

An evaluation of the Russell High School's library collection in
meeting the curricula needs of learners

By

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Declaration

The author hereby declares that the contents of this dissertation, unless specifically indicated to the contrary, are her own work, and that the dissertation has not been submitted simultaneously or, at any other time, for another degree.

Favour Ogochukwu Atagana

Dedication

This thesis is dedicated to my husband Harrison Ifeanyichukwu Atagana, who initiated the idea .

Abstract

The purpose of the dissertation was to evaluate the Russell High School library collection in meeting the curricula needs of learners.

A study population consisting of 150 learners, 13 teachers, the librarian and Principal was surveyed by means of questionnaire and interview. Three types of questionnaires were used, one each for the learners, the teachers and the librarian. The Principal's interview was based on a checklist.

Results were discussed in terms of frequencies and cross-tabulations of responses were made. Results are graphically displayed in the form of tables, pie charts and bar charts.

The present situation of the library and its problems are discussed with regard to resources, the availability and suitability of the present collection, types of materials used, and satisfaction with the library by users as well as encouragement from teachers and the librarian to learners in the use of the library. The discussion was situated within the current requirements of Outcomes-Based Education as guided by Curriculum 2005 and 21.

The study findings indicated that learners and teachers were satisfied with the library stock although a need for books, especially new titles, was identified. Learners and teachers felt that more books and better infrastructure for example, computers, television sets, and more space were needed. It was also revealed, however, that the budget was severely limited. These findings are discussed within the framework provided by a review of international, African and local school libraries.

Recommendations for possible future services are made in the light of this discussion.

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List of acronyms and abbreviations

ANC	African National Congress
CD	Compact Disk
CD-ROM	Compact Disk with Read Only Memory
CJSS	Community Junior Secondary School
DET	Department of Education and Training
DOE	Department of Education
ELITS	Education Library Information and Technology Services
ESEA	Elementary-Secondary Education Act
GCSE	General Certificate of Secondary Education
HOA	House of Assembly
HOD	House of Delegates
HOR	House of Representatives
ISP	Internet Service Provider
NEPI	National Education Policy Investigation
NSL	Natal Society Library
OBE	Outcomes-Based Education
TV	Television
UK	United Kingdom
USA	United States of America

Chapter 1

Introduction

The library is an intrinsic part of the school system (Osei-Bonsu 1990:102; Pain 1987:3). Smith and Pike (1991:329) and Naidoo (1997:6) argue that a school library is the heart of the school, as curriculum design, implementation and support is facilitated by the school library. The role of the school library is mainly to support instruction with its collection which is comprised of books, Internet sources and non-book materials. Such a collection should be evaluated in terms of cost-effectiveness and the extent to which it satisfies the demands placed on it by users.

It is important to note that in the post apartheid era, the new South African government introduced a system of education which is student centred and at the same time resource centred, focusing on outcomes-based education (Kruger 1998). The aim of this system was to give all those who were disadvantaged (and advantaged) under the previous system, the opportunity to go through a life long system of learning. To make resource-based education a reality, the school library has to move with the times and its collection has to be updated.

The term “school library”, according to Herring (1988:5), is used to cover all types of library or collection of materials in schools, whether staffing of any kind is provided or not. De Klerk (1995:93) points out that “school libraries imply those organised collections of books and other resources inside the schools that have the primary aim not only to support day to day teaching, but also to introduce learners to the world of information without which they will be much poorer and less fulfilled.”

School libraries not only house, but also create resources that supplement the curricular and extra-curricular needs of the schools they serve. Some schools have continued to use the term school library, while others started to use terms such as media centre, media resource centre, library resource centre and multi-media centre. In response to these changes, the terms “school library” and “media centre” are interchangeably used to refer to multi-media collection and resource base in the school context.

1.1 Brief introduction to Russell High School

Russell High School is a school for girls in Pietermaritzburg, KwaZulu-Natal; which has been in existence since 1879 and was predominantly a white school until 1991 when it opened its doors to other races (black, coloured and Indian). Russell High School has five levels of classes, that is, grades eight to twelve. There is a school library which was established in 1970, which supports the learners and teachers with instructional materials. The current population of the school is 453 learners, 18 teachers and a full time teacher-librarian (A’Bear 2000).

1.2 Status of the school

Russell High since 1994 has been classed as a Model B school which in actual fact did not collect much in the way of school fees and has never been wealthy. Model B schools remain state-funded, but admit non-white children up to a proportion of 49% of the total number (*Financial Mail* 1993:18-19).

There have been no funds allocated to the school library from the government since 1996 and the school has continued to generate funds through school fees and fund-raising activities (A' Bear 2000).

The school library is allocated an annual budget depending on what the school is able to afford. The most that has been given to the library is R12,000 and for this academic year 2000, the sum of R6,000 has been given to the librarian for the purchase of materials (A' Bear 2000).

1.3 The research problem

Some secondary schools in South Africa are provided with libraries. Overduin and de Wit (1986 :265), in their study on the evaluation of secondary school libraries in the country, pointed out that, in 1969, the Education Department responsible for white schools realised the importance of school libraries and accepted full responsibility for them and the former agreement to leave secondary school libraries under the Provincial Library Services ceased to operate. In April 1970, the Director of Education recommended that adequate libraries, a full-time teacher-librarian, a well-chosen and adequate book stock and a central collection of modern audiovisual apparatus was to be established in secondary schools and the Administrator-in-Executive agreed to implement these improvements. From Overduin and de Wit's (1986) study, it is clear that school library services were not given equal treatment on racial lines because of the apartheid regime. There were many different education ministries in charge of the day to day running of the schools. The allocation of responsibility to ministries was constituted according to race, with each service having its own education media services. This has resulted in an uneven development of school media services

(Stilwell 1991:33; Le Roux 1992: 43; Bawa 1996:41-61). These disparities in provision will be discussed in detail in Chapter 2 of this study. With the dawn of a new South Africa, one would have expected that more attention would be paid to the schools and the disparities in their provisioning.

Until recently, the provision of school libraries in the KwaZulu-Natal Province, and South Africa generally, appeared to occur in a laissez-faire fashion without any co-ordinated national, provincial or departmental policy to guide the process of provision (Karlsson, Nassimbeni and Karelse 1996:5-24; Bawa 1996:51). According to Vermeulen (1992:114), this lack of co-ordinated policy, and the subsequent lack of uniform standards with regard to provision, have prevented any serious evaluation of the system.

Bawa (1996), in her study on implementation plans for school library provision in the context of a scarcity of resources and an increase in the competition for these resources in the post-apartheid era, presents the status of school libraries in the Province of KwaZulu-Natal in South Africa for the period of 1990-1996. She examines the status quo in order to provide a backdrop to the development of an implementation plan for resource provision in this region. This is because access to resources at secondary school level is important for the enrichment of the learning experience and the development of skills needed to access information effectively. Radebe (1998:45) points out the lack of understanding of the relevance of learning resources in libraries, with huge disparities in budgetary allocations between the different former departments. These disparities resulted in widespread absence of facilities; inadequate provision of materials, inadequate physical

accommodation and lack of trained personnel, in African schools. This under-provision accorded with the plan of the Christian National Government to train Africans to be subservient (Stilwell 1991). A lack of understanding of the role of information resources in teaching and learning resulted in the marginalization of school libraries in the education sphere, and poor co-ordination between school libraries and other sectors. In 1999, a survey of the South African school library sector was carried out by the Department of Education which said in its draft report that what the environment needs is an improved capacity in the Department of Education to systematically take stock of its school library resources in terms of their quality, quantity and spatial distribution (South Africa. Department of Education. Draft report 1999:4).

Recently, the Department of Education (DoE), came out with a four year implementation plan and policy framework for school library standards (South Africa. Department of Education. Draft report 2000:2). The policy framework now recognises that the provincial Departments of Education are responsible for the provision of learning resources in public schools in partnership with other stakeholders and players such as public libraries, non-governmental organisations and the wider community (South Africa. Department of Education. Draft report 2000:2). From this recent report it appears that the Education Department, including both the national and provincial departments, has not been totally committed to libraries in secondary schools as to the provision of adequate materials. This observation is supported by discussions with A'Bear (the librarian at Russell High since 1994), who has been weeding stock and has reduced the collection to 9,000 volumes but still intends to weed further as the majority of the books are very old (A'Bear 2000). According to A'Bear, the Education Library Information and Technology Services (ELITS) has given the school

books on three occasions since 1994 to date. For this year, as mentioned, the school has given her the sum of R6,000 for the purchase of materials but the school library still needs more books. From discussion concerning the use of public library by secondary school learners with Arlene Pilkington, a reference librarian at the Natal Society Library, it was confirmed that many of secondary school learners use the Natal Society Library for their school project and assignments (Pilkington 2000). Felicity Balcomb, a media teacher from ELITS, also confirmed that ELITS assists schools with materials; and about six teachers from Russell High School are members of the ELITS library and come in regularly to use the library. ELITS however, do not allow secondary school learners to use their library (Balcomb 2000). It is important to note that ELITS provides services to mainly teachers in the Pietermaritzburg Region (Cooper 2001). Lor (1998) has pointed out that learners generally do use the Natal Society Library or other libraries for their curricula needs because of perceived inadequacies in their school bookstock. The researcher wanted to probe the views of learners from Russell High School concerning the library collection at Russell High and its role in supporting teaching and learning.

The problem to be researched, therefore, was to

- identify the curriculum needs of the learners;
- determine whether the existing library in the school took care of them;
- determine the appropriateness of the library's collection;
- ascertain the library's response to changes in the school programme (for example, the resource-based learning system); and
- assess the library's support of the curricula and instructional needs of the library staff.

1.4 Purpose of the study

The purpose of this study was to evaluate Russell High School's library collection in meeting the curriculum needs of the learners. The study sought to establish the patterns of use by learners and teachers, and suggest modifications where necessary to the collection development policy. It identified the less frequently used items so that they could be considered for either weeding or moving to a storage area.

1.5 Objectives of the study

The objectives of the study were:

1. To investigate learners' and teachers' perception of the role of the school library .
2. To identify the curricula needs of the learners and teachers.
3. To determine the appropriateness of the collection for the school's curriculum.
4. To identify the criteria used by the school to acquire its library collection.
5. To determine the use and non-use of the library by teachers for curricula needs.
6. To determine the use and non-use of the library materials by learners.
7. To determine the role of teachers and the librarian in encouraging learners to use the school library collection .
8. To identify the problems learners faced with regard to the school library services.
9. To find out if learners used other libraries.
10. To determine if there was any form of co-operation between the school and any other library

and to find out if Internet resources were used by teachers and learners in the library.

11. To make recommendations about the current and future provisioning of the library.

1.6 Research questions

The research questions were:

1. What are the learners' and teachers' perceptions of the role of the school library?
2. What are the curricula needs of the students and teachers?
3. Is the collection appropriate to the curriculum?
4. What criteria does the school use for its library acquisitions?
5. How often do teachers use the school library materials for their curricula needs?
6. How often do students use the school library materials for their curricula needs?
7. What role do the teachers and librarian play in encouraging learners to use the school library?
8. Is there any problem faced by learners with regard to services in the school library?
9. Do learners use other libraries?
10. Is there any co-operation between the school and other libraries and do teachers and learners use resources such as the Internet?
11. What recommendations can be made?

1.7 Justification for the study

This study undertook an evaluative assessment of the school library collection within a school system where Outcomes-Based Education (OBE) is in place. In other words the emphasis in this system is student centered (that is, learners have to work independently but not without the teacher's guidance), and resource based. This type of study could be of importance to the school, in that it is likely to make a contribution to informing staff about the need for the collection to be current and responsive to user needs. If the findings of this study are implemented it could also help the librarian to identify ways to demonstrate the value of library collections to users. Mancall (1982:185) points out that

“ evaluation permits us to describe what exists in relation to what is needed, and thus sheds light on the effectiveness of current collection management policies. We can test whether collection policy is in line with curricular programs, and target limited monetary resources to areas that need attention”.

The study was carried out at Russell High School in Pietermaritzburg, a school which gives a broad picture of the diversity of the South African population, comprised of black, coloured, Indian and white learners. Although the study was conducted in Pietermaritzburg, it could be of benefit to the Kwazulu-Natal Province more widely because it could assist the Education Department in redefining policy regarding the curriculum needs of high school learners in the Province particularly with reference to this type of school. The study could help the school authorities (principal/ librarian/ teachers) to provide for the relevant curriculum needs of the learners in its collection, funding permitting.

1.8 Definition of terms

The terms used in the study are defined in this section:

Adequacy : The term according to Clapp and Jordan (1989:161) is proportionate to need, and relevant in terms of user satisfaction and curricula offered. In this study adequacy of the collection will refer to the collection that answers the users' needs by providing relevant books in terms of the curricula and other information needs relating to teaching and learning at Russell High.

Collection evaluation: According to Lancaster (1988:13), the term collection evaluation is the assessment of the utility of a library's collection in relation to the users' needs (both expressed and potential) . The objective of an evaluative study is to identify strengths and weakness in the collection.

Curricula needs: This refers to information relevant to the structure and teaching of school subjects.

Effectiveness: This term is used to mean the degree to which a school library system achieves its objectives.

Learner : Any person, ranging from early childhood development to the adult education phases, who is involved in any kind of formal or non-formal education and training activity; and any person who receives or is obliged to receive education.

The term 'learner' refers to persons studying in ordinary, public schools and replaces the terms 'pupil' and 'student' (Mothata 2000: 94). For this study this term will be used to mean pupils or students.

Pertinence of the collection: This refers to an item that is useful to the user in that it contributes to the satisfaction of his or her information need (Lancaster 1988:129).

Principal: The principal is the head of the school.

School library: The term is used by Herring (1988:5) to mean a place where primarily learners and educators have access to information which may occur in a variety of different forms, including a range of printed publications (for example, books, periodicals, newspapers, posters and so on), non-book materials (for example, audio taped materials, video and so on), as well as information that can be sourced through information technologies such as CD-Rom and the Internet, and staffing and other services made available to schools by the education authorities, non-governmental organizations and other stakeholders to support the provision of libraries in the school.

Teacher- librarian: A teacher librarian is a person who combines the dual roles of teaching library skills and running the school library.

Time tabling: This is the practice whereby use of the library is slotted into the school time-table as a period.

User : The term, user, and variations of it in this study refer to person entering a library and engaging in activities for the purpose of locating and obtaining materials (Aitchison 1998:142). Here it refers to a person who is actively using the school library facility to get information on curricular or extra-curricular needs or information.

1.9 Summary

This study investigates the current situation of the Russell High School library and its collection in meeting the curricula needs of the learners. This chapter provided the background to the thesis exploring the need for the study and the intentions of the study, that is, its purpose and objectives. Russell High School library was established in 1970. It was assumed that this collection may no longer meet the curricula needs of learners for the Outcomes-Based-Education system currently in place. Therefore, evaluations were made to determine whether or not the collection met the curricula needs of learners. In addition, frequently used terms were defined.

Chapter 2

Literature review

This section highlights the literature on the role of the school library in meeting the curricula needs of secondary school learners. It gives international perspectives on the role of school libraries, Sub-Saharan African perspectives on the role of school libraries, and others on the development of school libraries in South Africa. Approaches in the literature to collection evaluation and techniques used for collection evaluation are discussed. The majority of books and journals on the subject relate to the countries of Europe and North America; nevertheless, there are some that have treated this topic in Africa and South Africa.

