

**LIBRARY AND INFORMATION RESOURCES IN RURAL SCHOOLS OF LIMPOPO
PROVINCE: A PILOT STUDY**

by

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CHAPTER 1

GENERAL INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

School libraries are needed to enhance learners' ability to use practical information relevant to their daily lives. In urban areas, the public library could also fulfil this function if school libraries are inadequate. However, there are few public libraries in rural areas and learners in these areas are at a disadvantage. This is particularly true of learners in remote parts of Limpopo Province (Okiy 2003:1; Wong 1999:1).

Limpopo is one of the northern provinces in South Africa. It is some distance away from the industrial heartland of Gauteng Province and its wealth lies mainly in its agriculture, plantations, few mines and game parks. The province today incorporates the former homelands, namely, Lebowa, which is the home of SePedi speaking groups, Venda, the home of Xi Venda –speaking people and Gazankulu, the home of Shangaan-Tsonga speaking groups. Prominent cities and towns are Polokwane (Pietersburg), Tzaneen, Makhado (Louis Trichardt), Musina (Messina) and Lephalale (Ellisras). However, much of the population live in smaller towns and rural areas.

According to the National Education Infrastructure Management System (NEIMS) of the Department of Education, only 2,3% of schools in Limpopo have fully-fledged school libraries with printed and electronic information resources. Some schools have converted classrooms to serve as school libraries. Others either have book collections in a staff room, storeroom, passage or mobile box library, or nothing at all (Olën & Kruger 1995:149). Some schools, run by missionaries, have well-resourced school libraries, including electronic media. These are schools which are

performing better, academically, than public schools without library and information services (Magara & Nyumba 2004:2; Olën & Kruger 1995:155; Whelan 2004:1).

Rural school libraries, where they exist anywhere in the world, are generally poorly resourced, funded, stocked and managed, due to budgetary constraints (Uhegbu 2001:6). Rural school libraries are therefore never self-sufficient. The necessity for resource sharing amongst rural school libraries cannot be overemphasised (Van Orden 1995:27). Funds allocated to school libraries are meagre, as learners are paying minimal school fees because they come from disadvantaged and poverty-stricken communities (Dewe 1995:7).

In South Africa, some rural areas do not even have electricity, telecommunications infrastructure or tarred roads (Uhegbu 2001:6). These are some of the factors which make it extremely difficult to access library and information resources in a rural environment. For example, audiovisual materials and electronic media need electricity to operate. Schools without electricity cannot dream of accessing and using them.

Schools in rural areas are located in communities that are characterised by high levels of illiteracy, poor academic performance and lack of good reading habits, because of a lack of library and information resources (Van Orden 1995:33; Wijetunge 2000:1-2). Where school libraries do not exist, neither learners nor educators have access to library and information resources to develop basic skills, attitudes, values and information skills (Behrens 1992:82-84; Dewe 1995:41; Magara & Nyumba 2004:1; Wijetunge 2000:6-7). The few public libraries in rural areas aggravate the situation, and therefore learners and teachers rely solely on ill-equipped school libraries - if they exist. Well-resourced school libraries are therefore needed in rural schools to play a role in developing users' information skills, attitudes and values, and to

meet the curricular needs of the schools. Resource allocation in rural schools is concentrated on textbooks, without balancing the need for non-textbook reading materials which are fundamental to literacy practice, consolidation of reading skills and the reading habit (Wong 1999:1).

Where rural school libraries exist in South Africa, they are usually staffed by ordinary educators without (professional) qualifications in Library and Information Science (Fourie 2002a:68–69; Olën & Kruger 1995:157). To carry out all management tasks (planning, organising, decision making, evaluation, motivation and control) and functions, and to provide effective and efficient library services, the teacher-librarians should have dual qualifications, that is, qualifications in both the teaching and library profession (Australian School Library Association 2004a:1; Saitis & Saiti 2004:5).

Teacher-librarians are working in rural school libraries part-time, because they also have teaching responsibilities in their schools. This affects their attempts to run and manage school libraries effectively.

Teacher-librarians play a crucial role in the development of an information literate generation. Children need to learn a variety of information skills in order to cope in the modern world, and the best place to learn those skills is in the school library (Calvert 2001:1).

The availability of school libraries and information resources enables learners to be effective information seekers (Fourie & Kruger 1995:225-228). Audio-visual, auditory and electronic media are essential in schools - especially for learners who do not find books appealing. Learners are also given opportunities to develop media and digital skills and to acquire lifelong information retrieval skills to cope with changes brought about by Information and Communications Technology (ICT) (Machet & Olën 1997:77; Mutula 2004:1; Naidoo 1997:6). Electronic media such as CD-

ROMS offer electronic access to vast databases of information ranging from encyclopaedias and newspapers to talking books, as a form of reading support for learners (Ordidge 1995:23).

Outcomes Based Education (OBE) is the broad approach that the government has adopted for all education in South Africa, and it is gradually being introduced into all bands of education and into all educational institutions - schools, colleges and universities (South Africa. Department of Education 2003a:2; Fourie 2002a:24-25). It is the new method of educating learners, with the aim of developing learners' skills, attitudes and values. It intends to enable learners to study independently, think critically and use information effectively (South Africa. Department of Education 2003a:2; Fourie 2002a:24-25; Naidoo 1997:6).

OBE is a resource-based method of teaching and learning (Fourie 2002a:25). Resources are needed for OBE to be implemented successfully, and obviously school libraries have an integral part to play in this regard (Fourie 2002a:25). OBE is learner-centred and it is hoped that it will replace passivity on the part of the learners, who will be obliged to use school libraries to do assignments, projects, homework and research (Witbooi 1999:8). School libraries are therefore very good sources of information for lifelong learning and educational development (Gorvie 2005:4; Naidoo 1997:6).

1.2 PROBLEM STATEMENT

To implement OBE successfully, support mechanisms are needed (Fourie 2002a:26). Rural schools should be fully-equipped with both library and information resources (facilities and materials) and human resources (qualified teacher-librarians) to fully support the critical and developmental outcomes of OBE (South Africa. Department of Education 2003a:6). Financial resources (funds) are needed to buy resources to equip schools with libraries and to

enable learners and teachers to access information in various formats.

The purpose of this pilot study was to determine the availability of library and information resources (facilities, collections, funds and staff) in rural schools in Limpopo Province, to support the effective implementation of a resource-based learning approach, that is, OBE.

With reference to the above exposition, the main and sub-problems can be formulated as follows:-

1. To what extent are library and information resources made available in rural schools in Limpopo to support both teaching and learning programmes as required by OBE?
 - 1.1 Do schools in rural areas have library resources such as facilities, equipment and collections?
 - 1.2 Are teacher-librarians professionally qualified to manage and effectively run school libraries?
 - 1.3 Do rural schools have sufficient funds allocated to them to purchase library resources?
 - 1.4 For what teaching and learning programmes are library resources needed by teachers and learners?

1.3 AIMS OF STUDY

The aim of this research is to provide recommendations in respect of the provision of resources (facilities, equipment, funds, staff and collections) that should be made available to rural schools in order to support a resource-based learning approach as embodied in OBE. It also aims to provide guidelines on the management of these resources by qualified teacher-librarians. The research is

exploratory in that it was intended to test the questionnaires in a pilot study for use in possible future research on the availability of library and information resources in schools.

1.4 RESEARCH METHODOLOGY

The research method consisted of a literature study and an empirical investigation. The review of selected literature was used to study the types of library and information resources required for schools. These include facilities, equipment and collections and their purposes for teaching and learning.

A pilot study was conducted and the questioning method of data collection was used. Structured questionnaires were delivered to teacher-librarians and principals at 16 rural high schools in the Lebopo Circuit of Limpopo Province. Data was collected on the availability of library and information resources, qualifications of teacher-librarians or teachers responsible for school libraries, and the funds provided to purchase library resources. The principals and teacher-librarians or teachers responsible for the school libraries were given ample time to fill in questionnaires which were then collected for data analysis.

1.5 DELIMITATION

Limpopo Province has 1523 high schools scattered in five districts, namely, Capricorn, Mopani, Greater Sekhukhune, Waterberg and Vhembe. The largest district is Capricorn with 371 high schools distributed in 30 circuits. Most of these high schools are in rural areas.

There are certain unavoidable limitations inherent to this pilot study. As already mentioned, the intention of this pilot study was to test the questionnaires to determine whether it is workable for a

later study of Limpopo schools on a larger scale. Therefore, the sample is limited to all 16 high schools in Lebopo Circuit, Capricorn District of Limpopo Province, instead of including all rural high schools of Limpopo Province. The results of this pilot study cannot be generalised to the whole of Limpopo Province.

The units of analysis in this study are school library facilities and the teaching and learning programmes in schools. The aspects studied are the availability of library and information resources such as facilities, equipment and collections in schools, funds to purchase library and information resources, and the qualifications of teacher-librarians or teachers responsible for school libraries.

1.6 SIGNIFICANCE OF THE STUDY

The findings may provide the Department of Education in the Limpopo Province with valuable data about the current state of library and information resources in the rural high schools of the Province, particularly in the Lebopo Circuit, Capricorn District.

The findings will also reveal the extent to which library and information resources in high schools of the Lebopo Circuit in Limpopo Province can support the new teaching and learning approach as embodied in OBE.

1.7 DEFINITIONS OF RELEVANT TERMS

1.7.1 School library

The school library is an educational resource centre for all learners and teachers in a school environment or setting (Fourie 2002a:22; Wong 1999:1). The school library is aimed at supporting the teaching and learning programmes of the school. It is therefore the

heart of the school's resources for teaching and learning (Olën & Kruger 1995:150).

The school library is synonymous with a learning laboratory, where use of all media - print and non-print - is purposeful, planned and integrated with the educational programme and the instructional process to widen, deepen and personalise learning (Tawete 1988: 332).

As many schools in rural areas do not have a fully-fledged or centralised school library, the word 'school library' in this study is used to denote library facilities, such as a storeroom, a staffroom or a converted classroom. These library resources may not be organised at all.

1.7.2 Library and information resources

Library and information resources include facilities, collections, staff and funds. Physical facilities include buildings, furniture, equipment, computer hardware and software and other resources which are required to support the library's programmes and services (Fourie 2002a:85). Library buildings and furniture such as tables, chairs, bookshelves, drawers, racks and photocopy machines are all examples of library and information resources.

Collection includes printed and electronic materials, reference works such as teaching manuals, dictionaries and encyclopaedias, and periodicals and newspapers. It also includes realia. Realia are defined as tangible materials in the collection. They are real things, such as dead locusts and butterflies, as well as natural substances such as water and soil, in the collection (Morris, Gillespie & Spirt 1992:323; Olën & Kruger 1995:159-160).

Library resources also include the staff and funds required to manage and acquire facilities and collections.

1.7.3 Teacher-librarian

The teacher-librarian is responsible for the day-to-day activities of the school library. He or she carries out the managerial functions of planning, organising, staffing, directing and controlling, with the assistance of the school library committee. He or she is also responsible for the cataloguing and classification of library materials (Olën & Kruger 1995:159-160).

The teacher-librarian should have both teaching and Library and Information Science qualifications to manage and run the school library effectively (Australian School Library Association 2004a:1; Fourie 2002a:66; Haycock 1995:2; Olën & Kruger 1995:159-160). The word 'teacher-librarian' is used in this study for someone who is responsible for library resources and who may not be professionally qualified. It is used to denote a teacher who is in charge of the school library.

1.7.4 Teaching and learning programmes

Teaching and learning programmes are phase-long plans that provide frameworks for planning, organising and managing classroom practice for each phase. These include activities performed by teachers and learners to meet the requirements of the learning outcomes as required by OBE.

Teaching and learning programmes are, in turn, translated into year-long grades and specific work schedules which show how teaching, learning and assessment will be sequenced and paced in a particular grade (South Africa. Department of Education 2003a:2).

A lesson plan is the next level of planning, and it is drawn directly from the work schedule. It describes, in detail, teaching, learning and assessment activities that are to be implemented in any given period or time in a particular grade. It includes how teaching (approaches and methodologies), learning and assessment are to be managed in the classroom (South Africa. Department of Education 2003a:2-3). It is at this level that the independent use of information sources is incorporated in each learning area by the educator. Well-resourced school libraries are therefore needed to accomplish this.

In the senior phase, there are eight learning areas, namely, Technology, Languages, Natural Sciences, Maths, History, Social Sciences, Arts and Culture and Life Orientation, which form teaching and learning programmes. Each learning area in a grade and phase has its own time allocation (South Africa. Department of Education 2003f:7-9).

1.7.5 Rural schools

Rural schools include those schools which came into existence in remote villages of Limpopo and were supported by their own communities and initiated by the local indunas or chiefs. They are under-resourced since the state only paid for salaries, textbooks and stationary at the time. This situation has not changed markedly as these communities are poor and lack the funds required for infrastructure development (Fourie 2002:50; Furlonger 2004:67; South Africa. Education for rural people (ERP) 2005:6-7).

1.8 RESEARCH PROGRAMME

In this chapter, the background to the problem has been outlined and the problem statement formulated. The aims and significance of the study, its demarcation and the research method have been

indicated. Relevant concepts have been defined. The following chapter organisation represents the research programme:

In Chapter 2, OBE in the context of library and information resources in schools, is discussed. The role of library and information resources in the effective implementation of OBE is emphasised.

Chapter 3 discusses school library resources within the framework of a model of school library functions.

Chapter 4 deals with the research methodology and the validity of the results of a pilot study.

In Chapter 5, the findings of the pilot study on library and information resources in rural schools in Limpopo are interpreted and discussed.

In Chapter 6, the findings are summarised, conclusions drawn and recommendations are made based on the findings of the pilot study.

CHAPTER 2

OUTCOMES BASED EDUCATION IN THE CONTEXT OF LIBRARY AND INFORMATION RESOURCES IN SCHOOLS

2.1 INTRODUCTION

As pointed out in Chapter 1, the main focus of this study is to determine whether adequate library and information resources are made available in the schools of the Lebopo Circuit, Capricorn District, of Limpopo Province to support the implementation of OBE. OBE requires that teaching and learning in schools should be supported by a wide range of resources in various formats. Various resources are needed for educators and learners to find information to meet their teaching and learning needs. Well-resourced school libraries are therefore needed to support the modern methods, styles and strategies of teaching and learning, as required by the aims and objectives of modern education. Fully-fledged and well-equipped school libraries have the potential to stimulate independent and lifelong learning among learners.

In this chapter, the aims of modern education and that of the school library and the role of the school library in supporting the aims of OBE are discussed.

2.2 AIMS OF MODERN EDUCATION AND THE SCHOOL LIBRARY

2.2.1 The aims of modern education

Modern education throughout the world is aimed at:

- teaching and developing learners' information skills so that they can find and locate information on their own to become independent and lifelong learners;

- enabling learners to become active participants in their own learning and to make informed decisions about what they like to learn;
- encouraging and stimulating learners to use a wide range of resources in various formats to make learning interesting, challenging and thought-provoking;
- allowing learners to learn at their own pace irrespective of their age groups and intelligence;
- supplementing theoretical knowledge gained by learners in the classroom with practical skills and experience;
- encouraging the exchange of ideas and views among educators and learners;
- equipping learners with the necessary knowledge, values and skills to face future challenges with confidence
(Fourie 2002a:22–23).

The above aims of modern education are supported by the various aims of the school library.

2.2.2 The aims of the school library

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

- striving to achieve and support the aims and goals of the curriculum by providing the necessary resources;
- integrating information literacy skills with the educational programmes of the school to enable learners to find information on their own;
- providing educators and learners with a wide variety of resources, whether print, non-print, electronic or technological to enrich the teaching and learning process;

- encouraging learners to develop reading and learning habits using a wide variety of resources so as to become continuous, independent and lifelong learners;
- encouraging learners to find and use various information sources to do assigned tasks, such as homework, projects and assignments;
- implementing and integrating its programmes with that of the curriculum to encourage both educators and learners to use it;
- exposing learners to different information sources to enable them to develop information skills so that they may access, find, locate and select information for learning on their own;
- encouraging learners and educators to use the Internet to access information all over the world;
- encouraging all stakeholders of the school community to work together to accomplish and attain the vision and mission of the school library;
- making educators, learners and the community aware of its services so that they may use it;
- encouraging resource-based learning, which involves the use of various information sources in various formats to enhance new teaching and learning methods, styles and strategies;
- developing learners' basic skills, such as technical skills, to operate and use a variety of resources;
- enabling learners to think broadly and critically;
- encouraging learners to solve problems on their own;
- encouraging learners to love books in order to develop the reading habits in them (American Library Association 1998:1; Fourie 2002a:27; Magara & Nyumba 2004:2–3; Mokhtar & Majid 2005:2-3; Moore 2001:6-7; Saitis & Saiti 2004:21).

