

**THE ROLE OF PRINCIPALS IN ESTABLISHING AND MANAGING
FUNCTIONAL SCHOOL LIBRARIES IN
KING CETSHWAYO DISTRICT, KWAZULU-NATAL**

by

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**Submitted in accordance with the requirements
for the degree of**

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR PK TRIEGAARDT

NOVEMBER 2018

ACKNOWLEDGEMENTS

My heartfelt thanks: go to the following support structures without whom this study would not have been possible:

- Dr Paul Triegaardt for his expert leadership, interest and encouragement throughout this study. I acknowledge his continuous support and vast patience. His critical yet positive comments became the voice in my head when reading each chapter. I am grateful for his quick response times, enabling me to submit this study at this time.
- My children, Amanda and Yolanda, for understanding why I needed to work and believing I could achieve this goal. I dedicate this dissertation to you to encourage you to reach for your goals and to know that just as you have been here for me, I will support you in yours.
- To my husband, Siduduzo Cyprian Dlamini thank you so much Zizi.
- To my retired then supervisor Professor Pretorius whom I started this journey with.
- UNISA (M&D bursary fund). for the financial support which I received for this study.
- To my editor Corrie Geldenhuys for her excellent proofreading and editing services and to Cyber Transcription for its services.
- To KZN Department of Education for granting me the permission to conduct research in its schools.
- To King Cetshwayo District Office of Education and its relevant sub directorates and sections, ELITS, Mthonjaneni CMC and the Dlangubo Circuit.
- To all participants from selected Dlangubo Circuit schools.
- Mr Nxumalo N.E, Umlalazi Chief Education Specialist, for authorising my participation in school library study at the University of Zululand as he was my work supervisor at that time, he understood my explanation for the need since I had already started a library at the Enqoleni Teacher Development Centre and expected inter alia to supervise its functionality.
- To my Almighty God, the Father, the Son our Lord Jesus Christ and the Holy Spirit for enabling me to finish this work.

DECLARATION

I the undersigned hereby declare that:

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I declare that the role of principals in establishing and managing functional school libraries in King Cetshwayo District, KwaZulu-Natal is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that I have submitted this dissertation for originality checking software.



Ntombizethu Annatoria Dlamini

11 October 2018

DECLARATION BY THE SUPERVISOR

I the undersigned hereby declare that:

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A rectangular box containing a handwritten signature in black ink. The signature appears to be 'P. K. Triegaardt' written in a cursive style.

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11 October 2018

ABSTRACT

It became known that South African learners' learning outcomes rank poorly on the international stage, even if compared to less developed parts of Sub-Saharan Africa. The root cause of this problem is assumed to lie with the concern of illiteracy, which was argued, could be combated inter alia by ensuring that every public school has a stocked and functional library serviced by a fulltime proficient librarian. The aim of the study was to investigate the role of principals in establishing and managing functional school libraries in the King Cetshwayo District, KwaZulu-Natal. A qualitative investigation was done amongst school principals and their teacher librarians at five Dlangubo Circuit Schools. Data were collected by means of in-depth interviews and document analysis. The study revealed that the principals lack the training and resources to fulfil their role in establishing and maintaining functional school libraries. Recommendations were made on how principals might solve these problems in the future.

ABSTRAK

Dit het aan die lig gekom dat Suid-Afrikaanse leerders se leeruitkomst swak in die internasionale arena vertoon, selfs indien dit met minder-ontwikkelde dele van Sub-Sahara-Afrika vergelyk word. Daar word aanvaar dat die oorsaak van hier probleem vermoedelik die probleem van ongeletterdheid is, wat onder andere oorkom kan word deur te verseker dat elke openbare skool oor 'n toegeruste en funksionele biblioteek beskik wat deur 'n voltydse, bekwame bibliotekaris bestuur word. Hierdie studie ondersoek die rol van skoolhoofde in die vestiging en bestuur van funksionele skoolbiblioteke in die King Cetshwayo-distrik in KwaZulu-Natal. Daar is by vyf skole in die Dlangubu-streek 'n kwalitatiewe ondersoek met behulp van skoolhoofde en hulle onderwyser-bibliotekarisse gedoen. Data is met behulp van diepgaande onderhoude en dokumentanalise versamel. Die studie het aan die lig gebring dat die skoolhoofde 'n gebrek aan opleiding en hulpbronne het ten einde hulle rol in die vestiging en handhawing van funksionele skoolbiblioteke te vervul. Aanbevelings is gemaak oor hoe skoolhoofde in die toekoms moontlik hierdie probleme kan oplos.

ISIFINYEZO NGOKUQUKETHWE INCWADI UKUNIKEZA UMFUNDI UMBONO OSHESHAYO NGESIHLOKO NENJONGO YAYO (ABSTRACT)

Kuvele ukuthi imiphumela yokufunda abafundi baseNingizimu Afrika izezingeni eliphansi mayikeliswe neyamazwengamazwe ngisho noma isiqhathaniswa neyezingxenye ezingaka thuthuki kahle zase- Sub-Saharan Africa. Umsuka walencinga kusolwa ukuthi udalwa ukungakhuthazwa ukufunda izincwadi nokubhala, okuyinto okuthiwa ingaqedwa phakathi kokunye ngokuqinisekisa ukuthi zonke izikole zomphakathi zinomtapo wolwazi onezinsizakufunda nezinsizakusebenza ezanele ezisezingeni labantwana nothisha futhi owenganyelwe uthisha oqeqeshiwe ngokusebenza komtapo futhi osebenza ngokugcwele ukuqondana nomtapo wesikole. Inhlalo yocwaningo ukuphenya indima yothishanhloko ekusunguleni nasekuphatheni imitapo esebenza ngendlela efanele ezikoleni zase e-King Cetshwayo District, KwaZulu-Natal. Uphenyo olunzulu lwenziwe kothishomkhulu kanye nakothisha ababakhethe ukuthi babuye babhekane nokusebenza nokuphathwa kwe -mitapo yolwazi ezikoleni zabo ezinhlanu ezise Dlangubo Circuit. Ulwazi lwaqoqwa ngama in-depth interviews kanye nokuhlaziywa kwezincwadi abasebenza ngazo ukuze umtapo wolwazi wesikole usebenze ngendlela efanele. Lolu cwanningo luveze ukuthi othishanhloko bashoda ngoqeqesho kwezokuphathwa komtapo wolwazi ezikoleni kanye nezinsizakufunda kubalwa nezinsiza kusebenza eziqondene nokusebenza kahle komtapo wolwazi ezikoleni ukuze bakwazi ukufeza indima yabo ekusunguleni nasekuphatheni gendlala imitapo yolwazi esebenza kahle ezikoleni zabo. Izincomo zenziwe ezikhombisa ukuthi othishanhloko bangazixazulula kanjani lezi zinkinga esikhathini esizayo.

KEYWORDS

Centralised school library

Classroom library

Dlangubo Circuit schools

Functional school libraries

King Cetshwayo District

School library environment

School Management Team (SMT)

School principals

Proficient Teacher-librarian

The School Library Committee

GLOSSARY OF ACCRONYMS AND ABBREVIATIONS

AASL	American Association of School Libraries
ACE	Advanced Certificate in Education
ALA	American Library Association
ALIA	Australian Library and Information Association
ALIES	A Library In Every School
ANA	Annual National Assessment
ASLA	Australian School Library Association
AUP	Acceptable Use Policy
CES	Chief Education Specialist
CMC	Circuit Management Centre
DBE	Department of Basic Education
DDC	<i>Dewey Decimal Classification</i>
ELITS	Education Library Information and Technology Service
ENSIL	European Network for School Libraries and Information Literacy
HoD	Head of an Academic Department (Subjects Departmental Head)
IASL	International Association of School Librarianship
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations and Institution
KZN	KwaZulu-Natal
KZNDoe	KwaZulu-Natal Department of Education
KZNEDMEC	KZN Education Member of the Executive Council
KZNELITS	KwaZulu-Natal Education Library Information and Technology Service
LAA	Library Association of Australia

LIS	Library and information science
LTSM	Learning and Teaching Support Material
MARC	Machine-Readable Cataloguing Record
NAPLAN	National Assessment Program-Literacy and Numeracy
NSW	New South Wales
Ofsted	Office for Standards in Education
PIRLS	Progress in International Literacy Study
(REC)	Research Ethics Committee.
SGBs	School Governing Bodies
SLT	School Leadership Team
SMT	School Management Team
UKZN	University of KwaZulu-Natal
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISA	University of South Africa
UWC	University of the Western Cape
VCTL	Victorian Catholic Teacher Librarians

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Most of our daily engagement commands efficiency in reading, a skill a learner has to attain in his or her foundation learning to form the bases of his or her advance studying later (Hlaithwa, 2013:1). The news that most South African Grade 4 pupils scored the lowest in the internationally recognised level of reading literacy out of 50 countries in the Progress in International Reading Literacy Study (Pirls) revealed in its 2016 report is not good for the country (Chambers, 2017:1). Pretorius, Jackson, Mickay and Spaul (2016:4) concur with the above and add that it is unstartling that reading and writing proficiency based on strong grounds of reading is taken as the basic gauge of effectiveness or capability. By not attaining “basic reading skills in the foundation phase learners are “silently excluded” from learning, since they struggle to engage with the curriculum in higher grades and fall further behind”.

In agreement with the above Nengomasha, Uutoni and Yule (2012:1) reveal that the basis of the above challenge is the shortage of school libraries. “In May 2011 the National Education Infrastructure Management System (NEIMS) report showed that although 21% of 24 793 state schools had libraries, only 7% (1 855) had stocked libraries and 79% (19 541 schools) had no library at all (DBE Republic of South Africa, 2011a)”. Attaining quality education is a challenge in these economically developing nations of Africa (Paton-Ash & Wilmot, 2015:1).

Nengomasha, Uutoni and Yule (2012:1) substantiate their claim by citing the myriad of research, which concurs with the fact that there is a solid connection relating to well-functioning school libraries and academic achievement. They further state that for a school library to influence intellectual performance successfully, it must meet a set of indispensables like accommodating basic facilities which include being fully furnished with internet facilities and a copying machine; a strong, suitable and current library collection; and proficient working personnel. Its undertakings have to successfully blend with school teaching and learning plan. Omenyo (2016:8) relates that at all schools where school libraries exist and they are taken seriously, almost all educators

utilise the school library to do research to supplement, enrich and impart quality to students. Similarly, it assists students in enriching their class assignments. However,

“Thirteen years after the end of apartheid education, there is consensus that its legacy lingers, and that the money spent has not yet provided satisfactory outcomes. While the need of school libraries is the single denominator at most schools, the lack of leadership and management is the first hurdle to any sustainable intervention. It is also stated that every project must therefore start with an honest assessment of the Principal, their School Management Team (SMT) and the functionality of the School Governing Body (SGB)” (Butler, 2004:82).

The school principal is seen as having a huge role to play in the development of a school library, as he/she controls the budget for the resources for both physical and human resources in the school (Hartzell, 2012:1). Church (2009:40) confirms that “the principal is a key player, in library media programs that make a difference.”

Picket and Combe (2016:1) allude to the fact that school principals are continuously confronted with huge obligation to ensure that an elevated teaching and learning plan within the slim budget and personnel is provided. An excellent and inspiring library programme has always been linked with good learner achievement. It is suggested that principals can use it to raise the teaching and learning process standards especially because it is evidence-based.

The other hurdle is that the principals who may value and promote school libraries' potential, at times spend too little time at their schools to offer enough support to the school library functionality, which could contribute significantly to the school's academic performance. They may leave because of reaching retirement time and because of other causes. This may destabilise the good working mood in the school and may end up affecting the academic performance of learners in the school (Paton-Ash & Wilmot, 2015:2). The new principal may come with a different attitude in relation to curriculum support (Hartzell, 2012:1). This seems to point to the urgent need of the National School Library Policy to enforce and give clear directives in relation to the attention to be given to school library issues in order to ensure sustainability (Mojapelo, 2015:2).

Blatter (2016:1) hints that some principals try to stay away from school library issues because they are not experienced and informed of the part a school librarian plays in

assisting teachers to impart knowledge and assisting in the learner performance. They did not receive professional training on how to supervise a teacher librarian or about his or her duties. The advice for a librarian is that when one needs the principal's attention in relation to a school library, he or she has to be clear about his or her concerns, be "solution orientated, and be student centred" (Blatter, 2016:1).

Hartzell (2012:1) shares that for more than two decades, school librarians have used their main advocacy strategies on principals and other structures to make them realise that school libraries be the prioritised elements of the school. It had been ineffective. The absence of National school library policy to compel the School Governing Bodies to establish school libraries in schools is an addition to the challenge (Paton-Ash & Wilmot, 2015:1)

Adequate school library resourcing and staffing is lacking at most African schools, especially in rural areas, due to our historical legacy prior to 1994. This affects the enhancement of quality of education (Mojapelo, 2016:1). According to the IFLA School Library Guidelines (2015:7), school libraries are supposed to have some qualified teaching staff managed by a qualified teacher librarian, matching the level of school management team (SMT) members. The administrative side is excellently attended to by the trained administrative and skilled personnel, to allow teacher librarians enough time for professional responsibilities such as instruction, management, collaboration and leadership, with the support of the school principal.

Still on inadequate school libraries resources, according to the South African Department of Basic Education, the school library programme forms an integral part of teaching and learning (Department of Basic Education, 2012:4). However, the lack of a national policy to some extent contributes for this career not to be provided with teacher librarianship pay positions (Paton-Ash & Wilmot, 2015:1). Department of Basic Education (DBE) (1996:24) in the *South African Schools Act* (SASA no. 84 of 1996) asserts the responsibility for the funding of schools as the prerogative of the National Government (Nsingwane, 2011:6). The National Treasury allocates a budget to all nine provinces, of which the provincial office has to assign 10% of the prescribed Learning and Teaching Support Materials (LTSM) to the school library. The 10% school library portion from the LTSM is very small, and insufficient for school libraries to execute their duties well (Nsingwane, 2011:6). The *SASA no.84 of 1996* also gives

permission to SGBs to fundraise, accept grants and donations in order to augment the constrained school budget, which may benefit the school library (Mojapelo, 2008:51).

As alluded above, there are several challenges in implementing quality education particularly in the rural areas, which include lack of access to well-resourced and functional school libraries to support curriculum implementation at schools. There is a lack of books, videos, journals, access to ICT equipment, e.g. hardware and software, connectivity, online training venues, technical support, infrastructure and a lack of support to the school library from principals.

1.2 BACKGROUND TO THE STUDY

According to the *South African Schools Act 84 of 1996*, section 16(3), the professional management of the public school must be undertaken by the principal under the authority of the Head of the Department of Education. Section 16(1) states that the governance of every public school is vested in its governing body. The implication of Section 30(1) is that the school library committee is a subcommittee of the school Governing Body (SGB); therefore, the school library is managed by the principal through the teacher librarian and the school library committee. The school library deserves all the support it needs from the principal, SMT and the SGB.

School principals are the instructional leaders of their schools. Amongst their responsibilities, they are expected to “to create quality and character of school life as well as the organisational and structural feature of the school”. They are also expected to “determine performance expectations (of which can be supported by the presence of a functional school library) and set priorities for effective teaching and student learning. The quality of education in schools depends on the presence of competent and committed school principals.” (Geleta, 2015:5) By virtue of being the principal, he/she forms part of the school library committee.

The principal of a school is usually an ex-officio member of a school library committee. The library committee is also a subcommittee of the SGB, which is in line with section 30 of the *South African Schools Act 84 of 1996*.

Within the library committee principals play a fundamental part in the advisory role. For example, principals advise the teacher-librarian on selection of

materials, budgeting, teamwork, decision-making, and fundraising events. My findings cannot be related to policy or literature because insufficient is written about the library committee's advisory role in school governance. (Govender, 2007:42)

“Evidence and experience have shown that most principal candidates lack the knowledge to supervise a school library. Likewise, evidence and experience have provided guidance for those seeking to do so” (Pickett, 2016:8). “Very few principal-preparation programs across the nation are preparing school principals for the leadership role related to the school library media centre” (Pickett, 2016:4). “Principals who had pre-service with information about libraries were statistically significantly more likely to value the library than were principals who received no such training” (Pickett, 2016:4).

Hartzell (2002:92) states that principals' perception of school libraries and teacher librarians have been shaped by four interaction forces. The first is their own school experience when they were children, they perceived the library as the peripheral to the classroom (meaning that there were no libraries during their times). The second is the effect of their professional training, in which the libraries' role in curriculum and instruction was conspicuously absent. Thirdly, the nature of the teacher librarian's work in the literature is to enable and empower others. The fourth is the low profile that the teacher librarians and school libraries have; their educational input is not widely recognised in the literature read by teachers and administrators, which prevents them from updating their sense of what the library really is and can do (Merga, 2019:18).

What the researcher observes in her position is that most principals do not relate much or realise the school libraries' importance to curriculum improvement support for learners, which makes them unenthusiastic to support the establishment of school libraries. The Department of Basic Education (DBE)'s (2012:3, 22) vision is that schools will have well-resourced and functioning school libraries and information services. It also states that the principal as a curriculum and instructional leader of the school has the responsibility to ensure that a reading promotion programme, the information literacy and library integration are part of the school timetable. Arguably the research shows that most schools lack proper library resources because of the

constrained allocated budget (Picket & Combe 2016:1). The absence of the National School Library Policy seems to be the basis of the challenge (Mojapelo, 2015:2). Urgent intervention by government is suggested to be key (Paton-Ash & Wilmot, 2015:1).

The Department of Basic Education (2012:20) states that “the teacher-librarian must report directly to the principal or deputy head”. The researcher believes that a teacher librarian at a senior or SMT level could add influential power to him or her to be able to give some instructions especially to the subordinates, which may increase the number of school community members to want to make use of the library to benefit quality education. “Teachers could be attracted into wanting to be teacher librarians and they may end up enrolling to acquire a school librarian qualification.” (KZN School Library Strategy, 2009-2012:7) This may put them in a senior position to become one of the school leaders under the school principal’s watch. The principals are in the position with possible power of influence (Le Roux, 2012:2).

The researcher believes that it could be a positive step for school libraries to have library assistants to assist the teacher librarian and the school library committee, especially with administrative work, to improve the school library functionality (Department of Basic Education, 2012:20, 22).

The researcher feels that it may be progressive for the Circuit Principals’ quarterly meetings chaired by the Circuit Manager or Circuit Management Chief Education Specialist (CES-Circuit Management) to appoint a school library district official to motivate principals on the importance of school libraries. However, the school library official may also be faced with questions and requests from the principal for the school libraries’ shortages (Wessels, 2010:6).

Wessels (2010:5) contends that, in his past encounter, a number of the existing school libraries were non-functional, often locked, and used as storerooms for old and irrelevant stock. Classroom libraries or reading corners consisted of tattered and torn magazines and textbooks. The same source continues to state that the situation is worse at former African schools (schools for the mostly black community in townships and rural areas), but even former Model C schools (government schools in former white areas) have had to close their libraries due to lack of funding and no post for a

teacher librarian. Such cases do exist even now in other schools. Support by principals, SGBs and the government is urgently needed in order to curb such situations.

Mojapelo (2008:1) relates that the learners in rural schools are disadvantaged because of the absence of school libraries. There are also no public libraries they can visit. Government officials need to be vocal about the need for school libraries at schools as they have been vocal at meetings about the promotion of reading to improve literacy in our country. The Minister of Basic Education was vocal about that (the importance of reading promotion) when addressing the district teacher development centre managers at the Southern Sun Hotel OR Tambo Airport in Johannesburg on 10 August 2014. The KZN Education Member of the Executive Council (KZNEDMEC) was also vocal about reading promotion at the King Cetshwayo Education District launch of the PILO (Provincial Improvement of the Learning Outcomes) Campaign.

The results of the then Annual National Assessment (ANA) show that Grade 3 pupils scored an average of 35% for Literacy and 28% for Numeracy. In Grade 6, the national average for Literacy was 28% and for Numeracy 30% (Motshekga, in Nassimbeni, 2011:95). It is stated that children's illiteracy is clearly associated with adult illiteracy. UNESCO figures place South Africa 108 out of 178 for literacy (Mohlala, in Nassimbeni, 2011:98). While the ANA results are shocking, the Progress in International Literacy Study (PIRLS) (in Nassimbeni, 2011:95) states that South Africa achieved the lowest score in Literacy out of 40 countries and 45 education systems.

Pupils from schools where books and libraries were available scored better than pupils at schools without resources did. Nassimbeni (2011:95) and Wilkinson, Madhadzi and Pon (2011:7) state that the South African learners' outcomes rank poorly on the international stage, even if compared to less developed parts of Sub-Saharan Africa. The root of this problem lies with the issue of illiteracy, which, is argued, can be combated by ensuring that every public school has a stocked library serviced by a fulltime librarian.

From the afore-going discussions, it is clear that school libraries can play a vital role in improving literacy levels in rural areas and thus learners' overall achievement in

education. However, as stated above, a variety of challenges are related to the establishment and management of libraries at rural schools, including the lack of knowledge about the critical role of libraries and the management thereof by school managements and lack of support to librarians internally and from external communities.

1.3 THE RESEARCH PROBLEM

The sections above lead to the main problem statement of this study, which can be phrased as a research question:

What is the role of school principals in establishing and managing functional school libraries?

The main research question can now be divided into the following sub-questions:

- What are the characteristics of an effective school library?
- What is the role of school libraries in improving literacy levels at rural schools?
- What leadership role should school principals play in establishing and managing functional school libraries?
- What are the challenges that school principals and school librarians experience in establishing and maintaining functional school libraries?
- What are the recommendations to address the challenges that school principals experience in establishing and maintaining functional school libraries?

1.4 AIMS AND OBJECTIVES OF THE STUDY

The main aim of this study is to establish the role of principals in establishing and managing functional school libraries.

The sub-aims of the study are:

- To investigate the characteristics of an effective school library (to be addressed in Chapter 2).
- To describe how school libraries can improve literacy levels in schools (to be addressed in Chapter 2).

- To explain the leadership role of school principals in establishing and managing functional school libraries (to be addressed in Chapter 2).
- To explore the challenges that school principals' experience in establishing and maintaining functional school libraries (to be addressed in the empirical investigation).
- To offer recommendations that could address the challenges that principals experience in establishing and maintaining functional school libraries (to be addressed as the main outcome of the study).

1.5 SIGNIFICANCE OF THE STUDY

This is an important study in that school libraries are valuable as they provide educational materials to boost the delivery of quality education. The country has passed the time of division, apartheid times where policies directed important resources like school libraries only to certain areas, excluding rural areas. Democracy came, and all people of South Africa need quality education.

School libraries expose learners to various information materials. It may help to instil a love of reading in learners from an early age. The study will benefit various government agencies, which can contribute to having functional school libraries. They are as follows:

- School principals represent the department at school level; they will learn that their support is key in ensuring that the teacher librarian succeeds in making the school library functional.
- The teacher librarian will also learn that she needs to approach the principal in relation to school library updates and needs.
- For teachers, this study will serve as form of advocacy that they must use the library themselves as well as the learners.
- Departmental officials at all levels will learn that the school libraries need their support in terms of budget, policies, resources and trainings.

1.6 RESEARCH METHODOLOGY

1.6.1 Research paradigm, approach and design

The inherent paradigm of this research study is interpretive (Creswell, 2007:39). It is a form of enquiry where the researchers interpret what they observe, listen and comprehend. Researchers who utilise Interpretivist paradigm and qualitative methods usually search for encounter, comprehension and intuitive understanding and insight of persons for their information to reveal the exactness of the situation rather than depend on statistics numeracy (Thanh & Thanh, 2015:1). In this study, the researcher solicited such information. When a research report has been presented, the readers make their interpretations and the participants also interpret the study in their own way. These multiple interpretations result in the emergence of multiple ideas and views about the study (Creswell, 2007:39).

In the study, the researcher used a qualitative research approach. It is based on exploring and gaining an understanding of the meaning principals and teacher librarians ascribe to relating to the problem, their experience in establishing and managing functional school libraries and about role principals have to play.

The researcher used the one-on-one interview method, and was interested in the information and in the description and reflection from every participant's experience of the phenomenon, all in line with De Vos, Strydom, Fouché and Delpont (2005:297) and Wessels (2010:49). In addition, the researcher wished to gain an understanding of the perceptions of the King Cetshwayo District, KwaZulu-Natal's school principals and teacher librarians with regard to their experience in establishing and maintaining functional school libraries.

Berg (2009:41) and De Vos (2008:323) attest that a research design is seen as a design or the plan or blueprint according to which the research is to be conducted. Furthermore, McMillan and Schumacher (2010:12) declare that the purpose of a research design is to provide a general plan for directing a systematic investigation of the phenomenon of interest. Moreover, the aim of the use of a case study is to provide an in-depth description of the chosen sample (Mouton, 2001:149). Moreover, Schram (2006:107) states that whether one considers a case study as a way of conceptualising human behaviour or merely as a way of encapsulating it, its strategic value lies in its

ability to draw attention to what can be learned from the single case. In this study, the researcher employed a case study to investigate the role of principals in establishing and managing functional school libraries in King Cetshwayo District, KwaZulu-Natal, because case-study research can focus on a single interview or multiple interviews (Yin 2003:20). The single case study also, in this regard, proved to be a suitable design for the researcher's study. Three of the reasons why the researcher decided to conduct the single case study as identified by Rule and John (2011:21) were applicable to her study:

- The researcher had easy access to the case. Tellis (1997:6) explains that single case studies are also ideal for a revelatory where an observer may have access to a phenomenon. The phenomenon is the role of principals in establishing and managing functional school libraries, but no investigation was done to identify the reasons why the existing school libraries are dysfunctional in the King Cetshwayo District.
- The researcher could conduct the case in depth because of the workstation location, which is among the schools under investigation.
- The researcher could act as an insider researcher, which ensured access to evidence. The scope of the study was clearly delimited. A qualitative data collection method was used to ensure the validity of the process. Although more cases are available, a single case study was the best design option. The researcher's aim was at solving a practical problem which is the role that principals have to play in establishing and managing functional school libraries in the King Cetshwayo District, KwaZulu-Natal.

In the next section, the researcher will describe the population and sampling procedures, collection and analysis of data.

1.6.2 Population and sampling

Du Preez (2017:9) explains the population of a study as a "group of elements or cases, whether individuals, objects or events, that conform to specific criteria and on which the researcher intends to generalise the results of the research". In this study, the population refers to the five (5) schools in the Dlangubo Circuit of the King Cetshwayo

District Office of Education. This includes three (3) primary and two (2) secondary schools.

The researcher used purposive sampling; participants were likely to generate useful data for the project (Bricki & Green, 2007:11). The researcher searched for information-rich informants, cases or groups from which to select sub-units for a more in-depth study. Purposeful sampling entails a selection of information-rich cases to undertake an in-depth study (Patton, 2015:1). The focus was on purposive sampling, whereby the sample was approached having a prior purpose in mind. The criteria of the elements that were included in the study were predefined. Thus, the researcher need not include everyone who was available; rather, those available were included if they met the defined criteria (Alvi, 2016:1-320). The researcher used the schools that have some form of school libraries. It had to be different levels of schools (primary and secondary schools) for the researcher to get the dynamics of both the situations in relation to the topic of study.

The sampling considered information-rich cases to answer who, why and how questions. Five school principals and the five teacher librarians from the same schools participated in the study. The number could be increased, depending on the sufficiency and saturation of information. The researcher requested a list of all the schools from the King Cetshwayo District Education Library Information and Technology Service (ELITS) section with information on the existence and functionality of their school libraries. In this researcher's case, the results could not just be generalised to the whole population of schools in King Cetshwayo. However, the results of this study gave an understanding of the situation around the school libraries' functionality, and the role principals need to play in establishing and managing functional school libraries for positive achievement. Five school principals and their teacher librarians were interviewed, selected by using purposive sampling in order to generate data. These school principals came from information-rich schools. These schools were likely to be knowledgeable about the phenomenon being investigated (Bricki & Green, 2007:1). This study was confined to five primary and secondary schools in the area.

1.6.3 Instrumentation and data collection techniques

The research data collected during the research were qualitative by nature. Alshenqeeti (2014:1) in agreement relates that qualitative researchers interview participants when they gather the research data. He confesses that interviews are stronger in generating data that enable researchers greatly to find the underlying cause of the people's views. Cohen, Manion and Morison (2007:29) add that interviewing is a powerful method for learning "the construction and negotiation of meanings in a natural setting".

The interviews lasted 30 minutes each. In some cases, the researcher had to rephrase the questions when some of the participants did not share all their thoughts. With the permission of the participant, a digital recorder was used to record the interview and notes were taken to indicate key aspects that could contribute to the research. Participants in this investigation participated in 30-minute interviews to give their views and experience as to what role school libraries could and should play at rural schools to improve literacy levels of learners and ultimately their overall achievement in education, as well as to what leadership role the principals play in establishing and managing functional school libraries. During this process, the participants provided ideas and solutions to the problem. The unstructured interview was used to elicit the information on the leadership role principals play in establishing and managing functional school libraries.

The researcher did a focus literature study to understand the construct at hand and rehearsed what question to ask to cover it, which is in line with De Vos *et al.* (2005:297). She ensured that questions were non-judgemental, unbiased and neutral, not value laden or leading. She avoided jargon and ambiguous questions to eliminate confusion and prejudice, which is agreement with De Vos *et al.* (2005:297). She did drafting and redrafting during the practice session to get used to asking gentle and less loaded questions, in line with De Vos *et al.* (2005:297)

Du Preez (2017:10) identifies five phases of data collection strategy. The researcher applied these five phases in this study.

- Phase 1: Planning – The planning phase consisted of identifying participants and undertaking an in-depth literature review to gain information that could be

used to conduct interviews. The researcher identified the research design, data collection method(s) and type of sampling during this phase.

- Phase 2: Start of data collection – at the beginning of the data collection phase the researcher established trust and developed a professional relationship with the participants by explaining the purpose of the study and processes that followed in this study.
- Phase 3: Basic data collection – Interviews were conducted to gain the information needed to address the research problem.
- Phase 4: End of data collection – Data collected during the interviews formulated the findings and conclusions.
- Phase 5: Completion – The data collection process was completed, and necessary recommendations were made.