2.1 International perspectives on the role of school libraries

Emphasis is increasingly being placed on the need for information skills (Fourie 1996:205; Behrens, Olën and Machet 1997; Thomas 1999). By information skills is meant the ability of the learners to access knowledge and facts as well as to apply these to the real world. This ability also requires research skills and the use of a wide range of sources and technology to access information (Naidoo 1997:5). Skrzeczynski (1995:11) as quoted by Jacobs (2000:24) portrays information literacy skills as receptive skills which involve the whole range of location, reading, looking (observation), and listening skills; reflective skills necessary for internal processing, resulting in the coordination of isolated bits of information into meaningful relationships and expressive skills enabling learners to recognise and communicate knowledge gained through the receptive and reflective skills. School librarians have to provide

learners with the opportunities to acquire skills that will enable them to find the sources of information they need.

The library should be central in the educational planning of the school (Osei-Bonsu 1990; Pike and Smith 1991; Olën and Kruger 1995). According to the American Association of School Librarians and Association for Educational Communications and Technology (in Olen and Kruger 1995), the aim of the school media programme/library is to ensure that pupils and staff are effective users of ideas and information. This aim may be achieved by a number of specific objectives as reported by Olën and Kruger (1995:52-53):

- to provide intellectual access to information;
- to provide physical access to information;
- to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information;
- to provide resources and activities that contribute to lifelong learning;
- to provide leadership, instruction and consulting assistance in the use of instructional and informational technology;
- to provide a facility that functions as the information centre of the school; and
- to provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

These objectives form a useful framework against which the success of a country's school library service can be measured. International approaches to school library provision follow in the next section in which the situations of the United States of America (USA), United Kingdom (UK), and Australia are examined.

2.2 School libraries in the United States of America

In the USA, the promotion of school librarianship began in the late 1800s. During the 1890s high school principals and directors of public libraries in widely scattered communities began to develop school libraries at the secondary school level (Miller 1991:357). School libraries have undergone many stages of development from cutting back on both library staff and acquisitions and replacing trained professionals with clerks and volunteers (le Roux 1992 :39), to a situation where school libraries now enjoy electronic access to collections, and school library media specialists have library lessons and skills development sessions integrated into the curriculum (Woolfs 1999:23). Unfortunately, in many schools in South Africa the reduction or cutting back on provision is in contrast to other schools which never have enjoyed library provision at all (Bawa 1996).

2.2.1 Provision of libraries

The provision of libraries in secondary schools in the USA is a major concern of the government. The Elementary-Secondary Education Act of 1965 (ESEA) fostered the development of school library media programmes in the public schools (Miller 1991:356). The government made sure these public school libraries were staffed with certificated personnel and

they were catered for financially.

2.2.2 Funding of libraries

The funding of secondary school libraries in the USA is done jointly by the local and state governments (Miller 1991).

2.2.3. Evaluation

Small (1998a :175), in his Colorado study, which was a significant attempt to isolate and assess the impact of school libraries on students' achievement, found that libraries were a major contributory factor in countering social factors (such as low literacy levels). He also found that students with high levels of investment in the school library performed better in norms-referenced standardised tests and acquired more reading skills. The most significant aspect, however, is that the study provides firm evidence that the school library does have a direct and significant effect on academic achievement; especially on reading and literacy levels (Small 1998a: 185).

In another recent study on a school library collection in a Library Power schools project (USA), Hopkins (1999) investigated the currentness and quantity of the collections of high schools using a questionnaire to collect data. According to Hopkins (1999:1), the library collection is seen as the primary information base through which the library media specialist makes ideas and information available to students and teachers. She also pointed out that collection mapping (that is, a clear picture of the collection acquisitions in response to specific curricular emphases),

helped the librarian and teachers to focus in similar ways on the library and the curriculum and to see clearly the magnitude of the role of the school library where resource-based learning and teaching was in place.

2.3 School libraries in the United Kingdom

Until the late 1980s, two percent of the schools in the United Kingdom had no library at all, and a further four percent had no adult in charge. Over seventy-five percent of the school libraries were staffed by teachers with no professional qualifications in librarianship and the book stock was poor because of financial stringency. This situation changed with the introduction of the new “General Certificate of Secondary Education” (GCSE) in the UK in 1987 (Kinnell 1994), which aimed at improving the quality of secondary education through a change in the system of public examination and assessment. This gave rise to high expectations about the potential role of the school library (le Roux 1992: 41). Le Roux argues that the emphasis in GCSE on what pupils “know”, “understand”, “can do” and the balance between skills, concepts and content ought to make the school media centre indispensable. Similarly, the introduction of OBE in South Africa should bring about greater awareness of the need for well-resourced school libraries. However, the Library Association was well aware of the potential role of libraries in this new curriculum structure and therefore took the initiative to produce the publication *GCSE : guidance notes on the role of libraries and librarians*. This publication emphasises the links between the national assessment criteria, the use of libraries and the need for information skills on the part of both pupils and teachers (le Roux 1992:42).

2.3.1 Provision of libraries

Provision for school libraries in the UK is made by the local education authorities, the majority of them through the public library service on an agency basis (Fea 1991:102).

2.3.2 Funding of libraries

Funds are provided by each local education authority's education committee to finance a school library service. The level of this provision varies enormously from one authority to another; while some are highly developed to include an imaginative range of media, others are restricted by lack of funds to inadequate book-only loan services (Fea 1991:103).

2.3.3 Evaluation

Small (1998b), in a study on "Secondary school libraries in the UK", reported that many schools were achieving minimum standards in service provision. There was, however, considerable variation with many schools failing to reach standards. There are no governmental standards as such for school library provision other than area guidelines (Small 1998b:62).

With regard to the use of the Internet by learners, in June and July 1997, the University of Manchester Faculty of Education undertook a survey of Internet use in secondary schools in the UK. This survey, according to Small (1998b:64), found that eighty-three percent of secondary schools had some kind of Internet connections with only three percent having no plans to connect. Seventy-one percent of the connected schools supervised students' access; only six percent of schools allowed unrestricted access. Access to 'unsuitable' materials was governed

by the Internet Service Provider (ISP) in forty-four percent of cases and by the use of filtering software in eighteen percent. Small (1998b) also stated that most of these Internet connection sites were within the 'staff only' areas and about thirty percent of the Internet connections were in the library.

In another UK study, Rogers and Needham (1999) in their report on the Bookflood Project, investigated the effect of 'flooding' a group of school children with a range of exciting, stimulating and creative texts for free choice recreational reading. However, this type of material is not a priority in most school budgets. Rogers and Needham (1999) measured the impact of this provision on attitudes to reading among pupils, teachers and parents and possible improvements in pupils' reading ability.

In the final analysis, each school noticed different benefits from the availability of the books but overall the findings included:

- improvement in behaviour and attitudes to reading;
- pupils talking more about themselves as readers and writers;
- greater awareness of different kinds of text;
- pupils carrying out independent research;
- changed reading habits, and pupils making more use of the public libraries;
- pupils discovering that reading can be enjoyable and not a threat;
- use of the school library was given a boost;
- increased involvement of parents with the reading process;

- improvement in pupils' spelling (Rogers and Needham 1999:182-183).

This project was a huge success and actually led the Schools Library Service to offer a Bookflood loan, with practical suggestions for creative use, as part of their service options.

2.4 School libraries in Australia

The widespread provision of school libraries in Australia is relatively recent (Hallein 1991:302). Although there have been school libraries in Australia since the 19th century, the Munn-Pitt Report of 1935 stated that while there were library facilities in some schools, “no secondary school was found, even in the largest cities, in which all of the elements of satisfactory service exists” (Hallein 1991:303).

2.4.1 Provision of libraries

Until the early 1980s school libraries provided in secondary schools were without the elements of satisfactory services. According to Biskup and Goodman (1982:94), these persistent shortcomings of school libraries in Australia were due to lack of financial support on the part of the controlling bodies both in the government and the private sectors. As the discussion in section 2.4.3 suggests, provision has improved vastly with a growing emphasis on information skills. School library provision has taken an interesting form in South Australia where the concept of school- community libraries has been implemented on a statewide basis and forty-six such libraries existed in 1989 in the state. In South Australia the rural school-community library model is one in which the public library collection is integrated with the school library collection and is located in the school building. This model of utilising a network of school community

libraries to bring library services to the vast rural reaches of South Australia has been in operation since 1979.

2.4.2 Funding of libraries

The year 1969 saw the commencement of the Commonwealth Secondary Schools Libraries Programme with the funding from January 1969-1986 of the secondary school library (Hallein 1991 :304). The state governments then took over from the late 1980s.

2.4.3 Evaluation

According to Kirk's (1987:84) evaluative study, growing interest in the teaching of information skills in Australia reflects that in other parts of the world. In a guideline document published by a central education authority in New South Wales, the teaching of information skills is seen as a whole- school programme involving principal, teacher and teacher-librarian. Each member of the partnership has a specific contribution to make to the co-operative planning and teaching of information skills (Kirk 1987:85-86).

2.5 Sub-Saharan African perspectives on the role of school libraries

There are many studies on school libraries in Africa but few deal with their evaluation. Among the problems relating to library provision in Africa are linguistic problems and also the lack of a reading culture, the high rate of illiteracy and lack of significant publishing industries which

results in a general lack of information awareness and neglect of libraries (Sturges and Neill 1998:24). It is accepted that “the library and information profession is one of the legacies to Africa from the long historical and cultural links with Great Britain and the West”(Bell 1998:41). It is also significant that the libraries were introduced as part of a “culture of a literate society with a long established book and reading tradition that had been nurtured over centuries” (Bell 1998:41). Libraries were transplanted into African societies, which were largely illiterate and which had, and still have, an oral culture. The consequences of this are still very much part of African librarianship today (Bell 1998:41). Libraries in Africa, according to Ogundipe (1998 :154), seem to be bedeviled by the problems of image and status. According to Suttie (1997:278) some African authors also point to the incompatibility of Western culture with African culture and needs. They refer to the Western rituals of information associated with silence rather than with “robust orality, music and gesture”. Moreover, the architecture of libraries inhibits public acceptance of these institutions, because it displays an authoritarian notion about written knowledge which is conveyed in the rows of tables, books and audiovisual material that alienate unschooled Africans (Suttie 1997:278).

Iwuji (1991) in Suttie (1997:279) believes that libraries in Africa can reinvent themselves to propagate traditional culture and become the custodians of artifacts that document African rituals, legends, myths and poems. In this way, they are transformed into African instruments of social education within the community, thus shedding their alien and sometimes threatening Western garb. Africanisation in this context is simply a reflexive response to a different operating climate which calls for “new information philosophies and service strategies to cater to the changing user

demands of a generally non-literate continent” (Suttie 1997: 279). These factors contribute to a situation in which there is an extremely low use, and impact, of library services in Africa.

2.5.1 Provision of school libraries

In most cases libraries in general are not seen as an important part of the school in Africa, and school libraries are not always included in the plans of a school building. According to Ogundipe (1998:154) the Government and local authorities in general all pay lip service to the idea of library provision in secondary schools. Otiye (1989:80) argues that “ the school library is not considered central to the school programme and the establishment of school libraries is more a concern of individual schools”.

2.5.2 Funding of school libraries

In schools where libraries are provided the government’s response to funding is often discouraging because these school libraries are usually stocked with old and obsolete books from international donors (Ogundipe 1998). It has been indicated by authors like Adelusi (1998), Osei-Bonsu (1990), and Kakoma (1999) that school libraries in Africa are grossly inadequate in meeting the growing needs of education because of lack of funds.

2.5.3 Evaluation

In a study entitled “secondary school libraries in Ghana: an evaluative study” Moses Osei-Bonsu (1990), focused on secondary school libraries in Ghana, using the survey method with a view

to evaluating them in terms of their infrastructure, bookstock, financial resources, organisation and use of facilities, and their contribution to the teaching-learning process. This study showed that the performance of secondary school libraries in Ghana was grossly inadequate in meeting the growing needs of education. Some reasons were given for this; firstly, because of lack of money for the development of secondary school libraries and, secondly, through the poor management and lack of organisation of these libraries. Thirdly, there were restrictions on the use of the books in order to avoid losses or theft; and lastly there was no clearly defined national policy on the development of secondary school libraries in the country. Osei-Bonsu (1990:102), indicates that secondary school libraries should be conceived as an integral part of the educational programme and they must be concerned with providing a full range of bookstock and information services to both students and teachers in order to broaden their intellectual horizons and improve the quality of instruction students receive, as well as facilitate learning.

In a study of school libraries in Botswana using the survey method, Batlang Comma Serema (1999: 183), pointed out the importance of school libraries and argues that “it is through them (school libraries) that children begin to learn independently, to think on their own, to ask questions about the world, make their own decisions and take responsibility for their future”. Serema (1999) argues that this is particularly true in Botswana where there is an apparent lack of reading skills, and where school libraries must be established to address this problem. He suggests that the community junior secondary school (CJSS) in Botswana seems not to be aware of the importance and the role the library plays in a school or society. He further points out that where there is a library, a teacher librarian is assigned to manage it, together with his/her

normal duties as a full-time teacher making his/her work load too much, and in most cases teachers do not have time to work in the school library.

On behalf of the teacher-librarian, he argues for their contributions being recognised in terms of remuneration. They are paid only for teaching; so they prefer giving all their time and effort to teaching at the expense of the library. Given that there is no incentive for the teacher-librarian, most teachers do not see the advantages of working in the library even though they recognise its importance (Serema 1999:183).

It is very clear from this literature that CJSS libraries have problems of shortage of rooms/buildings, lack of qualified librarians, and lack of government's commitment to defining a good environment in which teacher-librarians may operate. All of these problems make it extremely difficult for head teachers who are aware of the importance of libraries to reduce the teacher-librarian's teaching work load, allowing them to develop the library into a better place (Serema 1999:183).

Kakoma (1999), in his study of school libraries in Lesotho, also using the survey method, points out that majority of secondary and high schools in Lesotho do not have libraries. According to Kakoma (1999 :120) there are 201 Secondary / High schools in Lesotho and only 82 have libraries and in schools where libraries do exist, there is no evidence to suggest that the library is treated as an important component of the school curriculum in spite of the new developments in education which make a school library an imperative facility (Kakoma 1999:120). Kakoma

(1999) looked into four main areas of school librarianship and his findings show, firstly, that the school libraries are managed by two categories of staff: teachers without library qualifications, and full-time staff with qualifications in neither teaching nor librarianship. Staff in charge do receive some basic training from the School Library Service section of the Lesotho National Library Service .

Secondly, some schools have purpose-built library buildings, but a good number of school libraries are housed in converted rooms which can barely accommodate forty students. This seems to be one of the common problems affecting school libraries in Africa (Radebe 1997:218-226; Adelusi 1998:39). Thirdly, school libraries in Lesotho are starved of adequate financial support. This has resulted in their being poorly stocked, with the bulk of their collections being donations. This is a result of inadequate budgets, although the manual for Heads of Secondary and High Schools in Lesotho stipulates that five percent of the school budget should be used for running the library. It is obvious that this is merely a statement of intent, and not a reflection of the actual situation on the ground otherwise the funds meant for running the school libraries would have been sufficient or adequate. Lastly, there are no guidelines on how the school libraries should be run. Every school has leeway to run its library as it sees fit (Kakoma 1999:121).

