form as a factor

The use of different types of recreational media meets children’s needs for information. Reading is one such activity. However, according to the Library and Information Services Council (England) (1995) the decline in reading among teenagers is as a result of the increase in video games, 24-hour television and other sophisticated leisure activities, as well as the commercial hard-sell and media-hype which go together with these. As a result many children no longer make use of libraries for recreational purposes. There is awareness that teenagers have a diversity of needs, as well as separate needs from those of young children and adults. In addition, reading activity has to compete with the attractions of commercial operators for the attention of teenagers. On the other hand, public libraries do not match the ambience of entertainment premises (Library and Information Services Council 1995:8-9; Marshall 1975:20-33).

2.4.7.2 Record content as a factor

The smooth functioning of LIS to the user population requires the availability of a relevant collection. According to the researcher’s observation there are not enough copies of fiction books in the former National Library of the Venda Government. A
large part of the collection is made up of mostly English materials. There is a
general lack of books in the mother tongue (Tshivenda). As a result the collection is
not relevant to the needs of its users. Teachers do not have enough reference books
for either teaching or learning. There is a limited choice of books. The collection
consists of books in which the language is too difficult, while the type size and
illustrations are inappropriate. There are no appropriate resources in the collection
such as newspapers, magazines, journals, etc. The collection mainly consists of
outdated materials.

2.4.7.3 Availability of appropriate books and other media as a factor

Considering the circumstances in rural areas in developing communities (where
many people cannot read and write), the provision of library services to children
may be affected by the type of sources provided. As a result of black children’s
background of oral culture, they do not read books for pleasure (Mohammed
1994:100). Moreover, books for these rural children also contribute to their dislike
of reading. If the books are in a language that the rural children cannot understand,
even if the information is relevant to them, the books will be of no use to the
particular children. Since parents of rural children in developing communities are
not literate, they cannot teach their children how to obtain information from books.
In addition books provided by library and information services sometimes contain
subjects at a level that the rural child cannot understand. The size of the print in
books for rural children, who are not familiar with reading, is also of importance.
Most of the illustrations in books are also not appropriate for rural children
originating from an African culture (or African tradition) where people are primarily
dependent on an oral culture in the absence of literacy. Library and information
services in developing communities normally lack supporting literature comprising
simple large print texts in the local language (Tawete 1988:336).

On the other hand, library services to children in developed countries, where both
the children and their parents can read and write, provide for their needs. These
libraries are well equipped with suitable reading materials. Usually the materials are
in different forms, for example auditory, visual and audiovisual materials. It is
therefore understandable that children in developed countries can read to obtain

2.4.8 Geographic factors

Rural communities in Africa are in crisis and are unable to sustain and generate themselves economically, which also has an impact on the information needs of rural children (Wyley 1995:4).

The viewpoints of Sturges and Chimseu (1996) are applicable to a study of the usage behaviour of rural children since they deal with circumstances in remote rural areas that differ from those in urban areas. Sturges and Chimseu (1996:135-137) see the African village as poverty-stricken, neglected and frequently isolated by its geographical situation, language and culture. This village represents an extreme in the global information environment, which regresses from virtual reality through to the painful hard reality of a lack of information.

2.5 CONCLUSION

This chapter deals with the reading and information needs of children in rural areas, their usage behaviour and the factors influencing their usage behaviour. During various stages children need information that is at their own level of understanding. There are factors that influence their information needs as well as their information usage behaviour, such as biological and hereditary factors, socio-cultural, recreational and economical factors. In this way libraries can fill the gap. However, children as users have their own ways of obtaining the information they need in order to meet their reading and information needs. Oral culture as well as other things like the geographic isolation and information environment were found to be the factors that affect their reading habits. Libraries can provide the type of information that cannot be provided by parents. Library and information services to children in rural areas will be discussed in Chapter 3.
CHAPTER 3

LIBRARY AND INFORMATION SERVICES TO CHILDREN

3.1 INTRODUCTION

The reading and information needs of learners, their usage behaviour and the factors influencing their needs and usage behaviour were revealed in the previous chapter. This chapter focuses on the nature of library and information service provision to children in rural areas and library cooperation. Attention is given to studies conducted by other researchers. The situation will be discussed as it applies to conventional library and information services to children, and thereafter the link to the current situation applicable to rural children will be discussed. The following aspects will be covered: aims of the public library; user services; user guidance; resources, support service and collections; factors influencing library and information services; the role of the school library; outcomes-based education (OBE), and library cooperation.

3.2 THE AIM OF THE PUBLIC LIBRARY

In Chapter 2 it was argued that library and information services can provide for the information needs of rural children in Africa where recorded information is not readily available in schools and homes. If children do not have access to books and other information sources at school or at home then they could obtain information from library and information services if they exist. Therefore the nature and purpose of library and information services will be discussed to establish to what extent it could provide for in the information needs of rural children

After a careful study of the literature the aims of the public library are set out below (Elkin & Lonsdale 1996).
• The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and the cultural development of the individual and social group.
• The child’s library is concerned with the whole child and not just with school and learning.
• By developing literacy in the young the library can create the habitual adult reader and user of the library, instilling a positive view of libraries throughout adulthood.
• Through its collections, and ultimately through reading, the public library contributes to children’s leisure needs and their intellectual, emotional, social, educational and language development.
• The library has been seen as a major contributor to the development of literacy, which remains the primary aim of the service.
• The public library fulfils complementary social functions through its programme of activities, promoting social interaction among young people, between children and other groups in the community, while fostering an awareness of the culture of others.
• The library hosts a collection of materials and makes them available to users when needed (Elkin & Lonsdale 1996:66; Library and Information Services Council (England) 1995:15; September 1993:74; Oosthuizen 1994 86; Odini 1990:35).

3.3 USER SERVICES

The user service function of a library forms a crucial link between the users and the information sources in a library. Service rendering has much to do with the range of services that are provided by the library to its users.

3.3.1 Service functions

For service rendering to be effective it should function as it is expected to. Then it will be able to meet the needs of the users successfully. Service functions performed in a library are the activities that are concerned with service rendering.
The services may be provided in the form of activities performed in the particular library. The activities may differ from one type of library to the other; for instance public libraries and school libraries or media centres may provide different services. Service rendering is concerned with the personal services which are directed at both the needs and interests of a particular target group. As pointed out in Chapter 1, services refer to the user guidance functions and include information provision and reference work, user education, user advice and bibliotherapy. User guidance services contain all the elements of assistance, advice, guidance and stimulation. Library services are intended to assist and benefit the user (Wilkinson 1986:9; Christianson 1986:773-784; Goodrum 1986:80-94; Lynch 1986:662-668).

3.3.2 User guidance functions

According to Gericke (1996) “user guidance can be defined as the action whereby the user is guided and directed towards the satisfaction of some reading or information need”.

This is the guidance provided to the user in order to facilitate the effective interaction between the record and the user. It is a professional guidance function, which has much to do with information provision and reference work, user instruction, user advice as well as bibliotherapy. Information retrieval is also regarded as a user guidance function. It encourages effective service provision. It forms part of the service functions. Gericke (1996:351-352) says that guidance includes the following:

- information provision and reference work;
- educating and instructing the user in the techniques of information and library use or user education;
- user advice, which implies guidance in respect of the choice of material and which is aimed at user motivation and stimulation, and
- specialised form of guidance aimed at improving the users insight into personal problems and which is known as bibliotherapy. (Gericke 1996:351-352).
3.3.2.1 Information provision

Information provision as well as reference work has much to do with providing the user with the relevant information by means of selection, evaluation and interpretation. Information provision is also regarded as an information retrieval function.

User advice is also linked to information provision and reference work. An example is when the librarian provides a referral service and the user receives advice on the other institutions that can provide different types of assistance (Gericke 1996:352-353, 417). Referral comes into play in cases where the librarian knows of an expert that can assist the user in a more appropriate way than the sources available in the library.

3.3.2.2 User advice

Reader or user advisory service is a form of user guidance, which is concerned with effective utilization of library services.

According to Barker (1993:16) all public libraries should provide reading advice aimed at motivating and stimulating users to use information for children who want to read fiction or non-fiction books. Barker (1993) suggests the following means or ways be used to facilitate effective service rendering to children:

- providing individual assistance in as far as selecting of sources is concerned;
- posting notices concerning new and interesting sources in prominent locations;
- organising the collection in such a way that successful browsing will be possible;
- distributing book lists inside the library, as well as using modern communication media such as the local access cable channel outside the library;
- scheduling discussions of books with interested children, and presenting book talks to different organizations; and
- providing better access to fiction in the card catalogue or OPAC. (Barker 193:16).
3.3.2.3 User education

User education is concerned with the instruction and training that are given to the user by the librarian so that he/she will be able to make maximum use of the library and information sources. User education has to do with orientating, informing and instructing the user on how better to use both the library and information. It is concerned with both library training and information skills training. User education can take the forms discussed below.

(a) Library orientation and information counseling

“User orientation or library orientation is usually superficial and confined to introducing the user to the layout of a library and the availability of facilities and services. It is also known as library orientation.”

(b) Bibliographic instruction

“The term bibliographic instruction is used when the user undergoes intensive training. This refers to the instruction of users in tracing sources and information by using different kinds of reference works.”

(c) Information literacy instruction

“Information literacy instruction is a user education function aimed at instructing users in information skills so that they achieve information literacy which will enable them to:

- be aware of the power and value as well as misuse of information in society;
- be able to recognise their own information needs;
- be aware of the variety of communication media and information sources and distribution channels thereof;
- have the skills to trace and use a variety of information sources independently; and
- understand and be able to evaluate and manipulate the system used to organise information for the purpose of problem solving.” (Gericke 1996:351-382; Arp 1990: 40-49; Breivik 1989:2)
3.4 USER GUIDANCE FOR EFFECTIVE SERVICES TO RURAL CHILDREN

User guidance for effective service rendering is important because it is necessary to provide user guidance to learners in a rural context so that they can benefit maximally from the library services. However, differences in a rural environment may require adaptation of conventional services to children.

3.4.1 Information provision and reference services

Reference services form an integral part of the various services that a library provides to its users. As previously mentioned, these services include directing the user to the information in a source or referring the person to the correct place for a solution of an information problem.

The public library can provide children with a wide range of print and audio-visual, media, as well as staff skills in how to make use of information and providing follow-up services which benefit the illiterate community at large (Du Plooy 1998:9).

3.4.2 User education to rural children

Considering that rural children come from a completely different background, as indicated by Sturges and Chimseu (1996) and Ogundipe (1994) it could be assumed that they have no idea of the resources and services offered by the library and how they function. Rural children need to be introduced in an articulate way to the purpose and functions of a library.

Tawete (1988:335) states that in non-formal education the librarian is regarded as a teacher who works together with other staff members. They all share the responsibility for teaching and learning skills.
Vaillancourt (2000:68) says that, when working with children and young adults, the librarian should talk about what he/she is doing and why. While the librarian is using a catalogue, bibliography or electronic index, he/she should explain the meaning of concepts such as access point, cross-references, call numbers, citations and so on. If the librarian has time to escort the learners to the stocks to locate an item, the librarian must do so and explain the physical layout of the stocks and shelf order. Even if the child is not interested in what the librarian is explaining, some knowledge that he/she has picked up will help the child the next time he/she needs to use the library. Moreover, in both a developed and developing context, it is the responsibility of the librarian and teachers to educate students about the most appropriate search methods for different types of information. Vaillancourt (2000) argues that is also important that learners learn to evaluate critically the information they receive on either the Web or in print sources in order to determine its credibility. Often simply verbalising the steps in a reference search helps teach children how they can conduct a search on their own. The librarian should find out what formal instruction the school is providing in terms of information literacy and make sure that public library instruction (whether formal or informal) complements the curriculum. User education to children in developing countries is hindered by limitations such as lack of proper library buildings and the lack of relevant collections, facilities and user guidance (Vaillancourt 2000:68).

3.4.3 Reader or user advice

Tawete (1988:335) is of the opinion that in order to provide a better service, every librarian should respond positively to those users who are unable to find a book on the shelf and come to the desk for help. The librarian should also know his/her book collections and patrons’ needs so that he/she will be able to act as a liaison between the books and the patrons (Latrobe & Laughlin 1992:40; Tawete,1988:335).

According to Barker (1993:15), in order to render service effectively, staff members should be knowledgeable about books, reading and users, and they should be trained in different aspects of readers’ advisory services.
According to Pearl (1992:20) for service rendering to be effective, the library should provide readers’ advisory services to users whose mother tongue is not English. These services should also be promoted and marketed in order to attract intended or target users. Outreach services are also important for the target groups to become active library users and recipients of reader advisory services.

Freiband (1992:79-80) is of the opinion that in order to present an effective way of stimulating interest among children, who do not often use the library, the mass media e.g. radio and cable television, may be used to highlight the library’s programme and resources or services.

According to Latrobe and Laughlin (1992:40), for effective service rendering to children in an African context, book talks and story hours, which make use of folk tales, should include different ethnic versions of similar tales as well as African versions.

The picture sketched above seems to be the ideal to which library and information services should strive in rural areas although it could be an uphill battle considering all the constraints.

3.5 LIBRARIES AND INFORMATION SERVICES IN DEVELOPING COUNTRIES AND AFRICA IN PARTICULAR

The information infrastructure in most developing countries has certain fundamental deficiencies. There is a lack of postal and telecommunication systems. Those that are available do not function properly. There is little funding, particularly foreign exchange, for the maintenance of channels of communication distribution. There is inadequate trained manpower and an absence of properly stocked libraries. In some of the developing countries the morning newspaper arrives in the evening or the following day (Adimorah & Ugoji 1997:53).

Poor transport systems and bad roads also affect the effective provision of information. In most African countries small numbers of isolated dwellings are grouped together to form villages. This makes it difficult to provide them with a
proper communication system. In many developing countries the introduction of information technology has led to disappointment and disillusionment because the system has either fallen into disuse or because the information supplied has not been appropriate (Adimorah & Ugoji 1997).

In most of these countries there is no organised national information policy as such. Primary information is provided directly by organised information agencies in developing countries, such as libraries, documentation centres and archives, broadcasting corporations, departments of information and telecommunication, culture, education, external affairs trade and commerce, industries, finance planning, tourism and government printers. This results in unnecessary duplication of effort, since these organised information agencies are not coordinated (Adimorah & Ugoji 1997).

According to Adimorah and Ugoji (1997) the main problem is the tremendous cost of running such organised information agencies effectively and efficiently. There are costs involved in installing and using telecommunication facilities, television sets, video cameras and tape recorders, developing a computerised database and running the production of posters, leaflets and booklets. The other problem in developing countries is the difficulty experienced in fostering inter-agency cooperation as well as liaison. The rural communities’ information centres are regarded as rivals by many change agencies and they are also reluctant to cooperate. The extent of the use of the rural communities’ information centres by the clients is determined by its location within the community (Adimorah & Ugoji 1997).

3.6 RESOURCES TO SUPPORT USER SERVICES

Although library and information services to rural areas are far from ideal, authors such as Freiband (1993), Latrobe (1992), Latrobe and Laughlin (1992), and Dwyer (1992) proposed the different kinds of resources required to support user services in an African context.

Library resources consist of collections, facilities, staff and funds. Resources take the form of good administrative support, an adequate budget, the necessary furniture
and appropriate equipment to develop, accommodate or store, preserve, organise, evaluate and provide access to resources (Freiband 1993:80).

3.6.1 Collections necessary for rendering effective service

For service rendering to be successful, the collection should be readily available, relevant and should also contain different types of information sources. Also the distance from the library or inconvenient service hours, may prevent some people from being able to make fruitful use of the library services. This is particularly true of assistance to children in rural areas with sparse library facilities and services.

3.6.1.1 Different types of information sources

The quality of the binding as well as the illustration of works should be superb (Latrobe & Laughlin 1992:50). Apart from books there are other materials, such as periodicals and newspapers, which should also form part of the collection. Preferably materials in rural libraries should be in African languages since most of the users in remote rural areas in South Africa are of African origin.

Materials that stereotype African groups should be avoided. Whenever such materials are to be used they should not be used where they serve to promote misconceptions. In order to use such collections effectively, children should be encouraged to read critically in order to know and be aware of stereotyping (Latrobe & Laughlin 1992:50).

3.6.1.2 The availability of materials in the mother tongue

According to Latrobe and Laughlin (1992:50) in order for the collection to support service rendering to children, the inadequate collection in African languages should be augmented with excellent books and non-print materials in African languages if they are available.

Children are more interested in rhymes and short stories. Freiband (1993:80) states that in order to facilitate effective service rendering, there should be appropriate
materials in the mother tongue about African culture or countries and topics of interest to them. Such a collection should be developed, organised and evaluated carefully. It must also be able to be accessed effectively by both the library staff and library users (Latrobe & Laughlin 1992:50; Freiband 1993:80).

3.6.1.3 Relevance of collections

Teachers should also be provided with enough reference sources for teaching and learning. They should work with library management in order to sensitise them to the needs of children (Latrobe & Laughlin 1992). Service rendering may be effective if the relevant collections are available. Obtaining and distributing English bibliographies, which review African language books, may do this. Materials about specific cultural groups should also be collected. Moreover; the librarian should be aware of different reading preferences when selecting books.

3.6.2 Information organisation and retrieval

Latrobe and Laughlin (1992:162) suggest that facilities should be useful to the users. The library catalogue should facilitate student access to the collections. Sometimes these library catalogues are found to be obstacles to children’s abilities to access library materials. Therefore they meet neither the children’s curricular nor personal needs.

Catalogues should contain adequate subject headings or access to subjects covered in the collection and clearly reflect the content of the materials that are of interest to children. Lack of an adequate catalogue will result in difficulties in accessing the library resources on particular topics of interest to African children or in African languages for children who are not English-speaking. This may lead to failure to identify related aspects of the subjects (Latrobe & Laughlin 1992:162).

Appropriate facilities are required for effective service rendering if value is to be added to catalogues and information systems in order to provide information which will help children in making informed selections of documents or sources to use.
Abstracts, table of contents and an index also add value to the information system (Dwyer 1992:26).

In order to facilitate rendering of service to children, the librarian should assign subject headings based on the child’s age, grade, reader interest level, literacy genre, physical form, developmental values, themes, uses of materials, multicultural designations, sex role, and also ethnic groups. The indexing system should be designed in such a way that it will meet the needs of children (Latrobe & Laughlin 1992:162).

### 3.6.3 Facilities and equipment

According to Tawete (1988:334) facilities necessary for effective service rendering include accommodation, reading space, shelving, tables and chairs, and lighting as well as various equipment required to make use of various media, such as computer terminals. These facilities have an influence on the provision of library services. When the facilities are adequate, the services rendered in the library will also be satisfactory depending on the professional attitudes of the staff.

A school library is viewed as a learning laboratory in that all media, print and non-print materials are used purposefully and planned and integrated with other learning programmes. Facilities can be said to be necessary for effective service rendering when libraries are able to provide the space for reading, meetings, discussions and exhibitions. Especially in rural areas, houses are meant to shelter people, their livestock, the children and pets but are poorly lit. As a result, the village or town library is a quiet place for children to read, listen audio cassettes and view films.

In developing countries libraries may improve the availability of material by:

- opening many library branches if possible; and
- starting book box services for learners to establish centres (Tawete 1988:334).

The library should consist of rooms, which are quiet and peaceful, a computer room and Internet room (Rowley et al. 1998:152).
For effective service rendering, the library should have a children’s room, which should be bright, with a comforting site, low shelves with colourful books on different topics and a librarian to guide children (Freiband 1993:80; Barker 1993:13; Rowley et al. 1998:152)

3.6.4 Staff

In rural areas where poor literacy impedes access to textual information the librarian should serve as an important link between the school, the community as well as the family. Staff members serving as teacher-librarians should be in possession of relevant qualifications and be properly trained to do the library work (Latrobe & Laughlin 1992:50; Ogundipe 1994:239).

3.7 FACTORS INFLUENCING THE PROVISION OF LIBRARY SERVICES

Libraries provide services to users through both printed and electronic media, which presuppose that the potential users are able to read, know how to use books to find information and know how to apply (use) the information obtained. There are factors that can challenge effective services if not addressed. Factors that may influence the effectiveness of library services are discussed below.

3.7.1 Availability and accessibility of library and information services

Considering circumstances that lead to the availability and accessibility of information, it seems that people of developing and developed countries depend on two different information systems.

In developed countries most schools have a school library, class libraries, library lessons and qualified teacher-librarians. Ogundipe (1994:239) reports that in developing countries only a small number of primary and post-primary schools have relatively functional libraries. These libraries are not properly equipped and funded, although most of the publications required can be acquired locally. In developing
countries libraries are still fighting with the problems of a scarcity of current textbooks and journals (Ogundipe 1994:239).

