

**USE AND NON-USE OF SELECTED SENIOR  
SECONDARY SCHOOL LIBRARIES IN MANZINI,  
SWAZILAND**

**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.

Lokuqala Joyce Khumalo

## **Dedication**

This thesis is dedicated to my parents, my late father, and my mother, Mrs S. Dlamini, my children Bongile, Sikhumbuzo, Hloniphile, Mpendulo and Khetsiwe and my grandson, Nkosinathi, and granddaughter, Sinesipho, and lastly to my husband, who in spite of ill-health allowed me to continue with my studies.

## **Abstract**

The use and non-use of school libraries depends on their existence or lack thereof, the quality and accessibility of their collections, their relevance to current curricula and on the availability of a teacher librarian and the teaching of information skills. These are but a few of the factors that influence the use of school libraries.

The aim of the present study was to investigate the use and non-use of selected senior secondary school libraries in Manzini, Swaziland. The study population consisted of 294 Form 4 learners, eight principals and eight teacher librarians. A self-administered questionnaire was used to investigate the learners' use and non-use of school libraries, reasons for their use and non-use and the problems they encountered in the use of school libraries. Two interview schedules were used to elicit background information from teacher librarians and principals on their views of the role of school libraries, the use and non-use of school library materials by learners, the role of teacher librarians in encouraging learners to use the school library collections and the barriers that hindered the effective use of school libraries. Questionnaire results were quantitatively analysed and presented in terms of tables and graphs. Interview results were analysed qualitatively.

Interpretation of the results revealed heavy use of novels and very low use of materials related to the syllabus. Lack of relevant materials, absence of a library period, lack of qualified staff and lack of appropriately built libraries contributed to the non-use of the school libraries.

Recommendations for possible future improvement of the school libraries, in light of the results of the survey and the literature review, are discussed.

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## **List of acronyms and abbreviations**

CILIP	Chartered Institute of Library and Information Professionals
GCE	General Certificate of Education
IASL	International Association of School Librarianship
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations and Institutions
IGCSE	International General Certificate of Secondary Education
IT	Information Technology
LISRG	Library and Information Services Research Group
NEPI	National Education Policy Investigation
RNCS	Revised National Curriculum Statement
SNLS	Swaziland National Library Service
SRN	Sciences Research Council Needs
UNESCO	United Nations Educational, Scientific and Cultural Organisation

## **Chapter 1: Introduction to the study**

Schools which have the continuous task of educating the nation for the future have to keep up with both the immediate and impending changes that permeate society. Education systems in Swaziland and South Africa have now shifted from being teacher-centred to student-centred – that is from directed instruction to active learning and knowledge discovery and construction. Thus, due to the new demands that the current information age places on individuals, schools no longer have the prime objective of helping students to read. Instead they are expected to inculcate skills that go beyond that basic ability to read (Mokhtar and Majid 2005).

To complement the new functions and objectives that the schools have to accomplish, school libraries are required to provide access to information resources. Teacher librarians need to assume a more instructional role in order to develop competency in providing access to information effectively and to cultivating information literacy in students (Craver 1995).

However, school libraries have long been underused and detached from the students' learning environment. By integrating the use of school libraries into the curriculum, teachers can improve the amount of time that students spend in the library, as well as enrich their own lesson units (Mokhtar and Majid 2005).

The school library is a central organisation within a school. It provides information and ideas that are fundamental to functioning successfully in today's society, which is increasingly information and knowledge-based (IFLA/UNESCO 1999). Accessing relevant information plays a role in equipping students with lifelong learning skills and develops the imagination, enabling learners to live as responsible citizens (Swaziland. Ministry of Education 2005b).

## **1.1 Background to the study**

The education system of Swaziland has changed the Senior Secondary education system since the beginning of 2006, from a teacher-centred approach to student-centred learning which is resource-based. Teachers need to make a paradigm shift from thinking that they are the masters of knowledge and learners are empty vessels which need to be filled with the correct knowledge. By their very nature learners are creative, imaginative, knowledgeable, skills oriented, inquisitive, curious and have different learning styles (Swaziland. Ministry of Education 2005a).

The Swaziland Ministry of Education, as the highest policy-making body on education, has provided moral support for school library programmes rather than financial support. The Principal Secretary of the Swaziland Ministry of Education has been cited by Fakudze (1993: 3) as saying:

The Ministry of Education is aware of the need and importance of school libraries, but funds are the main constraint. While the government does not presently have the financial resources required for establishing school libraries, it is the Ministry's intention in future to make provision for inclusion of school libraries in its overall planning.

In order for schools to perform, the Swaziland Ministry of Education has to live up to its promise, especially now that the education system is resource-based. The Swaziland School Library Policy (2005) also stipulates that the Ministry should provide for school libraries in all schools in Swaziland.

### **1.1.1 Development of school libraries in Swaziland**

The development of school libraries can be traced back to 1971, when the British Council established the Swaziland National Library Service, which started the school library service in 1974, after a donation from the British Council. Ever since then the British

Council has continued to support school libraries through various donations, as reported by Tawete (1993).

Kingsley (1991: 33) reported that the British Council donated £16 500 for the provision of a lockable metal book cabinet, full of books, to each of the then 70 secondary schools, to assist school libraries and the branch service. The British Government made a further donation of two Landrover vehicles equipped with walk-in canopies with shelves, to enable school and branch librarians to select suitable books for their centre from a circulating stock.

Kingsley (1991: 34) noted that between 1976 and 1977 the school library service collapsed, after the resignation of the volunteer librarian responsible for the school library service, before completing the hand-over to a Swazi who was to take over and then also resigned. A Swazi director who was appointed resigned eighteen months later. The resignation of key officers, combined with the teacher and student strikes and riots of 1977, led to books and shelves remaining in the schools, but with no support and monitoring. Almost all the books were lost or stolen.

As much as the new director that was appointed in 1979 recognised the need for libraries in schools, revival of school libraries was the last priority on the list. The director argued that in order for school libraries to be effective a commitment was required from national administration and individual principals (Kingsley 1991). Tawete (1999: 157) agreed with Kingsley (1991), that the attitudes of the government and educational administrators had left the schools with no option. However, principals and teachers started school libraries on their own, through library fee payments and donations. The Swaziland National Library Service now provides only professional advice to schools on the establishment of school libraries and the selection of books (Tawete 1993).

Fundza, a non-governmental organization, was established in 1987, after a study into the reading materials in schools was carried out (Simelane 1991). Fundza's study showed that there were very few schools with supplementary reading material. Most learners were stuck with textbooks and teachers' notes. The study revealed that most homes in

Swaziland had no suitable reading materials. The study also recognised that most parents were either illiterate or semi-literate and few educated parents bought books for their children. The study discovered that learners' reading, writing and speaking skills of the English language were very poor. It revealed that most schools did not have library rooms. Even schools that had libraries converted them into classrooms, because of the large numbers admitted to schools, or because of lack of appreciation of the library facility. Therefore the Fundza box library scheme was established to address the above situation (Simelane 1991). Fundza uses the following criteria to select schools:

- The principal has to show keen interest in the scheme.
- There has to be co-operation of the entire staff.
- The school has to have one secure room with few books or no books, where the box of books is to be kept, after use.
- The principal has to delegate two teachers to be librarians and they should be given time to come to the centre for workshops and book processing.
- The principal has to include library periods in the school's time table.
- The school undertakes to replace all books lost, stolen or damaged.
- The most important clause is that if the library is not used it will be withdrawn from the school, at Fundza's discretion.
- The school pays Fundza ten thousand Emalangeni (E10 000) a year for three years (Simelane 1991).