In a recent study of ' library resources in secondary schools in Nigeria,' using the survey method, Adelusi (1998:39) argues that the school libraries are in a deplorable condition due to problems of qualified personnel, finance, accommodation and resources. According to Adelusi (1998), collections in some of these secondary schools surveyed fall far short of the basic standard

recommended for every secondary school library in the *Manual for Nigerian School Libraries*.

There are no full-time professional librarians, and in all, only two schools were staffed by teacher-librarians, and they are supported by library assistants who have not even received any in-service training in librarianship (Adelusi 1998:42). Regarding infrastructure and finance all ten schools used for the study declared that they had libraries, but only two had fairly large libraries and all others lacked appropriate accommodation and backup support. Financially, all the schools indicated that they had no separate annual budget, and the funds they received came as grants from the government and philanthropic organisations (Adelusi 1998 :43).

2.6 The development of school libraries in South Africa

This section discusses school libraries in South Africa before the 1994 election, school libraries since 1994, and the introduction of Outcomes-Based Education.

2.6.1 School libraries in South Africa prior to the 1994 election

Prior to South Africa's first democratic elections in 1994 and the resulting establishment of a single Ministry of Education, there were 15 Ministries of Education in South Africa. These Ministries and their departments were differentiated along racial and ethnic lines, in accordance with the apartheid system and philosophy of Christian National Education (Stilwell 1991; Bawa 1996; Karlsson 1996).

According to Karlsson (1996 :6), educational resources were allocated unequally, reflecting the racially-based values and preferential treatment of whites by the apartheid state. This impacted on the quality of education offered through the various administrative departments. The administrative departments of these Ministries each developed their own character, underpinned by separate parliamentary Acts. The departments designed and built their own schools, trained and employed their own staff and developed their own permutation of school models, governance structures and curricula.

They were different in the way they handled library and media studies policy (Le Roux 1992; Karlsson 1996:7). Only a few departments, namely, those that fell under the House of Delegates (HOD) for Indians, the House of Assembly (HOA) for whites and the House of Representatives (HOR) for coloureds formulated school specific library policies. According to the Education Act of 1983, blacks in the self-governing territories 'outside' the borders of South Africa ran their own education systems under 'own affairs'. The HOD issued a document which promoted an integrated approach making the school library central to classroom teaching, and stressed the importance of audiovisual materials and software. Likewise, the HOA developed their own particular approach. In the self-governing territories for blacks, the supportive role of the school library was also recognised by the Education Ministry and the Education Ministry was committed to its provision (Karlsson 1996).

In 1992 the National Education Policy Investigation (NEPI) Library and Information Services Research Group found that the existence of a policy was directly related to the provision of

school libraries and media centres. This was the case in the schools administered by HOA and HOD Education Departments which had libraries with consistently good collections and equipment, and were also supported by subject advisors (National Education Policy Investigation Report 1992). The Department of Education and Training (DET), which was the single largest provider of schools for African learners outside of the self governing territories, only officially acknowledged the role of school libraries in teaching and learning in 1983. Prior to this development, there was no legal imperative to provide school libraries or train teacher librarians for African schools. This led to an enormous backlog and accounts partly for generations of African learners who reached adulthood without having had the experience of a library (Karlsson 1996 :7).

2.6.2 School libraries in South Africa since 1994

Since 1994, the new constitutional dispensation regarding the South African Education Policy Framework has shifted dramatically in terms of affirming the rights of individuals to education and in terms of the need for redress. The generation of policy has touched virtually all aspects of educational construction but has given particular attention to the challenges of generating equitable access to education and integrating education and training (South Africa. Education Department... Draft report 1999:3). Central to these challenges has been the development of a range of policy documents including: the South African Schools Act (1995), the National Education Policy Act (1996), the Education White Paper No 2 on the Organisation and Governance of Schooling (1996), the Education White Paper No 4 on the transformation of the Further Education and Training sector (1998), and the National Norms and Standards for School

Funding (1999) which deals with the procedures to be adopted by provincial Education Departments in determining the allocation of resources to schools (South Africa. Department of Education... Draft report 1999). The aim of generating this equitable access to education resources and opportunities includes providing critical facilities such as school libraries for all.

According to this report (South Africa. Department of Education... Draft report 1999), generating full access to such facilities for children of school going age in South Africa is essential. Firstly, the school library represents the primary organisational unit through which learners will interact with various information and communication technologies. Secondly, it has to be emphasised that South Africa's curriculum policy of Outcomes Based Education can only be fully expressed with sufficient access to a range of learning resources of which the school library is a key provider.

Overduin and De Wit (1986 :813-814) in their evaluation of school libraries in South Africa claim that a balanced school library collection, consisting of books and audio-visual materials, which complies with educationally sound qualitative and quantitative standards, is essential for school library services to be rendered. They argue that the collection should provide for all the curricular and extra-curricular media needs of the school; and should also be regularly weeded and supplemented to ensure that the material is relevant to the curriculum and the needs of the learners. However, in their research, they found that most collections in the schools included a considerable number of outdated and inappropriate books (Overduin and De Wit 1986:815).

Fourie and Kruger in 1994 also carried out a study on "Secondary-School pupils as public library

users". A cross-sectional survey method was used for this study. This method involved 500 secondary school pupils from the Pretoria-Verwoerdburg area. Fourie and Kruger (1994) stated their concern about the ability of the public libraries to cope with the demands being placed on their resources by pupils. This has been expressed by several South African authors, but few studies have thus far been conducted into the curricular information usage of pupils in public libraries. Two reasons were given in this study as to why pupils use the public libraries and were divided into two broad categories: one related to school work (curricular) and the other related to non-school work (extra curricular) situations. Therefore, these categories reflect pupils' recreational and information needs. The curricular reasons given were:

- to find information for any school task.
- to borrow books for any school task.
- to make photocopies from public library books for any school task.

For the extra curricular reasons, the following were given :

- to read , return or borrow recreational reading materials.
- to find information for a hobby or own interest.

Fourie and Kruger (1994), in their study showed the implications of using public library services for school-going youth and from the above findings it is clear that apart from its recreational function the public library also fulfils a formal educational role. As pupils undertake more independent study and the teaching of information skills becomes integrated into the curriculum, increased needs for information will follow. If school collections cannot meet these demands the public library will have to attempt to develop effective pupil-oriented collections, facilities and services (Fourie and Kruger 1994).

Karlsson (1996:19) in her study on the problems in the provision of resources for school learners, identified the need for Internet resources to be provided in secondary schools as was proposed by the African National Congress (ANC) Government. According to Karlsson, Internet's interactive and multimedia approach is rapidly becoming a norm in Australia and Iceland. Secondary schools are provided with computers and are connected to the Internet to enable students to use their skills and the available information storage and retrieval technologies as tools (Clyde 1989:195).

Radebe's 1997 investigation revealed a bleak picture even at the schools with qualified teacher-librarians. She noted that school libraries were marginalised and this was manifested in various ways:

- The inferior status accorded to teacher-librarians and librarians in general was responsible for much of the marginalisation. Libraries were viewed as peripheral to school functioning. She argued that some teacher-librarians were blameworthy for failing to be pro-active.
- The under-utilisation of libraries and ignorance regarding their use meant that school libraries were currently an abused resource. At some schools they were used as classrooms, staff rooms or meeting rooms for teachers.
- The principals' attitudes played an important role. A relationship existed between the active support by the school principal of individualised learning, and the successful development of the school library. In South Africa, principals in general undervalued

school libraries and did not support their establishment.

- Subject teachers' attitudes and perceptions exhibited ignorance and
- Inaccurate perceptions of the role of the school library. These were among the major reasons for the under-utilisation of school libraries.

In South Africa, the lack of co-ordinated policy, and the subsequent lack of uniform standards with regard to the provision of school libraries, has been noted by some authors (Stilwell 1991; Vermeulen 1992; Karlsson, Nassimbeni and Karelse 1995; Bawa 1996). A four year Implementation Plan of the Policy Framework for School Library Standards has been drafted by the Department of Education to enable the government to use one standard for all secondary schools and where there are lapses like in Russell High where the library has insufficient materials, they will be catered for (South Africa. Department of Education. Draft report: January 2000), but it is yet to be implemented .

It is important to note that the total number of South African schools with a library or a library collection/box service is 9537 out of 22556 schools, which represents 42.28% of all schools in the country (South Africa. Department of Education... Draft report 1999:14). When levels of access are disaggregated KwaZulu-Natal schools, has 41.7% of schools have a libraries service of some sort (including box collection).

The provision of school libraries according to the South African Department of Education... draft report (1999:10), reveals that the proportion of schools with on-site libraries is relatively low. In

some provinces, the proportion of schools with on-site library facilities is much higher than in other provinces. The provinces that are most disadvantaged in terms of school library access are the Eastern Cape and the Northern Province, where only 12.2% and 16.00% of schools respectively have on site library facilities. This implies that in these two provinces fewer than two in ten learners have access to a library on their school premises. Given that both provinces have significant rural heartlands, there are unlikely to be other public, municipal or provincial libraries available. It should also be noted that the biggest provinces with reference to numbers of schools, the Eastern Cape (5741) and KwaZulu-Natal (4874), have low proportions of libraries as opposed to book boxes at 12.2% and 24.1% respectively. This implies that a campaign to increase library access in these provinces will be a financially onerous task (South Africa. Department of Education... Draft report 1999:11).

Vosloo (1999) in a paper titled “ Services to schools”, looks at library services to schools in the Western Cape Province of South Africa ; and states very clearly that in respect of library services to schools in the Western Cape Province, the most frequently heard complaints are of staff shortages, limited space, few suitable resources and lack of cooperation by the schools. This observation and these areas were areas of investigation in the current study.

Thus it is clear that the school library is an important area that needs attention in any society. It is important that learners get appropriate materials to meet their curricula needs.

2.6.3 The introduction of Outcomes-Based Education

The introduction of Outcomes-Based Education (OBE) or Curriculum 2005, now Curriculum 21, emphasises resource-based learning. This curriculum was introduced in 1995 by the then Minister of Education, Professor S. Bengu, who stressed the importance of information skills in this new approach:

We are poised to introduce a new curriculum next, which will expose learners to a wide range of information and resources to meet the demands of the next century. If learners are to have an ability to collect, organise and analyse information it means that they would have to engage with resources so that they know how to access information and facts (Kruger 1998:8-9).

In March 1997, the Department of Education launched Curriculum 2005 or Outcomes-Based Education (OBE), to be implemented from 1998, starting with grade 1. In OBE, statements are made about what knowledge, skills, values and attitudes learners should acquire as a result of their learning. These statements are called outcomes. All learning, whether at school, university or work, should be organised to help learners achieve these outcomes (Outcomes-Based Education and curriculum 2005, 2000:1).

Curriculum 2005, now known as Curriculum 21, and a local version of resource-based, outcomes directed learning, has been developed for South African schools. The main aspects of the curriculum are prescribed by the National Department of Education, and must be adhered to in all the provinces. Curriculum 21 is organised around eight “learning areas” which have replaced the traditional school subjects. These learning areas are (Outcomes-Based Education and

curriculum 2005, 2000:1) :

- arts and culture;
- communication, literacy and language learning;
- economic and management sciences;
- human and social sciences;
- life orientation;
- natural sciences;
- numeracy and maths; and
- technology.

Significantly, the content of OBE has been spelt out and this enables school libraries to focus on these areas as regards their collection and services to learners. It is important to note that this curriculum cannot succeed without the library. According to Kruger (1998 :10) the availability of learning resource materials will play an important role in achieving the prescribed critical cross-field outcomes. These critical outcomes are designed by the South African Qualifications Authority (SAQA) and apply to all the learning areas. Learners should be able to successfully demonstrate their ability to:

- communicate effectively using visual, mathematical and language skills in the modes of oral and written presentation;
- identify and solve problems by using creative and critical thinking;
- organise and manage themselves and their activities responsibly and effectively;
- work with others effectively in a team, group, organisation and community;

- collect, analyse, organise and critically evaluate information;
 - use science and technology effectively and critically, showing responsibility towards the environment and the health of others;
 - understand that the world is a set of related systems. This means that problem solving contexts do not exist in isolation;
 - show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities.
- (South Africa. Department of Education. 1997).

2.6.4 Critical outcome for information skills

This is the outcome that deals with information skills. Learners are expected to be able to collect information, analyze, organize and evaluate it critically. In other words, learners should have the ability to gather information, study it closely or systematically and then assemble or put into operation, for their school project.

The new curriculum makes it quite clear that an Outcomes-Based Education system moves educators and learners away from total reliance on prescribed textbooks. Learning support materials that should be used by learners to collect, analyze, organize and critically evaluate information should include what are traditionally regarded as library books and materials. A school library has three corner stones, namely collection, facilities, and the teacher-librarian. Only one of these cornerstones is alive: the teacher-librarian who can make things happen. The teacher-librarian is therefore the most important of all three. The availability of a collection of library

books and materials without someone who takes responsibility for it is, to a large extent, useless. That is to say, the school library cannot function effectively even if there are adequate facilities without a teacher-librarian. Lastly, adequate learning material is essential to the effective running of an Outcomes-Based Education system. Library books and materials must be recognized as an essential part of the collection of learning support material.

2.7. Approaches in the literature to collection evaluation

An evaluation is performed to gather data useful in problem-solving or decision-making activities (Lancaster 1988:1). Lancaster points out that a good way to focus on an evaluation of library services is through a generalised representation of the operations of a library as seen through the eyes of the evaluator. For evaluation purposes, Lancaster (1988:3) says a library can be studied in a number of ways, that is, an evaluation programme might look at inputs, outputs or outcomes. The sequence input, output and outcomes is one of increasing complexity. In contrast to outcomes, the inputs are inherently quantitative rather than qualitative in nature.

The inputs have little value in and of themselves and they can only be evaluated in terms of the role that they play in achieving desired outputs. The most obvious example of this is the collection of books and other materials that can be considered the major input to a library. Such collections cannot be evaluated in the abstract but only in relation to the purposes they are intended to serve and the actual needs existing in the population of potential users. In other words, the collection (input) must be evaluated in terms of the extent to which it satisfies the demands placed upon it (that is, output). In the course of such in-depth evaluation, collection strengths and weaknesses will be identified thus leading to modifications in collection

development policies in order to increase the relevance of the collection to the needs of the users (Lancaster 1988:33).

Inputs, outputs or outcomes are evaluated with regard to three possible levels . It is feasible to evaluate any type of service at three possible levels; namely effectiveness, cost-effectiveness, and cost-benefit (Lancaster). In the current study these areas will be discussed, particularly cost-benefit as a yardstick for evaluation.

2.7.1 Effectiveness

Effectiveness must be measured in terms of how well a service satisfies the demands placed on it by its users. Such an evaluation can be subjective (for example, by gathering opinions via questionnaires or interviews), or objective, that is, the measurement of success in quantitative terms or a combination of both.

2.7.1.1 Cost-effectiveness

Cost-effectiveness is concerned with internal operating efficiency . In evaluating cost-effectiveness a study measures how efficiently in terms of cost the system is satisfying its objectives, that is, meeting the needs of its users (Lancaster 1979:1).