3.7.2 Economic conditions in rural areas

Another contributing factor that leads to the poor provision of LIS to rural areas is the lack of industrialisation which results in poor economic conditions. While developed countries are industrialised and rich, developing countries are less industrialised and as a result they have poor economies. The rising inflationary trends in the economy of developing countries have resulted in the skyrocketing prices of books, diaries, digests, and other forms of publications. This has put these materials beyond the reach of low-income earners and students. The government’s annual budget provision is affected by the realities of inflation. As a result, the provision of library services to children is affected adversely.

The acquisition and maintenance of audiovisual materials, which are required for information dissemination by libraries and other information agencies, have been affected by the financial crunch. The children’s access to information is also affected. Libraries providing services to children, who should have information to do their school work, are also under-funded. As a result of the poor quality and quantity of the library resources and the consequent low rate of information, the children seldom make use of the library (Mohammed 1994:100-101).

Considering the socio-economic conditions referred to in the discussion above it seems doubtful that conventional library services could provide in the needs of rural communities.
3.8 PUBLIC AND COMMUNITY LIBRARY AND INFORMATION SERVICES IN RURAL SOUTH AFRICA

3.8.1 Public and community libraries

As indicated in Chapter 2, people originating from an African culture are not necessarily illiterate, as they possess a certain level of education in their own different information environment.

Public libraries emerged in modern societies to meet the needs of literate users. According to Mostert (1993:71) the typical western public library is suitable for those community members who are “well-educated, literate, and middle-class, whereas the newly literate and illiterate members of the community are not taken into account”.

Moreover, Mostert and Vermeulen (1998:11-12) are of the opinion that public libraries are meant to serve an educational role in the community. However, problems concerning the daily lives of the community and many other roles in the community may be neglected. This implies that in some instances only the educated group may benefit from public library services. The type of accommodation, collection and services could be geared mainly to the literate members of the community. This implies that public libraries do not meet the real needs of the community as a whole. To address this disparity means that library and information services have to adjust to comply with the information requirements of users other than literates.

Community library and information services play an important role in the rural areas by empowering the rural community members in as far as their basic needs are concerned (Mayer 2002). Therefore they should aim to serve the whole community, including the illiterate. The community library’s environment is not a complex one both semi-literate and illiterate should be able to use this type of library. A community library should not be a frightening place, and the provision of services to all the community members should be user-friendly. The educational and
economic status of the community should also be taken into account as far as membership of community library and information services is concerned.

Community libraries can also be regarded as community information centres. The community library and information services aim to uplift the living standard of the community with “timely educational, informational, recreational and cultural information, documents or resources” (Mokgaboki 2002:78).

Mokgaboki (2002:79) states that the cluster library is ideal for rural communities because there is still an imbalance in community library and information services. Communities within reach could be clustered together to be served by one common community library and information service in order to eliminate financial problems.

Books, which are sources of information, are worthless to people when people are unable to read. They need services that will meet most basic needs or food and safety by providing relevant information about social security programmes that provide food and shelter to those in need (Mayer 2002; Mokgaboki 2002:78-79).

Public and community libraries have to cater not only for the literate group, but should attempt to include everybody within that community, whether literate or not (Mostert & Vermeulen 1998:12-14). The services should be adapted to the needs of a particular community. Also for the community libraries to be successful, they need to be established with the assistance of the community. Mostert and Vermeulen (1998:12-14) and De Vries and Van der Merwe (2004) are of the opinion that the community leaders, as well as users and staff, should be involved in deciding the type of the service to be established as well as the type of collection that should be developed.

Library planning and community analysis are of great importance and should be conducted thoroughly in order to establish the exact needs of the community, so that the relevant services to meet the needs of the community as a whole will be established and developed. As far as the accommodation for the community library is concerned, any ordinary type of accommodation can be used as a community library.
Zaaiman, Roux and Rykheer (1988:56-59) are also of the opinion that the information provided by a service should be relevant to the information needs of that particular community, because the information needs of one community are not always the same as the information needs of another community. Both Zaaiman et al (1988) and Kernicky (2006:38) agree that an information audit or a community analysis is very important in order to best know the information needs of that particular community so that relevant services are established and provided effectively. They agree that an information audit is required to investigate the type of information needs of a particular community before establishing any type of library or information service.

Apart from library buildings that are found in developed areas, there are also other types of library services that could be more suitable in the rural areas. Taking into consideration that there is poverty in the rural areas, establishing a conventional library may be expensive compared to other types of library facilities that could be used. These types of library services (discussed below) could be provided in rural areas because they provide facilities that are affordable. They should try to focus on the needs of the rural community members who do not have a reading culture.

In the past, according to Mostert (1998:72), community libraries were regarded as a solution to the problems experienced with some public libraries, which were not community orientated: “Community libraries were regarded as being community orientated because they were based on the information needs of the community as a whole”. Public libraries have increasingly become more community-orientated and many have changed their names to include the words “community library”. As a result the services to be provided for community A should differ from the services to be provided for community B because the services should be provided according to the type of information needs of that particular community.

Mostert (1998), Mostert and Vermeulen (1998:12-14) and Bekker and Lategan (1988:71) are of the opinion that the type of services to be provided by public and community libraries that will be suitable for rural communities are those discussed below.
- The first is the referral service, where information concerning the community is provided upon request and the librarian will be able to refer the user to the correct service if the community library is not of help.
- The direct service is where the user contacts the librarian to be helped with the problems the user experiences.
- Service awareness is the process by which the library staff make users aware of the sources and services that they can use to their own advantage.
- Another service is the do-it-yourself service, where the community identifies the type of skills to be taught to the users so that they can be self-reliant, for example banking, adult literacy and other important programmes.
- According to Mostert (1998) and Kernicky (2006:38) a library can also provide practical assistance services where users will be assisted with basic things such as filling in forms correctly, making a phone call, filling in an application form, compiling a *curriculum vitae* (CV), using typing and photocopying machines, and accessing information on the Internet.

Kernicky (2006:38) is also of the opinion that a library can also serve as a public access centre in which services such as computer access, fax machines, newspapers, and printing services can be made available to the community’s use. The rural communities need the services that will be able to provide them with survival information such as health care and sanitation, as well as information that will enable them to solve their daily problems, for example “social, political and legal rights information” (Mostert 1998).

### 3.8.2 Community centres

Snyman and Snyman (2003) found that the type of services that should suit the needs of the rural communities of South Africa are the Multi-Purpose Community Centres (MPCCs), the Universal Service Agency Telecentres (USA Telecentres), and the Citizens’ Post Offices (CPOs). Although MPCCs provide digital access, illiterate users need the assistance of a literate person to use all the facilities offered
by MPCCs. The parents of rural children are the target group for these services and not the children themselves.

Snyman and Snyman (2003:95-107) suggest that these services “can be regarded as the most important vehicles of the centre approach chosen by the government to offer a range of developmental services including information services”.

(a) Multi-purpose community centres
MPCCs enable the rural communities to access various information facilities. Examples of services provided by MPCCs are computer training, Internet access, public phones, printing, scanning, copying and word processing services, and fax machines.

(b) Universal Agency Telecentres (USA Telecentres)
According to Snyman and Snyman (2003:99) the USA Telecentres are situated in previously disadvantaged communities in South Africa where many people are poor and unemployed. Examples of services provided by the USA Telecentres are copying, computer training, Internet, public phones, printer, scanner, copier, word processing and fax.

(c) Citizens’ Post Offices (CPOs)
According to Snyman and Snyman (2003:98) the Citizens’ Post Offices are mainly meant for disadvantaged rural communities. The examples of services offered by the CPOs include copying facilities, word processing, faxing, binding, scanning, laminating, and Internet access.

(d) Rural information centres
Kernicky (2006:53) recommends that rural libraries should be adapted to become rural information centres that are also community orientated, active and are able to provide the community with the services which are relevant to meet their needs, since most of the rural population are not educated. The services, resources and the collections should suit the needs of the rural community who cannot read and write.
Kernicky (2006:31) believes that “the rural information centres provide the community with relevant, timely and current information”.

Mostert (1998:12-14) is of the opinion that the type of services and community information to be provided should enable the community members to solve their daily life problems and also enable them to function well within their community. Community information includes the various kinds of information listed below:

- survival information, for example health, childcare, housing, finance, legal and political rights information;
- citizen action information such as that required for social, political, legal and economic development.

The information that should be provided to the community should consist of self-help information or services, back-up programmes, advice services and life skills programmes. For example, information that will assist people to cope with their personal problems in daily life challenges, and work skills programmes which will train or prepare some people to do certain types of jobs, such as childcare skills (Bekker & Lategan 1988:65-71).

### 3.9 SCHOOL LIBRARY SERVICES IN RURAL COMMUNITIES

The school library is different from other kinds of libraries in giving its first priority to its educational aim. It is often situated in a single room or rooms designated for storage and use of information resources, or used in conjunction with other resources within a school. There are different types of school library models, such as the media centre or resource centre, or information centre, school and community library, integrated library, school-housed public library, classroom library, book box and mobile book service (Naidoo, Faasen & Metcalfe 1997:4-7).

Dube (1998:183) agrees with De Vries and Van der Merwe (2006:124) that the different types of libraries can be combined to result in more suitable services. The combination of school libraries and a public library resulting in school-community resource centres is another option for library services that could be suitable for rural communities.
communities. These could be designed to cater for people from all walks of life, i.e. learners, illiterate groups, semi-literate groups as well as literate groups. The combination of these libraries is of great importance and advantage in as far as funding is concerned, because all the stakeholders concerned will have to contribute a certain amount. Moreover the LIS agencies would be able to prevent any form of discrimination among the community members (users).

According to De Vries and Van der Merwe (2004:26) library models, such as the school community library, should be established in the rural areas where there are limited resources. As far as this type of library model is concerned, it will be the responsibility of “the provincial Department of Education, the provincial library service and the local government or municipality”. As a result this joint venture could facilitate the funding of the library.

3.9.1 Outcomes-Based Education

Outcomes-Based Education (OBE) requires the provision of library resources to children in schools. It is an educational system that is concerned with the outcomes of the child’s learning. It may be knowledge, skills, concepts, and values. It is also concerned with the learner’s written activities as well as the observed actions. In OBE there are eight learning areas (Naidoo 1997:5).

OBE is concerned with the child’s ability to access information. That is, facts and knowledge, as well as the application of knowledge skills, and attitude in life, the child needs to acquire the necessary research skills and the ability to use different resources to access information (Naidoo 1997:5).

The school library is an integral part of the school in which the different resources are kept for children to use. As a result the school library should be learner-orientatated and should also be a resource-based learner centre so that children will be assisted in their learning activities. The information environment should be conducive to learning by children so that they will have the confidence to ask questions, to explore, to seek information and to develop new ideas derived from the new knowledge that they have gained. The library should also be able to assist and
develop the children’s skills in accessing information because information skills are important when selecting, interpreting and using information to complete a task.

The school library should also make the resources available for use by children. The school library or media centre provides children with the information that can be used to improve their knowledge. The media centre or school library facilitates the learning process through its various types of media. The school library enables the teacher to use a wide range of materials to prepare lessons in an interesting way. Naidoo, Faasen and Metcalfe (1997:4-7) describe the characteristics of OBE as below.

- Each child learns according to his/her own pace.
- Children gain differently from what they have learnt.
- The individual child plays a major part in his/her own learning process.
- It is learner orientated.
- It is concerned with the child as a whole.
- The child learns through applying knowledge, skills as well as attitudes.
- The child’s work or ability is assessed continuously.
- The teacher does not only impart subject matter and content, but facilitates lifelong learning because of OBE.

OBE is a resource-based method of learning where the learner has to look for information on his or her own.

3.9.2 School libraries or media centres in rural areas

According to Bristow (1990:53), the media centre should be very important in rural areas since children make up a large percentage of the country’s population. The media centre is important in that it contains books that are needed for the child to develop into a responsible adult. The child needs the information in books in order to do his/her homework, to make decisions, for problem solving and exploring the world. It is the library with its books that enables the child to master the reading habit and information skills. Furthermore, libraries are also important in that they:
- instill a love of reading and books in children;
- stimulate the children, teachers and the community to read;
- can be used effectively with various education systems; and
- can distribute the materials free of charge to all school children.

### 3.9.3 Collection development in school libraries or media centres

The school library or media centre may be housed in a building or a converted classroom in a school that stores different resources ranging from print to electronic media, and makes those resources available to learners for use. The collection of the media centre should be sufficient in order to meet the reading and information needs of the OBE learner.

Bristow (1990:50) believes that the collection should contain materials which are relevant and should be in the user’s own language. They should also be available for use when learners need them. Moreover, the collection should contain materials relevant to the needs of the children.

Since this is an information society, successful companies and institutions are those that have information at their disposal. For OBE to be successful, there needs to be sufficient relevant information, which is provided to learners in time.

Since OBE is aimed at self-discovery with enough relevant collections, the learners should have the opportunity to gather sufficient information from their school library or media centre. With a wide range of materials children would be in a position to discover new things by themselves.

A media centre, which is well equipped, is of importance to those OBE learners in rural areas where it is expensive to have Internet access at their homes. Thus they will have the opportunity to search for the most recent information they need and they will learn while playing.
3.9.4 School libraries in Venda

According to the researcher’s observation schools without libraries in the rural areas of Venda encounter various problems. In the first place, rural children do not become familiar with libraries and their purposes as a result of the factors described earlier (Chapter 2). These are the factors influencing children needs and usage behaviour such as geographic isolation, lack of recorded information, the oral culture, social and cultural factors, information factors, biological and hereditary factors, personal factors as well as record or media related factors. They do not know how the library works and what its purpose is. There is no building that can house a library. Classrooms could be converted into a school library, but there is a lack of classroom buildings in which children can be taught. There is also a lack of professional librarians. Those available lack experience as far as library services are concerned. There is still a lack of textbooks, reading books and school library collections. The students have limited access to literally thousands of titles that should be in the collections of school libraries. The only access they have is to the University of Venda’s library via the Internet. Their access to library materials depends on their teachers, when the latter are willing to assist them.

There is also a lack of funding to purchase library materials. On top of that the community in which schools are situated are too poor to raise funds for stocking their own library collections since they are still struggling to develop or build classrooms. Since there is virtually no library, the habit of using a library is not developed and children lack a love for reading, which should be instilled by the library. As a result children become reluctant readers since they have never learnt to read for enjoyment or to obtain information for projects.

3.10 LIBRARY COOPERATION

3.10.1 Types of cooperation and cooperative agreements

Grossland et al. (1993:7) believe that cooperation could include developing the library collection jointly, and all should work towards its success. Library cooperation can be regarded as a relationship in which each library contributes
equally whatever it has in its stock, for example materials, personnel, programmes, grant writing and networking ideas, into a partnership. It is a joint effort, which is also referred to as joint-use, collaboration, consortium and networking or partnership. Its purpose is to provide wider access of available material to users (Rush 1992).

Generally, for the cooperation or partnership to be successful, there should be careful planning, communication and cooperation. Before library cooperation can be established, a survey is important and should be conducted in order to find out about the feelings and attitudes of the people towards the library and whether they understand how library cooperation should work. It must be decided where to locate facilities such as the Internet, and interlibrary loan services. If it is located in the elementary school, pre-school materials and junior high school items should be provided. The school should be responsible for an elementary level collection. As far as access to information is concerned, the public library and the school library differ. As a result this should be discussed at the beginning of the agreement. There are language differences, ethnic customs and cultural expectations, which may also be a problem if not discussed beforehand (Sager 2000).

3.10.2 Necessity for cooperation

Keeping in mind the lack of school libraries in rural areas as well as the sparse population of libraries in rural areas in general, library cooperation seems to be an option to be considered by the education authorities as a solution to the lack of library resources (Woolls 2001:8; Jesudason 1993:30; Kinsey & Honig-Bear 1994:37; Sager 2000:198).

Rush (1992:141) suggests that resource sharing is the result of the process of interlibrary loan, which is the primary resource sharing function. Library cooperation between school, public and community libraries, as well as college and/or university libraries could be the solution to the problem of a lack of resources, especially in rural areas where there is lack of school libraries. Although this cooperation will be on different levels, one type of library still has much to benefit from the other type of library.
The benefits will vary according to the need of the type of library. For example, the students from around Tshisimani College for Further Education and Training (FET) are allowed to visit and use the library after school hours for the sake of sharing information. According to Meizel (1992:136) teachers and students will use network resources to support individual or small group cooperative work in a classroom setting.

3.10.3 Cooperation between school and public libraries

Odini (1990:5) states that the public library is a library that readily gives access to each and everybody free of charge, irrespective of their race, gender, language and status. The public library also has an educational role to play by “fostering and providing a means for self-development of the individual or group at whatever stage of education closing the gap between the individual and recorded knowledge.”

As far as cooperation between the school library and the public library is concerned, the public library complements and does not duplicate the school collection. Cooperation also enables the learners to use their public library facilities for their homework assignments because they will go to the library and show the librarian the topic and request assistance in finding the relevant information. They will also ask the librarian to help them with their assignment topics. The librarian will also arrange and prepare block loans with teacher-librarians for children to use. Accordingly it is necessary for the public library’s staff to know what type of information the learners need in order to complete their assignments (Odini 1990:5).

Cooperation between the school library and public library could be a solution to the lack of libraries. The teacher-librarian has the opportunity to invite the public librarian to visit the school in order to motivate the students to participate in activities, such as competitions, workshops and exhibitions. The public librarian could also invite the school librarian to accompany the students to the public library and to encourage them to visit the public library. Where there is cooperation between the public library and the school library without a professional librarian, the public librarian may take responsibility for the school library. Learners are also
able to access more titles in the collections of the public library and make use of up-to-date computer technology (Woolls 2001:9; Kinsey & Honig-Bear 1994:37).

3.10.4 Cooperation between school, academic or college libraries

Where cooperation takes place between school, public, college and university libraries, children have resources at their disposal. Cooperation also serves as a means to cut costs. For example, Mbilwi High School in the Limpopo Province lacks Internet access for its learners, but the library of University of Venda allows learners to access information on the Internet after school hours. Marson et al. (1995:97) state that resource sharing by means of library networks is quicker because one can download information from a distant university. It is also a means or strategy for the university to market its library services in order to attract or recruit students. Moreover, colleges and universities are regarded as institutions for the elite, and cooperation and outreach programmes help to reduce such perceptions.

3.10.5 Advantages of library cooperation in rural areas

Library cooperation in rural areas (where LIS are problematic) benefits the community in several ways. These include:

(a) Enhancement

Since no one type of library can meet all the children’s information and reading needs, cooperation between public libraries and schools is a possible solution. If there is no school library cooperation, then an arrangement will have to be between the teacher responsible for library resources and the public library. The advantage of cooperation is that it results in increased and improved communication and cooperation among all the library staff in all participating libraries. It also results in the exchange of photos, flyers, ideas and information about the participating libraries and the services they provide. Moreover, the teachers and learners enjoy enhanced services. For example, learners and teachers teaching in a school where they have online databases have access to both the information concerning books in the collections and also community information like public meetings and directories of services (Meizel 1992:127-140). However, there is no advantage for the public in
sharing resources with school libraries that do not have comprehensive collections and which are aimed at school learners.

(b) Reduces expenses of transport
Learners no longer need to make a special trip to find information elsewhere, as a result of the extensive resources in their school due to cooperation. For example, teachers can arrange with the public library for a block loan of materials to be brought from the public library to the school by the school vehicle. It also enables libraries to reach users in areas which could not be reached before in a cost-effective way, by making use of mobile book services.

(c) Encourages sharing of responsibilities
Grossland et al. (1993:8) state that some schools allow non-learners to make use of their school libraries, while some communities allow all learners within the district to use the community libraries. Some schools transport their learners to and from public libraries. Responsibilities are shared amongst the participating librarians. During school hours, the school librarian and other support staff of the library take responsibility for serving the learner. During public library hours the public librarian should also take responsibility for serving the children after school hours. During school holidays special arrangements are made, which are in accordance with the contracts concerning all policies and responsibilities of the participating libraries.

Where cooperation is running smoothly, a joint proposal can be undertaken for funding. There should be a teacher-librarian who also acts as a liaison to facilitate this partnership between the school, college, university and public library (Jesudason 1993:31; Woolls 2001:10; Kensey & Honig-Bear 1994:37; Sager 2000:198).

3.11 CONCLUSION
In this chapter library and information service provision to children, the mission, aims and functions of libraries, the factors influencing the provision of library services to children in both developing and developed countries and cooperation as
a solution to schools without libraries were dealt with. Considering the fact that
children in rural areas have reading and information needs, alternative library
services that can meet their information needs are important. Although children in
rural areas have a background of an oral-based culture, they have reading and
information needs that cannot be met by means of this oral culture. There are
conventional libraries that meet both the reading and information needs of children.
In the rural areas, where there is a lack of such conventional libraries as a result of
poverty, lack of professional staff, funds, resources and infrastructure, alternative
library services can be suitable to meet the reading and information needs of rural
children.

Library cooperation, which has much to do with resource sharing, can also play an
important role in meeting the reading and information needs of rural children who
do not have library facilities and resources at their disposal. As a result library
cooperation is found to be one of the solutions to the lack of library resources
especially in rural areas. In rural areas there is still a need to provide library and
information services to children to support them in their studies.

