THE PERCEPTIONS OF PRINCIPALS AND EDUCATORS OF PRIMARY SCHOOL LIBRARIES IN IMPLEMENTING OUTCOMES BASED EDUCATION (OBE) IN NDENGEZI WARD, PINETOWN DISTRICT, KWAZULU-NATAL

by

Adelaide Buyisiwe Nkuku
B.Bibl. Hons., PTDip

Submitted in partial fulfillment of the requirements for the degree of Master of Information Studies (Coursework 66.6%) in the Information Studies Programme, School of Sociology and Social Studies, Faculty of Humanities, Development and Social Sciences, University of KwaZulu-Natal, Pietermaritzburg

2008
DECLARATION

I, Adelaide Buyisiwe Nkuku declare that

(i) The research reported in this dissertation, except where otherwise indicated, is my original work.

(ii) This dissertation/thesis has not been submitted for any degree or examination at any other university

(iii) This dissertation/thesis does not contain other persons’ data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

(iv) This dissertation/thesis does not contain other persons’ writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
   (a) their words have been re-written but the general information attributed to them has been referenced;
   (b) where their exact words have been used, their writing has been placed inside quotations marks, and referenced.

(v) Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications

(vi) This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the References sections.

Signed: ……………………………… Date: ………………………………………
Dedication

This thesis is dedicated to my mother, Charlotte Khethiwe Nkuku.
Abstract

The purpose of this study was to investigate the perceptions of principals and educators of primary school libraries in implementing Outcomes Based Education (OBE) and imparting and enhancing information skills in the Ndengezi Ward, Pinetown District, KwaZulu-Natal, with a view to proposing a set of recommendations based on the findings that would contribute to more effective use of the school library.

The study population consisted of 15 principals and 385 educators. The survey instrument used to elicit data was a self-administered questionnaire that was distributed to a sample population of 15 principals and 105 educators. The questionnaire sought to establish if principals and educators are aware of the role of the school library in the successful implementation of OBE. A total of 104 responded, 10 principals and 94 educators, indicating a response rate of 89.5%. The results were analyzed in terms of frequency responses and are graphically displayed in the form of tables.

The study findings show that the educators used both school libraries and other libraries for their curricula needs. Other libraries were more heavily used than school libraries. In the Ndengezi Ward there are no functional and well-resourced school libraries and this has contributed to their underutilization. Principals experience problems in development and establishment of school libraries. There is a need for training educators in library and information skills and creating awareness amongst principals about the role of the school library in implementing OBE. Recommendations for action and further research, based on the conclusions of the study, are made.
Acknowledgements

First, I would like to thank God for giving me strength, wisdom and understanding, without which I would not have completed this study.

My supervisors, Athol Leach and Ruth Hoskins, for the patience, words of encouragement, advice and constant support they gave me during the study.

My family for their love and moral support throughout the duration of the study.

Academic staff of the Information Studies Programme, University of KwaZulu-Natal, for their contributions to the proposal, questionnaire, interview schedule and writing stages.

Principals and educators in Ndengezi Ward, Pinetown District, who responded to the questionnaire.

My colleagues and friends, for encouragement and assistance.

Barbara Gentil, for proofreading the thesis.
# Table of contents

Abstract i
Acknowledgements ii
List of tables ix
List of acronyms and abbreviations x

**Chapter 1: Introduction**

1. Background 1
1.2 Description of the problem 4
1.3 The purpose of the study 6
1.4 Research questions 7
1.5 Justification for the study 7
1.6 The scope of the study 8
1.7 Definitions of terms used in the study 9
1.8 Theories upon which the study was constructed 11
1.9 Outline of the remainder of the thesis 14
1.10 Summary of the chapter 14

**Chapter 2: Literature review**

2.1 Introduction 15
2.2 Overview of the area under study 16
2.3 Education in South Africa 17
2.4 Outcomes Based Education (OBE) and the role of the school library 18
2.5 Learner/Teacher Support Material (LTSM) 21
2.6 School libraries in South Africa (S.A) 22
   2.6.1 Non-use of school library 23
   2.6.2 Funding of school libraries 24
2.7 The National School Library Policy 25
2.8 The KwaZulu-Natal School Library Policy 27
2.9 Responsibilities of role players in the development of school libraries 29
   2.9.1 The National Department of Education 29
2.9.2 The Provincial Department of Education
   2.9.2.1 Education Library Information and Technology Services (ELITS)
   2.9.3 Responsibilities of principals and the school governing body
   2.9.4 The role of the principal in developing school libraries
   2.9.5 The role of the teacher-librarian
   2.9.6 The role of educators
      2.9.6.1 Training of educators in library and information skills
      2.9.6.2 Teaching of information skills
2.10 Summary of the chapter

Chapter 3: Research methodology
3.1 Introduction
3.2 Choice of method
3.3 Population and sample
3.4 Data collection technique
   3.4.1 Self-administered questionnaire
   3.4.2 Forms of questions
      3.4.2.1 Closed questions
      3.4.2.2 Open questions
   3.4.3 Questionnaires used in the study
3.5 Pre-testing of instrument
3.6 Administering the questionnaire
3.7 Data analysis
3.8 Evaluation of the method used
3.9 Summary of the chapter

Chapter 4: Results of the survey
4.1 Introduction
4.2 Research questions
4.3 Response rate
4.4 Questionnaire results of educators

4.4.1 Background information on educators

4.4.1.1 Position at work
4.4.1.2 Learning areas taught
4.4.1.3 Grades taught
4.4.1.4 Educators’ years of teaching
4.4.1.5 Number of years teaching at a primary school