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

2.3 OUTCOMES BASED EDUCATION

2.3.1 Definition of the concept outcomes based education

Outcomes Based Education, better known by its abbreviation OBE, is defined as a new approach to teaching and learning where emphasis is placed on the achievement of the different learning outcomes of the different learning areas at the end of the teaching and learning process. It is aimed at the acquisition of knowledge, skills and values by learners. This new method is both learner and activity-based. Since learners are responsible for sourcing their own learning, a wide variety of information sources in various formats are needed. Various sources enable learners to develop information literacy skills so that they are able to find and use information to meet their own learning needs. OBE is therefore a resource-based method of teaching and learning to encourage learners to become independent and lifelong learners (American Library Association 2007:1; Cape Web Design 2005b:1; Dent 2006:3; Fourie 2002a:25; Mnkeni 2007:4; Naidoo 1997:6; South Africa. Department of Education 2002:1; Van Orden 1995:33; Wikipedia 2007:2; Witbooi 1999:1).

OBE is aimed at improving the teaching and learning that took place in the past. In so doing, it ensures that lifelong learning will contribute to the development of all the people of South Africa, particularly those in disadvantaged rural communities (Naidoo 1997:6). The importance of schools having well-stocked library collections cannot be over-emphasised. OBE is based on the achievement of learning outcomes. There are critical and developmental outcomes. Specific outcomes are outcomes which are context-linked and are based on the learning outcomes of the specific learning areas. There are also critical cross-field outcomes which are the main set of outcomes that are applicable to all

learning areas (American Library Association 2000:1; Fourie 2002a:25; Naidoo 1997:5). To achieve these outcomes, learners should be able to demonstrate their ability to:

- communicate effectively;
- identify and solve problems critically;
- organise and manage themselves and their activities responsibly and effectively;
- collect, organise and critically evaluate information;
- work effectively with others in a team;
- use science and technology effectively and critically;
- show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education, career opportunities and entrepreneurial ability (Dent 2006:3; Fourie 2002a:24; Naidoo 1997:5; South Africa. Department of Education 2002:1).

2.3.2 The aims of outcomes based education

For OBE to be successfully implemented, that is, to achieve the above outcomes, both educators and learners should know and familiarise themselves with the aims of OBE. The following are the aims of OBE:

- to stimulate independent learning in learners to encourage lifelong learning;
- to develop learners' information skills so that they know how to locate and access information from a variety of media to do tasks assigned to them by educators;
- to enable learners to access a wide variety of media to suit their different interests, learning styles and abilities;
- to equip learners with the knowledge and necessary skills to face future challenges with confidence;

- to encourage the use of various kinds of resources in various formats to enhance the teaching and learning process (Acharya 2007:1-2; Fourie 2002a:24; Mnkeni 2007:4; *National policy framework...1997:16*).

For learners to achieve all the above critical cross-field outcomes and aims of OBE, the school library is an indispensable educational resource centre. Acquisition of information skills is crucial for learners. Teacher-librarians have an important role to play in this regard. Well-resourced school libraries have the potential to stimulate independent and lifelong learning in learners.

From the above-mentioned aims, it is clear that a wide range of resources are needed in schools to support the aims of OBE.

2.4 RESOURCE-BASED LEARNING

2.4.1 Definition of the concept 'resource-based learning'

OBE can be successfully implemented if school libraries are well-resourced, because it is a resource-based method of teaching and learning. Resource-based learning is defined as a learning approach or method where educators and learners use different kinds of teaching and learning resources to enhance teaching and learning to achieve the essential and specific outcomes of the different learning areas of the curriculum. Resource-based learning is learner-centred, which means that teaching and learning programmes should be appropriate to the various levels and phases of the learners, so that they can learn at their own pace. For example, multimedia resources such as the Internet and CD-ROMs are some of the electronic resources which may enhance teaching and learning (Fourie 2002a:25-26; Hart 1997; Maier 2000:1; Mnkeni 2007:4).

2.4.2 The aims of resource-based learning

The following are the aims of resource-based learning:

- learners become active participants in the learning process because they use various resources;
- learners can use their time more effectively;
- different categories of learners, such as gifted and slow learners, can work at their own pace;
- learners can use available resources and teaching aids optimally;
- learners can respond more imaginatively to changes in attitude to authority;
- the development of self-confidence in learners and ability in continuing education is encouraged;
- learners are given an opportunity to use different types of information resources to become lifelong learners (Fourie 2002a:25-26).

From the above aims of resource-based learning, it is clear that various kinds of library and information resources are necessary to achieve the aims of OBE.

Specific teaching and learning programmes also call for the use of various teaching and learning resources.

2.5 RESOURCE-BASED TEACHING AND LEARNING PROGRAMMES

2.5.1 Definition of the concept ‘teaching and learning programmes’

Teaching and learning programmes are sets of activities which are performed by educators to enable learners to achieve specific learning outcomes of specific learning areas in a particular phase (South Africa. Department of Education 2003f:2).

In OBE, educators are responsible for development of their own teaching and learning programmes, based on policy guidelines provided by the Department of Education. Teaching and learning programmes specify the scope of learning, teaching methods and assessment activities for each phase in a school. A school has three phases from Grade 1 to Grade 12, namely, the Foundation, Intermediate and Senior phases. Each phase has its own teaching and learning programmes. Teaching and learning programmes are not the same as the learning areas. They have a broader scope than learning areas. In the Foundation phase, there are three teaching and learning programmes, namely, Literacy, Numeracy and Life Skills (South Africa. Department of Education 2003a:2).

The Intermediate phase is made up of five teaching and learning programmes, namely, (i) Language, Literacy and Communication, (ii) Mathematical Literacy, Mathematics and Mathematical Sciences, (iii) Natural Sciences and Technology, (iv) Human, Social, Economic and Management Sciences and (v) Arts, Culture and Life Orientation.

The Senior phase consists of eight teaching and learning programmes, namely, (i) Language, Literacy and Communication, (ii) Mathematical Literacy, Mathematics and

Mathematical Sciences, (iii) Natural Sciences, (iv) Technology, (v) Human and Social Sciences, (vi) Economic and Management Sciences, (vii) Arts and Culture, and (viii) Life Orientation (Cape Web Design 2005b:2-5).

2.5.2 Resource-based teaching and learning programmes

In both the Intermediate and Senior phases, teaching and learning programmes are basically the same. Therefore, the same range of resources are needed to achieve the learning outcomes of the teaching and learning programmes in both phases.

a. Languages (Language, Literacy and Communication)

For learners to learn and master language or communicative skills, that is, to achieve the learning outcomes in both the Intermediate and Senior phases, various kinds of resources are needed. To acquire language skills such as listening, speaking, writing, reading or reviewing, thinking and reasoning, resources such as dictionaries, encyclopaedias, textbooks, comics, crossword puzzles, fiction or storybooks, newspapers and magazines are needed to find and use information (South Africa. Department of Education 2003f:21).

Audiovisual materials, such as programmes on television, videos and films may also be used. The Internet and other educational software, such as Encarta Reference Library (published by Microsoft) can be used to teach and learn languages. Auditory media such as radio, audio tapes and cassette players, compact discs, DVDs and their players and tape recorders, are useful resources in teaching and learning languages (South Africa. Department of Education 2003f:21).

b. Natural and Life Sciences

In the Natural and Life Sciences, learners should develop scientific, inquiring, observation and investigating skills (Cape Web Design 2005a:5; South Africa. Department of Education 2002:20).

Observation of botanical and biological specimens, such as leaves, grasses and flowers, or a dead lizard, fish, snake or frog preserved in formaldehyde, is needed to study and learn the Natural and Life Sciences. It is clear, therefore, that realia are essential to study and learn Natural and Life Sciences.

Realia are essential mostly for practical subjects such as the Natural and Life Sciences (Morris, Gillespie & Spirt 1992:323). Stones for illustrating Geography and Geology lessons are also examples of realia (Olën & Kruger 1995:160). Realia included in a school library collection could also refer to games such as scrabble and chess. Realia in the form of different soil types can be used to study and learn the Agricultural Sciences (South Africa. Department of Education 2002:55).

Textbooks, encyclopaedias and dictionaries, including subject dictionaries, are essential for learners to find and use information for assignments, homework, research and projects.

Videocassettes on topics covering Life Sciences, models, charts, periodic tables, television programmes, video recorders and multimedia sources are needed for learners to learn the Natural Sciences, in order to understand natural phenomena and the world around them from multiple sources and to involve different sense organs. Television Channels such as the National Geographic Channel, Animal Planet and SABC2 have good programmes on nature where learners may learn about the behaviour of animals.

The Internet can be used to find more information on the topics in the Life and Natural Sciences. Glossaries and indexes are also important bibliographic aids for tracing information on topics in these Sciences (South Africa. Department of Education 2002:55).

c. Technology

For learners to achieve the learning outcomes of Technology, such as applying technological processes and skills, knowledge and understanding, and the relationships between technology, society and the environment, various information resources are required. Paper, plastics and cardboard are examples of learning aids in Technology. They can be used by learners to make models and other technological products. Textbooks, indexes and encyclopaedias can be used to find more information. Dictionaries are important to explain difficult terms. Television channels, such as the Discovery Channel on Digital Satellite Television (DSTV), can also be used to learn more about Technology. Online databases on the Internet can also be searched to retrieve information on Technology (South Africa. Department of Education 2003d:49,51,55).

For learners to develop and acquire technological skills, foodstuffs such as meat may also be required to demonstrate how to preserve, dry or refrigerate food, for instance.

d. Economic and Management Sciences

In the Economic and Management Sciences, learners can develop financial and entrepreneurial knowledge and skills fully if they are exposed to various kinds of learning resources. Textbooks, flyers, factual documents, charts, photographs and pictures are some of the resources which can be used to teach and study topics in the Economic and Management Sciences. Subject dictionaries may be

used to give meanings of technical terms (jargon) used in this learning area. Magazine articles and newspapers are important because they supply learners with information about economic issues such as markets of various commodities, inflation and interest rates of different countries. Computers may be useful to teach learners how to draw graphs indicating inflation and interest rates. Television news and programmes relating to the economy may be useful in learning Economic and Management Sciences. Bank slips may also be used to teach learners how to deposit or withdraw money (South Africa. Department of Education 2003h:54-57).

e. Arts and Culture

For learners to love and appreciate the arts and its history, culture and heritage, resources are needed to arouse their interest. Textbooks on arts, culture and heritage provide useful information which arouses learners' interest in studying Arts and Culture. Wax crayons, koki pens, coloured chalks and charts can be used to stimulate the artistic and aesthetic abilities of learners. Beads, buttons, linen and wool can be used to stimulate decorating and sewing skills in learners. Music books and instruments may encourage learners to sing and enjoy music.

As already mentioned above, realia, such as clay soil can be used to make traditional clay pots. Paints can be used to decorate them. Wood and some tools can also be used to stimulate crafting. Shells and strings can be used to make traditional necklaces.

Discarded library magazines, boxes and cardboard can be used to make puppets or masks (Cape Web Design 2005a:5; South Africa. Department of Education 2003g:54–55). Dictionaries and encyclopaedias are useful reference tools to explain difficult terms and to give in-depth knowledge of topics under study. To provide

more and factual information on Arts and Culture, multimedia such as the Internet can provide information on arts and cultures of various people around the world. Atlases and maps may be used to study and learn about cultural and heritage sites all over the world.

f. Mathematics

To learn Mathematics and to achieve its learning outcomes, resources are required to enable learners to collect, analyse, measure and process data, to make accurate predictions and conclusions. Mathematical textbooks, mathematics journals, charts, work sheets, graph papers, posters, objects of different shapes and sizes are needed to study Mathematics. Computers and their software such as Excel are examples of media which may be used to teach calculating skills. Learners may also acquire computer skills in dealing with Mathematics. Calculators, educational videos and television programmes may arouse learners' interest in dealing with numbers (South Africa. Department of Education 2003c:61).

g. Life Orientation

Life Orientation is aimed at teaching and promoting health issues and the personal, social and physical development of learners to make them responsible future citizens.

For learners to face future challenges with confidence and to make informed decisions and choices about their future careers, various kinds of information sources are needed to equip them with life skills. Textbooks, health and lifestyle magazines, information brochures and posters are printed materials where learners may find information about health and the prevention of diseases such as HIV/Aids. Career books are essential for learners to learn about different careers and to make informed choices. Video and audio tapes, multimedia resources such as the Internet, computers and

their software may stimulate interest in finding information about health issues. Life-like models of humans may be used to teach sexual health issues, such as how to use condoms, to prevent sexually transmitted infections. Educational toys may also be used in Life Orientation (South Africa. Department of Education 2003e:42-44).

h. History and Social Sciences

For learners to use enquiry or research skills in order to study past and present events, demonstrate historical knowledge, and understand and interpret historical aspects and events, various information sources are needed. Historical maps, atlases, posters and pictures are needed to show where historical events took place. Textbooks, cartoons, newspapers, journals and magazines are needed to get information on historical events. Films, documentaries and video recordings are essential to learn about historical events. Reference materials such as subject dictionaries are needed to define and explain difficult terms and concepts in History. Subject encyclopaedias are also needed to supply learners with in-depth information and knowledge about topics being studied. The Internet may also be used to retrieve historical information from websites. For instance, learners may use the Internet to retrieve historical information about Bakone Malapa or Mapungubwe (South Africa. Department of Education 2003b:106).

Library and information resources are also needed to achieve the learning outcomes of Geography. Geographical maps, globes and atlases are needed to learn the location of various places on the earth. Dictionaries and encyclopaedias are essential to explain difficult terms and to provide more information on the topics forming a particular learning area. Synoptic charts, models, pictures, posters, graphs and tables can be used to teach the weather.

Gazetteers and yearbooks are needed to provide factual information about places and people.

2.6 SUMMARY

One of the aims of modern education is to equip learners with information literacy skills so that they can access, locate and find information on their own to learn independently. To achieve these aims, well-resourced school libraries are needed to support the aims of modern education.

OBE is aimed at enabling learners to acquire knowledge, various skills and attitudes. For learners to achieve these outcomes, a resource-based learning approach is imperative, where a wide range of resources in various formats are needed for learners and educators. Resource-based learning is therefore essential for the successful implementation of OBE in South Africa and the world at large.

In the following chapter, the resources which are required in school libraries to support OBE are discussed.

CHAPTER 3

SCHOOL LIBRARY RESOURCES

3.1 INTRODUCTION

For the school library to function effectively and efficiently, adequate resources are essential. Educators and learners should have access to collections, facilities and equipment to retrieve information for the teaching and learning process. In addition, funds and qualified staff are needed to purchase facilities and equipment and to ensure that the collection is well-stocked, current and up-to-date. In Chapter 2, it was shown that the successful implementation of OBE requires the availability of various resources. In this chapter, the school library resources that are required to support OBE will be discussed against the background of the overall functions of the school library.

3.2 SCHOOL LIBRARY FUNCTIONS

A school library or media centre is aimed at meeting the educational programmes and objectives of the school. It is designed specifically to improve and enhance teaching and learning in schools (Prostano & Prostano 1999:22). A school library consists of the following interrelated elements, namely, resources, management activities and programme activities. These elements or functions are shown in Table 3.1 below:

TABLE 3.1

The model of Library Media Center functions

Resources	Management activities	Programme activities
Personnel Facilities Media Budget	Planning Organising Leading Controlling	Guidance and Consulting Curriculum Development Instruction and In-service Design and Production

(Source: Prostano & Prostano 1999:22)

3.2.1 RESOURCES

a. Personnel or staff

Personnel or staff are people who are employed to attain the aims and objectives of the organisation. In the school library, personnel or staff may include professionals, technicians and assistants to render the service and operate the system that will support educators and learners in the teaching and learning process.

Teacher-librarians as media specialists have an important role to play in assisting both educators and learners to find and access information for effective teaching and learning in schools (Prostano & Prostano 1999:22).

b. Facilities

Facilities include accommodation to house the library collection consisting of various media formats. Equipment and apparatus are

required to make use of these various media formats. Shelving and furniture are needed to house library materials and media (Fourie 2002a:89; Prozano & Prozano 1999:22,130).

c. Media

The term 'media' is defined as "carriers of information". It includes all forms and channels for the communication of information either in printed or audiovisual formats. The use of media also require equipment which facilitates the flow and transmission of information. Books, journals and magazines are examples of printed media, while the Internet, television and computer software and their accompanying technology are examples of electronic media. Printed and non-print materials in the school library should be aimed at the varying levels of interest and understanding of different learners in different grades, for a better approach to teaching and learning. They should be of a high quality and allow for individual and group use (American Library Association 1998:1).

d. Budget and funds

The budget is defined as a statement or record showing financial resources for the execution of the activities for a school library to accomplish its aims and objectives. Funds, on the other hand, are financial resources which are used to purchase facilities and materials so that the library can meet its aims and objectives (Fourie 2002b:47; Iwhiwhu & Adomi:2006;2).