This money is spent on books, portable bookshelves in each class, training of principals on how to maintain and sustain the library into the future and teacher librarians are trained in basic library skills, which will enable them to continue with managing the library after the three years have elapsed (Simelane 1991). The Swaziland National Library Service visits the schools to advise them on library-related issues.

Fundza monitors the libraries for three years, only, after which the school is on its own. Further delays in the approval and implementation of the Swaziland School Library Policy (2005) may affect the school community, especially learners who have no relevant materials and lack proper guidance on use of the few resources they have.

## **1.2 Description of the problem**

Every school owes its students a well-resourced, accessible, modern library. School libraries are central to the curriculum and essential to the success of a school and the individual achievements of pupils (Bernhard, Willars and Saetre 2002). Unfortunately in school libraries generally there are disparities in provision; in the quality of resources; the access to information sources and information communication technology; the personnel working in the library: many libraries are not managed by trained staff; there is disparity in levels of funding and in space for shelving, study and recreational reading. There are good and poor libraries (Bernhard, Willars and Saetre 2002).

Based on the researcher's observation when visiting schools, and her discussions with colleagues, supported by previous studies by Mabuza (1992), Fakudze (1993), Mswazi (2003) and others mentioned in the literature review, it appears that there is a lack of motivation among teacher librarians due to heavy teaching loads, lack of understanding of the importance of libraries in schools, lack of relevant up-to-date materials, under-funding, lack of professional guidance and poor user education. Furthermore, the absence of a school library policy contributed to the lack of understanding of the role of libraries in schools. Since these studies the libraries have been affected by further budget cuts. Given that the first two studies were done nearly fifteen years ago and Mswazi's (2003) study was done three years ago, and there have been subsequent school library budget cuts, the school library policy had not been drafted and the new resource-based system of education was not in existence, there is an obvious need to revisit the factors influencing the use and non-use of senior secondary school libraries in Swaziland. It is this problem that the proposed study seeks to address. As Burks (1996), referring to school libraries in general pointed out, there is need for more research in this area to help support decision-making and planning which, in turn, can increase the effectiveness in responding to the information needs of actual and potential users (Burks 1996).

### **1.3 Rationale of the study**

The present study is aimed at establishing the use and non-use of selected senior secondary public school libraries in Manzini, Swaziland. The study is important in that school libraries should play a vital role in education. This is especially so in 2006, as schools in Swaziland have changed from the General Certificate of Education (GCE), which was teacher-centred learning, to the International General Certificate of Secondary Education (IGCSE), which is outcome based and focuses on student-centred learning. The proposed study may help to close the gap between teacher-centred learning and student-centred learning. The results of the study may also:

- Help in influencing future decisions, for example approving and implementing the national school library policy and funding the libraries.
- Influence the views of principals and teachers on the role of the library in secondary schools.
- Help in improving future student performance in schools.

#### **1.3.1 Objectives of the study**

The objectives of the study were:

- To investigate the principals', teacher librarians' and learners' views of the role of school libraries.
- To examine the use and non-use of school library materials by learners.
- To determine the role of teacher librarians in encouraging learners to use the school library collections.
- To identify barriers that hinder the effective use of school libraries.
- To make recommendations based on the findings.

### **1.3.2 Research questions**

The study aimed at answering the following research questions:

- What are the principals', teacher librarians' and learners' views of the role of school libraries?
- To what extent are learners using the school library materials?
- What role do teacher librarians play in encouraging learners to use the school library?
- What are the barriers that hinder the effective use of school libraries?
- Based on the findings, what recommendations can be made?

### **1.3.3 Limitations of the study**

A limitation of the study is that learners, teacher librarians and principals of St Paul's and Enjabulweni High schools were omitted from the study. St Paul's High could not be part of the study because the focus of the study was on the use and non-use of school libraries and the school does not have a library, while Enjabulweni High is a private school and the study focuses only on public schools. Another limitation is that the policy of the Swaziland Ministry of Education (2005b) has not been implemented and certain schools were not covered by this policy because of their status.

Another limitation is the exclusion of the Form 5 (Grade 12) learners who influenced the use and non-use of the school libraries. The Form 5 learners were excluded because they were in their final year of study and did not have time to participate in the study. The study of these learners could shed more light on the factors influencing use and non-use of school libraries in the schools under study. Hence the results could have provided a clearer picture of the needs of learners of school libraries. Therefore, the findings of the study may not be generalised across the whole population of learners.

### **1.3.4 Definitions of key terms used in the study**

The following terms have been selected for inclusion in the study:

#### **Learner**

The term “learner” refers to persons studying in ordinary public schools and replaces the terms “pupil” and “student” (Mothata 2000: 94). For the purposes of this study the term will be used for pupil or student.

#### **Library use**

“Use” refers to library visits made, without regard to activities engaged in while there (Burks 1996). The term refers to the extent to which the facilities and resources of a library are actually used by its clientele. Common measures for use include overall or *per capita* circulation, turnover of collection(s), gate count, programme attendance, Internet use within the building, interlibrary loan and reference transactions (Reitz 2004).

#### **School library**

A school library is an organised collection of books and other materials placed in a school for use of teachers or pupils, but usually for pupils. It may comprise mainly of books of reference and /or books for home reading, and be in the care of professional librarian, teacher, or teacher-librarian variously called *Instructional materials centre*, *Learning resources centre* or *Media centre* (Prytherch 2000: 649).

#### **Teacher librarian**

A teacher librarian is a school librarian/media specialist, or other individual with specialised training in the creation, selection, organisation, maintenance, and provision of access to media of all kinds, who may also be responsible for supervising a media centre or the media department of a library, including collections, equipment and facilities for listening and/or viewing and any service personnel (Reitz 2004). For the purposes of this study the library assistants who work in some of these school libraries will be considered as teacher librarians.

### **User education**

Feather and Sturges (2003: 646) defines user education as training in how to use a library, so as to be able to find out where information is available, why to use a particular search strategy, what other sources can help and how to exploit them further.

### **1.3.5 Principal theories upon which the study was constructed**

The theoretical framework for the study is that of constructivism. South African education fostered a new move to teaching and learning in the context of curriculum transformation, with constructivism being the philosophy behind *Curriculum 2005* and later with the *Revised National Curriculum Statement (RNCS)*. This move was based on 'knowledge construction', as against the old system that emphasised 'knowledge transmission' or 'knowledge transfer'. The rationale for this move is that:

It is about learners constructing their own understanding as they try to make sense of their own environment. It is about understanding and applying, not repeating back; it is about thinking and analysing knowledge, not accumulating and memorizing information; it is about active learning and not passive learning (South Africa. Department of Education 1999: 16).

The theory of constructivism includes knowledge integration instead of compartmentalisation, meaningful learner involvement and effective utilisation of a variety of information resources for curricular activities, continuous assessment and collaborative learning (Marlow and Page in South Africa. Department of Education 1999: 32).

Jonnasen (1994: 34) mentions a number of principles that are guidelines to how knowledge construction can be facilitated. These include:

- Creation of real-world environments that promote contextualised learning.