The literature review shed light on the different types of services that can be of
importance in the rural areas where no library services exist. However, in order to
determine the existing state of library service provision to rural children in Venda in
particular it was deemed necessary to conduct an empirical investigation in this
regard.

The research methodology used to conduct the empirical study will be discussed in
Chapter 4 and the methods and procedures of data collection will be dealt with in
detail.
CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter focuses on the research methods used to investigate the provision of library services to children in the rural areas of Thohoyandou in the Limpopo Province. The methods and procedures, which were used in the development of the data collection instrument, data collection method, population and sampling design and the research design, are discussed in detail. The characteristics of the research design as well as the advantages and disadvantages of the research instrument are also discussed briefly.

4.2 RESEARCH DESIGN

For the purpose of this investigation, the research design chosen to conduct the study that investigates the provision of library services to disadvantaged children in rural areas of Thohoyandou is described.

The type of research applied in this investigation is a survey. The researcher has chosen the survey because its nature and functions suit the particular topic very well. Since very little is known about the information use and skills of children in rural areas, it was necessary to make field visits to interact with learners and teachers and observe the existing library services where available.

The target groups for this study comprised learners in the rural areas of Thohoyandou. Teachers and teacher-librarians were considered important because they are the only people who are directly involved with learners for almost seven hours, five days a week. They are knowledgeable about the condition of the school libraries in the Thohoyandou area, because they work there and are equally affected by these conditions. They have a good understanding of the attitude of the learners towards library facilities since they work with them on a daily basis. They are also
aware of the lack of information sources available for purposes of assignment writing or project work. It was therefore necessary to include teachers and teacher-librarians in this investigation.

A quantitative research approach was adopted. However, the open questions in the questionnaires also invited some qualitative interpretation.

### 4.3 RESEARCH POPULATION AND SAMPLING

#### 4.3.1 Survey population

The study is based on both secondary and primary schools in the Limpopo Province of South Africa. The Limpopo Province is a large area consisting of many schools. Most of the schools are in the remote areas where transport is a problem owing to bad roads. Consequently the researcher decided to make use of a sample that could represent the province as a whole.

#### 4.3.2 Sampling design

According to Powell (1985:68) sample surveys are often more accurate than interviewing every member of a given population. A sample is a selection of units from the total population to be studied. It is less costly and time-consuming to survey than is the whole population. The sample should be identical to its parent population, and large enough to permit generalisations according to the measurable limits of accuracy to the population from which it was selected. Sampling procedures should be determined and the correct techniques used in sampling. Randomisation is an inferential statistical method in which individuals have an equal chance of being selected for the samples. (Busha & Harter 1980:58-59) Sampling of the three groups was done as described below.
4.3.3 Sampling frame

The Limpopo Province is divided into the following six districts according to the Department of Education: Vhembe, Sekgosese, Mopani, Waterberg, Capricorn and Bohlabela.

The geographic area of this study is based on library services in the Vhembe District. The researcher has chosen the Vhembe District because it is the region in which she works and resides. The Vhembe District is divided into six areas by the Department of Education which are represented in Figure 4.1 below:

FIGURE 4.1
Thohoyandou area and circuits in the Vhembe district

<table>
<thead>
<tr>
<th>Areas in vhembe district</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutale</td>
</tr>
<tr>
<td>Vuwani</td>
</tr>
<tr>
<td>Thohoyandou</td>
</tr>
<tr>
<td>Soutpansberg</td>
</tr>
<tr>
<td>Malamulele</td>
</tr>
<tr>
<td>Sekgosese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luvuvhu</td>
</tr>
<tr>
<td>Mvudi</td>
</tr>
<tr>
<td>Tshinane</td>
</tr>
<tr>
<td>Mutshindudi</td>
</tr>
<tr>
<td>Sibasa</td>
</tr>
</tbody>
</table>

As can be seen in Figure 4.1, the areas in the Vhembe district are Thohoyandou, Vuwani, Mutale, Soutpansberg, Malamulele and Sekgosese.

From the above six areas the rural areas of the Thohoyandou were chosen to represent library services to disadvantaged children because they are within easy reach of the researchers’ home.

As can be seen in Figure 4.1, the Thohoyandou area is divided into five circuits, namely Luvuvhu, Mvudi, Tshinane, Mutshindudi and Sibasa. All these circuits form part of the sampling frame.

The researcher obtained the lists of schools from the five different circuits. There were 34, 36, 35, 30 and 37 schools in the Luvuvhu, Mvudi, Tshinane, Mutshindudi and Sibasa circuits respectively. The total number of schools in the Thohoyandou
area is 172. Since there was no formal list of the schools that have libraries, the researcher asked the principals of schools to indicate the type of libraries that they have in their schools.

From the five lists of schools, obtained from the five circuit offices, two lists were compiled. The one list consisted of secondary schools and the other of primary schools, so that both the primary schools and the secondary schools were equally represented in the sample. The number of secondary schools was 56 while the total number of primary schools was 116.

For each school list, i.e. the primary school list and the secondary school list, eight schools were selected randomly as a point of departure, making use of a sampling interval of eight. As a result schools numbered 8, 16, 24, 32 up to 172 were drawn from both lists to be included in the sample. Fifteen schools were drawn from the primary school list and six schools were drawn from the secondary school list. Finally, a sample of 21 schools was drawn from a population of 172 primary and secondary schools.

Grade 11 and Grade 6 learners were selected for the survey sample. The researcher chose to select these grades because of the long period they had spent in the same school. Only high school learners who attended the same school since Grade 8 qualified for the study. As far as the primary school learners were concerned, those who attended Grade 4 up to Grade 6 in the same school qualified for the study. The researcher selected five students from each sampled school. A total of 105 learners participated in the study.

The researcher also selected Grade 11 and Grade 6 teachers or educators to complete the questionnaire. Since they were the teachers involved with the selected grades they were thought to be able to provide information concerning the learners’ experience as well as their performance. Twenty-one educators were selected from each of the 21 sampled schools.
The teacher-librarians were also included in the study as the persons who are directly involved with the provision of library services to learners. Twenty-one teacher-librarians were selected from each of the 21 sampled schools.

4.3.4 Selection of the sample

4.3.4.1 Teachers

The teachers of the selected schools were grouped according to the streams of learning areas (LA) taught at the schools. For the purpose of this study the learning areas were divided into four groups, namely, languages, literacy and communication (LLC), social sciences (SS), natural sciences (NS), and commerce (COM). From each group only one teacher was selected. For the teacher to qualify to participate in the study, he/she should have taught in the same school for a period of at least four years, to have gained enough experience concerning the learners and the development in the school concerning library matters. If there was no teacher in a stream with the required experience, the researcher used the random selection method and the teacher who succeeded then qualified to participate in the study. As a result, four teachers per selected school were chosen to participate in answering the questionnaire. As already mentioned, 21 teachers were selected from 21 schools to participate in the study.

4.3.4.2 Learners

The random sampling technique was applied with regard to the selection of learners. The word “yes” was written on five pieces of paper while on the others the word “no” was written and all were placed in a container. The pieces of paper were then mixed and the learners were asked to pick one. Those learners who chose the pieces of paper marked “yes” were then selected to answer the questionnaire, whereas those who selected the pieces of paper on which “no” was written were excluded from participation.

This was done in all 21 schools to select a total number of 105 learners from five circuits to participate in answering the questionnaires in the study.
4.3.4.3 Teacher-librarians

Teacher-librarians were also requested to participate in the survey. Professional teacher-librarians (those teachers who have library diplomas or degrees) in each selected school were mostly preferred. But where there was no qualified teacher-librarian, the teacher who was responsible for the library and had an interest in library work, qualified to participate in the survey. The librarian’s interest was measured by his or her participation in the Masifundesonke Project (which is a national project that promotes libraries in schools), a library competition that takes place annually from circuit level to national level and the winner is awarded books to enable them to start the library. As already mentioned, 21 teacher librarians were selected to answer the questionnaires.

4.3.4.4 Schools with libraries

Since there was no list that indicated the particular schools that have libraries from the circuit offices, the researcher asked permission from the circuit managers to collect information from the principals. A short questionnaire was designed for principals to indicate whether there was a library or not at their respective schools. The questionnaires were sent to the five circuit offices and the principals were asked to leave the completed questionnaires at the circuit office.

If they had a library, then the next step was to indicate the type of library they had from the list provided in the questionnaire. If the type of library they had in their schools was not included in the list, they were given the option of “other (please specify)”, where they could indicate the types of libraries they had in their respective schools. The questionnaires were placed at each of the five circuit offices. When the school principals visited their circuits’ offices the circuit clerk handed them the questionnaires to answer. Only four items were included in the questionnaires, with the first question asking for the name of the school. After completing the questionnaire, respondents were asked to leave it with the circuit clerk at the reception desk.
The researcher collected the questionnaires from the circuit offices after a week. The schools indicated on the questionnaires were then marked off the list of schools the researcher received from the circuit office to make sure that all the school principals had responded for their schools. After verifying that all the principals had responded the researcher sorted and counted the number of schools with libraries according to their school library type. Of a total of 172 schools only nine had some sort of library (resources centre). The number of schools and libraries in each circuit are shown in Table 4.1.

<table>
<thead>
<tr>
<th>Circuit</th>
<th>No. of Schools</th>
<th>No. of libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luvuvhu</td>
<td>34</td>
<td>1</td>
</tr>
<tr>
<td>Mvudi</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>Sibasa</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>Tshinane</td>
<td>35</td>
<td>2</td>
</tr>
<tr>
<td>Mutshindudi</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>172</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### 4.4 DATA COLLECTION METHODS

Self-administered questionnaires were designed for the subject teacher and teacher-librarians respectively. Data were collected from learners by means of interviews.

Thus, three separate sets of questionnaires were designed to collect data regarding the provision of library services to disadvantaged children in the Thohoyandou area of the Limpopo Province. The questionnaires appear in Appendices A, B and C. The questions in the learners’ questionnaire (Appendix A) were based on library usage, learners’ information usage behaviour, and their perception of the type of library. The questions in the teachers’ questionnaire (Appendix B) were aimed at finding out
demographic information, the purpose of using the library, motivating learners to use the library and their suggestions. The questions in the teacher-librarians’ questionnaire (Appendix C) were aimed at determining the organisation of the library, library stock, materials used, library education programmes and user services.

4.4.1 Questions or categories of information

The types of questions set in the different questionnaires were designed to shed light on the provision of library services to learners as well as on the apparent lack of library services in the remote areas, the rural children’s unfamiliarity with library services and the poor perception of what information use entails.

4.4.1.1 The teacher-librarians’ questionnaire

Teacher-librarians in rural areas of Thohoyandou are faced with poor conditions as far as library services are concerned. They are expected to take responsibility for library services and most teacher-librarians have visited libraries in other provinces or qualified as professional teacher-librarians. As a result the questions were designed to be able to provide important information concerning the situation in this rural area.

The teacher-librarians’ questionnaire was divided into four parts, namely (i) organisation of the school library; (ii) information concerning the stock of the library; (iii) types of material used; and (iv) user education provided.

4.4.1.2 The teachers’/educators’ questionnaire

Subject teachers and learning area educators need sufficient and effective resources and proper library services and facilities for effective teaching.

The teachers’ questionnaire was divided into three parts, namely (i) demographic information of the respondent; (ii) information on the usage of the school library; and (iii) information on the respondent’s perception of the role of the school library.
These questions were asked in order to find out more about:

- the nature of their school libraries;
- whether they use their school library;
- frequency of visits to the school library;
- the purpose of using the library;
- the availability of teacher-librarians;
- the availability of Internet/ICT at their schools;
- assistance they provide to the learners to locate materials in the absence of adequate stock in the library; and
- whether they send learners they teach to the library and the purpose of sending them.

Teachers were also invited to indicate the following:

- the number of projects set for learners each school term
- the number of projects for which learners have to use the school library;
- the role played by the teachers in the use of the school library service;
- their learners’ ability to use the library;
- how they engage their learners in using the library;
- what difficulties or problems their learners have in using the library;
- how they motivate their learners to use the library;
- whether materials in their school libraries are satisfactory;
- the reasons for fair or poor materials in their school libraries; and
- the reasons for not visiting the school library.

4.4.1.3 The learners’ questionnaire

The interviewer explained the questions in simple terms to the learners on a level they could understand. Respondents were required to answer the questions by ticking the relevant options. Both open-ended and closed-ended questions were used. The interviewer made use of extensive examples to enable them to understand what was meant by the questions and the options listed. Where possible questions to
probe for relevant answers were used but not leading questions that could have resulted in bias. When learners gave their responses the interviewer directed them to tick the relevant option on the questionnaire.

Since learners from previously disadvantaged areas seem to be used to an oral tradition, but could be exposed to books, magazines, TV, radios or other means of communication, the questions were designed to record information use practices of both the traditional way of life and the modern world.

The learners’ questionnaire was only in English, just like the teachers’ and teacher-librarians’. It was divided into the following parts, namely (i) sources of information and types of information; (ii) type of information needs; (iii) information on the use of the school library and the attitude of the respondents towards the school library; and (iv) support for the library and suggestions of the respondents concerning the provision of information in school libraries.

4.5 PILOT STUDY

A pilot study was carried out in order to sort out problems before the bulk of the questionnaires were sent to the respective respondents. The researcher provided five teachers and five learners with the pre-set questionnaire to check whether they would provide relevant answers to the questions. The researcher then corrected problems where necessary and compiled the final questionnaire. This was done in order to ensure validity of the study since, according to Best (1990:193), validity is the extent to which an instrument is able to measure what it is supposed to measure. In order to ensure the validity of the instrument used in this study, it was pre-tested with a few learners that represent the grades as well as teachers and teacher-librarians from the target population.

The questionnaires were distributed on 3 February 2006. The researcher used this pre-test or pilot study to find out if there was any type of ambiguity and vague questions in the questionnaire. The main problem experienced with the questionnaire was the language in which the questions were written, i.e. English, and the library terms. Apart from this problem, the teachers, teacher-librarians as
well as the learners responded to the questions without any further difficulties, which proved that the instrument was fairly adequate in eliciting appropriate data. Therefore no changes were made on the learners’, teachers’ or teacher-librarians’ questionnaires. The researcher decided not to compile the learners’ questionnaires in Tshivenda but to interpret it for the learners.

4.6 ADMINISTRATIVE PROCEDURE

4.6.1 Obtaining permission to conduct the study

Permission was obtained from the Head of the Department of Education of Limpopo Province to conduct the investigation in the Thohoyandou area schools. The researcher went to the five circuit offices to present the letter of approval from the Head of the Department of Education to obtain permission to conduct research in the schools under their supervision. This letter appears in Appendix D.

Permission from the selected circuits was granted, which was then presented to the headmasters of the selected schools where the interviews were to be conducted. The researcher explained to the headmasters what the purpose of the study was. Thereafter teachers and teacher-librarians were also contacted and the researcher explained how the research was going to proceed. Learners of selected schools were also contacted.

4.6.2 Problems encountered during the investigation

4.6.2.1 Problems encountered with circuit managers

The researcher experienced certain problems with some circuit managers during this investigation.

- It was very difficult to work with some circuit managers. After obtaining the approval from them to do research in the Thohoyandou area, the researcher waited for months for further approval from the circuit manager to do research in his or her inspectorial area. This meant that the stipulated period for doing
research in schools expired. The researcher was forced to start her investigation only in the following year.

- The study was very expensive, because some circuits were very far from the researcher’s home. The researcher had to travel frequently to the circuit office to find out if the request to do research in that particular circuit was approved or not.

4.6.2.2 Problems encountered with the school managers (principals)

The researcher spent weeks trying to get hold of the school principals or managers, making use of both the school manager’s cellphone and the school telephone, but in vain. The researcher had to keep on trying in order to make appointments to visit schools. Some telephone numbers were no longer working, and the researcher had to go there personally to make an appointment. Little time was available for conducting the investigation while working under pressure.

4.6.2.3 Problems encountered during answering of questionnaires by learners

- Most learners, especially the primary school learners, had problems in reading and understanding the language because the questions were in English. As a result the researcher had to read and interpret questions in their home language, Tshivenda.

- Most of the learners did not understand many of the terms used in the questionnaire, such as “library facilities”, “library equipment”, “library materials and activities” and the basic terms used in the library. The investigator had to explain everything on the questionnaire, making use of extensive examples in order to clarify what was required in the questionnaire. The process was very slow and it was time consuming.

- Learners also lacked the proper vocabulary in both English and their mother tongue, Tshivenda because they do not read very often. At schools there is a lack of interesting books that would attract learners to read in their mother tongue. It was also difficult to make them understand what they were expected to do to answer the questions in the questionnaire. Most of the learners answered the questions where they were supposed to indicate the type of help they got from
different people and services by a sentence in their mother tongue which the researcher had to interpret.

4.6.2.4 *Problems encountered during answering of questionnaire by teachers and teacher-librarians*

- Some educators and teacher-librarians had no interest in responding to the questions because they thought it was using the time they should spend on teaching.
- Some respondents did not feel confident to respond because, despite being assured of anonymity, they were afraid that it would be used to victimise them.

4.7 **ANALYSIS OF DATA**

4.7.1 **Truthworthiness of the study**

The researcher did not rely upon hearsay, but personally contacted the relevant stakeholders in the field, i.e. the circuit managers, school managers, educators, teacher-librarians and learners. In her investigation the researcher attempted to maintain neutrality. She tried to avoid being influenced or moved by bias since she wanted her investigation to be trustworthy. The collected data were in line with findings in existing literature.

Vockell (1993:22) states that reliability addresses the question of whether a measuring instrument is consistent or not. Denscoke (1998:22) is of the opinion that the criterion of reliability is whether the research instruments are neutral in their effect and can also measure the same result if used on other occasions, i.e. when applied to the same object.

Vockell (1993:47) believes that validity addresses the question of whether a measuring instrument is really measuring what it should measure. On the other hand McNeill (1995:5) refers to validity as the problem of whether the data collected are a true reflection of what is being studied. For the purpose of this study validity is
concerned with the question of whether or not a measuring instrument measures what it is supposed to measure.

4.7.2 Coding

Data were not pre-coded as can be seen in the questionnaires shown in the appendices. After receiving the responses from the respondents to all the questions, the researcher post-coded them. The researcher used an exercise book to record all the responses to the questions on the questionnaires. This was done to determine the number of respondents who:

(i) chose a particular option to a structured, closed question, or
(ii) who responded to the “other” option in a structured, open question, or
(iii) who provided their own answers, explanations or opinions to open questions.

From every question provided with options, the responses were grouped together according to the particular option indicated by the respondent. For example, in Question 7 of the learners’ questionnaire, (Appendix A) learners were asked: “If you read, which of the following do you like best?” The five options were (i) magazines, (ii) posters, (iii) local newspapers, (iv) advertisements and (v) the Bible. Thus, the researcher recorded five groups or categories of responses with regard to Question 7. Thereafter the researcher counted how many respondents had, for instance, chosen magazines as an option and then noted the number. The researcher then drew up a table indicating the question topic and listed the number of responses for each option or category.

The responses to the “other” options were also grouped together with responses in like answers, i.e. categories.

In cases where respondents were asked to provide their own answers (as in Question 2 of the learners’ questionnaire) when asked to indicate the type of information they get from the persons listed in Question 1, the responses with regard to information received from friends, parents, teachers, nurses, police, ministers and television were grouped together according to particular categories. For example, the types of
information received from friends were grouped together as playful information, advice, education information, support information, social information, destructive information, religious information and protective information. The responses were counted according to their categories and then recorded as responses in terms of information received from friends. Responses in terms of information received from parents, teachers, nurses, and police were dealt with in like manner and are shown in Tables 5.2–5.5.

4.8 CONCLUSION

In this chapter, the method of sampling 21 schools to participate in the study was described. Grade 11 learners as well as Grade 6 learners from sampled schools were selected to participate in the study. Teachers and teacher-librarians from the Thohoyandou area were selected to participate in the investigation. Learners were selected randomly, by using a sampling interval of 8. 105 learners were selected to participate and teachers were grouped according to stream. 21 teachers and 21 teacher-librarians were also selected. A total of 147 questionnaires were used in this investigation. Data were collected by the structured questionnaires.

The research approach, population size and characteristics, sampling design, the respondents, data collection method, compilation of the questionnaire, categories of information, procedure, pretest, and the truthworthiness of the study were dealt with in this chapter. Data analysis and research findings will be discussed in Chapter 5.
CHAPTER 5

FINDINGS ON THE PROVISION OF LIBRARY SERVICES FOR

DISADVANTAGED CHILDREN IN THE RURAL AREAS OF

THOHONYANDOU

5.1 INTRODUCTION

This chapter presents data collected from the respondents in an empirical investigation of library service rendering to disadvantaged children in the Thohoyandou inspection area of the Limpopo Province. The investigation took the form of a survey of selected primary and secondary schools. Questionnaires were used to collect data from 105 learners, 21 teacher-librarians and 21 teachers regarding the provision of library services to children in this area. The analysis is presented in three categories, namely: the questionnaires for teacher-librarians, teachers and learners.