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

3.2.2 Management activities of the school library

Management functions include planning, organising, staffing, directing or leading and controlling.

a. Planning

Stueart and Moran (1987:21) defines planning as an “analytical process which involves an assessment of the future, the determination of desired objectives in the context of that future, the development of alternative courses of action to achieve such objectives and the selection of a course or courses of action among alternatives. Planning also involves outlining things that need to be done and methods for doing them in order to accomplish the aims and objectives of the school library ” (Fourie 2002a:7; Prostano & Prostano 1999:23).

b. Organising

Organising is defined as the management task of identifying and defining tasks and activities to be done in an organisation to accomplish its aims and objectives (Fourie 2002a:10-11; Van Niekerk 1988:75).

c. Staffing

Staffing is defined as a managerial task of obtaining, securing and retaining of suitably qualified, well-trained and competent people for positions to perform essential tasks in an organisation. Staffing tasks include recruitment, selection, training, evaluation, compensation and development of employees (Stueart & Moran 1987:96; Van Niekerk 1988: 107-108).

d. Directing or leading

Directing is defined as a managerial task that enables managers to get activities done through people, either as an individual or in groups. It includes leading, coordinating, guiding, communicating and motivating human resources towards accomplishing the aims and objectives of the organisation (Fourie 2002a:15; Stueart & Moran 1987:152).

e. Controlling

Controlling is defined as a “systematic attempt to compare actual activities and performances with the predetermined aims and objectives of the organisation, determining the causes of deviations from objectives and standards and to take corrective actions to rectify possible deviations and weaknesses”. Standards and objectives should be used as points of reference during the controlling process (Fourie 2002a:18; Prostano & Prostano 1999:23).

3.2.3 Programme activities of the school library

Programme activities or user services are the intended output of the school library. They include activities like guidance for learners, consulting services for educators, instruction for learners, in-service training for educators, the design and production of media for learners and educators, curriculum development and improvement, and assistance for educators (Prostano & Prostano 1999:23). In other words, these are user guidance functions or services.

a. Guidance, instruction, consulting and in-service training

Individuals and small groups of learners should be given guidance on a broad range of services, including user education. Consulting

refers to services provided to the individual educator and small groups of educators. This includes information skills instruction, that is, teaching them how to retrieve information from the school library. Teacher-librarians should teach educators and learners how to use library media and equipment better, in the teaching and learning process. Educators should attend workshops and in-service training courses to use media and equipment effectively. Teacher-librarians should also integrate and foster school library utilisation by learners and educators, for lifelong and independent learning (Prostano & Prostano 1999:23,93).

b. Curriculum development and improvement

Teacher-librarians are involved in the development and improvement of the curriculum of the school. A school library should thus support the aims and objectives of the curriculum and that of education in general (Prostano & Prostano 1999:23).

c. Design and production of media.

Design and production involves the creation of new media, or changing the existing media to enhance teaching and learning. For example transparencies, audio tapes and videotapes can be designed and produced in a school library (Prostano & Prostano 1999:23).

3.3 PERSONNEL OR STAFF

In a school library context, teacher-librarians, library assistants and pupil- or learner assistants constitute the library staff (Fourie 2002a:15; Tasmania 2007).

3.3.1 The teacher-librarian

3.3.1.1 Appointment of qualified teacher-librarians

The teacher-librarian is defined as an educator who runs and manages the day-to-day activities of the school library. The school librarian or teacher-librarian is in charge of the school library. A qualified teacher-librarian holds recognised teaching qualifications and qualifications in Library and Information Science. He or she is both an educator and information manager. This is important, because curriculum knowledge, teaching strategies and learning styles are combined with library and information management knowledge and the necessary skills (Fourie 2002a:66; Olën & Kruger 1995:157; Tasmania 2007). To keep abreast of the latest developments in the field, a professionally qualified teacher-librarian should be a member of a professional association, such as the Library and Information Association of South Africa (LIASA) and participate in interest group activities (American Library Association 2000:3; Australian Library and Information Association 2005:1-2; Australian School Library Association 2004a:1; Australian School Library Association 2004b:2; Encarta Reference Library 2002; Fourie 2002a:66; Hart 1997; Haycock 1995:2; Saitis & Saiti 2004:17; *National policy framework* 1997:57).

The teacher-librarian must work in the school library full time to attend to the information needs of educators and learners, and should not be given any other teaching commitments in the school. It is therefore recommended that he or she should have Head of Department status. The terms 'teacher-librarian', 'library media specialist', 'school librarian' and 'media specialist' can be used synonymously to denote an educator with dual qualifications, that is, qualifications in both teaching and Library and Information Science (American Library Association 2000:3; Australian Library and Information Association 2005:1-2; Evans 2000:102; Fourie

2002a:66; Olën & Kruger 1995:158; Saitis & Saiti 2004:5; Tasmania 2007; Van Orden 1995:13).

3.3.1.2 The duties of teacher-librarians

Teacher-librarians are responsible for providing various services and programmes in the school. They are responsible for the integration of library services and education programmes, teaching media user education, giving reading guidance or user advice, the provision of information and training and managing other library staff.

a. User services and programmes

(i) Integration of education programmes

The integration of school library programmes and activities or user guidance services with the educational programmes of the schools requires that teacher-librarians should work cooperatively with subject educators to plan lessons and teaching together. They should together design and develop new teaching and learning methods and strategies. Teacher-librarians, therefore, support the implementation of the curriculum and the achievement of its learning outcomes.

Teacher-librarians should also assist learners to do assignments and projects by helping them to retrieve the necessary information from books and other sources. They should therefore have the required information retrieval skills to make books and other media available to both educators and learners. To serve both educators and learners better, the teacher librarian should assess the information needs of both subject educators and learners (American Library Association 2000:1; Fourie 2002a:68; Mokhtar & Majid 2005:2).

(ii) Teaching media user education

User education is defined as the teaching of information skills which will enable educators and learners to use school library materials and media with little assistance and guidance from the teacher-librarian. It is aimed at enabling educators and learners to locate and find relevant information in the school library to satisfy their teaching and learning needs. Teacher-librarians and subject educators are collaboratively responsible for devising and implementing library programmes, to ensure that learners acquire information literacy skills which are the key to the development of a culture of reading and lifelong learning (Dent 2003:3). In addition to learning information skills, learners should also acquire computer skills to familiarise themselves with Information and Communications Technology (ICT) to retrieve information for the learning process (Calvert 2001:1; Gorvie 2005:4; Iwhiwhu & Adomi 2006:2; Magara & Nyumba 2004:3; Mokhtar & Majid 2005:2; Moore 2001:2; *National policy framework... 1997:21–22*).

When learners use various library and information resources in various formats, library, media and information or study skills are developed so that they can use the school library independently. User education is therefore aimed primarily at teaching and inculcating information skills to learners so that they are able to interact with a wide range of resources for learning purposes (Adeoti-Adekeye 1997:2-5; Behrens 1992:85; Scheirer 2000:7; *National policy framework ...1997:21–22*).

(iii) Giving reading guidance or user advice

Teacher-librarians are responsible for encouraging reading and learning among learners to inculcate and instil the reading habit. In other words, they provide reading motivation which is part of user advice. Reading advice is given to groups and individuals. The

teacher-librarian is also responsible for compiling lists of books, periodicals and other resources and making them available and accessible to learners when they have to prepare assignments or projects.

(iv) Information provision

The teacher-librarian is responsible for answering the day-to-day information enquiries of school library users.

(v) Training and supervising library personnel.

The teacher-librarian should also teach, train and supervise assistant teacher-librarians, learner assistants and volunteers to perform certain tasks in the school library (Tasmania 2007).

b. Support and preparation functions

(i) Collection development

The teacher-librarian selects, purchases and accessions all selected and acquired library resources. He or she is also responsible for doing stocktaking in the school library, to see which materials are on the library shelves and which are either loaned or stolen.

(ii) Information organisation and retrieval

The teacher-librarian should manage and organise information and assist users to retrieve information, thus ensuring equitable access to all kinds of information sources in a school library (American Library Association 2000:1; Fourie 2002a:68; Moore 2001:2; Tasmania 2007; Australian Library and Information Association 2005:1).

(iii) Making sources available on loan

The teacher-librarian should design and implement an efficient and effective loan system with other school libraries in the school system. Information sources can also be loaned from the local community or public library - where it exists. Therefore, cooperation between schools and community or public libraries is essential, to ensure that learners and educators have access to available resources outside the school (Fourie 1996:205).

(iv) Design and production of materials

The teacher-librarian is also responsible for the design and production of audiovisual media such as videotapes, to enhance teaching and learning, and for developing and implementing information and communication technology programmes for the school (Tasmania 2007).

(v) Evaluating and reporting on library programmes

The teacher-librarian should evaluate the school library programmes and user services on an ongoing basis to check if deviations occur, so that corrections are made, if necessary (American Library Association 2000:1; Moore 2001:8; Tasmania 2007).

(vi) Marketing

Teacher-librarians are responsible for making the school community aware of the school library's existence and to make use of the services it offers. They should initiate advocacy programmes to promote the use of library and information resources in their schools. They can communicate news about school library activities to staff and parents through information brochures,

newsletters, websites and memoranda. They should again promote and communicate the mission, goals and objectives of the school resource centre to the entire school community. Exhibitions and displays can be used to create school library awareness campaigns (Fourie 2002a:68; Prostano & Prostano 1999:79; Scheirer 2000:7).

3.3.2. Duties of other staff of the school library

a. The duties of assistant teacher-librarian

If the teacher-librarian is the head of the school library, he or she has the power to delegate certain tasks or activities to the assistant teacher-librarian or library assistants. If assistant teacher-librarians have the same qualifications and training as teacher-librarians, they can do all of the tasks of the teacher-librarian.

b. The duties of library assistants and learner assistants

The duties of library assistants include acquisition and accessioning of library materials. They are also responsible for organising and controlling the collection. Library assistants can also be responsible for maintaining the card or computer catalogue, assisting at the circulation desk and marketing the school library service (Fourie 2002a:69). Media technicians are library assistants who operate and provide technical support and training in the use of multimedia kits or equipment such as television and computer apparatus. They may even design and produce audiovisual materials such as videocassettes and compact discs. They guide and assist learners and educators in retrieving information from the multiple resources in the school library collection.

Media aides are library assistants who assist in doing clerical and secretarial duties such as duplicating, photocopying, word

processing, filing and maintaining school library records (Prostano & Prostano 1999:109; Tasmania 2007). However, in South Africa these tasks are usually carried out by learner assistants or library monitors. Learner assistants may also support their fellow learners in using the library.

Volunteers, such as parents and learner assistants, can assist the teacher-librarian with routine tasks. Parents can assist in stock-taking and the shelving of library books. Learner assistants can also assist in keeping the library tidy by sweeping or picking up paper or litter. Parents can also support learner use and organise and promote library use through displays. They can also assist in organising special events like Library Week and World Book Day (Tasmania 2007).

3.4 FACILITIES

3.4.1 Different types of facilities

As pointed out in section 3.2, facilities are resources such as accommodation (space), furniture, equipment, computer hardware and software and other materials which are required to support the library's programmes and services (Fourie 2002a:85; Iwhiwhu & Adomi 2006:2; Morris, Gillespie & Spirt 1992:225). The library building houses the collection of information resources (Fourie 2002a:28). Facilities and equipment should be available for group and individual use. Facilities should be planned carefully to suit the needs of learners and educators, including various categories of readers such as second language learners, slow learners and learners with reading problems, in a particular school. Factors such as the number of learners and funds available should be taken into account during planning.

3.4.2 Accommodation

A school library should be easily accessible to all learners and educators on the school premises (Allan 1974:14; Olën & Kruger 1995:159). The floor space in the main locale should be large enough to accommodate both the various media formats in the collection and the largest class in the school (Olën & Kruger 1995: 159). Sufficient reading and seating accommodation should also be available (Saitis & Saiti 2004:4). Additional rooms are also needed to be used as storerooms for equipment and other materials, a workroom for the production of audio-visual materials, a seminar room and a projection room (Olën & Kruger 1995:159).

According to an audit conducted by the NEIMS of the Department of Education in South Africa dated September 2007, of 25145 schools assessed, only 1817 (7,2%) have school libraries. A total of 19940 (79,3%) schools are without operational school libraries. This information was also reported in a newspaper article written by Rademeyer (2007:11) which stated that only 7% of schools in South Africa have functional school libraries. In Limpopo Province, of 4037 schools assessed, only 96 schools (2,3%) have operational school libraries.

This implies that, as in other developing countries, the majority of the schools in South Africa have no functional school libraries (Mnkeni 2007:2). According to Siddiqui (1995:3), Saudi Arabia is a further example of a developing country that does not have functional school libraries.

Where fully-fledged school libraries do not exist, an unused classroom or staffroom may be converted into a school library. This is often the case in South Africa. Books and other materials can be housed, classified, catalogued and shelved in a classroom and it can be used as a functioning school library. Because of the

shortage of resources in schools, the cooperation between school and public libraries cannot be over-emphasised (Fourie 1996:205; Fourie 2002b:53, 87; Mnkeni 2007:8; Olën & Kruger 1995:149). Alternatively, one fully-fledged school library could be used by all schools in a circuit. This model of school library service is also known as a “cluster library” (Mokgaboki 2002:79).

3.4.3 Shelving and furniture

A school library should be fitted with shelves for books, cupboards to store library materials, a globe, a circulation or issue desk, a clock and bulletin- or notice boards both inside and outside (Brink & Meÿer 1988:83-84; Fourie 2002a:89; Olën & Kruger 1995:159). Movable furniture in a school library includes tables and chairs for learners, work tables, racks for periodicals, display stands, filing and storage cabinets, and electronic and audiovisual equipment. A service desk and school library catalogue are needed for the circulation and distribution of library materials to the users. Even locking cupboards are needed to store materials, learning aids and other resources, to ensure that they are not stolen (South Africa. Department of Education 2003b:106).

When choosing shelving and furniture for the school library, the teacher-librarian should take into account the following: durability, ease of cleaning and maintenance, flexibility, modularity, compatibility, aesthetics, safety and stability, ergonomics and space saving aspects (Dewe 1995:161).

3.4.4 Equipment and apparatus

It goes without saying that to use electronic media such as computers and audio-visual materials, a school library must have electricity installed (Oosthuizen 1997:232). According to the NEIMS report of the Department of Education, of 25145 schools assessed

in South Africa, 19384 (77%) are connected to Eskom for their electricity supply.

In the Limpopo Province, of 4037 schools assessed, 3433 (85%) schools are connected to Eskom. Only 378 (9,3%) schools are without electricity. Two hundred and twenty-one (5,4%) schools use solar panels as a source of energy. The remaining five schools use generators.

Electronic resources or facilities require special storage. A school library must have sufficient space available for computers (Fourie 2002a:93; Oosthuizen 1997:233). The wiring should be extensive, to accommodate the use of various media formats (Dewe 1995:33). If possible, it is desirable to have individual study carrels where learners can use audio-visual and electronic media (Dewe1995: 166; Olën & Kruger 1995:159; Van Orden 1995:33).

A traditional rural school library may still use a card catalogue cabinet, while modern school libraries may use microcomputers to store bibliographic records of library materials for effective, efficient management and retrieval purposes (Olën & Kruger 1995:159).

A photocopying machine is required for educators and learners to make photocopies from books and newspapers in order to enhance teaching and learning (Allan 1974:5; Brink & Meÿer 1988:83-84; Dewe 1995;164-165; Fourie 2002a:89; Olën & Kruger 1995:159).

A telephone is also a necessity, because it can be used to communicate with book publishers, book agencies and bookstores to order books and other materials and to contact other libraries, particularly in regard to interlibrary loans. A fax machine is also useful to facilitate communication.

3.5 MEDIA AND COLLECTIONS

3.5.1 Kinds of materials found in the collection

A collection is defined as all information materials and sources in various formats in a library. A school library collection should contain various materials and media which support the curriculum, teaching, professional and academic interests of the teaching staff and contributes as well to the lifelong learning of learners (Saitis & Saiti 2004:4).

Various resources in the school library collection should ensure the following:-

- allow learners to work at their own speed;
- encourage learners to think critically and curiously;
- help learners to understand and develop concepts;
- encourage learners to develop positive attitudes, skills, ideas and values;
- motivate learners to explore and learn;
- help learners to understand themselves and others (Olën & Kruger 1995:161).

For learners to achieve the above aims, various kinds of information sources in different formats are needed in the school library collection. The following paragraphs deal with various media and materials that could be found in school libraries.

a. Printed materials

A school library collection should include the following printed materials:

(i) Books

Books are generally divided into fiction and non-fiction. Fiction books are works of the imagination or storybooks. Non-fiction works are factual or subject literature (Morris, Gillespie & Spirt 1992:231). An Afrikaans or English novel is an example of a fictional work. Fiction books should also be available in indigenous languages to inculcate the habit of reading among learners whose mother-tongue is not English. Non-fiction books should be linked to the learning areas such as Life Sciences, Agricultural Sciences, Geography and History.

(ii) Reference materials

A school library collection should have materials for reference purposes for example, dictionaries, encyclopaedias, atlases and gazetteers (American Library Association 1998:2).