- Provision of tools and environments that help learners interpret the multiple perspectives of the world.
- Provision of multiple representations of reality.
- Focus on knowledge construction and not reproduction.

A school library has a crucial role in meeting the abovementioned principles through its policies, programmes, resources and strategies that reflect constructivist pedagogy by providing the real-world environment, learning tools, varying interpretations of reality depicted in numbers of resources and by focusing on the individual's active construction of knowledge. This theoretical basis for the study is supported by the IFLA/UNESCO (1999) School Library Manifesto, which provides a framework for the evaluation of school libraries. The Manifesto is based on the United Nations Universal Declaration of Human Rights and Freedom. The Manifesto emphasises that access to services and collections should not be subject to any form of ideological, political or religious censorship, or commercial pressures. The Manifesto explains how the school library contributes to education by providing information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library offers learning services, books and resources and links with the wider library and information network, in an effort to achieve its objectives. It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

The International Association of School Librarianship (IASL), in its policy statement on school libraries, states that the establishment of good school libraries can demonstrate that public authorities are fulfilling their responsibilities to implement education which will enable children to become useful members of the global society and develop each child's individual potential (Zinn, Hart and Howe 2003). Therefore, the value and importance of the school library cannot be overemphasised.

...a well-resourced and well-managed learning resource centre is a vital part of any school. It has a central role in supporting the learning and teaching of all members

of the school community.... It supports and enhances the academic and pastoral curriculum and has an important role in promoting policies of equity, inclusion and the raising of achievement (Barrett and Douglas 2004).

It is for this reason that IFLA, IASL and other organisations advocate the dissemination of information to promote school libraries so that every child can access information in this information age where information comes in various formats.

## **1.4 Summary of the chapter**

Chapter 1 looked into the role of the school library and its importance in helping the education system achieve its goals. How the school library functions as a vital instrument in the educational process was discussed. Background information on the school libraries in Swaziland and a description of the problem, purpose, objectives, definition of key terms used in the study and the theoretical framework were discussed in this chapter.

## **Chapter 2: Literature review**

To provide a wider context within which to view the study, this chapter reviews the literature related to the research study. It intends to indicate where the present study fits into the broader debates, thereby justifying the significance of the study (Pather 2004: 72). According to the University of North Carolina (2002), a literature review “discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain period”.

The literature review for the present study will include the development of school libraries in Swaziland, the aim and purpose of the school library, the role of school libraries, use and non-use of school libraries, the role of teacher librarians and principals in school libraries, methodologies used in related studies and a summary of the literature review.

A number of studies have been done on the use and non-use of school libraries. Most of the studies that focused on use of school libraries included Mabuza (1992), Moswela (2005), Burks (1996) and Mokhtar and Majid (2005).

### **2.1 The role of school libraries**

The progress of a country mainly depends on the education of its citizens. The challenge on the one hand is to meet the growing demand for school education and, on the other, to ensure qualitative viability. It is within this context that school libraries have their own role to contribute to the standard and quality of education. The school library is essential to the development of the human personality, as well as the spiritual, moral, social, cultural and economic progress of the community (Zinn, Hart and Howe 2003).

The school library is the heart of the school and can play a vital role in helping the educational system to achieve its goals. It is central to the fulfilment of the instructional goals and objectives of the school and promotes this through a planned programme of

acquisition and organisation of information technology and dissemination of materials to expand the learning environment of all students. A planned programme of teaching information skills, in partnership with classroom teachers and other educators, is an essential part of the school library programme, according to the Zinn, Hart and Howe (2003).

The United Kingdom Library Association (now Chartered Institute of Library and Information Professionals) has published guidelines for secondary school libraries which essentially highlight five roles school libraries and information services should assume (The Library Association 1998 in Mokhtar and Majid 2005: 109). Firstly, the school library is a central learning resource that supports the culture and curriculum of the school, while at the same time promoting an interest in lifelong learning. Secondly, the school library is an important and indispensable part of teaching and learning in the school. Thirdly, the school library is at the core of information skills development in the school. Next, the school library fulfils its traditional role of providing opportunities for students to quench their thirst for reading and gaining knowledge. Finally, the school library provides a vital place in the school for students to meet their recreational and leisure needs.

The school library functions as a vital instrument in the educational process, not as a separate entity isolated from the total school programme, but involved in the teaching and learning process. Its goals could be expressed through the following functions:

- **Informational** - to provide for reliable information, rapid access, retrieval and transfer of information, the school library should be part of regional and national information networks.
- **Educational** - to provide continuous lifelong education through provision of the facilities and atmosphere for learning, guidance in location, selection and use of material and training in information skills, through integration with classroom teaching and promotion of intellectual freedom.

- **Cultural** - to improve the quality of life through the presentation and support of the aesthetic experience, guidance in the appreciation of arts, encouragement of creativity and development of positive human relations.
- **Recreational** - to support and enhance a balanced and enriched life and encourage meaningful use of leisure time through the provision of recreational information, materials and programmes of recreational value and guidance in the use of leisure time (Zinn, Hart and Howe 2003).

Libraries provide more detailed information than a teacher can ever provide. Studies in fourteen schools in the United States have shown that well-equipped libraries, staffed with trained librarians, had a positive influence on students' success, regardless of the students' socio-economic and educational background (Hatfield 2005 in Moswela 2005: 20). Moswela (2005) stated that successful schools are not those whose students depend on the teachers as reservoirs of information and knowledge, they are those whose students optimize the use of school libraries.

## **2.2 The aim and purpose of the school library**

Bernhard, Willars and Saetre (2002) believe that "school libraries are central to the curriculum and essential to the success of a school and the individual achievements of pupils". Principle seven of the United Nations Declaration on the Rights of the Child states:

the child is entitled to receive education which shall be free and compulsory, at least in the elementary stages. He (her) shall be given an education which will promote his (her) general culture, and enable him (her), on the basis of equal opportunity, to develop his (her) abilities, his (her) individual judgment, and his (her) moral sense of social responsibility, and to become a useful member of society (IFLA 2002).

IFLA (2002: 5) believes that libraries raise the sights of children, widen their horizons and offer them a vision of the wider world in which they live and of the future in which

they will play their part. IFLA (2002: 5) states that libraries offer all children, regardless of their abilities or backgrounds, the means of learning to contribute to that world, enhancing their lives and realising their potential. In addition, according to IFLA (2002), libraries provide access to ideas, thoughts and debate. They are also central to the intellectual, spiritual, cultural and political life of every society and are, therefore, especially important in the life of school communities. IFLA (2002: 6) emphasises that, to allow each individual to achieve his or her maximum potential, the school must provide an environment that will encourage pleasure in reading and learning.

Zinn, Hart and Howe (2003: 5) concur with IFLA (2002) and the United Nations Declaration on the Rights of the Child, that the existence and utilization of the school library is a vital part of free and compulsory education. It states that the school library is essential to “the development of the human personality, as well as the spiritual, moral, social, cultural and economic progress of the community”.