2.7.1.2 Cost-benefit

The cost-benefit study or technique attempts to determine whether the expense of providing a

service is justified by the benefits derived from it. Lancaster (1979:2) also suggests that effectiveness of a system or service (which includes collection) may be evaluated by macro-evaluation or micro-evaluation.

2.7.2 Macro-evaluation

Macro-evaluation measures how well a system operates, and the results usually can be expressed in quantitative terms. It reveals operations at a particular level but does not indicate why the system operates at that level or what can be done to improve performance in future.

2.7.3 Micro-evaluation

This technique, on the other hand, investigates how a system operates and why it operates at a particular level. This is because it deals with factors affecting the performance of the system. Micro-evaluation is necessary if the results of the investigation will in some way be used to improve performance (Lancaster 1979:2). Micro-evaluation is being used for this study.

2.8 Summaries of methodologies used in other studies

This section of the study highlights summaries of methods used by other researchers in studies similar to the present.

Osei- Bonsu (1990) used an evaluative survey method for the investigation of the secondary school libraries in Ghana. He used self administered questionnaires to collect the data. Others,

like Rogers and Needham (1999), used a comparative survey method to investigate a group of school children in England from twenty-one schools to assess their attitude towards the Bookflood Project. The good thing about this project is that it was heavily financed by the Schools Library Service and it was a long term project.

Fourie and Kruger (1994) used a cross-sectional survey method which covered a broad picture of young public library users of secondary school age in the Pretoria-Verwoerdburg (Centurion) municipal area in South Africa. The self-administered questionnaires used were available in both Afrikaans and English, and field workers were used for handing out these questionnaires.

Serema (1999) in a study of school libraries in Botswana used the survey method to point out the importance of the school library. Hopkins (1999) used the survey method in a study entitled “The school library collection: an essential building block to teaching and learning”. This study was carried out in the United States of America. Small’s (1998b) study on “Secondary school libraries in the UK” showed that many schools achieved minimum standards in service provision. Adelusi (1998) did a survey study on “Library resources in secondary schools in Nigeria”, and his report showed that most secondary schools fall far short of the basic standard recommended. From these summaries, the evaluative survey method which was used by Osei- Bonsu above is preferred because it is similar to this study in that it is evaluative, and it also focuses on the secondary school. Furthermore it provides details of the entire study which was very useful to the researcher.

2.9 Summary

Various aspects of the subject of the study have been surveyed in this literature review. These include the role of school libraries, the provision of school libraries, funding and evaluation both internationally and locally. The survey method has been identified by the researcher as the most appropriate method to be used for this study. Where relevant, significant points identified in the literature will be drawn on in the interpretation of the results of the study.

Chapter 3

METHODOLOGY

This chapter, drawing on the discussions of methodologies used in other similar studies, describes the methods that will be used for this study, the population, the sampling method, data collection methods, categories of information, procedures, data analysis and evaluation of the research methodology.

3.1 Methods used

A two-pronged method of data collection was adopted. The two methods used were the search for and review of, the relevant literature and the survey by questionnaire of the various populations of the study, that is, the learners, teachers, librarian and the principal of Russell High School, Pietermaritzburg .

3.1.1 Literature search and review

A literature survey is a necessary component of any research conducted in the social sciences for several reasons. The search for relevant literature enables the researcher to find out what else has been done in relation to the problem to be investigated and makes the duplication of existing studies less likely (Aitchison 1998:58). In addition, “important understandings and insights necessary for the development of logical framework” into which the problem fits, can be gained (Gay 1976:24). Research methods used and evaluated in similar studies can be examined and their suitability for the study in hand can be assessed (Gay 1976:24). Familiarity with related

research also makes the interpretation of the results of a study more meaningful as they can be discussed in the light of what has been done before (Gay 1976:25). The literature search for this study was conducted to collect information about :

- * the role of the school library;
- * library use by secondary school learners;
- * library use by secondary school teachers;
- * methods used by secondary school libraries to cater for the curricula needs of learners and teachers;
- * methodologies used in research on secondary school libraries.

3.2. Descriptive survey

For this study, the descriptive survey method was selected. Gay (1976:123) defines this method as “the collection of data in order to test an hypothesis or to answer questions concerning the current status of the subject of the study”. In other words, it enables one to collect the data necessary for answering the research questions and dealing with the research objectives. The descriptive survey method is also defined by Anderson (1998: 100) as “any approach that attempts to describe data quantitatively or qualitatively”; and it also provides the opportunity for the researcher to collect the required information over a short period of time. The method therefore, caters for the time constraints of a one year course work Masters.

3.3. Population

Several known features of the populations to be surveyed are discussed below including the size of the populations, the status of learners (meaning the grades of learners) and the school library under study (see Chapter One).

3.3.1. The size and characteristics of the populations

The populations studied consisted, firstly, of 450 learners in grades eight to twelve, secondly, of 18 teachers, thirdly, of the librarian and fourthly, the principal at Russell High School in Pietermaritzburg, KwaZulu-Natal Province. Learners at Russell High are drawn from all over the Pietermaritzburg Transitional Local Council Area including the suburbs and the various former townships in this area. It is assumed that not all the learners have access to space and an environment that is conducive to study and reading outside the school. The learners, who are in grades eight to twelve, have a range of curricula needs. They have to depend largely on the school library for having their curricula needs met.

3.3.2 Sampling

Since the population from which the sample of learners was drawn does not constitute a homogenous group, the stratified random sampling technique was used. A stratified sample was obtained by separating the population elements into discrete groups of strata and then selecting a sample from within each stratum (Kothari 1990:77). The strata were based on the classes or grades in the school, that is, grades eight to twelve.

For the purposes of the study, it was seen as desirable to have the various grades represented equally. Therefore, disproportional stratified random sampling was used in this study. The number of elements were drawn from the various strata independent of the size of the stratum. This helped the researcher not to secure an unnecessarily larger volume of information from the most prevalent group in the population. After determining the strata a simple random sample was taken from each stratum, and the sub samples were combined to form the total sample.

A sample of 150 learners which consisted of 30 learners drawn from different classes in each of the five grades mentioned above was drawn using stratified random sampling. With reference to the teachers the whole population was studied as well as the single librarian and the principal, with regard to the other two populations .

3.4 Instrumentation

The survey research method uses three basic techniques to elicit information from respondents, namely personal interviews, telephone interviews, and questionnaires. The researcher chose the questionnaire as the most suitable technique for this study. This decision was based on examining other similar studies conducted by Osei-Bonsu (1990), Serema (1999), Hopkins (1999), Rogers and Needham (1999), Small (1998), and Adelus (1998). Advantages that make the questionnaire an attractive technique in research are that the questionnaire is lower in cost than the other two techniques mentioned and the researcher did not have the benefit of a research grant for the study. The questionnaire offers greater anonymity to respondents and makes access

to respondents easy. In studies similar to this one the questionnaire was used with success. Baker and Lancaster (1989 :127) concur that the use of a questionnaire in studies of this nature, is considered the best way to measure in-house use of a collection. In summary, questionnaires are easy to administer and are used to get relevant information about users.

The questionnaire, however, also has some disadvantages; as noted it eliminates personal contact between the researcher and the respondent, it therefore does not permit the respondent to seek clarification in answers to ambiguous questions, and there is the possibility that those highly opinionated regarding the subject of a questionnaire are more likely than others to be sufficiently motivated to complete and return it (Baker and Lancaster 1989).

3.5 Questions

For this study questions in the questionnaires for learners, teachers, and the teacher -librarian were in simple English and the principal of the school was interviewed using an interview checklist (see Appendix D) . The teacher librarian was asked to complete a questionnaire rather than interview because of the expected volume and complexity of the data to be collected from her. For the first three categories three short self-administered questionnaires (see Appendices A -C) were constructed and administered, based on the objectives of this study.

3.5.1 Forms of question

Newell (1993:101-103) distinguishes between two types of questions commonly used in questionnaires. These are closed questions and open questions. The questionnaires contained both closed and open-ended questions, designed to obtain information about the learners' curriculum related library needs, the teachers' curriculum related needs and the librarian's view of the collection in the school library .

3.5.1.1 Closed questions

Closed questions “are drafted in advance, complete with all possible answers which could be given” (Newell 1993 : 101). The advantages of closed questions (or limited option questions as they are also called) are that “they can be pre-coded and responses can easily be entered in a computer saving time and money”(Newell 1993:101) and that they “are less time consuming for the respondents to complete” (Newell 1993 :101). The closed questions helped guard against irrelevant answers and directed the respondents to answer the questions easily.

The disadvantages of closed questions are that they “force the respondent to chose between the answers provided” (Newell 1993:102) and can only be used when the researcher has been able to make an informed decision based on the literature or experience about which categories are appropriate. An “ Other” category allowed for responses not anticipated by the researcher.

3.5.1. 2 Open questions

Open questions are described by Newell (1993:102) as “those that allow individuals to respond in any way they wish”. Open questions or opinion-type questions were used for questions where it was anticipated that the respondents required freedom of response.

Newell (1993:103) points out the drawbacks of open questions for respondents and researchers. The former are required to spend time considering and recording an answer and the latter might have to deal with responses that are ambiguous, wide-ranging and difficult to categorise as well as time-consuming to code and analyse. Although the lack of verbal interaction when using a questionnaire for data collection might have some disadvantages such as difficulty in being understood, the researcher dealt with this by trying to avoid questions that were likely to be misunderstood by participants because of unclear wording (Powell 1985 :100). Based on guidelines provided in the literature (Sapsford 1999:111) the researcher was able to minimize this problem by keeping her audience in mind in the development of the questionnaires stage. A pre-test was used to further eliminate problems.

3. 5. 2 Categories of information

The questions for this study focused on the availability of resources, determined the types of materials frequently used by both teachers and learners and assessed the suitability of the present collection of Russell High School library for meeting curricula needs. They also asked about the degree to which users, that is, learners and teachers, were satisfied or not satisfied with the school library in terms of its provision. The study also sought to assess the degree to which the

principal and the teaching staff support the library.

As stated above three types of questionnaires were designed, one each for the learners, teachers and the school librarian. There were some similarities among the three questionnaires (learners, teachers and teacher-librarian) which helped the researcher compare the responses of the three types of population.

3.5.2.1 The learners' questionnaire

The learners' questionnaire was divided into three sections. Section one provided the demographic information of the respondents. Section two sought information on the use of the school library and section three asked questions about support for the library and satisfaction with the library service. Lastly, respondents were asked to give their comments and suggestions concerning the school library.

3.5.2.2 The teachers' questionnaire

The teachers' questionnaire was also divided into three parts. The first part gathered the demographic information of the respondents. The second part sought information on the utility of the school library and the third part gathered information about the respondents' perception of the role of the school library.

3.5.2.3 The librarians' questionnaire

The questionnaire for the school librarian was divided into four parts. The first part gathered information about the organization of the school library. The second part gathered information on the stock of the library. The third part sought information on the types of materials used. The fourth part focused on user education and on any personal comments or suggestions the librarian wished to add.

3.5.2.4 The Principal's interview checklist

An interview was used to collect data from the principal. The interview focussed on information concerning the principal's perception of the school library, the budget and the future plans for the library. A check list was used to structure the interview.

3.6 Procedures

Permission to carry out the research at Russell High School was requested from the principal Mrs F. H. Dell, and it was granted. The researcher had visited the school to see the librarian on several occasions for background information on the school library and she explained the purpose of the study as well as asked permission to conduct a pre-test of the questionnaire to establish whether the learners did understand the questions.

3.6.1 Pretest

The validity of a study refers to its ability to measure what it sets out to measure (Newell

1993:99). To ensure the validity of the instrument used in this study, the supervisor of the thesis and her colleague both checked the instrument personally and made comments and suggestions. The researcher effected the suggested changes.

To pre-test the instrument, a group of learners representing all grades from the target population was given the instrument on the 18th September 2000. This pre-test helped the researcher to check for ambiguity in the questions themselves. No changes were made to the actual instrument as the learners had no problems in responding to the questions and the responses suggested the adequacy of the questions in eliciting appropriate data. There was no pre-test for the teachers and the librarian because it was assumed that if the learners could cope with the questions, the staff would be able to answer the questions as well and the researcher did not want to forfeit any of the staff as candidates for the survey proper.

3.6.2 Distribution of the instruments

To make sure the respondents answered the questions freely, and to ensure confidentiality in their responses, the researcher assured them of anonymity and there was no requirement to give a name. The questionnaires were hand-delivered to learners, teachers, and librarian in their classes with the help of the librarian during their free classes. The classes were considered “free” in the sense that the questionnaires were administered after the end of the control-test before the third term holidays in September 2000. Respondents were asked to complete the questionnaire inside the classroom (specifically learners) and then leave it with their class teacher who later handed them to the librarian. The survey instrument was then distributed to the various

identified populations and the principal was interviewed .

3.7 Data coding

Once the categories had been established and data 'assigned' to these categories, it was necessary to convert the new data or response to numerical codes so that they could be tabulated (Powell 1985:148). These codes were, in turn, assigned to specified locations in data files to facilitate the computer data analysis.

3.8. Data analysis

Once the data were ready to be analysed, the descriptive statistics method was used, that is, using the number of respondents and the number of questions answered. The data was then analysed and interpreted by using both frequencies and percentages. The methods used are described with reference to data analysis and data output. For the open questions content analysis was used to arrive at categories for which frequencies and percentages were then calculated.

3.8.1 Data output

Quattro Pro Statistical Package and Microsoft Excel were used to generate the appropriate tables and charts to facilitate the depiction and interpretation of the results of the study.

3.9 Evaluation of the research methodology

The purpose of this study was to evaluate the collection of Russell's High School library in meeting the curricula needs of the learners. Was the survey method appropriate?

It was because the researcher was able to see from the results the areas of need for both learners and teachers and thus achieve an evaluation of the collection in meeting curricula needs.

The researcher, however, encountered problems with some responses to questions that required opinions and suggestions, for example, questions 19-23 for learners and questions 20-22 for teachers. Some learners and teachers' responses to these questions did not seem to concur with responses to other similar questions and therefore did not reflect the actual situation in the school library. Fortunately the librarian answered her questions conscientiously to show the situation pertaining in the library. The researcher would also have preferred administering the questionnaires personally which would have enabled her do some more explanations on the questions. Overall, however, the methods used helped her to elicit information from the principal, librarian, teachers and learners.

CHAPTER 4

Results of the study

This chapter reports on the results of the study which is an evaluation of the Russell High School library in meeting the curricula needs of learners. Questionnaires were used to collect data from respondents. Various forms of the instrument were distributed to learners, teachers and the librarian. An interview, guided by a checklist, was used to collect data from the Principal. Hence the four categories of the population are reported on. All the respondents were female.

A total of 150 questionnaires were distributed to learners and 138 questionnaires were returned which gives the response rate of 92% which is a good response rate. Eighteen questionnaires were handed to the eighteen teachers and thirteen questionnaires were returned making a 72.22 % response rate which is also more than adequate. The single questionnaire sent to the librarian was also completed and returned. Discussion of the results starts with responses from learners, followed by teachers, the librarian and lastly data from the interview held with the principal of Russell High is presented.

4.1 Responses from learners at Russell High

4.1.1 Background data on learners

This section presents information on the respondents' characteristics including their age and level of study.