(iii) Other print materials

Other print materials in a school library include charts, pictures, maps, photographs, posters, manuscripts, journals, newspapers, magazines and pamphlets.

b. Non-print materials

Non-print materials in a school library collection may include audio-visual media such as films and videotapes. Audio materials include audio tapes and audio cassettes. Television monitors, radios and sound recorders are the equipment required to make use of these media. Electronic materials include computer hardware and software and associated equipment (American Library Association 1998:1-2; Morris, Gillespie & Spirt 1992:231).

c. Realia

Realia can be divided into natural and artificial objects.

A stone is an example of a natural object. An artificial object is a man-made artefact, such as a basket or clay pot, or an item of equipment or a tool (Morris, Gillespie & Spirt 1992:323).

As already mentioned in Chapter 2, realia are essential for learning and studying of practical subjects.

A school library collection is supported by collection development activities.

3.5.2 Collection development process in school libraries

Collection development is defined as a process of bringing together various materials and media to form a collection to meet the teaching and learning needs of educators and learners. It involves planning, building and maintaining a library's information resources in different media (Evans 2000:15–16; Fourie 2002b:4-5). The collection development process consists of the six elements, namely, community analysis, the collection development policy, selection, acquisition, weeding and evaluation of the collection as a whole.

a. Community analysis or needs assessment

For the school library to serve the users effectively, community analysis is imperative to determine and assess the needs and demands of its users, namely, educators and learners. Community analysis provides valuable data on what information the users need. Analysing and assessing the needs of the patron community enable users to have an input in the process of collection

development (Andrade 1996:3; Evans 2000:18; Fourie 2002b:6). Community analysis supplies data for the planning of the library, that allows users to establish a mechanism for participation in the collection development activity or process (Vignau & Meneses 2005:2). Educators' and learners' needs should be assessed and analysed so that they are taken into consideration during the collection development process.

b. The collection development policy

The collection development policy is defined as a written statement or plan aimed at correcting the weaknesses of the collection and maintaining its inherent strengths. It is the 'plan of action' which provides the general guidelines for the building of a school library collection as a whole (Adekanmbi 2007:2; Fourie 2002b:6). The collection development policy is meant to define and clarify the mission in relation to the goals and objectives of the library for its collection, and to facilitate coordination in a school library. The collection development policy provides justification for the inclusion of each library item or resource in the school library (Adekanmbi 2007:1). Without a written collection development policy, the collecting of library materials would be done unsystematically and illogically, and therefore the collection would be irrelevant to users.

The collection development policy also helps teacher-librarians to select and acquire the most appropriate materials for the collection. It also serves both as a planning and communication tool in the library (Evans 2002:18; Gorman & Howes 1989:31; Spiller 2000:9). The collection development policy ought to cover aspects such as donations, de-selection or weeding and cooperation (Vignau & Meneses 2005:2).

c. Selection

Selection is defined as a process of deciding and choosing which materials and media will be included in a library collection to meet the needs of the individual users. Materials and media for possible inclusion in the collection should be evaluated according to specific criteria in respect of content and form. Selection is a form of decision making, because the teacher-librarian decides among materials which are essential, needed, important, marginal, nice or luxurious (Evans 2000:18; Fourie 2002b:6). Teacher-librarians use selection policies and lists to choose appropriate and relevant materials and resources for a particular school library's collection. Selection policies should be used to facilitate decisions about what materials to buy, to accept or to include in the collection if they are gifts or donations (Andrade 1996:5–6; Spencer 2005:5; Vignau & Meneses 2005:3).

d. Acquisition

Acquisition is defined as a process of securing the materials identified in the selection process for a library's collection, whether by purchase, gifts or through exchange. It includes paying the bill (invoice) or acknowledging receipts or acquired materials in order to keep the appropriate records (Andrade 1996:7; Evans 2000:19; Fourie 2002b:6).

e. Weeding

Weeding is defined as the practice of removing, discarding or transferring unwanted and excess copies, physically worn-out and rarely-used books and materials no longer used or of value from the open shelves of a library to group storage or disposed of by sale. Weeding library items or materials is important to clear and save space on the shelves, to make room for new and current

stock, to improve access to the library materials and to prevent the “hindrance effect” of outdated materials (Andrade 1996:8; Evans 2002:19; Gorman & Howes 1989:323-324; Spiller 2000:93-94). Library materials are weeded when the information they contain is outdated and when the latest or current editions of specific titles are available (Adekanmbi 2007:1; Gorman & Howes 1989:325; Morris, Gillespie & Spirt 1992:460).

Library materials are sometimes weeded when storage costs are high, or to cope with the changing needs of the community the library was established to serve. Regular weeding is essential to keep the collection current and up-to-date (Andrade 1996:8; Gorman & Howes 1989:325).

f. Evaluation of the collection as a whole

Gorman & Miller (1997:136) define evaluation of the collection as a whole as “a part of collection development in which existing collections are measured, analysed and judged according to preset criteria (standards or norms) for size, relevance, quality and use” (Gorman & Miller 1997:136). Evaluation of the collection as a whole involves judging the value or worth of the collection of the school library. The study and evaluation of the collection as a whole allows the analysis of the composition of the collection by subject area, obsolescence, language and type of document, the increase of the collection in a time period, its use, its availability and accessibility, as well as the covered needs. By evaluating the collection as a whole, the teacher-librarian can determine the quality of the work done in a library, that is, whether it is meeting the needs of a school community (Evans 2000:429–430; Vignau & Meneses 2005:3).

A school library collection should be evaluated continuously to determine whether it is still meeting the goals and objectives of a

library and the needs of educators and learners. Evaluation of the whole library collection is important, because it may help to increase its funding. During the evaluation, learners' and educators' needs and demands should be taken into consideration (Andrade 1996:8; Evans 2002:19; Fourie 2002b:7).

A school library collection can be evaluated by using quantitative (objective) and qualitative (subjective) methods. In quantitative methods, facts and figures are gathered and evaluated. In qualitative methods, conclusions are drawn from collection development activities (Fourie 2002b:7; Gorman & Miller 1997:136; Prozano & Prozano 1999:45).

3.5.3 Collections in developing countries

A school library collection should be well-balanced. Print and non-print materials, fiction and non-fiction and materials in the official languages of a particular community should be well represented. Subjects and themes, as well as differing opinions and points of view, should also be represented. This principle is also applicable to school libraries in developing countries (Fourie 2002b:10-11).

School libraries in developing countries are at different stages of development. For instance, when we compare collections of school libraries in South Africa with European countries, we find that the situation is not so different. In Greece, for example, schools do not provide a wide range of teaching resources in electronic form, do not support the provisions of the National Curriculum and do not appeal to children. According to Saitis and Saiti (2004:14), school libraries operate under traditional and 'old fashioned' methods. The school libraries do not have computers and Internet access. They play a traditional role of providing a book lending service, without responding to the increasing diversity of information technology.

3.6 BUDGET AND FUNDS

For a school library to serve educators and learners effectively and efficiently, it should be fully resourced. Funds are needed to buy resources in various formats. Funds are also needed to pay electricity, telephone and fax bills and to maintain buildings and furniture.

The budget serves as a control instrument for the different activities of a school library. It is a vital instrument for the school library staff to plan and organise library programmes, activities and projects. A school library committee should be responsible for monitoring the budgetary expenditures of a school library. Budgetary constraints limit available resources, including personnel (Dewe 1995:50; Iwhiwhu & Adomi 2006:2; Prozano & Prozano 1999:44).

Electronic media such as computers and their equipment are expensive and more funds are needed to purchase them. There must be adequate financial support for school library buildings, resources and for the education of teacher-librarians (Brink & Meÿer 1988:7-8; Dewe 1995:6-7).

3.6.1 National and provincial funding in South Africa

In many countries the central government is the main source of funding for schools and school libraries.

According to the South African Schools Act of 1996 (Act 84 of 1996), the government has a responsibility to support schools financially. The government is responsible for drawing up budgets for all provinces in South Africa. The provinces and their departments in turn draw up their budgets on the use of the funds according to their projected budgetary needs. At the beginning of each financial year, national and provincial education departments

are allocated sums of money in response to their projected budgetary needs, from the national government. The national government is responsible for formulating and monitoring the policy involving the use of the funds.

The provincial cabinets approve the budgets according to their priorities. It is possible that the amount received by the provincial education department may not be in relation to their projected budgetary needs. The provincial education departments prioritise their programmes in relation to the funds available. This arrangement makes the provincial education departments responsible for the development and resourcing of school libraries, and not the National Department of Education (Fourie 2002b:107; Hart 1997; *National policy framework...*1997:62).

The departments of education have responsibilities to ensure that school libraries are equipped with resources to support OBE. This implies that school libraries in Limpopo are the responsibilities of the province, and the Department of Education in particular (Education Labour Relations Council - Employer Fund 2001:2B-30-32; Fourie 2002b:107; *National policy framework ...*1997:62).

3.6.2 Funding at institutional level

At a school level, the South African Schools Act empowers parents to supplement the school income through fees from the parents and voluntary contributions. A certain portion of the school fees can be allocated to develop libraries and to buy resources to support OBE. The school fees can also alleviate the financial pressure on the provision of library-based resources (Fourie 2002b:107; *National policy framework ...*1997:62).

To ensure compulsory education in South Africa, the Department of Education is financing all public schools in the country. According

to the South African Schools Act of 1996 (Act 84 of 1996), there are norms and minimum standards that regulate the funding of public schools. The fund is called the Norms and Standards grant.

Schools have been grouped into five quintiles. Schools in poor and disadvantaged communities have been grouped in quintiles 1 and 2. They have been declared “no fee schools”. This implies that no learner in those schools is supposed to pay school fees. Funds are deposited directly into schools’ accounts depending on the number of learners enrolled in a particular school. Learners in quintiles 3, 4 and 5 schools are paying fees, but the percentage differs from one quintile to another (Government Gazette 2007a; Education Labour Relations Council- Employer Fund 2001:2B-30-32).

Although the Department of Education supports schools financially through Norms and Standards grants, a larger proportion of the funds is spent on stationery and textbooks for learners (Brink & Mejer 1988:7–8).

From 2008 onwards, all public schools will be allocated funds through Norms and Standards grants. However, the question is: which part of the grant is going to be allocated to purchase library and information resources and improvement of the facilities of school libraries in rural areas? Or will it be used for other purposes?

In South Africa, where school library committees exist, they are partly responsible for financing school libraries. The school library committees may organise fundraising for the school library. They may also lobby companies or mines for donations and sponsors. In rural areas, all school libraries - where they exist - were funded by the meagre funds from school fees collected from learners from poor, destitute and disadvantaged communities. These funds were not adequate to purchase expensive library materials such as

computers and their equipment (*National policy framework ...1997:62*).

It is the teacher-librarian's responsibility to obtain resources that will support and strengthen a collection beyond those supported by local funds (Van Orden 1995:244). Fundraising is one method of collecting funds for rural school libraries. The teacher-librarian may also look for sponsors and donors to support the school library financially (Brink & Meÿer 1988:7-8; Dewe 1995:7). Teacher-librarians may also solicit free materials from book publishers and agencies (Van Orden 1995:224; Witbooi 1999:1).

3.6.3 Private sector funding

Private sector funding plays an important role in supplementing limited funds from education departments. Private companies should be encouraged to sponsor school library improvements and developments, especially in poor and disadvantaged rural communities (Fourie 2002b:107; *National policy framework 1997:63*).

3.6.4 Donor funding

Schools through the Education Departments should also use development agencies for possible donor funding. Education Departments, in collaboration with members of School Governing Bodies (SGBs), should conduct situation analyses in schools to identify needs and relevant projects. Funds could be allocated to school library projects where a need arises (Fourie 2002b:107; *National policy framework ...1997:63*).

3.7 MANAGEMENT OF THE SCHOOL LIBRARY

A school library committee is the management body of the school library representing the school community. The school library committee is therefore part of the organisational structure of the school library (Fourie 2002a:62). According to *A national policy framework for school library standards* (1997:45), the South African School Act of 1996 (Act 84 of 1996) gives school governing bodies powers to establish committees at schools. A school library committee should therefore be established to manage library and information-related needs in each and every school (*National policy framework ... 1997:45*; Education Labour Relations Council - Employer Fund 2001:2A-17-2A-22).

3.7.1 School library committee

A school library committee assists the teacher-librarian to plan activities and programmes which enhance teaching and learning in the school. It is the responsibility of the school principal to appoint people to serve on a school library committee. A school library committee is constituted to attend to the school's library – related needs and activities and to encourage the use of various media to enrich education (Fourie 2002a:62; Olën & Kruger 1995:153).

3.7.2 Composition of a school library committee

A school library committee should be composed of representatives of the school community, including the school library's staff (Fourie 2002a:62). It is made up of educators, school administrators, learners and their representatives, parents, teacher-librarians and a public librarian. It should have at least three representatives from the following groups: the principal or deputy principal, the school governing body (SGB), school library staff, subject educators and

the Learners Representative Council (LRC) in high schools, community library staff and interested parents (Fourie 2002a:62–63).

In the case of smaller schools, all members of the staff should serve on a school library committee. It is a school library committee's responsibility to decide on the number of meetings per year, but it should meet at least twice a year (Fourie 2002a:62–63; Olën & Kruger 1995:153).

Not all countries have a dedicated school library committee. In Greece, for instance, general school committees are responsible for managing school libraries. They comprise a representative of the municipality, a learners' representative and the head teacher of the school (Saitis & Saiti 2004:14).

3.7.3 Aims and functions of the school library committee

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

- promote the best interests of the school and strive to ensure its development through the provision of quality education at the school;
- develop and implement a policy and mission statement for the school library;
- support the principal, educators and other staff of the school in the performance of the professional functions of the school library;
- prepare, monitor and administer the school library budget;
- encourage parents to render voluntary service to the school library;
- ensure the proper use, safety and security of the educators and

learners when using the collection;

- ensure the safety and security of the collection when not in use (*National policy framework ...1997:66–67; Fourie 2002a:63*).

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

- maintain and improve the property and buildings of the library;
- determine library opening hours;
- give advice regarding the purchase of educational materials and equipment;
- allow reasonable use of school library facilities for community, social and school fundraising purposes (this power should be subject to the reasonable conditions determined by the school's governing body, which may include the charging of a fee);
- enter into partnership agreements within the parameters of the South African Schools Act (*Fourie 2002a:63-64; National policy framework...1997:67*).

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

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

- continuously assess the results of work done and make adjustments as necessary (Fourie 2002a:64).

3.7.4 Managerial functions

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

a. Planning

The school library committee members should plan school library programmes thoroughly and effectively to remove uncertainties and chaos. It should plan carefully what each member of the staff is expected to do (Fourie 2002a:64; Morris, Gillespie & Spirt 1992:180; Van Niekerk 1988:30).

b. Organising

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

c. Delegation

The school library committee as management has powers to delegate other members of the library committee to carry out tasks and activities for the school library (Fourie 2002a:64; Stueart & Moran 1987:68).

d. Coordination and integration

Coordination is defined as a purposeful attempt to link, interrelate and ensure that all the activities of a school library are

harmoniously executed. Coordination and integration is essential to ensure the communication and flow of information in a school library (Prostano & Prostano 1999:42; Stueart & Moran 1987:75). A school library committee should coordinate work programmes during meetings. It should also ensure that activities for the implementation of the year programme are prioritised (Fourie 2002a:64).

e. Controlling

The school library committee should know what is actually happening within a school library by monitoring and evaluating performance, and take corrective measures or actions in cases of deviations, irregularities and anomalies from standards and objectives. It should ensure that resources are used effectively and efficiently (Fourie 2002a:18; Morris, Gillespie & Spirt 1992:181; Van Niekerk 1988:221).

The school library committee should control all the school library activities and arrange for regular feedback during meetings (Fourie 2002a:64).

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The school library committee should therefore evaluate the use of resources and the professional management of a school library (Fourie 2002a:64).

f. Staffing

It is the managerial task of the school library committee to recruit qualified teacher-librarians and their assistants to render service in the school library (Prostano & Prostano 1999:108).

g. Directing

The school library committee should try to establish and foster a healthy working relationship, cooperation and willingness amongst school library staff to motivate them to work efficiently and effectively. It should keep its communication channels open to encourage negotiation or communication (Fourie 2002a:15; Morris, Gillespie & Spirt 1992:180-181).

The school library committee should direct, guide and lead the school library staff to work diligently and strive for the achievement of the aims and objectives of a school library. They should work collaboratively with subject teachers to improve performance and to clarify assignments and projects given to learners (Prostano & Prostano 1999:23).

3.8 SUMMARY

To successfully implement OBE, functional and well-resourced school libraries are needed for learners and educators to source their own curriculum-related information. School libraries are educational resources for teachers and learners. In this chapter, a model of school library functions developed by Prostano and Prostano (1999) was used to identify the following interrelated elements: resources, management activities and programme activities.

Adequate collections, facilities, equipment and staff are needed for school libraries to function optimally. Funds are equally needed to purchase library facilities, equipment and other materials. Sound management is needed to run and operate school libraries. Therefore, a school library committee is required to ensure that this is done effectively.