Data from primary and secondary schools learners, teachers selected in primary and secondary schools and from teacher-librarians in their schools are analysed and interpreted.

5.2 LEARNERS’ READING HABITS, INFORMATION-SEEKING PATTERNS AND LIBRARY USAGE

In this section an analysis of the information obtained from the learners’ responses to the questionnaire is provided. In Question 1 learners from both primary and secondary schools were requested to indicate the person they would most likely approach when they needed information to do their school work.

Learners’ responses are briefly tabulated in Table 5.1 to Table 5.16 with the meaning or explanation of the items below each table.
In Question 1, the learners were asked: “Which of the following people do you most likely approach to give you information for school tasks?” The response options provided for the above questions were “Friends”; “Parents”; “Teachers”; “Nurses”; “Police”; “Ministers”, and “Radio and television”. Respondents could mark only one block. The results are shown in Table 5.1.

**TABLE 5.1**

Sources of information for school tasks other than books

<table>
<thead>
<tr>
<th>Information sources</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>7</td>
<td>6.7%</td>
</tr>
<tr>
<td>Parents</td>
<td>30</td>
<td>28.5%</td>
</tr>
<tr>
<td>Teachers</td>
<td>63</td>
<td>60%</td>
</tr>
<tr>
<td>Radio</td>
<td>3</td>
<td>2.9%</td>
</tr>
<tr>
<td>Television</td>
<td>2</td>
<td>1.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.1 show that the majority of learners (60%) would most likely approach teachers to obtain information for school tasks. This is not surprising considering the fact that the teachers are familiar with the curriculum. The results of the findings reported in the literature showed that few parents are familiar with assignment topics and many parents are not educated or literate enough to the level where they can assist learners in searching for information. This is reflected in Table 5.1. Learners are also always in contact with the teachers on a daily basis for six hours at school. Only 28.5% of learners indicated “parents”, 6.7% of learners indicated “friends”. Only a small percentage (2.9%) of learners indicated radio as source of information, while only 1.9% of learners indicated television as an information source for school tasks. This could be due to the fact that radio and television at best expose learners to information but cannot be accessed when information is needed for a particular task.

In Question 2 in the learners’ questionnaire, learners were asked: “What type of information do you gain from friends, parents, teachers, nurses, police, ministers,
radio and television?”. The learners had to indicate the type of information they obtained from those people and services. The responses were grouped into the following categories in respect of friends, namely playful information, advice, educational information, support information, social information, destructive information, (information that could mislead others), Christian information, and protective information. The results are shown in Tables 5.2 – 5.5.

Table 5.2 shows the results with regard to information obtained from friends

<table>
<thead>
<tr>
<th>Information types</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playful information</td>
<td>56</td>
<td>54%</td>
</tr>
<tr>
<td>Advice</td>
<td>25</td>
<td>23.7%</td>
</tr>
<tr>
<td>Education information</td>
<td>10</td>
<td>39.4%</td>
</tr>
<tr>
<td>Support information</td>
<td>6</td>
<td>5.6%</td>
</tr>
<tr>
<td>Social information</td>
<td>5</td>
<td>4.6%</td>
</tr>
<tr>
<td>Destructive information</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Christian information</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Protective information</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.2 show that more than half of the learners (54%) obtain information concerning playing games from their friends. Recreational information proved to be the highest percentage of the categories. Nearly forty per cent (39.4%) of the learners indicated that they exchange educational information with their friends. Nearly one quarter (23.7%) of the learners indicated that they obtain advice from their friends. Only five per cent (5.6%) of the learners indicated that they get support information from their friends and only one per cent (1%) of learners indicated that they get destructive information, that is information that could mislead others, from their friends. This could be because of the fact that friends can
only provide information from their own life experiences, as indicated in Table 5.2 above.

Information obtained from parents is shown in Table 5.3.

TABLE 5.3
Information obtained from parents

<table>
<thead>
<tr>
<th>Information type</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral support</td>
<td>70</td>
<td>66.7%</td>
</tr>
<tr>
<td>Guidance and protection</td>
<td>9</td>
<td>8.6%</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>Educational support</td>
<td>16</td>
<td>15.3%</td>
</tr>
<tr>
<td>Information to succeed in life</td>
<td>7</td>
<td>6.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The responses to the question were grouped into the following categories with regard to information obtained from parents, namely moral support, guidance and protection, health, educational support, and information to succeed in life. The responses about the type of information received from parents indicate that two thirds of learners (66.7%) get moral support information from their parents. This may have to do with norms and values transferred from parents to the child, forming the child’s outlook on the world. Only 15.3% of learners indicated that they get educational information from parents. Only a small percentage (8.6%) of learners indicated that they obtain information pertaining to guidance and protection, information to succeed in life (6.6%) and health information (2.8%) from their parents.

Information obtained from teachers is shown in Table 5.4.
The responses to the question on the type of information obtained from teachers were grouped into the following categories: educational information, moral advice, and encouragement. The results in Table 5.4 show that the majority (93.4%) of learners get information of an educational nature from teachers. This view could be influenced by the fact that teachers and learners are involved in a teaching-learning relationship where an educational curriculum is taught. Only 3.8% of learners indicated that they get information from teachers to encourage them, and 2.8% of learners indicated that they get moral advice from teachers.

The low levels of information pertaining to moral advice and encouragement from teachers could be interpreted as an attitude of indifference among teachers towards the formation of the child’s moral values.

The responses on the question on the type of information gained from nurses were grouped into the following categories: protection against diseases, early pregnancy, drugs and sexual abuse. Responses in regard to the type of information learners obtained from nurses, show that the majority (94.4%) of learners obtained information concerning health, e.g. how to prevent cholera, malaria, and tuberculosis, etc. from nurses. Only a small percentage (2.8%) of learners indicated that they get information about drug abuse and early pregnancy. Nurses seem to provide low levels of information about protection against diseases, early pregnancy, drugs and sexual abuse. Children do not get this information from teachers or from their parents. The low percentage (2.8%) of information concerning sexual abuse is an indication that more should be done in this category.

### TABLE 5.4

**Information obtained from teachers**

<table>
<thead>
<tr>
<th>Information type</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational information</td>
<td>98</td>
<td>93.4%</td>
</tr>
<tr>
<td>Moral advice</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>Encouragement</td>
<td>4</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>
of information provision, because parents, teachers and nurses do not seem to inform learners formally. The learners are being disadvantaged collectively by teachers, nurses and parents who cannot provide them with this type of information.

The results concerning the type of information learners get from the police indicated that the majority of learners (93.3%) do get information for protection against crime. This situation could be due to the fact that police from the protection unit visit the schools to teach them about protecting themselves against sexual abuse, drug abuse, and crime. A small percentage (4.8%) of learners indicated that they obtain advice and information on what subject they should follow to become police officers and information on how to report rape, assault, etc.

Nearly all learners (95.3%) indicated that their minister motivates them to read the Bible. This situation could be due to the fact that most of the learners are exposed to formal religious rituals and spiritual practices. On the other hand, only 4.7% of learners indicated that they receive scripture readings from the ministers.

The type of information gathered from radio and television is shown in Table 5.5.

<table>
<thead>
<tr>
<th>Information type</th>
<th>Radio</th>
<th>%</th>
<th>Television</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment</td>
<td>59</td>
<td>56.3%</td>
<td>52</td>
<td>47.5%</td>
</tr>
<tr>
<td>Background on educational information (informal educational information)</td>
<td>37</td>
<td>35.3%</td>
<td>37</td>
<td>35.3%</td>
</tr>
<tr>
<td>Advice</td>
<td>16</td>
<td>15.2%</td>
<td>16</td>
<td>15.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The responses to the question regarding the type of information obtained from radio and television were grouped into the following categories: entertainment, background on educational information (informal educational information), and advice. The results regarding the type of information learners obtain from radio indicate that more than half (56.2%) of the learners use the radio for entertainment and not necessarily for factual information. About one quarter (25.7%) of the
learners indicated that they obtain background educational information and 18.1% of the learners indicated that they obtain world news from the radio.

The results on the type of information learners obtain from television indicate that about one half of the learners (49.5%) use television for entertainment and not necessarily for factual information. This could be due to the fact that in this area of Thohoyandou, there is a tendency for learners to gather in family groups where there are television sets to watch entertainment programmes. More than one third (35.3%) of learners indicated that they get background information from television. This situation could be due to the fact that in most of the schools in this area there is a television set. A small percentage (15.2%) of learners indicated that they get advice on life issues and how to succeed in life from television.

In Question 2 the learners were asked about the type of information they get from different people. This was done in order to determine where learners find information to do homework or assignments. They were also asked how they find information in books. The learners were also requested to indicate whether they like reading and their reasons for reading, their reading preference and the place where they read; whether they like to read stories other than local stories and the reasons for reading American stories, their reasons for using a library or media centre and what motivate them to use books.

In Question 3 the learners were asked: “How often do you approach these sources asking for information for a school task?” The response options given for the question were “Regularly”, “Often”, “Seldom” and “Never”. The frequency with which learners approach other people and services is shown in Table 5.6.
TABLE 5.6
Use of personal sources of information

<table>
<thead>
<tr>
<th>Frequency of use of personal sources of information</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>60</td>
<td>57.2%</td>
</tr>
<tr>
<td>Often</td>
<td>42</td>
<td>40.0%</td>
</tr>
<tr>
<td>Seldom</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.6 indicate that more than half of the learners (57.2%) indicated that they regularly approach other people and services to find information for school work. This could be due fact that learners do not have the confidence to work on their own, or that learners do not know how to search for information in written sources. They seem to rely on someone for supervision or guidance most of the time when doing their school work. This habit could be due to the fact that people who are used to oral communication are more inclined to approach a person for advice. They develop the ability to listen carefully in the absence of the ability to read text. Forty per cent (40%) of learners indicated that they often approach people or services. Only 2.8% of learners indicated that they seldom approach people or services for information for school tasks. This means that the majority of the learners have a habit of asking other persons, rather than searching in written sources like books or digital sources such as the Internet. The use of the latter requires certain skills in order to access relevant information. Learners have to learn how to search for information in written sources like books and reference works or how to do an Internet search.

In Question 4 learners were asked: “Where do you find information to complete homework or assignments?” The response options given here were: “From a library”, “From a friend”, “From the Internet”, “From the minister”, “From the shop” and “Other sources” to be specified by the respondent. The results are shown in Table 5.7.
TABLE 5.7
Sources providing information for homework or assignments

<table>
<thead>
<tr>
<th>Use of information sources</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>From a library</td>
<td>25</td>
<td>23.9%</td>
</tr>
<tr>
<td>From a friend</td>
<td>64</td>
<td>60.9%</td>
</tr>
<tr>
<td>From the minister</td>
<td>3</td>
<td>2.8%</td>
</tr>
<tr>
<td>From book shop</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td>Other sources (textbook from previous teaching method)</td>
<td>7</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results on where information is found to complete group work or group assignments indicate that nearly two thirds of learners (60.9%) find information to complete their group work from friends. This could be due to the fact that the learners in this area are used to asking for information rather than using other sources. Nearly one quarter (23.9%) of the learners indicated that they find the information in their school libraries (referring to the boxes and cupboards which they use to store their old textbooks). A small percentage (6.7%) of learners find information in old textbooks, originating from the previous education system, which are used as library books. The teachers tend to return to what they are familiar with because they know they will find the required facts there although the books are to some extent outdated.

Apparently the low use of book shops (5.7%) could be due to the fact that there are very few book shops in this area. On the other hand, use of the Internet could be ascribed to the fact that the learners do not have Internet facilities, or that learners have never learnt how to search the Internet for information.

In response to Question 5 where respondents were asked whether they like to read or not, all the learners indicated that they like to read for instruction. This may be due to the fact that learners approach their teachers regularly to assist them with their school tasks. None of the learners indicated that they do not like to read.
In Question 6 learners were asked: “Why do you like to read?” The response options given under this question were: “To find information for homework; “To enjoy a good story; “To learn about other people and places”; and “To find the meaning of words”. The results are shown in Table 5.8.

### TABLE 5.8
Reasons for reading

<table>
<thead>
<tr>
<th>Reasons for reading</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find information for homework</td>
<td>57</td>
<td>54.4%</td>
</tr>
<tr>
<td>To enjoy a good story (entertainment)</td>
<td>9</td>
<td>8.5%</td>
</tr>
<tr>
<td>To learn about other people and places (fact finding)</td>
<td>10</td>
<td>9.5%</td>
</tr>
<tr>
<td>To find the meaning of words (interpretation)</td>
<td>29</td>
<td>27.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.8 show that more than half (54.4%) of the learners indicated that they read to do their homework and more than one quarter (27.6%) read to find the meaning of words. It would therefore appear that the majority (82%) of learners read for curricular or informational purposes. On the other hand, a minority (18%) read for pleasure (8.5%) read for extra-curricular purposes to learn about people and places (9.5%).

In Question 7 learners were asked: “If you read, which of the following do you like best?” The response options given were: “Magazines”, “Posters”, “Local newspapers”, “Advertisements” and “The Bible”. The results are shown in Table 5.9.
TABLE 5.9
Type of reading materials preferred

<table>
<thead>
<tr>
<th>Reading materials</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazines</td>
<td>21</td>
<td>20.2%</td>
</tr>
<tr>
<td>Posters</td>
<td>9</td>
<td>8.5%</td>
</tr>
<tr>
<td>Local newspapers</td>
<td>26</td>
<td>24.7%</td>
</tr>
<tr>
<td>Advertisements</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>The Bible</td>
<td>48</td>
<td>45.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.9 show that learners like to read the Bible best (45.7%). This could be due to the fact that children could be frequently exposed to the Bible as a source of spiritual information. One fifth (20.2%) of the learners indicated their preferences for reading magazines like *Bona, Pace, Drum, True Love*, etc. This means that they do have access to information of a certain kind. Nearly one quarter (24.7%) of the learners indicated they read local newspapers for entertainment, since there are pictures in the newspaper. This is an indication that their reading ability is at a certain level. One quarter (24.7%) of the learners who identified magazines as the reading materials they like best could be doing so because the OBE system requires learners to bring pictures from local newspapers, such as *The Mirror*, and magazines to school so that they can construct sentences based on those pictures.

In Question 8 learners were asked: “If you do not read, which of the following do you prefer?” The response options given were: “Listen to radio programmes”, “Watch television”, “Listen to music audio cassettes” and “Other” that could be specified by the respondent. The results are shown in Table 5.10.
TABLE 5.10
Media habits

<table>
<thead>
<tr>
<th>Media habits</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to radio programmes</td>
<td>37</td>
<td>32.3%</td>
</tr>
<tr>
<td>Watch television</td>
<td>55</td>
<td>52.3%</td>
</tr>
<tr>
<td>Listen to music audio cassettes</td>
<td>12</td>
<td>11.4%</td>
</tr>
<tr>
<td>Other preferences (learning more about computers)</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The responses of learners concerning their other media habits, i.e. what they prefer when they do not read, indicate that more than half of the learners (53.3%) prefer to watch television when they do not read. This corresponds to the results in Table 5.5, which show that the majority of learners gain entertainment information from the television. Nearly one third (32.3%) of the learners indicated that they prefer listening to radio programmes.

This is perhaps an indication that radio and television are fairly generally available in the environment of the target groups. A small percentage (11.4%) of learners indicated that they listen to music audio cassettes and hardly any prefer learning more about computers.

The higher percentage (52.3%) that watch television may be attributed to the fact that it is easier to view than to read. The learners listen and view drama series for entertainment. Radio and television support their education, but are used mostly for entertainment. The lack of computers in schools and the fact that learners are not exposed to computers are a concern. The absence of computers in the rural areas is a concern since computer literacy will be a prerequisite in future, and without computer literacy learners will have difficulties. No desire to learn about computers is also of concern, since computer technology is imperative for accessing information on the Internet.
In Question 9 learners were asked: “If you read, where do you read?” The response options provided were: “Reading at night at home”; “In the veld under a tree”; “After school”, “At school” and “Other places” that were to be specified by the respondent. The results are shown in Table 5.11.

**TABLE 5.11**
Places where respondents read

<table>
<thead>
<tr>
<th>Places</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading at night at home</td>
<td>66</td>
<td>62.8%</td>
</tr>
<tr>
<td>After school</td>
<td>20</td>
<td>19.2%</td>
</tr>
<tr>
<td>At school</td>
<td>18</td>
<td>17.9%</td>
</tr>
<tr>
<td>Other places</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.11 indicate that nearly two thirds of the learners (62.8%) read at night at home while doing their homework. This could be due to the long distances they have to travel after school and could also point to a lack of facilities at schools in the community. About one fifth (19.2%) of learners indicated that they read after school, studying on their own, and 17.9% of learners indicated that they read at school for instruction. A very low percentage (0.9%) of learners indicated that they read at the library. This could be as a result of poor library facilities at the schools of the respondents.

In Question 10 learners were asked: “How do you find information in a book?” The options given under this question were: “By reading the table of contents”; “By reading the abstract”; “By reading the introduction”; “By browsing the book”, and “By reading the index at the end of the book”. The results are shown in Table 5.12.
Table 5.12 shows that nearly half of the learners (49.7%) indicated that they find information in a book by reading the table of contents. This is not surprising, considering the fact that the learners are taught how to find information in books by using the table of contents. Teachers make use of the table of contents to refer learners to the topic in the book when giving them assignments, homework, and class exercises. Their choice of using the table of contents to find information in a book is understandable when one considers the fact that they make use of books on a daily basis. A low percentage (5.7%) indicated browsing as a way of finding information in a book. Learners make use of browsing when looking for information in magazines such as *Bona, Pace, Drum*, and *True Love*.

In Question 11 learners were asked: “What motivates you to use a book?” The response options given were: “The cover of a book; The form of the book”; and “The availability of books”. The results are shown in Table 5.13.
TABLE 5.13
Motivation to use a book

<table>
<thead>
<tr>
<th>User motivation</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cover of a book</td>
<td>10</td>
<td>9.6%</td>
</tr>
<tr>
<td>The form of the book</td>
<td>8</td>
<td>7.6%</td>
</tr>
<tr>
<td>The availability of books</td>
<td>87</td>
<td>82.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 5.13 shows that the majority (82.8%) of learners are motivated by the availability of books, which indicates that if learners do not read it is because there are no books to read. They are only able to read if there are books at their schools. They can use a book because they have been taught how to use a book. Only a small percentage (9.6%) of learners indicated that the cover of a book motivate them to read a book, but this meant looking for attractive pictures in the book and not considering the type of information contained in the book. A lower percentage (7.6%) of learners indicated that the form of the book motivated them to use a book.

In Question 12 learners were asked: “How do you find the information needed for assignments?” The response options given under this question were: “By asking parents”; “By discussing with peers”; “By sharing ideas with fellow learners”; and “By brainstorming”. The results are shown in Table 5.14.

TABLE 5.14
Method of finding information for assignments

<table>
<thead>
<tr>
<th>Method of finding information</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>By asking parents</td>
<td>28</td>
<td>27.7%</td>
</tr>
<tr>
<td>Discussing with peers (fellow learners)</td>
<td>12</td>
<td>11.4%</td>
</tr>
<tr>
<td>By sharing ideas with fellow learners</td>
<td>46</td>
<td>43.8%</td>
</tr>
<tr>
<td>By brainstorming</td>
<td>19</td>
<td>18.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.14 show that the majority of learners (43.8%) find information for assignments by sharing ideas with fellow learners. This situation
could be influenced by the fact that there is less tension when learners are working on their own without supervision from an adult. One quarter (27.7%) of the learners indicated that they find information by asking parents. Nearly one fifth (18.1%) of the learners indicated that they find information by brainstorming. Only a small percentage (11.4%) of learners indicated that they get information needed for assignments by discussing it with peers (fellow learners).

In Question 13a learners were asked: “Do you like to read stories other than local stories?” The response options given under this question were “Yes” or “No”. The responses of learners as to whether they like to read stories other than local stories, show that the majority of learners (92.4%) indicated that they like to read stories other than local stories. This could mean that learners like to learn about situations wider than their local environment. This is simply a natural aspiration among inquisitive children. Only 7.6% of the learners indicated that they do not like to read stories other than local stories. This could be due to the fact that they are unable to read the written texts. Only learners who are able to read well enjoy reading.

In Question 13b learners were asked: “If yes, why do you like to read American stories?” The response options given were: “To learn English”; “The language is interesting” and “To learn about people and places in other countries”. The results are shown in Table 5.15.