IFLA (2002: 6) stresses that libraries offer time, space and opportunities for children to learn together and independently and to develop and consolidate new skills. Libraries encourage learners to be self-motivated. IFLA (2002: 6) points out that the library allows learners to explore avenues of thought to make connections, encouraging the development of individual tastes and interests, independence, curiosity and a love of reading and investigating. Libraries need to be accessible at all times, to be well-resourced, offering both up-to-date, relevant, accurate and attractive materials and a breadth and depth of material which will support and nurture the growing mind of the child. IFLA (2002) made it clear that approachable, knowledgeable people should staff school libraries, teacher librarians who have insight into the broad needs of learners and demands of a changing curriculum (IFLA 2002: 6). According to IFLA (2002), libraries are crucial to the dynamics of learners’ lives and learning:

...the best school libraries touch the hearts of children, uplift the minds of young learners and empower a generation on the threshold of its future. Good libraries empower: using their resources can unfetter our imaginations, disclose hither-to

unrealized worlds, promote knowledge, enhance pleasure, and make us laugh, impart insights, challenge preconceptions, assuage fears, prick our conscience, and inflame our sensibilities. What we learn from good books and other resources become part of us (IFLA 2002: 6).

Zinn, Hart and Howe (2003: 5) argue that the school library should provide a wide range of resources, both print and non print, including electronic media and access to data which promotes an awareness of the child's own cultural heritage and provides the basis for an understanding of the diversity of other cultures.

In the South African context, Karlsson, Nassimbeni and Karelse (1996) and Johnson (1993) state that the library has a special role to play in a society characterised by diversity. Issues of language and culture require careful handling. This is especially true to young learners, who may find it hard to learn in a foreign language.

### **2.2.1 The challenges facing school libraries in Africa**

Most countries in Africa are generally referred to as developing countries, but also sometimes as underdeveloped countries with the blame shifted onto the former colonial powers who deliberately underdeveloped them. Development is generally seen as the increase of knowledge, skills and creative potential which will enable individuals and communities to enhance and improve the quality of their lives, in all spheres (Totemeyer 1994).

The increase of knowledge in so-called First World countries is traditionally linked to the existence of established informational and educational infrastructures such as schools, libraries, a book publishing industry, a book trade, a network of communication media and a reading culture, which requires a high literacy rate. Measured with this yardstick, Africa is a non-developing continent. The economic decline in Africa has seriously affected the social and educational systems in most countries, including Swaziland.

Governments no longer have money to finance non profit making activities like school libraries (Totemeyer 1994).

There is also a problem of conflict between libraries and African culture. For example, libraries encourage independent learning and thinking in societies based on respect for elders and obedience (Totemeyer 1994). Until recently, libraries have been existing in many countries in education systems which are not only based on didactic teaching methods, but also systems which do not attempt anything other than teaching a limited curriculum (Johnson 1993). However, there has been a change in recent years, with the changing curriculum. South Africa and Swaziland now follow a learner-centred or resource-based system of education which encourages creative thinking and independent learning (Swaziland. Ministry of Education 2005a). Johnson (1993) stated that the problem of staffing school libraries is universal. Most of the personnel responsible for school libraries have no qualifications, or are teachers with a full teaching load. It should be pointed out that in other countries, such as Botswana, school library personnel in high schools are trained librarians, according to Moswela (2005).

Another problem that Johnson (1993) highlighted was the problem of stocking school libraries, which he said was exacerbated by the book famine caused by the high cost of imported books which are not that relevant to Africa. Without the support of African governments it may take time for Africa to have fully established publishing companies which will publish books relevant to African needs, because of the competition from publishers from developed countries.

Otike (1989: 80), in a study of the information professional's place in a school community in East African, mentioned that one of the problems associated with school libraries in their region was that policy-makers consider them essentially as fiction libraries. Similarly to other African countries, including Swaziland, they feel that school libraries exist to improve the reading habits and vocabularies of pupils. As a result, most school libraries are staffed by English teachers. Another problem is that of some policy-makers, who do not understand the concept of a school library. In some instances, the library is considered a reading room, and not a place where learners can interact with

information. Other schools consider the library as a study place, especially for senior learners, and it is a common sight to see students reading their textbooks and notes rather than consulting library books. This view is shared by Nyirende (1989 in Otike 1989) and Tawete (1999). These are some of the issues this study attempts to address.

Endra (2001) examined studies carried out on Ugandan libraries in the last twenty years and found disparity and contrast in the profiles of secondary school libraries, ranging from disorganized to well-organised. Endra (2001) stated that the variations in the provision of library services in secondary schools had been a result of differing founders, degree of interest of the school proprietors in libraries and limited funds. Endra (2001) pointed out that principals who knew the importance of libraries in education had developed well-stocked, well-staffed and well-organised libraries. This had resulted in learners' good performance in examinations. However, there was only a handful and the majority of schools have no proper library accommodation, staff or adequate reading materials. They lack reading tables and chairs. Some of them have turned buildings or rooms which were designed for libraries to other uses.

In spite of the significant development of the education system in Uganda in past years, school libraries have remained marginalised. Endra (2001), Tawete (1993) and Mswazi (2003) agree that school libraries face many problems. Lack of a school library development policy framework has made it difficult to plan for their development. Hope grew after the proposal of developing a school library policy made by the Ugandan Library Association. Once the move has been accepted by the Ministry of Education it is hoped that this will be a turning point in the development of school libraries in Uganda. Funding is another major problem. Most school budgets do not include a library budget. The libraries depend largely on donations. Staffing is another problem. Most schools do not have qualified library staff. Some have appointed teacher librarians to run the libraries as an extra-curricular activity, but they are already overloaded with other class work and very often have no time to attend to library matters (Endra 2001).

Ocholla (1992), Tawete (1991) and Ojiambo (1988) in their studies of African school libraries, stated problems such as the lack of properly trained personnel to develop

effective library resources, absence of adequate and relevant stock, poor accommodation and lack of official government policies and guidelines, which is true for most African school libraries.

Kakoma (1999), in a study done in Lesotho using the survey method, pointed out that the state of school libraries was unsatisfactory. If school libraries were fully accepted as an integral component of the schools, the situation would be different from what it is at present. Kakoma (1999) studied 201 secondary schools in Lesotho. Only a few schools had functioning libraries and, where libraries did exist, there was no evidence that the library was treated as an important component of the school curriculum. Problems were lack of policy, absence of effective leadership, exclusion of school librarianship in the teacher training curriculum and lack of legislation requiring schools to have libraries which conformed to Ministry of Education standards. These problems did not encourage the development of libraries.

Rosenberg (1998: 2) identified a problem with regard to governments and Ministries of Education in Africa (and developing countries in general). Whilst they recognise the need for education, the need for libraries has not been recognised. She pointed out that they have not accepted that libraries and book provision should be a component of educational investment. Rosenberg (1998: 2) stated that governments have relegated the establishment and maintenance of school libraries to the last place on the scale of priorities. Therefore the majority of schools have no libraries. Where school libraries do exist, they often consist of no more than a few shelves of outdated and obsolete material, are inadequately staffed and marginal to the teaching-learning process.