Although the user service functions of the school librarian were discussed in this chapter in order to stress the essential role of staff in the school library, the focus of this study was on the resources required to support these services rather than the services themselves. Information organisation and retrieval in school libraries was also discussed briefly in this chapter to indicate the support functions of the teacher-librarians, although it was not investigated in this study.

The situation in respect of school library resources described in this chapter represents the ideal situation, and therefore it is important to assess the actual situation in regard to school library resources in South Africa. This has been done empirically in respect of a pilot study conducted in the Lebopo Circuit, Capricorn District of Limpopo Province. The findings of this pilot study will be reported in Chapter 5.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

As explained in Chapter 2, a wide variety of resources are needed to enhance teaching and learning in schools. The particular resources which are needed in school libraries were dealt with in Chapter 3.

The focus of this study was on school library resources and not on the user service functions of the school librarian or information organisation and retrieval in school libraries.

The resources required in schools are facilities and equipment, the staff, funds, collections and materials.

In this chapter, the research method used to conduct an exploratory investigation into the current state of library and information resource provisioning in schools in the Lebopo Circuit of the Capricorn District, Limpopo Province, is discussed.

A survey was conducted using self-administered questionnaires, but it took the form of a pilot study or trial run. Pilot studies are exploratory studies which are conducted on a small scale. They usually precede larger research studies. They are also referred to as feasibility studies. This pilot study was undertaken to test the feasibility of conducting a similar study on a larger scale. It was also undertaken to test the measuring instruments, namely, the structured questionnaires used to collect data on a small scale which could be used to conduct full-scale research in future. Pilot testing is particularly important when using questionnaires with fixed alternatives (Babbie 1990:220; Bless & Higson-Smith 2000:105; De Vos 1998:153; Van Teijlingen & Hundley 2001:1-2).

Some advantages pertain to the use of pilot studies. A pilot study may serve as a template or model for a further full research study. It provides important information for use by future researchers. Pilot studies are useful because they can be used to test the reliability and validity of the methods used to collect data (Du Plooy 2002:93). They enable the researcher to identify logistical problems which are anticipated in full-scale studies. They may help future researchers to estimate resources or requirements needed for fully-fledged research.

Pilot studies are run for a very short time and on fewer research subjects. Empirical findings based on a pilot study can easily be analysed and interpreted, but they cannot be generalised to the larger study population, because they are conducted on a smaller scale. The small size of the sample could threaten the external validity of the study because most schools in Limpopo are excluded. However, this study does not attempt to meet the requirements in respect of external validity, and the empirical findings cannot be made applicable to the Limpopo Province as a whole.

It is also not the intention to use the data to draw conclusions about cause and effect relationships, or to explain the relationship between variables. The objective is merely to describe the present situation in respect of library resources in schools in Lebopo Circuit. Therefore, the size of the sample in relation to the number of high schools in Limpopo is not important.

The questionnaires could be used by other researchers conducting a study involving a group of subjects who are similar to the respondents in this pilot study and which also focuses on investigating library resource provisioning in South African schools in future.

4.2 RESEARCH METHOD

4.2.1 Selection of the sample

According to the Annual Survey 2007 Update Master of the Limpopo Department of Education, the Province has 1523 high schools distributed in five districts, namely, Capricorn, Mopani, Greater Sekhukhune, Vhembe and Waterberg. Capricorn District is the largest, with 371 high schools distributed throughout 30 circuits.

As pointed out above, the researcher wished to test the questionnaires on a small group of teacher-librarians and principals and to deliver the questionnaires personally to each school. Personal delivery of questionnaires to various circuits would have involved extensive travelling to different remote areas. Therefore, the sample was limited to all high schools in the Lebopo Circuit of the Capricorn District, Limpopo Province rather than including all high schools in the province. Data was collected from teacher-librarians and principals of sixteen (16) high schools, namely, Manoshi, Mamokgari, Tshebela, Mokwatedi, Mmapadi, St Bedes, Maisha, Makgalapane, Tsela Chueu, Phunyako, Mamodikeleng, Setlakalana, Chakga, Zoetfontein, Ngwanaseala and Magaedisha. This list of schools in the circuit formed the sampling frame.

4.2.2 Design of the questionnaires

There were two questionnaires, as shown in Appendices C and D. Questionnaire 1 was intended for completion by the teacher-librarians or educators responsible for library and information matters at schools. It dealt with types of resource centres at schools, facilities and equipment, collections and materials, library staff and their qualifications. Questionnaire 2 was intended to be completed by the principal of each school. It dealt with the funding for library and information resources at schools.

Questionnaire 1 was subdivided into four sections.

In section A, teacher-librarians were requested to furnish the names of their schools.

Section B (Questions 1-8) dealt with facilities, equipment and hardware.

Section C (Questions 9-14) dealt with collections and materials in school libraries and their use by learners and educators.

Section D (Questions 15-22) dealt with library staff, the school library committee and library management.

Most of the questions were structured-open format questions. In the structured-open format, a question is compiled according to structured response options but there is also an open option, namely, "Other". Questions 1, 2, 4, 6, 8, 9, 11, 12, 14, 15, 18 and 21 were structured (closed-ended) questions with an open option because they contained a range or list of possible options or answers where respondents were asked to select or choose an answer by ticking or marking the relevant block(s). Spaces were also provided for respondents to furnish more information where applicable in the open option.

Responses to structured (closed-ended) questions can more easily be processed than unstructured (open-ended) ones; that is, they are easily coded and analysed. They therefore save time, money and effort. They also provide "greater uniformity of responses from respondents" (Babbie 2007:246; Bailey 1994:118; Du Plooy 2002:138). Structured (closed-ended) questions also have disadvantages. They limit respondents to choosing only the given possible answers. They may also encourage respondents to guess the answers.

Questions 3, 5 and 7 dealt with facilities and equipment. Questions 10 and 13 concerned realia and teaching aids. All these questions were structured (closed-ended) multiple choice questions because

the respondents were given three options (“yes”, “no”, “do not know”) from which to choose (Du Plooy 2002:142).

Questions 17, 18 and 19 dealt in more detail with the school library committee. Question 17 wanted to know if respondents were members of a school library committee. It is an example of a contingency question following upon Question 16, a closed-ended (multiple choice) question which asked if respondents had school library committees in their schools. Therefore, Question 17 was supposed to be answered only by respondents who ticked “yes” in Question 16, indicating whether they were members of a school library committee or not. The options in Question 17 were “yes” or “no”. This question is dichotomous because there are only two options.

Question 18, dealing with the number of school library committee meetings per year, is an example of a closed-ended question (multiple choice) because respondents had four options to choose from, namely, one, two, three or four meetings per year. In Question 20, they were asked about the management of the school library. These two questions had a structured-open format. In Question 19, they were asked to indicate the functions of the school library committee.

In Question 12, the teacher-librarians were asked to indicate the frequency with which learners use library resources for certain learning areas. “Often”, “sometimes” and “never” were given as options. Spaces were also provided where respondents were requested to specify the frequency of use of the library resources to find information for tasks in respect of any other learning areas not listed as fixed options.

Question 22 is an example of an unstructured (open-ended) question, because respondents were asked to write down their own

comments on any issues or needs in respect of library resources in schools.

Open-ended questions give respondents latitude to give their answers as adequately as possible. They allow respondents to express themselves fully in writing their answers. Respondents are encouraged to express their own ideas, attitudes and opinions on a particular issue or topic. Open-ended questions can be used where there are too many possible answers for a particular question (Babbie 2007:246; Bailey 1994:120-121).

Open-ended questions also have disadvantages. Respondents may give irrelevant and worthless information not needed by the researcher. Responses are not standardised, and this makes coding and analysing difficult. Open-ended questions require that respondents should have a good educational background so that they can express themselves better. They require that respondents should have good writing skills so that they can express themselves sufficiently. Time and effort are needed in answering questions which require long answers. This may discourage respondents who are reluctant to answer long questions and questionnaires (Babbie 2007:246; Bailey 1994:120-121; Bless, Higson-Smith & Ashkraf 2006:132).

As mentioned earlier, Questionnaire 2 dealt mainly with funds. Question 1 is a screening or filter question, because it is used to identify those schools that have a budget and those which do not. Filter or screening questions are followed by directions such as, "If 'yes' go to Question 2. If 'no' go to Question 3". Questions 4 and 6 are also examples of filter or screening questions.

Question 2, which concerns funding sources, is a contingency question because its relevance is determined by the respondent's response to the earlier screening or filter question (Question 1)

(Babbie 1990:369; Bailey 1994:136; Bless, Higson-Smith & Ashkraf 2006:131; Du Plooy 2002:139).

Question 3 concerns the percentage of the school budget spent on library resources. This is an example of a fill-in question, because respondents may give any answer.

Questions 4 and 6 concern sponsors and donors for library improvements. Questions 5 and 7 concern financial statements. Questions 4 and 6 as well as 5 and 7 are examples of filter and contingency questions, respectively.

Questions 8 and 9 concern the School Library Committee and funding, respectively. They are examples of unstructured (open-ended) questions, because respondents are provided with spaces to give their own opinions about the functions of the school library committee and funding issues.

Technical errors and mistakes occurred inadvertently during the typing of the questionnaires, because of the software package used. When the questionnaires were saved on the computer, some mismatching of the options and coding numbers occurred. For example, in Questionnaire 1, Questions 1, 2, 3, 4, 7, 8, 9, 11,12,14,15 and 21, the blocks did not clearly match the options. In Questionnaire 2, Questions 1, 2, 4, 6 and 7, the same error occurred.

However, during data collection, the researcher was present to explain and clarify such errors and mistakes. Some errors also occurred in the code numbering. Some were omitted (numbers 27 and 39) and a few were duplicated (number 70). However, as the data was calculated by hand, these coding problems were easily sorted out. In a larger study, these mistakes must be avoided.

4.2.3 Administering the questionnaires

To conduct the pilot study, written permission had to be obtained from the Limpopo Department of Education (see Appendices A and B).

Questionnaires were personally delivered by the researcher to all high schools in the Lebopo Circuit of the Capricorn District. The physical presence of the researcher was advantageous, because it was more personal than a postal or telephone survey (Du Plooy 2001:132). In addition, there were no postal charges and delays. Although the respondents completed the questions on their own, the researcher was able to explain and clarify issues about which they were unsure.

Although it is expensive to be personally present when respondents are filling in the questionnaires, the researcher could always personally clarify technical mistakes and errors on the questionnaires. The researcher could also explain the aims and objectives of the study.

There were also some disadvantages involved in the researcher physically delivering the questionnaires to the schools, himself. Travelling costs escalated because of wide geographical distances between schools. Roads were untarred and bumpy.

The respondents (teacher-librarians and principals) were given sufficient time to fill in the questionnaires which were then again personally collected by the researcher.

Although the response rate was 100%, the researcher did not attempt to ensure the completeness of the responses to the questions in the questionnaires or to exercise control over the responses given.

The researcher was obliged to explain verbally some terms, such as, 'realia', 'data projector', 'service or circulation desk', 'study carrels', 'computer software' and 'multimedia kits' because some teacher-librarians did not understand them. This implies that researchers doing a similar study using a self-administered questionnaires should provide a list of terms and their meanings to accompany the questionnaires, to avoid this problem in future.

The collection of data on library resources can be improved if researchers complete the questionnaires themselves, rather than relying on teacher-librarians who are not sufficiently trained and therefore cannot understand the questions or properly complete the questionnaires. Teacher-librarians who cannot organise their collections according to the Dewey Decimal Classification system to facilitate access and retrieval of information sources, lack library skills and cannot catalogue materials in their resource centres, and cannot report on the current state of their collections in a coherent way. Observation techniques can also be used, and researchers can examine facilities and collections themselves, and report on them. However, there are some disadvantages when researchers fill in the questionnaires themselves, at schools. More time and funds will be needed to conduct a larger study of this nature in future.

Teacher-librarians generally lack time to fill in questionnaires, because they have the same teaching responsibilities as other teachers in the schools. Appointments with teacher-librarians and principals are therefore necessary to avoid disappointment and embarrassment.

Each completed questionnaire bears the school stamp, to indicate that the researcher indeed visited all schools personally.

4.2.4 Analysis of data

In this pilot study, a quantitative data analysis approach was adopted. Responses to each item of the questionnaires were manually coded on the coding sheet, that is, it was done by hand because the pilot study involved only sixteen schools.

To ensure accurate data analysis, all data were pre-coded. However, the responses to the open-ended questions were post-coded into categories in respect of the names of the participating schools, opening hours, facilities and equipment, furniture, information and reference sources, electronic hardware and software, learning areas, library staff and funds. In this way the data could be analysed. Tables, figures or graphs were used to present data for appropriate data analysis, and enabled the researcher to identify patterns and trends where appropriate. Data analysis also made comparisons of information or data from various schools possible.

4.3 SUMMARY

This pilot study was conducted to test the feasibility of undertaking a full-scale research project of this nature in future. It also provided an opportunity to test the questionnaires. All sixteen high schools of Lebopo Circuit, Capricorn District, Limpopo Province formed a sampling frame. The researcher personally delivered questionnaires to all schools, for completion. The questionnaires were again personally collected. All data in respect of closed questions were pre-coded, and for open questions, data were post coded and then classified into categories for data analysis.

During data collection, the researcher explained and clarified technical errors and mistakes which occurred during the typing of

the questionnaires to respondents. Difficult terms were also explained to them.

In Chapter 5, the findings of this pilot study are reported and discussed, although they cannot be generalised to a large population as the study excluded many schools in the province.

CHAPTER 5

FINDINGS OF THE PILOT STUDY ON LIBRARY AND INFORMATION RESOURCES IN RURAL SCHOOLS IN LIMPOPO

5.1 INTRODUCTION

As pointed out in Chapters 2 and 3, resources are needed to support OBE and to enhance teaching and learning in schools. For school libraries to function effectively, resources in the form of facilities, equipment, hardware, materials and collections, funds and staff are needed.

In this chapter, the findings of the pilot study on library and information resources in rural schools in the Lebopo Circuit, Capricorn District, Limpopo Province, are reported.

5.2 STAFF AND THEIR QUALIFICATIONS

Teacher-librarians should have dual qualifications, that is, teaching and Library and Information Science qualifications. All teacher-librarians enrolled for a teacher-training diploma, degree and or certificate do a librarianship course. In Question 15 (Questionnaire 1), teacher-librarians were asked to indicate their qualifications. Different types of qualifications were given as options, and respondents could mark any applicable block (s).

All sixteen teacher-librarians indicated that they had a teaching degree (43,7%) or diploma (56,2%). Only one had a one-year diploma in Library and Information Science. Two respondents had certificates in library and media studies. None of the teacher-librarians had a degree in Library and Information Science. Three of the teacher-librarians had more than one kind of qualification. Table 5.1 below indicates the qualifications of teacher-librarians:

TABLE 5.1
Qualifications of teacher-librarians

Qualifications	No. of teacher-librarians	Total	%
Teaching diploma	9	16	56,2
Teaching degree	7	16	43,7
Certificate in library and media studies	2	16	12,5
Library and Information Science diploma	1	16	6,2

As only three respondents held a diploma or certificate in a librarianship qualification, this study generally indicates that there is a shortage of qualified teacher-librarians in the Lebopo Circuit. It is possible that the same applies to other circuits, other districts and to the province in general. The NEIMS (2007) report did not mention findings in respect of teacher-librarians' qualifications.

These findings do not differ markedly from the situation in other developing countries. For example, in a study of teacher-librarians in Saudi Arabia, Siddiqui (1995:3) found that very few teacher-librarians had library qualifications.

5.3 FACILITIES

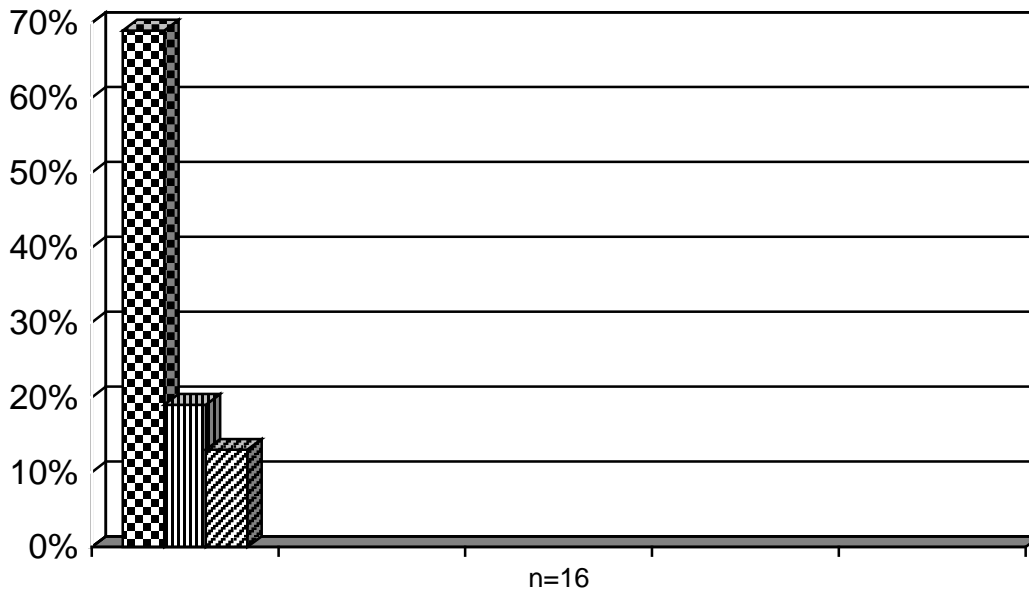
Facilities include accommodation, electricity, furniture and other kinds of equipment or hardware. The opening hours (Question 2 of Questionnaire 1) will also affect the use made of the library facilities.