<table>
<thead>
<tr>
<th>Reasons for reading preferences</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn English</td>
<td>92</td>
<td>87.6%</td>
</tr>
<tr>
<td>The language is interesting</td>
<td>7</td>
<td>6.7%</td>
</tr>
<tr>
<td>To learn about people and places in other countries</td>
<td>6</td>
<td>5.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

Regarding learners’ reasons for reading stories other than local stories, the majority of learners (87.6%) indicated that they read stories to learn English. This view could be influenced by the fact that only Tshivenda is taught in the mother tongue and the rest of learning areas are taught and learnt in English. Only 6.7% of learners
indicated that they read American stories because the language is interesting and
5.7% of learners indicated that they read American stories to learn about people and
places in other countries.

The high percentage (87.6%) who read to learn English indicates that learners read
stories to learn spelling and other grammar structures. On the other hand, the low
number of learners (5.7%) who do not read stories other than local stories indicated
that they lack curiosity to learn about other people and other places. Other learners
feel that when one can read English one is given a feeling of superiority.

With regard to learners’ reasons for using a library or media centre (Question 15),
the results in Table 5.16 indicate that nearly two thirds of learners from primary and
secondary schools (62.9%) would use the library or media centre to do their
homework. Although only 2.8% of learners use a library, learners’ responses show
how important they believe libraries are in the school context. More than one
quarter of learners indicated that they would use a library to read a story book,
whereas only 6.6% of learners indicated that they would use a library or media
centre to read comics and cartoons. Playing computer games is a general
phenomenon all over. However, only 2% of learners in this study indicated that they
would use the library to play computer games. This shows that their schools and/or
school libraries do not own computers.

In Question 16 learners were asked: “Are the books in your library or classrooms
arranged according to the following: “Topic”, “Number”, “Name of author” or
“Stored in a cupboard”. The results are shown in Table 5.16.
The results in Table 5.16 indicate that the majority (77.2%) of learners have indicated that books are stored in cupboards in their libraries or classrooms. Teacher-librarians have also confirmed this view that books are kept in cupboards or storerooms. This is not surprising as only nine schools have libraries (see Table 4.1). This situation could have serious implications for the free access to sources of information required by learners to progress in school. Consequently one fifth (19%) of the learners indicated that the books in their libraries were arranged according to topic. Only 3.8% of the learners indicated that the books in their libraries were arranged according to accession numbers, while none of the learners indicated that books in their libraries were arranged according to the name of an author.

The fact that there are hardly any school libraries in the Thohoyandou area of Venda could explain why the majority of book collections are arranged either according to topic or accession numbers, but not according to any standardised system like the DDC. This means that information on assignment topics is not easily accessible in existing book collections in the schools of the respondents.

The high percentage (77.2%) of books stored in a cupboard is an indication that books are not organised. The library should be a structured organisation in which the books are organised according to a standardised system for easy access. This implies that there are few properly trained teacher-librarians responsible for school libraries. Staff appointed as librarians do not necessarily have training in librarianship and they are not equipped to train learners. This has a knock-on effect because a poorly trained teacher-librarian cannot teach learners how to find information. Since there are no trained teacher-librarians who know how to organise...
the books according to subjects, the books cannot be accessed. This means that the available information cannot be easily accessed because the books are not organised. Disorganised information sources are useless, because if books are not organised, information cannot be found for the educational development of the rural child. As a result the rural child is deprived of the opportunity to learn how to find information. A disorganised collection of books is as good as having no books at all.

5.3 THE ROLE OF TEACHERS IN PROMOTING READING AND LIBRARY USAGE

In this section an analysis of information from the interviews with 21 teachers is provided. Teachers were requested to indicate the type of teaching that they practise in their schools, the subjects they teach, as well as the level at which they teach and the term or period that they had been teaching.

The teachers were also requested to give their opinions regarding the provision of library services to learners at their schools. The results are reflected in Tables 5.17 through 5.28. It should be borne in mind that the findings in Tables 5.22 through 5.26 include the use of library sources housed primarily in storerooms as well as centralised school libraries and classroom libraries.

In Question 1 of the teachers’ questionnaire, the teachers were asked: “What type of teaching do you practise in your school?” The options given were: “Classroom-based teaching” and “Subject-based teaching”. The results are shown in Table 5.17.
The results in Table 5.17 indicate that the majority of teachers (76.2%) practise subject teaching in their schools, while only 23.8% of teachers indicated that they practise classroom-based teaching in their schools. Classroom-based teaching is practised in the foundation phase in primary schools. Subject teaching is practised from the intermediate phase in primary schools up to high schools. With regard to library use, it means that the majority of teachers (76.2%) would need support from a library service to add value to their subject teaching.

In Question 2 teachers were asked: “If you practise subject teaching, what subjects do you teach and at what level?” The options given here were: “Tshivenda”; “English”; “Afrikaans”; “Maths”; “Natural sciences”; “Technology”; “Human and social sciences”; “Biology”; “Physical science”; “Economics and management sciences”; “Life orientation”, “Arts and culture” and “Other subjects” that could be specified by the respondent. Respondents could indicate any applicable option(s). The results are shown in Table 5.18.
TABLE 5.18
Subject taught and level

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tshivenda</td>
<td>R-7</td>
<td>6</td>
<td>28.5%</td>
</tr>
<tr>
<td>English</td>
<td>2-7</td>
<td>7</td>
<td>33.3%</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>4-10</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Maths</td>
<td>R-12</td>
<td>6</td>
<td>28.5%</td>
</tr>
<tr>
<td>Natural science</td>
<td>4-9</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>Technology</td>
<td>4-7</td>
<td>6</td>
<td>28.5%</td>
</tr>
<tr>
<td>Human and social sciences</td>
<td>4-7</td>
<td>6</td>
<td>28.5%</td>
</tr>
<tr>
<td>Economics and management sciences</td>
<td>4-7</td>
<td>5</td>
<td>23.8%</td>
</tr>
<tr>
<td>Biology</td>
<td>11-12</td>
<td>1</td>
<td>4.7%</td>
</tr>
<tr>
<td>Physical science</td>
<td>12</td>
<td>1</td>
<td>4.7%</td>
</tr>
<tr>
<td>Life orientation</td>
<td>4-7</td>
<td>3</td>
<td>14.2%</td>
</tr>
<tr>
<td>Arts and culture</td>
<td>4-7</td>
<td>3</td>
<td>14.2%</td>
</tr>
<tr>
<td>Other subjects, e.g. Agriculture</td>
<td>12</td>
<td>1</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

In response to Question 2 concerning what subject they teach and at what level, the teachers had to indicate the level of the grade on the questionnaire. The results in Table 5.18 indicate that one third of the teachers (33.3%) teach English from Grade 2 through 7 and 28.5% of the teachers teach Tshivenda from Grade R through 7, 28.5% teach Technology from Grade 4 through 12, and 28.5% teach Human and social sciences from Grade 4 through 7. Nearly one quarter (23.8%) of the teachers teach Economic and management sciences from Grade 4 through 12, 19% teach Natural science from Grade 4 through 7, 14.2% teach Life orientation from Grade 4 through 7, and 14.2% teach Arts and culture from Grade 4 through 7. 9.5% teach Afrikaans from Grade 4 through 10, 28.5% of the teachers teach maths from Grade R through 12, 4.7% teach Biology from Grade 11 through 12, 4.7% teach Physical Science in Grade 12. Only one teacher indicated any other subjects. This means that a school library that could provide information sources mainly on the subjects listed in the table is required.
In Question 3 teachers were asked: “How long have you been teaching in this school?” No options were given for this question. The respondents had to provide one answer. The results are shown in Table 5.19.

**TABLE 5.19**

Teaching experience at the same school

<table>
<thead>
<tr>
<th>Number of years</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – 10 years</td>
<td>5</td>
<td>23.8%</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>12</td>
<td>57.2%</td>
</tr>
<tr>
<td>26 years or more</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Regarding the length of the period that the teachers had been working in the same school, the results in Table 5.19 indicate that twelve of the teachers (57.2%) had taught in the same school for more than 10 years. Five (23.8%) of the teachers indicated that they had 4 – 10 years’ experience, and four (19%) had more than 26 years’ experience in the same school. This means that the majority (76%) of teachers are fully acquainted with library conditions at their respective schools.

In Question 4 teachers were asked: “What is the nature of your school library?” The options given for this question were: “A well-equipped library”, “A classroom library”, “Only a storeroom with books, not organised”, or “No library”. The results are shown in Table 5.20.
TABLE 5.20
The state of school library resources

<table>
<thead>
<tr>
<th>Library resources</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-equipped library</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Classroom library</td>
<td>5</td>
<td>23.8%</td>
</tr>
<tr>
<td>Only storeroom with books, not organised</td>
<td>11</td>
<td>52.5%</td>
</tr>
<tr>
<td>No library</td>
<td>3</td>
<td>14.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

With regard to the nature of their school libraries, the results in Table 5.20 indicate that more than half of the teachers (52.5%) reported that their school library is a storeroom with books, which may or may not be organised according to some or other system. This response implies that the majority of teachers and teacher-librarians in this area experience the same conditions. Only 23.8% of teachers indicated that their school library is a classroom library and 14.2% of teachers indicated that they do not have any library. Only 9.5% of teachers indicated that their school libraries are well-equipped.

It is an irony that the content of the books available is subject-related and can still be used by subject-teachers, but since the books are not organised according to a system like DDC, they are inaccessible. What little there is, is disorganised and cannot be used.

In Question 5 teachers were asked: “Do you make use of the school library?” The options were “Yes” or “No”. The results are shown in Table 5.21.
TABLE 5.21
The use of the school library

<table>
<thead>
<tr>
<th>Using the library</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the library</td>
<td>5</td>
<td>23.8%</td>
</tr>
<tr>
<td>Do not use the library</td>
<td>16</td>
<td>76.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.21 indicate that the majority of teachers (76.2%) do not use the school library. The reason offered for not visiting the school library was that there are no library materials suitable for use in lessons. Apparently this is due to the fact that their school libraries are only storerooms with disorganised collections of books, making access impossible. It is also very difficult to search for information in an disorganised collection. Five of the teachers (23.8%) showed that they do make use of school libraries, which could mean that their library stocks are better organised and retrievable.

With regard to the availability of the Internet and information communication technology (ICT) in their school libraries, all the teachers confirmed that they do not have the Internet or ICT in their respective school libraries. It is of concern because the modern trend is to access information electronically. This has serious implications for the learners in rural areas if they never get the opportunity to develop the skills to access information electronically. As a result they cannot compete in the outside world where computer literacy is required. They do not even have proper printed library books. This indicates that learners are denied access as well as the ability to develop searching skills and information literacy skills in general.

Only five teachers (23.8%) responded that they do make use of the library. Only three teachers use the library on a daily basis and two teachers indicated that they use the library weekly. These results correspond to the findings reported in Table 5.20 which show that only seven schools have a centralised library or classroom
library. The findings in Tables 5.22 through 5.26 include the use of library sources housed in storerooms.

In Question 7 teachers were asked: “Does your school have a teacher-librarian?” The options given for this question were “Yes” or “No”. The results show that the majority of teachers (71.4%) indicated that their schools do not have teacher-librarians, whereas six of the teachers (28.6%) indicated that their schools do have teacher-librarians. It should be taken into account that these teachers who indicated that there is no teacher-librarian at their school are appointed in these posts without any training.

In Question 10 teachers were asked “For what purpose do you use the library?” The options given in this question were: “To prepare a lesson”; “To find a reference when teaching a lesson”; “To check the relevance of library materials”; “To assist with collection development”; “To set assignments for learners”, and “To select library materials”. Other purposes could be specified by the respondent. The results are shown in Table 5.22.

### TABLE 5.22

<table>
<thead>
<tr>
<th>Reasons for library use</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare a lesson</td>
<td>4</td>
<td>19.1%</td>
</tr>
<tr>
<td>To find references when teaching a lesson</td>
<td>4</td>
<td>19.1%</td>
</tr>
<tr>
<td>To assist with collection development</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>To set assignments for learners</td>
<td>11</td>
<td>52.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.22 indicate that more than half of the teachers (52.3%) use the library to set assignments for their learners, 19.1% indicated that they use the library for the purpose of preparing lessons, and to find references when teaching a lesson, and only 9.5% indicated that they use the library to assist with collection development. Alarmingly no teachers indicated that they use the library to guide
learners on how to find information for assignments in their particular subjects. This implies that learners are not guided in search techniques. Teachers use the library for their own purposes and not to develop learners’ skills in searching for information.

In Question 11 teachers were asked: “Are the materials you need in your school library satisfactory?” The options given were: “Excellent”; “Good”; “Fair”; and “Poor”. The results are shown in Table 5.23.

**TABLE 5.23**

Satisfaction with materials in the respondent’s school library

<table>
<thead>
<tr>
<th>LEVEL OF SATISFACTION</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Fair</td>
<td>7</td>
<td>33.3%</td>
</tr>
<tr>
<td>Poor</td>
<td>12</td>
<td>57.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results with regard to teachers’ satisfaction with materials in their school libraries indicate that more than half of the teachers (57.2%) experience the materials in their school libraries to be of a poor quality. This view is not surprising, considering the fact that more than half of the teachers indicated that their school library is only a storeroom with a disorganised collection of books.

Teachers gave as reasons for inadequate collections in the school library (Question 12), that the library is neglected (28.5%) and that no supervision is provided by the Department of Education (71.5%). There also seems to be a lack of physical library space, resources and qualified teacher-librarians who should be in charge of the maintenance of the library services at the respective schools.

In Question 13 teachers were asked: “What do you do to help children to locate materials in the absence of inadequate library materials?” No option was provided for this question. Teachers had to provide their own answers. The teachers’ comments in response to this question were grouped into four categories:
photocopying information for learners; referring learners to other libraries e.g. University of Venda library; collecting various resources for learners (teachers improvise), and allowing learners to bring books, magazines and newspapers from home.

Nearly two thirds of the teachers (61.9%) indicated that they allow learners to locate materials elsewhere in the absence of adequate library materials. They allow learners to bring books, magazines and newspapers to school to provide materials for assignments. Only 9.5% of teachers refer their learners to other libraries such as the University of Venda library. There are hardly any library facilities or other resources. Teacher-librarians are also not properly trained. They also lack the guidance of a professional librarian on how to develop the school library collection to meet the needs of learners or the school curriculum.

In Question 14 teachers were asked: “Do you send learners you teach to the school library?” The options given were: “Always”; “Sometimes”; “Very often”; and “Never”. The results are shown in Table 5.24:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>19.1%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>23.8%</td>
</tr>
<tr>
<td>Very often</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td>47.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.24 indicate that nearly one half of the teachers (47.6%) never refer learners to the library. The reason for this negative response could be because their school libraries are primarily storerooms with disorganised collections. Nearly one quarter (23.8%) of the teachers indicated that they sometimes refer their learners to the school library, 19.1% always refer their learners to the school library,
while only 9.5% regularly refer their learners to the school library. This means that about 53% of the teachers attempt to promote the use of a library in some way or the other among their learners.

Question 16 asked whether learners are given projects to do. Those who answered in the affirmative had to answer Question 17. In Question 17 teachers were asked: “If yes, how many projects do you set for learners each school term?” The options under this question were: “Two”; “Three”; “Four” and “Any other number of projects” as could be specified by the respondent. The results are shown in Table 5.25

<table>
<thead>
<tr>
<th>Number of projects</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>15</td>
<td>71.4%</td>
</tr>
<tr>
<td>Four</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>Other number</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.25 show that the majority of teachers (71.4%) set two projects each school term. Three teachers (14.3%) set four projects each school term, and another three (14.3%) set one project for the learners each school term.

In Question 18 respondents were asked: “For how many projects do learners have to make use of school library?” The results show that nearly half of the teachers (47.6%) set only a few projects that require learners to make use of the library. Nearly one fifth (19.1%) of the teachers indicated that learners have to make use of the library for many of their projects. Only two of teachers indicated that the learners have to make use of the school library for only very few of their projects. Nearly one quarter (23.8%) of the teachers indicated that learners do not need to make use of the library for their projects.
In Question 19 respondents were asked if their learners are able to use the library. The options given were: "Browsing"; “Making notes”; “Summaries”; “Using reference sources”; “Locating materials”; “Borrowing books”; and “Using information sources”.

In Question 20 the respondents were asked about the role they play in the use of the school library service. Question 21 asked the respondents how they engage their learners in using the library. Options given were to take them to the library to extend the lesson by showing appropriate type of materials; showing them a video on the topic; letting them work on their own with the library material; and showing them how to locate information sources.

In Question 22 the respondents were asked: “What difficulties or problems do your learners have in using library sources?” The responses where chosen from the option given: “They copy word-for-word from the books (verbatim)”; “Unable to report their findings”; “Unable to summarise the main points”; “Unable to locate information in the sources”; “Use irrelevant books”; “Learners cannot interpret the information correctly”; and “Learners cannot analyse information”.

In Question 23 teachers were asked: “How do you motivate your learners in using the library?” The options given were: “Encourage learners to make use of the library”; “Always send them to the library”; “Encourage learners to participate in the library competition”; “Accompany them to other libraries”; and “Other motivations” that could be specified by the respondent. The results are shown in Table 5.26
TABLE 5.26
Teachers’ motivation of learners to use the library

<table>
<thead>
<tr>
<th>Means of motivating library use</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage learners to make use of the library</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>Encourage learners to participate in the library competition</td>
<td>15</td>
<td>71.4%</td>
</tr>
<tr>
<td>Accompanying them to other libraries</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.26 indicate that the majority of teachers (71.4%) motivate their learners to use the library by encouraging them to participate in library competitions for reading. This is not surprising owing to the fact that a national library competition, known as the Masifundesonke Project, has been adopted by schools in the Limpopo Province. It is monitored by the circuit managers to see to it that the schools participate in the competitions because the winner earns books for their school libraries. Three of the teachers (14.3%) indicated that they motivate their learners by encouraging them to make use of the library. Another three (14.3%) indicated that they motivate their learners to use the library by accompanying them to other libraries. However, none of the teachers motivate their learners by regularly sending them to the library. They encourage reading skills because the learners learn to read on their own.

In Question 24 respondents were asked to give suggestions on the provision of library services to learners. The majority of teachers (80.9%) suggested that the Department of Education should take responsibility for library education by providing library buildings and resources. A small group of teachers (19.1%) suggested that libraries should be better equipped. Both responses indicate a serious need for training and library resources experienced by teachers. However, it could also be interpreted that teachers do not feel themselves responsible for guiding learners on how to search for information, because the majority of teachers only motivate learners to participate in the library competition. They do not see it as part of their professional obligation to equip learners with lifelong learning skills. The
teachers’ perception is that the Department of Education should take responsibility for providing library education, buildings and resources. Library education is not functional in this area. Teachers should be trained in how to teach learners to use the library. Library training skills should form part of the curriculum. It seems that library courses and workshops should be conducted to familiarise teachers and learners with the concept of library use.

5.4 ROLE OF TEACHER-LIBRARIANS IN THE PROVISION OF LIBRARY SERVICES

In this section an analysis of the information gleaned through interviews with 21 teacher-librarians is provided.

Teacher-librarians were required to indicate their interest in being teacher-librarians. They also had to indicate the role that they play as teacher-librarians, whether their learners know the library rules, which library rules are not taught at their school, whether they offer any type of library education to their learners, the condition of the library services in their school libraries, and the reasons for learners’ negative attitudes towards the school library services. The teacher-librarians were also requested to indicate whether they were members of any type of library affiliation, and the type of library organisation to which their school belongs.

This was done in order to determine the type of services teacher-librarians provide in their school libraries, and the type of library education they offer their learners. In cases where they do not offer any type of library education they were also required to indicate how they teach learners the use of the library, the type of activities they provide for their learners and whether library education is important.

Teacher-librarians were also required to give their opinions regarding learners’ attitudes towards the school library, the forms of library cooperation they think can be used successfully as a solution to the lack of library resources, and the form of library education that should be provided in order to facilitate effective study and
learning among learners from an early age. The teacher-librarians’ responses are reflected in Tables 5.27 through 5.32.

All the respondents indicated they are interested in being teacher-librarians, including those teachers who acted as a teacher-librarian for the identified schools in the sample. None of the teacher-librarians indicated that they dislike being teacher-librarians. They were of the opinion that the Department of Education should equip them with the skills to educate learners in library skills as they are not qualified teacher-librarians.

In Question 2 respondents were asked: “What role do you play as teacher-librarian?” The options given for were: “Responsible for collection development”; “Acquire library material”; “Building the library collection”; “Asking donation”; “Cataloguing books”; “Circulating books”; “Shelving books”; and “Weeding outdated materials”. Nearly two thirds (61.9%) of teacher-librarians indicated their role building the library collection since there is a lack of library sources and 38.1% were of the opinion that their role is to ask for donations. None of the teacher librarians understood their roles as being responsible for acquiring library materials, maintaining the library, cataloguing books, circulating books, shelving books, or withdrawing outdated materials. This could be due to the fact that these respondents are not familiar with the library terminology. It seems that, owing to the lack of facilities, teacher-librarians are unable to organise library materials and therefore they are unable to practise their profession by carrying out the core tasks of a library service.