1.6.4 Data analysis and interpretation

Qualitative analysis changes data into findings; this involves describing and providing the short version of the volume of gathered information, noticing the important patterns and coming up with the important message of what the generated data reveal (De Vos *et al.*, 2005:333; Lacey & Luff, 2009).

As the researcher collected data at the research site, she analysed it at the same time. In the course of fieldwork, ideas about directions for analysis occurred. Patterns were identified. Possible themes came to mind. Ideas for making sense of data came up, which signalled the beginning of analysis, which is in line with De Vos *et al.* (2005:336) and Patton (2015:1).

The transcription process began after the interviewing process was over. The researcher followed the guidelines Maponya (2015:38) and Sutton (2015:1). Just after fieldwork, occasionally, gaps or ambiguities were found during analysis and the researcher contacted the interviewees for more data collection to clarify or improve responses (De Vos *et al.*, 2005:336). She ensured that the transcriptions were completely in line with the guidelines indicated by Maponya (2015:138) and Sutton and Austen (2015:1). She then got a sense of the whole. In line with Theron (2015:1), the researcher immediately began to organise the data by introducing codes. She

typed it and checked that all the data were properly labelled with a notation system that made retrieval manageable (dates, places, interviewee identifying information, etc.).

The researcher made backup copies of all the data. She placed a master copy in a secure place for safekeeping, which is agreement with De Vos *et al.* (2005:337). In line with Lacey and Luff (2007:25), the researcher identified the patterns to explain the findings of the responses of questions or sorted themes. She ensured that the interpretation was more than mere description.

In the final phase, the researcher presented the analysed data to the relevant audience in a customised form.

1.7 CREDIBILITY AND TRUSTWORTHINESS

The researcher ensured rigour, honesty and trustworthiness in all the steps building up to data analysis and data presentation by considering credibility and trustworthiness, which resonates with Anney (2014:272). The mentioned terms are explained in the following section.

1.7.1 Credibility

The interviews lasted about an hour. The interviewer ensured “lasting presence during and engagement in the field with participants. Investing sufficient time to become familiar with the setting and context, to test for misinformation, to build trust, and to get to know the data to get rich data.” (Korstjens & Moser, 2018:1)

1.7.2 Trustworthiness

To increase trustworthiness of the study, the researcher made sure that the data were properly gathered, analysed and reported in accordance with the rules or standards for right conduct or practice (Carlson, 2010:1103). Among the approaches used to enhance trustworthiness in qualitative study are audit trails, reflexivity and member checking.

The researcher also guarded against biasness during data collection and data analysis, which is in line with Bricki and Green (2007:14), who relate that

in order to ensure trustworthiness of the study both researchers and the users of the findings must be confident of the findings, meaning that the findings reflect what the research is set out to answer, rather than reflecting the biasness of the researcher.

The researcher avoided biasness by recording the data verbatim in order to capture all impressions and non-verbal cues. As soon as the transcription process was completed, the researcher read the transcription repeatedly and returned to the research site to gather more data when she discovered that the collected information was not adequate. The researcher confirmed the information which had been collected, coded and interpreted by asking the subjects to have a look at it, approve and comment on the data that had been sorted by the researcher, where necessary, in line with Tichapondwa (2013:129).

1.8 ETHICAL CONSIDERATIONS

The researcher conducted the study in a manner that upholds the ethical requirements and procedures of the University of South-Africa. The KwaZulu-Natal Department of Education (KZNDOE) (cf. Appendix 1) referred the researcher to each individual school to get permission to conduct the study. Also, The Higher Degree and Ethics Committee of the Faculty of Education at the University of South Africa granted permission to conduct this study. Permission was obtained from each individual school (cf. Appendix 3), as well as from the school participants to conduct the interviews. Participants were made aware that their participation in this study was voluntary and they could withdraw from the study without penalty. All information was treated with confidentiality in mind; data gathered from the semi-structured and individual interviews were handled with high confidentiality. All sources used during the study to avoid plagiarism were acknowledged.

1.9 DELIMITATIONS OF THE STUDY

The researcher initially chose to focus on five of the Dlangubo Circuit primary and secondary schools. The study is confined to Dlangubo school principals and their teacher librarians who were interviewed. The target schools were those with some form of school libraries as a criterion. They fall under the King Cetshwayo District Office of Education. The sample of the study was initially limited to five schools from

primary and secondary schools, depending on information saturation. When sufficient information could not be obtained from the participants of the first five schools (three primary and two secondary schools), more schools from the original sample of ten schools could be selected according to the previous sampling method and included in the sample.

1.10 LIMITATIONS TO THE STUDY

When selecting the prospective schools for interviews, the researcher focused on those schools with libraries as some form of school libraries as a criterion, leaving out those without any form of library. When securing interview appointments, the researcher had to ensure that she got a time slot that would not inconvenience the functionality of the schools.

A one 30-minute, face-to-face interview with each participant did not afford sufficient time for probing. The researcher had to take the participant exhaustion and numbing effect into consideration. Shorter follow-up interviews were secured, where necessary. Some of the schools had trained teacher librarians as participants, whereas others were tasked without any form of school library training. In that case, the teacher (participant) fell short of the information during interview sessions. In addition, other teachers (participants) tasked to be teacher librarians were new and had less experience of the task given, which cause the interviewer to avoid some questions. The researcher ended up relying on documentation provided by the King Cetshwayo District Office of Education, Education Library Information and Technology Service (ELITS) section. Initially, conducting interviews was not easy for the researcher, but this improved over time. Two participants withdrew from the study for personal reasons.

1.11 OPERATIONALISATION OF CONCEPTS

1.11.1 School library

The term *school library* is used as a generic form that incorporates all forms and models of collection development and delivery that provide materials relevant to a resource-based teaching and learning approach to learners and educators at schools (The KZN School Library Policy, 2003). The school library is aimed at supporting the

teaching programmes of the school. It is therefore the heart of teaching and learning (Mojapelo, 2008:8).

The school library is synonymous with a learning laboratory, where the use of all media-print and non-print are purposeful, planned and integrated with the educational programme and instructional process to widen, deepen and personalise learning (Mojapelo, 2008:8).

As many schools in rural areas do not have a fully-fledged or centralised school library, the term *school library* in this study is used to denote all models that follow a phased-in or transitional approach, with the ultimate aim of providing one centralised library for each school in the province (KZN School Library Policy, 2003:5). The models can be used in combination, depending on the circumstances and needs of the school. The choice of any model or combination of models should not support historical disparities in provision in any way.

1.11.2 Classroom library

The Department of Basic Education (2012:13) states that the classroom library/collection comprises a box or reading bag of theme-related resources, a reading mat, a shelf or a cupboard (may be fitted with wheels to be used as a portable library unit) of reading and information resources appropriate to the level of the learners in the class, as well as to the curriculum. It is stated that classrooms obtain their material from various sources, e.g. the DBE, the Provincial Departments of Education, NGOs, donations, etc. The materials in the classroom library should be regarded as part of the school's library collection and integrated as such, even though they may not be in a centralised library and should therefore be centrally recorded and managed. The Department of Basic Education (2012:14) also indicates that if the school library has adequate stock, a school with a centralised library could also ensure that smaller resource collections are placed in classrooms by means of block loans, which must be exchanged regularly so that learners are exposed to a range of resources.

1.11.3 Centralised school library

The Department of Basic Education (2012:14-15) states that a centralised school library is an adequately stocked library, which provides learning resources and reading, reference material for all learning and/or subjects offered by the school, as well as an extensive range of fiction and non-fiction reading material for a range of reading levels and, in addition, is actively utilised throughout the day and afternoon, constituting an effective model to provide a dynamic school library and information service. A teacher-librarian or a dedicated, trained person must accept overall responsibility for the management of the library, and be supported by a library assistant, a library committee, and must work in cooperation with the School Management Team (SMT).

1.11.4 Teacher-librarian

The Department of Basic Education (2012:19) states that the role of the teacher-librarian or a dedicated, trained person is to implement the Whole-School Library and Information Service Development Plan (School Library Policy), with the support of the principal, the SMT, the School Governing Body (SGB) and the School Library Committee. The teacher-librarian is required to ensure that the best use is made of all library resources to lead the school – teachers and learners – towards the goal of information literacy and the active promotion of reading at all levels. It is stated that the support of the SMT is essential if the School Library and Information Service is to facilitate interdisciplinary activities. The teacher-librarian must report directly to the principal or deputy head. It is indicated that it is extremely important for the teacher-librarian to be accepted as an equal member of the academic staff and be entitled to participate in all relevant academic school activities and meeting as head of the School Library and Information Service.

1.11.5 Cluster library

The Department of Basic Education (2012:3) states that a cluster library is where cluster collections can be housed at an education centre/public library or at a nodal school. It is indicated that library resources are made available by a Provincial Department of Education at a local/community library for use by the surrounding cluster of schools. It is stated that the local-government authorities provide the

infrastructure, library resources for community, including the schools in that community, as well as full-time staff members.

1.11.6 The School Library Committee

This committee, with representation from school management, teaching staff, the SGB and the library staff, oversees the operations of the school library model within a school community, ensuring that a sufficient part of the budget is apportioned to the optimal functioning of the school library, and that all role-players are committed to providing their full support. One of the committee's functions is to be involved in the preparations of a Whole School Library Development Plan (The KZN School Library Policy, 2003:7), which clearly outlines important factors such as rules and regulations pertaining to borrowing, access times, advocacy plans, stock control, stock maintenance and development, ICT user guidelines (AUP), selection policy, future improvements, training requirements, job descriptions, responsibilities, after-school programmes, etc.

The chapter outline is explained in the next section.

1.12 CHAPTER OUTLINE

Chapter 1 contains the introduction, background to the study and the motivation for the investigation. This chapter also attempts to delineate the origin and extent of the problem statement and the sub-problems. The aims, objectives and the research methodology have been stated. Relevant concepts have been clarified.

Chapter 2 will provide the literature review about theories related to school libraries, their role in education, the establishment and management and in particular the role of the principal in establishing the management of libraries. The discussions will be based on a review of general trends and important principles regarding school libraries and will not be linked to a particular education system.

Chapter 3 comprises the research design chapter, explaining the exact procedures and methods employed to conduct the qualitative investigation regarding school principals and librarians' experiences relating to establishing and managing functional school libraries and the principal's role in this endeavour.

In Chapter 4, the collected information is conveyed, analysed and a discussion of the results provided is given. The data collected are presented and interpreted.

Chapter 5 is the concluding chapter. It consists of a summary of the study and its important findings and recommendations based on the findings, the limitations of the study and the recommendations for further research.

1.13 CONCLUSION

As mentioned in this chapter, the research methodology ascertained that there was a well-planned structure to ensure that data were collected and analysed following the guidelines on the procedure. They were followed including the interpretation of data in order to respond to the research questions successfully. The interpretive paradigm and research methodology for the empirical investigation were clarified. It was explained that a qualitative research method was a good paradigm to be used by a researcher to understand the role the school principals must play in establishing and managing functional school libraries. A one-on-one in-depth and unstructured interview, using open-ended questions and a well-planned sampling exercise was used to deduce convincing research findings. The next chapter will deal with the literature review regarding theories related to school libraries, their role in education, the establishment and management and in particular the role of the principal in establishing and managing it.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter aims at providing a literature review on what research work has been done in terms of school libraries. The researcher will explore the available body of knowledge and learn from other scholars how they have theorised and conceptualised the issues and what has been established empirically relating to role of school principal in establishing and managing functional school libraries. The role that school libraries could and should play in rural areas to improve literacy levels of learners and ultimately their overall achievement in education will also be investigated. Mojapelo (2008:1) relates that school libraries are needed to enhance learners' ability to use practical information relevant to their daily lives; however, they are a shortage in rural areas. The challenge in schools is that principals seem not to prioritise libraries (<http://www.school libraries.doe.gov.za>). One then argues that if the principals do not show the importance of libraries, how can anyone else do?

It is unlikely that “the first democratic elections in 1994 brought fresh optimism to South African school libraries' circles” (Hart & Zinn, 2007:1). It was prompted and “hoped that the merging of the 19 racially based departments and fairer provisioning might redress the unequal distribution of school libraries across previously advantaged and disadvantaged sectors” (Hart & Zinn, 2007:1). The absence of a national policy for school libraries, which pressures school governing bodies and principals to have a library at their schools makes it unstartling that in 2011, only 21% of state schools were with libraries, only 7% had resourced libraries and 79% of schools were without a library at all (Paton-Ash & Wilmot, 2015:1).

The KwaZulu-Natal School Library Strategy (2012:7) states that “KZN has 5 651 schools, which are located mostly in rural areas and desperately need access to school libraries”. The same source states that the KwaZulu-Natal Education Library Information and Technology Services (KZN ELITS) have managed to supply core collections of fiction and non-fiction books and charts for 2 794 schools with learner enrolment of between 1 and 500.

The researcher's overall aim is to advance an understanding of the role school principals have to play to ensure that the school libraries at rural schools are established, well managed and made functional. For that purpose, the researcher will review and weigh up the views of various authors from the South African as well as the international body of literature relating to the problem.

This research assumes that a school library should function in agreement with set criteria and policy principles. In the literature review, the researcher will therefore endeavour to learn from the trends, developments and theories with regard to school libraries. In relation to the role, school principals have to play to ensure that the school libraries in rural schools are established, well managed and made functional the researcher will have to solicit that information using the relevant research methods.

Kane (2007:46) and Mojapelo (2008:1) state, "school libraries not only promote information literacy, but they help to strengthen the necessary technology proficiency to enhance learners' ability to use practical information relevant to their daily lives". The Bookery (2010:1) maintains, "while the need of school libraries is the single denominator at most schools, the lack of leadership and management is the first hurdle to any sustainable intervention".

2.2 GLOBAL CONTEXT OF SCHOOL LIBRARIES: TRENDS AND DEVELOPMENT

The investigation was done in a sample of countries on the African continent, the United States of America, Australia, Asia (Japan) and Europe. The researcher planned to focus on four continents. The motive was to learn the behaviour of these countries' school principals in relation to establishing and managing functional school libraries at their schools and relate it to what is happening to our country South Africa's school libraries.

"In Sub-Saharan Africa, excluding South Africa, the concept of school library services was introduced to Anglophone countries at the time of independence and was linked to the establishment of public library systems; most people in Africa could not access the libraries (Ocholla, 2009:15). This means that in the case of shortage of school

library materials teachers and learners could use public libraries as an alternative to enrich the subject matter.

Odongo (2009:91) examined school libraries in English-speaking Africa, including a few Arab countries and interpreted the situation regarding libraries against the backdrop of several social and infrastructural concerns, underdevelopment in the African publishing industry, and the prevailing political situations on the continent. The same source further explored the following factors:

Teachers without library qualification were recommended to run the school libraries as compared to librarians without teaching qualification. This means that teachers had single qualification for being teachers whilst librarians had single qualification as well. Both professionals had shortages of an extra qualification in order to run the school libraries well. That could affect the effective functioning of the school libraries.

School Governing Bodies did not recognise the critical role of the school libraries. That could affect the establishing and managing of functional school libraries in all the schools as the school libraries need the support of the governing bodies since the governing bodies control even the budget of the schools. The implication is that there was no National school library policy to enforce and guide for the establishment of school libraries in schools. Some school libraries' resources like computers were solicited from donors. It was good to have private partnerships to help to augment the constrained school budget.

Stranger-Johannessen (2014:1) states that the past several years show how there has been a shift in the development of school libraries in Africa. The same source adds that "the early conceptual literature was largely prescriptive and it stressed that community libraries should by and for communities support development, actively reach out, and provide relevant materials". The same source also states,

the later empirical literature reported much on student use and in the case of school community libraries, found few adult community users. Limited attention was given to learning as an outcome.

In America, dating from the 1740s, there was advocacy that schools had to contain a library. That resulted in the passing of a New York law allowing school districts to set

aside some of their monies for this purpose” (Morris, in Butler, 2015:1). “This legislation launched a momentum for school libraries that began gaining national recognition.” (Butler, 2015:1). The passing of the legislation in support of the school libraries creates a conducive environment for school libraries to thrive in support of literacy and numeracy, delivery of quality education and improvement of academic achievement in learners. The passing of the legislation to direct the establishing of school libraries is a positive step to any country to benefit quality education.

The American Library Association (2015:1) relates that as “students strive to meet the rigor of education standards, certified school librarians play an essential part in ensuring that the 21st-century information literacy skills, dispositions, responsibilities and assessments are integrated throughout all curriculum areas”. “The Knapp School Libraries project assisted by directing its focus to the development of the professional staff in order to increase its proficiency relating to school libraries’ functionality” (Bertram, 2014:1). Qualified school librarians are key to the functionality of the school libraries since they are the ones who are supposed to be in charge of its management and to see to it that teaching and learning is supported for the benefit of quality education, assisted by the support they get from their school principals.

Kachel (2013:4) adds by pronouncing that a number of studies that were carried out depicted the educational benefits that school library programmes contributed in students’ learning.

“The past fifty years have brought changes in the status of American school libraries.” About 30 000 new school libraries were started (Michie & Holten, 2005:1). Rosa (2015:1) adds that these school libraries have evolved from having a primary focus on books to providing the rich array of resources found in the information centres today like technological resources, gaming resources, etc.

In conclusion, the trends and development theories of school libraries in the USA reflect that school libraries are considered as important to benefit the learner academic achievement. The professional teaching staff, including school principals, was given attention in terms of capacitation on school library development. That resulted in school libraries evolving from a primary focus on books to provision of technological resources, etc. The principals as instructional leaders had to focus mainly on ensuring

that the school libraries were well managed through school librarians and made functional to influence learner academic achievement. This is a revelation that a country can provide the support to its school libraries functionality in all aspects to benefit quality education starting by passing a national policy on school libraries.

In Australia, The Australian Library and Information Association (ALIA) (2008:1) reveals that the strong persuasion, which began in Australian school libraries in the 1960s and 70s, after 12 years (1969-1980) resulted in the discovery that some \$200 million of the Federal Government money was used on the growth of school libraries. "About 1 200 new secondary school libraries had been built by 1977, and by 1978, there were 3 500 qualified teacher librarians in Australia."

The Yearbook Australia (2003:305) reports in agreement with the above that

in August 2001, there were 9 596 schools in Australia. Each of these schools had a library and a member or members of the school staff had specific responsibility for its operation.

The Australian Library and Information Association (ALIA) (2008:1) arguably reveal that, "almost 30 years later, school libraries in Australia are again facing a crisis. Faced with global budgeting shortfalls, principals are forced to make cutbacks, and unfortunately, the library is often the easiest place to do this". Combes (2008:1) alludes to the fact that "the situation at many, if not most, government schools are dire. In the meantime, tertiary places for teacher librarians are decreasing as the University of Melbourne has ceased the only course available in Victoria" (Combes, 2008:1).

As a solution in Australia, The New South Wales (NSW) Teachers Federation (2014:1) reveals that in an ongoing campaign to protect school staffing entitlements from being reduced, the New South Wales (NSW) Federation of Teachers successfully negotiated with the Education Department of South Australia for a new policy entitled the Principles for Determining the Mix of staff at schools. These apply to members of the Teaching Service and must be read in conjunction with the Agreement between the NSW Department of Education and Communities and the NSW Teachers Federation on the staffing of NSW Public Schools 2012-2016. This led to the Department of South Australia accepting that the additional funding provided by New South Wales (NSW) in the Australia National Education Reform Agreement (the Goski agreement) be

considered for establishing new teaching and executive positions, including teacher librarians' posts (New South Wales Teachers Federation, 2014:1).

The 2014 Australian School Library Survey (2014:1) reveals that

There is a positive correlation between annual school library budgets and The National Assessment Program-Literacy and Numeracy (NAPLAN) Reading Literacy results – the more the budget injected, the better the NAPLAN Reading Literacy results.” The same source also reveals that “there was a positive correlation between the number of school librarians employed in school libraries and NAPLAN Reading Literacy results. There was also an increase in the uptake of eBooks at schools with more librarians employed.

As a solution, the NSW Federation of Teachers successfully negotiated with the Education Department of South Australia for a new policy. It led to Department of South Australia accepting provision of additional funding. The school libraries resumed to be functional.

In Australia in times of crisis in relation to school library and its resources, the intervention of government saw the school libraries functionality improving. This information is important to the study because it shows that when school libraries are supported with national policy, proficient staff and budget for purchasing enough relevant materials they thrive.

In Japan the school library team regards the functionality of a school library as key in the achievement of the school teaching goals. It explains the role of “information and media specialists” who take on the overall information and media-related responsibilities in organisation, utilisation, and instruction in all formats, including audio-visual materials and computers (Miwa *et al.*, 2006:11).

Miwa and Miyahara (2015:11) state that the Japanese School Library Act, enacted in 1953, requires that every school (Grades 1-12) establishes a school library as a reading and learning information centre, and employs a *shisho-kyouyu* (teacher-librarian) with a supplementary provision that states “the placement of *shisho-kyouyu* was optional for time being”.

In 1997, and for the first time in nearly half a century, the School Library Law was partially revised (Kasai, 2006:436). Miwa and Miyahara (2005:3) reveal that when the supplemental provision of the School Library Law was revised and all schools with more than 12 classes were required to deploy a teacher librarian by 31 March 2003, many schools started to employ teacher librarians. In most cases, however, schools asked existing teachers to obtain the teacher-librarian certificate through intensive summer courses, rather than appoint new teacher librarians (Miwa *et al.*, 2006:3).

Miwa *et al.* (2006:1) add that the teacher librarian remained a fulltime teacher and his/her teaching responsibilities were not reduced despite being appointed as a teacher librarian. This made it difficult for him/her to handle the range of professional tasks required at school libraries. In addition, an increasing number of schools had already been employing clerical staff in school libraries (performing collection development and lending school library materials) since the 1980s (Miwa *et al.*, 2006:3). Because schools did not appoint teacher librarians for a long period, newly appointed teacher librarians were still feeling out their positions with existing staff at school libraries. 84,9% of high schools, 44,1% of middle schools, and 39,7% of elementary schools employed clerical staff in school libraries as of the year 2004 (Miwa *et al.*, 2006:3). That caused a serious divide among school libraries and impeded equal education opportunity (Kasai, 2006:436). The number of these clerical staff decreased and it was replaced by teacher librarians.

Thus, the Japanese education team understood that the presence of school libraries could benefit the learners' academic achievement but Library and information science (LIS) was not improving. The revision of school library law in 1997 led to some improvement, which brought about some employment of teacher librarians. However, at most schools they used the same teachers who taught at the same school but did not reduce his/her normal teaching load, which meant that each teacher librarian was overloaded, compared to the other teachers who were not teacher librarians. It is understood that the teacher librarian had to be very passionate about library work; otherwise, the functionality of the school libraries would be affected. Obviously, there would be some problems, because when the teacher is expected to be teaching, the school library may be inaccessible. The information provided here is important to the study, it resonates with the study in that if an ordinary teacher gets additional

responsibility, the librarian responsibility on top of normal teaching duties he/she becomes overloaded and unable to perform school library functions well. The school library functionality becomes affected. The employment of clerical staff is also positive for the study because the librarians need the support of the clerical staff.

In Europe Das, Brand-Gruwel, Walhout & Kok (2015:286) expose that the “actual existence of school libraries in Europe is scattered and diverse; each country has its own educational law and its own curriculum and the general rationale on the role of libraries in education”.

In Croatia, the librarian’s position was established by the *National Library Act* in 1997. All kinds of library posts were established. Graduates in Library and Information Science from the University of Zagreb could apply for the school librarian’s positions. A teaching qualification was not required, but many school librarians came from the teaching profession. Later almost all schools (from primary to higher ones) set up a school library and employed a school librarian. (Marquardt, 2008:11)

So far, there were no European Union vision and policy on school libraries or the promotion of school libraries, but there was a vision for the role of school libraries in education, known as the ‘Amsterdam Statement’. (Das, 2011:1)

This was the result of the European Network for School Libraries and Information Literacy (ENSIL), a foundation formed in 2008. Their second result was the development of the advocacy campaign called ALIES, A Library In Every School International Federation of Library Associations and Institution (IFLA) (2009:1). This is despite several decades of international research that showed the vital role of school libraries, resulting in students who performed better when

there was special attention to (and pleasure in) reading, information literacy, transforming information into knowledge, and using that knowledge to process new information (Krashen & Bland, 2014:1).

Marquardt (2008:6), going forward, relates that in many countries in Europe, increasing attention was paid to the well-being at schools in order to stimulate and motivate pupils/students and prevent early leavers. School libraries were also often seen being involved in this process of school innovation: their space needed to be

sought to meet the school community needs (Ofsted, 2006:4-5). In agreement, Marquardt (2008:19) states that the development of high-quality school library services throughout Europe might enhance the European pupils/students' preparation in lifelong learning, make them develop the concept of European citizenship and overcome still-existing divisions and prejudices, collaborate with one another in order to stimulate positive innovation and change in the "Old Continent". This information is important in that the school libraries are considered as of high regard in relation to stimulating, motivating and in preventing early school leavers. The staffing was attended to through National Library Act. All the schools had to have school libraries according to the act. The research showed importance of school libraries to improve learners' performance.

2.3 THE DIMENSION OF SCHOOL LIBRARIES IN POST-APARTHEID SOUTH AFRICA

Ocampo (2004:1) relates that "the apartheid system created educational inequalities through overt racist policies." There were separate departments of education, i.e. for Whites, Coloureds, Indians and Blacks (McLaren, 2017:2). "The quality of education that white children enjoyed was better, since their schools were better equipped, teachers better qualified and classes were smaller. Inequality was also applied to school library provision" (Sedibe, 2011:133-136).

School libraries had then undergone significant change in the last two decades with a complete change of regime, the entire teacher librarian paid positions were stopped with only the donations money that could sustain school librarians' posts (IFLA, 2015:1).

The situation is not good in s sense that, "Many rural schools are poorly resourced, without adequate accommodation, equipment and books, and some without electricity and running water. The former white schools were often better off with libraries and a lot of equipment, e.g. computers. (Hell, 2005:8)

However,

even former Model C schools (Government schools in former white areas) had to close their libraries due to lack of funding and there were no posts for teacher librarians (Hell, 2005:8).

The current dysfunctional state of South African school libraries may also be caused by the legacy of apartheid and by the three poor policies (Education, 2010a:45); that is:

- the introduction of OBE curriculum, which did not prioritise basic literacy;
- the removal of specialist educator posts including school libraries; and
- the lack of priority given to the establishment of school libraries.

Currently,

about two-thirds of schools have some kind of library: 14% have a central library with resources, another 9% have a library without resources, a third has a classroom collection of library resources, and 4% have mobile/bookmobile library service. About a fifth of schools are located near public libraries, so the need is great. Particularly as the poor reading level of learners has been documented, government is seeing the importance of student access to rich library collections. (IFLA, 2015:1)

From 2006, Gauteng schools were advised to utilise 10% of the school's budget allocation for Learning and Teaching Support Material (LTSM) to procure school library resources, but this was not a formal announcement. In 2007, a formal circular was after some time issued to schools to authorise them to spend this money on school library resources. The implications were the revival of school libraries in the province (Dlamini & Brown, 2010:2).

It is acknowledged that the government has made great efforts and allocated a large amount of money to education but understands that time has been too short to transform the situation (Education, 2010:45).

The necessity for resource sharing amongst rural school libraries cannot be overemphasised. The funds allocated to school libraries are insufficient, as learners are paying minimal school fees (Mojapelo, 2008:2). Butler (2004:82) and Hell (2005:1) declare that

it is unfortunate that after all these years after the end of apartheid education, among other things the money spent has not yet provided satisfactory outcomes.

“Still, only 7,71% of public schools in South Africa have those functional libraries.”
(Education, 2011:1)

Paton-Ash and Wilmot (2015:1) also attribute

the shortage of school libraries to no national policy for school libraries, which compels the school governing bodies and principals to have a library at their schools.

The KwaZulu-Natal (KZN) Province has 5 651 schools, which are located mostly in rural areas and their learners desperately need to access school libraries. Education Library Information and Technology Services (ELITS) has managed to provide core collections for 2 794 schools that have a learner enrolment that ranges between 1 and 500. (The KZN ELITS Strategy, 2012:7)

Even though school libraries operate without teacher-librarian posts, the KwaZulu-Natal Department of Education (KZNDoe) funds 200 teachers per year to get an Advanced Certificate in Education (ACE) at the University of KwaZulu-Natal and a school library Postgraduate Diploma at the University of Zululand specialising in School Library Development. About 409 students are doing either a first or a second year and 230 graduates have completed the diploma. Yet, teacher-librarian posts are not available at South African schools (The KZN ELITS Strategy, 2012:7).

Teacher-librarian training programmes are available at three universities in South Africa – the University of KwaZulu-Natal (UKZN), University of Zululand and UWC all offer Advanced Certificates in Education (ACE), with specialisation in School Library Development and Management and School Librarianship, respectively (Education, 2001:330).

It is clear from the above that before 1994, functional school libraries were available at white schools only; they were advantaged by the apartheid racist policies. Black urban and rural schools were disadvantaged. In 1994, the beginning of the democratic dispensation brought hope to disadvantaged schools. Unfortunately, the opposite happened. Contributory factors to the false hope were the results of the three poor policies passed. Different provinces are trying their best to improve the situation; the obstacle is that no national policy exists that compels all schools to establish functional school libraries. Different campaigns have taken place, trying to influence the South

African Department of Education to pass the policy to compel School Governing Bodies (SGBs) to establish functional school libraries. Other than that, it will be difficult to improve the situation at school libraries in South Africa, especially at public schools.

School libraries are essential to enhance the curriculum by enriching and engaging students with suitable, relevant and interesting range of reading material and reference books. It keeps the books organised for easy access which inspire independent learning, act as suitable place for getting answers and make the lending and retrieval of books easy and encourage reading for pleasure (Mojapelo, 2008:1).