5.3.1 Accommodation

As explained in Chapter 3, space is essential to accommodate or house various media formats in the collection. Central school library buildings, staffrooms, storerooms and converted classrooms provide accommodation for school library resources. However, as previously mentioned, many schools in South Africa do not have functional school library facilities.

In Question 1 (Questionnaire 1), respondents were asked to indicate which kinds of resource centres are available in their schools, namely, a centralised school library, a converted classroom serving as a library, a classroom collection and other facilities with library resources. The results are shown in figure 5.1 below:

FIGURE 5.1
Kinds of resource centres



- ▣ Converted classrooms into libraries
- ▤ Centralised school libraries
- ▥ Staffroom or storeroom as library

Of all sixteen high schools, only two schools have centralised school libraries. One school, which owns a fully-fledged school library, is a Catholic school under the control of the Catholic Institute of Education (CIE). The school is funded and sponsored by CIE and other donors from abroad. As already pointed out in Chapter 3, only 7,2% of schools in South Africa have fully-fledged libraries. In the Limpopo Province only 2,3% of schools have libraries. This implies that there is a serious shortage of school libraries in South Africa.

The other school with a centralised library had long been declared a “government” school by the former Lebowa Department of Education. That implies that the school was funded directly by the Department. Other schools do not have fully-fledged school libraries, because they were built and run by people living in particular villages, hence the name “community schools”. Learners paid low school fees which could only be used to buy inexpensive items such as chalk, dusters and brooms. Communities gave

the building of classrooms first priority because they did not have sufficient funds to build school libraries as well. Even today, former community schools do not have enough classrooms.

Eleven (69%) schools have converted a classroom into a school library. The researcher observed that these converted classrooms are not library and information services in the true sense of the word. Their collections are disorganised and unsystematic, with no catalogues to facilitate access and the retrieval of information and information sources. The remaining three (19%) schools indicated that they have either a staffroom or storeroom that serves as another type of library facility housing information sources. Staffrooms are congested with books to be marked by teachers, boxes of duplicating papers, tables and chairs for teachers, brooms and cleaning materials, various textbooks supplied by book suppliers, photocopying machines and computers - where they exist. Storerooms house old books, boxes of extra exercise books, old duplicating machines and typewriters, as well as school equipment such as spades, rakes and forks.

5.3.2 Furniture

As pointed out in Chapter 3, tables and chairs are needed to provide seating accommodation. Steel cabinets are needed to store the pamphlet collection. Shelves are needed to house books.

In Question 8 (Questionnaire 1), respondents were asked to indicate the kinds of furniture available in their school libraries, namely, shelves, filing cabinets, service or circulation desks, chairs for seating, tables, periodical shelving, display shelves, study carrels and other types of furniture. Respondents could mark any applicable block(s). The results are indicated in Table 5.2 below:

TABLE 5.2
Furniture in schools

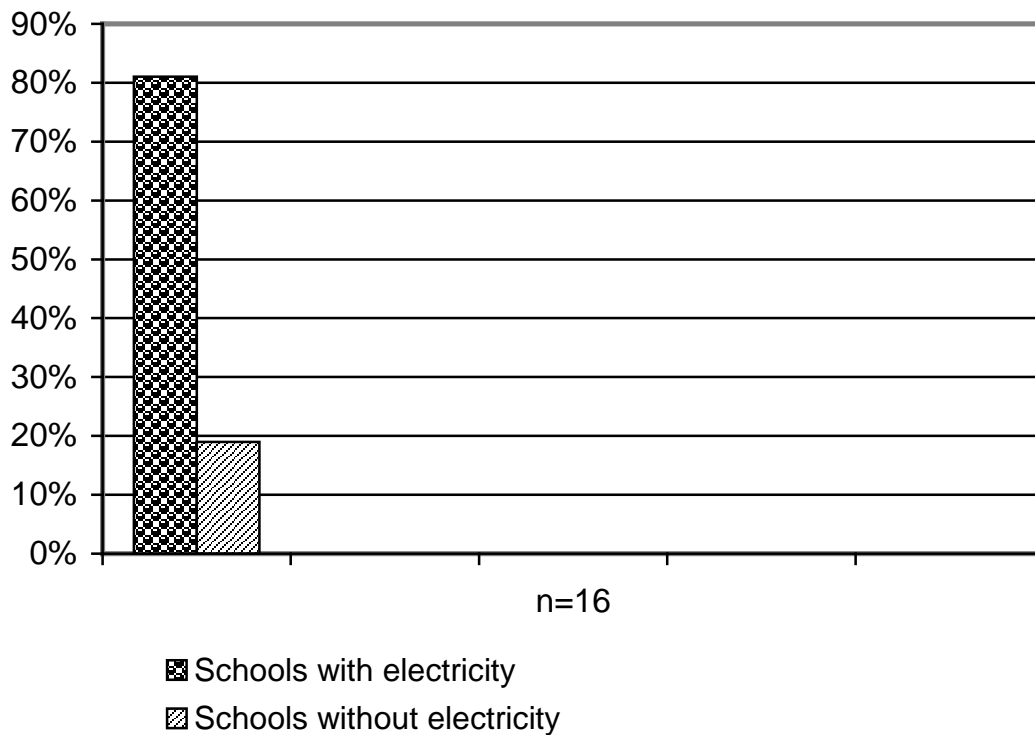
Type of furniture	Number of schools	Total	%
Shelves	13	16	81,2
Filing cabinets	12	16	75,0
Seating chairs	9	16	56,2
Tables	9	16	56,2
Circulation desks	4	16	25,0
Periodical shelving	1	16	6,2

The majority of schools have shelving for books (81,2%) and filing cabinets (75%). More than half have chairs (56,2%) and tables (56,2%) respectively. Four (25%) have circulation desks and one has periodical shelving. None of the schools own display shelves and study carrels. The term “study carrel” was explained to some of the teacher-librarians who did not understand it. It is clear that in the case of the three schools which store their library resources in a staffroom or storeroom, there would not be enough space for much furniture.

5.3.3 Electricity

In Question 3 (Questionnaire 1), respondents were asked to indicate whether their schools have electricity. The results are shown in figure 5.2 below:

FIGURE 5.2
Electricity supply in schools



Thirteen (81,3%) high schools in Lebopo Circuit are electrified and three (18,7%) are without electricity. During data collection, this researcher found one school using a generator to operate a photocopier.

As already pointed out in Chapter 3, the majority (77%) of South African schools are electrified. In the Limpopo Province as a whole, 85% of schools are connected to Eskom. As Eskom is presently experiencing problems with power supply in the country, perhaps generators and solar panels should be used as back-ups in schools.

Without electricity, schools are disadvantaged. Educators cannot use photocopiers, computers, television sets and overhead projectors. Education is greatly affected by lack of electricity in schools. For instance, educators cannot photocopy articles for teaching and learning from newspapers and periodicals. It is also difficult to copy diagrams and drawings from books and periodicals to make teaching and learning

interesting and stimulating. The researcher observed that in schools without electricity, educators use old roneo machines to duplicate test papers, which are not legible enough for learners to read properly. Principals cannot photocopy circulars for distribution to educators. This makes management very difficult. All correspondence has to be done by hand in schools where there is no electricity to use computers for word processing purposes.

5.3.4 Audio-visual equipment

Televisions, tape recorders, radios, DVD players, video recorders and data projectors are examples of audio-visual equipment necessary to make use of various types of media, such as audiotapes, DVDs, CD-ROMS and videocassettes.

In Questions 6 (Questionnaire 1), respondents were asked to indicate the types of equipment they have at their schools. They could mark any applicable block (s). Table 5.3 below shows the types of equipment owned by schools respectively:

TABLE 5.3

Audiovisual equipment in schools

Types of audiovisual equipment	Number of schools	Total	%
Television monitors	9	16	56,2
Overhead projectors	4	16	25,0
Tape Recorders	3	16	18,7
Video recorders	3	16	18,7

Over half (56,2%) of the respondents indicated that their schools have television sets. Four schools have overhead projectors and three schools have tape and video recorders. None of the schools have data projectors. This could be due to the fact that the relevant equipment is expensive.

5.3.5 Other equipment

As already implied above, telephones, faxes, photocopying machines and computers are essential equipment in schools.

In Question 4 (Questionnaire 1), respondents were asked to indicate the other types of equipment (facilities) they have in their schools. They were given several items of equipment as options as shown in Table 5.4 below, and could mark any applicable block(s). They were also asked to indicate whether they have any other types of equipment (facilities).

TABLE 5.4
Other equipment in schools

Other equipment	Number of schools	Total	%
Photocopy machines	15	16	93,7
Computer(s)	9	16	56,2
Telephones	7	16	43,7
Fax machines	7	16	43,7

In Lebopo Circuit, the majority (93,7%) of schools indicated that they have photocopying machines. More than half (50%) of the schools have computers. Schools with computers can be connected to the Internet through a telephone modem or other device and software such as Internet Explorer. However, only one school indicated that they have access to the Internet - which is also accessible to the community. Seven schools have telephones and fax machines.

Two schools further indicated that they have old manual typewriters. One school indicated that they use a roneo or a duplicating machine.

These findings agree with the report of the National Education Infrastructure Management System (NEIMS) of the Department of Education (2007) and Rademeyer (2007:11) who state that 68% of the schools in South Africa are without computers. In the Limpopo Province, 82,3% of the schools are without computers for teaching and learning.

5.3.6 Satellite dishes

Equipment such as modems, decoders, satellite dishes, receivers and remote controls are used to pick up signals from satellites in the sky to facilitate telecommunications. These telecommunications facilities are necessary in modern school libraries, so that users can have access to worldwide information via the Internet and view audiovisual media such as television.

In Question 7 (Questionnaire 1), respondents were asked to indicate whether their school has a satellite dish. The results show that only three schools have a satellite dish. In Question 5, (Questionnaire 1), respondents were asked if they have facilities to connect to the Internet. Twelve schools (75%) responded negatively, which means that they do not have satellite dishes, computers and modems to watch television or to connect to the Internet.

Two other schools have installed satellite dishes, but their teacher-librarians informed the researcher that those satellite dishes are non-operational because of vandalism and the subsequent theft of decoders and modems. The researcher agrees with Rademeyer (2007:11), that vandalism is a problem in South African schools.

According to the NEIMS (2007:31) report, of 25145 schools assessed in South Africa, 8035 schools (31,9%) are subjected to vandalism because of a lack of security. This report further states that more than 80% of schools in South Africa are without alarm systems, and this poses a security threat to schools.

In the Limpopo Province, of 4037 schools assessed, 1499 (37,1%) are subjected to vandalism. This report also states that 3774 (93,4%) of 4037 schools assessed have no alarm systems. This implies that security is also necessary to prevent burglary and vandalism of school property.

5.4 COLLECTIONS AND MATERIALS

As pointed out in Chapter 3, all information sources and materials in various formats in a school library constitute a library collection. Print and non-print materials are essential sources for use in Outcomes Based Education, because they enable learners to engage in independent learning.

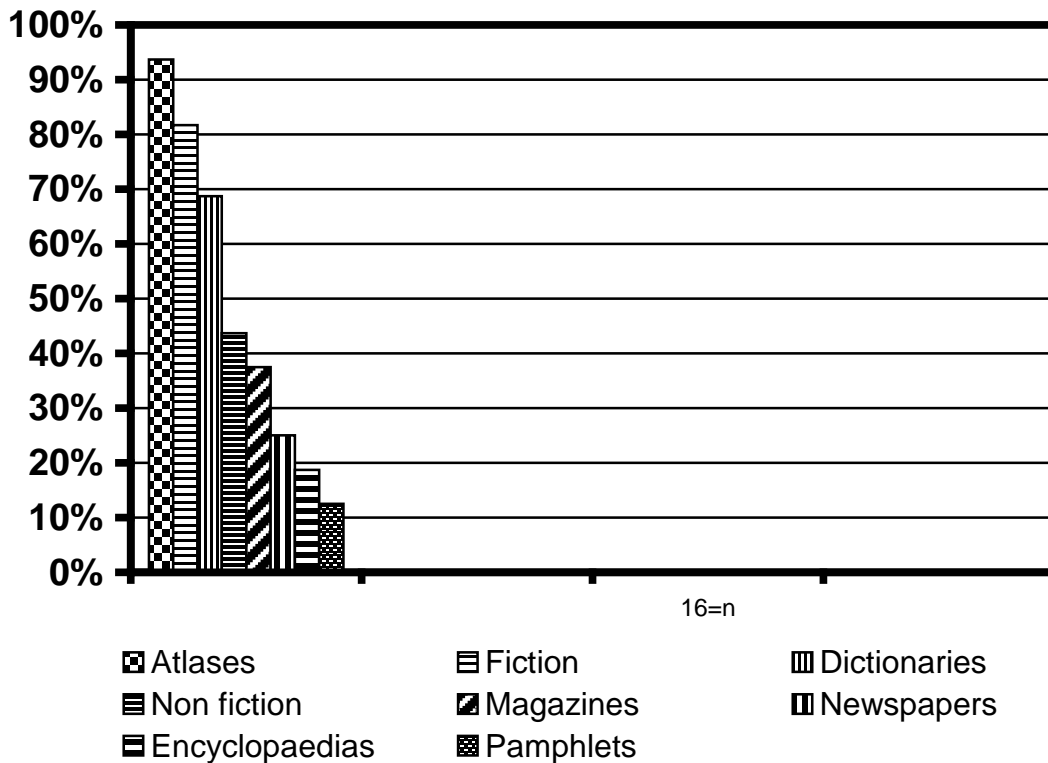
5.4.1 Print materials

Print materials include fiction (story) books, such as English and Sepedi novels, drama, as well as poetry books, non-fiction books such as Life Sciences, Geography and Physical Sciences textbooks, newspapers, pamphlets, periodicals, dictionaries and encyclopaedias. They can be used to encourage learners to develop the reading habit. They are essential because of the fact that many schools in rural areas are not connected to the Internet. They cannot use electronic and online information sources and are therefore reliant on printed materials.

Printed materials stimulate learners to do self-study tasks, such as homework, assignments and projects. In Question 9 (Questionnaire 1), respondents were asked to indicate the types of books and other printed information sources available at their schools.

Most schools have atlases (93,7%) and fiction books (81,2%). Two-thirds (68,7%) have dictionaries. Newspapers are owned by one-quarter (25%) of the schools and magazines by 37,5%, but few schools own encyclopaedias (18,7%). Although pamphlets are available free of charge, only two schools (5%) have a pamphlet collection. Figure 5.3 below shows the extent to which different types of printed materials are held by schools in the Lebopo Circuit:

FIGURE 5.3
Printed materials in schools



5.4.2 Non-print materials

Non-print materials include electronic information sources, audio or auditory and audio-visual media.

Different kinds of media are needed in a school library, to stimulate learning. Auditory media are materials which produce sounds, such as audiotapes (audio cassettes). They can be used to develop the listening and hearing skills of learners. Audiovisual media are sources which produce both pictures and sounds. Video cassettes, DVDs and CD-ROM discs are examples of audiovisual media. They are useful in school libraries because they stimulate both thinking and imagination in learners.

In Question 11 (Questionnaire 1), respondents were asked to indicate the types of media they have at their schools. They could mark any applicable

block (s). Table 5.5 below shows the extent of media held by schools in Lebopo Circuit:

TABLE 5.5
Media in schools

Types of media	Number of schools	Total	%
Videocassettes	9	16	56,2
CD-ROM discs	6	16	37,5
Computer software	5	16	31,2
DVD discs	2	16	12,5
Audiocassettes	2	16	12,5

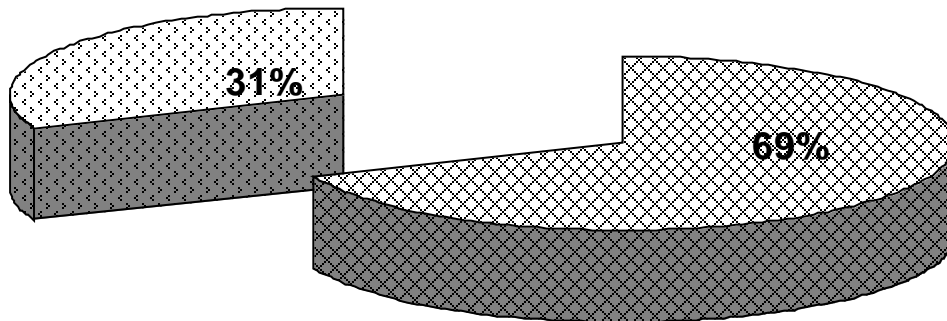
Over half (56,2%) of the respondents indicated that their schools have videocassettes. CD-ROM discs are owned by 37,5% of the schools while 31,2% of the schools have computer software. Only 12,5% of the schools have DVD discs and audiocassettes. None of the schools own multimedia kits because their accompanying equipment may be expensive.