### **2.2.1.1 The challenges of school libraries in South Africa**

In studies conducted by the National Education Policy Investigation's (NEPI) Library and Information Services Research Group (1992), the Education Policy Unit (EPU) (Stadler 1993) and the government-commissioned School Register of Needs (SRN) (Department of Education and Human Sciences Research Council 1997) it was found that extremes characterised the school library landscape during apartheid. The studies found

that in 1996, of 26 734 schools, only 4 502 (16.8%) had libraries (Department of Education 2001: 39 in Karlsson 2003: 2). Karlsson (2003) noted that, while these libraries were not only in schools for whites, white learners were affirmed and advantaged to a superior extent over learners of other racial groups. The majority, who were black learners, were subordinated and oppressed with negligible or no provision, and coloured and indian learners were less advantaged than white learners but more advantaged than their black peers (Karlsson 2003: 2). Karlsson (2003) stressed that the post-apartheid education system inherited a situation in which 80% of all South African schools had no libraries and insufficient learning materials for learners to access the curriculum (Bot, et al., 2000 in Karlsson 2003: 2).

Olen (1996) conducted a study which undertook a literature survey on the role of the media centre in the school, the information curriculum and its importance in developing pupils' information skills and information literacy, the factors contributing to the utilisation or underutilisation of the school media centre and the role of the school media centre for initial teachers' training in South Africa. Olen (1996) also investigated students' use and perceptions of the school media centre and information literacy in initial teachers' training. The following were Olen's (1996) findings of problems which, although usually dealt with separately, appear to some extent to be interrelated:

- In South Africa the majority of schools do not have adequate or good media centres, in fact they often do not have one at all.
- Subject teachers, however, often do not value a media centre and may even be negative about the media centre.
- Establishing a media centre is costly and having this facility in the school does not ensure that it will be used to an extent which could justify the cost.
- While various factors have been identified as contributing to the underutilisation of the media centre, the influence that the teaching styles and attitudes of the subject teachers have on their learners' use of the media centre is often considered to be the most important factor.

- Teachers should be role models for learners with regard to reading and information use.
- Memorisation and rote learning are criticised and the need for learners to become critical thinkers and problem solvers is stressed. The emphasis is thus on learners absorbing learning information handling skills that will help them in a complex world.

### **2.2.1.2 The challenges of school libraries in Swaziland**

Tawete (1993: 8) listed some of the major problems that slow the progress of school library development in Swaziland. They are as follows:

- Lack of government policy on school libraries (which, as mentioned, is not yet implemented).
- Teaching methods which are examination-oriented, so teachers' notes and textbooks are looked upon by students as the most certain way of passing their examinations.
- Lack of motivation from teachers.
- Lack of adequate funds to support school library programmes.
- Lack of trained library and information staff to work in schools.
- A home environment in which most parents do not read, nor do they have reading materials for their children to read.

Mswazi (2003), in his study of school libraries in Swaziland, agreed with Tawete (1993) in that libraries were understaffed and there was a lack of professional guidance; under funding; negative effects of donations; inadequate reference services and poor user education. He suggested the adoption of a school library development strategy and standards framework. In 2005 the Director of the Swaziland National Library Service submitted the School Library Policy, as per Ministry of Education request. The Policy is still awaiting approval from the Ministry and has not been implemented. Simelane (1991:

31) stated that one of the problems at Fundza is that some teachers resist using the library. They feel that a library is a waste of time and a luxury.

### **2.3 Use and non-use of school libraries**

The use and non-use of school libraries depends on their existence, or lack thereof. The quality and accessibility of their collection and their relevance to current curricular, the availability of a teacher librarian and the teaching of information skills are but a few of the factors that influence the use of school libraries (Shaw 2000: 50). It is thus important to examine the role school libraries play in meeting the requirements of their users.

Rosenberg (2000: 2) reported that the importance of libraries had not gone without notice. Book sector studies from 1980s onwards in Africa included libraries in the overall analysis. A World Bank report (Fuller 1986 in Rosenberg 2000: 2) emphasised that school libraries are one of the investments that influence the quality of schooling, to a great extent. Fifteen out of eighteen studies undertaken by the World Bank covering the intensity of the use of school libraries indicated that they contribute to a pupil's high achievement in school work. Yet following the western model of 'one school one library' is expensive and involves investing in buildings, facilities, stock acquisition, staff training and establishing adequate recurrent budgets to maintain the system created (Rosenberg 2000: 2).

Anna's (2002) study of library use practices of high school students in three east Tennessee counties in the United States of America found that more than half of the individual students in junior and senior high schools did not use their school library. More than two-thirds of the students used the library during class visits. Nearly one-fourth of the students used the library either before or after school.

The student survey (questionnaire) of Anna's (2002) study asked those students who indicated they never visit the school library to explain the reasons for this. The study found that 7% said they did not have time to visit the library, while 5% did not like to read and 5% said they had no need to use the library. The public library was used by 4%

and 2% responded that the library was closed when they could use it, for example, at 07:30, or during weekends, at lunch and during pep rallies. A few students attributed their non-use of the school library to their having all of the materials they needed at home for example, dictionaries, books, magazines and encyclopaedias). The library was not visited by 1.3% because they did not know how to use it and 2.5% were never required to visit the library by their teachers.

Burks (1996), in a survey study, found that there was limited use of the high school library by students based on lack of time and motivation. The library was used by 40% when they visited with a class and teacher and more than 22% reported using their library only a few times a year. Burks (1996) noted that 76% gave reasons for using the school library for class assignments. The most commonly used item was the photocopy machine, followed by reference books, tables and non reference books. The main reason students cited for not visiting the school library was lack of time (Burks 1996).

Burks (1996) recommended that school library media centre programmes be evaluated systematically, to assess their goals and objectives, which have been designed to meet user and instructional needs. Burks (1996) reported that it is important not only to determine users' perceptions of the variety of resources offered by the library media centre, but also to compare and contrast those perceptions with actual measurements of use.

The student survey carried out by Turner (1994) found that 241 (6.9%) students never visited the school library because they did not have time to visit the library; 186 (5.3%) said they did not read and an equal number said they had no need to use the library. Of the students, 88 (2.5%) respondents were never required to visit the library by their teachers, while 129 (3.7%) preferred to use the public library and 72 (2%) responded that at particular times the library was closed.

Moswela (2005), in a study of secondary school students' effective use of the school libraries in Botswana, studied 532 Form 4 and Form 5 students, seven school librarians and seven teacher librarians, from seven Senior Secondary Schools in Botswana. The

method used to collect data from all the respondents was the questionnaire. He found that students' effective use of libraries was affected by low budget allocations to school libraries, which had, in many ways, imposed restrictions on students' use of the facility. It was reported that, despite the constraint, students made satisfactory use of libraries.

Moswela's (2005) showed that, out of the 524 students who completed the questionnaire, most of the students used the library once or twice a week. Of the 45%, students were restricted from using the library any time, even when they were not attending classes and 70% went to the library under supervision of the subject teacher. More than half of the students (64%) said their libraries were stocked with relevant materials, while 74% viewed their school libraries as important information centres. Most of the students consulted the library to augment the textbooks and the majority of the students refuted the statement that they go to the library mostly during the examination period. The six teacher librarians who participated in the completion of the questionnaire expressed satisfaction with the rate at which the students used the library. They all believed that the material in the libraries was relevant to the educational needs of the students. Teachers observed that students used the library mostly during examination times. The findings from the teacher librarians showed satisfactory student use of the library. For instance, in one month (March) alone, 350 students from each of the seven schools borrowed library books. A majority of the teacher librarians made the observation that students used the library mostly during examination time.