Table 1 shows that one hundred and thirty-eight learners (138, that is 92%) responded to the questionnaire. Data on the level of study of respondents shows that 30 (21.73%) were grade 9 learners (the majority of whom, 15, were 14 years old), 29 (21.01%) were grade 8 learners (again the majority, 18, were 14 years old), 29 (21.01%) were grade 10 learners (the majority, 12, were 16 years old); 27(19.56%) were grade 11 learners with a majority of 9 being 18 years old, and lastly, 23 (16.66%) were grade 12 learners with a majority, 11, being 17 years old. In short, the highest number of respondents was drawn from the grade 9s and the highest age group was the 14 year old.

Table 1. Age and level of study of the learners N= 138

Level	Age	Age	Age	Age	Age	Age	Age	Age	Age	Total
	12	13	14	15	16	17	18	19	20	
Grade 8	1	8	18	2	0	0	0	0	0	29
Grade 9	0	0	15	12	3	0	0	0	0	30
Grade 10	0	0	1	10	12	4	1	1	0	29
Grade 11	0	0	0	2	8	7	9	1	0	27
Grade 12	0	0	0	0	1	11	7	3	1	23
Total	1	8	34	26	24	22	17	5	1	138

4.1.2 Library visits and frequency of visits by learners

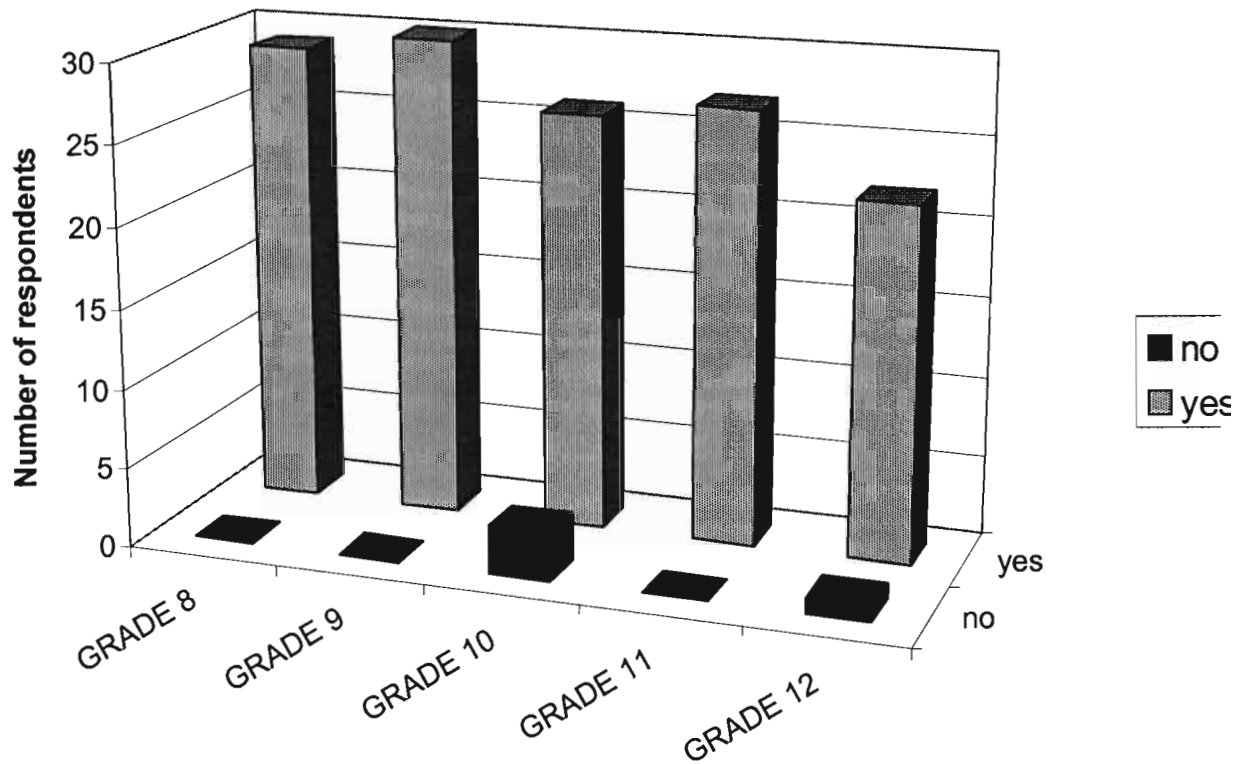
This section reports on learners' visits to the library and on the frequency of the visits.

Respondents were asked if they visited the school library.

The data presented in figure 1 shows that 134 (97.10%) of the respondents visited the school

Figure 1: Visits to the school library by grade.

N= 134



library with the majority (30) of those who visited the library being drawn from Grade 9. Four (2.89%) of the respondents said they did not visit the school library. The highest percentage of non-use (3, that is, 2.17%) drawn from grade 10. Although the research instrument was designed

to probe reasons for non-use, no responses were made in this regard.

From those 134 (97.10%) who visited the library the following frequency patterns were obtained.

A six-point scale of everyday, three times a week, once a week, once every two weeks, once a month and never was used.

Table 2. Frequency of visits to the library by learners N = 134

Use Patterns	Frequency	Percentage
Everyday	12	8.95
Three times a week	37	27.61
Once a week	38	28.35
Once every two weeks.	37	27.61
Once a month	10	7.46
Total	134	99.98

Most of those who did visit the library visited once a week 38 (28.35%) with 37 (27.61%) visiting three times a week and once every two weeks. Only 12 (8.95%) visited daily and 10 (7.46%) once a month.

4.1.3 Reasons for library visits by learners

The respondents were asked to identify the main purpose for visiting the library (Table 3).

Table 3. Purpose of library visits by learners

Purpose of library visits	Frequency	Percentage
To borrow novels	128	95.52
To use books for assignments	108	80.59
To read magazines	78	58.20
To read newspapers	61	45.52
To meet friends	22	16.41
To watch study- related videos	02	1.49

The results show that the 134 respondents visited the library for various reasons. The reason with the highest frequency was for borrowing novels, 128 (95.52%). This was seemingly as a result of the librarian's efforts to improve learners' skills in both spoken and written English language (A'Bear 2000). To use books for assignments scored second highest 108 (80.59%). The other two reasons which seem to be informative or broadly educative were to read magazines 78 (58.20%) and to read newspapers which scored 61 (45.52%). The lowest scoring reasons were to meet friends and to watch study-related videos with 22 (16.41%) and 2 (1.49%), respectively.

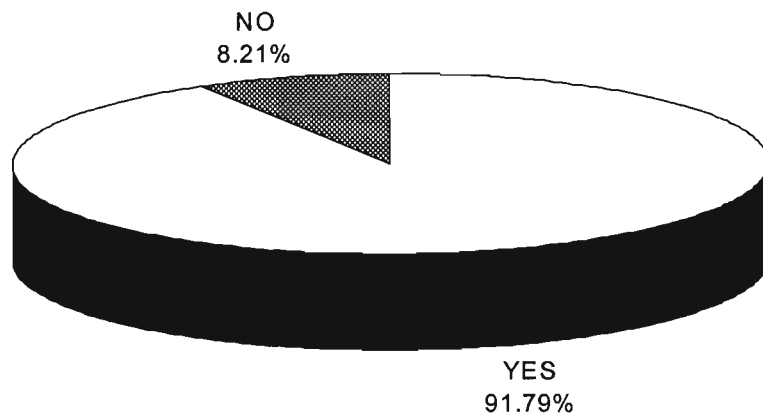
4.1.4 Availability of materials and types of materials used by learners

Learners were asked if they found what they needed in the school library. Figure 2 presents responses given by learners on the availability of materials.

The majority of learners, 123 (91.79%), said YES. Only a small proportion, 11

Figure 2: Availability of materials

N = 134



(8.21%), said NO, they did not find what they needed in the school library.

Four of the 11 learners said the books in the library were not sufficient for their assignments. Three said they sometimes didn't find materials needed in the school library. Two of the respondents reported that the books in the library were outdated. Lastly, one said the books in the library sometimes did not have enough information, and another one pointed out that it was difficult to search for books if they were not displayed on the shelves.

Table 4. Materials consulted by learners visiting the library

Materials consulted	Frequency	Percentage
Novels	114	85.07
Encyclopedias	112	83.58
Dictionaries	100	74.62
Magazines	81	60.44
Newspapers	71	52.98
Textbooks	49	36.56
CDs	04	2.98
Study-related videos	02	1.49

Respondents (134) were asked to indicate the materials they consulted when they visited the library and were instructed to indicate as many types of the materials used as were appropriate.

Most of the respondents 114 (85.07%) used or borrowed novels when they visited the library as reflected in the frequencies shown in Table 4, but almost as many, 112 (83.58%), consulted the encyclopedias. Of the learners, 100 (74.62%) utilized the dictionaries. Other materials available (for example, magazines (81 or 60.44%), newspapers (71 or 52.98%), textbooks (49 or 36.56%), CDs (4 or 2.98%), and study-related videos (2 or 1.49%) in the school library were less frequently used.

4.2 Extent to which materials met the requirements of Learners' assignments

In addition to the types of materials consulted by learners, the study also tried to assess user satisfaction with materials in meeting the requirements of the school assignments by asking them to rate the materials in relation to meeting their curricula or assignment needs (Table 5).

To measure the rate at which the materials in the school library related to learners' assignment requirements, a four-point scale of excellent, good, fair and poor was used. As the finding highlighted, 83 (61.94%) of the respondents indicated that the materials in the school library were good regarding their assignment needs. Of the learners, 33 (24.62%) pointed out that the materials were fair. Another 16 (11.94%) rated the materials as excellent and only 2 (1.49%) indicated that they were poor.

Table 5. Learners' satisfaction with the library materials for assignments

N =134.

Collection	Frequency	Percentage
Excellent	16	11.94
Good	83	61.94
Fair	33	24.62
Poor	0 2	1.49
Total	134	99.99

Subsequently, the researcher sought to determine learners' satisfaction with regard to the supply of materials for assignments. Responses from learners indicated that the majority, 87 (64.92%),

said that they were satisfied, while 28 (20.89%) were neither satisfied nor dissatisfied, and a small minority, 13 (9.70%), were very satisfied. However, 1 (0.74%) reported that she was dissatisfied. A follow up question for learners who were neither satisfied nor dissatisfied revealed that books in the library were old and outdated. They also commented that new books were needed.

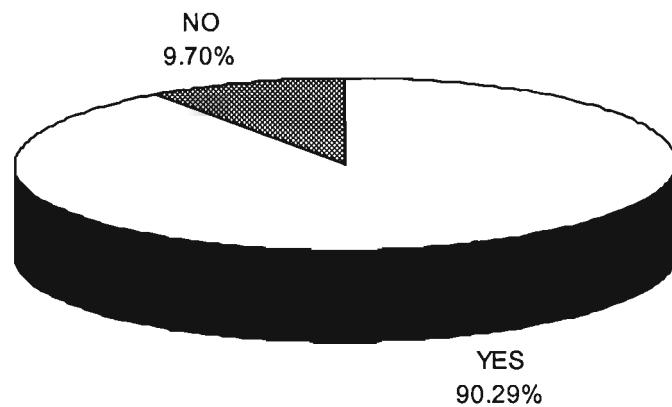
4.3 Library staff assistance to learners

Learners were asked whether the librarian assisted them with assignments.

The assistance of the librarian was assessed on a two-point scale of YES or NO. From the results in figure 3, 121(90.70%) of the respondents said YES that the librarian did assist them in getting materials for assignments. Those who responded to the question about how she helped, said she helped them to find the correct books for assignments (39), 20 (14.92%) said she helped to find books and relevant information needed. Another 20 pointed out that she assisted them by showing them where to find the materials needed. Twenty-six respondents said she helped to find books and explained what ever they needed to know. Nine said she helped with things they did not know in their assignments and taught them how to use the encyclopedias and dictionaries, and lastly, seven said she was very friendly and was always ready to assist them with any queries. Only a ority of 13 (9.70%) of them d NO.

Figure 3: Librarian's assistance to learners

N = 134



Learners were also asked if they had a library period. Of the respondents 136 (98.55%) indicated that they had a library period and two (1.47%) said they had not. Of the learners, 123 (90.44%) mentioned that this period was used to borrow or return books, and for reading, while 12 (8.82%) said they used this period to study or do assignments and three (2.2%) did not respond .

4.4 Use of other libraries

The study also sought to determine the use of other libraries by learners for school work (assignments or projects). As indicated in figure 4 a total of 113 (81.88%) of the respondents reported that they used other libraries and 25 (18.11%) indicated that they did not use libraries other

than the school library. Of the 113 learners that responded in the affirmative, 37 mentioned that they used the libraries for assignments and studying, 31 said they used the libraries for assignments, projects, to borrow books and non-book materials (CDs and video cassettes). Seventeen pointed out that they used other libraries because they had more information for their assignments than the school library had. Sixteen also said that they used the libraries for studies, and to find various information; 13 mentioned that they went there to meet friends; seven said they used these libraries for school projects and to read; another five said they went there to read magazines, newspapers and to borrow novels. One 19 year old learner in grade 10 said, “I used the Natal Society Library for my projects because I do not have enough time at school”. Which suggested time during school hours could be a factor and this finding links with comments about opening hours reported in section 4.5.

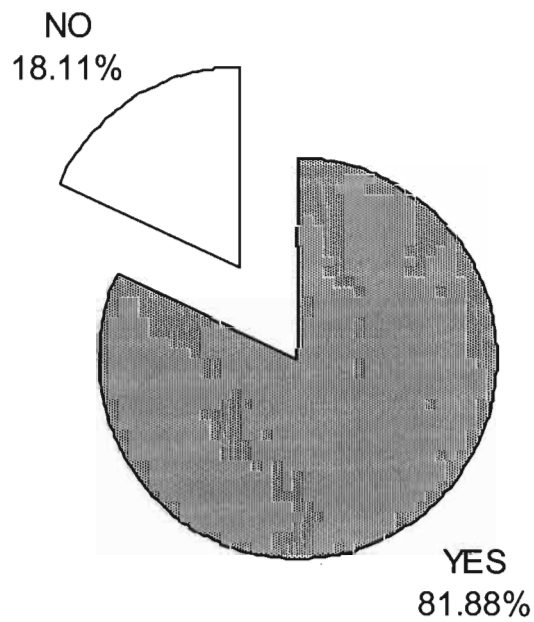
Regarding use of the Natal Society Library respondents were able to give more than one response. Of the 113 learners that used other libraries, 37 used the NSL for assignments, and studying, 31 said they used it for assignments, projects, to borrow books and non-book materials. Seventeen used it because it had more information for their assignments than the school library had. Sixteen said they used it for studies and to find various information, 13 used it as a rendez-vous, seven used it for school projects and to read, and five went there to read magazines, newspapers and to borrow novels.

4.5 Learners' views of the role of the library and the ways in which it could be improved

Asked about their views on the role of the school library, the research revealed that 116 (84.05%)

Figure 4: Use of other libraries by learners

N = 138



of the respondents see the library as an important part of the school

system. Quoting one 17 year old grade 10 learner, she said “ the library is very important to the school and without it, the school would be incomplete”. Of the 138 respondents, 22 (15.94%) gave no response to the question on the role of the school library. The 138 respondents were asked to make suggestions about the improvements they would like made to their library.