The lack of school libraries, it is argued as undermining the attempts at curricular reform since the late 1990s. The daunting backlogs in school library provision mean that innovative models of service will be needed that cut across existing divisions. (Hart & Zinn, 2015:1)

School libraries promote respect for intellectual property, support the acquisition of information literacy skills to access, process and use information resources in various formats, including digital formats, where accessible and appropriate. (More Books, 2014:3,12)

This was confirmed by the Department of Basic Education (DBE), 2012:3).

According to Mojapelo and Dube (2015:1), in agreement with Mojapelo (2015:1),

For school libraries to fulfil its essential purpose, they have to be managed within a clearly structured policy framework. First, it must have a library committee. The school library committee must be established in line with the South African Schools Act 84 of 1996. The School Libraries Committee are indispensable governance structures indispensable for the establishment, development and maintenance of effective and functional school libraries worldwide.

Among the functions and responsibilities of the school library committee, it has to develop a school library policy.

It is recommended that the school principal be a member of the committee as an accounting officer of the school's resources (Mojapelo, 2015:115). Wessels (2010:26) relates,

many learners come to school without any significant pre-literacy skills and poor vocabulary, and the materials in the school library can provide much-needed opportunities to practise and improve their literacy skills.

International research has provided unequivocal evidence to support the impact of school libraries on improved learner performance. Numerous reports from developing and developed countries alike attest to the undisputed fact that well-stocked libraries managed by qualified librarians lead to an exponential improvement in the learning outcomes of a student and significantly improve the average performance of learners at all levels of schooling (Education, 2010:10).

Glassmeyer (2010:22) contends that

a school libraries rollout programme displays a change whereby more materials are becoming available via the free web or electronic subscription. The print collections are diminishing, either due to budget cutbacks or, as in the case of some state materials, because they simply do not appear in print anymore.

Education (2010:14) reveals that beyond direct academic benefits, libraries offer social advantages too. Over 50% of learners identified school libraries as places where they would do homework and study for exams.

Schools and libraries might serve as ‘anchors’ in a community’s social ecosystem, taking on an important role in the alleviating of young people’s social exclusion and pursuing social justice. (Hart & Zinn, 2015:21)

2.4 THE ROLE OF THE SCHOOL LIBRARY TO SUPPORT EFFECTIVE LEARNING AT SCHOOLS

Gretes (2013:3) relates that “school libraries are a hub of learning in public schools and considered by students to be especially important”. Its curriculum is centred on the development of information literacy skills that include how to locate access, evaluate and use information effectively from a wide range of sources that is applied across the curriculum and throughout life (Lance & Schwartz, in Juch, 2015:6).

In agreement with the above,

more than 60 research studies throughout the nation, from Alaska to North Carolina and to California, have shown that students at schools with good school libraries learn more, get better grades, and score higher on standardised tests than their peers at schools without libraries. (California State Board of Education, 2010:1)

There is evidence to show that a strong library programme that is adequately staffed, resourced, and funded can lead to higher student achievement regardless of the socioeconomic or educational levels of the adults in the community (Todd, 2009:85). Roots and Reach (2010:1) also add that

school libraries provide a learning environment, which make students become discriminating users in diverse information landscape and help learners develop intellectual scaffolds for learning deeply.

School Libraries Work! (2008:1) confirms that

resource-rich school libraries with credentialed school librarians play key roles in promoting both information literacy, reading for information, inspiration and serve as sophisticated 21st-century learning environments. It reiterates that when staffed with qualified professionals who are trained to collaborate with teachers and able to engage students meaningfully with information that matters in the real world, they offer equal opportunities to them to achieve regardless of the socio-economic or education levels.

Frances and Lance (2011:1) state that

School-library media specialists wear many hats within their school libraries, classrooms and districts. Whether these roles are formally acknowledged or not, library media specialists (LMSs) function as co-teachers, curriculum designers, website managers, technology trouble shooters, administrators and in-service staff development providers.

Mutungi (2012:3) confirms that for school libraries to contribute sufficiently to better information skills development and the creation of a culture of lifelong learning among students, they require backing through well-articulated policies both at national and school level.

Various sources, such as Kachel (2011:2), the School Governing Bodies (SGBs) School Library Project (2012:2), The Scholastic Research and Results (2008:3-22), The IFLA School Libraries Section Standing Committee (2015:7), Frantsi, Kolu and Salminen (2002:7), The Australian Library and Information Association (2014:9-20), The Horizon Report (2015:1), Mukunda (2011:1), Graham (2005:5), Baird (2012:10), and Howe (2013:22) state that the following requirements are characteristic of an effective and functional school library:

- It must have a library committee to decide on library rules, opening times, staffing and the amount of help needed from library monitors.
- It must have a credentialed (state-certified), fulltime, library media specialist who is able to select and provide resources to meet the learning needs of all students and have the same level of education and preparation as classroom teachers. He/she is expected to take a leadership role in the school, in the same way as school administrators and learning specialists.
- Its operational aspect of school is best handled by trained clerical and technical support staff in order to ensure that school librarians have the time needed for the professional roles of instruction, management, collaboration, and leadership.
- It must have a range of policies and procedures essential to a well-managed school-library resource centre such as Collection Development Policy and Procedures, Budget Policy and Procedures, Ordering Policy and Procedures, Cataloguing Policy and Procedures, Processing Policy and Procedures, Circulation Policy and Procedures, Stocktaking Policy and Procedures, Copyright Policy and Procedures, Books loaning and block loaning Procedures, etc.
- Shelving is ergonomic, flexible and caters for storage of a variety of materials, caters for open and closed access to certain collections as the need arises, sufficient to store the various collections, an appropriate height for the users, placed to allow access to all users. All aspects conform to Occupational Health and Safety Standards.

- Its conduct must influence studies, builds strong learning foundations as a critical resource for 21st-century learners.
- It should be in line with standards governing the basic requirements e.g. policy, space, collections and staffing.
- It must have a library programme that is based on flexible scheduling so that library media specialists and classroom teachers can engage in collaborative planning and delivery of information literacy instruction
- It must have an active instructional programme of information literacy integrated into curriculum content, and targeted towards learning curriculum content and skills
- It must allow for the appointment of the librarian to key school committees.
- It must have a budget allocation per student per year to ensure currency and vitality of the information base.
- It must be able to encourage students to independently seek, access, and use information
- It must have networked computers providing students and faculty access to catalogues, licensed databases, and the internet.
- It must free student and teacher access to the library during and beyond school hours. In other words, flexible scheduling.
- It must have a principal who places a higher value on it.

The single most important way for a school library to begin to function is to ensure that each class has a weekly library period. This will have to be included in the timetable and can happen if the head of the school and the staff are convinced of the fundamental importance of the library. During the library period, the teacher can plan activities, interactions, borrowing and returning, and encouraging and exposing the students to further reading. (Mukunda, 2011:1)

Krashen (2004:2) and Gordon (2010:2) confirm the above findings that when children have access to good libraries with plenty of good books, a wealth of curriculum and non-curriculum based resources, opportunities to learn at a personal level of inquiry, and with adequate staffing, they read more, and thus do better on tests. This

information is important to the study as it explains the role of the school library to support effective learning at schools and also explains the characteristic of an effective school library of which similarly explains the characteristics of a functional and its management school library.

2.5 SCHOOL PRINCIPALS' ROLE IN ESTABLISHING FUNCTIONAL AND EFFECTIVE SCHOOL LIBRARIES

The school principal (Hartzell, 2012:1) (cf.1.1)

is seen as having a huge role to play in the development of a school library, as he/she controls the budget for the resources for both physical and human resources in the school.

Church (2009:40) confirms that

the principal is a key player, in library media programs that make a difference.

Itsekor (2005:40) alludes to the fact that

school principals are in better position as the key support for the implementation of commitments to improve learning and education activities, and as a result, they are expected to support the establishing of functional and effective school libraries as well.

This key factor is the basis for three important questions:

- How does the principal support your ability to contribute to teaching and learning?
- Where does the principal's perception of your job originate?
- What exactly does the principal expect from you instructionally?

There is a contention, though, that

many principals have overlooked school libraries and school librarians as contributors to improving learner achievement, owing to the fact that when they grew up there were no libraries at their schools, and they were consequently not educated on the library's value. They often leave library potential untapped. (Hartzell, 2012:1)

In reality, school libraries

begin to take shape when the school leadership ensures that the school library has a mission, which provides direction to focus resources to quality teaching and learning. The outcome becomes aligned with the educational purpose of preparing students for their future work and as citizens. (Schultz-Jones & Oberg, 2015:19)

According to Church (2009:40),

The principal also influences the library programme with scheduling decisions. At the secondary school level, this plays out when the library is used for conducting tests, occupied for the meetings and closed for all other uses. At the elementary level, it is noticeable in the fixed vs. flex debate, as the principal chooses either regularly scheduled library visits (fixed), most often to provide classroom teacher planning time, or access at the point of need (flex), with library use based on instructional needs. When a principal facilitates open library access (flex), one is better able to build a library programme that meets the needs of students.

Research on principals' perspectives of school librarians reveals (Shannon, 2009:1) that

the principal's support of the school's library programme is critical to its success. For this reason, it is imperative for librarians to understand the principal's perceptions and priorities.

The research involving principals who support the school library programme and the teacher librarian indicates that

principal support occurs through four key roles of the principal: that as a supervisor working directly with teachers, that as a model demonstrating personal commitment, that as a manager enabling the programme, and that as a mentor providing visibility and importance. The first three roles focus on the principal's support for the school library programme whereas the fourth one focuses on the principal's support for the teacher-librarian. (Savage & Dianne, 2006:1)

According to Oberg (2007:i),

Principals can potentially have a very positive impact on a school's library programme when they fully support and set high expectations for teacher librarians based on current best practice in the field. This support can ensure teacher librarians are visible throughout the school and integral to the mission and work of the school.

To be most effective instructionally, one needs time to collaboratively plan, teach, and evaluate with fellow educators. It is difficult to do this if one is the lone ranger of the library. Principal support is key to providing additional staff in the library – clerical assistance or additional professional library media specialists. When the principal supports the library programme with adequate support staff, one is better able to implement teacher and instructional partner roles. (Church, 2009:40)

Oberg (2006:1) reveals that “It is significant for the librarians to attain consideration and a backing from the school management team in terms of soliciting resources and application of managerial principles.” Fatokum, Salam, Ajegbomogu and Adedipe (2010:1) state,

a leader applies his or her authority and influence over others and is responsible for guiding their actions. His or her performance is almost measured by the ability to achieve the goals and objectives of the organisation. That includes a functional school library in his or her school. That should be amongst the goals he or she must be aiming to achieve.

He or she must show support for quality teaching and learning (Chan, 2008:2; Lance, Hamilton-Pennell & Rodney, 2005:12; Eghosa, 2011:1; Lawal-Solarim, 2016:1).

Hughes, Borzogian and Allan (2014:12) allude to the fact that

school principals can also contribute to a school library's impact on student achievement, especially when there is a strong collaborative relationship between principal and teacher librarian

Lance, Rodney and Russell (2007:1) reveal that,

the Indiana study also found that better-performing schools tend to have principals who value regular meetings with teacher librarians and collaborative planning and teaching by teachers and teacher librarians. Oberg (2006:1)

expresses that an analysis of this complex relationship has demonstrated that principal support involves at least four kinds of actions or role categories. Only one of these roles involves what is often seen as the core of principal support, which is that of ensuring collaborative planning time and providing funding for programme resources.

In Idaho, the same researchers (Lance *et al.*, 2007:1) confirmed that in the presence of a well-resourced school library, students should probably thrive. In agreement with the above, Shannon (2009:1) adds that most school librarians consider the assistance and the backup of the principals important for school library programmes to thrive as well.

The National Library of New Zealand (2006:1) also states,

schools' senior management has to provide leadership and support and actively promote the library team's role as educators and information specialists to contribute to students' learning. It continues to state that a library's annual report must be presented to the principal and Board of Trustees. The aim is for them to monitor the library's contributions to learning and teaching, to ensure the on-going integration of the library with whole-school priorities and developments, and to include the significant development of library activities in the school's strategic annual plans and policies. The principal also has to provide an on-going professional development for the optimum use of the library and its staff.

The success of library media programmes relies greatly on the administrative support they receive. Recent research reflects a great correlation between test scores and the degree to which the principal regard and supports the library media programme (Lance *et al.*, 2007). The encouragement for the role of school libraries and librarians can vary, some with low or no cost that can be started immediately, and others that might require longer-term strategic planning and funding (School Libraries Work!, 2008:6).

Lindsay (2012a:14) adds that

the principal is the key and natural beginning for teacher librarians to work within a more collaborative culture and environment. He or she is a crucial factor in fostering and sustaining it since it is required by an integrated school library programme.

She further states that teacher librarians must make every effort to educate principals and make them understand the benefits of the school library programme in the school so that he or she can provide concrete support, also to share the research on school libraries and achievement, and to encourage the evaluation of the school library programme.

The above paragraphs unanimously confirm that principals' support to the school library programme contributes immensely to its functionality to benefit the whole-school community, especially the learner attainment. By the virtue of his authority to the school, the principal sets a tone. He is in the best position of influence. The critical part is that he has to be convinced that the functional school library programme has to be positively beneficial to the learners. The teacher librarian is key to convincing the principal. For him or her to be convinced, the contributory factors could be his or her growing up around the books, his tertiary experience of the library programme and the exposure to school library information. However, different research results agree that school principals' support to library programme enables the programme to be functional and be well managed for the benefit of the learners' literacy development and good academic achievement.

In the following paragraph the researcher will cover the management of school libraries since management is the main function, which contribute to the functionality of school libraries

2.6 THE MANAGEMENT OF SCHOOL LIBRARIES BY SCHOOL LIBRARIANS

According to the *South African Schools Act 84 of 1996*, section 16 (3), the professional management of the public school must be undertaken by the principal under the authority of the Head of the Department of Education. Section 16(1) states that the governance of every public school is vested in its governing body. The implication of Section 30(1) is that the school library committee is the subcommittee of the SGB; therefore, the school library as a structure within the school is managed by the principal through the teacher librarian and the school library committee. The school library deserves all the support it needs from the principal, the SMT and the School Governing Body (cf.1.1.2).

On a smaller scale, the management responsibilities of a library media specialist are similar to those of a principal managing a school programme. A “library media specialist must supervise, schedule, assess, plan, budget, maintain a facility, work with teachers to implement programmes, and prepare routine reports”. She or he must work with others in the school community to define and implement policies for use of resources and the library facility. Because there are so many aspects necessary for managing a library media programme and in maintaining the facility, a checklist was developed to make it easier for principals to review management points with the library media specialist (Alabama State Board of Education, 2000:21).

In agreement with the above findings, The United Kingdom Library and Information Association (2014:1) states that a teacher librarian as a manager performs the Leadership Responsibilities Strategies such as the following:

- To develop and implement a library policy which reflects the educational aims and objectives of the whole school (Pupils 2-19);
- To plan and oversee a programme for monitoring and evaluating library services and performance, including user surveys and statistics on stock and usage;
- To plan and monitor the delivery of information skills programme throughout the school;
- To assist with the behaviour management of pupils; and
- To undertake any other reasonable duty at the request of the Principal.

The school library “should be managed within a clearly structured policy framework that recognizes the library as a centre of reading, inquiry, and collaborative productions” (Ogwu, 2010:2).

The Scholastic Research and Result (2008:8) relates that

whom the librarian reports to can be viewed as an indicator of how the school views its library, for example, for a higher-status library, the qualified librarians report to a head or deputy head or assistant head. However, for a relatively low-status library, the librarian reports to someone else, frequently an English

teacher, but in one instance the head's PA, who is not the member of the School Leadership Team (SLT).

Prince Edward Island Department of Education (2007:1) states that

the teacher librarian is charged with the responsibility to manage and develop the school-library resource centre. In partnership with classroom teachers, the teacher librarian also acts as a facilitator, providing opportunities for students to hone their informational skills and develop their appreciation for reading and learning. The cooperative planning of study units allows for the more efficient use of library resources and more purposeful learning on the part of students.

The school library supports teaching and learning. The programme needs to be run by professional staff members with the same level of education and preparation as classroom teachers in addition to library qualification. Therefore s/he needs to have the same level of education and preparation as other leaders at the school, such as school administrators and learning specialists (Schultz-Jones & Oberg, 2015:25; Lance & Hofshire, 2012:7)

Many studies compare the test scores of students in three learning environments: schools with classroom libraries, schools with centralised libraries run by non-librarians, and schools with centralised libraries run by qualified librarians. The study confirmed that schools with centralised libraries managed by qualified school librarians tended to score higher than schools without centralised libraries or qualified school librarians. This confirms what has been articulated by the above-mentioned sources (Todd, 2012:1).

The information provided in the above paragraphs clarifies that the person who could be a school library manager is the teacher librarian, because he or she has studied and has both library and teaching qualifications (dual qualifications), and is well versed in all the school library operations. However, it is clear to state that, although the teacher librarian is a manager, he or she is the manager delegated by the principal of the school, since the principal is accountable for all the operations of the school, including the school library. Therefore, the teacher librarian is the school librarian manager under the main manager of the school, the principal.

The principal implements the management principles in all the school operations, including the school library, whilst the teacher librarian implements these management principles only in the school library and his or her report is conveyed to the principal through the right channels, depending on to whom the teacher librarian reports.

It is therefore crucial for the principal to support the teacher librarian in whatever way needed in the running of the school library, because as a principal he or she is accountable for its functionality and dysfunctionality.

In the following paragraph, the researcher will deliberate on developing an example of a school library policy, since the policy is the key in the functionality of any institution, in this case the school library.

2.7 THE SCHOOL LIBRARY POLICY

It has been mentioned that the school library should be managed within a clearly structured policy framework that recognises the library as a centre of reading, inquiry and collaborative productions. It should be a directive and be mindful of the overarching policies and needs of the school. It has to reflect its ethos, mission, aims and objectives, as well as the reality of the school (Ogwu, 2010:2; International Federation of Library Associations and Institution [IFLA], 2015:22).

A particular body has to be responsible under the legislation for establishing policies and standards governing school libraries (Steele, 2008:12; Ogwu, 2010:2 & IFLA, 2015:22). IFLA (2015:22-23) contends, stating that the school library policy should be developed by the school librarian, working together with the teachers and administrators (i.e., principals, heads of schools, educational staff). The draft policy should be shared widely, throughout the school community, and supported by open discussion. The same organisation further reflects that the resulting policy should be made known to the stakeholders so that the philosophy, concepts, and intentions for practice and development are understood, endorsed and ready to be put into practice.

The Australian School Library Association (ASLA) (2012:1) confirms that “the policies and procedures are essential for proper management practices and for equitable access to resources by all users”. “The school library policies and plans are formulated under the embrace of the whole school aim.” (Brine, 2008:225) The IFLA (2015:22-

23) also states that the action plan should also be made up of goals, tasks, and strategies, as well as monitoring and evaluation routines. Both the policy and action plans should be used actively and reviewed regularly. The first part has to be the policy section and the second part is the procedures section. Examples of needed sub-policies are staffing policy, collection development, budgeting, ordering and acquisition, cataloguing, processing, circulation, stocktaking, copyright and advocacy (Australian School Library Association [ASLA], 2012:1; Scales, 2009:123; Arlington Elementary, 2005:1; The Australian Library and Information Association (ALIA), Victorian Catholic Teacher Librarians [VCTL], 2014:9; and Fort Riley Elementary School, 2014:10).

2.8 STAFFING POLICY

The Victorian Catholic Teacher Librarians [VCTL] (2014:9) and Fort Riley Elementary School (2014:10) state that the staffing patterns in the school-library resource centre will vary from school to school according to individual educational needs. Likewise, the titles and role descriptions of staff at school-library resource centres will vary from sector to sector and school to school. The following are examples of staff descriptions: a qualified teacher librarian, a qualified teacher in the school-library centre, school-library resource centre librarian, library technician, audio-visual technician and volunteers. Each person working in the school-library resource centre should have a documented role description that identifies the following:

- Title of position
- Hours of employment
- Duties to be performed

It describes the performance review process or equivalent for school-library resource-centre staff members (Australian Library and Information Association [ALIA]; Victorian Catholic Teacher Librarians [VCTL], 2014:9)

The above paragraph reflects what other studies have been showing that, for a school library to function well, it must have the above-mentioned dedicated staff descriptions, depending on the size and the type of resources a particular library has. It has

transpired that some school libraries are lacking in this regard. There are inconsistencies, which result in some school libraries not functioning well.

2.9 MISSION STATEMENT, GOALS AND OBJECTIVES

The mission statement must be in place. It contains the purpose of the school library. In addition, goals and objectives are indispensable as they allude to what the library tries to accomplish, as well as the rationale for school library successes

2.10 SELECTION POLICY

Scales (2009:123) alludes to the fact that “every school system should have an inclusive policy on the selection of instructional materials”. It has to be in line with and incorporate maximum collection like non-fiction, fiction including other collections. It states that

“the unsystematic patterns of acquisition will result in waste, because other materials will coincide in content, or will be discrete to changing patterns of instruction”.

Scales (2009: 124) further states that

a good policy on the selection of instructional materials will be in line with a specific approach and incorporate fundamental elements on the purpose, liability, guidance, identification criteria, choice of collections, and strategy on disagreements in relation selection of collections.

In agreement with the above, the Near North District Board Superintendent (2007:1) highlights that the same selection criteria will be applied to gifts when purchasing new materials.

On objectives, the Near North District Board Superintendent (2007:1) alludes to the fact that, while the principal is ultimately responsible for all materials used in the school, the responsibility for the selection and approval of library resource materials will normally be delegated to library staff members assisted by school staff, because library staff members receive professional development in materials evaluation and selection.

The above paragraph reflects that the school principal has to be aware of such policy because it helps him or her to be able to control the library materials selection process, as they are part of the school resources.

2.11 COLLECTION DEVELOPMENT POLICY

A collection development policy is a written statement of the library's intentions in building and maintaining its collection. The collection development process encompasses selection, acquisition, evaluation and maintenance of media centre materials in the form of electronic, print and non-print formats (Arlington Elementary, 2005:1)

This policy outlines that in terms of curriculum needs, a strategy for attending to the weaknesses has to be devised (Dawson, 2010:3; Tenenbaum, 2005:3).

It is required

to provide the justification for budget applications, and to explain the spent funding. It has to serve as a device not merely to inform people, moreover, to motivate their support of the library in meeting the information needs of their students (Dawson, 2010:3).

The International Federation of Library Associations and Institutions (IFLA) School Libraries Section Standing Committee (2015:34) further mentions that

“digital resources such as e-books (reference, fiction and non-fiction), online databases, online newspapers and magazines, video games and multimedia learning materials are becoming a substantial part of the library's resources”.

The responsibility for the worthiness and the appropriateness of the school library collection rests with the school principal. A well-developed school library collection is achieved if the selection is a collaborative operation involving the teacher librarian, key staff members and where appropriate, students and parents (Queensland Department of Education, 2012:1).

Collection development policy also relates measures on weeding (deselection) (Tenenbaum, 2005:8), retention, preservation and archiving. It helps in pinpointing what is missing in collections and providing orientation to new staff. It may be written

either for the entire library or for a specific subject such as chemistry, economics, and philosophy, etc. The general policy is usually drafted by a committee but when it comes to a specific subject one it is drafted by the subject librarian concerned (Lis 6010 Blog, 2009:1).

The above paragraph spells out that the principal is a key role-player in ensuring that the school library collection is quality and relevant. It is his or her responsibility to ensure that such guiding policies are formulated and implemented since he or she is accountable for all the operations taking place at the school.

2.12 SCHOOL LIBRARY BUDGET POLICY

Research shows that a well-funded, well-staffed school library programme have a positive impact on student achievement (Small, Snyder & Parker, 2009:1). In agreement, Ryan (2007:12) state that “a sufficient and sustainable budget has to be available for a school to maintain adequate resources for its school library resource centre”.

As with all items of expenditure, school library resource centre’s costs compete against all other costs for priority. It is important, therefore, that adequate provisioning is made in each school's budget for the needs of the school-library resource centre. (Ryan, 2007:12)

Satre and Willars (2005:116) state that budget spending is carefully planned for the whole year and is related to the policy framework. Annual reports illuminate how the library budget has been used and clarify whether the amount of money spent on the library programme and its resources has been enough to cover its tasks and attain the policy targets. Annual reports include evidence of the quality of school library services and programmes and their impact on teaching and learning in the school (IFLA, 2015:24).

A budget policy template would have the following elements: Rationale, Policy statement, Audience, Authorship, Related Documents, Date of Ratification and Date of Review. It has to come with procedures (Ryan, 2007:12-17).

The school-library budget policy will consist of the following sub-policies:

2.12.1 Cataloguing policy

A library catalogue informs the user about the available books in the library and their location. It could be a title, author or subject catalogue. The title catalogue is recommended because all the books in the library have an obvious title. The card-index system is also recommended (Baird, 2012:58).

Cataloguing and classification of books have to be done in accordance with "International Standards" and are a MUST in a Union catalogue. Taking into consideration the clientele it serves, so that students may best access the items in the collection. MARC (Machine-Readable Cataloguing Record) must be attained from credible sources such as Library of Congress or Alliance, *Dewey Decimal Classification* (DDC), Tag of the month, and Ask Ms MARC (Fairbanks North Star Borough School District, 2015:1).

In agreement with the above, Ryan (2007:20) reiterate that the application of national standards to the cataloguing of library materials is essential. The template for a cataloguing policy would have the elements such as rationale, policy statement, audience, authorship, related documents, date of ratification, date of review and the procedures.

2.12.2 Acquisition policy

Acquisitions involve the process of budgeting, ordering, receiving and processing materials for the library collection by purchase, exchange, or gift, which may include budgeting and negotiating with outside agencies, such as publishers, dealers and vendor, to obtain resources to meet the needs of the institution's clientele in the most economical and expeditious manner (Lamb, 2012-2015:1). Ryan (2007:8-19) states that the policy would have elements such as rationale, policy statement, audience, authorship, related documents, date of ratification, date of review and procedures.

2.12.3 Ordering policy

Harvey¹¹ (2016:1) spells out that when ordering materials, most vendors provide cataloguing records and processing. Some of this is free, while others charge for the service. He advises that one must make sure to fill out any of the forms carefully and

accurately in order to ensure that the records that are returned will work. Ryan (2007:22-23) spells out that the policy would have the elements such as rationale, policy statement, audience, authorship, related documents, date of ratification, date of review and procedures.

2.12.4 Circulation policy

The Circulation Policy informs the library users about the library material check-out times, checkout period and limitation (Rolling Ridge Elementary School, 2014:1).

Students and educators served by the school-library media programme should have access to resources and services free of constraints resulting from personal, partisan, or doctrinal ideologies (Peaster Independent School District, 2008:1).

The circulation-policy template would have the following elements: rationale, policy statement, audience, authorship, related documents, date of ratification and date of review. It must come with procedures (Ryan, 2007:25-27).

2.12.5 Stocktaking policy

The Queensland Department of Education and Training (2012:1) describes school library stocktaking as a management process that informs on the state of the catalogued collections in school libraries. It ensures that all stock in a library is still available, in the correct place and in good condition. For security reasons, students and staff have to return all their books to the library at the end of every term (Baird, 2012:65). A library policy needs to be in place to indicate the cycle of stocktakes. Some libraries stocktake the entire collection annually, others stocktake the most-used collections annually and the remaining collections every two years. The regular carrying out of this process ensures accurate catalogue data (Queensland Department of Education and Training, 2012:1). A stocktaking policy template has to have the following elements: rationale, policy statement, audience, authorship, related documents, date of ratification, date of review and procedures (Ryan, 2007:28-29).

2.12.6 Copyright policy

Copyright is an intellectual property, which is the legal and the absolute right that is given to its owners to control the use of their intellectual creation in a particular period

(Bothma, Cosijn, Fourie & Penzhorn, 2012:123). Licensing agreements with copyright agencies have been created to recognise the rights of copyright owners to be compensated for the use of their intellectual property and to reduce haphazard copying of copyright material. A policy manual in the library must have elements such as rationale, policy statement, copyright infringement, audience, authorship and procedures (Ryan, 2007:31-32).

2.12.7 Advocacy policy

Advocacy is a planned, deliberate, sustained effort to raise awareness of an issue; It is an on-going process in which support and understanding are built incrementally over an extended period and using a wide variety of marketing and public relations tools. (Australian School Library Association, 2009:1).

Fort Riley Elementary school (2014:10) relates that the library media specialist will have to act as an advocate for the library media programme and provide programmes and services to promote the library vision and its mission. The Mississippi Department of Education (2017:33) alludes to the fact that

leadership requires stepping out of comfortable behind-the-scene roles and becoming proactive leaders who provide advocacy in information fluency, technology initiatives, policy creation, instructional design, and professional development. Relevant procedures will have to be followed.

From the above it is evident that a policy is a plan, a directive and a strategy embracing goals and acceptable procedures guiding the implementation of a programme until it achieves what it is meant to achieve. The implementation of the above-mentioned school library policy and its sub-policies contribute immensely to its functionality. The principal's support and application of his or her management principles to school library operation is also indispensable, since a school library is part of a school's operations. He or she is accountable. The working together of the school library staff and the whole school community has to be guided by the main school policy of which the principal is in charge. The school library policy ensures an organised and functional school library which benefits the school and promotes an improve learner attainment. It is therefore the principal's responsibility to ensure that the school library policy and

the sub-policies are in place and implemented for the school library to perform maximally.

2.13 CONCLUSION

Research has revealed that the principal's support of the school's library programme is crucial to its success. The future viability of school libraries and teacher librarians is said to depend largely upon reliable evidence of their positive impact on student outcomes. The evidence of this kind is said to be essential to secure adequate and continuing funding for school libraries, especially when school budgets are severely stretched, and administrators face multiple competing needs. For school-based management, school principals and leadership teams require this evidence to support informed decision-making about the library.

There was a revelation that when teacher-librarians are freed from clerical duties and aware of developing challenges and opportunities through their extra-library involvement, they can draw on the internet and subscription databases to supply principals with up-to-date information on any given topic. That would be beneficial in planning sessions prior to any board, faculty parent, or business partner meeting. That consistent access to such information can only result in improved administrative decision-making.