Mabuza (1992), in her survey of the effective use of school libraries in thirty high schools in Swaziland, found that of the twelve schools that had library facilities only five had the library as a separate building, with the view for future development. The study revealed that only one school had a trained full-time librarian. The other five were teachers of English, with full-time teaching loads and trained part-time by Fundza. The remaining eight were teachers with no professional training but were willing to help run the library. Mabuza (1992) pointed out that library management was quite demanding for a teacher who has a full teaching load, so the library work suffers as a result. Mabuza (1992: 22) showed that 71% of materials were donated and only 43% had a school budget that catered for acquisition of materials. It was also noted that Fundza and the Swaziland

National Library Service assisted six schools with the development of their collections. The study revealed that only one school opened its library before and after school hours. The rest opened only during school hours. One school was found to be opening the library during the vacation for Form 4 and 5 learners only. It was discovered that the restrictions were mainly caused by lack of full-time library personnel, which, in turn, affected the learners' use of the library.

The results of Mabuza's study revealed that 48% of the learners visited the library once a week, while 30% visited the library twice a week; only 10% visited the library daily. Only 9% visited the library once a month and 3% never visited the library at all. Only three schools admitted having a relationship with the Swaziland National Library Service, while eleven did not have any relationship with the other libraries. It must be noted that some schools had a relationship with Fundza. The teacher librarians' general outcry was that qualified full-time librarians have to be employed to ease the burden of the English teachers, who are presently part-time librarians. The teacher librarians' also felt that the principals should include the school library in their annual budgets, instead of relying entirely on donations, since it was noted that the donations were, in most cases, outdated and irrelevant to school programmes, as was reported by Tawete (1999) and Mswazi (2003). Finally, Mabuza's (1992) study revealed that the situation of school libraries in Africa, in general, and Swaziland, in particular, is poor, yet they are vital in supporting the curriculum in schools.

## **2.4 The role of the teacher librarians**

According to Brown (2003: 18), the key role of teacher librarians is to develop information literacy skills in all students. He advised that this is the place where team-teaching and collaborative planning become effective approaches. Brown (2003) said that information literacy is based on the premise that students must become information literate to be able to survive when 'drowning in the sea of information'. He insisted that teacher librarians cannot make this shift totally on their own. It depends on their ability to interact with other teachers. Teacher librarians must discuss where the various

components of the information literacy model fit into other teachers' programmes. It is key that the teacher librarian wins other teachers over as collaborative partners. He believed that when one combines independent learning skills with resource-based learning in a co-operative planning model, there are powerful forces at work to meet the goals of any curriculum and any examination structure. He points out that where two teachers (classroom and library) join forces to work with individuals, small groups and whole classes, there is great potential to develop critical thinkers and creative learners.

The effective use of information sources in the learning programme is facilitated by access to information provided by systems and services managed by the teacher librarian (Australian School Library Association and Australian Library and Information Association 2001: 34). The two Australian associations stated that teacher librarians, with their specialised knowledge of and expertise in information access, provide systems for effective information use in and beyond the school. These systems include:

- The identification and selection of suitable information sources.
- The application of national standards to the cataloguing of information sources.
- The organisation, storage and circulation of resources.
- The ensuring of maximum use and access of resources.
- The availability and use of information and communication technology (ICTs).
- The application of the principles of intellectual freedom and copyright (Australian School Library Association and Australian Library and Information Association 2001: 34).

Adeoti-Adekeye (1997: 590) studied the need for user education in secondary school libraries in Nigeria and stressed the importance of the role of the teacher librarians who handle library instruction. He argued that he or she should be a professional who is a specialist in the educational use of the library, for learners to appreciate the value of the library. Adeoti-Adekeye (1997) emphasised that users must be taught how to retrieve information and interpret it, without any assistance.

He stated that the teacher librarian must realize that the essence of user education is to ensure that learners are able to maximize their use of their school library and also to acquire the necessary skills that will allow them in future to use the library with little assistance. Teacher librarians must design the programme in such a way that students will appreciate what it is all about. In carrying out this assignment the teacher librarian must work with other teachers. Teachers must be encouraged to give learners assignments that will provide immediate practical application of the skills they have learned from the teacher librarian (Adeoti-Adekeye 1997: 591).

A teacher librarian plays a key role in the establishment and successful implementation of an information literacy policy within a school and in the integrating of print, non-print and ICT resources in classroom teaching and learning (KwaZulu-Natal Department of Education 2003: Vii). The teacher librarian, as stated by Zinn, Hart and Howe (2003), should:

- Develop jointly with the educator team and drive the implementation of a whole school information literacy policy
- Chair the school library committee set up to:
  - develop a management policy for the school library
  - ensure that services are accessible to all the members of school community
  - determine and secure an adequate budget for the school library
  - select suitable resource material to develop a balanced library collection that will serve the needs of all its users.
- Be part of the school library committee.
- Perform the following roles within the school:
  - Information specialist (with specialist knowledge and experience of ICT)
  - Library manager
  - Curriculum and literature enrichment specialist, working with the educator team.

Otike (1989: 80) from East Africa believed that the role of the teacher librarian or school librarian includes the following:

- Librarians must take an active role in the school to meet the requirements of the school community.
- They must seriously involve themselves in planning library services and understand fully the objectives of the school they are serving. This understanding will influence the formulation of objectives and policies for the library.
- The librarian must be well versed with the content of the curriculum. Knowledge of the curriculum should assist in making decisions about the type of materials required and how soon they will be needed.
- The librarian should be responsible for the school library budget. To perfect this role the librarian must win the confidence of the principal.
- The librarian acquires, organises and disseminates information to support the various school programmes. To do this the librarian should involve the teachers in the absence of a library committee consisting of heads of departments and the principal as chairperson.
- The librarian should be able to institute user education programmes. Teachers and learners both need instructions on how best to use the library.
- Orientation programmes should be held regularly for new learners and teachers.
- Bibliographic instruction should be held regularly and be geared to maximising the use of the collection.
- The librarian should work closely with libraries and information centres in the immediate vicinity. In such cases, interlibrary co-operation could help source materials the library does not have.

Adeoti-Adekeye (1997: 590) points out that teacher librarians traditionally have been responsible for teaching library skills in school libraries. He states that students on their own cannot appreciate the value of the library by mere instinct and neither force nor compulsion will make them appreciate the value of the library, unless library instruction is handled by a professional who is a specialist in the educational use of the library.

Rosenzweig (1995) holds the view that school librarians, in addition to improving information skills and literacy rates, should create after school programmes in the library or volunteer as advisors in the school club. If the library has the technology, the librarian may start an Internet club or enlist proficient students to teach their peers and staff to use computers.

According to Fakudze (1993:1) from Swaziland, terms like information skills, user education, study skills and information handling skills are often used in the context of changing education systems because of the demand for information in learning, today. Fakudze (1993) states that the new terminology is evidence of the new field that should be responded to in curriculum planning and teaching. Traditional areas of curriculum activity, however, tend to bypass this new perspective. Students must use school library resources and services in order to develop these information handling skills and teacher librarians should inculcate these skills through user education.