Learners made several comments that showed the need for more books and the expansion of the library. Forty-two learners mentioned that they needed more books for assignments, for instance, in Biology, Geography, Science and then generally in the Reference section. Twenty-one learners suggested that more novels should be added to the collection, 10 of them suggested that adding more computers in the library would help to facilitate access to the Internet. Four learners pointed out that the acquisition of more teenage magazines would help to make the library lively. Another four learners suggested that there should be stringent rules on book care and handling so that learners would be more careful with the library books in future. Two learners made each of the following separate suggestions: that more study-related videos should be acquired by the school; that the library should be open before the school opens in the morning and after classes in the afternoon; that there should be fund-raising for library materials; that a book club in the school will help to improve the library and that the library monitors should be more dedicated to their job. However, 48 learners gave no response to this question about the improvements they would like made to their library. Of the 138 respondents, 17 (12.31%) also remarked on the need for physical facilities like TV, educational videos and 16 (11.59%) wanted expansion of the library.

Subsequently, learners were asked to state one thing they liked and disliked about the school library.

Of the learners, 134 (97.10%) mentioned that the one thing they liked in the school library was as follows: the organization of the library (42); the friendly atmosphere created by the librarian (40); the availability of almost everything needed (30); the novels, magazines and newspapers provided (22); and 91 (65.94%) learners said what they disliked was as follows: the outdated books (20); the insufficiency of textbooks for assignments (13); the size of the library (too small) (13); the occasional noise in the library (12); queuing up during break for collecting books (11); the uninformed library monitors (five); lack of games and Internet services (five); lack of teenage novels (Sweet Valley series) (four); the restriction on the number of books learners were allowed to take at a time (three); and the insufficiency in supply of teen magazines (three), and the disobeying of library rules by some learners (two). Learners gave more than one answer.

4.6 Summary of findings on learners

From the aforementioned data analysis and presentation, the summary of findings are as follows:

➔ Of the all-female respondents, 138 of the potential population of 150 responded . The findings revealed that 30 (21.73%) were grade 9 learners, 29 (21.01%) were grade 8 learners, 29 (21.01%) were grade 10 learners, 27 (19.56%) were grade 11 learners, and lastly, 23 (16.66%) were grade 12 learners. In short, the highest number of respondents was drawn from the Grade 9s and the highest age group was the 14 year olds.

➔ In fact 134 (97.10%) of the respondents visited the school library and 4 (2.89%) of the respondents did not. On frequency of visits, 27.61% of the respondents visited the library

three times a week, and once every two weeks respectively, once every week was 28.35%, while 8.95% and 7.46% of the respondents visited the library every day and once a month respectively.

➔ From the study findings , it can be concluded that learners visited the library for various reasons but the most significant one was that learners used the materials found in their library for their assignment and project needs. Going to the library to meet friends and watch study-related videos was considered the least important reasons for visiting the library.

➔ Although the results obtained confirm that majority of the respondents found what they wanted in the library, the minority, who did not find what they wanted, indicated that there was need for more relevant books in the library.

➔ From the results also, it could be concluded that most learners consulted the novels in order to improve both their spoken and written language skills in English .

➔ The research results also confirm that 61.94% of the respondents said the materials in the library were good and 64.92% of them were satisfied with the supply of materials for assignments. On the other hand, 24.62% of the learners highlighted that the materials were fair and 20.89% pointed out that they were neither satisfied nor dissatisfied.

➔ Overall, 90.29% of the learners were very satisfied with the librarian's assistance and performance.

➔ From the results, it was clearly indicated that 81.88% of the respondents used other libraries for assignments or projects and only 18.11% did not.

➔ Of the 138 respondents, 116 (84.05%) showed in their response that the library was an important part of the school system and some even mentioned that it was the heart of the school.

➔ Of the 134 (97.10%) learners who responded about what they liked in the library most commented on the organization of the library and the friendly atmosphere which was conducive to learning.

The 91(65.94%) who disliked something in particular, especially commented on the outdated books, the insufficiency of textbooks, noise in the library and queuing to collect books.

➔ Finally, 10 respondents indicated that they would like to see their library connected to the Internet as well as the ordering of more relevant books, and 17 pointed out that a TV set and educational videos in the library would be of great help.

4.3 Responses from teachers

4.3.1 Background information on teachers

This section provides data on the background of the teachers as respondents. It provides information on the characteristics including subjects taught by teachers, their position at work, years of experience in teaching as well as the number of years spent teaching at Russell High School. Thirteen of the eighteen teachers who had been given questionnaires responded.

4.3.1.1 Subjects and levels taught

Four teachers (31.76%) taught English and one or two other subjects. They are as follows: of the four teachers who taught English, one taught grades 9 and 12, and computers in grades 8 to 12 respectively; another taught grade 8, and home economics in grades 10, 11, and 12 respectively; one taught grade 8, geography in grades 8, 9, 11, and 12, and counseling in grades 9 and 12; and another of the English teachers taught grade 8, and Afrikaans in grades 8 and 9. Three (23.07%) taught Afrikaans. Of these three, two taught accounting, computers, and English in grades 9 and 12, 8 to 12, and 8 and 9 respectively. Three (23.07%) taught mathematics and one other subject. They are as follows: one taught mathematics in grade 8, geography in grades 8, 9, and 10, and counseling in grades 8 and 9; another taught mathematics in grades 9, 11, and , computers in grades 9, 10, and 11; the third, taught mathematics and biology in grades 10 to 12 respectively. Of the 13 respondents, two (15.38%) taught biology, mathematics, and general science in grades 10 to 12, and 8 and 9 respectively. Two teachers (15.38%) taught accounts at levels 9 to 12, 9 and 12, and the latter also taught Afrikaans in grade 9. Two (15.38%) taught geography at levels 8 to 10 and 8, 9, 11 and 12

and English and mathematics in grade 8 respectively. One (7.69%) taught drama and counseling at levels 8 to 12 and one (7.69%) taught home economics at levels 10 to 12. One (7.69%) taught art at levels 8 to 12. Five (38.46%) of the respondents did not return their questionnaires.

Table 6 shows the subjects and levels each of the teachers taught.

Table 6. Subjects and levels taught

Subject taught	Level	Frequency	Percentage
English	8, 8, 10-12	4	30.76
Afrikaans	8& 9, 9, 12	3	23.07
Maths	8, 9, 10-12	3	23.07
Biology	10-12	2	15.38
General Science	8&9	1	7.69
Drama	8-12	1	7.69
Home Economics	10-12	1	7.69
Accounts	9-12	2	15.38
Geography	8-12, 8-10	2	15.38
Art	8-12	1	7.69
Other	8,9,10,11&12	7	53.84

4.3.1.2 Teachers' levels of seniority

Of the 13 teachers who responded, the majority, eight (61.53%) indicated that they were teachers, two (15.38%) said they were heads of department, another two (15.38%) were senior teachers and one (7.69%) indicated in other that she was the deputy principal. There were no junior teachers.

Hence all the teacher respondents were fairly senior staff members.

Table 7 summarizes the results obtained when teachers were asked about their position at work.

Table 7. Position at work N=13

Teacher's Position	Frequency	Percentage
Head of Department	2	15.38
Senior Teacher	2	15.38
Teacher	8	61.53
Other	1	7.69
Total	13	99.98

4.3.1.3 Teachers' years of teaching and service at Russell High

The study also attempted to find out how long the respondents had worked as teachers and how many years they had taught at Russell High.

Table 8 gives these details as follows:

Table 8. Number of years of teaching N =13

Number of years	Frequency	Percentage
21	2	15.38
16	1	7.69
12	1	7.69
8	1	7.69
7	2	15.38
6	1	7.69
5	2	15.38
3	1	7.69
6 months	2	15.38

Seven teachers (53.85%) had been teaching for seven years or more. The remainder, six (46.15%) had been teaching for between six months and six years.

Table 9 reports on the number of years each respondent had been at Russell High.

Table 9. Number of years at Russell High N=13

Years At Russell High	Frequency	Percentage
10	1	7.69
7	2	15.38
5	2	15.38
4	1	7.69
3	1	7.69
1 Year and 6 months	2	15.38
6 months	3	23.07
2 months	1	7.69

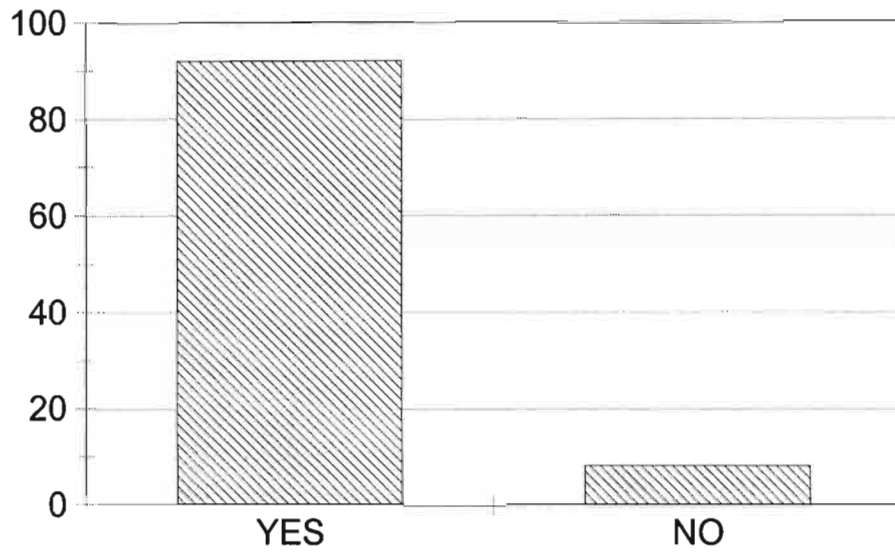
Table 9 summarizes the results as follows. Seven teachers (53.85%) had taught at Russell High for between three and ten years, while six (46.15%) had taught at the school for two months to eighteen months. The years of experience in teaching at Russell High showed considerable variations.

4.3.2. Library visits and frequency of visits by teachers

Figure 5 reveals the overall pattern of teachers visits to the library.

Twelve (92.30%) teachers visited the library and only one (7.69%) did not. Her reason for not

Figure 5: Library visits by teachers N = 13



visiting the library was that her subjects (Afrikaans, accounting and computers) did not require it.

Table 10 reports on the frequency of visits to the library by teachers.

Table 10. Frequency of library visits by teachers N = 12

Use Patterns	Frequency	Percentage
Everyday	1	8.33
Three times a week	3	25
Once every two weeks	3	25
Once a month	5	41.66
Never	0	0
Total	12	99.98

As table 10 shows, only one (8.33%) of the teachers visited the library on a daily basis. However, three (25%) visited the library three times a week, and once every two weeks respectively.

It should be noted that the five (41.66%), of the teachers, visited the library once a month.

4.3.3 Reasons for library visits by teachers

The respondents were asked to identify the main purpose for visiting the library and were instructed to give as many responses as were applicable to them. Table 11 summarizes their responses.

Table 11. Purpose of visit to the library N =12

Purpose of visit	Frequency	Percentage
Find information on a specific topic	11	91.66
To collect visual aids	7	58.33
Personal study	3	25
Other	6	50

Of the 12 teachers who responded to this question, 11 teachers indicated that the most important reason for visiting the library was to find information for a specific topic, scoring 11 (84.61%), and to collect visual aids for teaching, seven (53.84%). Three (25%) indicated that their visit was for personal study. “Other” scored six (50%), and the six respondents, gave their reasons as follows: to take out books for private reading (two) (10%); to find information to use for projects (two) (10%); to read books and magazines (one) (8.33%); to check reference books (one) (8.33%).

4.3.4 Extent to which teachers found library materials needed and the extent of teachers participation in materials selection

In addition to the purpose of visiting the library, the study also sought to find out teachers’ perceptions regarding the availability of materials. Of the 12 who visited the library, seven (58.33%) of the teachers indicated that they always found what they wanted and five (41.66%) said they sometimes found what they wanted and the one teacher who did not visit the library did not respond to this question. The results show that most of the teachers found materials needed in the library. When asked if they participated in the selection of materials for the library, results from teachers

were as follows : seven (58.33%) pointed out that they did participate and six (50%) indicated that they did not participate. Asked the type of materials they selected, the seven respondents pointed out that they selected materials relating to the subjects they taught.

Respondents were further asked to give reasons for not participating in the selection of materials. Two (16.66%) indicated that they have not been long enough at Russell High. One (8.33%) mentioned that she was temporary staff, and another two (16.66%) of the respondents said that it was not part of their portfolio. Lastly, one (8.33%) of the respondents did not give reasons.

4.3.5 Directing learners to library resources

Teachers were asked to indicate the number of assignments given to learners each term. A five point scale of None, One, Two, Three, and More than Three was used. Of the 13 respondents, five (38.46%) reported that they gave one assignment, three (23.07%) indicated that they gave two, while two (15.38%) gave three and one (7.69%) said that she gave more than three assignments for the senior grade. However, two (15.38%) indicated that they gave none.

4.3.6 Degree of use of library for assignments

For those teachers who gave assignments the response regarding whether these assignments ever required the use of the library was as follows: six of the respondents indicated that all their assignments required the use of the library; four said none; two said almost all their assignments; and lastly, one indicated that one of her assignments required the use of the library.

The relevance of the library to teachers' purposes was indicated by the frequency with which they directed learners to library resources. From the results, one can conclude that teachers did not regularly direct learners to the library materials. The rate at which they directed learners to library materials was not satisfactory, as only 9, that is, 69.23% did so.

When asked if they gave learners any guidance on getting information for assignments, five (38.46%) of the respondents reported that they did give guidance to learners by telling them the type of materials to use. Four (30.76%) of the teachers indicated that they did not give any guidance on getting information for assignments to learners. Another four (30.76%) of the respondents did not respond to this question.

Asked if they had a library period, four (30.76%) of the teachers indicated that they had a library period and that this period was used by the learners to borrow or return previously borrowed books, and to read. The other nine (69.23%) of the respondents reported that they had no library period.

4.3.7 Views on the role of the library

Asked their views on the role of the library, seven (53.84%) of the respondents reported that it was very important in a school system, and three (23.07%) pointed out that it was the heart of the school. But three (23.07%) of the respondents did not respond.

4.3.8 Teachers satisfaction with the library and suggestions for improving it

In addition to the purpose of visiting the library, the study also sought to find out user views

regarding the adequacy or non-adequacy of the library collections for their curricula needs. The findings indicate that 10 (76.92%) of the teachers, the majority, said the collection was adequate, but two (15.38%), a small minority of the respondents, said it was not adequate and one (7.69%) of the teachers did not respond because she was too new in the school to assess the library. However, the majority (76.92%) of the teachers were satisfied with the collection, and the minority (15.38%) who were not satisfied with it pointed out that most of the books in the library were obsolete.

Respondents were further asked to make comments or suggestions that they thought would help improve the library. Four (30.76%) suggested that more funds for more books, computers and Internet connections were needed in the library. Another three (23.07%) suggested that new books should be added to the library collection, while two (15.38%) suggested that pin boards, television, video and slides should be added to the library collection. However, four (30.76%) of the teachers made no comments.

4.3.9 Summary of findings on Teachers

From the foregoing data analysis the summary of findings is as follows :

➡ Thirteen out of the eighteen teachers at Russell High, responded to the questionnaire.

The teachers taught a variety of combinations of subjects at various levels.

➡ All of the thirteen respondents were teachers or more senior in rank. There were no junior teachers.