It has been emphasised that the principal's support of the library is vital and is extremely important to the educational system. It was highlighted that the active leadership of the principal and teacher-librarian team may be facilitated by district support for collaboration. The support provided by school district administrators, school trustees and district policy and administrative structures has been shown also to be important in enabling principals and teacher librarians to work together.

Research findings consistently present the results that school libraries thrive when they get the optimum support from the school principals and their administrations this becomes beneficial to the whole school community. Learners' achievements are boosted. However, to principals who are still not strong in supporting the school library functionality, the teacher librarian has to try to make it clear what kind of support is needed. It has been found that the school librarian is the key player to keep on apprising the principal about the benefit of the school library to the school and about

the kind of support that is needed from the principal as well as from the whole administration. The teacher librarian has to become acquainted to principals' perceptions and priorities and try to fill in the gaps. In addition, there must be evidence of school libraries' positive impact on student outcome to motivate for the kind of support that is needed. The next chapter will be elaborating on the research design and methodology. That may add credibility to him or her to influence the whole school community to support school libraries functionality.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 established the background to this study on the role of the school principal in establishing and managing functional school libraries in the Dlangubo Circuit in the King Cetshwayo District of KZN. The role of school principals in establishing and managing functional school libraries was closely examined. The role of a school principal as an instructional leader and an accounting officer, together with the skills required to lead teachers in establishing a functional school library was navigated. This detailed examination of the roles of school principals in establishing and managing functional school libraries is needed in order to understand where the focus must be in the methodology component of this study. The decisions on the research methodology, the instruments, data generation procedures and collection methods that were used in this study are discussed in detail. The participants' selection and data analysis method are also explained.

The aim of the study is to establish the role of school principals in establishing and managing functional school libraries. In line with Gill, Stewart, Treasure and Chahavedwick (2008:1), the empirical study conducted here explored the ideas and views, experiences, beliefs and a set of facts and arguments used in support of the factors being investigated, such as

- To investigate the characteristics of an effective school library
- To describe how school libraries can improve literacy levels in schools
- To explain the leadership role of school principals in establishing and managing functional school libraries
- To explore the challenges that school principals' experience in establishing and maintaining functional school libraries
- To offer recommendations that could address the challenges that school principals experience in establishing and maintaining functional school libraries.

The researcher explains the rationale for empirical research in the next section.

3.2 RATIONALE FOR EMPIRICAL RESEARCH

It developed as an idea of the District Teacher Development Centre Manager formerly known as an Education Centre Manager. She is the Deputy Chief Education Specialist. The District Teacher Development Centres among other things are expected to have teaching and learning resources to be loaned by poor schools to use it when they teach. A school library in the form a cluster library is one of the resourceful structures we are expected to have and supervise in the Centre as stated in the guidelines for provincial teacher development institutes and district teacher development centres (Department of Basic Education, 2015:18). The Centre hosts teacher trainings, meetings, Professional Learning Communities (PLCs), Out-Of-School Youth Programmes, etc.

At the beginning there was no library structure in place, the resources were also not available due Departmental budget constraints. I started a school library. My learning at primary and secondary school did not expose me to any form of a library. There were shortage of learning resources, the science glass beaker, test tubes, etc, had to be drawn at the board for us to imagine the reality of it.

My first exposure to a library was at a tertiary institution. At work as a teacher; there was no school library still. I wanted to start one, but circumstances did not allow. At one instant I had to go and assist the out of school matric learners at an ex model C school, a boarding school. I got to use their school library there. I was exposed to various teaching and learning materials for my subject, including, videos, DVDs and a TV set to enrich the teaching content. That was a great experience.

At work I tried to look for donations to start a school library in the Centre. Private organisations donated a structure and school library materials. KZN ELITS sub directorate assisted the Centre with the provision of library materials. The researcher also solicited reading materials and donated it to schools.

The challenge I have now is the shortage of staff. The Department has not yet created posts for a school library coordinator and for resource coordinator; both are to be at the level of a senior education specialist as indicated in the guideline (DBE, 2015:18).

I applied to do postgraduate diploma, a school library course at the University of Zululand. Many teachers participated in the programme; yet the school libraries are not functional in schools. That puzzled me. Back at the Centre I trained the general workers to volunteer and assist the teachers coming to loan teaching and learning materials including block loaning school library materials.

As a district official we visit schools to monitor school functionality, curriculum coverage, examinations, etc. The situation in relation to school library functionality in schools is in dire.

What I have noticed is that in a school where an SMT member is a teacher librarian, the situation is better in relation to the school library functionality. Qualified and unqualified teacher librarians are mentioning the challenge of not having time to attend to school library issues as they have a full teaching load to prioritise. On top of that they also mention the problem of shortage of school library materials and a shortage of school library space at other schools.

At one school I visited, a deputy principal is a qualified teacher librarian. Though there is no library assistant and school library clerical person to attend to school library administration issues, she tries. With the support of her principal they are creative; they get donations to supplement the school library materials they have. The principal has arranged to relieve her from normal teaching; he has already reduced the teacher librarians normal teaching load to prioritise the school library programme. The principal is now planning to arrange and take away the entire normal teaching load from her to make her a fulltime school library coordinator. That school library programme is thriving.

The experience that I become exposed to in most schools in terms of resourcing and functioning of the school libraries is not good. It led me to seeing the need to be engaged to this kind of study to contribute to the body of knowledge.

In the next paragraph, the researcher covers the research design approach.

3.3 RESEARCH DESIGN APPROACH

3.3.1 Introduction

When conducting empirical research, which is the research guided by evidence, two types of research designs may be used, namely qualitative and quantitative. The quantitative design attempts to establish relationships and explain reasons or causes of changes in measured social facts. Qualitative research is concerned with understanding the phenomenon from the participants' perspective of a situation. In qualitative research, the researcher is detached from the study in order to avoid prejudice, while the researcher conducting quantitative research becomes immersed in the circumstances studied. This study was conducted using the qualitative research approach. The role of principals in establishing and managing functional school libraries is understood and investigated by using the personal view and perspective of the participants (Roller & Lavrakas, 2015:1).

The research design is the plan or outline that was followed in order to obtain the information or data, which were then used as evidence to explain or answer the research problem formulated in this study. It is the summary of the procedure used in order to conduct the study. Included in these procedures are the when, from whom and under what conditions the information was acquired. It is the general plan of how the research was set up, how the data were obtained and what happened to the participants (Thomas, 2010:308). The reason for a research design was to plan how the empirical evidence was used to answer the following questions as they were put forward in Chapter 1:

- What are the characteristics of an effective school library?
- How can school libraries improve literacy levels in rural schools?
- What leadership role should school principals play in establishing and managing functional school libraries?
- What are the challenges that school principals and school librarians experience in establishing and maintaining functional school libraries?

- What recommendations could be made to address the challenges that school principals experience in establishing and maintaining functional school libraries?

Choosing the correct research design is a vital step in the research process, as certain restrictions and limitations interpreting the results of the study can be related to the research design

The next section explains the research paradigm.

3.3.2 Research paradigm

The inherent paradigm of this research study is interpretive (Creswell, 2007:39). It is a form of enquiry where the researchers interpret what they observe, listen and comprehend. Researchers who utilise Interpretivist paradigm and qualitative methods usually search for encounter, comprehension and intuitive understanding and insight of persons for their information to reveal the exactness of the situation rather than depend on statistics numeracy (Thanh & Thanh, 2015:1). In this study, the researcher solicited such information. Since the interpretive paradigm “allows researchers to view the world through the perceptions and experiences of the participants, they reconstruct their own experiences and reality in their own words” (Thanh & Thanh, 2015:1). The investigator used Thanh and Thanh’s experiences to construct and interpret his or her understandings of the gathered data. The researcher’s study sought to explore the leadership role of school principals in establishing and managing functional school libraries. When a research report has been analysed and presented, the readers make their interpretations, “the participants also interpreted the study in their own way which is a characteristic of a qualitative study” (Yazan, 2015:139).

The next section covers the qualitative research approach.

3.3.3 Qualitative research approach

The focus of this study is on the role of principals in establishing and managing functional school libraries in the King Cetshwayo District, KwaZulu-Natal. The qualitative research method approach was chosen as the most appropriate research method approach, because it “seeks to answer questions about the real-life context”

(Hancock, Ockleford & Windridge, and 2009:7). In this research the main research question was:

What is the role of principals in establishing and managing functional school libraries?

The researcher intended to understand the role of the school principals in establishing and managing functional school libraries and the main aim of this study was to establish the role of school principals in establishing and managing functional school libraries. This study took place at schools with some form of school libraries where the school libraries meant to exist or to be established be well managed to be made functional and where the role of the principals have to be exercised. The fact that data are in the form of words rather than numbers and that the research was conducted in the participants' natural environment, indicate the type of research design that was used, namely the qualitative research design (Yin, 2016:7; Clark & Braun, 2013:15)

Tracy (2013:22) states that qualitative research helps the researcher and the readers of the study to understand the world, their society and institutions better. It provides knowledge that targets societal concerns and questions and, in this way, serves humanity (Pyle, 2017:57; Adam, 2014:152). The targeted question this study has to respond to is:

What is the role of school principals in establishing and managing functional school libraries?

Qualitative research shows that although many interpretations are possible, some are theoretically more convincing or important than other viewpoints are. Qualitative research "offers more than just one particular snapshot of a scenario but allows for an understanding of a sustained process" (Pyle, 2017:57). An example from Chapter 2 is where Mojapelo (2008:1) and Todd (2009:85) are quoted, emphasising that school libraries are needed to enhance learners' ability to use practical information relevant to their daily lives, followed by the concern that school libraries are scarce in rural areas. The interpretation sounds possible and convincing as highlighting the factor of school libraries' absence in rural areas which they recommend that it needed to be attended to in order to benefit quality teaching and learning which various studies purport to positively affects learners' academic achievement.

Madrigal and McClain (2012:2) defend the qualitative research approach as providing “valuable data for use in the design of a product including data about user needs, behaviour patterns, and use cases”. They state that this provides information needed to interpret the data. In this chapter, whilst the researcher had to conduct interviews with principals and teacher librarians, she observed the non-verbal cues as well in order to get a comprehensive picture of the issue at hand, namely, to establish the role of school principals in establishing and managing functional school libraries

Qualitative research is a “rich and holistic design that focuses on lived experiences in a particular environment or context” (Pyle, 2017:57). To substantiate what the researcher referred to in Chapter 1, the qualitative research approach in this case is based on exploring and getting understanding of the meaning school principals and teacher librarians ascribe to in relation to the research problem. It is also based on the role principals have to play in establishing and managing functional school libraries. The environment or context will be their schools where they work. Qualitative research shows us how reports and policies can constitute reality and affect the questions we ask (Pyle, 2017:57).

As stated in Chapter 2, IFLA (2015:22-23) contends that the school library policy should be developed by the school librarian, working together with the teachers and administrators (i.e. principals, heads of schools and educational staff). The National Library of New Zealand (2006:1) also states that schools’ senior management has to provide leadership and support and actively promote the library team’s role as educators and information specialists to contribute to students’ learning. It continues to state that a library’s annual report has to be presented to the principal and Board of Trustees. The aim is for them to monitor the library’s contributions to learning and teaching, to ensure the on-going integration of the library with the whole school priorities and developments, and to include the significant development of library activities in the school’s strategic annual plans and policies. The principal also has to provide an on-going professional development for the optimum use of the library and its staff. The role that is supposed to be played by the principal is partly stated. That reality affects the asked question positively. This is in line with the prior description of qualitative research.

Qualitative research itself is interactive, as the method of obtaining information involves one-to-one interaction between the researcher and the participants (Pyle, 2017:57). This is supported by the pronouncement in Chapter 1, where it is stated that the unstructured interview was used to elicit information on the role principals play in establishing and managing functional school libraries. Cohen *et al.* (2007:29) add that interviewing is the powerful method for learning “the construction and negotiation of meanings in a natural setting”.

Qualitative research allows the participants’ views and perspectives to be represented. This may be the major purpose of a qualitative study. The ideas, meanings given to real-life events and events emerging from qualitative research can be represented by the people who live them; not the values, ideas and preconceptions held by the researcher (Yin, 2016:8). A literature study unearthed the answer to the sub-questions posed, but only an empirical study allowed the voice, which was not contaminated with the possible influenced directional slanting from the researcher while undertaking the literature study.

In empirical qualitative research “it is the participant’s voices that the researcher is tried to hear, so that they can be processed, analysed, interpreted and reported for others to read and learn from” (Sutton & Austin, 2015:228). In this study, it was stated that five school principals and the five teacher librarians from the same circuit’s schools participated in the study. These five schools are a sample from 29 Dlangubo Circuit schools in the King Cetshwayo District in KZN. This confirms that the empirical study (as the way of gaining information by means of direct and indirect observation or experience) was conducted to unearth the answer to question and sub-questions posed or to get the answers in response to question and sub-questions directly from the principals and teacher librarians (the subjects).

In Chapter 2, it was expressed that the researcher explored the available body of knowledge and learn from other scholars on how they have theorised and conceptualised the issues and what has been established empirically relating to the role of the school principal in establishing and managing functional school libraries. Therefore, the literature study was conducted to bring up information relating to the research question and sub- questions,

What is the role of school principals in establishing and managing functional school libraries as the main question and to respond to sub-questions?

“Qualitative research strives to collect, integrate, and present data from a variety of sources of evidence as a part of any given study.” (Yin, 2016:10) By virtue of being the qualitative study, both the data collected from the unstructured interviews as well as documents studied were transcribed, analysed, interpreted and the findings were presented and reported to the relevant audience, including the participants (Clarke & Braun, 2013:12).

Qualitative research is a significant design in helping the researcher and reader of the study to understand the personal, relational and organisational contexts of a range of research questions. Social exchanges occurred with negligible interference by non-natural research procedures, while the participants expressed what they wanted to say without being inhibited by the restraints of a research laboratory (Yin, 2016:13). By virtue of this data collection method being unstructured interviews, it is

“an open situation through which a greater flexibility and freedom is offered to both sides (interviewer and the interviewee) in terms of planning, implementing and organising the interview content and questions” (Alshenqeeti, 2014:2).

In this study, the interviewer asked questions and probed whilst the interviewee responded and clarified himself or herself. The interview setting was a relaxed, welcoming and inviting environment; it took place at each interviewee’s school or workplace. The interview venue was agreed upon by both parties. The interviewer’s introduction created a relaxed atmosphere for the interviewee as the interviewer also clarified that no names were to be included in the collected data. The interviewer gave the interviewee enough time to respond without interrupting. The interviewer ensured that she listened more, which is in line with Alshenqeeti (2014:2).

Qualitative methods collect data in the form of words; these words are usually in the form of transcripts from open-ended interviews where comprehensive accounts of the participant’s experiences and viewpoints regarding specific issues, circumstances or events have to be recorded (Pyle, 2017:58). Since the data collection method used in this study was an unstructured interview, the questions were not planned prior to the

interview process. They allowed the interviewer to get responses, which were more than what the researcher anticipated regarding the research question. That was in line with the fact that it was an open-ended type of interview. The responses were recorded using a tape recorder and a notebook, as proposed by Forrel (2016:1).

Documents and other artefacts from people's actions were combined with the recorded words from the interviews in order to understand the phenomenon studied, namely the investigation of the role of principals in establishing and managing functional school libraries in the King Cetshwayo District, KwaZulu-Natal. The data were then analysed in such a way to preserve the textual nature of the data. This was important, as the goal of qualitative research involved the understanding of the occurrence from the participant's perspective in the particular social or institutional context in which it appeared (Kaplan & Maxwell, 2005:41).

Qualitative research is predominantly inductive. The researcher accepts that he/she does not have enough information to form a hypothesis. The researcher does not have an insight into the perspectives and situations of the participants in their natural setting to be able to form this above-mentioned hypothesis. Qualitative research is interactive in that the researcher may go through definite cycles of data. The researcher (Pyle, 2017:58) begins with a broad question: What is the role of principals in establishing and managing functional school libraries?

The researcher then posed questions that were more specific and attempted to answer these questions through new data collected in the different interviews (Kaplan & Maxwell, 2005:41). This was when researcher made use of the following sub-questions:

- What are the characteristics of an effective school library?
- How can school libraries improve literacy levels at rural schools?
- What role should school principals play in establishing and managing functional school libraries?
- What are the challenges that principals and teacher librarians experience in establishing and maintaining functional school libraries?

- What recommendations could be made to address the challenges that principals experience in establishing and maintaining functional school libraries?

The qualitative research design is flexible and gradually develops over time as more information is gathered by inquiry into the phenomenon. Decisions were made throughout the data collection process as more information was revealed on the topic under study. These decisions were in the form of adjustments to research strategies as information became clearer and a better understanding of the data collected became more apparent (Tracy, 2013:32).

Hadzilas (2011:11) outlines five different modes of inquiry, these being narrative, phenomenology, ethnography, case study and grounded theory. The case study strategy was used in this study. This mode of inquiry was chosen, as the researcher focused on one phenomenon, which is phenomenology; she wanted to understand in depth, regardless of the number of sites or participants involved in the study.

The researcher directed her focus on one factor being implemented, namely the establishment of school libraries in the King Cetshwayo District, KwaZulu-Natal. The initial plan was started. Thereafter, the plan was an emergent design in which each incremental decision was based on the on the information obtained from the previous site (the last interviewee before the one being interviewed now). The researcher's in-depth investigation was of the principal and the teacher librarian at each of the schools chosen. The individuals, the principal and the teacher librarian focused on each of the schools visited. This study involved individuals who had similar experiences, namely that they hold the same position. The process was to understand one phenomenon in each of the sites chosen (McMillan & Schumacher, 2006:306-319).

In the next paragraph, the researcher will give clarity with regard to the rationale for choosing the qualitative method.

3.3.4 Rationale for choosing the qualitative method

The researcher used qualitative research because it informs about principals encounter when they execute their duties as school principals in relation to the role they play in establishing and managing the school libraries. Though they are do not

hands on, they do it through their teacher librarians and school library staff but as principals they are accountable for it (Teherani *et al.*, 2015:1).

In qualitative research, the researcher collects data in the field where the participants experience the issue under study. The data were gathered by talking directly to the person under study, in this case the principal or the teacher librarian. They were in the school environment where each could be observed in the place where the phenomenon being studied occurred. Documents were collected and participants interviewed, all being characteristics of the qualitative method. Multiple sources of data were used to gather data, rather than relying on a singular source. The data were reviewed, organised and categorised into themes that cut across all the sources of the data (Harmarberg, Kirkman & DeLacey, 2016:499).

Inductive data analysis was used as the researcher planned to build on themes and categories from a broad perspective, until a comprehensive set of themes existed. The meanings of the participants were used to guide the analysis of data. The design gradually emerged, as the researcher continually evaluated the plan and was aware that it might change or shift after fields were entered. The researcher and the participant interpreted what they saw, heard and understood. This interpretation could not be separated from the environment and context of the study. A holistic account of the problem was reported. Included in this account were multiple perspectives that identified many factors involved in the situation. When looking at the characteristics of qualitative research, it is evident why this research method was chosen to conduct this study (Creswell, 2009:1; Yin, 2016:1).

In the next paragraph, the researcher covers the research problem.

3.3.5 Research problem

The main research problem, as stated in Chapter 1, could be phrased as the following research question:

What is the role of principals in establishing and managing functional school libraries?

The following five sub-problems, which were derived from the main research problem directed the empirical research of this study, are:

- What are the characteristics of an effective school library?
- How can school libraries improve literacy levels at rural schools?
- What role should school principals play in establishing and managing functional school libraries?
- What are the challenges that school principals and school librarians experience in establishing and maintaining functional school libraries?
- What recommendations could be made to address the challenges that principals experience in establishing and maintaining functional school libraries?

In the next paragraph, the researcher explains the objectives of the research.

3.3.6 Objectives of the research

The main aim of the study is to establish the role of principals in establishing and managing functional school libraries. This main objective's aim is divided into the following objectives for the study:

- To investigate the characteristics of an effective school library (Chapter 2).
- To explore how school libraries can improve literacy levels in schools (Chapter 2).
- To explain the role of school principals in establishing and managing functional school libraries (Chapter 2).
- To explore the challenges that principals' experience in establishing and maintaining functional school libraries (addressed in the empirical investigation).
- To offer recommendations that could address the challenges that principals experience in establishing and maintaining functional school libraries (addressed as the main outcome of the study).

In the next paragraph, the researcher will give clarity with regard to population and sampling.

3.4 POPULATION AND SAMPLING

3.4.1 Population and sample in the study

Five schools' principals and their teacher librarians were interviewed at Dlangubo Circuit schools. Schools that were the most likely to be knowledgeable about the phenomenon being investigated were chosen. The selected schools have some form of school library and they were able to provide information on what the principals' role has been in enabling these school libraries to be established. These five schools comprise the sample from a population of 29 schools in the Dlangubo Circuit in the King Cetshwayo District in KwaZulu-Natal.

In the next paragraph, the researcher will explain the sampling technique used.

3.4.2 Sampling technique

Purposeful sampling technique was used in this study (Palinkas *et al.*, 2016:1). It is a sampling strategy whereby a small group of individuals who are expected to be knowledgeable and have insight and information concerning the research problem are under investigation. It is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. In addition to that, it was the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive and reflective manner (Palinkas *et al.*, 2013:1).

Purposeful sampling was the best choice for this study, because the study needed participants who are school principals and teacher librarians, who are information rich and knowledgeable about or relate to the research question, since the aim was to establish the role of school principals in establishing and managing functional school libraries. The findings and the results of the study may give them an insight into

improving the situation of school libraries at their schools; therefore, they were likely to be interested in participating in the study.

In the next paragraph, the researcher will allude to the informed consent in the study.

3.4.3 Informed consent

The purpose aim and objective of this study are to establish the role of school principals in establishing and managing functional school libraries. In order to gather information from the participants, trust needs to be established between the researcher and the participant by promising to keep the participant's identification and the name of the school confidential.

The researcher obtained informed consent from the participants through a letter submitted by the researcher to them asking for permission to visit the school and interview them, as well as gain access to any documentation concerning the establishment and management of school libraries. All participants were given free choice of participation as required during all qualitative research studies (Research & Enterprise Development Centre, 2014:4).

A letter was submitted to the King Cetshwayo District Director to acquire written permission. The letter outlined the intentions of the study and highlighted that this study was to be conducted at five schools in the King Cetshwayo District. The letter also mentioned that the participating schools received letters stating the intention of the researcher, as well as that those schools and the names of the participants would remain anonymous. Once the school principal concerned agreed to take part in the study, formal consent letters, outlining the proposed study were submitted to all purposefully selected participants.

- The researcher's background, credibility and capabilities on the research topic;
- Introduction and background information on the proposed study;
- Purpose and aims of the planned research;
- Benefits of the study for the particular school and schools in general;
- Research plan, procedures and scope of investigation; and

- Researchers and participants' roles were outlined.

Participants were asked to confirm that they were willing to take part in the study, giving consent by returning the signed document. The researcher then scheduled the interview dates and times with all the participants who gave informed consent. Participants received copies of their signed informed letters for their own records and had to keep these letters as evidence that they had taken part in the research.

In the next paragraph, the researcher provides clarity with regard to anonymity and confidentiality.

3.4.4 Anonymity and confidentiality

Tracy (2013:73) declares that participants have a right to confidentiality. Researchers should protect research data gathered, ensure that participants' identities are changed and that those identifiers are not exposed before sharing the data with other researchers, assistants, readers or audience members. A letter explaining the intentions and purpose of the study was submitted to the selected schools. A letter, seeking permission for the study was submitted to the King Cetshwayo District Office of Education in KZN. This letter outlined the intentions of the study and highlighted that this study was conducted at Dlangubo Circuit schools.

Before data collection could take place, ethical clearance was sought from the Unisa Ethics Committee (REC) to ensure the sound methodology and scientific validity of the procedure and to avoid conducting research with flaws resulting in wasting of time and money.

In the next paragraph, the researcher explains the ethical measures and considerations.

3.4.5 Ethical measures and considerations

The researcher was extremely vigilant when considering ethical measures and considerations. She kept in mind that qualitative research is more likely to be more personally intrusive than quantitative research (Pyle, 2017:64). The researcher attentively adhered to the ethical guidelines.

The researcher used semi-structured interviews to collect data. These interviews, with consent from the participant, were administered at the participant's school. The participant's identity and school remained confidential. The following are the ethical considerations that McMillan and Schumacher (2006:1) suggest should be followed when conducting qualitative research; informed consent as a dialogue, confidentiality and anonymity, privacy and empowerment, and caring and fairness.

That meant that the researcher was granted permission by the prospective participants in full knowledge of the possible consequences, because everything was explained to them. The explanation stage took the form of dialogue, because it was a two-way communication; clarity-seeking questions were asked and responded to.

Informed consent entails giving information about the research and ensuring that there is no explicit or implicit coercion so that prospective participants can make an informed and free decision on their possible involvement. (Woodfield, 2017:112)

The researcher used the Policy on Research Ethics (Unisa, 2016:14-16) as a guideline to cover the following:

On informed consent, she ensured that:

3.4.5.1 "Personal information is collected in adherence to the *Protection of Personal Information Act 4 of 2013*".

3.4.5.2 She respected the participants' right at any stage to refuse to participate in particular aspects of the research or to decide to withdraw their previous given consent without demanding reasons or imposing penalties.

3.4.5.3 Participants gave their consent in writing and preferably accompanied by their signature. They, in turn, were given written information containing adequate details of the research.

3.5 Consent for participation in research was given freely and informed as she explained the aim of the research, which was to establish the role of school principals in establishing and managing functional school libraries. She further ensured that:

3.5.1 Consent for participation was given without any direct/indirect coercion or inducement.

3.5.2 Prospective participants were informed on the processing and purpose of the intended research.

3.5.3 Prospective participants understood this information and indicated so as per paragraph 3.3.

3.5.4 She answered question(s) about the research and their participation.

3.5.5 Consent for participation in research was given freely before research commenced.

The researcher ensured that the participants' right to privacy, anonymity and confidentiality gained additional importance in such cases, as they did not know the real purpose or objectives for which they provided information.

Consent where gatekeepers or organisational structures are involved.

The researcher was aware of the following:

- It was her responsibility to ensure compliance with the research policy/directives of gatekeepers or organisational structures. She therefore started with the District Director in the King Cetshwayo District office of Education, next informed the Chief Education Specialist (CES) in the Mthonjaneni Circuit Management (CMC), and then informed the Dlangubo Circuit Manager as he manages all the principals of that circuit, before contacting principals of the Dlangubo Circuit Schools. In addition, to get to the teacher librarians' consent, she had to request permission from the principals as school managers.
- She obtained permission from the "gatekeeper" to access the participants, information and/or research sites. Care was taken in the following situations:
 - Permission obtained from the gatekeeper may not be substituted for the need to obtain separate and informed consent from the participants. The rights of participants in such a situation are the same as in all other cases.
 - In the process of research or data collection, care was taken to ensure that the relationship between the gatekeeper and the participants was not jeopardised.

Pertaining to privacy, anonymity and confidentiality, the researcher embraced the fact that:

- All research participants have the right to privacy to the extent permitted by law or as directed by legal frameworks.
- Privacy includes autonomy over personal information, anonymity and confidentiality. When deciding on what information should be regarded as private and confidential, the perspective of the participant(s) on the matter should be respected.
- All personal information and records provided by participants should remain confidential. It should be made clear during data collection that confidentiality and anonymity will be safeguarded unless waived by the research participant. Whenever it is methodologically feasible, participants should be allowed to respond anonymously or under a pseudonym to protect their identity and privacy.

Permission to proceed with the study was obtained from the UNISA Research Ethics Committee (REC). This process is a tool used to ensure that sound methodology and scientific validity is used to conduct this study. Yin (2016:39) speaks about research integrity. He explains the need for a researcher to adhere to a code of ethics and ethical standards.

In the next paragraph, the researcher provides clarity with regard to instrumentation.

3.5 INSTRUMENTATION

The researcher used semi-structured interviews as an instrument.

3.5.1 Interviews

The researcher used semi-structured, in-depth interviews as the primary data collection strategy in order to collect data on the role of the school principal in establishing and managing functional school libraries at Dlangubo Circuit schools in the King Cetshwayo District, KwaZulu-Natal. The researcher interviewed five principals and their teacher librarians.

According to Jamshed (2014:87), interviews are conversations between the researcher and the person, whom in this study are referred to as the participant. In other studies, the participant may be referred to as the subject or the interviewee. "Interviews can be unnatural conversations, as rules and ethical considerations govern the way in which the exchange takes place." (Pyle, 2017:65) Most interviews were recorded with a promise of confidentiality in order to preserve the subjects' anonymity.

The value of an interview is that it allows the researcher to probe the participants' account of events with their insight, perspective and feelings toward the topic or problem being investigated. (Pyle, 2017:65; Alshenqeeti, 2014:39-40).

The researcher used interviews to probe and gather information from school principals and teacher librarians about the research question. The aim was to establish the role of school principals in establishing and managing functional school libraries. The expectation was for the subject to give detailed information and provide clarification in relation to their knowledge and experiences regarding the research question within the context where they take place.

The researcher was able to elicit data and people's views in greater depth, which is in line with Alshenqeeti (2014:390),

Interviews are two-sided communication method in that they allow for a reason or justification given for an action or belief pronounced by interviewees to be given highly consideration by interviewers. They also allow for an explanation of question and the identification of unexpected themes. (Smith & Elger, 2012:5)

The interviewer posed one question at a time and gave the interviewee an opportunity to vocalise his or her experience, his or her understanding of the situation in relation to the question asked. In case where clarification was needed, the interviewer indicated it and clarity was accorded. The interviewer then made sense of the data. The process was interactive. Data were gathered by means of interviews. This is a common method in qualitative research because it is a "type of framework in which the practices and standards be not only recorded, but also achieved, challenged and reinforced, as no research interview lacks structure" (Jamshed, 2014:87). In this study, the interviews were semi-structured. There was an interview guide to questions.