5.5 BUDGETS AND FUNDS

As pointed out in Chapter 3, funds are financial resources which are necessary to purchase library resources and materials. To use library funds effectively, a budget should be drawn up indicating all the activities of the school library. Budgets and funds were covered in Questionnaire 2. In Question 1, the school principals were asked whether they have budgets for library resources. Figure 5.4 below indicates the results:

FIGURE 5.4

Budget for school library resources



n=16

- ☒ Schools without budget for library resources
- ☒ Schools with budget for library resources

The study indicates that 11 (69%) schools have no budget for library resources. The five schools with a library budget drew it from the Norms and Standards grant and school fees in 2007. From 2008, the budget will be drawn from the Norms and Standards grant because, as previously explained in Chapter 3, all schools in the Lebopo circuit have been declared “no fee schools” as they fall in quintile 2. These are schools situated in communities with a low socio-economic standard of living.

In Question 3, school principals were asked to indicate the percentage of the school budget spent on library resources. Eight schools (50%) indicated that they spend none of the school budget on library resources. Only two schools indicated that they spend 11% and 18 % of their school budgets respectively on library and information resources. In Question 4, school principals were further asked if they have sponsors or donors for library improvements. The results indicated that one (6, 2%) of the schools with a central library receive donations of books from the Polokwane Municipal Library. The majority (93,8%) of schools indicated

that they do not have sponsors or donors for library and information resources and materials.

If school libraries lack funding, resource provisioning will be impossible in schools. New books and other library materials will not be bought, and it means that materials in the collection will become old, worn, outdated and will not be replaced. New library resources and equipment will not be bought either. Learners and educators will be reluctant to use outdated, old books and materials available in the school library. Without funding, the school library cannot buy furniture and other essential facilities and equipment.

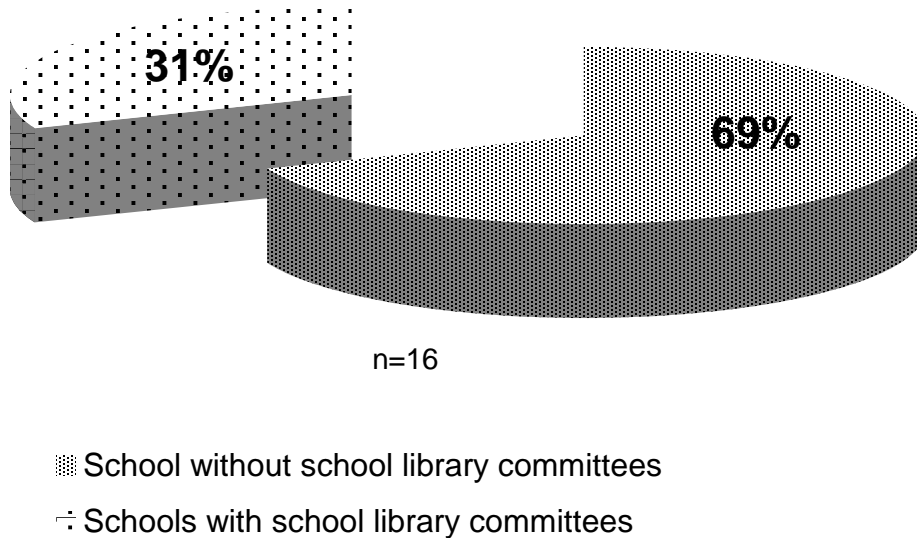
5.6 SCHOOL LIBRARY COMMITTEE

According to *A national policy framework for school library standards*, every school in the country should have a library committee. The South African Schools Act (SASA) (Act 84 of 1996) gives school governing bodies powers to establish library committees to cater for and attend to library matters at schools (South Africa 1997:45).

The school library committee is part of the organisational structure of the school library and carries out certain management activities.

School library committees are bodies responsible for the smooth running of school libraries. For school libraries to function effectively, school library committees are needed for planning, organising and controlling all activities related to school library matters. School library committees are responsible for drawing up a budget, selecting, ordering, acquiring and weeding of library materials and resources. In Question 16 (Questionnaire 1), teacher-librarians were asked whether their schools have a school library committee. Figure 5.5 indicates the results:

FIGURE 5.5
School library committees



Less than one-third (31%) of the respondents indicated that their schools have a school library committee. In Question 17 (Questionnaire 1), teacher-librarians were asked to indicate whether they are members of the school library committee. Again, less than one-third (31%) of the respondents indicated that they are members of the school library committee. In Question 18 (Questionnaire 1), respondents (teacher-librarians) were asked to indicate whether there are other members of the School Library Committee besides teacher-librarians. Less than one-third (31%) of the respondents indicated that “other educators” are also members of the school library committee. Parents and principals were not identified by any of the respondents as being members of the school library committee.

In Question 19 (Questionnaire 1), teacher-librarians were asked to indicate how many meetings were held by the school library committee per year. Five schools indicated that they hold one meeting per year. In Question 20 (Questionnaire 1), teacher-librarians were asked to indicate the most important functions or tasks of the school library committee. Of

the five schools which have a school library committee, three schools indicated that the school library committee is responsible for the issuing and distribution of library materials. Two schools indicated that their school library committees are responsible for the purchasing of library materials and resources.

In Question 8 (Questionnaire 2), principals were asked to explain the functions of the school library committee with regard to fund-raising. This was an open question in which respondents could write down their own comments. Eleven (69%) of the school principals indicated that their schools are without school library committees. This result supports the response by 31% of teacher-librarians indicating that their schools have a functional school library committee. Some school principals with school library committees gave null responses to this question, citing that their committees never ventured into fundraising.

In Question 21 (Questionnaire 1), teacher-librarians were asked to indicate who assists them in running and managing the school library. The options were other educators, learners, parents or guardians and the school library committee. Respondents could also specify any other relevant persons. More than half (56,2%) of the respondents indicated that other educators assist teacher-librarians in managing the library resources at the schools. Nearly one-third (31,2%) of the respondents indicated that their learners assist them in managing and running the library. A small percentage (12,5%) of the respondents indicated that their school library committee assists them in running and managing the library. None of the respondents chose parents or guardians as an option.

5.7 LIBRARY AND MEDIA USE

Although the researcher did not question learners directly, he wished to determine learners' reasons for using library resources and whether it is connected to the learning areas. This information is essential because it indicates whether library resources are necessary. It also indicates whether teacher-librarians are cooperating with teachers in encouraging learners to use resources for school tasks, such as assignments, projects and research. The use of library resources is also determined by the opening hours of the resource centres.

5.7.1 Library use by learners in various learning areas

As pointed out in Chapter 2, learning areas are the subjects which are offered at a particular school. According to the National Curriculum Statement, the new curriculum consists of 29 subjects (Department of Education 2007: 2). Examples of subjects in schools are Languages, History, Life Sciences, Life Orientation, Economics, Mathematics, Physical Sciences, Information Technology and Agricultural Sciences.

In Question 12 (Questionnaire 1), teacher-librarians were asked to indicate how frequently learners use library resources for learning purposes. They were given the options to tick or mark "often", "sometimes" and "never". Table 5.4 below indicates the results:

TABLE 5.6
*Use of school library resources in the
learning areas or subjects*

Frequency of use in learning areas	Often	%	Sometimes	%	Never	%
English	4	36,3	5	45,4	1	9,0
Life Sciences	1	9,0	6	54,5	3	27,2
History	2	18,1	4	36,3	2	18,1
Natural Sciences	1	9,0	8	72,7	2	18,1
Arts and Culture	1	9,0	8	72,7	2	18,1
Physical Science	1	9,0	9	81,8	1	9,0
Geography	2	18,1	7	63,6	2	18,1
Agricultural Sciences	1	9,0	7	63,6	3	27,2
Economics	1	9,0	7	63,6	2	18,1
Number of respondents :11						

The data above was cross-tabulated with types of library accommodation. The results show that of the eleven teacher-librarians who used converted classrooms as libraries, only one indicated that learners “never” use the library resources for learning purposes.

Most of the teacher-librarians indicated that learners “often” or “sometimes” use the library resources for learning purposes. Learners use library resources most “often” for English. Two teacher-librarians respectively indicated that learners “often” use library resources for History and Geography. On the other hand, nine teacher-librarians indicated that learners “sometimes” use library resources for Physical Science and eight indicated that library resources are “sometimes” used

for Natural Sciences and Arts and Culture, respectively. Two teacher-librarians further indicated the use of library resources for other learning areas not mentioned on the questionnaire. One teacher-librarian indicated that their learners “sometimes” use library resources for Accounting but “never” for Mathematics. Another teacher-librarian indicated that learners “sometimes” use resources for Afrikaans and Life Orientation, but “never” for Accounting and Mathematics.

In Question 2 (Questionnaire 1), teacher-librarians were asked to indicate the opening hours of their resource centres. Six schools (37,5%) indicated that their resource centres are open during breaks. Five schools (31,2%) indicated that their resource centres are open during class periods. Three schools (18,7%) indicated that learners use their resource centres during free periods. The teacher-librarians of the two remaining schools indicated that learners use their resource centres before and after school.

5.7.2 Use of media or teaching aids and realia

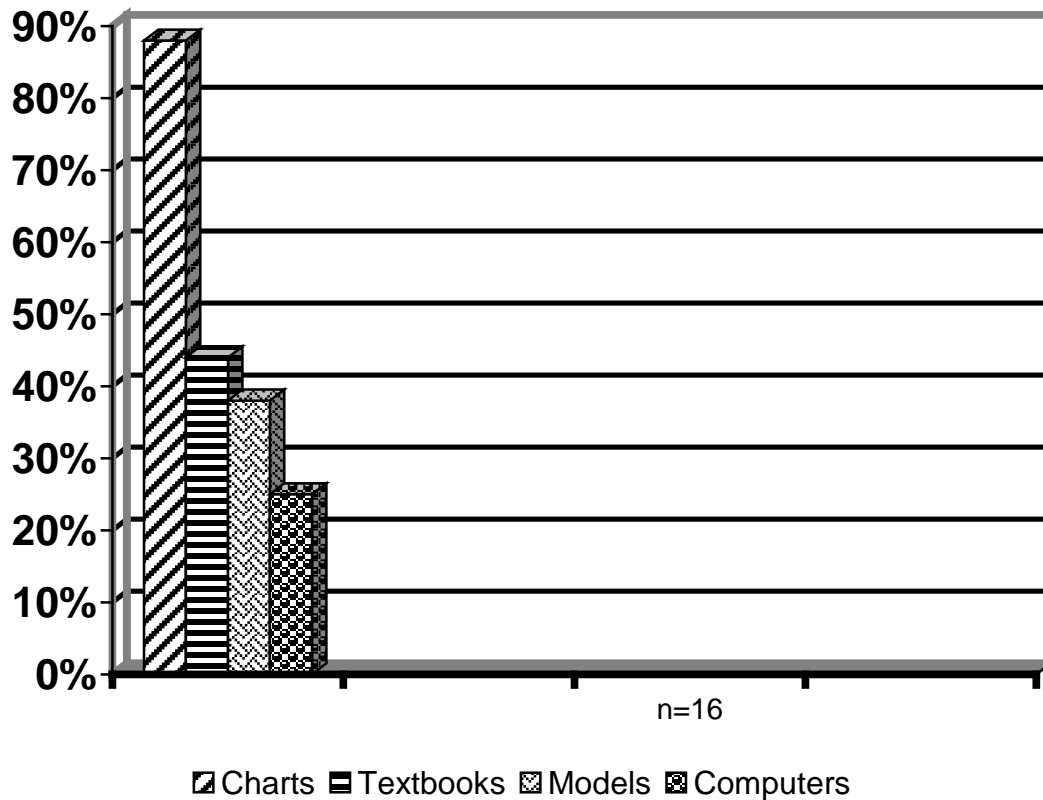
Teaching aids are different media in various formats used to enhance teaching and learning in schools. As the new curriculum is resource-based, a wide variety of teaching and learning aids are needed to encourage lifelong learning among learners.

In Question 13 (Questionnaire 1), teacher-librarians were asked whether they were using teaching aids - for example, charts, computers, models and textbooks, to teach lessons. Fifteen schools (93,7%) indicated that they use teaching aids to teach lessons.

In Question 14 (Questionnaire 1), teacher-librarians were asked to indicate the specific teaching aids they use. They were given a list of teaching aids and asked to mark any applicable block(s). The results are shown in figure 5.6 below:

FIGURE 5.6

Use of teaching aids and media in schools



The majority (87,5%) of schools use charts as teaching aids. Only 43,7% of the teacher-librarians use textbooks and 37,5% use models in their lessons. One-quarter (25%) of the teacher-librarians use computers for teaching and learning purposes

According to the National Education Infrastructure Management System (NEIMS) of the Department of Education, 68% of schools in South Africa have no computers. In Limpopo, more than 82% of the schools have no computer facilities for teaching and learning purposes. One school indicated that they also use atlases and dictionaries as teaching aids.

In Question 10, (Questionnaire 1), teacher-librarians were asked to indicate whether they kept realia in their library collection. Some teacher-librarians did not understand the meaning of the term realia. It was verbally explained to them that realia are tangible or real materials such

as dead locusts and butterflies kept in a formaldehyde solution, as well as natural substances such as water and soil kept in containers in the collection.

Twelve schools indicated that they do not have realia in their resource centres, and therefore they do not use them to teach lessons. Asked verbally why they do not use realia, teacher-librarians indicated that they prefer to use charts and textbooks. Only four (25%) teacher-librarians indicated that they kept realia in their resource centres and made them available as teaching aids.

5.8 RESPONDENTS' VIEWS ON THE STATE OF LIBRARY RESOURCES IN SCHOOLS

5.8.1 Teacher-librarians

In Question 22, (Questionnaire 1), teacher-librarians were asked to write their comments and opinions in respect of library resources in their schools. Teacher-librarians of nine (56,2%) schools indicated that resources such as buildings, furniture, computers, funds and access to the Internet are needed to support a fully-fledged school library service. Over 36% of the teacher-librarians indicated that new and recent books, dictionaries, encyclopaedias, newspapers and magazines are needed for school library collections. One respondent did not comment, pointing out that as her school lacked a centralised library building she could not comment on library resources. It is clear that some teacher-librarians equate library resources with a library building.

5.8.2 Principals

In Question 9, (Questionnaire 2), principals were asked to comment or give opinions on funding for school library resources. Ten school principals (62,5%) indicated that more funding is needed to buy library resources and materials. Four principals (25%) did not comment. Two

principals (12,5%) indicated that sponsors and donors are needed for library improvements at schools.

5.9 SUMMARY

Although the findings of this pilot study cannot be generalised to a wider study population because the study covered only a small percentage (1%) of high schools in the Limpopo Province, they reflect other findings which indicate that there is a shortage of school libraries in South African schools. It is clear that more funds are needed to build school library buildings, since only two of the sixteen high schools in the Lebopo Circuit have functional school libraries. Eleven schools have converted classrooms to serve as libraries. The remaining three schools house their library resources in a storeroom or staffroom.

As 69% of the schools in Lebopo Circuit do not have a budget to buy school library resources and materials to keep their collections up-to-date, more funding is also needed to buy materials, equipment and facilities. The findings of this pilot study also indicate that there is a shortage of qualified teacher-librarians in Lebopo Circuit. Only three teacher-librarians have library qualifications. One teacher-librarian has a Library and Information Science diploma. Two teacher-librarians are under-qualified, because they only have certificates in library and media studies. Three schools in the Circuit are still without electricity. Only five schools have school library committees to manage and run their school libraries.

Most schools have atlases (93,7%) and fiction books (81,2%), 68,7% of the schools have dictionaries and 43,7% have non-fiction books in their libraries. One quarter (25%) of the schools have newspapers in their collection. Encyclopaedias are owned by few schools (18,7%). Only 12,5% of the schools have newspapers in their collection.

Nine schools (56,2%) own television sets. One-quarter (25%) of the schools have overhead projectors; 18,7% of the schools own tape

recorders. The same percentage of schools own video recorders. None of the high schools in Lebopo Circuit have data projectors and multimedia kits, because they are expensive.

As stated above, this pilot study was aimed at testing the feasibility of the study, as well as the questionnaires, for further future research. It was not intended to provide conclusive evidence of the situation in Limpopo. These findings are therefore inconclusive.