This result is an indication of a lack of resources in the respective schools. It seems as if they also do not take responsibility for other tasks because of a lack of knowledge and skills needed for performing these tasks. It would appear as if a lack of training causes teacher-librarians not to commit themselves.

In Question 3 respondents were asked whether they make learners aware of the library rules. The results show that over half of the teacher-librarians (57.1%) indicated that their learners were not aware of the library rules, whereas 42.9% responded that their learners were aware of the library rules. This implies that there
is a need for library orientation, instruction, and guidance. Properly trained teacher-librarians should be employed in the positions so that they can guide learners in the use of the library.

Question 4 was concerned with the rules not taught in the school libraries. The following rules were listed as options: “No eating in the library”; “No noise in the library”; “No drinking in the library”; “Cellphones should be switched off in the library”; “No stealing of library materials”; “No tearing of pages from library books”; “No writing on library materials”; and “Books should not be bent on the spine”. The results indicate that more than half (57.1%) of the teacher-librarians did not teach learners library rules. This relates to the finding above that more than half of teacher-librarians do not make their learners aware of the library rules. It is probably linked to the lack of library facilities. The percentage (42.9%) of teacher librarians who do teach their learners the library rules, reveals nothing regarding the core business of a library, i.e. handling of information and information sources, access to, and retrieval of information.

From the responses of teacher-librarians it seems clear that learners from rural areas do not receive guidance on how to use libraries from their teacher-librarians, since the latter are not trained as teacher-librarians. Instead teacher-librarians teach learners public behaviour and attitudes towards the library.

In Question 5 of the teacher-librarians’ questionnaire respondents were asked: “What is the condition of library services at your school?” The options given were: “Well equipped”; “Poorly equipped”; “Disorganised library material kept in storeroom”; and “No library at all”. The results are shown in Table 5.27.
TABLE 5.27
Condition of library services in schools

<table>
<thead>
<tr>
<th>Library conditions</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well equipped</td>
<td>1</td>
<td>4.7%</td>
</tr>
<tr>
<td>Poorly equipped</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>Disorganized library materials kept in storeroom</td>
<td>13</td>
<td>61.9%</td>
</tr>
<tr>
<td>No library at all</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Regarding the condition of library services of their schools, the results in Table 5.27 show that more than half (61.9%) of teacher-librarians indicated that the library materials were kept in storerooms. This view is supported by fairly similar findings with regard to the percentage of teachers (see Table 5.20) who indicated that school libraries are often only storerooms with disorganised book collections. Nearly one fifth (19%) of teacher-librarians indicated that their school libraries are poorly equipped and 14.3% of teacher-librarians responded that there are no libraries at all. Only 4.7% of the teacher-librarians indicated that their school’s libraries are well equipped.

In Question 6a teacher-librarians were asked: “According to your opinion, what is the learners’ attitude towards the school library services?” The options given under this question were” “Very positive”; “Positive”; “Negative”; and “Very negative”. The results are shown in Table 5.28.
Table 5.28 shows that more than half of the teacher-librarians (52.4%) responded that learners’ attitudes towards the school library are positive, whereas nearly one quarter (23.4%) responded that their learners’ attitudes towards the school library are negative.

In Question 6b teacher-librarians were asked: “If negative or very negative, what do you think might be the cause?” The options given here were: “Lack of interest”; “Lack of library education”; “Lack of understanding”; “Lack of motivation”; “Laziness and ignorance”; “Inadequate library collection”; “Lack of indexing system”; “Lack of subject headings” and “Lack of reading space”. The respondents could specify other reasons. The results are shown in Table 5.29.

Table 5.28
Teacher-librarians’ views on learners’ attitudes towards the school library

<table>
<thead>
<tr>
<th>Learners’ attitudes</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>Positive</td>
<td>11</td>
<td>52.4%</td>
</tr>
<tr>
<td>Negative</td>
<td>5</td>
<td>23.4%</td>
</tr>
<tr>
<td>Very negative</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 5.29
Causes of negative or very negative attitudes of learners

<table>
<thead>
<tr>
<th>Causes of negative attitude</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>Lack of reading space</td>
<td>5</td>
<td>23.8%</td>
</tr>
<tr>
<td>Lack of library education</td>
<td>13</td>
<td>61.9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>
The results in Table 5.29 show that nearly two thirds (61.9%) of the teacher-librarians reported that the cause of negative or very negative attitudes towards the school library services is a lack of library education. This view is not surprising considering the fact that library education is not included in the school curriculum in this area. Teacher-librarians should take responsibility for offering training in library skills, just as academic and public librarians do.

Considering that appointed teacher-librarians are not properly trained for their tasks in the school library it seems obvious that they would not take responsibility for the guiding of learners in library use. These circumstances prove to be disadvantageous to the development of lifelong learning skills of learners.

In Question 7 teacher-librarians were asked: “What type of library facilities are there in your school library?” The options given were: “Library building”; “Room set aside for library purpose”; “Book shelves”; and “Tables and chairs”. The respondents could also specify other library facilities. The results are shown in Table 5.30.

<table>
<thead>
<tr>
<th>Type of facilities</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set aside for library purpose</td>
<td>6</td>
<td>28.6%</td>
</tr>
<tr>
<td>Book shelves</td>
<td>6</td>
<td>28.6%</td>
</tr>
<tr>
<td>Other library facilities (books are kept in cupboards and boxes)</td>
<td>9</td>
<td>42.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.30 indicate that nine of the teacher-librarians (42.8%) responded that the type of library facilities in their school libraries are cupboards and boxes in which books are kept; which means they are seldom used and are not ready for issuing. This corresponds with the results shown in Table 5.27 where more than half of teacher-librarians responded that library materials are kept in a storeroom. Six of the teacher-librarians confirmed (28.6%) that there is a room set
aside for library purposes, and that books are shelved in their schools. It stands to reason that if books are inaccessible at some schools, it is the same as not having any books at all.

It is alarming that a relatively high percentage (42.8%) of schools keep books in cupboards and boxes, which is by no means the ideal library. This implies that available books are not always used because they are not easy to access.

Question 9 concerned the type of library affiliation. The results show that 17 of the 21 respondents (80.9%) do not belong to any type of library affiliation, two (9.5%) teacher-librarians indicated that their school is affiliated to another neighbouring school library. One teacher-librarian responded that her school library is affiliated to the University of Venda library. Only this school has a special arrangement with the university library. One respondent indicated that her school is a member of a circuit cluster.

The high percentage (80.9%) of school libraries that are not in any type of affiliation implies that there is a need for library affiliation in order to facilitate resource sharing among school libraries. The high number of schools that are not affiliated also means that there is virtually no exchange of ideas or advice among teacher-librarians to the advantage of library use.

There is a need for library training so as to make all teacher-librarians professional librarians. Some schools are able to provide for particular needs of the learners. For example, learners are allowed to access information on the Internet at the university library after school hours.

Question 10 concerned the form of library cooperation teacher-librarians think can be applied successfully as a solution to the lack of library resources. The results show that nearly half of the teacher-librarians (47.7%) suggested that the Department of Education should develop a library service in which school libraries would receive equal library services. This reflects a need identified by teacher-librarians. A further 43.3% of teacher-librarians suggested parents could be asked to donate whatever books they have. A small percentage (14.3%) of teacher-librarians
indicated that there should be cooperation between the school library and the neighbouring school library. This result reveals the value placed on library cooperation in Venda.

In Question 11 teacher-librarians were asked: “What type of services do you provide in your school library?” The options given were: “Internet services”; “Lending service”; “Reference services”; “User education”; “User guidance”; “User advice”; “Information provision or reference service”; “Reader’s advisory service”; and “Outreach and extension services”. The respondents could also specify other services. The results are shown in Table 5.31.

<table>
<thead>
<tr>
<th>Types of services and facilities</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet facilities</td>
<td>1</td>
<td>4.8%</td>
</tr>
<tr>
<td>Lending facilities</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>Reference services</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Reader’s advisory service</td>
<td>1</td>
<td>4.8%</td>
</tr>
<tr>
<td>Other services</td>
<td>13</td>
<td>61.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the results it seems clear that teacher-librarians are not trained to offer core services to learners. The results in Table 5.31 indicate that nearly two thirds of teacher-librarians (61.9%) indicated that facilities and services other than Internet facilities, lending facilities, and reference and reader’s advisory services are provided in their schools. They did not stipulate which other services are provided. This might be attributed to the lack of library facilities in schools in this area where books are kept in cupboards and boxes in the majority of schools, as well as the condition of the libraries, where school library materials are kept in a storeroom. Four of the teacher-librarians (19%) indicated that they provide a lending service in their school library. Only two teacher-librarians (9.5%) indicated that they provide
a reference service, one teacher-librarian indicated that she provides an Internet
service and one provides a reader’s advisory service.

From the results in Table 5.31 it seems that the teacher-librarians are not properly
trained to do their jobs. The fact that 61.9% respondents indicated that the
conventional services listed in Table 5.31 are not provided, is an indication that
teachers possibly lack the necessary skills, experience and training in library
services.

In Question 12 teacher-librarians were asked: “Do you offer any library education to
all the learners in your school?” Respondents could answer “Yes” or “No” to this
question.

Library education, which is also known as library instruction, should be part of the
teacher-librarians’ job description but it requires special training to train learners.
The results indicate that the majority of teacher-librarians (76.2%) indicated that
they do not offer any library education to their learners. This might be attributed to
the lack of library lessons as a learning area that should be compulsory in all
schools. Teacher librarians do not regard library education as a subject or learning
area that can be taught, since there is no examination at the end of the year.
Moreover, they do not see it as part of lifelong learning that is additional to the
curriculum.

Question 13 was concerned with the type of library education offered to learners.
Respondents could mark any appropriate options. The results indicate that only two
(9.6%) offer library orientation to their learners. Both teacher-librarians offer their
learners instruction in information handling skills, while only one teacher-librarian
offers her learners instruction in information searching skills. This indicates that
teacher-librarians who are appointed in these positions are not fulfilling their duties.

If their answer to Question 12 was in the negative, teacher-librarians were asked in
Question 14, “If no, how do you teach learners about the use of the library?” No set
options were provided and the teacher-librarians had to give their own answers.
The results show that more than half of the teacher-librarians (52.3%) do not teach learners how to use the library. This could be attributed to a lack of library facilities in their schools. On the other hand, four of the teacher-librarians (19%) responded that they teach their learners to use the library materials as well as any other books like prescribed textbooks. One teacher-librarian responded that she teaches her learners theory concerning the library since they do not actually have a library where the practical part of library use, e.g. issuing books, loaning books, etc., can be taught.

In Question 15 teacher-librarians were asked: “What type of library activities do you provide to your learners?” The options given here were: “Story telling”; “Puppet shows”; “Film programmes”; “Crafts”; “Exhibitions”; “Dramatisation”; “Reading aloud”; “Poetry”; “Singing choral verses”; “Prepared speech”; “Debate”; “Puzzles”; and “Other library activities” that could be specified by the respondent. The results are shown in Table 5.32.

<table>
<thead>
<tr>
<th>Activities</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story telling</td>
<td>3</td>
<td>14.3%</td>
</tr>
<tr>
<td>Reading aloud</td>
<td>14</td>
<td>66.7%</td>
</tr>
<tr>
<td>Debate</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results in Table 5.32 show that more than two thirds of the teacher-librarians (66.7%) provide reading aloud as a library activity. Four of the teacher-librarians (19%) indicated debating as a library activity, while 14.3% of the teacher-librarians indicated that they provide story telling as a library activity.

In Question 16 respondents were asked whether they thought library education is important. The results show that all the teacher-librarians view library education as important to learners. They believe that library education is important but they are
not properly trained to do the job. Appropriate training is needed so that teacher-librarians will be able to offer library education to learners.

Question 17 covered teacher-librarians’ opinions regarding the form they think library education should take in order to facilitate effective studying and learning from an early age. The results show that the majority of teacher-librarians (71.7%) responded that library lessons should be offered as a learning area from as early as Grade R through 12. The current situation could be due to the fact that the majority of teacher-librarians do not offer any library education because there are no library facilities, services or lessons at their schools. There is clearly a need for properly trained librarians, because having library facilities and sources without properly trained teacher-librarians means that there is no one that can develop lifelong learning of children in these rural areas.

5.5 CONCLUSION

This chapter focused on the analysis of the collected data. The researcher analysed the data provided by the learners, teachers, as well as teacher-librarians. The findings on the provision of library services to children in the rural areas of Thohoyandou were presented in this chapter.

It seems that library service rendering to learners in rural schools is in a general state of neglect. Existing library stock seems to be outdated, disorganised and inaccessible. Staff appointed as teacher-librarians are not professionally trained to administer a library service, such as collection development and teaching the basic principles of information skills. No attention is paid to the information needs of school library users.

It seems that learners do not know how to search for information in printed sources and there is no one who takes responsibility for teaching learners information skills, or any others skills required for information literacy.
Staff involved in library services, like teachers, teacher-librarians, policy makers and administrators such as the Department of Education and library coordinators, seem equally indifferent as to who should take responsibility for service rendering.

Major findings and recommendations are given in Chapter 6 to put the problem into perspective.
CHAPTER 6
SUMMARY OF RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

The purpose of this investigation was to analyse the provision of library services to disadvantaged children in the rural areas of Thohoyandou. This was pursued by addressing the core problem and subproblems set out below.

1. What are the reading and information needs and information-seeking behaviour of children in the rural areas of Thohoyandou?

   - What are the reading, information and media needs of rural children?
   - What are their reading habits, information-seeking, and library usage patterns?
   - What are the factors influencing their reading and information needs?

2. What is the state of library and information service provision to children in the rural areas of Thohoyandou?

   - What are the aims, mission and function of library services to children and to rural children in particular?
   - What kinds of collections, facilities and services should be provided for effective service rendering to children in schools and in rural areas in particular?
   - What are the deficiencies in LIS to children in schools in rural areas?
   - What are the factors that contribute to these deficiencies, and why is library and information service provision to children in rural schools in the Thohoyandou area so poorly developed?
   - Is there cooperation between school, community and public libraries in the Limpopo Province?
6.2 THEORETICAL OVERVIEW OF LIBRARY PROVISION TO RURAL CHILDREN

By reviewing relevant literature on the reading and information needs, the reading habits, library usage and information-seeking patterns as well as the factors influencing their information behaviour a picture of children as readers and information users was obtained. To be able to find out the type of library service rendering that would be suitable for the rural children of Thohoyandou a literature study was also conducted on library and information services to children in general.

Oral culture, factors such as the social and economic conditions and the geographic isolation of rural communities, as well as a poor information environment were found to be the factors that affect rural children’s reading habits. Libraries can provide the type of information that cannot be provided by parents.

Rural children, like all other children, have information and reading needs. There is generally a lack of reading materials in rural schools in developing countries due to poverty, lack of professional staff, funds, resources and infrastructure. Learners in rural areas often do not have adequate library and information services to support lifelong learning and to develop information literacy skills. Those services that are available are not well-equipped. There is a lack of library cooperation because there is a lack of school libraries as well as public libraries in developing countries.

6.3 EMPIRICAL FINDINGS OF THE STUDY

The researcher used the survey research method in this investigation to study the provision of library services to disadvantaged children in rural areas of Thohoyandou. Learners, teachers and teacher-librarians from selected schools in the Thohoyandou area were selected to participate in the investigation. Data were collected by using structured questionnaires for teachers, teacher-librarians and learners. The investigation took place in the Thohoyandou area of the Limpopo Province to determine the state of library service provision to learners.
6.3.1 Findings on users of school libraries

6.3.1.1 Information needs of users of school libraries

- Information needs of learners
  From the responses obtained it seems that learners’ information needs revolve primarily around the completion of homework, assignments, personal information and reading for entertainment. However, there is little evidence that they get it from existing library services at their schools.

- Information needs of teachers
  Teachers need information to prepare lessons and to set assignments. They also need to use reference sources to verify the correctness of factual information in their lessons. They also need to know what subject-related information is available and what is needed for their lessons and projects. This type of information is important to assist the librarian in collection development. Seemingly teachers use personal sources to obtain information for school projects.

- Information-seeking behaviour of learners
  Learners do not necessarily make use of printed sources to obtain various types of information. According to their responses they approach primarily people from institutions, family and friends to obtain information to complete school tasks. Learners get information from their friends that include playful or recreational information, educational information, support information, social information, and to a lesser extent destructive information, religious information and information for protection.

  Teachers provide educational information, moral advice and encouragement, while nurses are a source of information concerning their health and information on protection against sexual abuse. This situation could be due to the fact that there are programmes allowing nurses to visit the schools, especially the primary schools, to guide and advise learners, and even do medical examinations.
From the police they get information that includes protective information, information that promotes peace, information concerning how to get help, guidance and advice. This situation may be due to the fact the police also have programmes that involve visits to schools to teach learners how they can protect themselves against sexual abuse, crime, etc.

From the church ministers they get information concerning spiritual guidance and the formalities concerning spiritual practices.

From radio and television they get entertainment, background educational information (the informal education that they get out of the school), advice and world news.

Although a library service provides primarily printed sources and audio-visual materials from which information can be obtained, the only printed sources the learners make use of are textbooks prescribed for particular subjects.

The only evidence as to how learners search for information in printed sources is their confirmation that they browse when searching for information. Browsing is not a structured means of information seeking, which may be an indication that they do not really know how to properly search for information.

The reason for learners not using printed sources could be that they lack proper library facilities. Another reason could be that learners in rural areas do not have a well-developed reading culture and therefore prefer to obtain information through listening, by asking another person instead of reading a printed source to obtain information. This could be supported by the fact that during the investigation most of the learners, both from secondary and primary schools, were unable to read the questionnaire as it was in English. The researcher had to explain the questions and they completed the questionnaire in their mother tongue (Tshivenda). There is no evidence that teacher-librarians give any guidance on how to search for information in sources.
It seems that learners have not developed the necessary skills to search for information in printed sources. They tend to ask people to obtain information. Teacher-librarians say that rural children lack library education. Teachers are aware that learners do not know how to search for information in books. Although they give learners school projects and assignments to do, there is no indication that teachers give any guidance to learners on how to search or encourage them to use information collected from personal sources such as their own books, magazines and newspapers. Nevertheless, they encourage learners to participate in reading competitions, which is an indirect attempt to guide learners in searching for information.

Teachers do not see it as their responsibility to teach learners information-seeking skills. They feel the Department of Education and library coordinators should be responsible for the provision of library education (which includes the teaching of information skills) to learners.

From parents they get information that includes moral support, information to protect themselves, health guidance, educational support and information to succeed in life. Considering the evidence obtained from learners, teachers and teacher-librarians above, it seems that no structures are put in place to explicitly develop the information skills of learners. In other words, no educational provision is made to develop information literacy among learners in rural schools.

6.3.1.2 Library use

- Learners’ library use
Nearly two thirds of the learners (62.9%) use the library or media centre to do their homework and not as a place from which they obtain sources of information since there are no reading materials.

- Teachers’ library use
It seems that teachers are aware of their role but they do not fulfill it. They seem not to encourage their learners to use the library. Neither do they assist them in selecting the library materials or help them to choose books or to search for information in
books. Learners use information that they obtain by asking either teachers, parents or friends. Teachers do not find information for their school tasks by making use of the library or by examining any written source. There is also a contradiction around the issue of teachers encouraging learners to use the library. The majority of teachers indicated that they do not have a library and that there is lack of library materials. The majority also indicated that they do not send learners to the library to find information for school tasks. It should be borne in mind that findings with regard to the use of library sources pertain to the use of centralised libraries or classroom libraries as well as the use of sources housed in storerooms. This explains why although only seven schools have a centralised or classroom library, learners and teachers indicated that they make use of the “library” for various purposes and with varying degrees of satisfaction.

Nearly half of the teachers (47.6%) do not send their learners to the library to make use of it and they also do not use the library themselves. This is apparent since they do not have any library at their schools. Teachers showed that they use the library in preparing lessons, setting assignments for their learners, and finding references when teaching a lesson. It shows that teachers do not send their learners to the library because they cannot make use of the library themselves. They did not indicate that they use the library for the core function of libraries, namely developing learners’ library skills or information handling skills. It also seems clear that they only have superficial knowledge concerning the core functions of the library.

6.3.1.3 Factors influencing learners' reading habits

It is clear that learners in the rural area under investigation are used to asking rather than reading for information. The majority of learners indicated that the cover of a book motivates them to use it. These comments seem to suggest that the majority of learners are not concerned about the subject matter of the book, or availability of books. They are interested in the appearance of the books and not the content.
The majority of learners (92.4%) appear to like reading stories other than local stories. This viewpoint seems to contradict what the researcher has observed, because the majority of both secondary and primary learners were unable to read the questionnaire. Furthermore, most of them used their home language to complete the questionnaire. The learners like reading, but they cannot read English. A small percentage appear not to like reading stories, either local stories or any other stories.

The majority of learners (87.6%) indicated that they like reading in order to learn English because, other than the mother tongue, it is the medium of instruction through which all the learning areas are learnt from Grade 4 upwards. They associate knowing English with success and social status.