Interviews were controlled conversations. They were aimed at gathering in-depth information, which is in line with Jamshed (2014:87).

The interviews were conducted with an aim to establish the role of principals in establishing and managing functional school libraries and of getting the information, which responded to the research question.

The information disclosed the experience of principals and the teacher librarians in relation to their attempt in establishing and managing functional school libraries in their schools. This is in line with Wessels (2010:49). The interviews were mostly conducted at the time when the targeted schools in that rural area were without libraries and where they exist, they were non-functional.

Semi-structured one-on-one interviews took place at schools where the school principals and their teacher librarians worked. Verbal and non-verbal information was captured, made possible by the fact that these were face-to-face interviews. The facial expressions, gestures and para-verbal communications complemented the spoken word. The in-depth interviews provided detailed information in relation to the research question, which is in line with Boyce and Neale (2006:5).

Open-ended types of questions were asked engaging the participants' responses to questions, which were channelled towards understanding individuals' experiences, perceptions, facts, opinions and forecasts, and came up with the recommendations in relation to establishing and managing functional school libraries (Knox & Burkard, 2009:17).

The researcher started with a verbal introduction where she explained the main objective of the research, which is in line with Dubazane (2007:39). She presented herself as a concerned student in order gain confidence of the interviewees, to feel comfortable when responding to the questions. She made the respondents aware of the study details beforehand and gave them certainties about ethical principles, a fundamental aspect of the informed consent process (Gill, Stewart, Treasure & Chadwick, 2008:1; Siddiqui, 2008:166).

The researcher also explained to the participants the method she would use to gather their responses, namely to keep a logbook to jot down some notes to capture some

impressions and non-verbal cues like feelings, thoughts, hunches and reflections of the researcher during the data collection process. These impressions could have not been captured by means of a tape recorder. She sought permission to use a tape recorder to concentrate on listening for the information to be accurate, more substantial and more real (De Vos *et al.*, 2005:295).

Since these were semi-structured interviews, respondents were able to express themselves freely (Jamshed, 2014:2). The researcher was also at liberty to start with an open question and progressed based on the response given for the first question, which is in line with Gill *et al.* (2008:1). The researcher ensured that she spoke less and listened more during the interview session. At the end of the interview session, the researcher afforded the interviewee an opportunity to comment and to ask clarity-seeking questions in relation to his or her experience of the finished interview session in order to correct some assumptions that might have developed whilst participating in the interview process. This is in line with Alshenqeeti (2014:41).

The researcher maintained a folder or logbook of “field notes” to complement an audiotaped interview. Field notes allowed the researcher to maintain and comment upon impressions, environmental contexts, behaviours and nonverbal cues (Lacey & Luff, 2007:20; Sutton & Austin, 2015:2). When data collection continued over a long period, the researcher made copies of the data as they were collected, being certain to put one copy in a safe place where it could not be disturbed and not be lost or burned (De Vos *et al.*, 2005:333; Sutton & Austin, 2015:2).

The researcher did use a fixed format to some extent because of the nature of semi-structured interviews, which is in agreement with Awaisu (2013:6). Less questions were prepared during the interview. Some questions were developed from the interviewee’s responses (Lewis-Beck, Bryman & Liao 2004:1). The respondents were asked open-ended questions. The interviewer ensured a flow in the way questions were asked. She changed the sequence at some point and skipped some questions, which were planned at other points in advance, which is in line with McLeod (2014:1) and Alshenqeeti (2014:41).

The researcher made use of what, why, and how, rather than how many and asked questions that yielded as much information about the study as possible in relation to

its research question and was able to address the aims and objectives of the research, as advised by Gill *et al.* (2008:1) and Ritchie, Lewis, Nicholls and Ormston (2013:4). The researcher focused on literature study, which served as a guide to make her understand what questions she had to ask to cover the phenomenon. She was also guided in the order of asking such questions, which is in line with De Vos *et al.* (2005:297) and Bricki and Green (2007:13). She ensured that the questions were non-judgemental, unbiased and neutral; not value laden or leading, but probing (Ritchie *et al.*, 2013:8).

In some few prepared questions, the researcher avoided jargon and ambiguous questions to eliminate confusion and prejudice by drafting the research questions and reviewed them with her colleagues before proceeding (De Vos *et al.*, 2005:297; Mastalerz, 2016:1; Bricki & Green, 2007:13).

Roller and Lavrakas (2015:56) on various interview skills that a quality interviewer demonstrates to minimise inadvertent variations in the data associated with interviewer bias, to maximise the validity and reliability of the data. These skills include:

- building a rapport with the participant;
- listening actively to the participant by demonstrating a sincere interest in his/her answers and asking appropriate follow-up questions;
- staying focused on the research objective but allow for flexibility in the flow of the interview;
- being aware of verbal and nonverbal cues that add meaning to the data collected; and
- ensuring that the data obtained are accurate and complete during interview.

In the next paragraph, the researcher will cover the document retrieval.

3.5.2 Document review

The Department of Health and Human Services (2009:1) states that document review may complement other methods of data collection. Documents may include letters, reports, minutes of meetings, policy documents, correspondence, inspection reports, newsletters, bulletins, diaries, memoirs, oral histories, etc. The researcher reviewed

documents about the matter at hand, which relates to the leadership role of school libraries in establishing and managing functional school libraries.

“Collecting is the process of compiling or accumulating objects related to the topic of the study.” (Yin, 2016:47) Most of this collecting took place while the researcher was in the field, but collecting can also take place from other sources, including libraries, archives and electronically based sources.

The researcher established if there was documentation that highlights the role of principal in initiating some programmes in relation to establishing managing functional school libraries, as well as a paper trail linking the principal’s role in establishing and managing functional school library.

Documents that the researcher sought were the ones that helped her to understand the role principals played in establishing and managing functional school libraries.

In the next paragraph, the researcher will attend to data collection procedures.

3.6 DATA COLLECTION PROCEDURES

The interviews were recorded using a recording device. The recording equipment was tested before interviews took place. The researcher smiled and shook the participant’s hand before the interview started, introduced herself and thanked the participant for their time. A brief overview of the purpose of the research and the role of the participant in the research was given. The confidentiality of the research, as well as how the results of the interview would be stored was explained. While the participant read the consent form, the researcher took time to record where the interview took place, the participant’s appearance, facial expressions and any other information that might add some understanding how the participant felt about the interview (Tracy, 2013:80). The researcher took the time to check with the participant whether she (the researcher) had understood the answer correctly, or if she needed him/her to add more detail or clarify her understanding of the information given.

The researcher explained to the participant how she would record responses. She jotted down some notes, and recorded impressions and non-verbal cues. She requested permission to use a tape recorder to concentrate on listening for the

information to be made more accurate, substantial and real (De Vos *et al.*, 2005:293-295; Gill *et al.*, 2008:1).

Here are some pointers the researcher considered when conducting an interview (Tracy, 2013:161), namely to,

- be knowledgeable about the school being entered;
- be gentle and allow the participant to make mistakes and change his/her mind concerning an opinion or fact;
- be careful not to cut the participant off by wanting to move on too quickly to the next topic;
- pay attention to the emotional tone of the participant;
- try not to pass judgement on where the school was and what they decided was the most valuable use of their time and resources;
- probe and lead the answers when the researcher sensed that there was something left unsaid or perhaps not thought of in the answers given;
- be attentive and listen carefully, making reference to earlier answers, allowing space for participants to reflect and rephrase earlier answers;
- be cognisant of the fact that the researcher's own facial expressions and body language gave messages to the participant; and
- show warmth, acceptance and neutrality in the way in which she answered or the messages that she sent in nonverbal questions.

Before the close of the interview, the researcher asked the interviewee if there was perhaps anything that he/she felt the researcher had left out or that they would like to add. As the interview closed, the researcher informed the participant that a transcript of the interview would be sent to them and she would ask if the participant could read the interview and respond with any feedback or add to the information given.

The researcher interviewed the participant for an hour to an hour and a half, depending on how busy the participant was. The researcher did not want to ask for too much time, as she was aware that this might cause the participant to avoid giving up his/her

time and replying in the negative as to whether he/she would be willing to be part of the study.

Data from the interviews were transcribed in written form. The researcher had heard that some researchers paid professionals to type up the data, but she transcribed it herself so that she could start to get a feel for emerging themes.

In the next paragraph, the researcher gives clarity with regard to data analysis and presentation.

3.7 DATA ANALYSIS AND PRESENTATION

3.7.1 Data analysis and coding

“Data analysis is the process of bringing order, structure and meaning to the mass of collected data.” (Idowu, Vertigans & Burlea, 2017:239) The researcher ensured that data were organised and prepared systematically. She arranged the data chronologically by the date of collection. She also reformatted and organised it into computer files for easy access. She then saved it to a secure server, although some researchers preferred to print it out as hard copies and file them in clearly labelled files.

The researcher created a file for each of the documents collected together with the transcribed interview data. The researcher kept both an electronic file and a hard copy of transcripts in order to allow her to cut and paste similar emerging themes together (Tracy, 2013:183).

During the analytic process, the researcher had an acute awareness of the data. She was able to identify themes and recurring ideas or language, which resonates with De Vos *et al.* (2012:401). She decided how the themes and descriptions would be represented in the qualitative narrative. She considered different perspectives for each theme to avoid inclusion of only those in line with her view (Theron, 2015:6). She used a narrative passage to convey the findings of the analysis. She also used a table to convey descriptive information about each participant

The researcher used coding to formulate a description of the setting and the people, as well as the themes for analysis. It was envisaged that five to seven themes might

emerge from the data. These themes would then be used as headings in the findings section of the study. They would be supported by quotes as well as documented evidence, which is in agreement with Creswell (2009:219). The researcher would connect these themes and establish a general description, as this was in line with the theoretical framework and hermeneutics used to conduct this study.

In the final step of data analysis, the researcher formed an understanding or meaning of the data. She then checked if she could apply it to other environments. She summarised the main points of data based on her coding, notes and memos (Theron, 2015:6). She gave a personal interpretation of the lessons learned in the role of the principals in establishing and managing functional school libraries. New questions, which the researcher had not foreseen earlier in the study, could arise from the data analysis (Creswell, 2009:220).

The researcher could bring the data to life by incorporating representative quotes to provide clarity. She used the data without revealing the names of the respondents (Marshall, 2005:2). The researcher further outlined the findings as an indication of her writing by revealing gaps and connections that were unclear in the investigation in order to provide answers to research questions.

In the next paragraph, the researcher provides clarity regarding data presentation.

3.7.2 Data presentation

The researcher presented comprehensive data in such a way that readers could comprehend and interpret it in their own way (Vosloo, 2014:359). In line with Bricki and Green (2007:32), the researcher presented the analysed data in the audience in a customised form. The audience were school principals, teacher librarians, teachers, education department officials, government officials, etc. The researcher's starting point was the research question.

To structure the results, the researcher used the main categories and the main themes. The main themes were presented as sections under categories. They were reflected as the main findings of the study. Further evidence to support the findings was provided by means of the respondents' direct quotations.

The next paragraph looks at the dependability, trustworthiness, credibility, transferability and confirmability of the study.

3.8 OPERATIONALISATION OF CONCEPTS

3.8.1 Trustworthiness

Simon (2011:1) states that achieving reducibility or reliability of the study can be challenging for the qualitative research, as there is no expectation for it to be replicated in order to generate similar information. He states that the usage of quality, rigour or trustworthiness is prevalent in place of validity and usage of dependability, rather than reliability. The researcher ensured rigour, honesty and trustworthiness in all the steps, building up to data analysis and data presentation by considering dependability, credibility, transferability and confirmability, as proposed by Anney (2014:272) and Joko (2015:10).

The researcher guarded against biasness during data collection and data analysis (Brick & Green, 2007:14), in order to ensure trustworthiness of the study both researchers and the users of the findings have to be confident of the findings, meaning that the findings reflect what the research is set out to answer, rather than reflecting the biasness of the researcher.

The researcher also avoided biasness by recording the data verbatim in order to capture all impressions. As soon as the transcription process had been completed, the researcher read the transcription repeatedly and returned to the research site to gather more data when she discovered that the collected information was not adequate. The researcher confirmed the information that had been collected, coded and interpreted by asking the participants to have a look at it, approve and comment on the data sorted by the researcher, where necessary (Tichapondwa, 2013:129).

Trustworthiness could be ensured by using direct quotations from transcribed data to reflect the participants' responses, whilst maintaining anonymity. Data collection was conducted mainly in English, but the participant could express his or her views in vernacular language to ensure accurate responses and a meaningful flow of ideas (Khoza, 2012:73).

The study was systematic to ensure that the researcher did not randomly pick interviewees or data that supported her pre-existing ideas about the study, but a purposive sampling process took place when identifying interviewees. The selection was from the specific data sources from which the data they provided addressed the research objectives (Gentles, Charles, Ploeg & McKibbin, 2015:1775).

To increase trustworthiness of the study, the researcher made sure that the data were properly gathered, analysed and reported in accordance with the rules or standards for right conduct or practice (Carlson, 2010:1103). Among the approaches used to enhance trustworthiness in qualitative study are audit trails, reflexivity and member checking.

Bricki and Green (2007:14) also state that a study has to be credible, which means that the questions the researcher asks as well as the ways in which they are asked has to be reasonable for generating valid (or 'truthful') accounts of phenomena, which is what the researcher implemented.

In the next paragraph, the researcher discusses dependability.

3.8.2 Dependability

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit, and critique the research process. (Moon *et al.*, 2016:2)

The researcher kept all the research process details for external audit purpose (Pitney & Parker, 2009:68).

In agreement with the above, The Statistics Solutions (2016:1), dependability is the extent to which the study could be repeated by other researchers and with consistent findings. This means that if a person wanted to replicate the researcher's study, he/she should have enough information from the researcher's research report to do so and obtain similar findings than the researcher's study did.

Anney (2014:278), on the other hand, explains dependability as "the stability of findings over time". It involves respondents assessing the research results, and the

interpretation and recommendations of the research study to ensure that they are all backed up by data received from the respondents of the study. The researcher is certain that this study is dependable, since it is backed up by data received from respondents. The respondents were given an opportunity to assess the recommended sections of the study.

In the next paragraph, the researcher clarifies the credibility of the study.

3.8.3 Credibility

It has to do with the fact that the research findings are believable and are backed by the collected data, as well as being “a degree to which it represents the actual meaning of the participants or the truth value” (Moon *et al.*, 2016:2; Pitney & Parker, 2009:63). The researcher “immersed herself in the participants’ world”. She lengthened time in data gathering, aiming at maximising confidence in the data gathering process. It improved trust between the researcher and the participants, and the researcher could understand the participants’ culture and context (in relation to the research question) better. Participants ended up volunteering even more sensitive information than they did in the first encounter of the research project. The mutual trust helped the researcher to understand the important issues relating to the collected data (Anney, 2014:276).

The researcher afforded the participants the opportunity to do member checking, testing data and interpretations when data generation was in progress. The analysed data were also sent back to respondents for checking and approval. Member checking is taken as core of credibility. Participants continuously checked the analysed data to ascertain whether it reflected their experiences in relation to the study question. The participants were expected to either “approve, disapprove, edit, clarify or sometimes to delete their own words from the analysed data”. The participants clarified some sections of the data and then approved it (Carlson, 2010:1105; Anney, 2014:277).

The parameters were defined in the research question of the research study and in the purposeful sampling of participants, in agreement with Maponya (2015:140). The researcher used reference material to critique the research results. She also tested beliefs and prejudices when administering analysis. She presented her report to weigh it up with her colleagues, professionals and peers who were knowledgeable, and

experienced, as well as prepared to give scholarly advice about the study in order to get feedback and improve the quality of her study findings (Simon, 2011:1; Anney, 2014:276-277).

The researcher ensured that she did not change the participants' information about their experiences and beliefs about school libraries by recording it verbatim. The participants were also afforded the opportunity to access the analysed data so that they could discover that the research fulfilled what they had been promised as participants; thus, the findings reflected what the research had set out to answer. Therefore, the researcher believes that the research is reproducible, systematic, credible and transparent (Bricki & Green, 2007:15).

This research was also credible, because the participants were acquainted with the phenomenon. The study was about the section of their job description. School principals and teacher librarians of the Dlangubo Circuit were the participants, together with their school librarians. The phenomenon was in line with the description on Schulze (2005:79) and Malakof's Blog (2012). They were sampled accurately and correctly. They were chosen because they had some form of library at their schools. The research was conducted amongst the relevant people; therefore, it was credible.

In the next paragraph, the researcher will clarify transferability.

3.8.4 Transferability

This is the level whereby the results of qualitative research could be transferred to the other setting of respondents (Anney, 2014:277). Arguably,

qualitative research studies are not typically generalizable because findings often relate to a small number of environments or individuals, also the number of research participants is often small, the exhaustive nature of each case becomes more important than the number of participants (Moon *et al.*, 2016:2).

The researcher provided a detailed account of field experiences in which she clarified the patterns of cultural and social relationships in their context.

The participants were selected purposefully on the basis of criteria (Palinkas *et al.*, 2016:4; Brick & Green, 2007:11; Gentles *et al.*, 2015:1779). It facilitated transferability

of enquiry, since the research was conducted amongst a sample of school principals and teacher librarians. The findings were generalised to all the principals of Ndlangubo Circuit schools. The generalisation/transferability of qualitative findings to other population settings was a weakness in the approach, which is in agreement with De Vos *et al.* (2005:346), Leung (2015:330) and Malakoff's Blog (2012).

To counter the challenges, the researcher referred to the original balancing leadership framework, which explained the concepts *guided data collection* and *analysis*. The researcher stated the theoretical parameters of the research. Those who conducted research studies within the same parameters could also determine whether the cases described could be generalised or not for new research policy and transferred to other settings, in line with De Vos *et al.* (2005:346).

In the next paragraph, the researcher covered confirmability.

3.8.5 Confirmability

It refers to the level at which the research findings could be ratified by the other researchers as correct. This is concerned with confirming the data and interpretations, together with findings that they had not been fabricated, but were clearly deduced from data (Nayab, 2011:1; Anney, 2014:279).

Statistics Solutions (2016:1) explains it as a "degree of neutrality in the research study findings", which meant,

the findings were based on participants' responses and not any potential bias or personal motivations of the researcher. This involved making sure that researcher bias did not skew the interpretation of what the research participants said to fit a certain narrative.

To ensure confirmability, the researcher presented an audit trail (a transparent description of the research steps taken from the start of the research project through the development until the reporting of findings), which clarified all the steps of data analysis undertaken to furnish the reasons for the decisions made. This helped to establish that the research study's findings portrayed participants' responses accurately.

The researcher carried a field book or journal to capture all that happened at the sites, which could be helpful in the unfolding of the story (the research report). Records were kept regarding what was done during an investigation. It served to reflect about what happened from the start of the process to the end, the product. It served as proof that the researcher did not thumb suck the findings.

In the next paragraph, the researcher gave information on the limitations of the study.

3.9 LIMITATIONS OF THE STUDY

Only five out of a possible 29 schools were interviewed. If more schools were interviewed, the researcher would have been able to get a better idea of how accurate the results were. The emerging themes could have been strengthened by increasing the number of participants.

Various principals from both primary and secondary schools were interviewed (cf. 4.4.1). Would the data have been the same if secondary schools' principals' had not been included in the study? Could the researcher have received the same data if the principals of all the primary schools had been interviewed? However, the data from the principals of primary schools were very much in line with the data collected from the secondary schools.

This study was limited to Dlangubo Circuit schools in the King Cetshwayo District of KwaZulu-Natal. This does limit the data as the data can only be applied to Dlangubo Circuit schools. It would be interesting to see if the role of principals in terms of establishing and managing functional school libraries are the same in other Circuits and other Districts. Would the vision be the same to establish and manage functional school libraries?

3.10 CONCLUSION

As mentioned in this chapter, the research methodology ascertained that there was a well-planned structure to ensure that data were collected and analysed following the guidelines on the procedure. This was followed by including the interpretation of data in order to respond successfully to the research questions. With Chapter 3, the research methodology for the empirical investigation was clarified. It was explained

that a qualitative research method was a good paradigm to be used by a researcher to understand the leadership role that school principals must to play in establishing and managing functional school libraries.

A one-on-one in-depth and unstructured interview, open-ended questions and a well-planned sampling exercise were used to deduce convincing research findings. An explanation of the research findings of the empirical investigation are presented in the next chapter.

CHAPTER FOUR

THE EMPIRICAL DATA FINDINGS AND SUMMARIES

4.1 INTRODUCTION

The previous chapter explored and described the research design and methodology applied within a social setting to collect data for the purpose enlightening to the research problem (cf. 3.2, 3.3; 3.3.1; 3.3.3 & 3.3.4). The empirical and comprehensively collected data were analysed based on participants' words and gestures (cf. 3.3.4), which were obtained using some qualitative data collecting methods. These methods were face-to-face interviews and document analysis (cf. 3.5.1 & 3.5.2).

Participants' direct responses were indicated by using indented quotes in italics to show that their direct words in a discussion were not altered. Participants' statements were quoted as the primary source of information, meaning that the researcher's experiences and opinions did not influence the credibility of the findings. Qualitative data analysis methods were used to analyse the intensive data that were collected from participants on a voluntary basis in their natural setting. Content analysis, conversation analysis, and qualitative data analysis procedures were utilised. On the other hand, data credibility and member checking were utilised as major qualitative data analysis procedures. The issue of data generalizability or transferability, as detailed in the previous chapter (cf. 3.8.3 & 3.8.4) were dealt with comprehensively.

The process of data presentation commenced with the researcher's preparations for gaining access to the research site, while preparing to get participants at each school. Data collection procedures, findings, content and conversation analyses were detailed. The empirical data were collected during individual interviewing and document analysis. This chapter presents the researcher's analytically empirical data that were obtained from 10 purposefully selected participants at primary and secondary schools in the King Cetshwayo Education District, KwaZulu-Natal. Throughout the data analysis phase, the researcher transcribed, summarised and presented the data collected from different sources as a single entity to enhance the study's data credibility and trustworthiness.

Lastly, a presentation of the study population, sampling and ethical considerations pertaining to the process of the site access preparations are presented in detail in the next section. The coded names of the participating schools utilised throughout the study are used to maintain the academic ethical requirements on the issue of confidentiality and the right to privacy of the purposefully selected schools, which will be clarified in the next chapter.

4.2 KING CETSHWAYO EDUCATION DISTRICT AS A STUDY SETTING

4.2.1 Introduction

The research study setting is the King Cetshwayo District office of Education. It consists of Five Circuit Management Centres (CMCs), namely Imfolozi CMC, Mthonjaneni CMC, Nkandla CMC, uMhlathuze CMC and uMlalazi CMC. These CMCs were formerly known as Circuit offices. Mthonjaneni CMC is the research study CMC. The Mthonjaneni CMC2 (second CMC) consists of four Circuits. C2 is the name of the second group of Circuits in the Mthonjaneni Circuit Management Centre 2 (CMC2), the Dlangubo, Ntambanana, Umbiya and Obuka Circuits. Hence, in Table 4.2.1 it is presented as CMC2-C2=4. The Circuits were formerly known as Wards. The Dlangubo Circuit was formerly known as Dlangubo Ward. In the following data CMC2-C2=4-119-35-84-N/A.

The number of schools' totals 119, with 35 secondary schools and 84 primary schools in the Mthonjaneni CMC. This information is presented in the following table. Hint: C1-C5: Indicates the first group of Circuits to fifth group of Circuits in the CMC1-CMC5 (First CMC to Fifth CMC). The =4 indicates the number of Circuits in the C2 (the second group of Circuits).

Table 4.2.1 below shows the sum of secondary, primary and special schools in the King Cetshwayo District as per Circuit to provide a picture of the study population.

Table 4.2.1: The sum of secondary, primary and special schools in the King Cetshwayo District as per Circuit

Circuit Management

Centre (CMC)	No of Circuits (C)	Schools no.	Sec Schs	Prim Schs	SpS
CMC1	C1=4	131	45	86	N/A
CMC2	C2 =4	119	35	84	N/A
CMC3	C3 =4	138	48	86	04
CMC4	C4 =5	165	41	121	03
CMC5	C5 =5	122	34	87	01
Total	22	675	203	464	08

The researcher's focus is on one circuit taken from the above:

Circuit Name	Schools' no.	High Schs.	Primary Schs.	SpS
C2	28	09	19	N/A

Discussion:

The King Cetshwayo Education District consists of about 675 schools; 32% are secondary schools; 67% are primary schools; and 0,1% are special schools. All these schools are under its control and management. Most of these schools are in rural areas characterised by a shortage of resources, including libraries. This study was populated within the King Cetshwayo District, around CMC2. The Dlangubo Circuit is among the four circuits that form CMC2, the Mthonjaneni Circuit Management Centre (CMC). The Dlangubo Circuit (C2) consists of 9 high or secondary schools and 19 primary schools. They are all located in a rural area between the towns of Empangeni and Eshowe. There are no public libraries in the Dlangubo Reserve area. Public libraries can only be accessed in the above-mentioned towns, and the challenge is that one has to have transport money to visit and access the public libraries in town. Two high school principals with their teacher librarians and three principals with teacher librarians from primary schools were selected through sampling.

4.3 THE DLANGUBO CIRCUIT AS A STUDY SITE

The Dlangubo Circuit consists of rural schools located between two towns, Empangeni and Eshowe. The distance between these two towns varies, depending on the location of each school. Some schools are about 35 km away from both towns. It is expensive for learners to travel to and access the public libraries in these towns regularly to get information to enrich their projects and assignments, etc., in the absence of school libraries in their schools and the absence of public libraries in the area. In the Parliamentary Monitoring Group (2009:1) it was stated, “libraries were excluded from Schedule 5 of the Constitution, resulting in problems with adequate access to funding”. It is stated that this was said when the Department of Arts and Culture briefed the Committee on the building of libraries in communities and at schools. Hopefully, Parliament is talking about addressing the problem of libraries in the rural communities as well.

Most of the communities around these schools are poverty-stricken. Most learners’ parents and siblings are unemployed. These conditions lead these schools to be categorised as no-fee schools, as they fall under Quintiles 1, 2 and 3 (Department of Basic Education, 2018:1; KZN, 2007:90-150).

The Dlangubo Circuit schools under the King Cetshwayo District Office of Education do implement quality teaching and learning; yet, at times they are constrained by the lack of teaching and learning resources, including school library structures, materials and fulltime, qualified librarians. The KZN Department of Education (2018:11), in its strategic plan and Annual Performance Plan 2017/18 spells out its focus, based on the ten pillars that capture the key priority areas and set targets for an improved administration and learner attainment. The Department adopted the 10 pillars as its strategic delivery vehicle in its mandates. These pillars are:

- Pillar 1: Transformation of the Schooling System
- Pillar 2: Curriculum and Assessment
- Pillar 3: Teacher Provisioning, Development and Support
- Pillar 4: Development of strong Leadership and Management
- Pillar 5: Infrastructure Planning and Delivery Management

- Pillar 6: Planning
- Pillar 7: Information and Communication Technology (ICT)
- Pillar 8: Social Cohesion and Integration of Schools
- Pillar 9: School Functionality and Community Involvement
- Pillar 10: Early Childhood Development

The above pillars bring confidence and make a concerned person long for its implementation. When it comes to infrastructure plans and service delivery, one crosses one's fingers for the inclusion of library structures at schools, including the Dlangubo Circuit schools. Regarding to teacher provisioning, one can hope for the creation of posts for full-time teacher librarians.

On resource provisioning and training, the KZN Education Library Information and Technology Services (ELITS) (2003:14) developed the policy as a guide for public schools' budget allocation. At that time, it stated that there were 5 646 public schools in KwaZulu-Natal. To provide these schools with a starter collection, it was decided to use learner enrolment as a guideline for budget allocation:

Enrolment	Number of schools	Budget per school
0 – 20	1 235	R50 000
201 – 499	2 33	R70 000
500 – 999	1 65	R100 000
1 000+	42	R150 000
TOTAL	5 646	

The KZN Education Library Information and Technology Services (KZN ELITS, 2003:14) stipulate the adoption of an incremental approach over a six-year period, starting in 2004/5 by resourcing the first category, i.e. schools with an enrolment of between 0–200. It was felt that the smaller schools were often poorly resourced and that this was the sector where suitable library resource material would have the biggest impact.

This policy is positive enough to benefit even the Dlangubo Circuit schools.

4.4 THE DATA COLLECTION PREPARATION PROCESS

4.4.1 Building trust and gaining access at targeted schools

The researcher knew that building trust with participating schools was very important for this study to be successful. According to Creswell (2005:63), the researcher's ability to gain access to people and sites can help to determine if the researcher can research the issue. Hence, in trying to gain access to sites, the researcher phoned principals and made an appointment to come and explained briefly what this research project was about, the purpose of the visit, and negotiated convenient times and dates for meeting at their schools. In addition (Creswell 2005:63), this access often requires multiple levels of approval before accessing the schools, such as the Provincial Department office, District administrators, principals and relevant teachers.

Both school principals were prepared to meet the researcher. In this way, the researcher created some understanding through a process of explanation. She was familiar with most of them. The face-to-face conversations between them created an element of trust. Thereafter different dates and times were set for the meetings. Some meeting dates and interviewing dates were shifted for various reasons. The first school to set a date was School AA, on 14 August 2018 at 13h00 in the principal's office. The next set dates were as follows:

- School BB: 17 August 2018 in the computer laboratory at 12h00;
- School C and CC: 20 August in the corner office of the school at 13h00;
- School D and DD: 21 August in the principal's office at 12h00, and another in the school library at 13h00;
- School E: 22 August 2018 in the principal's office at 13h00;
- School B: 22 August in the principal's office 2018 at 14h00;
- School EE: 23 August 2018 at 13h00 in the front office;
- School A: 28 August 2018 in the principal's office at 13h00.

Five schools participated in the arrangement.