➔ Concerning their work experience, this ranged from twenty-one years to six months. Findings regarding the number of years each teacher had taught at Russell High revealed that teachers had taught at Russell High for periods ranging from ten years to six months.

➔ From the results concerning the 13 teachers' visits to the library, only one did not visit. Only one (7.69%) visited the library every day with three (23.07%) visiting once every week. Six (46.15%) of the teachers visited the library as little as once a month.

➔ As revealed from the findings, the main purpose of the teachers' visits to the library was given as follows:

- to find information on specific topics; 11 (84.61%).
- to collect visual aids for teaching ; seven (53.84%).
- for other purposes; six (46.15%).
- for personal study ; three (23.07%).

➔ From their responses, the majority (77%) of the teachers always found what they needed in the library and the rest (13%) said they sometimes found what they wanted.

Subsequently, the results indicate that not all the teachers participated in the selection of materials for the library. Those who participated, selected materials related to their subjects, and those who did not select, gave the following reasons: two indicated that they have not been long enough at the school, another two said it was not part of their portfolio,

and one said she was a temporary staff member.

➔ It is clear from the findings that teachers gave assignments to learners and almost all required the use of the library. Further reports show that some of the teachers did direct learners on how to get information for the assignments given while some did not.

➔ From their responses, the majority of the respondents reported that the library collection was adequate and a minority said it was not adequate.

➔ It is also clear that most of the teachers saw the library as an important part of the school system; and a few of them did not respond to this question.

➔ Teachers suggested the provision of more funds, books, computers and Internet connection, videos, TV and slides in the library to enhance its services in a more efficient and effective manner.

4.4 Response from the Librarian

4.4.1 The librarian's view of the role of the school library

The questionnaire for the school librarian first asked about her views on the role of the school library. She indicated that the library was a centre for acquiring knowledge and life long skills.

4.4.2 Selection policy

The librarian was asked if there was a library selection policy for the school library. She reported in the affirmative and added that this has been put in place by her (in other words she drew up the policy). When further asked on how the policy worked in terms of the acquisition of materials, she highlighted that the policy was governed by the amount of funds available. In other words, priority was given to the most important needs of the library.

4.4.3 Criteria used to select materials

The librarian made it clear that priority was given to requested fiction books. This was to help replace the obsolete books that were being weeded from the collection. She further highlighted that non-fiction relevant to the learners' and teachers' needs was also acquired. Correspondingly, she was asked to indicate the most important areas of need, and the results show that the library needs books in areas like biology, home economics, geography and South African theatre.

4.4.4 The Library collection

Asked to indicate the size of the collection. The librarian reported that there were 9109 books in the library. She gave a break down of the collection: there were 2033 English fiction and 955 Afrikaans; non-fiction and Reference books were grouped together to form 6121. Video cassettes numbered 172 and there were only three CDs.

The librarian was then asked to rate the quality of the library stock in relation to the learners' and staff needs. The respondent said the stock was fair. A follow up question requested an explanation for being fair; in response, she said it was only fair because of a lack of funds. This, according to

her, had made it impossible for the library to improve, and further indicated that the collection also lacked audio visual materials.

4.4.5 Use of the library

When asked about the regular users of the library, the librarian pointed out that they were learners and teachers. She further revealed that the library was used most at the beginning of the year and middle of term.

The librarian was asked to indicate the average visits to the library by each teacher per term. The respondent highlighted that it was difficult because some came regularly and others did not. No figure was given.

The librarian stated that they had library periods slotted into the school time table, and that these periods were used by Grades 8 and 9 learners to do reference work. Grades 10 to 12 had a fortnightly period for changing, borrowing books and reading.

The reason for the use of the library by learners was to read magazines, newspapers, and to use books for assignments, to borrow novels, to meet friends, to study and to play games like chess and jig-saw puzzles. However, the materials used most were the novels and textbooks.

4.4.6 Access to other resources

The findings also reveal that there was no Internet services in the school library, although the library

is automated. She further pointed out that the reason was a result of lack of funds.

When she was asked if there was any form of co-operative relationship with another library, she indicated that there was such relationship between the school and the educational library (ELITS).

4.4.7 Required improvements

Asked about materials she would like to see added to the collection, the librarian indicated that terminals should be added to the existing ones so that learners could link to the computers, and facilities like television should be acquired so that learners could watch and learn by means of study-related videos.

4.4.8 Summary of findings on librarian

- ➔ From the findings of the research , it is evident that the librarian knows the importance of the library in an educational system.

- ➔ There is a selection policy in the school which was drawn up by the librarian. It was reported that the policy was governed by the amount of funds available, and priority was given to the most important materials requested.

- ➔ The findings also revealed that certain criteria were used for the selection of materials as stated above. This also covers the most important areas of need.

- ➔ The librarian was experienced and knowledgeable about the size of her library collection.

The respondent further rated the library collection and she reported that it was fair.

➔ The library was used most at the beginning and in the middle of the term, although the librarian was unable to rate the frequency of the teachers' visits to the library.

➔ The result showed that there was co-operation between Russell High and the educational library (ELITS) in Pietermaritzburg.

➔ From the results, it is clear that learners mainly used the library materials during the library period.

➔ There was no Internet service in the school library and the librarian indicated the importance of such facilities, as it would, undoubtedly, enhance the information retrieval and dissemination capabilities of the library.

4.5 Response from the Principal of Russell high School

A check list was used to interview the school principal. The interview with the principal, Mrs F. H. Dell revealed her interest in and support for the library. She considered the library as an integral part of the school that plays an important role in the educational process.

4.5.1 Library support structures

It was made clear during the interview that the school had no library committee and the principal does not consider having one because she feels that the school has an experienced librarian who has been managing the library from 1994 to date. The principal indicated that she did not oversee the overall running of the library because the librarian was sufficiently capable to do it. Although the librarian would soon be retiring, the principal intended getting another experienced librarian to fill the post.

4.5.2 Library infrastructure and budget

Concerning the infrastructure, the principal considered it to be fair for now, but hoped for more improvement as soon as their financial standing improved.

As regards the present budget, she indicated that it was not sufficient, but in spite of this constraint, she strongly felt that the librarian did make good use of the little that was available. When asked on how the library was funded, she said the library budget was from the school fees collected. On the estimated amount per child, she affirmed what the librarian had said that the sum of six thousand rands was allocated to the library this year. Going by this figure, it is estimated that each learner was allocated R13.30 .

4.5.3 Library selection policy

As regards a selection policy, she had no idea that one was in place. This could be as result of the fact that she believes that the librarian is doing a fantastic job and she just leaves her to do it.

However, she made it clear that the criteria used for selection of materials were decided by the principal and the librarian. The interview with principal further revealed that the school had no assistance from subject advisers from the Department of Education.

4.5.4 Library collection

The principal indicated that the size of the library was fine, up to standard, and the number of items per learner is estimated at 20 books based on the librarian's record. The principal considered the stock in the library as fair.

4.5.5 Cost-benefit analysis of the library collection

This section attempts to determine whether the expense of providing a service is justified by the benefits derived from it. According to the International Federation of Library Associations and Institutions and United Nations Educational, Scientific and Cultural Organization's School Library Manifesto (1998), the school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. School libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. Russell High seems to fall short of this standard as it has not been receiving financial support from the relevant government, the provincial government, although the library does cooperate with the provincial education library (ELITS). The highest amount of money the librarian has received was R12,000 and for this year she had the sum R6,000. This money was generated within the school and no subsidy was made available by the provincial government. The librarian

has tried to weed the library of the old fiction and some non-fiction in the collection, and replacements have been made with the available funds. It is therefore virtually impossible to estimate a cost-benefit link between the available funding per learner of R13.30 and the available service. (see section 2.7.1.2). It would seem, however, that the limited resources are used to good effect, in spite of many constraints.

4.5.6 Summary of the principal's response

The interview with the principal of Russell High revealed her interest and support for her school library. She considered the library as an integral part of the school. She confirmed this by leaving the librarian to run the school library the way she feels best and the principal gave her financial moral support.

CHAPTER 5

DISCUSSION OF RESULTS

This chapter discusses the results of the study. In this chapter, the results are considered in the light of the research objectives which were :

1. To investigate learners' and teachers' perception of the role of the school library.
2. To identify the curricula needs of the learners and teachers.
3. To determine the appropriateness of the collection for the school's curriculum.
4. To identify the criteria used by the school to acquire its library collection.
5. To determine the use and non-use of the library materials by teachers for curricula needs.
6. To determine the use and non-use of the library materials by learners for curricula needs.
7. To determine the role of teachers and the librarian in encouraging learners to use the school library collection.
8. To identify the problems learners face with regards to the school library services.
9. To find out if learners use other libraries.
10. To determine if there is any form of co-operation between the school library and any other library, and to find out if Internet resources are used by teachers and learners in the library.

The findings relating to these research questions are discussed within the context of

the relevant literature review.

5.1 Learners and teachers' perceptions of the role of the school library

The research revealed that the learners saw the library as an important part of the school system. Quoting a 17 year old grade 10 learner, she said “ the library is very important to the school and without it, the school would be incomplete”. This goes a long way to reaffirm what authors like Pain (1987:3) and Osei-Bonsu (1990:102) have said about the library being an intrinsic part of the school system. Kruger (1998:3) also points out that “the school library should be regarded as the centrepiece” of learning within the school. This, he advocates, “should not remain lip service”. Learners at Russell High understood the role of the library and they made good use of it. From the results of the study, 134 learners out of the 138 who responded to the questionnaire did use the school library .

Teachers also showed in their response that the library was very important, and 23% stated categorically that it was the heart of the school. Again, Smith and Pike (1991 :329) and Naidoo (1997) point out that a school library is the heart of the school, as curriculum design and implementation are supported by the library. Teachers revealed their views of the importance of the library in the results relating to their visits to it : most, 12 of the 13, teachers who responded to the questionnaires used the library for various reasons.

It can be concluded from the aforementioned that both learners and teachers at Russell High know the importance of a library . This view was also expressed by the principal and librarian. The

principal in her effort to support the day to day running of the school library made sure that some money is allocated to it no matter how small. The Russell High principal therefore did not fall into the category of principals identified by Radebe (1997) (see section 2.6.2) who undervalue and fail to support the school library. On the other hand, the librarian used what ever funds given to her to buy the essential books or items needed in the library (A’Bear 2000).

5.2 The curricula needs of learners and teachers

From the results of the study, it is very clear that the curricula needs of learners related to those materials or books used for their assignments, and the teachers’ curricula needs were identified as those materials they used for instruction or teaching and also to needs related to the subject taught. Learners have to be educated in such a way that they are able to continue discovering and learning themselves (Brewer 1981). Teachers have also been encouraged to design courses to suit the learners in their own schools, using a variety of materials and making their own materials or adapting commercially prepared materials (Brewer 1981). Perhaps if the stock in the school library improved more of the Russell High teachers could be encouraged to set more assignments requiring the use of the library.

5.3 The appropriateness of the collection to the curriculum

According to Naidoo (1997:6) “the shift in educational focus is from teacher content-centred to learner-centred learning ... it means the shift of the school library should be from a storehouse of resources to a dynamic, learner-oriented resource-based learning centre where learners play an active role in resourcing their own learning”. This means that learners should easily be able to

access the materials they need for their studies.

Learners were asked if they found what they needed in the school library. From the survey, 123 (91.79%) of the learners who responded said they did find what they wanted, while 11 (8.20%) said they did not. However, there seem to be some inconsistency in their responses as the majority of them commented that the books in the school library were old and insufficient. The teachers' response showed that seven of the 12 who visited the library always found what they wanted, and five said they sometimes found what they wanted.

The librarian in rating the materials in the library in relation to the curricula said it was fair. Pulling all three results together, there are some elements of inconsistency in that majority of learners, 123, said they found what they wanted, and seven of the 12 teachers that visited said they found what they wanted in the library, and the librarian, when asked to rate the quality of library materials in relation to learners' and teachers' needs, said it was fair. These observations suggest that the rather limited collection was being put to good use.

5.4 The criteria used by the school to acquire its collection

The librarian stated clearly in her response that there was a selection policy in the school which she had developed. She further highlighted that this policy was governed by the amount of funds available in the school which were, however, insufficient. Therefore, the criteria used to select materials revolved around the available funds, requested fiction books which were prioritized, and the acquisition of the relevant non-fiction books for learners and teachers.

5.5 The use and non-use of the library by learners and teachers

The researcher addressed this issue by asking the learners if they visited the school library. If they did they were asked for the type of materials they used. The results show that learners visited the library for various reasons, 93% visited the library mainly to borrow novels which enabled them improve their language skills according to the librarian (A'Bear 2000). Of the learners, 80.5% went to use books for assignments, and 85.07% reported that they actually borrowed novels. Almost as many, 83.58%, consulted the encyclopedias and 74.67% the dictionaries. Magazines and newspapers were also popular at 60.44% and 52.98% respectively. A few learners used CDs. The majority 55.95% visited at least once a week with 8.95% visiting daily. From the findings, it can be concluded that the library was well utilized by learners even if the open time was too short (see section 4.5) and the learners found that many of the books were old.

In the same vein, 92% of teachers used the library for various reasons. They either used it for information on specific topics or to collect visual aids for teaching, personal study and so on. The majority (46.15%), however, visited once a month.

5.6 The role of teachers and the librarian in encouraging learners to use the library collection

To determine the teachers' role in encouraging learners to use the library, the researcher asked teachers to indicate the number of assignments given to learners each term and then asked how many of them were library-related or involved the use of the library. The results show that 38.46% gave only one, 23.07% gave two, 15.38% gave three, only 7.69% gave more than three

assignments for the senior grade and 15.38% did not give learners library related assignments. Going by the new system of education (OBE), which is learner centred and resource based, one can conclude that teachers at Russell High are not encouraging the learners to work independently by not giving them enough assignments involving semi-independent research.

Within the context of the new curriculum, the library and the librarian should make a variety of resources available for learners and teachers. However, the librarian did encourage learners by guiding them through the library and stocking the collection with enough novels to encourage them to read even though the budget was always slim. The vast majority (90.29%) of learners indicated that the librarian assisted them. Of the learners, 28.98% noted the organization of the library and the friendly atmosphere created by the librarian.

5.7 The problem learners face with regard to the school library services

The major problem learners faced in the school library was the insufficiency of the non-fiction books and the ones available being too old. The researcher also observed during this period that the grade ten learners did a geography project on developed and developing countries of the world, and were directed by both their teacher and the librarian to use other libraries. This is as a result of the obsolete books in the school collection and lack of current information.

5.8 Use by learners of other libraries

The results show that 81.88% of learners used other libraries. This supports the researcher's observations on the dissatisfaction of some learners with the school library. It also affirms the

report from the reference librarian (Pilkington 2000) that secondary school learners use the Natal Society Library. Russell High School learners are amongst the majority of secondary school learners that use the Natal Society Library (NSL) for school projects, assignments and studying. Of the 113 learners that used other libraries, 37 used the NSL for assignments, and studying, 31 said they used it for assignments, projects, to borrow books and non-book materials. Seventeen used it because it had more information for their assignments than the school library had. Sixteen said they used it for studies and to find various information, 13 used it as a rendez-vous, seven used it for school projects and to read, and five went there to read magazines, newspapers and to borrow novels. According to Naidoo (1997:7) public libraries like NSL have continued to play a dual role of school libraries and public libraries because of shortage or lack of materials in the school libraries.