6.3.2 Findings on provision of library services

6.3.2.1 Existing state of school library services

It seems that only a few schools have conventional library services that can provide for the information needs of learners in rural schools in the Limpopo Province.

- Sources of information
Learners, teachers and teacher-librarians reported the books that are available are either stored in cupboards or storerooms. Books are not properly organised according to subjects or themes and therefore access to information is prevented. Limited or no access to available books is evident from the fact that teachers consult personal sources and encourage learners to use information from their personal sources, such as their own books, magazines and newspapers to complete tasks.

Rural schools seem not to have any ICTs that can be used to access the Internet or any other electronic sources to obtain information for education-related tasks by either learners or teachers.

- Library facilities, collection and materials
The different reasons for teachers and learners not using the school library seem to be the lack of library facilities and a lack of library buildings. The learners indicated
that they are compelled to read at home at night, whereas some learners would read at school and after school as a result of a lack of library facilities at their schools. The teachers indicated that they do not visit the library nor send the learners to the school library, because there is neither a library building nor a room set aside for library activities.

As a result of a lack of relevant school library collections, building the school library collections was found to be the primary task of the teacher-librarians who make use of donations from teachers, parents, publishers and universities to collect newspapers, magazines, etc.

- **Library staff**
  Apparently very few schools have a qualified teacher-librarian. Subject teachers confirmed that their schools do not have qualified teacher-librarians. This implies that there is no one who can take responsibility for the proper administration and management of the library service, or for the organisation of the library stock to make information retrievable. Nor is there a qualified person who knows how to provide structured guidance to both learners and teachers in seeking information for school tasks or preparation of lessons.

Teacher-librarians confirmed that they are appointed in these positions but are not qualified and do not have the professional skills required to search for information in sources, to guide learners to use library sources, or to search effectively for information for a school task.

The type of library service offered is very basic and has little to do with information literacy training. It revolves primarily around reading aloud, story telling and debate.

Although teacher-librarians think that library education is important for learners they seem to be unaware of the role they have to play to ensure library literacy among learners.
Teachers confirmed that the Department of Education is negligent in providing libraries to schools and library coordinators show no interest in library service rendering at rural schools under their jurisdiction. It seems that neither the Department, nor teachers or teacher-librarians feel that they are responsible for teaching searching skills to learners. It could be due to the fact that it does not form part of their job descriptions. In most schools they do not consider the person who is supposed to be the teacher-librarian as responsible for information skills. In some schools the subject teachers sometimes have to act as teacher-librarians.

6.3.2.2 Library user education

From the teacher-librarians’ comments it seems that they do not to know what to teach the learners for library education, as library education does not form part of the learning areas taught in schools in this rural area. Teacher-librarians indicated that there is no lesson time provided for teaching library education, no work schedule, no learning programmes or a teacher’s guide for library education, which make it difficult for them to teach the learners. That is why the majority of teacher-librarians indicated that they do not offer library education, because they teach the learners to use library materials as they would use any other books.

All teacher-librarians agreed that library education is of importance to learners. When asked about the importance of the library, they commented that they know that library education is important but are unable to offer it, because they lack proper library training. They also commented on the lack of workshops and courses to guide them in library matters.

Concerning the form of library education that will be able to facilitate effective studying and learning, their comments were found to include the following forms: library lessons should be taught from Grade R through 12, the Department of Education should provide schools with library materials, teacher-librarians should be properly trained, provision of Internet services, and the Department of Education should conduct workshops and courses for teacher-librarians and visit the schools to monitor the library conditions.
From these comments it is clear that they lack the basic foundation necessary to implement library education programmes for learners, since they indicated that they need training, courses and workshops. They never mentioned incentives. From their comments, it can be deduced that they need basic training that will give them direction and enable them to provide guidance to learners.

6.3.2.3 Library cooperation

The findings reveal that teacher-librarians believe that there is a general lack of library cooperation among school libraries, community libraries, publishers, university libraries and the Department of Education. This lack of cooperation seems to disadvantage learners of rural schools. There also appears to be a lack of lending services, advice and Internet services. In most of the libraries the trend is to search information by using the Internet. However, learners in rural areas are deprived of the opportunity to obtain value-added information.

6.4 RECOMMENDATIONS

Considering the problems in regard to rendering school library services to rural areas the researcher recommends practical solutions as proposed in the guidelines below.

In order to develop and maintain a relevant and effective model of library services to rural children the researcher has recommended the points listed below.

6.4.1 Library cooperation

It is suggested that there should be libraries in the communities where learners will go to read after school hours, to enable learners to become used to libraries so that they will go to the library on their own to do their school work. This will also encourage them to do their school work during the day instead of do homework only at night. More community libraries should be established to supplement poor school library services. Library cooperation should be seriously considered so that schools without books will have the opportunity to use books from other libraries in
their area. Sharing library resources will also help to alleviate lack of library resources.

- Schools’ possession of many prescribed textbooks of the former system of education should be able to help other schools where there is a lack of previously prescribed textbooks. This will at least enable the learners to have books to consult for assignments. Teachers should also improvise resources for their learners to use. Block loans can also be introduced to schools, allowing schools to lend or borrow books. Cooperation among neighbouring school libraries will ensure better use of available materials in school libraries and regional library services.

- School libraries in Thohoyandou should be allowed access to the library of the University of Venda and the Makwarela Regional Library. This will enable students from rural schools to have the opportunity to research information in the afternoon and also learn how to make use of electronic databases.

- The researcher suggests that the schools should engage in collaboration among neighbouring schools to allow the school libraries to operate together in a cluster. Each school should reveal whatever materials are available in its library. Schools should be allowed to borrow each other’s library materials as long as they form part of the cluster. There should be cooperation between neighbouring schools where they could make use of block loans and learners in schools without facilities could be allowed to use the library facilities of other schools with permission.

6.4.2 User services

Library user education is concerned with instruction in how to use library materials., i.e. how to search for information in the library and how to search for information sources. It is also concerned with learners’ effective use of information.

- Learners should be encouraged to read. Reading lessons should be regarded as very important. Those who read well should be encouraged to read in front of
the class to set an example for other children, and to encourage them to participate in reading activities, because reading helps to develop a broader knowledge base and contribute to information literacy and lifelong learning.

- Learners should be encouraged to read more widely than the narrow topic of a school task. The Bible, magazines, posters and newspapers should be used as additional reading materials.

- Learners should be trained in different techniques for searching for information in an effective way. This will enable them to find the information they need for school tasks quickly, regardless of whether it is in books, journals or other sources.

- Teachers should properly orientate the learners towards the use of the library. Learners should also be trained in using the library effectively to their advantage.

- Qualified teacher-librarians should offer library user education to all the learners from Grade R through 12. It should be introduced as one of the learning areas with formal lesson time provided specifically for library lessons. A qualified teacher-librarian should be responsible for library lessons, similar to formal lessons in the science learning area. A teacher who has specialised in science, will be responsible for the science learning area at school. This will also add value to library education.

- The type of library education to be offered by teacher-librarians should include library skills, library orientation, bibliographic instruction, information searching skills, information handling skills, presentation, problem solving and library rules. This will provide their learners with sufficient knowledge about the value of libraries.

- The teacher-librarians should teach their learners principles concerning library use and should organise school trips to visit libraries in other provinces where
libraries are well developed. This will enable the learners to find out more about libraries. They will also have the opportunity to see how different sections of the library operate.

- Teacher-librarians should be able to introduce different types of activities to learners. For example, they should make learners dramatise or role play library activities. The drama can consist of the following characters: the librarians of different sections e.g. the reference librarian, the cataloguing librarian, and the users. It should be performed in the presence of other learners. The learners should also take part in role playing of the different types of library activities, for example shelving books; arranging books according to classification numbers, and issuing and returning books at the circulation desk. Moreover, the learners may role play the library activities where some children act as librarians who provide information sources to the users, while other earners may act as of the users who come to the library with queries concerning their school work. The other group of learners who did not visit the library to seek for information that would enable them to do their school work, do not succeed at the end of the year. At the end, the play should bring the message of the value of visiting the library to do school work.

6.4.3 Policy making

Policy making is concerned with guidelines, procedures, rules and regulations to be followed when starting a library to ensure the smooth running of library services.

- The researcher suggests that the establishment of more school libraries should be considered because they form the backbone of effective education. Library buildings should be provided in each and every school. They should be well equipped with the necessary library facilities, e.g. shelves for shelving books, desks and tables to be used by learners when studying and also resources such as printed and non-printed materials, as well as qualified teacher-librarians.

- In order to encourage teachers to use the school library, it is suggested that the school library should be developed to satisfactory standards. Library resources
should be made available for use in schools by both the teachers and learners. Training courses in library management should include practical examples of library activities to provide teacher-librarians with the guidelines on how to use and run the school library effectively. This will enhance their understanding of library matters and will enable them to use libraries with ease.

- Teachers, as well as appointed teacher-librarians, should be trained as teacher-librarians, and courses should focus on library activities. The Department of Education should also offer conferences, workshops, courses and seminars on school library activities. Teacher-librarians who attend these courses, conferences, workshops and seminars should be awarded certificates as an incentive.

- It is suggested that the prescribed books of the previous teaching system should be catalogued and kept in the libraries. They will serve as good reference materials for both the teachers and learners since they are informative. Some schools have many such textbooks, which are no longer in use. An agreement should be made to remove those books from schools that have extra copies and no longer need them, and to give them to schools that are in need of reference sources of this kind.

- It is strongly recommended that the Department of Education should become involved and take ownership for school libraries. Intensive monitoring and supervision should be done by the qualified coordinators who have knowledge of library activities, such as cataloguing. For effective implementation of library services in rural areas, each circuit office should be provided with a qualified knowledgeable and interested librarian to supervise school libraries within the circuit.

- Both the Department of Education and the Department of Sports, Arts and Culture should visit the school libraries in this area to assess the condition of school libraries, so that they will be able to plan and improve the school libraries. Furthermore, the school library services should be monitored and
supervised by professional librarians who also have an interest in librarianship and libraries and extensive knowledge of library matters in general.

- The following services and facilities should be implemented in the school libraries: lending facilities, reference service, user education, information provision, reader advisory services, user advice, and Internet services. This will allow learners to understand how to use a library effectively even at the tertiary level. These services will serve as a platform for providing access to information.

- The researcher suggests that the Department of Education should build a centre for library services in each circuit. The centre for library services should be well equipped. It should be an ideal library consisting of different services. This will bring the school library services closer to the learners. Learners will also have the opportunity to see what an ideal library looks like, and will have the opportunity to learn about the different types of services in the library.

6.4.4 **Teacher involvement**

Teachers have an important role to play insofar as the development of the libraries in rural areas is concerned. They also play an important role in motivating and encouraging learners to use the library for their school work.

- Better collaboration among subject teachers and teacher-librarians is required, e.g. learners should be given more tasks that require group work, group activities, and group assessment, as this forms part of their curriculum.

- Teacher-librarians should ensure that subject teachers participate in the development of a dynamic library service in rural schools. Each school should have subject committees responsible for effective development in a particular learning area. This will enable linkage between the teachers responsible for a specific learning area throughout different learning levels, for example the foundation phase, the intermediate phase and the senior phase.
• Young and active teachers who are interested in library education should be trained as teacher-librarians. Older teachers and teacher-librarians may form part of the library committee. This will ensure the effective running of school libraries.

• Teachers could also take initiative to supplement the library resources by bringing books, magazines, journals, newspapers, radios, video machines, and televisions that they no longer use at home to school. Parents could also be asked to donate whatever reading materials they have. Teachers could ask for donations from the publishers and universities. This will enable school libraries to address the information and reading needs in the school effectively.

• Library activities should also form an integral part of learning. Teachers should be encouraged to visit the library regularly, when preparing lessons or setting projects and assignments for their learners, or when offering learners educational television and radio programmes. They should also visit the library during story hours. The more teachers visit the library, the more they will realise the value of library services in their teaching activities.

• The library should be used to promote learning by learners. Teachers should use the library for finding references when teaching and when giving learners activities to do.

• It should be imperative for teachers to send their learners to the school library because the library is essential to the performance of learners in their studies. Teachers should strongly encourage the learners to visit the library. Each classroom should be provided with a period to visit the library. This will enable the learners to develop an understanding and love for library activities.

• Learners should be given as many projects as possible. More projects will enable learners to find out more about the topic, and this will make them gain a lot. The researcher suggests that learners be given many projects to do making
use of the library. This would give them enough time to visit the library and to become familiar with the library.

- Learners should be taught to use the school library extensively so that they will be able to use a library under any conditions. Learners should be taught how to search for and retrieve a book, and also how to search for information in a book making use of different methods.

- The researcher suggests that teachers should assist the teacher-librarians by giving learners homework that needs to be done by using the library. By so doing, they will encourage the learners to use the library regularly. Learners who visit the library regularly should be awarded.

- The teacher-librarians should use interesting activities in order to engage learners in the use of the school library, such as story hour, viewing of and listening to educational programmes on television and the radio as well as by developing some programmes that will enable library activities to run effectively and to be stimulating.

- Library activities should be implemented in all the schools. Guidelines on how to make use of library sources should be circulated to all the schools in the area so that the teachers can teach learners about the use of library sources. This will enable learners to develop knowledge about using library sources.

- Learners should be taught to indicate the page number, date, year and the author of a reference book in a task. The teacher should then read the reference books cited by a learner for a project. Learners who have cited more references than others should be awarded. The learner who comes second should have a silver star, while the learner who comes third should have a bronze star. This will motivate learners to use the library properly so that they will be able to get the gold star pasted in their books.
6.4.5 Teacher-librarian involvement

Teacher-librarian involvement is very important for effective service rendering of libraries. The teacher-librarian plays an important role in as far as library orientation and instructions to both the teaching staff and the learners for ensuring lifelong learning and information searching skills, are concerned.

- Learners should be provided with different reading materials like storybooks, magazines and posters so that they will develop a love of reading. Learners should not only read when doing homework, but should be encouraged to read out of interest.

- The researcher suggests that learners be orientated towards the effective use of a library. The education authorities should appoint more qualified teacher-librarians who are supposed to do library orientation and instruction in order to ensure lifelong learning and searching skills. This will enable the learners to develop a positive attitude towards library use and an understanding of how they should use the library.

- There should be guideline on how and when to use the library. Learners should also be trained regarding the correct use of library. Learners’ attention should be attracted to the school library services, by promoting access by learners to the information available in their school library whether it be a box library, a cupboard library, a classroom library or another type of library. There should be a school library timetable that will give each class the turn to have a library lesson or just to be in the library or media centre. The notice board may also be used to attract their attention to the headlines of the news in that particular day’s newspaper.

- Library education should become one of the learning areas that are taught at school. It should be compulsory for all learners, irrespective of the stream the learners are following. The library education should also be a learning area examined at the end of the year. If library education is made compulsory the teachers will pay more attention to it and concentrate seriously on its teaching.
• Teacher-librarians responsible for library activities should be motivated by introducing incentives such as awarding them the opportunities for scholarships and bursaries for training. They should also be recognised in regard to salary.

• Apart from general rules that are found in guidelines, the particular school should formulate rules and regulations concerning library use, e.g. if a learner tears pages of the library sources, writes in library books, or breaks the spine of the book, the learner should be made to pay for the book. There should also be a fine for not returning books on time. These measures will teach the learners to respect the library sources and be careful when using the library.

• The teacher-librarians should be positive towards the library. They should be able to make library lessons lively and interesting. The activities should vary according to the learners’ age groups and their levels (grades). For lower grades, the teacher-librarian should be able to narrate a story very well. If unable to do so, someone who has a talent for narrating may be asked to narrate the story.

• Learners should be grouped and be given tasks in the library. Groups should rotate in dusting books on the shelves, and helping the teacher-librarian to arrange books on the shelves. This will develop a love for books that can grow into a positive attitude towards the library.

• Teacher-librarians in each and every circuit should form a better management team including the library coordinator from the circuit level who is qualified in the library field, responsible and willing to help teacher-librarians in developing their school libraries. The library coordinator should also monitor the school libraries frequently to help them to improve the conditions of their school libraries. The coordinator should also conduct workshops, sources and meetings concerning how to catalogue books, how to arrange books according to a certain system and how to develop the school library services effectively.
• Teacher-librarians should be provided with the syllabus, schedule, scheme of work, and policy document for library education. This will enable library education to be regarded as a formal learning area to be taught and examined at schools.

• The form library education should take, in order to facilitate effective studying and learning at an early age, should include library education as being a formal learning area, which could be examined at the end of the year. It has to be a compulsory learning area. The Department of Education should also monitor library education by employing qualified subject specialists for library education, similar to other learning areas. Toy libraries should also be provided in schools to cater for Grade R learners who have not yet started reading.

6.4.6 Supplementary services

These are additional services to library services, which are also important in order to enrich the available library services to the advantage of the learners.

• Radio and television programmes should broadcast basic learning topics. Videos and DVDs for all learning areas should be made available.

• It is suggested that there should be community libraries in the community where learners could go to read after school hours, to supplement poor school library services. This will allow learners to become used to libraries so that they will go to the library on their own to do school work. This will also encourage them to do their school work throughout the day, waiting to read at home at night.

6.4.7 School library committee

The school library committee is a committee that consists of relevant stakeholders, i.e. a member of the teaching staff, teacher-librarian, parents of learners attending the particular school and a learner. The committee is responsible for formulating the rules and regulations that are important for the smooth running of the library.
• School library development committees should be formed with the teacher-librarian as the chairpersons of that committee. The committee should be responsible for asking for donations from the community, publishers, etc. This will enable the expansion of the school library and help to improve the collection.

• The formal document for guidelines and rules for library services should be provided by the Department of Education so that all schools would be in possession of such a document. This will enable those appointed as teacher-librarians (and who are not familiar with library rules and library education) to know how to guide their learners.

6.4.8 Community involvement

It is very important that the community contributes to the development of the library services provide to their children. They should be involved so that they can feel that they are also part of the library development and they have the responsibility to take care of the library.

The researcher suggests that the teacher-librarians should motivate parents who can do carpentry to offer their skills and time to make bookshelves for the school library. Donations should also be requested from parents. They may donate whatever they have such as books, journals, encyclopaedias, dictionaries, newspapers, magazines, an atlas, radios, videos, DVDs, etc. A plaque could be fixed to the wall of the library building in the school yard or the classroom used for library activities. The names of all the people who donated, the titles and author of the books donated could be written on that monument.

6.4.9 Collection development

Building library collection that can meet the needs of the learners is important in the provision of reading and information needs of the learners in this area.
• Learners should be provided with appropriate reading materials. Since all subjects other than Tshivenda are taught in English the material in the library should be predominantly English. Material should not be in English only, but attempts should be made to collect materials in Tshivenda as well, as this is the mother tongue of children in Venda. This will enable learners to cope with their studies.

• Apart from the prescribed textbooks provided in all the schools, learners should also be provided with materials to be used for reference purposes. This will provide learners with enough reference materials for doing assignments. They will also become used to using references.

• Sufficient books, magazines, posters and newspapers should be made available for learners to do their projects and assignments. This will enable them to search for the information they need in different sources.

• Books in the school libraries should be properly arranged according to a standard system followed by all library services. To ensure easy access, books should be catalogued and then arranged according to topic, number or author. This will enable learners to understand how libraries work and to be able to search for books on their own.

• Team learning should be introduced in schools. Learners could be given homework or assignments to do as a team, and help each other with accessing information from library sources. Learners should be asked to bring magazines, newspapers and books to school. Teachers could also search for relevant information and then photocopy the information for learners. This will also help to instill a reading culture in learners who are not exposed to books, magazines or newspapers at home.

• The teacher-librarian and the school management should take advantage of the national norms and standards for the funding of schools to budget for the school library stock, since the funds for norms and standards are not allowed to be used
for building but for school development. The teacher-librarian should urge the school management, together with the governing body, to use the national norms and standards for stocking the school library. The collection should then be built each year until a large collection has been developed.

6.5 FUTURE RESEARCH

Based on the study regarding the provision of library service to disadvantaged children in rural areas, the investigator suggests that the field of library service rendering to children in rural areas can be further studied because not enough has been done in this field in rural areas.

The researcher recommends that further study should be conducted concerning the relationship between the availability of library services and the performance of learners in the disadvantaged schools in rural areas. The aim of the study may be to investigate whether learners attending schools with proper library services are performing better than those from schools without any library services to their learners. Such a study could possibly yield positive results that will promote and encourage library interest and understanding in the learners, teachers and the teacher-librarians concerning the effective use of library services available.

For more productive avenues for effective rural library services, research in librarianship should be undertaken in order to identify those learners who cannot read in the language in which the information is produced.

6.6 CONCLUSION

The purpose of this investigation was to gain a glimpse of existing conditions regarding library service rendering in rural schools in Thohoyandou. The findings shed light on the absence of proper services and the lack of information literacy among rural learners in the face of poor services. A disturbing fact came to light that teachers, teacher-librarians and the Department of Education seem to be indifferent to the implications of poor library services for the lifelong learning capacity of rural learners. This is an issue that should receive serious attention in future.
It was found that no library cooperation between the libraries of schools, and public and community libraries takes place in this area. Most of the teacher-librarians do not understand what library cooperation entails.