The schools' principals were identified with a letter of the alphabet, e.g. School A. A school with school librarian was identified with two letters, e.g. School AA. The total number of interviewees was ten (10): five (5) principals and five (5) teacher librarians. Out of five (5) school principals, two (2) principals were from high schools or secondary schools with their teacher librarians and three (3) principals were from primary schools with their librarians. The negotiated meetings did not disturb the functionality of the schools, as per the Department of Education's terms and conditions for granting the study permission. The planning arrangement assisted in the appointments with participants, as they did not interrupt the teaching and learning process. Furthermore, the researcher became familiar with the school principals and the face-to-face conversation between them created an element of trust.

4.4.2 The delivery of permission letters

To research a problem, investigators need to gain permission to enter sites and to involve people at the location of the study (Creswell, 2005:63). Therefore, the researcher delivered all the necessary documents to the targeted secondary schools. Thus, permission letters to conduct the study from the KwaZulu-Natal (KZN) Provincial Office of Education and confirmation from the University of South Africa (UNISA) were delivered. Individual interview protocol and consent forms were presented to ensure full disclosure of this study. The researcher provided the principals with copies of the research proposal so that they could be familiar with and understand the structure of the projected study, where after, the researcher could start collecting data.

The school principals at the participating schools kept all negotiated dates mentioned in Section 4.4.1. At the first meeting, the principal at School A sounded supportive regarding this research project. The dates were agreed upon and he then invited the teacher librarian, who also was happy about the dates negotiated. The dates were then confirmed. The principal issued the signed consent letter to the researcher, as this was an ethical requirement. The researcher sensed a positive relationship between the school principal and the teacher librarian at this school at once. This showed the strong element of trust between the school principal and the teacher librarian. However, this positive acceptance was still to be proven during the interviews.

An unplanned situation at School B suddenly commanded its principal's attention. He requested the researcher to interview the teacher librarian, who was also one of the School Management Team (SMT) members. The teacher librarian was positive about the need for his participation in the research. Dates were negotiated, he signed his consent letter, and all was confirmed with the principal. The principal and the teacher librarian's interview dates were not on the same date. The principal's interview date was on 22 August 2018 and the teacher librarian's date was on 17 August 2018.

The principal at School C was supportive regarding this research project from the word go. He invited the teacher librarian in. They accepted the request very easily, and the necessary letters were signed. The interview dates and the times were suggested and agreed upon. Separate dates for document readings were to follow.

At School D, the principal acted in more the same way as the principal at School C. His speedy acceptance was humbling. The teacher librarian was invited in as well. The researcher explained her part. The data collection dates were set for both the principal and the teacher librarian. The consent letters were signed.

At School E, when the researcher arrived, the principal was on his way out, because he had to attend to the issue of a learner who was sick. He requested the teacher librarian to attend to the researcher. The researcher explained her part and produced the proposals. The librarian promised to convey the message and the documents to the principal. The researcher phoned the principal afterwards, another date was set where the data collection dates were confirmed, and the consent letter was signed. The principal was professional and supportive. The researcher apologised to the principal that she was no longer going to use his school's teacher librarian, because a teacher librarian from another school would be used and be allocated the EE school name. The reason for this was that the other principal had been approached first, but he fell ill. The teacher librarian from that school (EE) signed the consent form and the data collection dates were confirmed.

School A's principal ended up being occupied by work, and the researcher approached another principal, whom then was given the same name, Principal A. The researcher explained all about the study and the proposal. The principal extended her

preparedness to support the course and ended up stating that she was also motivated to study further. The interview dates were set, and the consent form was signed.

4.5 DATA COLLECTION THROUGH FACE-TO-FACE INTERVIEWS

4.5.1 Theme 1: Characteristics of an effective school library

The effective school library was expressed as one that has library space with enjoyable reading materials, a relevant collection that caters for the levels of all learners at the school, enough and a conducive space for learning, and with scheduled time for each class to access the library to promote and improve reading skills and support the curriculum. It needed a full-time librarian for it to be more active. This is supported by the following quotes from participants. Participant B said,

Firstly, my view about the school library is that the school library should have enough space and also need to have more equipment, e.g. fiction books, since we do have shortages of them (fiction books), we need to have a full-time librarian so that our library can be more effective. We also need to have an admin clerk (library admin clerk) who can assist learners and educators in our library so that the library can be more functional.

Participant B further stated that

Since the Department of Education advised us to stick to the notional time, we only use break times for learners to go to the library, to make/do some research for assignments, projects and study where necessary. In some cases, other learners remain after school to do research in the school library.

Participant D (School D) said, in agreement with Participant B,

The school needs to have enough books users, there must be a space conducive to learning and there must be scheduled time for each class in the library, to have the library period that will promote and improve their reading skills.

Participant E (School E) responded in agreement with Participants B and D,

The library must have a variety of appropriate books and the reading material displayed on shelves, but in our case, we don't have a variety of books, because sometimes you find that the books we have were donated by people. Sometimes donors are not sure

about the level of our learners, but the library should be learner friendly. It must have big space and have furniture. In our case, we do have a problem about the space because we converted a class. So, the space is not big enough, we have a problem of appropriate print material, sometimes you [we] need to display that material to the learners, like charts and the posters. But if the space is so small it's very difficult to put up those posters.

Participant EE, in agreement, stated that

If learners can use the library frequently, that would be an effective school library, as well as if the school can have timetable for 30 minutes for every class to come and have the time to use the library.

Participant DD (School D) added,

At my school, as we have a library, all learners have a period once a week. They have 30 minutes a day to come and do leisure reading, and do research. Also, during their spare time during break they do come to the library to do assignments, their projects and read for fun. But when they need, when educators have given them the projects, they come to me [the librarian], they ask for the information; I make the information available to them to come to get the information in their spare time, especially in the mornings before school starts, during break and also after school, 30 minutes before they go.

At School A, Participant AA stated that

[The school] has all the necessary tools; in our school we took a class that was not used instead the learners use to play in it, we decided that we will hire someone who will put shelves, we have non-fiction books, fiction books, dictionaries, encyclopaedias, magazines, comic books, toys and everything. We feel that it is an essential place where learners are able to learn, but at same time, they are also having fun.

At School E, Principal E added,

At In our school, classes start from Grade R up to Grade 7; all grades the classes are divided into two, so we compile a timetable that will allow these learners to visit the library with their teachers. We give them 30 minutes every week, each class has 30 minutes every week. They go there for the purpose of research and for reading.

Participant C (School C) proposed to

enhance the reading skills of learners, will make learners to love books to read, will improve the learners and educators research skills and will enhance self-teaching to both teachers and pupils. Since there is not enough space for them to do other work, other than borrowing books, even the space that we are using, which was a classroom was not sufficient to enable the learners and the teachers do their work because it was too small. As it is now we don't have a library our librarian is using the corner of his office to keep whatever books we have salvaged after that storm.

School B, C and E emphasised the need for a fulltime librarian and the library clerk to assist each other for a school library to be effective. Participant BB (School B) said,

It's got a librarian that has a library policy and it's got a calendar where there will be some activities that are done to promote teaching and learning and to promote reading as well.

Participant E (School E) added by saying,

Every workplace needs someone who is a specialist. So, there must be a trained teacher librarian. But in our case really, we don't have the teacher librarian. They were trained but they received that small training from the department, but they are not full time, they are teachers. I think the teachers also must be trained properly so that they would be able to help in the library. So, there's a problem with that [having untrained educators on school library functionality].

At School C, Participant CC raised his concerns, saying,

There is nobody who is fully responsible for that library, I was just requested that if ever there are learners that are coming to borrow books, I must assist in issuing them, so they stay in the classroom, I stay, for whenever they come to borrow books but most of the time I am not in that class, I also have some duties, administration and teaching, because I am the Head of Department and accounting teacher.

Participant CC added by saying,

The library must mainly be run by teachers that are teaching languages who can integrate it with their subject regarding a reading section of the curriculum because the language teachers, especially the English one, are required to do the orals so for that to happen very well they need to be close to the library where they can read and the

learners can sharpen their language skills. But to take somebody who is just from another field, I think is letting down the library work.

Participant D (School D) responded in agreement with Participant CC by saying,

Firstly, we understand that the bottom line is literacy, Learners must be able to read. And sometimes it is not an easy task to enforce reading to the learners. But it needs, you [the educator] to engage learners to reading in the form of where they read books they enjoy. Books in the library differ; we've [in the library] got books which are relevant to junior learners which is Grade 1 up to Grade 3. So, those books they have pictures, learners look at pictures and become interested in reading. At first teachers read for them, thereafter they teach them how to read. I noticed that reading is something that is lacking in our education these days.

To contribute to quality teaching and learning, School E's Participant E responded by saying,

The library must fulfil the characteristic of being a library, to have full time librarian, enough reading material that will help learners, even the teachers when they go there they must find the materials they're going to use for learners, I think these materials should be CAPS (National Curriculum and Assessment Policy) aligned.

Participant E further added,

[A] library must have print material like posters that are relevant to the work of the learners, so when they [the learners] leave the class to the library, there must be that correlation between the library and the class. That must not be two worlds.

Participant EE (School E) responded in agreement with Participant E by saying,

The school library will be effective if the library has more isiZulu reader books. As our learners are isiZulu speakers that will help them. Because it will be better for learners to learn from known to the unknown

In the formulation of a school library committee process, Schools A, D and E added strongly, stating that

All the stakeholders should be represented in the school library committee including the School Governing Body Members (SGB) (cf. 2.4).

This is also in line with the model of the school library committee (Mojapelo & Dube 2015:6; DBE, 2012:26).

Participant A (School A) agreed with School B on this and expressed the following sentiments,

By virtue of being a principal, automatically I am in the school library committee. We also need to ensure that we do elect different teachers from different departments; it depends on the size of the school. If there are four streams, we need to elect one educator from Commerce department, Humanities, Languages and one educator from Science department. If it is a secondary school, RCL members cannot be left out in terms of constituting the committee for library, as well as SGB members to represent the community and can inform the community what is happening at that school in terms of the library.

Participant C added the inclusion of monitors. The inclusion of learners is in line with KZN ELITS (2003:9), where it states that

The committee functions as a sub-committee of the School Governing Body and must be the representative of the whole school community including learner representation.

School C, Participant CC's response regarding monitors was that

Since I saw this question, I realised that having a Committee can, be a handful, where we can share may be the duties, and I think it can be, it can help, it can bring effectiveness to have a committee.

School A and B, C and D and E then brought to the fore the fact that the library could not continue to function well without policies.

School A's response was that

The policies that the library should have are the book circulation policy that is on how the books are borrowed by the learners. And the book handling policy that is on how the books are kept safe and clean.

The researcher listened to the explanation, (cf. 2.9; 2.9.1; 2.9.2; 2.9.3; 2.9.4; 2.10; 2.10.1; 2.10.2; 2.10.3, 2.10.4; 2.10.5; 2.10.6 & 2.10.7). The information in the literature

study emphasised that the policies serve as guide to different activities taking place in the library.

Discussion:

The researcher listened to schools participating in the study expressing their views about the presence of an effective school library at their schools. According to the data collected, all the participating schools (Schools A, B, C, D & E) seemed to have a positive view about the presence of an effective school library at their schools. They confessed that they had some obstacles that prevented their school libraries from functioning well. The obstacles differ from school to school, but some are similar. To sight some of the examples, Schools B and E mentioned to be short of fiction books (cf. 4.1.5). The KZN Department of Education (2006:6) relates citing the then preparations for the rollout of the 2003 School Library Policy, which mainly was about how to establish the teaching and learning support collections at schools. This is in line with resource provisioning (cf. 4.3). An alternative is that the schools should look for donations, as reflected in KZN ELITS (2003:14), where it states,

Factors such as inadequate library provisioning and low or non-existing budgets often compel schools to look beyond their own financial resources to supplement meagre library stock.

Almost all of these schools generally face the challenge of a shortage of library materials, infrastructure and school library time that are not accommodated in the schools' seven hours' notional teaching time. The presence of a fulltime librarian who works closely with other subject teachers could schedule any subject period to be conducted in the school library where learners could become exposed to materials that can support their subject. The relevant library materials could be prepared in advance (cf. 2.5, 2.6, 2.8, 2.9.1 & 2.10).

Schools A and C use delegated teacher librarians who are without any school library qualifications; they rely on their passion only. All these schools (Schools A, B, C, D & E) are without fulltime teacher-librarians and, had they had school library assistants, they could to ensure that the library was accessible during all school hours, as well as see to it that the school library was utilised effectively (cf. 2.5, 2.6, 2.8, 2.9.1 & 2.10; Omenyo 2016:17).

4.5.2 Theme 2: Improvement of literacy skills by school libraries

All the Schools A, B, C, D and E's participants had ideas on how school libraries could improve literacy skills. Participant A (School A) similar to Participant C (School C), stated that this could be effected

by providing more relevant literacy books (libraries can be a source of literacy materials), exposing learners to activities like reading, reading for information, reading for pleasure, reading competitions, dramatizations, talk shows, poetry, etc.

She made mention of having literacy days like World Book Day and celebrating literacy month doing the mentioned activities, as well as the skills that learners should possess to use the library meaning fully, i.e. reading with comprehension, research, searching, and book selection skills.

Participant D (School D) referred to the improvement of literacy skills by school libraries quoting, his school's scenario, where he gave the following picture,

In our library, we have books with pictures. Junior learners become interested to read, that help to improve the reading. The good part is when we lend them books to go and read at home, the next day they come and read for the whole school in the assembly time. They compete for reading. As they compete to go and read, automatically they are in the improvement journey.

Photos of their learners seated and reading in the library and of the school celebrating Arbour Day, etc., was provided by School D photos.

The researcher learned that creativity was important in order to come up with ideas for literacy improvement in the presence. On improvement of literacy skills by school libraries, Participant E (School E) added,

Learners must know that after reading they must write so that writing skills can be improved. There must be resources like audio resources for learners to listen to the stories, rhymes to improve listening skill as well because it is part of literacy skill. Sometimes the teacher may be the only one who carries the book and the learners listen to the teacher when he or she reads. The researching and investigation skills are needed in the language to improve literacy level.

Participant DD (School D), about activities directed at improving literacy, mentioned Spelling Bees and writing competitions as activities not to be left out.

Participant BB stated,

We have a calendar here, a literacy calendar where on certain dates we are going to do some activities. For example, in September we have poetry reading day where learners will be using the morning assembly to recite poems, they have written themselves and the other poems will be from the books. On the other hand, the researcher was shown the reading policy and activities' calendar in the documentation submitted for analysis.

Participant EE (School E) added,

learners' debates, book displays, book reviews and competitions that arise intrinsic motivation.

These were the activities mentioned directed at improving literacy. Participant E (School E) included,

In short, I think its reading, dramatization and presentation.

To support the presentation activity, he alluded to the fact that the looking for relevant books preparing, to be cautious about the correct pronunciation during presentation assists to perfect the presentation process.

On the celebration of literacy days, Participant DD (School D) alluded to the fact that they celebrated it every day. She said,

Every morning in the assembly we do have something special about literacy, about reading. We also celebrate days like World read aloud day, library week, Readathon, and Arbour Day.

The photos showing the school celebrating these occasions were submitted to the researcher. She further informed the researcher that she took some learners to go and read for the pre-school learners at the pre-school located by their school gate to instil the love of reading amongst pre-school learners.

Like in our community when we move out of the gate, there is a pre-school there. So especially on Readathon and World Read-aloud day, we used to visit them with our learners, we read for them. I think that it is good for us as a school to also in still that to those young learners.

On celebrating literacy days, Participant D (School D) shared,

We celebrate them by giving learners different books related to a particular activity like Heritage Day. They take books home to read about that. The then come and read to the class or assembly the next day, they explain the importance of that particular day. That assists to improve reading skill.

Participant C (School C) stated in addition to Participant A that,

We used to celebrate literacy days, those who could write stories were given a chance to do so and others could narrate stories in an open space where the whole school is involved, we give them theatre where they can perform, they even write plays for themselves in English, IsiZulu even in Afrikaans when were still offering Afrikaans, Since you are bringing it up, I think it will be wise to bring it up again.

On skills that learners should possess to use the library meaningfully, Participants B and BB (School B) added by mentioning the skills, i.e.

Searching skills, they need to know how to search information in the library so that they cannot be bored and discouraged to use the library. Also citing skills, to be able to cite correctly when they write assignments and research projects.

Participant B added,

the skill to summarise what they have read and to interpret it in order to make sound judgement.

Participant C (School C), as well as Participant E (School E) added,

The ability to read and write and to keep the library material in good condition for the next user. To be able to work harmoniously with the other users to avoid disturbance". The researcher views some of the statements to belong to the school library rules which is in line with the Department of Basic Education (2012:26). The researcher did not receive any policy or library rules from the school since the school C indicated that in the meantime their library is not well functional.

Participant DD (School D) shared the same view as Participant C (School C) by saying,

Before the learners use the library, they must know the rules of the library, Department of Basic Education (2012:26), i.e. on how to care for the books, get information from it and tell them about the parts of the book.

On skills that learners should possess to use the school library meaningfully, Participant EE (School E) ended by adding that

the learners should be familiar with reading with understanding, and how to select the books that are relevant for their research.

On the form of school library that improves literacy levels, Participant B (School B) hinted,

[A school library] is the one that is stocked with enough school equipment, informative and library charts displayed on the wall and classified books.

School C, Participant CC added,

The library where learners will get use to reading the books and newspapers. To help them to have good command especially of English as a language of instruction.

He expressed his concern that when he marked learners' accounting work, he realised that learners did not understand the question, let alone the calculations and other things. They seemed to be struggling with the language. He also mentioned that

the library must be run by the resident librarian, a person who will always be available when the learners need the material. Even teachers can improve their knowledge by using the material in the library.

Participant C (School C), in agreement with the above, added,

A library with enough encyclopaedias, computer with internet connection is an ideal library.

Participant D (School D) stated the following on the form of school library,

I think the centralised library because in a school sometimes, they do have the reading corners as their library, in the class, but the Centralised one I think it is important

because there is a competition among the learners in the whole school, about the books they have read.

Wessels (2010:26) shares that a school library could help to create and sustain a literate environment. Schools should at least have a small library with children's books. The researcher therefore noted that any form of a library with relevant resources could improve literacy amongst learners, regardless of whether it was a classroom library or a central library.

Participant BB articulated, in agreement with the above,

We have to plough the love for reading in our learners. We tell them how important reading is by having variety of reading materials. We have partnered with Nalibali, an organisation that is engaged in promoting reading. We establish reading clubs, where the learners read at a relaxed atmosphere. We contemplate on fixing the timetable where there will be a reading period. Nothing else but reading.

Discussion:

According to Hart (2013:1), the South African Government claims to have used millions of rand on literacy development at schools through book donations and literacy programmes; yet, literacy levels in this country are still tremendously low. Hart (2013:1) continues to state that the fundamental logic is that if attention had been paid to the development of school libraries to manage and support the use of such resources, they would have brought about effective changes by now.

Schools A, B, C, D and E highlighted their positive sentiments regarding the improvement of literacy skills by school libraries. They communicated that they were trying their best, but at times, the circumstances and conditions seemed to work against them in relation to the absence of a fulltime proficient teacher librarian, enough relevant stock or collections or interconnected computer systems at their school libraries. In a speech, Crossley-Holland (2012:2) states,

Make no mistake about it! School libraries and school librarians are under real pressure – political apathy, cuts in their budgets, threats of redundancy, status within their schools. But all over the country, individual librarians are doing imaginative and valiant and, frankly, quite crucial work, inspiring a love of reading

within their schools and communities. They are not only custodians of the storyboard, the river of poems and the building blocks of information but brokers of the relationship between books as physical artefacts and the Digital Age.

The school can allow learners to handpick the books they are attracted to and interested in to assist learners in their literacy improvement journey. There is ample proof that when children are given the chance to handpick from assorted reading resources and read, their reading performance is boosted and they have greater motivation to read (Omenyo, 2016:14).

This observation was sustained by Participant D (School D) when revealing,

In our library, we have books with pictures. Junior learners become interested to read. The good part is when we lend them books to go and read at home, the next day they come and read for the whole school in the assembly time. They compete for reading.

Participant D (School D) further alluded to the fact,

As they compete to go and read, automatically they are in the literacy improvement journey.

Douglas and Wilkinson (2010:5) assert,

School libraries are underused assets, often viewed by school principals to be of less concern. What should be an essential element of our schools system is not valued and seems to be disconnected with the recognised educational prerogative of literacy and information skills championing knowledge attainment, which are their primary business.

Participant E (School E) as the principal seemed to realise the importance of school library and literacy improvement at a school. Hence, he suggested,

Learners must know that after reading they must write so that writing skills can be improved. There must be resources like audio resources for learners to listen to the stories, rhymes to improve listening skill as well because it is part of literacy skill.

According to Ryan (2011:1),

When a library is staffed by a professional, it becomes the most far-reaching service in the school, nurturing the rich and poor, the literate and those learning

to be literate, the athlete, the musician, the class clown and the class artist. The school library is often a gathering place and safe haven for students. It is a service for which every person on campus benefits.

The above is in line with what was hinted by Participant B (School B), on school libraries that improved literacy levels when he said, it is the one that is stocked with enough school equipment. He was supported by Participant A (School A), in the same way as Participant C (School C), who all expressed their sentiments regarding the improvement of literacy skills by school libraries.

By providing more relevant literacy books or literacy materials, exposing learners in activities like reading, reading for information, pleasure, competitions also dramatizations, talk shows, etc.

Participant CC (School C) also added,

The library must be run by the resident librarian, a person who will always be available when the learners need the material. Even teachers can improve their knowledge by using the material in the library.

A number of activities were mentioned by the participants in the empirical study that they engaged in to assist learners to improve in literacy using through school library resources.

4.5.3 Theme 3: Establishing functional school libraries by principals

The researcher's observation revealed that the school principals were aware of or have heard that school libraries were a necessity, not a want, to boost quality teaching and learning as well as learner achievement. It was just that some circumstances needed to be attended to for the programme to be a success. The principals and teacher librarians had something to say regarding the topic.

4.5.3.1 On establishing functional school libraries

Participant A (School A) articulated in her response that she needed to provide the space and then formulate a committee so that the delegated teacher librarian would be amongst the committee members. She added that the principal had to make sure that when she did procurement or purchased schoolbooks, she included library books

(cf. 2.7; 2.9; 2.10.2 & 2.10.3). Wyl (2014:1) suggests that any teacher who starts a school library should start by articulating and marketing the idea the importance and benefits of the school library in the school to the teachers. In this way, he/she could convince them to participate, ensuring that a school library was started and was functional, to support teaching and learning and to boost learners' academic achievement (cf. 2.6).

Participant B (School B) had the same sentiment as Participant A (School A). A slight difference was that Participant B had to start with delegating the teacher librarian who was to keep the principal informed about the library activities (cf. 2.7) then the formulation of the committee was to be of assistance to support the teacher librarian. Participant B added the need for formulation of the library policy,

I strongly believe that when there is a policy which guides the functionality of the library, problems may be minimal if any.

Both School A and School B submitted their school library policy for document analysis.

Participant C (School C) cited,

I think the principal and his or her SMT must work hand in hand and with the library committee, to capacitate the learners and educators as to the importance of a school library, to liaise with District office with regards to workshops and library stock whilst the school liaises with the SGB for library budget allocation and to seek literacy books donations from organisations like Biblionef.

No documentation was received from School C. Its principal further stated,

I will make my office accessible to the committee and hold regular meetings with the committee about the running of the school library (cf. 2.7).

Participant D's (School D) take was,

It becomes a little problem to establish a library. The infrastructure is key; fortunately, we had enough classrooms, and we took a collective decision with the SMT to make use of one classroom to be a library.

The principal raised the following,

We are fortunate to have a qualified librarian, she is the one who initiates the library activities, and mine is just to assist. I engage the SGB in case funding is needed and ELITS at the District office in relation to our library functionality (cf. 2.7, 2.8).

The principal was also happy to say,

Our library is managed accordingly; we even got the second position because of that. The KZN Department gave us books, which are more than 300 to assist the school since they have noticed that we have a potential but there are some shortages.

The researcher received more library documents at School D for analysis, as they indicated that they had a dedicated qualified teacher librarian who was a deputy principal as well (cf. 2.8).

Participant E (School E) added on to what other schools alluded to, but emphasised,

The principal is a key role player to ensure that there is space as we converted the classroom and made it to have different colours to attract learners, the principal must also ensure that there is furniture.

He also elaborated on the fact that

the principal has to see to it that the library has enough resources, monitor and encourage the teacher librarian, supports the literacy committee and make sure that there is a schedule for all classrooms to make use of the library (cf. 2.7).

Participant EE (School E), in agreement with Participant E, confirmed that

the principal has to provide support to the librarian and library committee especially with raising funds to buy the library stock and to motivate teachers to use the library.

The library schedule was not submitted to the researcher to be part of document analysis

4.5.3.2 The supportive role of the principal towards the library

Participant A (School A) responded by saying,

I think the principal should listen to the librarian's needs in relation to school library's functionality, attends the library committee meetings, allow the librarian a slot in SGB

and parents meeting to explain about the library importance to the teaching and learning and to the learners.

Participant A indicated that the aim was to win parents' support (Wyl, 2014:1).

Participant B (School B) added to what was mentioned by Participant A (School A). He stated that

the principal should liaise with SGB to fulfil the librarian's library needs, if it is budget, about ten percent (10%) of the school allocation is for school library usage.

Participant B, as principal, added that

we also encourage the teacher librarian to attend a number of workshops, he is from one of the Department of Education planned workshop, which was during the holidays, but he attended, that is support.

Participant BB (School B) mentioned that the school principal was to be an ex officio member in the school library committee (Mojapelo & Dube, 2015:6) who had to be informed about the functionality of the school library. He further stated,

The principal has to sit down with the teacher librarian to discuss the methods and strategies of improving the functionality of the school library.

Participant BB also mentioned that the principal had to monitor the teacher librarian's work (cf. 2.7).

School C, Participant C, in agreement with the above, repeated the offer of making his office accessible, but emphasised that

to be accessible to librarian or the committee and to hold regular meetings, because there is nothing frustrating, like when you want to introduce something to the school and you want to discuss with the principal but you cannot, the principal is always busy, his office is always locked even when he is present, there is no chance of talking to him, it is frustrating.

In agreement with Participants AA and BB, Participant CC (School C) also expressed his take on how the principal should ensure that the librarian and the school library got his or her maximum support. His take was that

the principal must be sympathetic to the teacher librarian's concerns if they are related to his or her core duties.

He further elaborated that one (the librarian) did not get sympathy in terms of getting a lower workload in order to attend to school library work.

Participant DD (School D) stated that

if the principal includes the library allocation in the budget, that will be the most important support because it not east to get resources without budget (cf. 2.7.2.10).

Participant D (School D), as principal, spoke as if it were his responsibility to provide support. He said,

The principal has the responsibility to support the teacher librarian in terms of getting donations in the form of books after listening to her library's need because he knows that it is going to benefit the school curriculum.

He further mentioned that the principal would encourage the entire school staff to use the library so that learners would not be ahead of them. He stated that once one stopped reading, one stopped leading. He continued,

My responsibility as the principal is to encourage the staff to participate and assist the learners to borrow some books from the library so that they will be able to do homework using the library books.

School D submitted the school library timetable to the researcher for document analysis.

Participant EE (School E), in relation to the principal's maximum support, responded by saying,

I think the principal should give the teacher librarian the slot in the SGB to market the school library and to teach the parents how to handle the books also to motivate their children [school learners] to use the library materials.

4.5.3.3 The role of the principal to ensure that a library is used by the entire school community

Participant A (School A) articulated,

The principal should make sure that there is the timetable provided for the library, with the library time allocated. He or she must also make sure that the library committee reports to him or her about the developments regarding the library functioning.

Participant AA and Participant A also added,

The principal needs to make sure that when they report they bring evidence of what they were reporting about.

The researcher received the library timetable from School A as part of documents for analysis.

To ensure that the school library was used by the whole school community, Participant B (School B) stated,

The teacher librarian and the principal should market the library in the assembly so that learners can know be aware of the library. The same awareness must be taken by the same people to parents and SGB meetings for it to be known by the whole school.

Participant B further indicated that

we need to ensure that the teacher librarian allows the community members to use the library if they want but they will have to follow the library policy.

Participant BB (School B) responded that

the principal has to make sure that the school community is effectively involved in the school, in the activities of the school library and to encourage the school community to use the library resources.

He added,

The principal ensures that there is a fully functional library committee where the school community is represented.

He further expressed that

the principal has to ensure that the school library budget meets the demands of the school library or school community because he is the one who sits in the SGB, the SGB controls the finances.

Participant C's (School C) response was,

By allocating time for different grades or classes weekly, to use the library, because they cannot all use it at the same time. Time must be made and allocated for that.

Participant CC (School C) stated,

The principal must solicit the views of all the teacher and learner representatives on how they think the library must be used because I think everybody is involved.

Participant CC further stated,

There can be many ideas that can come from teachers, who will be enjoying expressing them, that can facilitate or encourage everybody in school to make use of the library.

Participant DD (School D) responded by saying,

First of all, the principal must a member of the library and have a membership card.

She emphasised that the principal had to lead by example. She further suggested,

The principal must be part of the selection committee to assist in the selection of the management and leadership books to assist him to read and to develop him and other teachers.

She also mentioned,

The principal must make sure that there is a timetable for each class to use the library.

School D submitted their library timetable to the researcher for document analysis.

Participant D (School D) started by giving the composition of their school community in this way,

I think you are talking about stakeholders' in the school; we have learners, teachers, non-teaching staff, etc. The principal must make sure that these people make use of the library.

The principal recalled mentioning the library timetable and visitation of the library by learners earlier. Then he said,

It means that learners go to the library once a week. They go with the teachers. Teacher librarian, parents as secondary customers, even themselves are allowed to use the library as long as the control register will be used.

Participant EE (School E), responded by saying,

The principal should make sure that each class have a library period 30 minutes every week so that the learners will be familiar with the library material for effective teaching and learning (cf. 2.7).

4.5.3.4 Teacher librarian contributions to teaching and learning

Participant B (School B) responded by saying that, as a principal,

I could encourage the teacher librarian to attend library workshops, seminars where she or he can get more information.