In Chapter 6, conclusions and recommendations are provided, based on the exploratory findings of the pilot study dealt with in this chapter.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The purpose of this pilot study was to investigate the availability of library resources (facilities, equipment, staff and collections) in rural schools of Limpopo Province. OBE is a resource-based method of teaching and learning which means that teaching and learning should be supported by a variety of sources in various formats. Various sources are required to stimulate learners to learn on their own, with educators as facilitators. Well-resourced school libraries are therefore needed to support the implementation of OBE in South Africa, particularly in rural areas where schools are poorly resourced. However, as pointed out in Chapter 3, in South Africa only a small percentage of schools have functional school libraries. The situation in Limpopo is even more serious.

With the above purpose in mind, the main and sub-problems were formulated as follows:

1. To what extent are library and information resources made available in rural schools to support both teaching and learning programmes as required by OBE?
 - 1.1 Do schools in rural areas have library resources such as facilities, equipment and collections?
 - 1.2 Are teacher-librarians professionally qualified to manage and effectively run school libraries?
 - 1.3 Do rural school libraries have sufficient funds allocated to them to purchase library resources?
 - 1.4 For what teaching and learning programmes are library resources needed by teachers and learners?

The above-mentioned aspects were studied by means of a literature survey and an empirical investigation consisting of a pilot study.

6.2 OUTCOMES BASED EDUCATION AND SCHOOL LIBRARY RESOURCES

In Chapter 2, the aims of OBE and resource-based learning and its implications for library and information resources were discussed. OBE is aimed at achieving the learning outcomes of the different learning areas or subjects offered at schools. It is also aimed at the acquisition of knowledge, skills and values by the learners. Various resources in the school library will enable learners to develop and acquire information skills so that they are able to locate and find information on their own, and in this way contribute to lifelong learning. Teachers should use various teaching aids or media to enhance learning in schools.

In Chapter 3, a model designed by Prostano and Prostano (1999) was used as a framework to discuss the various kinds of resources required to support the school library media centre. School library functions include resources, management activities and programme activities. However, programme activities were not part of the investigation. Resources include facilities, collections, funds and staff.

Qualified teacher-librarians are needed to encourage, assist and guide learners and teachers to develop information skills to use library resources optimally. Facilities (accommodation, furniture, equipment, hardware and apparatus) are needed, to have functional school libraries. Funds are essential to buy these facilities and to develop collections of current and up-to-date materials. School libraries should draw up a budget specifically for

purchasing facilities and materials. The management of the school library should be the responsibility of a school library committee.

The term 'school library' could refer to different kinds of facilities. It could refer to a centralised library facility, a converted classroom or classrooms, or a storeroom or staffroom, or there could be collections in each classroom.

6.3 EMPIRICAL FINDINGS ON RESOURCES AVAILABLE IN RURAL SCHOOLS IN LEBOPO CIRCUIT, LIMPOPO PROVINCE

A pilot study was conducted by means of two questionnaires. Only sixteen high schools (1%) out of 1523 high schools in the province were used as a sample. The aim was to test the structured questionnaires for full-scale research in the future. The findings of this pilot study, therefore, cannot be generalised to the whole of Limpopo Province, because only library resources in high schools in the Lebopo Circuit were investigated.

Technical errors and mistakes occurred during the typing of the questionnaires, because of the software used. When a typist was saving the questionnaires on the computer, some options and coding numbers mismatched. The problems were easily solved because during data collection, the researcher was personally present to sort out all problems and to clarify various issues. Coding problems were also sorted out, because the responses on the questionnaires were coded by hand.

The questionnaires were limited to the availability of library and information resources in rural high schools of the Lebopo Circuit of the Capricorn District of Limpopo Province. Organisation and retrieval of information in school libraries was not the focus of this study. Although the user functions of the teacher-librarians were discussed to identify their service roles, it was not part of the study.

6.3.1 Staff and qualifications

Teacher-librarians should have dual qualifications, that is, teaching and Library and Information Science qualifications. The types of qualifications they could acquire are a teaching degree, a teaching diploma, a Library and Information Science diploma and a Library and Information Science degree.

Of the sixteen teacher-librarians who participated in the study, only one (6,2%) teacher-librarian has the diploma in Library and Information Science. Two (12,5%) teacher-librarians are under-qualified because they have certificates in library and media studies. The majority (81,2 %) do not have Library and Information Science qualifications. They have only teaching diplomas and degrees. This impacts negatively on the organisation and retrieval of information, as teacher-librarians without qualifications in librarianship lack the professional skills in librarianship to enable them to catalogue and classify the materials in the collection. That is why the materials in converted classrooms in Lebopo Circuit are unsystematic and disorganised. Unqualified teacher-librarians lack information skills, and therefore cannot motivate and assist learners to use resource centres in schools. They cannot even assist learners to develop and acquire information skills.

6.3.2 Accommodation

Space is essential in schools to accommodate and house all library materials, apparatus, equipment or facilities and hardware.

Of the 16 high schools in the Lebopo Circuit of the Capricorn District, only two schools (12,5%) have fully-fledged school libraries. In eleven schools, converted classrooms are used as libraries. However, collections are disorganised and unsystematic, making it difficult - if not impossible - to access and retrieve

information and information sources. They function as storerooms rather than as school libraries.

This could indicate that there is a shortage of functional school libraries in Limpopo as a whole.

6.3.3 Furniture

Shelves and filing cabinets are needed to house and store library materials. Tables and chairs are needed to provide seating accommodation.

The majority (81,2%) of the schools in Lebopo Circuit have shelves, followed by filing cabinets (75%) and tables as well as chairs (56,2%). There are no display shelves and study carrels. One school has periodical shelving. One quarter (25%) of the schools have circulation or service desks. Study carrels, display shelves, periodical shelving and circulation desks are needed in most of the schools.

6.3.4 Electricity

The majority (81,2%) of the schools are connected to Eskom. This is advantageous, because schools are able to install electronic resources such as audio and audio-visual equipment. Only three schools in Lebopo Circuit are without a power supply. One school has a generator.

6.3.5 Equipment

Most (93,7%) of the schools have photocopying equipment. Some schools are still without computers, telephones and fax machines. One or two schools are still using old duplicating machines and typewriters. Three schools have satellite dishes. The majority

(81,2%) of the schools do not have satellite dishes to view televisions or facilities to connect to the Internet. One school is connected to the Internet which is also made accessible to the community. The majority (75%) of the schools indicated that they are not connected to the Internet. Over half (56,2%) of the schools own television sets, whereas 25% own overhead projectors, and 18,7% own tape recorders and video recorders, respectively. None of the schools own multimedia kits and data projectors because they are expensive.

6.3.6 Collections and materials

A variety of materials is needed to form a balanced collection that will meet the curricular needs of teachers and learners. Atlases (93,7%) are generally available in most schools. They are followed by fiction books (81,2%) and dictionaries (68,7%). Newspapers (25%), encyclopaedias (18,7%) and pamphlets (12,5%) form part of the collections of only a few schools. A lot of textbooks belonging to the old curriculum - and therefore outdated - form the largest part of the collections.

More than half (56,2%) of the schools have video cassettes, while there is generally a shortage of CD-ROMS, computer software, DVD discs and audiocassettes. The majority (75%) of the schools do not have realia in their resource centres.

6.3.7 Budget and funds

For school libraries to run effectively, funds are essential to buy library resources. To use funds appropriately, a budget should be drawn up which accommodates all the activities of the school library. Eleven schools (69%) do not have a budget for school library resources and materials. Two of the schools allocate 11%

and 18% respectively of their school budget to buying library resources.

Most (i.e. fifteen or 93,8%) of the schools have neither sponsors nor donors for library improvements. Only one school received a donation of books from the Polokwane Municipal Library. School libraries generally do not have sponsors or donors.

6.3.8 Library and media use

6.3.8.1 Library use by learners in various learning areas

Two schools with fully-fledged school libraries are excluded from findings in respect of learners' library use, because their collections are organised and systematic and information is easily accessible. These libraries are an integral part of teaching and learning in these schools, and learners can use libraries as they wish. This may not be the case in schools without functional libraries, and therefore library use for learning purposes in these schools is particularly significant if it occurs.

Of the eleven schools that have converted a classroom into a library, one school indicated that their learners "never" use resources for learning purposes. Four teacher-librarians indicated that learners "often" use library resources for English. Five teacher-librarians indicated that their learners "sometimes" use library resources for English. Two teacher-librarians indicated that learners "often" use resources for History and Geography. Nine teacher-librarians indicated that their learners "sometimes" use library resources for Physical Science. Eight teacher-librarians indicated that resources are "sometimes" used for Natural Sciences and Arts and Culture.

The learners would probably use collections more often for learning purposes if they received guidance and information skills instruction from professionally qualified teacher-librarians. The researcher did not investigate the provision of user services and programmes at schools, but as the majority (81,2%) of teacher-librarians in the Lebopo Circuit are not professionally qualified, it is possible to come to the conclusion that it would be difficult for them to encourage learners to use school libraries, because they lack information skills themselves.

In the remaining schools, library resources are housed in a storeroom or staffroom. Space is not enough to accommodate more chairs and tables for learners to use resources for learning purposes. Staffrooms and storerooms are used to house various kinds of materials and equipment unrelated to library resources.

The use of library resources is also influenced by the opening hours of the facility. Eleven schools indicated that their resource centres are open during breaks or class periods. Three schools indicated that their learners use library facilities during free periods. The remaining two schools indicated that their learners use library resources before and after school. Thus very few schools make library resources available outside school hours.

6.3.8.2 Use of media or teaching aids and realia

To arouse the interest of learners, educators could use a wide range of teaching aids, media and realia. This study indicates that 93,7% of the teacher-librarians use teaching aids to teach lessons. The majority (87,5%) of them use charts as teaching aids. Only 43,7% and 37,5% of the teacher-librarians use textbooks and models, respectively. One quarter (25%) of them use computers for teaching and learning purposes.

6.4 RECOMMENDATIONS

Based on the above-mentioned findings of the pilot study conducted in high schools in the Lebopo Circuit, Capricorn District, certain recommendations can be made that to some extent could also be applicable to Limpopo Province as a whole.

6.4.1 Staff

a. Staff qualifications

Knowledgeable, qualified and effective teacher-librarians are required to manage school libraries (Mnkeni (2007:27). However, as there is a shortage of qualified teacher-librarians in the Lebopo Circuit, the Department of Education in Limpopo Province should ensure that all schools have qualified professional teacher-librarians.

b. Library use

Qualified teacher-librarians would have the knowledge and skills required to encourage and teach learners to use the library. Subject educators, in collaboration with teacher-librarians, should give learners assignments, homework and research projects, so that they can learn to use various media in the library to search for information.

c. Opening hours

As only a few schools are open before and after school (section 5.7.1), it is suggested that school libraries should also be open during non- school hours, to give learners and educators enough time to use resources and to search for information from various sources at their own pace.

6.4.2 Facilities

a. Accommodation

Although the ideal is that each school in the Province should have a fully-fledged school library building, the government should also consider other methods for the provisioning of library resources.

Since there is a shortage of operational school libraries in Lebopo Circuit, the Department of Education should build cluster libraries. The use of mobile libraries could also solve the problem of a lack of accommodation.

b. Furniture

The Department of Education should ensure that school libraries are equipped with furniture to provide seating for learners and educators and that sufficient shelving is provided to house books and other materials.

c. Electricity

Although the majority of the schools in Limpopo Province have electricity, the Department of Education should ensure that the remaining schools are also supplied with electricity. Generators and solar panels (although expensive) could serve as alternative sources of electrical energy in schools without electricity. They may also be used as back-ups in cases of power failure and load shedding which occurs often in South Africa currently as a result of the Eskom electricity crisis.

d. Equipment

The Department of Education in Limpopo should compile an inventory of the ICT equipment held by schools, such as telephones, fax machines, computers and photocopiers and supply schools accordingly. These apparatus are essential since an information service cannot function effectively without a means of communication with other libraries for interlibrary loans and book suppliers to get catalogues and buy books.

e. Satellite dishes

The Department of Education should ensure that all schools have satellite dishes to view television programmes for learning especially in remote areas where reception is poor and thus snowy. A modem or other device is required to connect to the Internet. This would ensure that learners with the necessary information skills can gain access to information for self study from online databases and not from printed materials only.

f. Security at schools

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

6.4.3 COLLECTIONS AND MATERIALS

a. Print materials

It is clear from the findings that most high schools have printed materials.

The Department of Education should provide schools with a variety of library materials as laid down in a *National policy framework for school library standards* (1997:20). The print collection should include, books covering the various learning areas, periodicals, newspapers, atlases, dictionaries and encyclopaedias to provide a core collection for each school.

In Limpopo, the Department of Education has been unable to provide schools with a core collection because of budget constraints. The Department gave building of classrooms first priority as some learners were still being taught under trees. School libraries and its materials were regarded as luxuries.

Pamphlets and brochures, newspapers and magazine cuttings could be collected to form a vertical file collection on topics covered in the curriculum. This could be done by teacher-librarians themselves with the assistance of learners as library monitors at no cost to the school.

b. Non print materials

Although audiovisual materials (video cassettes) are owned by more than half (56,2%) of the schools, very few schools own audiocassettes and electronic sources such as CD-ROMS, computer software, or DVD discs. The Department of Education should compile an audit of the audiovisual and electronic media owned by schools, and supply schools accordingly.

Audiovisual and electronic media stimulate learners to learn from media other than printed materials. This is particularly true for learners in schools in rural areas.

c. Realia

Teachers should ensure that they have realia, such as samples of different types of soils, to teach their structure and texture in Agricultural Sciences. Different soil colours can also be studied, so that learners can interpret them. Different examples of stones or rocks can be collected to illustrate their geological formations in Geology and Geography. Botanical specimens, such as dried leaves of different types of trees, can be collected to learn Life and Natural Sciences. Dried grasses and weeds can be used to illustrate seed dispersal in Life Sciences. Biological specimens, such as frogs, lizards and snakes preserved in formaldehyde solutions, can be used to teach Life Sciences. All these realia can be kept in the school library in containers or display cabinets.

6.4.4 Budget and funding

More than two-thirds (69%) of the schools in Lebopo Circuit have no budget for the provision of library resources, and most (93,8%) of the schools do not have sponsors and donors for library resources and materials.

The Department of Education should, therefore, provide more funding to purchase equipment and materials for school libraries. It should see to it that a certain percentage of the Norms and Standards grant allocated to schools is spent on the provisioning of library and information resources and sources.

6.5 SCHOOL LIBRARY COMMITTEES

As more than two-thirds (69%) of the schools in the Circuit do not have school library committees, they should be constituted in all schools to manage school libraries, as stipulated in the National Policy Framework for School Library Standards (1997:45). They should also assist in drawing up budgets for school library resources. School library committees should show initiative, and lobby private companies to sponsor their school libraries or to donate library resources and other materials. School library committees could approach private sector companies and universities to adopt school libraries.

School library committees could also request municipal public and community libraries to work collaboratively with schools by supplying block loans of books. Municipal or community libraries can contribute to schools by making donations of surplus books and unused furniture. School library committees should also consider other alternative sources of funding, such as fundraising, in order to fund the acquisition of library materials and equipment.

6.6 SCHOOL LIBRARY POLICY

The Department of Education in Limpopo should compile a school library policy governing school libraries, based on the national school library policy. The policy would serve as a guideline or instrument pertaining to school library matters, and the Department should ensure that it is implemented.

6.7 FUTURE RESEARCH

As this study was a pilot study involving only sixteen high schools in the Lebopo Circuit out of a total of 1523 high schools in the Limpopo Province, further research efforts can be initiated to determine the library and information resources provisioning in the

whole province. Again, further research studies could also be conducted to determine the situation in primary schools.

Organisation and management of school library resources in schools is another area to be studied, as collections in most schools are not catalogued and classified, making retrieval of information sources difficult. The information skills of teachers and learners could also be investigated.

Cooperation with public and community libraries to facilitate resource sharing as well as fund raising in schools, are also areas for research in future.

6.8 CONCLUSION

The results of this pilot study reflect the findings of the national report of the NEIMS of the Department of Education dated September 2007, which reports that in Limpopo Province only 2,3% of schools have fully-fledged school libraries.

In the Lebopo Circuit of the Capricorn District, only two schools have operational school libraries. Converted classrooms which serve as libraries are poorly resourced, and their collections are neither catalogued nor classified, making the tracing of sources and information retrieval very difficult. Only a small percentage of teacher-librarians have librarianship qualifications. This situation will impede the implementation of OBE, which is a resource-based method of teaching and learning.

In conclusion, the Department of Education in Limpopo, in particular is faced with the challenge of building fully-fledged school libraries and equipping them with the necessary resources to meet the requirements of OBE.

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**APPENDIX A: LETTER OF PERMISSION FROM THE
DEPARTMENT OF EDUCATION IN LIMPOPO**

**APPENDIX B: THE CONDITIONS UNDER WHICH THE PROJECT
SHOULD BE CONDUCTED**

APPENDIX C: QUESTIONNAIRE 1

APPENDIX D: QUESTIONNAIRE 2