The investigation also shed light on the reading and information needs of rural children. The study found that children have a need for interesting and stimulating reading materials, so that they will be able to develop a reading culture.

The lack of library buildings, appropriate book collections, resources, facilities and library education were shown to be important factors influencing the reading and information behaviour of children in this rural area. They lack the library books or resources that could be used when doing their school tasks, which would enable them to grow up knowing how to use reference sources to find information to apply in their tasks.

As far as collections, facilities and services are concerned, relevant library resources are lacking and irrelevant textbooks and outdated books are kept in some of the schools as library materials. Facilities, such as buildings, shelves, reading space, tables and chairs are still in short supply. Cupboards and boxes are used for keeping books in most of the schools. It was found that the conditions of library resources in the schools in this area are very poor, with the majority of schools being without any type of library building or library facilities and resources.

The investigation into the provision of library services to disadvantaged children in rural areas has identified the state of library services provided to them. The type of services provided to children in this rural area does not comply with the requirements of professional services, such as training learners to search for information in books and in the library.

Teacher-librarians are not trained for their tasks in the school library and therefore cannot do their work properly. This also results in teacher-librarians failing to properly train the learners in the use of a library or how to search for information in library materials. It was also found that no library education is offered by the
Department of Education in this area, since it does not form part of the curriculum or formal learning area.

A list of recommendation is suggested for the establishment of a dynamic school library service for rural schools in Thohoyandou. It is envisaged that a proper library service will contribute to a large extent to enhance information literacy among learners of rural areas and give them an equal chance to develop lifelong learning skills.
REFERENCES


APPENDIX A

AN EVALUATION OF THE PROVISION OF LIBRARY SERVICES AVAILABLE FOR USE BY LEARNERS

LEARNERS’ QUESTIONNAIRE

INTRODUCTION

The target group for this study is learners who are from a culture that is not a reading culture, who do not have a reading habit, which is usually instilled, by the conventional libraries, which are not found in the schools of the Limpopo Province. This questionnaire was structured taking that into consideration. This questionnaire asks questions concerning the provision of library services needed for these type of people. The researcher used this questionnaire as an instrument for data collection in the evaluative study, which will be of great benefit to the learners, the school and the Department of Education.

Instruction: Please cross (X) or fill in the answer applicable to you where necessary.

1. Which of the following people do you approach as being the most likely to give you information for school tasks? (Please cross that which is applicable to you).

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<tr>
<td>1.8. Television</td>
<td></td>
</tr>
</tbody>
</table>

2. What type of information do you get from?
2.1. Friends………………………………………………………………………………
2.2. Parents………………………………………………………………………………
2.3. Teachers………………………………………………………………………………
2.4. Nurses………………………………………………………………………………
2.5. Police………………………………………………………………………………
2.6. Ministers………………………………………………………………………………
2.7. Radio………………………………………………………………………………
2.8. Television……………………………………………………………………………

3. How often do you approach these people and services asking for information for a school task? (Please cross appropriate block below.)

3.1. Regularly
3.2. Often
3.3. Seldom
3.4. Never

4. Where do you find information to complete homework or assignments? (Please cross appropriate block below.)

4.1. From a library
4.2. From friends
4.3. From the Internet
4.4. From the minister
4.5. From the bookshop
4.6. Other sources (Please specify)……………………………………………………

5. Do you like to read? (Please cross one block below.)

5.1. Yes
5.2. No
6. Why do you like to read? (Please cross appropriate blocks below.)

- To find information for homework
- To enjoy a good story
- To learn about other people and places
- To find an address
- To find the meaning of words

7. If you read, which of the following do you like best? (Please cross only appropriate blocks below.)

- Magazines
- Posters
- Local newspapers
- Advertisements
- The Bible

8. If you do not read, which of the following do you prefer? (Please cross only appropriate blocks below.)

- Listen to radio programme
- Watch television
- Listen to music audio cassettes
- Other preference (Please specify)

9. If you read what and where do you read? (Please cross only appropriate blocks below.)

- Reading at night at home
- In the veld under the tree
- After school
- At school
9.5. Other places (please specify) .................................................................
.................................................................................................................

10. How do you find information in a book? (Please cross only appropriate blocks below.)

| 10.1. By reading the table of contents |    |
| 10.2. By reading the abstract        |    |
| 10.3. By reading the introduction   |    |
| 10.4. By browsing through the book  |    |
| 10.5. By reading the index at the end of the book |    |

11. What motivates you to use a book? (Please cross appropriate blocks below.)

| 11.1. The cover of the book |    |
| 11.2. The form of the book  |    |
| 11.3. The availability of book |    |

12. How do you find information needed for assignments? (Please cross appropriate blocks below.)

| 12.1. By asking parents |    |
| 12.2. By discussing with peers |    |
| 12.3. By sharing ideas with fellow learners |    |
| 12.4. By brainstorming  |    |

13a. Do you like to read stories other than local stories? (Please cross appropriate block below.)

| 13a.1. Yes |    |
| 13a.2. No  |    |
13b. If yes, why do you like to read American stories? Please cross appropriate block below.)

<table>
<thead>
<tr>
<th>13b.1. To learn English</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13b.2. The language is interesting</td>
<td></td>
</tr>
<tr>
<td>13b.3. To learn about people and places in other countries</td>
<td></td>
</tr>
</tbody>
</table>

14. Where do you look for information to do an assignment? (Please cross only appropriate blocks below.)

<table>
<thead>
<tr>
<th>14.1. Books</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.2. Magazines</td>
<td></td>
</tr>
<tr>
<td>14.3. Local newspapers</td>
<td></td>
</tr>
<tr>
<td>14.4. Ask a person e.g. Teacher</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
</tr>
<tr>
<td>Uncle</td>
<td></td>
</tr>
</tbody>
</table>

15. Why would you use a library or media centre? (Please cross only appropriate blocks below.)

| 15.1. Read comics |  |
| 15.2. Read cartoons |  |
| 15.3. Read story books |  |
| 15.4. Do homework |  |
| 15.5. To play computer games |  |

16. Are the books in your library or classrooms arranged according to: (Please cross appropriate block below.)

| 16.1. Topic? |  |
| 16.2. Numbers? |  |
| 16.3. Name of author? |  |
| 16.4. Stored in a cupboard? |  |

THANK YOU FOR YOUR SUPPORT
APPENDIX B

AN EVALUATION OF THE PROVISION MODEL OF LIBRARY SERVICES AVAILABLE FOR USE BY LEARNERS

TEACHERS’ QUESTIONNAIRE

INTRODUCTION

This questionnaire asks questions concerning the types of library services to teachers and learners in your school. The researcher used this questionnaire as an instrument for data collection in this evaluative study, which is going to be of great benefit to the teachers, and learners as well as the Department of Education. Please feel free to express your opinion since you are going to remain anonymous.

Instruction: Please cross (X) or fill in the answer where necessary.

1. What do you practise in your school? (Please cross)
   1.1. Classroom-based teaching
   1.2. Subject teaching
   1.3. Other practices (Please specify) ……………………………………………………..

2. If you practise subject teaching, what subject do you teach and at what level? (Please cross the subject and indicate the grade.)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Tshivenda</td>
<td></td>
</tr>
<tr>
<td>2.2. English</td>
<td></td>
</tr>
<tr>
<td>2.3. Afrikaans</td>
<td></td>
</tr>
<tr>
<td>2.4. Maths</td>
<td></td>
</tr>
<tr>
<td>2.5. Natural Science</td>
<td></td>
</tr>
<tr>
<td>2.6. Technology</td>
<td></td>
</tr>
</tbody>
</table>
2.7. Human and Social Sciences
2.8. Economics and Management Sciences
2.9. Biology
2.10. Physical Science
2.11. Home Economics
2.12. Accounting
2.13. Business Economics
2.14. Life Orientation
2.15. Arts and Culture

2.16. Other subjects (Please specify)……………………………………………….
……………………………………………………………………………………

3. How long have you been teaching in this school?………………………………………………………………………………
……………………………………………………………………………………

4. What is the nature of your school library? (Please cross)
4.1. Well-equipped library
4.2. Classroom library
4.3. Only storeroom with books, not organised
4.4. Only printed materials
4.5. Printed and audiovisual materials
4.6. Internet
4.7. No library

5. Do you make use of the school library? (Please cross)
5.1. Yes
5.2. No
6. If no, why not? (Please explain)

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

7. If yes, how often do you visit the school library? (Please cross)

<table>
<thead>
<tr>
<th>7.1. Daily</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2. Weekly</td>
<td></td>
</tr>
<tr>
<td>7.3. Fortnightly</td>
<td></td>
</tr>
<tr>
<td>7.4. Monthly</td>
<td></td>
</tr>
<tr>
<td>7.5. Quarterly</td>
<td></td>
</tr>
<tr>
<td>7.6. Never</td>
<td></td>
</tr>
</tbody>
</table>

7.7. Other (Please specify)……………………………………………………………………

8. Does your school have a teacher-librarian? (Please cross)

| 8.1. Yes |       |
| 8.2. No  |       |

9. Does your school library have Internet/ICT? (Please cross)

| 9.1. Yes |       |
| 9.2. No  |       |

10. For what purpose do you use the library? (Please cross)

| 10.1. To prepare a lesson |       |
| 10.2. To find references when teaching a lesson |       |
| 10.3. To check the relevance of library materials |       |
| 10.4. To assist with collection development |       |
| 10.5. To check the availability of the collection |       |
| 10.6. To set assignments for learners |       |
10.7. To select the library materials

10.8. Other purposes (Please specify) .................................................................
..................................................................................................................

11. Are the materials you need in your school library satisfactory? (Please cross)

11.1. Excellent
11.2. Good
11.3. Fair
11.4. Poor

12. If poor or fair, why is it like that? (Please explain in two to three lines.)
..................................................................................................................
..................................................................................................................
..................................................................................................................

13. What do you do to help children to locate materials in absence of adequate stock of library?
..................................................................................................................
..................................................................................................................

14. Do you send the learners you teach to the school library? (Please cross)

14.1. Always
14.2. Sometimes
14.3. Very often
14.4. Never

15. For what purpose do you send your learners to the library? (Please cross)

15.1. To search for books
15.2. To collect information for school projects
15.3. To practise silent reading
15.4. To browse books
15.5. To view a video
15.6. To listen to the radio

15.7. Other purposes (Please specify)……………………………………………………………..
…………………………………………………………………………………………

16. Do you give your learners projects to do? (Please cross)

16.1. Yes
16.2. No

17. If yes, how many projects do you set for learners each quarter/term? (Please cross)

17.1. Two
17.2. Three
17.3. Four

17.4. Other numbers (Please specify)……………………………………………………………..
…………………………………………………………………………………………

18. For how many projects do learners have to make use of the school library? (Please cross)

18.1. Few
18.2. Very few
18.3. Many
18.4. None

19. Are your learners able to use the library for: (Please cross)

19.1. Browsing?
19.2. Note making?
19.3. Summaries?
19.4. Using reference sources?
19.5. Locating materials?
19.6. Borrowing books?
19.7. Using information sources?

19.8. Other uses (Please specify) .................................................................

20. What role do you play in the use of the school library services? (Please cross)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20.1. I encourage the learners to visit the library.</td>
<td></td>
</tr>
<tr>
<td>20.2. I assist in managing the school library.</td>
<td></td>
</tr>
<tr>
<td>20.3. I assist in selecting library materials.</td>
<td></td>
</tr>
<tr>
<td>20.4. I assist in recommending library resources.</td>
<td></td>
</tr>
<tr>
<td>20.5. I help learners in choosing reading books.</td>
<td></td>
</tr>
<tr>
<td>20.6. I help learners to search for information in books.</td>
<td></td>
</tr>
</tbody>
</table>

20.7. Other roles (Please specify) .............................................................

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

21. How do you engage your learners in using the library? (Please cross)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>21.1. Take them to the library to extend the lesson by showing them appropriate type of materials.</td>
<td></td>
</tr>
<tr>
<td>21.2. Show them a video on the topic.</td>
<td></td>
</tr>
<tr>
<td>21.3. Let them work on their own with the library material.</td>
<td></td>
</tr>
<tr>
<td>21.4. Show them how to locate information sources.</td>
<td></td>
</tr>
</tbody>
</table>

21.5. Other engagements (Please specify) .....................................................

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

22. What difficulties or problems do your learners have in using library sources? (Please cross that which is applicable to your learners.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.1. They copy word by word from the books (Verbatim).</td>
<td></td>
</tr>
<tr>
<td>22.2. They are unable to report their findings.</td>
<td></td>
</tr>
<tr>
<td>22.3. They are unable to summarise the main points.</td>
<td></td>
</tr>
<tr>
<td>22.4. They are unable to locate information in the sources.</td>
<td></td>
</tr>
<tr>
<td>22.5. They use irrelevant books.</td>
<td></td>
</tr>
<tr>
<td>22.6. Learners cannot interpret the information correctly.</td>
<td></td>
</tr>
<tr>
<td>22.7. Learners cannot analyse information.</td>
<td></td>
</tr>
</tbody>
</table>
22.8. Other problems or difficulties (Please specify)
…………………………………………………………………………………………

23. How do you motivate your learners in using the library? (Please cross)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23.1. Always send them to the library.</td>
<td></td>
</tr>
<tr>
<td>23.2. Encourage learners to make use of the library.</td>
<td></td>
</tr>
<tr>
<td>23.3. Encourage learners to participate in the library competition.</td>
<td></td>
</tr>
<tr>
<td>23.4. Accompany them to other libraries.</td>
<td></td>
</tr>
</tbody>
</table>

23.5. Other motivations (Please specify)………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

24. In your opinion, what suggestion can you give concerning the library services of your school library to your learners? (Please explain)
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

**THANK YOU FOR YOUR SUPPORT**
APPENDIX C

AN EVALUATION OF THE PROVISION OF LIBRARY SERVICES AVAILABLE FOR USE BY LEARNERS

TEACHER-LIBRARIANS’ QUESTIONNAIRE

INTRODUCTION

This questionnaire asks questions concerning the types of library services to teachers and learners in your school. The researcher used this questionnaire as an instrument for data collection in this evaluative study, which is going to be of great benefit to the teacher-librarians, teachers, learners and the Department of Education. Please feel free to express your opinion since you are going to remain anonymous.

Instruction: Please cross (X) or fill in the answer where necessary.

1. Do you like being a teacher-librarian?
   1.1. Yes
   1.2. No

2. What role do you play as a teacher-librarian? (Please cross that which is applicable to you.)
   2.1. Responsible for collection development
   2.2. Acquire library material
   2.3. Maintain the library
   2.4. Building the library collection
   2.5. Asking for donation
   2.6. Cataloguing books
   2.7. Circulating books
   2.8. Shelving books
2.9. Withdrawing outdated materials

2.10. Other roles (Please specify)

3. Do your learners know the library rules? (Please cross one block below.)

<table>
<thead>
<tr>
<th>3.1. Yes</th>
<th>3.2. No</th>
</tr>
</thead>
</table>

4. Which of the following rules are not taught in your library? (Please cross appropriate block below.)

| 4.1. No eating in the library |  |
| 4.2. No noise in the library |  |
| 4.3. No drinking in the library |  |
| 4.4. Cellphones should be switched off in the library |  |
| 4.5. No stealing of library materials |  |
| 4.6. No tearing of pages of library books |  |
| 4.7. No writing on library materials |  |
| 4.8. Books should not be bent on the spine |  |

4.9. Other rules (please specify)

5. What is the condition of library services of your school? (Please cross appropriate block below.)

| 5.1. Well equipped |  |
| 5.2. Poorly equipped |  |
| 5.3. Disorganised |  |
| 5.4. Library materials kept in storeroom |  |
| 5.5. No library at all |  |
6a. In your opinion, what is the attitude of the learners towards the school library services?  (Please cross one block below.)

<table>
<thead>
<tr>
<th>6a.1. Very positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a.2. Positive</td>
</tr>
<tr>
<td>6a.3. Negative</td>
</tr>
<tr>
<td>6a.4. Very negative</td>
</tr>
</tbody>
</table>

6b. If negative or very negative, what do you think might be the cause?  (Please cross appropriate blocks below.)

<table>
<thead>
<tr>
<th>6b.1. Lack of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>6b.2. Lack of understanding</td>
</tr>
<tr>
<td>6b.3. Lack of library education</td>
</tr>
<tr>
<td>6b.4. Lack of motivation</td>
</tr>
<tr>
<td>6b.5. Laziness</td>
</tr>
<tr>
<td>6b.6. Ignorance</td>
</tr>
<tr>
<td>6b.7. Inadequate library collection</td>
</tr>
<tr>
<td>6b.8. Lack of indexing system</td>
</tr>
<tr>
<td>6b.9. Lack of subject headings</td>
</tr>
<tr>
<td>6b.10. Lack of relevant materials</td>
</tr>
<tr>
<td>6b.11. Lack of support staff</td>
</tr>
<tr>
<td>6b.12. Lack of space for reading</td>
</tr>
</tbody>
</table>

6b.13. Other causes (Please specify)

7. What type of library facilities are there in your school library?  (Please cross that which is applicable to your school.)

<table>
<thead>
<tr>
<th>7.1. Library building</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2. Room set aside for library</td>
</tr>
<tr>
<td>7.3. Book shelves</td>
</tr>
<tr>
<td>7.4. Tables and chairs</td>
</tr>
</tbody>
</table>

7.5. Other library facilities (Please specify)
8. Are you a member of any type of library affiliation? (Please cross one block below.)

<table>
<thead>
<tr>
<th>8.1. Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2. No</td>
<td></td>
</tr>
</tbody>
</table>

9. If yes, to which type of library affiliation do you belong? (Please cross appropriate block below.)

<table>
<thead>
<tr>
<th>9.1. Between your school library and the public library</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2. Between your school library and the community library</td>
<td></td>
</tr>
<tr>
<td>9.3. Between your school library and the UNIVEN library</td>
<td></td>
</tr>
<tr>
<td>9.4. Between your school library and another neighbouring school library</td>
<td></td>
</tr>
<tr>
<td>9.5. Between your school library and a special library</td>
<td></td>
</tr>
<tr>
<td>9.6. Other library affiliation (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

10. In your opinion what form of library cooperation do you think could be used successfully as a solution to the lack of library resources. (Please explain)

11. What type of services do you provide in your school library? (Please cross that which is applicable to your school.)

<table>
<thead>
<tr>
<th>11.1. Internet services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2. Lending service</td>
<td></td>
</tr>
<tr>
<td>11.3. Reference service</td>
<td></td>
</tr>
<tr>
<td>11.4. User education</td>
<td></td>
</tr>
<tr>
<td>11.5. User guidance</td>
<td></td>
</tr>
</tbody>
</table>
11.6. User advice

11.7. Information provision service

11.8. Readers’ advisory service

11.9. Outreach and extension services

11.10. Other services (Please specify)

12. Do you offer any library education to all the learners in your school? (Please cross.)

| 12.1. Yes |
| 12.2. No |

13. If yes, what type of library education do you offer to your learners? (Please cross all that is applicable to your school.)

| 13.1. Bibliographic instruction |
| 13.2. Library orientation |
| 13.3. Library skills |
| 13.4. Information handling skills |
| 13.5. Presentation skills |
| 13.6. Problem solving skills |
| 13.7. Information searching skills |

13.8. Other library education (Please specify)

14. If no, how do you teach them about the use of library? (Please explain)

165
15. What type of library activities do you provide to your learners? (Please cross as many as applicable to your school.)

<table>
<thead>
<tr>
<th>15.1. Story telling</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.2. Puppet show</td>
<td></td>
</tr>
<tr>
<td>15.3. Film programmes</td>
<td></td>
</tr>
<tr>
<td>15.4. Crafts</td>
<td></td>
</tr>
<tr>
<td>15.5. Exhibition</td>
<td></td>
</tr>
<tr>
<td>15.6. Dramatisation</td>
<td></td>
</tr>
<tr>
<td>15.7. Reading aloud</td>
<td></td>
</tr>
<tr>
<td>15.8. Poetry</td>
<td></td>
</tr>
<tr>
<td>15.9. Singing choral verses</td>
<td></td>
</tr>
<tr>
<td>15.10. Prepared speech</td>
<td></td>
</tr>
<tr>
<td>15.11. Debate</td>
<td></td>
</tr>
<tr>
<td>15.12. Puzzles</td>
<td></td>
</tr>
</tbody>
</table>

15.13. Other library activities (Please specify)……………………………………………………………
...........................................................................................................................................................................................

16. Do you think library education is of importance? (Please cross)

| 16.1. Yes |       |
| 16.2. No  |       |

17. If yes, what form do you think library education should take in order to facilitate effective studying and learning from an early age. (Please give your suggestion.)

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

THANK YOU FOR YOUR SUPPORT