He further stated,

If it is an educator [PLI educator] who is a teacher librarian we were going to try and reduce her load because it is difficult to do all your teaching and learning allocation then to supervise the library as an add on responsibility.

Participant B added,

As a principal, if the librarian needs something to be purchased for the school library, I will negotiate with SGB on his or her behalf because the school library belongs to the school.

Participant C (School C) had the following to say,

It is to lessen his burden in as far as library activities are concerned. He will have enough time to contribute positively to teaching and learning. The teacher librarian can also be helped by sending him or her for workshops.

Participant DD (School D), in agreement with BB and CC, responded by saying he

would will allow the teacher librarian to attend the workshop' as a form of her support to her ability to contribute positively to teaching and learning.

Discussion:

School principals in the study seemed to relate to the fact that this is the era where

education confronts to a greater extent demanding obligation and expected to boost learner knowledge acquisition within the limits of obtainable budget and staffing. Effective library programs have been connected to greater students' scores and can be a resource for principals to meet improvement goals. (Pickett & Combs, 2016:1)

The empirical data collected revealed that at the research study schools, the principals seemed to be aware of, or they had heard about the need and the value of having an effective school library at a school, as it related to supporting quality teaching and learning and was linked to improving learner attainment (cf. 2.6). The school principals also seemed to know what was expected from them in terms of their responsibilities with regard to establishing and managing functional school libraries (cf. 2.7, 2.8).

School principals seemed to take it upon themselves that they had to provide or make sure that there was space or a building that could be used for establishing a school library. This was supported by the responses they provided regarding establishing and managing functional school libraries. They were clear that provision of an infrastructural at a school formed part of the role of the principal (Maponya, 2015:48). However, they could not just construct the building whenever there was a need; it was upon them to lead the idea, meeting and steps to be taken regarding infrastructure provision at their schools.

In this study, some principals (School A, D & E) supported the idea of conversion of some classrooms to be used as school libraries at their schools. Others opted for corner spaces inside some of the classrooms, because they did not have unused classrooms (School C). It was reported School D had converted one of the classrooms into a school library, but due to the high learner enrolment, that classroom was too small for them. They were all improvising whilst waiting for the Department to construct the correct school library building, following the right processes and using the correct specifications.

Schools A, B, C and E attended to the issue of the formulation of a school library committee. These schools regarded the library committee's presence as key to the functionality of a school library and assisting the teacher librarian (cf. 2.6; Mojapelo &

Dube, 2015:6). Schools A, B, C, D and E did not have fulltime teacher librarians, even though they needed them. It was the responsibility of the Department of Education to create such posts.

Wyl (2014:1) has this to say about school librarians,

[Our] library needs evangelists The right librarian can not only look after the stock and keep the children borrowing, but also work on reading interventions and identifying children who need extra support, identify children who are not using the library for whatever reason and work with their teacher on getting them reading (perhaps they just haven't found the right book yet?). A librarian can organise the timetables for children to come in and borrow. Make this person the library's biggest champion, in fact make them reading's biggest champion. And get them to train others in library skills.

In the meantime, schools were using delegated and qualified teacher librarians as fulltime teachers. Unqualified ones were passionate and attended workshops organised by ELITS.

Schools A and E mentioned the need for a relevant library stock or material, including furniture; the support of the principal to the library functionality and librarians; and a timetable as well as the formulation of relevant school library policies.

4.5.4 Theme 4: Challenges experienced by principals to establish school libraries

Almost every participant was willing to share his or her experience in relation to establishing and managing a functional school library. Participant A (School A), stated that she had once been a teacher librarian, but not a fulltime one. She was a class teacher and a subject teacher. She indicated by saying,

That made it difficult to run it smoothly because I didn't have enough time to run the library.

This is in line with Mojapelo (2016:1). She further stated,

I was a subject teacher but also in management. I realised that it made it easier for me to influence the teachers to use the library effectively.

She indicated that even at her phase meetings she made sure that she planned a slot for motivating teachers about library functioning.

She stated her other experience as follows,

My school was running short of space, they had to convert a teaching and learning space to be a library.

Her other experienced learners did not have enough time to use the library as the seven hours' allocation was used for teaching and learning at school. Participant B (School B) also deliberated on his experience and said,

When I arrived at this school the library already existed but was not functioning well. I encouraged the committee to formulate the library policy so we would not lose books. That idea is working.

He added another experience,

We communicated with Biblionef to donate some books, which it did and monitor the usage, to check how use it.

Participant D (School D) had the following to say in relation to the experience,

The library was started by Mrs X [the teacher librarian]. She started it as a classroom corner library and added some interesting books. She noticed that the learners were interested. She then asked the teachers for assistance.

The principal (Participant D), in agreement with the above, further deliberated,

We noticed that we need to allocate a class for the library to be used by many learners. That is how it was started. We then assisted in improving it and started to minimise her teaching load in order to be responsible for the library. Now she is teaching one subject in grade 7 and focus a lot in the library. Even though she teaches one subject, but I notice that she needs to focus only in library as she is doing the wonderful work there. We will try to see how we can minimise her responsibility in the classroom.

Participant E (School E, the principal) responding on his experience, started by stating that it was not an easy task. He continued,

We identified a classroom that was to be made a library because of suitability, we then had to engage the school librarians whom are not full time librarians we started to paint it after serious negotiations with the Governing Body trying to convince them that this is a need in order for them to allow to purchase different attractive colours to paint the library. We had to wait for the school to knock off, when the learners had been dismissed then the teacher librarians started to set up the library. I had to go back to the SGB to request for the library furniture, which was touching the budget.

In agreement with the above, Participant E attended to the library management part of the question by saying,

[A] library timetable was there but teachers were not following it easily.

He [the principal] had to monitor it, but at times he was away from school for meetings and he could not monitor the timetable, whilst the teacher librarian whom he delegated to monitor was also overloaded and could not manage properly. The researcher did not receive the library timetable for document analysis.

Discussion:

The lack of a national policy and funding for school libraries has a bad effect on the inception and the physical and human resources of school libraries. The lack of policy has financial implications for schools, as there is no funding to create libraries or to staff them. (Paton-Ash & Wilmot, 2015:8)

The specific challenges facing school libraries have been well documented in a number of sources (Greenwood, Creaser & Mynand, 2008:3-4),

The main challenges relate to lack of resources – funding, staffing and accommodation: many primary school libraries do not have dedicated library staff. This tends to limit library opening times, and can affect the libraries' integration in the school, particularly in terms of collaboration with teachers.

In addition to the mentioned challenges, the schools that participated in the study also mentioned the challenge of not having library time, which is in line with Mojapelo (2016:1; cf. 1.3).

4.5.5 Theme 5: Challenges experienced by principals to maintain school libraries

The researcher observed that the schools experienced some of the factors mentioned above, which hindered the functionality of the school libraries. Some of the factors were caused by a lack of a national policy to enforce library time at schools, as well as to give directives in terms of resources – funding, staffing and accommodation, which is in line with Greenwood *et al.* (2008:3-4). The researcher visited Schools A, B, C, D and E and met with the participants from these school who had to respond to questions relating to challenges that principals experienced in their desire to maintain school libraries

4.5.5.1 Things that prevent a school library from functioning excellently

Participant A (School A) responded by mentioning hindrances for the library to function well,

There is not enough time for the library because the 7 hours notional time is allocated to subjects, so the school has to try to fit it within these seven hours.

She continued,

Some schools are short of library space because the normal classrooms are full of learners and no space for the library.

She also mentioned,

We don't have fulltime librarians; the teachers who are trying to run the libraries are full time class teachers with a full load which prevents them from attending to the library effectively.

Participant B (School B) was in agreement with Participant A (School A). He added,

Not having enough equipment is a challenge we end up depending on donations. The absence of proper policies and absence of library timetables result in dysfunctionality.

Participant BB (School B) agreed with Participant A and Participant B, but added,

You find that in the school library space they put wheelbarrows and all other materials which are not related to the school library.

Participants C and CC (School C) agreed with what was mentioned above, but Participant C added the lack of technological devices. Participant DD (School D) was in agreement with the above, but added,

The lack of interest in educators could be a hindrance because I believe that it is not difficult to motivate the learners if the educators are interested.

She added,

Educators need to be trained on the importance of a school library.

School D, Participant D was in agreement with the above, but he added,

The geographical situation of the school makes us to lack parental support. The other challenge is that we do not have enough funds to advance our library; otherwise, our challenges are not much.

Participant E (School E) agreed with other schools, but added,

Teachers are not well trained, and don't know what the school library is about and how to manage it.

The schools had to voice their deliberations.

4.5.5.2 Things to do to ensure that a school library functions well

All the schools in the study deliberated on the things to do to ensure that their school libraries functioned well. Participant A (School A) cited,

As a principal, I need to support the teacher librarian in every way. It could be by giving her slots in my meetings i.e. parents' meetings, staff meetings and SGB meetings. In the meetings, he will be explaining the importance of a school library and the reasons for the school to have one. I will allow him to network with other schools that have full functioning libraries. I must motivate the teacher librarian to attend workshops and training about the library (cf. 2.7.).

Participant B (School B), in line with what had been articulated, stated,

We need to implement the library policy effectively, organise enough material. I have requested the Department of Education to provide us with a full time librarian that can make the library functions well.

Participant BB (School B) was in agreement with what was said by Participant B, but added,

We have got to have a powerful and enthusiastic library committee working as a team to ensure that everything runs smoothly. We also need to market the library well to make it attractive to users.

Participant C (School C) stated he would motivate the school community to value the library by cooperating with the library committee, which is in line with Wyl (2014:1).

Participant DD (School D), in agreement with the above, stated,

[We] will plan activities that will interest the users, do displays, having competitions where learners can do book reports, and giving learners the awards about the number of books one has read. (In line with Wilkinson & Douglas, 2010:6)

Participant D (School D), in agreement with the above, stated,

I write requests to different companies requesting assistance in terms of library books, furniture, etc. The American Students had visited our school library and brought books. I also requested them to help us grow the library collection. Our library is going to be more advanced. I am promising that we will produce learners who are at higher level in terms of literacy and all other stuff because of our school library.

Participant E (School E), in agreement with the above, added they would make the school library conducive for learning. Participant EE (School E) concurred with Participant E, but added,

The school library will function well because the school librarian will plan the activities in the library well, and classes will come and have the information.

Discussion:

It has been established that there are daunting challenges that hinder the effective establishment and maintenance of functional school libraries and information service. Some challenges do exist. These include poor funding, untrained staff, inadequate

and inappropriate materials and poor facilities (Agyekum & Filson, 2012:2). The researcher listened and observed some challenges. At all the schools, they expressed more or less similar concerns, namely in relation to the notional time, which is seven hours for teaching and learning, but not specifying school library time. School A and C had delegated teacher librarians who did not have library qualifications. The schools in the study that had qualified librarians mentioned that they were overloaded, except for School D, which seemed to have a principal who was determined to back the librarian and tried to find a way to improve her workload to the benefit of the functionality of the school library. These challenges are in line with Paton-Ash and Wilmot (2015:8).

4.5.6 Theme 6: The way forward with school libraries

Enriched school libraries, with a larger and a more up-to-date library collection, are an essential amenity in education provision, as they provide information and ideas that are fundamental to the educational needs of the students (Omenyo, 2016:11). They could boost the curriculum and the school's academic level and put the school at a competitive level regarding school results, academic excellence and learner achievement (Nielen & Bus, 2015:1). The key seems to be a national policy that can give directives regarding funding, staffing and accommodation, in line with Greenwood *et al.* (2008:3-4). School principals have a critical role to establish and make their school libraries well managed, and functional, since the teacher librarians are under their control.

4.5.6.1 Expectations that the principal can set in terms of establishing and managing functional school library

Participant A (School A) had the following to say,

The principal should make sure that the learners are able to read with understanding, able to search for information as they will have mastered the searching skills which are the basis of lifelong learning. She must also make sure that the learners develop the love of reading and the love of books.

Participant B (School B) was in agreement with Participant A, and added that it was

to improve academic results for the whole school from Grade 8 to 12, enrich the curriculum, assist learners to improve reading skills and to improve language usage and writing skills.

Participant C (School C), in agreement with Participant A and B, added,

One of them can be a proper building or a well-stocked class or a well-stocked corner library with a functioning computer with the internet access.

Participant D (School D), in agreement with the above, added,

I wish to see this library opens even during holidays to be accessible for information, so that even prospective donors could get help and be willing to plough back to the community.

Participant E (School E), in agreement with the above deliberations, articulated,

We want the library to support the curriculum, assist learners supplement what they have learned in the classroom, support the literacy for improvement, and improve the speaking and the communication skills. We want to develop a reading nation.

4.6 RECOMMENDATIONS TO ADDRESS THE CHALLENGES EXPERIENCED IN ESTABLISHING AND MANAGING A FUNCTIONAL SCHOOL LIBRARY

School A, Participant A made the following recommendations,

The Department needs to build proper library structures in schools, to allocate at least 30 minutes of the library time in the notional time and to provide school with the fulltime librarians. I recommend that a librarian be given lesser teaching load in order to get more time for library responsibilities. I recommend that a teacher librarian be taken from the School Management Team (SMT) because of the authority position; he or she can instruct, motivate and influence other teachers to develop the love of the library. I also recommend that the Department increases the number of District Library Advisors so that they will be able to provide more support on school library development in schools.

Participant B's (School B) recommendations were in agreement with Participant A. He added,

The government should provide some training to school principals in terms of how to manage the library because we lack knowledge and skills, yet we are the accounting officers. The Government could provide us with bursaries to the library course at the University or to workshop us. Maybe we can realize the importance of libraries in schools. Let the Universities include school library modules in the teacher trainings.

Participant C's (School C) recommendations correlated with the above recommendations. He added,

To request the Department of Education to introduce E-learning to enhance computer literacy. This will encourage and motivate learners because there are technological gadgets and things, may be in this way they can be able to be motivated to learn.

Participant DD's (School D), recommendations agreed with the above. He added,

We request the Department of Education to have the policy, which enforces that it has to be one school one centralised library especially in rural areas.

Participant D (School D) echoed what was said by Participant DD, but added,

School libraries are more needed at the primary school because that is where learners get the background.

Participant E's (School E) recommendations were in line with the recommendations above, emphasising the shortage of school library advisors at their District Office as depriving them of support on school libraries and they then recommended the improvement. He also recommended,

Some school library workshops need to be more than a day for a teacher who does not have knowledge of school libraries.

Discussion:

Principals serve as instructional leaders within their schools. Their understanding and support play a key role in the effectiveness of the library program. (Church, 2010:1)

They also largely confront the profound obligation that they had to boost student learning within the limits of accessible budget and staffing. Effective library

programmes have been connected to higher learner achievement and can be a resource for principals to meet improvement goals (Picket & Combe, 2016:1).

The main argument is that school libraries do not fulfil an effective role in assisting and enabling quality education for all South African children. This needs to be addressed by the Government as a matter of urgency (Paton-Ash & Wilmot, 2015:1).

The school principals participating in the study stated that they understood that they were key in the functionality of all the operations at their schools, including the school library (Le Roux, 2012:6). They are the accounting officers; however, they articulated their challenges and shortcomings in relation to establishing and managing functional school libraries. They also presented their expectations and recommendations.

4.7 DATA COLLECTED THROUGH DOCUMENT ANALYSIS

The participants were not forthcoming with documents that could be analysed. The time constraints of the participants due to the time of the year that the interviews were conducted were apparent. The researcher was hoping to gain documents that would support the findings of the interviews in answering the sub-question:

What is the role of school principals in establishing and managing functional school libraries in King Cetshwayo District, KwaZulu-Natal?

The researcher expected the documents provided to point to the role of school principals in establishing and managing functional school libraries. She did manage to obtain some documents from nearly all the schools. At one school, the researcher managed to get two documents and at another school, four documents. The numbers of documents accessed differed at each school. The documents accessed allowed her to gain insight into the role of principals in establishing and managing functional school libraries in the King Cetshwayo District, KwaZulu-Natal.

Principal D (School D) was able to provide more documents, consisting of various school library policies, the library year plan, the library timetable that accommodates all the grades, notice and minutes of library committee and staff meetings where the researcher had to capture the types of meetings they conducted in their library. Matters relating to their school library were discussed; free-for-all newspaper distribution

agreement, library committee list and photos of various school library activities. Their library had a visitation register. This indicates the involvement of the passionate, qualified teacher librarian greatly supported by the school principal, who seemed to be proud to have a functional library at his school. This was also made possible by the fact that the teacher librarian's duty load was reduced (cf. 4.6).

Participant B (School B) was able to provide the school library policy. The policy consists of the vision statement, the mission statement, the objectives, and the school library committee formed in the manner that discussed above (cf. 4.5), scheduling and collaboration, the procedure of visiting the school library, displays control, stock management, loaning policy, school library rules, etc. The researcher also received the notice and minutes of library meetings. She had to capture the types of meetings they conducted at their library where matters relating to their school library were discussed. The staff notice and minutes of the meeting were presented to the researcher as well. The item on school library matters appear in the notice, together with the minutes of the staff meeting, which showed that the principal did include the school library matters in the school staff meeting.

At School A, Participant A submitted the school library policy. Their policy consists of school library committee formulated in the manner that was discussed above (cf. 4.5), issuing of books, library monitors, etc. The researcher was also shown the school library timetable, which accommodated all the grades and the reading policy. However, the researcher did not get all the documents as promised, because the principal was held up at a Circuit meeting.

At School E (Participant E), the researcher was able to get the school library policy, which reflected the following items: the vision and mission, objectives, the school library committee, formulated in the manner described above (cf. 4.5), library rules, block loans and the library meeting minutes showing that matters relating to their school library were discussed. The staff minutes of the meeting were presented to the researcher and showed that the principal did include the school library matters in the school staff meeting.

These documents were data rich, although not direct as to the original idea behind these plans and policies, but enough so that the researcher could link the literary study

to the documents and observed that the documents were in line with the KZN School Library Policy and KZN School Library Strategy. Documents like the KwaZulu-Natal School Library Policy and the KZN School Library Strategy 2009–2012 are freely available on the internet and can be used by schools.

4.8 SUMMARY

This chapter began with a brief introduction to the purpose of the study, outlining the questions presented in Chapter 1. The research process was explained, the procedure followed described and steps to ensure trustworthiness were defined. The data analysis explained what data collected from the interviews followed. The next section started with the biographical data collected from the participants. Thereafter, the data analysis was presented in the form of six subsections outlining the main themes of data collected. The participants' own words were used as much as possible in order to improve the trustworthiness of the study. Data obtained from documents study were briefly reviewed, due to the lack of available documents. The interpretation of the study followed the analysis of the data. This section was broken up into six headings, which were formulated from the six sub-questions posted in Chapter 1 and reviewed at the beginning of this chapter. The empirical findings of the study were compared to the literature review conducted in Chapter 2.

4.9 CONCLUDING REMARKS

The government should provide some training to school principals in terms of how to manage the library because we lack knowledge and skills, yet we are the accounting officers. The Government could provide us with bursaries to the library course at the University or to workshop us. Maybe we can realize the importance of libraries in schools. Let the Universities include school library modules in the teacher trainings.
[Participant B]

What became evident as interviews progressed was that school principals in the study had a positive attitude towards the presence of school libraries and they indeed needed a programme that would support teaching and learning, boost the curriculum, literacy and ultimately boost learner achievement or learner results.

Literacy is key as well, because the society keeps on analysing whether children from a particular school are able to express themselves or not, even if it is a primary school.

When a learner can express himself or herself well, it usually correlates with him or her being able to read and being able to study with understanding. The availability of resources for that learner to consult whenever he or she needed more clarity on the subject or subjects, with educators' push or support, or independently could make that learner to excel. When more learners excelled at school, it was a great award to educators and the principal as the accounting officer.

It became increasingly evident that the school principals wanted to fulfil their role in establishing and managing functional school libraries, but there are constraints in terms of resources (physical and human resources), time, training and capacity building for principals and educators. The need for a national policy seems to be key as well.

It is important to note that each of the five schools visited are at a different stage in relation to the role the principal has to play in establishing and managing functional school libraries. It is a priority to investigate and read the theory pertaining effective and functional school libraries. Each of the participants is completely aware of what is happening in education locally as well as globally and is prepared to allow and support their teacher librarians to take risks and be creative about the establishing and managing functional school libraries.

It is with great excitement that the researcher relates the empirical findings to the literature investigated. The researcher did not expect to find the amount of evidence to indicate progress on the journey of the role of school principals in establishing and managing functional school libraries. The school principals at each of the five schools visited seem to embrace their role in establishing and managing functional school libraries; it is just that they are exposed to different constraints.

Chapter 5 summarises the study and draws the conclusions of the study. Recommendations are made and ideas for future studies are outlined.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this chapter is to present the summary, findings and recommendations of this study. The objective of this study was to investigate the role of principals in establishing and managing functional school libraries (cf. 1.5). The sub-aims of the study are:

- To investigate the characteristics of an effective school library (cf. 1.5)
- To explain the role of school libraries in improving literacy levels at rural schools (cf. 1.5)
- To explain the leadership role of school principals in establishing and managing functional school libraries (cf. 1.5)
- To explore the challenges that school principals experience in establishing and maintaining functional school libraries (cf. 1.5)
- To offer recommendations that could address the challenges that school principals experience in establishing and maintaining functional school libraries (cf. 1.5)

These sub-aims will be discussed in the research conclusions section of this chapter.

5.2 SUMMARY OF THE STUDY

The rationale of the study (cf.1.3) was to find out what the principals knew about their role in establishing and managing functional school libraries, as well how it could contribute to the information base, challenges and recommendations towards the findings, which may bring about an improvement in establishing and managing functional school libraries at the mentioned rural schools.

Principals have many responsibilities and areas that require their attention. Financial matters, building and maintenance needs of the school, parental concerns, individual needs of teachers, interviews for new teachers, discipline, policy matters, and finally the instructional vision and leading of the academic staff all fall on the shoulders of the

principal. Some of the participants spoke about the enormous load that a principal carry at a school and how one has to be aware of 'burnout' by trying to be all things to all people.

Being in the position of a principal is also called the 'hot seat', as ultimately, each unresolved issue can be referred to the office of the principal. At small schools, the role of the principal is even more diverse. Principals have to take on many roles, as there is no one at their level that can share in the load that they carry. Due to the multiple roles that principals carry, it may be easy to assume that the vision for the academic direction and the school library matters do not receive the attention that it so desperately needs.

The rationale led the researcher to the formulation of the main research question:

What is the leadership role of school principals in establishing and managing functional school libraries?

The most logical first sub-questions would be,

- What are the characteristics of an effective school library (cf. 1.4)?
- How can school libraries improve literacy levels at rural schools (cf. 1.4)?

This was followed by linking the role of the principals to the main question by asking,

- What leadership role should school principals' play in establishing and managing functional school libraries (cf. 1.4)?
- What are the challenges that school principals experience in establishing functional school libraries (cf. 1.4)?
- What are the challenges that school principals experience in maintaining functional school libraries (cf.1.5)?

Once it was clear what the role was that principals play in establishing and managing functional school libraries, the recommendations on how to address the challenges that school principals experience in establishing and maintaining functional school libraries in KwaZulu-Natal could be discussed (cf. 1.5).

Chapter 2 provided a literature study to afford a firm foundation on which to pose the relevant research questions presented in the interview schedule. Research done on trends and development theories regarding school libraries in South Africa (cf. 2.3) relating to the status of school libraries at South African schools (cf. 2.4) as well as the role of the school library to support effective learning at schools (cf. 2.5) were discussed. Next, the characteristics of an effective school library (cf. 2.6), school principals' role in establishing functional and effective school libraries (cf. 2.7) and the management of school libraries by school librarians (cf. 2.8) were discussed. This was followed by a detailed explanation of the necessary policies to be implemented to support the functionality of the school library (cf. 2.9) and a policy regarding a school library budget (cf. 2.10).

Chapter 3 reported on the research method and strategy used to conduct this study. The research design was explained, along with the research paradigm (cf. 3.3). An interpretivist paradigm was chosen (cf. 3.3.2) as the research paradigm, where the researcher interpreted what he/she observed, listened to and comprehended. Researchers search for an encounter with, comprehension and intuitive understanding and insight of persons for their information to reveal the exactness of the situation (cf. 3.3.2).

This chapter explained that the qualitative method was used to conduct research (cf. 3.3.3), which then led to the rationale for choosing the qualitative research method (cf. 3.3.4). Next, the research problem was stated, together with the sub-problem (cf. 3.3.5). The objectives with the research were linked with the sub-aims of the study (cf. 3.3.6). Purposeful sampling was used for the population and sampling, as a small group of individuals who have knowledge of the topic was identified (cf. 3.4.1). The sample comprised five schools in the Dlangubo Circuit in the King Cetshwayo District of KwaZulu-Natal. These schools were purposefully chosen, as they were able to provide information about the phenomenon being investigated (cf. 3.4.2). Consent was obtained from the participants through a letter submitted by the researcher to them.

Participants were asked to confirm that they were willing to participate in the study, giving consent by returning the signed document. Participants received copies of their signed, informed letters for their own records and had to keep these letters as evidence

that they had taken part in the research. (cf. 3.4.3). Anonymity and confidentiality were assured at the start of the interview and clearance was obtained from the Unisa Ethics Committee (cf. 3.4.4). The researcher used semi-structured interviews and document analysis as instruments (cf. 3.5). The semi-structured interviews were the primary data collection strategy (cf. 3.5.1). The document retrieval was not as successful as originally anticipated, because the participants were under heavy time constraints and did not manage to forward all the relevant documents. The researcher did, however, analyse the documents submitted (cf. 3.5.2). Data collection procedures were documented (cf. 3.6). The researcher recorded each interview using two devices to ensure that the data were safely recorded (cf. 3.6). The data from interviews were transcribed in written form. A professional person typed and transcribed the data. The researcher started to identify the emerging themes. The data analysis and presentation were then discussed (cf. 3.7), and the way in which the data could be organised and assembled was confirmed (cf. 3.7.1). The coding was done manually without the use of a computer software program. Data presentation took place and declared correct (cf. 3.7.2). Trustworthiness, dependability, credibility, transferability and confirmability of the study were then discussed, as well as how credibility was ensured (cf. 3.8 to 3.8.5).

Chapter 4 dealt with the analysis and discussion of data collected during the interviews. This chapter presented the empirical design for the study. The introduction stated the aim of the study (cf. 4.1). The study setting was described in detail. The biographical data were presented in the form of a table, as this gave the information in an easy-to-read format (cf. 4.2). The study site was explained (cf. 4.3). The preparation of the data collection process was presented (cf. 4.4) and the data collection process was explained (cf. 4.4.1 to 4.4.2). Data collection by means of face-to-face interviews was presented (cf. 4.5). Data collection presented with participants' responses in themes and the discussion thereof followed (cf. 4.5.1 to 4.5.6). Data obtained through document analysis were discussed (cf. 4.6).

Chapter 5 presents a summary of the study and the research conclusions, which are stipulated once again using the five research questions described throughout this study. Five recommendations are then explained, followed by the avenues for future

research. The limitations of the study were then explained, followed by the concluding remarks.

5.3 FINDINGS

The findings of the study will consequently be discussed according to five sub-questions and the six sub-questions raised above (cf. 1.4).

5.3.1 What are the characteristics of an effective school library?

The findings relating to this question were important to the study because it provided a revelation of how informed the school principals are in relation to an effective school library. This question (cf. 1.4, 3.3.1, 4.5.1) got responses from participants from schools (A, B, C, D and E) as reflected in the interview data. The explanations were wide and varied; it was evident that all the participants (A, AA, B, BB, CC, D, DD, E, EE) had an educated idea of what the characteristics of an effective school library were, although they could not mention all, but most of them were able to mention some characteristics of an effective school library (cf. 2.4, 4.5.1). They also had an idea of what contribution they could make to support the school library staff to create an effective school library (Participants A, AA, B, BB, CC, D, DD, E, EE). They also need to learn more on this part. That assisted the study, because the principals are at the helm of the school as an organisation, and for them to understand is key. They are the ones who are expected to lead and make use of the expertise, knowledge and skills of the team they lead, as well as those of the stakeholders of the school to brainstorm and come up with ideas of what to do to make their school libraries effective. As they were responding to the interview question, some participants (cf. A, AA, B, BB, C, CC, D, DD, E, EE) tried to incorporate as many things as they could, while others limited their definition to the aspects they felt were key to an effective school library (cf.4.5.1).

All the participants (A, AA, B, BB, C, CC, D, DD, E, EE) mentioned that it had to be a structure with enough conducive space, resources and enjoyable reading material that accommodated all levels of its users (cf. 2.4, 4.5.1). This finding is important because it conveys the message that the school principals in the study were aware of the expectations in relation to an effective school library; therefore, they were aware of what type of a school library had to be established at their schools to achieve the results researchers articulated (cf. 2.4).

These participants (B, BB, E) brought to fore that a library had to have a fulltime, qualified teacher librarian and a clerk so that the library was accessible and be used frequently. It should also have suitable furniture (cf. 2.4, 2.9, 4.5.1).

Participant B, D, DD, E and EE mentioned that all grades had to be allocated at least 30 minutes' scheduled library time (cf. 2.4, 2.6, 4.5.1). This is important to the study, because for all the grades to be able access their effective school library there should be a plan or timetable that feeds into the school improvement plan to influence school results positively (cf. 2.4, 2.6, 4.5.1). Participant (BB) mentioned that the library should have a calendar with a variety of activities that promoted teaching and learning and enhanced reading skills (cf. 2.4, 4.5.1). Participant (E) emphasised that it should have CAPs-aligned material and its functionality had to correlate with what happened in the class (cf. 2.4, 4.5.1). It should have informative posters relevant to learners' work. Participant (B) mentioned that it should also have Zulu books so that learners could progress from the known to the unknown (cf. 2.4, 4.5.1). Participants A, B, BB, C, CC, D and E stated that a school should have a well-constituted library committee and the relevant policies to guide its functionality. Almost all that was mentioned here was in line with the characteristics of an effective and functional school library (cf. 2.4, 4.5.1).