4.4.2 Information relating to the school library

4.4.2.1 Type of library
4.4.2.2 Library usage by educators
4.4.2.3 Frequency of use of the school library by educators
4.4.2.4 Educators’ purpose for using library
4.4.2.5 Extent to which the school library met curricula needs
4.4.2.6 The extent to which educators participate in material selection
4.4.2.7 Type of materials selected by educators
4.4.2.8 Usage of other libraries to meet curricula needs
4.4.2.9 Library period
4.4.2.10 Assignments and projects given to learners
4.4.2.11 Guidance given to learners to find information for assignments and projects
4.4.2.12 Educators encourage learners to use the library
4.4.2.13 Educators’ opinion of the role of the school library in relation to OBE
4.4.2.14 Suggestions to improve the role of the school library in the school

4.5 Questionnaire results for the principals

4.5.1 Opinion on the role of the school library
4.5.2 Type of library
4.5.3 School library and curriculum
4.5.4 Management of the school library
4.5.5 Periods allocated for teaching and for library management
4.5.6 Library period in a grade time-table 69
4.5.7 School fund allocation towards school library development 69
4.5.8 Allocation for library development from Norms and Standards budget 69
4.5.9 Library related workshops 69
4.5.10 ELITS advisor visits to the school library 70
4.5.11 Frequency of school library visits by ELITS advisor 70
4.5.12 Library used for other purposes 70
4.5.13 School library committee 70
4.5.14 Principal’s involvement in management of the school library 71
4.5.15 Opinion on whether school library improvements are needed 71
4.6 Summary of the chapter 72

Chapter 5: Discussion of the results 73
5.1 Introduction 73
5.2 Response rate 73
5.3 Questionnaire results of educators 73
5.3.1 Background information on educators 73
  5.3.1.1 Position at work 74
  5.3.1.2 Learning areas taught 74
  5.3.1.3 Grades taught 74
  5.3.1.4 Number of years teaching a specific grade 75
  5.3.1.5 Number of years teaching at a primary school 75
5.3.2 Information relating to a school library 75
  5.3.2.1 Type of library 75
  5.3.2.2 Library usage by educators 76
  5.3.2.3 Frequency of use of the school library by educators 77
  5.3.2.4 Educators’ purpose for using library 77
  5.3.2.5 Extent to which the school library meets curricula needs 78
  5.3.2.6 Extent to which educators participate in material selection 78
  5.3.2.7 Type of materials selected by educators 79
5.3.2.8 Usage of other libraries to meet curricula needs 79
5.3.2.9 Usage of library period 80
5.3.2.10 Assignments and projects given to learners 80
5.3.2.11 Guidance given to learners for information on assignments and projects 81
5.3.2.12 How do educators encourage learners to use the library? 82
5.3.2.13 Educators’ opinion on the role of the school library in relation to OBE 82
5.3.2.14 Suggestions that will improve the role of the library in the school 83
5.4 Questionnaire results for the principals 84
5.4.1 Opinion on the role of the school library 84
5.4.2 School library and the curriculum 84
5.4.3 Management of the school library 85
5.4.4 Period allocations for teaching and for library management 85
5.4.5 Library period in a grade time-table 86
5.4.6 School fund allocation towards school library development 87
5.4.7 Allocation for library development from Norms and Standards budget 87
5.4.8 Attendance at library related workshops 88
5.4.9 ELITS advisor visits to schools 88
5.4.10 Library used for other purposes 89
5.4.11 School library committees 89
5.4.12 Principals’ involvement in management of the school library 90
5.4.13 Opinion on whether school library improvements are needed 91
5.5 Summary of the chapter 91

**Chapter 6: Conclusions and recommendations** 92
6.1 Introduction 92
6.2 Revisiting the purpose and research questions of the study 92
6.3 Summary overview of the study 93
6.4 Conclusions 93
6.5 Recommendations 95
6.6 Further research 97
List of works cited 98
Appendices 106
Appendix 1: Educators’ questionnaire on the perceptions of principals and educators of primary school libraries in implementing Outcomes Based Education (OBE) in the Ndengezi Ward, Pinetown District, KwaZulu-Natal. 107
Appendix 2: Principals’ questionnaire on the perceptions of principals and educators of primary school libraries in implementing Outcomes Based Education (OBE) in the Ndengezi Ward, Pinetown District, KwaZulu-Natal. 112
Appendix 3: Covering letters 116
List of tables

1. Position at work ........................................... 51
2. Learning areas taught .................................... 52
3. Grades taught .............................................. 53
4. Number of years teaching a specific grade .......... 54
5. Number of years teaching at a primary school ..... 55
6. Type of library ............................................. 56
7. Frequency of use of library by educators ............. 58
8. Educators’ purpose for using the library .......... 58
9. Usage of other libraries .................................. 61
10. Usage of library period ................................. 61
11. How do educators encourage learners to use the library 63
12. Type of library ............................................. 67
13. The management of the school library .............. 68
### List of acronyms and abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANC</td>
<td>African National Congress</td>
</tr>
<tr>
<td>C2005</td>
<td>Curriculum 2005</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>ELITS</td>
<td>Education Library Information and Technology Services</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication and Technology</td>
</tr>
<tr>
<td>KZN</td>
<td>KwaZulu-Natal</td>
</tr>
<tr>
<td>LIS</td>
<td>Library and Information Science</td>
</tr>
<tr>
<td>LTSM</td>
<td>Learner Teacher Support Material</td>
</tr>
<tr>
<td>NSLP</td>
<td>National School Library Policy</td>
</tr>
<tr>
<td>SGB</td>
<td>School Governing Body</td>
</tr>
<tr>
<td>OBE</td>
<td>Outcomes Based Education</td>
</tr>
<tr>
<td>SA</td>
<td>South Africa</td>
</tr>
<tr>
<td>SASA</td>
<td>South African Schools Act</td>
</tr>
</tbody>
</table>