#### **2.4.1 The role of teacher librarians in Swaziland**

Unfortunately the role of the school librarian in most African countries is not as described above. This role has been emphasised in studies conducted by Otike (1989), Brown (2003), Adeoti-Adekeye (1997), Turner (1994), Australian School Library Association and Australian Library and Information Association (2001). The teacher librarian's role is assigned to fully loaded English teachers, who hardly have time for library work. In other cases, a library assistant without any library qualification is responsible for the management of the school library. The solution will be the approval and implementation of the School Library Policy by the Swaziland Ministry of Education, since it stipulates that professional librarians should be deployed to manage school libraries.

Mabuza's (1992) study of effective use of school libraries in fourteen libraries found that only one school was run by a qualified, full-time librarian. Tawete (1999) and Mswazi (2003) complained about the poor state of libraries and one of the reasons was the lack of qualified full-time staff in school libraries. All the studies indicate that the role of the

teacher librarian in Swaziland is not taken seriously by the Ministry of Education, who hire personnel for schools. There are no posts for teacher librarians or school librarians. As a result, most of the principals delegate these duties to English teachers with a heavy teaching load; often the teacher librarian has little or no time to offer a library service, as stressed by Tawete (1999) and Mabuza (1992). Tawete (1999) also complained about the inferior professional status accorded to teacher librarians, in general. This low status results in the marginalisation of libraries. The consensus of opinion is that any intelligent person can run a school library (Radebe 1997 in Tawete 1999). Tawete (1999) observed that, although there are a few well-stocked libraries, most of the school libraries are not well managed by the library assistants or teacher librarians.

## **2.5 The role of principals in school libraries**

The studies by Hay and Henri (1995), of the principal's role in developing and supporting an information literate community in 17 Australian schools, were done in three stages and ended up with three secondary and three primary schools. Findings suggest that the following factors were characteristic of the role of the principal in developing and supporting an information literate school community:

- Principals should demonstrate an understanding of the value of information literacy and provide encouragement to teachers to embrace it.
- The quality of communication between the teacher librarian and principal is vital. High levels of regular verbal communication are improved.
- Principals should communicate verbally and in writing with the teacher librarian.
- Principals should support the teacher librarian as a quasi-senior member of staff, as long as the teacher librarian is credible.
- Principals should identify teacher librarians as natural information technology (IT) leaders in information literate school communities.
- Principals should rely on the professional judgement of the teacher librarian, so long as the teacher librarian demonstrates that trust is warranted.
- Principals should provide resources for teacher librarians to allow them to:

- plan collaboratively
  - teach collaboratively
  - undertake professional development.
- Principals should provide support for information literacy, by way of:
    - funding for IT
    - ongoing support of collection development.
  - Principals should be able to evaluate the success of information literacy programmes.
  - Principals should place a high value on:
    - teacher librarian's qualifications
    - merit selection for the teacher librarian position (competitive appointment).
  - Principals should be articulate in their expectations of what teacher librarians should be doing. Principals should expect teacher librarians to:
    - be IT literate at appointment,
    - have a vision of the future developments of information service
  - Principals should be prepared to assist teacher librarians with their requests for assistance to improve the library.

Hay and Henri (1995) pointed out that no matter how much the principals believe in the importance of an information literate school community; this could only be achieved through an integrated school library programme.

Oberg, Hay and Henri (1997), in a study similar to that of Hay and Henri (1995), in Canada showed that teacher librarians view principals' support as critical to the success of the library programmes. Effective school library programmes are implemented in

schools where the principal takes a leadership role in creating the collaborative environment necessary for co-operative integrated school programmes.

The International Research Project (Oberg 1997), studied a similar problem to that of Hay and Henri (1995), in the following countries: Australia, Canada, Finland, France, Japan, Scotland and South Korea. Principals and librarians in all the countries, except South Korea, differed significantly on the amount of time they perceived the principal to spend on tasks related to the information literacy programme. Principals believed they spent more time on these tasks than librarians. Principals and librarians in three countries agreed about the amount of time they thought the principal should spend on such tasks in the future. In three countries, however, the principals believed they should spend more time on the tasks in the future than the librarians. Overall scores on present and future perceptions suggested that, in five of the six countries, principals and librarians were well-aligned in their beliefs about the role of the principal; with the exception of Scotland, where school librarians were not qualified teachers.

Oberg (1997) found that several Canadian studies suggest that principals have a clearer understanding of the school library programme and a more positive vision for the school library programme than do classroom teachers. Oberg (1997) further stated that, generally, the knowledge had not been developed through their formal education as teachers or administrators. Sometimes it may have been developed through the experience of working with a teacher librarian. And sometimes, may have been the result of working in a district where the school library programme and the role of the teacher librarian were well institutionalised, from the superintendent and board of school trustees down to the school level (Oberg 1997). However, Oberg (1997) stated that teacher librarians often have low expectations of principal support and they needed to consider that their principals might be more willing to give support than they realise.

According to Oberg (1997), developing principals' support for the school library programme and for the role of the teacher librarian is facilitated where library use and collaborative work were encouraged by the principal. Oberg (1997) suggested that this was enhanced where library use and collaborative work was reinforced by district policy

and administrative structures. Dekker (1989) in Oberg (1997) found that school district administrators were important in enabling principals to support library programmes in their schools. Oberg (1997) argued that the task of gaining principal support also appears to be much less difficult where teacher librarians have access to a strong and active teacher librarian network which is committed to ongoing professional education and mentoring, as well as to advocacy and policy development.

### **2.5.1 The role of principals in school libraries in Swaziland**

Like the majority of African countries, Swaziland is considered a developing country. Therefore most of the resources are directed towards financing basic national requirements such as education, health and agriculture. Thus most of the education budget goes to teachers' salaries. Otike (1989) believed that this lack of finance is the cause of the poor state of school libraries.

According to Tawete (1999), the principals of schools in Swaziland lack the support of the Swaziland Ministry of Education, since the School Library Policy has neither been approved nor implemented. They have no guidelines to assist them with the establishment and maintenance of school libraries. Most of the principals finance the library through a library fee paid by students and others use the textbook fees paid by students to buy materials for the school library.

After Fundza has left the school to look after their libraries, the problems that affect the school libraries are sustainability and the transfers of principals. Simelane (1991) noted that new principals may neglect the library as it is not his or her project. It is hoped that the planned workshop for the principals by the Swaziland National Library Service regarding school library policy issues will attempt to alleviate the problem of principals who neglect school libraries.

Dlamini (2006), a principal in one of the schools the researcher is currently studying, reported in his school's end-of-the-year report that they have problems with the new curriculum, the International General Certificate of Secondary Education (IGCSE). These

problems generally concerned the shortage of material required for the implementation of the new curriculum and the training of teachers.

The present researcher, after an interview with Ndlovu (2006), the senior inspector of secondary schools in Swaziland, realised that the IGCSE was introduced before the teachers were trained and IGCSE materials were bought. This led to endless meetings of principals and senior officials of the Swaziland Ministry of Education, to discuss the shortage of IGCSE materials and the training of teachers to deliver the new system of education, which is learner-centred, as opposed to the teacher-centred system which the teachers were familiar with. The principals in Swaziland have been affected by the unpreparedness of the Swaziland Ministry of Education to deliver the new curriculum approach.