5.3.2 What is the role of school libraries in improving literacy levels in rural schools?

The study findings uncovered the following:

- A library as a source of literacy materials: Each participant (A, BB, C, CC, D, DD, EE) believed and some stated that they had experienced that more books, including books with pictures for junior learners and exposing learners to activities like reading, reading for information, reading for pleasure reading competitions, computer with internet connection, etc., helped to improve literacy levels in learners (cf. 2.4, 4.5.2). This was important for the study because it educated the school principal as a person who is key in influencing the establishing and ensuring the functionality of the school library to know what to include in the list of school library materials to improve literacy (cf. 2.4, 2.5, 4.5.2).

- Celebrating calendar literacy days or activities was important to the study, because it exposed the school principal to the information about which activities should be planned to keep school libraries attractive for teachers and learners, whilst at the same time promoting improved literacy (cf. 2.4, 2.6, 4.5.2). Participants A, BB, C, D, DD and EE mentioned that they used library materials to celebrate literacy days like World Book Day, Library Week, Readathon, Arbor Day, Read-aloud Day, and Heritage Day. They celebrated the literacy months with activities like dramatizations, talk shows, poetry, debating, presentations, book displays and book reviews to support their learners so that they improved their literacy. One participant stated that when learners were engaged into such activities, their intrinsic motivation was aroused (cf. 2.4, 2.6, 4.5.2).
- Library skills that boost literacy in learners: Participants A, B, BB, C, CC, D, E and EE revealed that they exposed learners to skills that would assist them using the library meaningfully and boost their literacy levels. They exposed them to skills such as reading with comprehension, research skills, search skills, book-selection skills and story-writing skills. They also narrated stories in an open space where the whole school was involved. One participant revealed that they lent learners books to read at home and when they returned to school, they read it at the assembly, competing with other learners on a literacy improvement journey. One participant mentioned that when learners read, they also had to write to improve their writing skills (cf.2.4, 4.5.2). This finding is important to the study, because it reveals some of the things that could be implemented to contribute to the functionality of the school library for literacy improvement.
- Participant (E) mentioned that the library had to have listening skills development resources like audio resources. He further mentioned that a teacher could be the only one with a book while reading, while the learners listened. He mentioned that writing and listening were also literacy skills. He further stated that when a learner had to do a stage presentation, that learner needed a book or books to prepare and his or her pronunciation had to be polished. Learners wrote stories in isiZulu and in English. Another participant mentioned citing skills, stating that the learner had to cite correctly when he or she wrote an assignment and researched projects. One participant mentioned

that the learner had to be able to summarise what he or she has read and to interpret it to make a sound judgement (cf. 2.4. 4.5.2). This finding is also important to the study because the mentioned activities contribute to improving literacy skills. These activities are best supported by a well-stocked library and this study is about establishing and managing functional school libraries.

- Participants' (A, AA, B, BB, C, CC, D, DD, E, EE) sentiments regarding the improvement of literacy skills by school libraries included the following. They tried their best to support literacy improvement in their learners, but it could be speeded up by having a fulltime, proficient teacher librarian who was always be available to assist with relevant library materials and give assistance whenever there was a need. They could even initiate activities to assist learners in improving their literacy. Enough relevant stock or collections and an internet connectivity system were also highlighted as a need to improve literacy in learners. Another participant indicated that even teachers could improve their knowledge by using the material in the school library (cf. 2.4, 4.5.2).

5.3.3 What role should school principals play in establishing and managing functional school libraries?

It was evident at some of the schools visited that the principals fulfilled their role to establish a school library and he/she kept close to the teacher librarian to remain informed about the school library's need for functionality. They also educated themselves to offer support to ensure that the library was well managed and functional.

Regarding the establishment of functional school libraries (cf. 2.5, 2.6, 4.5.3), most of the principals (Participant A, B, D, E) were aware of their responsibility about creating and managing the operations within their institutions, including the school library. This is supported by the fact that some principals (Participant A, B, D, E) had already allocated space to be used as a school library. It depended on the existing school structures available in relation to the learner enrolment. There was a delegated teacher in charge of the school library at the schools visited. At some schools, it was a qualified teacher librarian, but in the absence of a qualified teacher librarian, the principal ensured that there was a teacher in charge though it was not full-time responsibility as they attend to their normal teaching. At the other school in the study,

the principal (Participant D) had even reduced the teacher librarian's duty load to accommodate the school library's duties. Some other principals (Participant A, B, D, E) had already budgeted and purchased some school library materials with the support of the SGB (cf. 2.4, 2.10,4.5.3). Other principals (Participant A, B, D, E) assisted with fundraising and with getting donations for the school library materials (cf. 2.4, 2.10,4.5.3). These principals motivated the teachers to assist the learners in making use of the school library. Some of these schools (Participant A, B, D, E) had some form of school library committee and library rules and policies (cf. 2.4, 2.9, 4.5.3). This was evident when the principals (Participant B, D, E) submitted the library documents for document analysis. What they said was needed was a bigger budget for stock, space, staff, time, training, marketing, monitoring and support.

The supportive role of the principal towards the library (cf. 2.6, 4.5.3) included that some principals (Participant A, B, C, D, E) stated that they showed support to the librarians by listening more to their needs in relation to the school library functionality and provided help where needed. They (Participants A, B, D, E) also stated that they normally allowed them a slot during staff, SGB and parents' meetings to address the meeting about school library functionality. Two principals (Participants B & D) agreed, saying that they sat down with the teacher librarian to strategize on how they could improve the school library functionality to benefit teaching and learning. This is important to the study because when the school principal listen to the teacher librarian, he or she as a principal becomes updated about the school library's functionality to provide support where needed because he/she is accountable for all the operations in the school and the study is about the creation of the functional school libraries (cf. 2.4, 2.6, 4.5.3).

One principal (Participant B), in agreement with others (Participant A, D, E,) articulated that they tried to convince the SGB to allocate 10% of the budget to the school library (2.4, 2.5, 2.10., 4.5.3). This is important to the study because the budget allocation for the school libraries is necessary to procure school library materials that could contribute to the functionality the school library. The principal (Participant B) stated that his office was open and accessible to the teacher librarian and the library committee members in case of need. He allowed them to come and discuss with him if they wanted to introduce something in the library.

Some librarians stated that they needed school principals to be sympathetic to their concerns in relation to their core duties. They expressed that they wished to be given a lighter workload to attend to school library functionality (cf. 2.4, 2.7). The librarians also stated that they needed support in terms of the budget and in terms of getting donations because it was not easy to work without resources (cf. 2.4, 2.7). This is important to the study, because a budget allocation for the school library materials is a need and soliciting donations is recommended to augment the constraint budget, but it needs to be done as per policy. This contributes to having a functional and effective school library (cf. 2.4, 2.6, 2.7, 2.10).

Another principal (Participant D) stated he encouraged his staff to use the library so that learners would not be ahead of them. He highlighted the saying, “once you stop reading, you stop leading.” He continued,

My responsibility as the principal is to encourage the staff to participate and assist the learners to borrow some books from the library so that they will be able to do homework using the library books.

This finding is important to the study because the principals’ role in this study is to establish and manage the functional school libraries, which they can do by delegating it to the teacher librarians, while their responsibility is to provide support (cf. 2.4, 2.5, 2.7).

The role of the principal is to ensure that the library is used by the entire school community. Some principals (Participant A, B, D, E) stated that they made sure that there was school library timetable that was used by all the grades (cf.2.4, 2.6, 4.5.3). One principal (Participant B) stated that the library committee reported to him with evidence in relation to school library functionality. The principals (Participant A, B, D, E) articulated that they encouraged the entire school community to support and make use of the school library resource. This is important to the study it serves as an advocacy. The influence from the principal is a positive contribution to the usage of the school library (2.6, 4.5.3). Another principal (Participant D) stated that he had become part of the selection committee to assist in the selection of management and leadership books, assisting the teacher librarian and other teachers (cf. 2.9.3. 4.5.3).

With regard to teacher librarians' contributions to teaching and learning (cf. 4.5.3, 2.7), all the principals (Participant A, B, C, D, E) stated that they encouraged their teacher librarians to attend workshops and seminars on school libraries to gain more information. In agreement with the above, one principal said that he had tried to reduce his teacher librarian's [PL1] teaching load to focus to the school library's responsibilities. The principals articulated that one-day workshops did not help much, especially for teacher librarians who were not qualified to be librarians. They recommended that such developmental workshops on how to run a functional school library should be at least a week for the teacher librarian to understand better and to be able to return to school and implement it (cf. 4.5.3).

5.3.4 What are the challenges that principals and librarians experience in establishing functional school libraries?

The first principal (Participant A) stated that she had once been a school librarian and a fulltime teacher (cf. 4.5. 3, 2.7). She expressed that it had not been easy as she had no time to attend to school library matters, but it got better when she became an SMT, as she was able to influence and motivate teachers to use the school library. She also stated that her school was running short of space. She had started with a classroom library until they converted a normal classroom into school library. Her other challenge was that she did not have school library time as the seven hours' notional time was allocated for teaching and learning. This finding is important to the study as it raises some aspects that could make a school library not to function well so that the principals must be aware of it to support in time. It also provides an awareness that if a teacher librarian is an SMT member, he/she is in a better position to influence other school community members to make use of the school library (cf. 2.4, 2.6,4.5.4)

The other principal (Participant B) stated that on his arrival at the school, the library was there, but it was not a proper school library structure and did not function well. The school's library also lacked library materials. He then approached Biblionef and requested some reading books. He got some books from Biblionef and they monitored the usage of their materials (cf. 2.6, 2.10, 4.5.3). This aspect is important to the study because it shows the principal's creativeness, assisting to ensure that the school's library survives constrained budgets.

One principal (Participant E) articulated that starting a school library was not an easy task, because they did not have a fulltime librarian. They also did not have library space. He had to enter into serious negotiations with the School Governing Body to convince them that this was a need. He further indicated that he had to go back to the SGB to request for the purchase of furniture. The principal also highlighted the fact that on the management side, even when the library timetable was there, teachers did not follow it readily. He had to monitor it, but at times, he was out of school for principals' meetings. The teacher whom he assigned to monitor the library was also overloaded and could not manage this properly (cf. 2.5, 2.6, 4.5.4). This is important to the study; the principal shows dedication, while also mentioning the frustrations he/she encountered because of not having a full-time teacher librarian. Advocacy pertaining to the importance of a school library in education is needed to make teachers aware of its importance.

5.3.5 What are the challenges that principals and librarians experience in establishing maintaining school libraries?

One principal (Participant A) mentioned that there was a challenge with school library period time because seven hours' notional time per day was allocated to subjects. She also mentioned the absence of time to market the library they had. She continued to state that some schools were short of school library space, because the normal classrooms were already used for teaching. She further mentioned the absence of fulltime librarians. Teachers who tried to run libraries were fulltime teachers with a full workload, which prevented them from attending to the library effectively (cf. 2.5, 2.10.7, 4.5.5). This information is important for this study. It exposes the challenges the principals encounter when they try to establish and make a school library functional. This could reach the relevant government agencies for support.

Another principal agreed with the above and added that not having enough equipment was a challenge; they ended up depending on donations. The absence of proper policies was mentioned as well. Another principal mentioned the absence of encyclopaedias, computers with internet connection and other technological devices to attract learners to the library and were not supplied by the Department (cf. 2.4, 2.10.7, 4.5.5). This was a challenge, because of the fact that the school had a minimal school budget. The school was also not able to attract donors because it was situated

in a rural area. This kind of information is important for the study, as it reveals the obstacles regarding establishing and maintaining a functional school library.

Another principal, in agreement with the above, mentioned the lack of interest amongst educators and suggested that they had to be trained to understand the importance of a school library at a school. Another principal agreed with the above, stating that the geographical location of the school caused it to lack parental support. He also mentioned the lack of enough funds to advance their school library as a challenge (cf. 2.4, 2.10.7, 4.5.5). This finding is important to this study. The researcher learnt some of the issues principals were confronted with as challenges in establishing and maintaining functional school libraries.

5.4 RECOMMENDATIONS FROM THE STUDY

The purpose of this qualitative study was to add to the body of knowledge regarding the establishment and management of functional school libraries in the King Cetshwayo District, KwaZulu-Natal. It relates to principals establishing and managing functional school libraries at their schools, what form of knowledge and skills the principals needed, as well as what skills they needed to develop. Principals are in the situation where they need to know about and be able to lead teachers in establishing school library structures, as well as ensure school library resources. The results of this study may assist in focusing on future efforts for principals to achieve this.

5.4.1 Recommendation 1

A national policy that ensures that each school has a centralised library with a fulltime librarian and at least 30 minutes' library time allowed for each grade.

Certain principals felt that the Department of Education had to come up with a national policy that will give a directive that there must be one school, one proper structure of a centralised school library that will be well resourced. This includes a fulltime librarian and a clerk to ensure that the school library is always ready for teaching and learning and is always be accessible to its users for information and support. It should include a timetable to accommodate all grades. Each grade should be allocated at least 30 minutes' library time a week (cf. 4.5.7).

In the meantime, principals could try to work with what they have, for example:

- In relation to policy: A school library policy legislated by the government is indispensable to guide all relevant potential stakeholders to support an effective school library. Owing to its absence, it seems that library development in order to improve the quality of education is not taken seriously. In the meantime, in order for principals to support their school library and the teacher librarian, they have to make use of the KZN School Library Policy (2003), which is available online, as well as consult other literature to get information on how to set up a successful school library.
- In relation to centralised library provision: Most principals have already improvised; they converted one of their classrooms to become their centralised school library that supports the entire school community with library resources, even though the space is limited. If a school does not have a classroom to use as a school library, it can opt for any other room available or unused, or an office or a staff room. Classroom libraries could also be used as another option to expose learners to a reading environment.
- Budget for resourcing the school libraries: At the schools, the principals have to negotiate with the School Governing Body (SGB) to allocate a 10% school library-budget share from the main school budget. The school should then try to form a partnership with parents, encouraging them to own the programme. The principals have to seek their support by convincing them that the school library is a necessity to benefit their children's literacy improvement and academic achievement. The principal has to know that, after convincing and winning the parents' support, the teachers have to fulfil their promise by working hard to assist learners in improving their academic performance. Assistance from parents may be in the form of taking part in the school's fundraising projects. Although these schools are located in poor communities, parents can try their best. The principals can seek permission to approach the companies where the parents work for donations.
- The parents can even help to request support from the municipal local councillor, Induna and INKOSI for donations for the school library. The principals, teachers and parents can request donations from rich people,

including the local taxi industry and private sector companies to add to the small budget the school has secured for school library resources. Non-Profit Organisations (NGOs) could be approached as well.

- The school could forge a partnership with public libraries: It could help schools and public libraries to work together to ensure that students can access appropriate resources when needed, even though they are far. This partnership is needed especially during school holidays. A good partnership between the school and public libraries will make learners aware that library resources are always obtainable and accessible to them.
- Printed materials need to be accessible, including fiction (storybooks or novels, dramas and poetry), as well as non-fiction books, newspapers, charts, pamphlets, periodicals, dictionaries and encyclopaedias. Other school-library collections are audio-visual and electronic material.
- In terms of school library human-resource requirements: There is a plea, a need, and a recommendation that the Department provides school libraries with qualified, fulltime librarians and clerks to attend to and provide excellent support to users and to keep the school library functional. In the meantime, principals have to improvise and try to make use of what they have.
 - Some principals have tried to reduce the workload of teacher librarians to ensure that he/she attends to the school library's responsibilities.
 - One principal indicated that, to show support to the teacher librarian, they decided to reduce her teaching load as a head of department to one subject and to let her teach one class only. They were planning to take even this one subject away from her so that she would be left with only the school library responsibilities. Their school library seemed to be doing well in terms of supporting its users to improve their literacy and to boosting learners' academic achievements. That kind of support is possible, but it depends on the number of the teaching staff available in relation to the learner enrolment. This means that principals have to try to implement some creativity to ensure that their school library remains functional.
 - The school library committee, as well as the timetable that accommodates all the grades and the school library policies need to be used to support the

teacher librarian and the principal in establishing and managing a functional school library (cf. 4.5, 2.6, and 2.8).

- It is recommended that a teacher librarian report to the principal because the principal is the accounting officer.

5.4.2 Recommendation 2

A teacher librarian should be promoted to become an SMT member, a position of authority that could influence teachers better to use the library for teaching and learning.

This means that, in addition to existing SMT streams, an SMT position of a teacher librarian had to be created. A teacher librarian would be in an all-rounder position, supporting all the streams.

A School Management Team (SMT) at a secondary school would comprise the following:

- Principal
- Deputy principal
- Departmental head for the Science stream
- Departmental head for the Humanities
- Departmental head for Languages
- Teacher librarian to report to the principal

It seems to be a challenge for a non-SMT member to motivate others to be actively listened to and to influence educators at large to love and make use of the school library with their learners. One principal testified that she became a teacher librarian when she was a post level one educator [PL1], whereafter she was promoted. She stated that it became easier when she became a member of the School Management Team (SMT). Other research supports that. Certain principals felt that a teacher librarian should be taken from the School Management Team (SMT) because of the position of authority he or she filled. He or she could instruct, motivate and influence other teachers to develop a love for the library (cf. 4.5.6, 2.8).

SMT members could motivate and influence other teachers to develop a love of the library by helping teachers:

- with learning strategies to engage students as readers;
- to understand reading engagements;
- to create readers who read with comprehension;
- to learn how to find a book quickly in the library;
- to try and engage a demotivated pupil in reading books they liked as an individual person; and
- to teach learners how to select the information they needed from a book and be able to summarise it, etc.

This motivation and influence of other teachers to develop the love of the library might lead to:

- Teachers' exposure to a variety of information
- Teachers' knowledge expansion
- Exposure to a variety of teaching resources
- Teachers' research skills development
- Ability to access his or her subject information, which may help him/her to teach better
- Sharpening his/her teaching skills
- Realising the need to bring his/her learners to the library to access information and study
- A positive impact on learners, which could motivate them to become lifelong learners
- Literacy skills development

5.4.3 Recommendation 3

The Department had to provide proper training to principals on how to set up and manage the library, as well as proper training for teacher librarians.

Most principals felt that the Department should plan and provide some training to school principals in terms of how to manage the library, because they lacked the knowledge and skills; yet, they were the accounting officers. There was a plea that the Department should also provide them as principals with bursaries to do a library course at a university or present workshops, but not a one-day workshop. They stated that maybe they could realise the importance of libraries at schools. They even suggested that universities should include school library modules in their training for all teachers to become acquainted with the functionality of a school library and its importance for teaching and learning. They even stated that all teachers needed the normal workshops.

Schools could provide workshops. These workshops could include the following activities:

- Setting up a school library
- Managing the school library functionality
- School library committee formulation
- School library policies
- Book handling and book loaning
- Locating a book in the library
- Searching for relevant information
- Accessing offline and online teaching content
- How to log in for continuing professional teacher development
- How to use an e-beam in the digital classroom
- How to access various websites for information, etc.

This in-school workshop might have the following impact on the school:

- Teachers' library skills would develop
- Teachers might be able to assist the teacher librarian in the library
- More teachers might develop a love of using the library to enrich their teaching content
- Teachers might regularly access teaching and learning in the school library resources
- Teachers might impart enriched information to learners
- Teachers' motivation for lifelong learning might be boosted
- It might have a positive impact on the school curriculum
- Learners' academic achievement might improve

5.4.4 Recommendation 4

The Department should introduce e-learning in libraries to enhance computer literacy and to keep learners motivated.

Digital Libraries (DL) offer access to a vast amount of digital content, relevant to practically all domains of human knowledge, which makes it suitable to enhance teaching and learning. Some principals suggested that the Department needed to introduce e-learning in libraries to enhance computer literacy and to keep learners motivated.

Principals themselves could implement (DL) at their schools by:

- Using equipment such as modems, decoders, satellite dishes, receivers and remote controls to pick up signals from satellites to facilitate telecommunications. These telecommunication facilities are necessary for learners to have access to worldwide information via the Internet and to watch television. Principals could use digital libraries to capture information, and catalogue and index, store, search, protect and retrieve it.
- Some principals recommended that the Department introduced internet connectivity and computers at schools and introduced e-learning to motivate learners to love learning.

5.4.5 Recommendation 5

The Department should employ or provide more District library advisors to provide more support to schools.

Some principals also felt that they needed more support from the District in the establishment and managing of functional school libraries; therefore, they recommended that the Department increased the number of District library advisors to provide more support on school library development at schools. They indicated that currently there was a shortage of library advisors.

District Offices could train principals to become school library advisors. More District Office school-library advisors/officials would then be able to conduct workshops on the following to equip principals and school communities better on how to run a school effectively. The following topics could be covered during these training sessions:

- Setting up and running a school library effectively
- School library committee formulation
- School library policies
- Managing the school library functionality
- Handling of books
- Book loaning
- Locating a book in the library

Once principals have attended workshops, they have to request the District Office ELITS section to allow them to form supportive teams to visit one another's schools in order to help with running and managing school libraries, because there is a shortage of District Office school-library advisors.

5.5 AVENUES FOR FURTHER RESEARCH

Further research could entail studying the impact of a qualified, fulltime teacher librarian in an SMT position, believed to influence the school community better, to make use of the functional school library in order to have a positive impact on the

school results. The researcher would have to interview the principal and the teacher librarian from different schools (cf. 4.5, 5.4.1).

A second avenue would be to conduct research to study the impact of a fulltime, qualified teacher librarian and an SMT member (who is a science teacher) on learner academic achievement and school results. The researcher would interview the principals and the teacher librarians from different schools (cf. 4.5, 5.4.1).

A third possible research option is to explore whether the principals could promote the idea where each teacher conducted his or her teaching and learning situation period in the school library once per term. A teacher would teach the topic for half a period and then give the learners work to do. Part of the remaining half could be taken over by a fulltime teacher librarian assisting the learners in going through the library resources the learners can use to finish the exercise. The teacher could teach them the citation techniques as proof that learners have consulted the library resources and avoided plagiarism. The researcher would again interview principals from different schools (cf. 4.5, 5.4.1).

The fourth option would be to investigate how training on school libraries equipped principals better towards establishing and managing functional school libraries. The study would interview principals from different schools who had undergone comprehensive training on school libraries (cf. 4.5, 5.4.3).

The other avenue would be to study the impact of e-learning on school libraries to enhance computer literacy in learners and educators. The researcher would then interview principals, educators and learners (cf. 4.5, 5.4.4).

5.6 CONCLUDING REMARKS

Establishing and managing school libraries at Dlangubo Circuit schools transpired to be more progressive than originally anticipated. Many of the principals at the schools visited had a vision of establishing and managing functional school libraries. Some of these schools supported the teacher librarians to the extent that they reduced the workload of teacher librarians in order to focus more on a functional school library. They assisted with the allocation of the library structure, with the purchase of school library resources, with allowing the teacher librarians to attend school library

workshops, formed part of their school library committees, and included school library matters in their staff meetings, etc. Most of these aspects were evident at the schools visited. Most of the principals visited felt strongly about establishing and managing functional school libraries.

What was very clear along this journey was that the role of principal as an overall manager at a school was as strong as it could be at most schools visited. The role of the principal in establishing and managing a functional school library was prominent in varying degrees at the participating schools.

This empirical research study made most of the participated principals realise that they must commit themselves to ensuring that the school libraries are supported to be functional. It was clear to them that school libraries needed support in the form of a budget for school library materials, staff, infrastructure and usage, although at times it was beyond their control as they also relied on the Departmental support. They realised that at times they would have to use their creativity with what they had. They indicated that they would want to see school libraries boost literacy, support curriculum delivery and promote quality teaching and learning. They realised the role they had to play in establishing and managing functional school libraries.

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APPENDICES



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1598

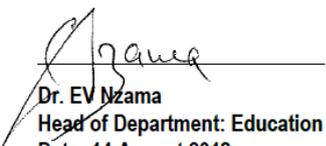
Mrs N Dlamini
PO Box 10750
Empangeni
3880

Dear Mrs Dlamini

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“THE ROLE OF PRINCIPALS IN ESTABLISHING AND MANAGING FUNCTIONAL SCHOOL LIBRARIES IN KING CETSHWAYO DISTRICT, KWAZULU-NATAL”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 13 August 2018 to 01 March 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.


Dr. EV Nzama
Head of Department: Education
Date: 14 August 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

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Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzneducation.gov.za

Facebook: KZNDOE...Twitter: @DBE_KZN...Instagram: kzn_education...Youtube:kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

**A LETTER TO THE PRINCIPAL OF A SCHOOL REQUESTING PERMISSION TO
CONDUCT RESEARCH**

20 Carpenter Road

P.O. Box X 10750

Empangeni

3880

14 April 2017

Request for permission to conduct research at School A

Title of research study: The role of principals in establishing and managing functional school libraries in King Cetshwayo District, KwaZulu-Natal.

Date: 14 April 2017

The Principal

School A

Dear Sir,

I, Ntombizethu A. Dlamini, am doing research under supervision of Dr. P.K. Triegaardt, a lecturer in the Department of Education Management and Leadership, towards a Master of Education degree at the University of South Africa. The title of my study is "The role of principals in establishing and managing functional school libraries in King Cetshwayo District, KwaZulu-Natal."

The aims of this research project are:

To investigate the role of principals in establishing and managing functional school libraries.

Objectives:

- To investigate the characteristics of an effective school library (to be addressed in Chapter 2).
- To explore how school libraries can improve literacy levels at schools to make it more functional (to be addressed in Chapter 2).
- To explain the role of school principals in establishing and managing functional school libraries (to be addressed in Chapter 2).
- To discuss the challenges that principals' experience in establishing and maintaining functional school libraries (to be addressed in the empirical investigation).
- To offer recommendations that could address the challenges that principals experience in establishing and maintaining functional school libraries (to be addressed as the main outcome of the study).

The study will entail conducting interviews to school principals and their teacher librarians at five Dlangubo Circuit Schools – three primary and two secondary schools. Your school has been selected as one of the schools that will participate in this study. At each of the five selected schools, I would like to interview the principal and teacher librarian. The study will also entail the following steps in order to ensure a high level of professionalism:

- Each interview with the individual participants will be approximately 60 minutes.
- Each interview will be digitally recorded.
- Interviews will be conducted during school hours at planned times so that teaching and learning programs are not interrupted.
- Each school as well as each participant will be assigned an alpha-numeric pseudonym. This will be done to secure anonymity. Hence, each participant will not be identifiable in any way from the results of the research.

- Participation in this study is strictly voluntary and participants may withdraw without any consequence.

The benefits of this study for the interviewees may be their participation and contribution to the information base and challenges also their recommendations with regards to the findings, which may end up bringing about improvement in establishing and managing functional school libraries in the mentioned rural schools. As a researcher, I will develop concepts and arrive at conclusions based on the relationships, patterns and themes that will be identified in the collected data from the individual interviews.

Potential risks are the inconveniences: The participants are school principals and teacher librarians. They are adults and share the frustration of under-equipped libraries in the research area, and all look forward to be capacitated with regard to leadership and management of functional school libraries. There is no or minimal foreseeable risk of inconvenience. Additionally, there will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail the following information, which will be provided to the interviewees:

If you would like to be informed of the final research findings, please contact Ntombizethu Annatoria Dlamini on 0822556400 / 0849853555 or zethu.zizi@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact the researcher's supervisor, Dr Paul Triegaardt at paultriegaardt@gmail.com or +971508384027.

The researcher will be in a position to go back, reaching out to the principals and teacher librarians, providing them with the findings and reports. They will be free to communicate with the researcher with regard to findings and reports.

Yours sincerely

Dlamini Ntombizethu Annatoria

The researcher



C: 083 227 5966
F: 086 647 6813
P: PO Box 7827, Centurion, 0046
E: juliamb1@mweb.co.za

15 October 2018

To whom it may concern:

I hereby confirm that Cyber Transcription Services were responsible for transcribing all audio recordings for Mrs. Ntombizethu Dlamini, studying through Unisa.

I, Julia Marianne Martinelli of Cyber Transcription, agree to hold any information contained in any audio recording/documents related to this study by Mrs. Ntombizethu Dlamini, in confidence, as well as regarding individuals and institutions involved in the research study.

I understand to violate this agreement would constitute a serious and unethical infringement on the informant's right to privacy.

Sincerely,

Julia M. Martinelli

**Cyber Transcription
Services Unisa
Supplier No: 9008144**

INTERVIEW QUESTION(S) ATTACHED

Main research question

What is the leadership role of school principals in establishing and managing functional school libraries?

<i>Sub-questions</i>	Example questions	Responses by participants
<p>What are the characteristics of an effective school library?</p>	<p>What is your view about the presence of an effective school library at your school?</p> <p>How often do learners and teachers visit this school library for work purposes? What type of work?</p> <p>How to make this school library contribute to quality teaching and learning?</p> <p>How is the school library committee constituted?</p> <p>What types of school library policies are available and implemented at this library?</p>	
<p>How can school libraries improve literacy levels at rural schools?</p>	<p>How can school libraries improve literacy levels?</p> <p>What are library activities directed at improving literacy programmes?</p> <p>How often do the school celebrate literacy days, and in what ways?</p> <p>What skills should learners possess to use the school library meaningfully?</p> <p>What form of school library improves literacy levels in learners?</p>	



<p>What leadership role should school principals play in establishing and managing functional school libraries?</p>	<p>How should the school principal establish the school library and ensure that it is well managed?</p> <p>How should the principal ensure that the teacher librarian and the school library get his or her maximum support?</p> <p>What should the principal do to ensure that the school library is used by the whole school community?</p> <p>How could the principal support the teacher librarian's ability to contribute positively to teaching and learning?</p>	
<p>What are the challenges that school principals and school librarians experience in establishing and maintaining functional school libraries?</p>	<p>What is your experience in establishing and managing functional school libraries?</p> <p>What prevents school libraries from functioning excellently?</p> <p>What can you do to ensure that this school library functions well?</p>	
<p>What recommendations could be made to address the challenges that school principals experience in establishing and maintaining functional school libraries?</p>	<p>What expectations can the school principal set in terms of establishing and managing a functional school library?</p> <p>What could be your recommendations to address the challenges that you experience in establishing and managing a functional school library?</p>	