5.9 Co-operation between the school and other libraries, and use of the Internet by teachers and learners

The results show that there is co-operation between the school and the Education Library Information and Technology Services (ELITS). According to A'Bear (2000), ELITS has given the school books on three occasions. The results further showed that the school library was not connected to the Internet and as such, teachers and learners did not have access to this vast resource which could supplement the library's collection. It is important to note that the Outcomes-Based Education and training system moves learners and educators away from a total reliance on textbooks and encourages the use of a variety of resource materials. These could be text-based as well as electronic-based (Naidoo 1997:8; Valauskas, Edward and Ertel 1996).

Unfortunately, Russell High has not been able to provide this important facility as yet.

5.10 Summary

The results of the study have been considered in the light of the research objectives. This covers all aspects of the study in terms of the objectives and the findings. The researcher in her discussion shows that while good use is being made of the limited collection, and while teachers and learners, the Principal and the Librarian value the library, there are areas which need addressing. Recommendations concerning these will be made in the next chapter.

Chapter 6

Conclusions and recommendations

The purpose of this study was to evaluate the Russell High School's library collection in meeting curricula needs of the learners. In this chapter, conclusions and recommendations are made after briefly revisiting the objectives of the study.

6.1 Revisiting the objectives of the study

The objectives of the research were:

- to investigate learners and teachers perception of the role of the school library;
- to identify the curricula needs of learners and teachers;
- to determine the appropriateness of the collection for the school's curriculum;
- to identify the criteria used by the school to acquire its library collection;
- to determine the use and non-use of the library by teachers for their curricula needs;
- to determine the use and non-use of the library materials by learners;
- to determine the role of teachers and the librarian in encouraging learners to use the school library collection;
- to identify the problems learners face with regard to the school library services;
- to find out if learners use other libraries;
- to determine if there is any form of co-operation between the school and any other library and to find out if Internet resources are used by teachers and learners in the library;

➤ and to make recommendations about the current and future situation .

The purpose behind the objectives was to facilitate the making of recommendations about future library services to secondary school learners and, to a lesser extent, to create an awareness of the impact of the use of information and libraries in the new system of education in South Africa .

6.2 Conclusions

The survey of 138 learners, 13 teachers, the librarian and the principal at Russell High, resulted in several significant findings. Most of the learners were aware of the importance of a library in a school and they used it. As stated in the findings, a small minority of learners raised the problems of the insufficiency in the supply of books for assignments, library opening and closing time, and the old books in the library.

An important element in the mission of most schools is to “serve the needs of the users” (Aitchison 1998:142). Apart from the limited assistance from ELITS at provincial level it is not clear whether the Department of Education recognises that they have an obligation to provide assistance to a school like Russell High, which has not received any funds from the government since 1994 (A’Bear 2000). The importance of providing equitable library services to teachers and learners has been pointed out by Olën and Kruger (1995), Naidoo (1997), Olën (1997), and Kruger (1998). The existing facilities and services can be said to be adequate to a limited degree. There is an urgent need to improve the situation prevailing at

Russell High.

6.3 Recommendations

6.3.1 Library collection

Although the majority of learners (91.79%) and teachers (84.61%) said they did find materials needed in the library, much still has to be done to improve the collection. There is need for the provision of new stock selected with care to support OBE. The modern school library is said not to be functional in the education programme if it does not serve as a resource centre for both teachers and learners (Molatedi 1998). The librarian should take considerable care to give reading guidance to learners, promote services, liaise with teachers, parents and the Department of Education so as to be in line with the national curriculum (Olën 1998).

Periodicals form a valuable part of the library stock and they have considerable advantages over books as they provide up to date and relevant information. The librarian should also try to add more of them to the collection as well as connect the library to the Internet and World Wide Web.

6.3.2 Co-operation with other libraries

The findings show that there is co-operation between the school and ELITS; the researcher also wishes to recommend that there should be more of such co-operation whereby the school can borrow books in bulk to use periodically (preferably for a term). This can be possible

with proper arrangement by the two parties.

6.3.3 Library budget, cost-effectiveness and the need for policy implementation

For a school to run smoothly, there have to be sufficient funds. Lack of funds is certainly one of the main drawbacks to school libraries generally as seen in the literature review. The librarian is aware of the current budget which amounted to R13.30 per learner for this year. She attributed this problem of inadequate funds to be the reason for the lapses in areas where the library is lacking, such as the lack of Internet facilities and the old books in the library collection. As cost-benefit analysis of Russell High library collection is not feasible in the circumstances of such extreme under funding but the indication is that admirable use is being made of the available resources.

As the NEPI research team pointed out (see section 2.6.1) the existence of a policy directly relates to the provision of school libraries and media centres. In the face of this situation, the researcher therefore wishes to recommend that the national Department of Education, National Centre for Educational Technology and Distance Education should speed up implementation of its four year implementation of the policy framework for school library standards. This will involve not only first time provisioning for schools not previously provided for, but also developing a plan for the continued support of middle range schools like Russell High which were poorly provisioned under the old system and are not as yet provided for adequately. They too, contribute to transformation in servicing learners of all races.

6.4 Recommendations for further research

The following are the researcher's recommendations for further research .

1. This study was limited only to Russell High School, Pietermaritzburg, in KwaZulu- Natal. It would be worthwhile to conduct similar studies in other secondary schools in South Africa.
2. The need for an effective secondary school library with curriculum 21 and OBE in South Africa will depend greatly on how much impact school libraries can make on learners. Once the implementation of the four-year policy framework for school library standards has taken place a further study should assess impact, for instance, on the Russell High School collection. Such a study would add value to the baseline data generated in the present study.

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APPENDIX A

An evaluation of the Russell High School Library in meeting the curricula needs of Learners.

Learners' Questionnaire.

Introduction: This questionnaire asks questions about areas relating to meeting curricula needs of learners in your school. The researcher is using this as an instrument for data collection in this evaluative study which will be of benefit to learners and the Education Department. You will remain anonymous, so feel free to express your opinion.

Instruction: Unless otherwise instructed , please tick [] or fill in where necessary the answer applicable to you.

- 1. Age:
- 2. Grade:
- 3. Do you visit the school library?
 - 3.1. Yes []
 - 3.2. No [] if no, why not?
.....
..... Please go to Q14.
- 4. How often approximately do you visit the school library?
 - 4.1 Everyday []
 - 4.2 Three times a week []
 - 4.3 Once a week []
 - 4.4 Once every two weeks []
 - 4.5 Once a month []
 - 4.6 Never []
- 5. Why do you visit the library? (please tick as many answers as are applicable)
 - 5.1 . To read magazines []
 - 5.2. To read newspapers []
 - 5.3. To use books for assignments []
 - 5.4. To borrow novels []
 - 5.5. To meet friends []
 - 5.6. To watch study-related videos []

6. Do you find what you need in the school library ?

6.1. Yes

6.2. No if no, please explain

.....

7. If yes, which of the following library materials do you use when you visit?
(please indicate as many of the materials below as appropriate)

7.1. Dictionaries

7.2. Novels

7.3. Textbooks

7.4. Encyclopaedias

7.5. Study-related videos

7.6. CDs

7.7. Magazines

7.8. Newspapers

7.10. Other (Please specify)

.....

8. Does the librarian help with your assignments?

8.1. Yes

8.2. No

9. If your answer in 8 above is yes, how does she help you ? (Please explain)

.....

.....

10. How would you rate the materials in the school library in relation to meeting the requirements of your school assignments ?

10.1. Excellent

10.2. Good

10.3. Fair

10.4. Poor

11. If poor or fair what needs to be done to improve the materials?

.....

.....

12. Concerning the supply of materials for your school assignments are you?

- 12.1. Very satisfied
- 12.2. Satisfied
- 12.3. Neither satisfied nor dissatisfied
- 12.4. Dissatisfied

13. If dissatisfied or neither dissatisfied, what should be done to improve the supply?

- 14. Do you use other libraries for your schoolwork?
- 14.1. Yes
- 14.2. No

15. If no, please go to Q18.

16. If yes, which library or libraries do you use ?

17. For what purposes do you use the libraries?

- 18. Do you have a library period?
- 18.1 Yes
- 18.2 No

19. If yes, what do you use the library period for? (Please explain)

20. What are your views of the role of the school library?

21. Please state one thing you like about your school library.

22. Please state one thing that you do not like about the school library.

23. Please make any further comments/ suggestions on the improvement of your school

library.

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

Thank you for your participation.

APPENDIX B

An evaluation of the Russell High School Library in meeting the curricula needs of learners.

Teachers' Questionnaire.

Introduction: This questionnaire asks questions about areas relating to meeting the curricula needs of teachers/ learners in your school. The researcher is using this, as an instrument for data collection in this evaluative study which will be of benefit to teachers, students and the Education Department. You will remain anonymous, so please feel free to express your opinion.

Instruction: Unless otherwise instructed, please tick[] or fill in where necessary.

1. What subjects do you teach and at what levels?
(Please tick as many as apply).

	<u>SUBJECT</u>		<u>GRADE</u>
0.1.	English	[]	[]
1.2.	Afrikaans	[]	[]
1.3.	Zulu	[]	[]
1.4.	Typing	[]	[]
1.5.	Maths	[]	[]
1.6.	Biology	[]	[]
1.7.	Gen. Science	[]	[]
1.8.	Drama	[]	[]
1.9.	Home economics	[]	[]
1.10.	Accounting	[]	[]
1.11.	Geography	[]	[]
1.12.	Arts	[]	[]
1.13.	Other(Please specify)[]		[]

.....

2. What is your position at work?

- 2.1. Head of department []
2.2. Senior teacher []
2.3. Teacher []
2.4. Junior teacher []
2.5. Other (Please specify)

.....

3. For how many years have you worked as a secondary school teacher ?

.....
.....

4. For how long have you been at Russell High?

.....
.....

5. Do you visit the school library?

5.1. Yes

5.2. No

6. If no, why not ?
(Go to Q11.)

7. How often approximately do you visit the school library?

7.1. Everyday

7.2. Three times a week

7.3. Once a week

7.4. Once every two weeks

7.5. Once a month

7.6. Never

8. For what purpose do you visit the library? (Please tick all that is applicable to you).

8.1. To find information on a specific topic

8.2. To collect visual aids for teaching

8.3. To assist the librarian

8.4. To do personal study

8.5. Other (please specify)

.....
.....

9. Do you find materials you need in your school library?

9.1. Always

9.2. Sometimes

9.3. Never

10. If never or sometimes (please explain)
.....
.....

11. Do you ever select or recommend library material(s) for purchase ?

- 11.1. Yes
- 11.2. No

12. If yes ,what type of materials do you request for purchase ? (please specify)
.....
.....

13. If no, to Q11 can you explain?
.....
.....
.....

14. How many assignments do you give to the students each term?

- 14.1. None
- 14.2. One
- 14.3. Two
- 14.4. Three
- 14.5. More than three (please specify).....

15. How many of the assignments above require the use of the library ?
(please indicate)
.....
.....
.....

16. Do you give the learners any guidance about how to get information for the assignments? (please explain)
.....
.....

17. Do you have a library period?

- 17.1. Yes
- 17.2. No

18. If yes, what is this period used for?(please explain)
.....
.....

19. In your view, is your school library collection appropriate for the curriculum ?
- 19.1. Yes
 - 19.2. No

20. If no, please indicate why not?
.....

21. What are your views of the role of the school library? (please explain)
.....
.....

22. Please make any suggestions you think will help improve the library.
.....
.....

Thank you for your cooperation.

APPENDIX C

An evaluation of the Russell High School Library collection in meeting the curricula needs of the Learners.

School Librarian's Questionnaire.

Introduction: This questionnaire asks questions about areas relating to meeting the curricula needs of learners and teachers in your school. The researcher is using this as an instrument for data collection in this evaluative study which will be of benefit to teachers, learners and the Education Department and of course to yourself as the school librarian.

Instruction: Unless otherwise instructed, please tick [] or fill where necessary.

1. What is your view of the role of the school library?
.....
.....
.....

2. Do you have a selection policy for your school library?
 - 2.1 Yes []
 - 2.2 No [] (if no go to Q5)

3. If yes, who drew up the policy? (Please tick all categories that apply).
 - 3.1 Principal []
 - 3.2 Librarian []
 - 3.3 Teachers []
 - 3.4 Students []
 - 3.5 Governing body []
 - 3.6 Other (please specify)
.....
.....

4. How does the policy work in terms of the acquisition of materials in the school?
(Please explain)
.....
.....
.....

5. What criteria do you use to select materials? (Please explain)
.....

.....
.....

6. What are the most important areas of need relating to the curriculum which are addressed in the library's provision?

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

7. What is the size of your collection in terms of number of items?

.....
.....

8. If possible, please give a break down of the collection in this order.

- 8.1. Fiction
- 8.2. Non-fiction
- 8.3. Reference books
- 8.4. Magazines
- 8.5. Newspapers
- 8.6. Videos
- 8.7. CDs
- 8.8. Audio tapes
- 8.9. Posters
- 8.10. Charts

9. How would you rate the quality of your library stock in relation to the learners needs?

- 9.1. Excellent
- 9.2. Good
- 9.3. Fair
- 9.4. Poor

10. How would you rate the quality of your library stock in relation to staff needs?

- 10.1. Excellent
- 10.2. Good
- 10.3. Fair
- 10.4. Poor

11. If your response is fair or poor, please explain.

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

12. Why do you say it is fair or poor?

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

13. Who are the regular borrowers of materials from the school library?

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

14. At what time of the year is the library most used ?

- 15.1 . Beginning of term []
- 15.2 . Mid-term []
- 15.3. Examination period []
- 15.4. Other (please specify)

.....

15. Is there any form of co-operative relationship between your school library and any other library?

- 15.1. Yes []
- 15.2. No []

16. If yes, (Please give details)

17. For what purpose do the learners use the library? (please tick as many option as apply)

- 17.1 To read magazines []
- 17.2 To read newspapers []
- 17.3 To use books for assignments []
- 17.4 To borrow a novel []
- 17.5 To meet friends []
- 17.6 To watch study-related videos []
- 17.7 To study []
- 17.8 Other (please specify)

.....
.....

18. Which materials do learners use most?

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

19. Do you have a specific period for the use of the library by the learners?

19.1. Yes

19.2. No

20. If yes, what do they do during this period?

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

21. On average how many visits to the library do teachers do per term?

.....

22. Do you have Internet services in your library?

22.1. Yes

22.2. No

23. If yes, do the learners and teachers have access to it?

.....
.....

24. If no, can you explain why?

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

25. What materials would you like to see added to your collection? (Please specify)

.....

.....

26. If you have additional comments please state.

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

Thanks for your co-operation.

Interview checklist for the School Principal.

1. What in your view is the role of the school library?
2. Do you have a library committee in your school?
3. If no, have you considered having one?
4. If not, why not?
5. If yes, what is its function?
6. How often does it meet?
7. As top manager in this school, do you oversee the overall running of the school library?
8. How is the school library funded ?
9. Is there a selection policy for your school library?
10. What are the criteria used to select materials ?
11. Do you have assistance from subject advisers?
12. If yes, what role do they play in the school library?
13. How do you rate your school library in terms of size that is number of items per learner?
14. How do you rate your school library in terms of infrastructure?
15. How do rate your school library in terms of quality of the stock?
16. Can you estimate the library expenditure per child ?