## **2.6 Methodologies employed in the literature**

Most of the studies discussed in the literature review used the survey method and questionnaires to collect data (Morkhtar and Majid 2005; Moswela 2005; Kimotho 1999; Oberg 1997). Some used interviews (Fakudze 1993; Burks 1996). Others used a combination of questionnaires and interviews (Atagana 2001; Mabuza 1992); while Karlsson (2003); Rosenberg (2000); Karlsson, Nassimbeni and Kareise (1995); Tawete (1993); Tawete (1999); and Mswazi (2003) used documents, sources and journal articles, while others used case studies for example, Oberg (1997).

## **2.7 Summary of the chapter**

Various aspects of the subject of the study have been surveyed in this literature review. These include aim and purpose of the school library; the role of school libraries; use and non-use of school libraries; the roles of teacher librarians and principals in school libraries and methodologies that were employed in the various related studies.

## **Chapter 3: Research methodology**

This chapter, drawing on the conclusions about the methodologies used in other, similar studies, discusses the methods used to investigate use and non-use of selected senior secondary school libraries in Manzini, Swaziland. The research adopted quantitative and qualitative approaches. Stainback and Stainback (1984) in Welman, Kruger and Mitchel (2005: 8) state that the purpose of quantitative research is to evaluate objective data consisting of numbers, while qualitative research deals with subjective data that are produced by the minds of respondents or interviewees.

### **3.1 Research method**

Powell (1999: 3) states that research methodology revolves around two major approaches, namely qualitative and quantitative. Quantitative studies measure a phenomenon using numbers, in conjunction with statistical procedures, to process data and summarize results (Terre Blanche and Durrheim 1999: 42). Qualitative researchers collect data in the form of written or spoken language and analyze the data by identifying and categorizing themes (Terre Blanche Durrheim and Painter 2006: 47).

The survey method was used, as it is concerned with collecting standardized data directly from people about occurrences or events in varying situations (Ngulube 2003: 200). Surveys are ways of producing “information to describe, compare, and predict attitudes, opinions, values, and behaviour based on what people say or see and what is contained in records about them and their activities” (Fink 1995: 14).

### **3.2 Population**

According to Bless and Higson-Smith (2000: 84), the population of a study refers to a set of objects, whether animate or inanimate, which are the focus of the research and about which the researcher wants to determine some characteristics. The population in this

study was Form 4 learners, principals and teacher librarians from eight selected senior secondary schools in Manzini, Swaziland.

### **3.2.1 Size of the Population**

The population in this study consisted of 1011 Form 4 (Grade 11) learners in eight selected senior secondary schools, eight principals and eight teacher librarians. Since Form 5 (Grade 12) learners were in their final year of study, they would have less time to participate in the study and were therefore not included in the study population. One teacher librarian and one principal from each of the eight schools under study was interviewed. There are ten senior secondary schools in Manzini, but eight were chosen because one is a private school and the other school has no library.

### **3.2.2 Sampling**

Sampling in a survey research allows the researcher to generalise findings across the population from which the sample was taken. There are two types of sampling techniques. These are probability and non-probability (Babbie and Mouton 2001: 166). The study used the probability sampling technique because, in probability sampling, every element in the population has an equal chance of being selected.

#### **3.2.2.1 Sampling frame**

A sampling frame is the list of all members in the population who are eligible for inclusion in a sample (Terre Blanche, Durrheim and Painter 2006: 1333). A sample size of learners was drawn from the entire population of Grade 11 learners, by requesting a list from the register of students from educators, with the principals' permission. The list of teacher librarians and principals was obtained from the Regional Education Officer in Manzini. Therefore all teacher librarians and principals were surveyed.

**Table 1: Sample frame and sample size**

The Form 4 learners were represented by a sample of two hundred and ninety four (294) learners.

<b>Schools</b>	<b>Form 4 Learners</b>	<b>Sample of Learners</b>	<b>Teacher Librarians</b>	<b>Principals</b>
Nazarene	129	37	1	1
Hillside	157	46	1	1
St Theresa's	78	23	1	1
Central	136	39	1	1
Mjingo	102	30	1	1
Salesian	125	36	1	1
St Michael's	108	31	1	1
Ngwane Park	176	51	1	1
<b>Total</b>	<b>1011</b>	<b>294</b>	<b>8</b>	<b>8</b>

The sample size was determined by using the table of Krejcie and Mogan (1970) in Payne and Payne (2004).

### **3.2.3 Proportional stratified random sampling**

Stratified sampling is used to establish a greater degree of representativeness in situations where populations consist of subgroups or strata (Terre Blanche, Durrheim and Painter 2006: 136). Since the number of Form 4 learners is different in each of the schools, the researcher chose the sample in accordance with the proportions of each school's group. To ensure that a sample adequately represents relevant strata, the same proportion of learners from each school (strata) as there were in the population were selected to add to the 294, which is the sample of all learners (Leedy 2001: 216).

### **3.2.4 Known characteristics of the population**

In this section, known characteristics of the population are discussed. These include Form 4 learners, principals and teacher librarians of selected senior secondary schools in Manzini, Swaziland.

#### **3.2.4.1 Form 4 learners**

The Form 4 learners were in their first year senior secondary, which is a two year programme, leading to the International General Certificate of Secondary Education (IGCSE), which came into being in 2006. As such they needed to use the library to support their curriculum, as the IGCSE is resource-based and student-centred.

#### **3.2.4.2 Principals**

The principals are responsible for the administration and services of the schools. The principals supervise the overall running of all sections of the schools. They are also responsible for budgeting and the acquisition of all materials and equipment of the schools, including library materials and equipment.

#### **3.2.4.3 Teacher librarians**

The teacher librarians are responsible for managing the libraries. In four schools there are full-time library assistants managing the school libraries. They liaise with the principals on matters related to the school library.

### **3.3 Instrumentation**

This study used two methods of data collection, namely questionnaires and interviews. Data gathering for the survey included self-administered questionnaires for the learners, because their population was large, and structured interviews for the principals and

teacher librarians. These techniques were used in similar studies in secondary schools conducted by Isaac (2002), Atagana (2001) and Kimotho (1999). The use of more than one instrument helps to offset the weaknesses of the one instrument by the strength of the other. It is called triangulation (Ngulube 2003).

### **3.3.1 Questionnaire and categories of information**

A questionnaire is regarded as one of the most common tools for gathering data in the social sciences (Vogt 1993 in Terre Banche, Durrheim and Painter 2006: 484). A questionnaire usually consists of a number of measurement scales, open-ended items for qualitative responses and other questions that elicit demographic information from respondents (Terre Blanche, Durrheim and Painter 2006: 484). The advantages of this method are as follows (Kothari 2004: 100):

- The cost is low, even when the universe is widely spread geographically.
- It is free from the bias of the interviewer; answers are in the respondents' own words.
- Respondents who are not easily approachable can be reached conveniently.
- Large samples can be made use of and thus the results should be more dependable and reliable.

The main demerits of this method are that it can be used only when respondents are educated and co-operative. There is also the possibility of ambiguous replies, or omissions of replies altogether, to certain questions; interpretation of omissions is difficult. The questionnaire consisted mainly of close-ended questions, with some open-ended questions. It was designed to elicit information about the use and non-use by learners of selected Senior Secondary School libraries in Manzini, Swaziland.

The questions were asked to elicit background information and data on the use of the school library, other libraries and the role of the school library (See Appendix 1).

The questions for the study focused on the use and non-use of school libraries by learners. The questions wanted to establish which learners used the school library, how often they used it, why they used it and which resources they used. The learners who did not use the school library were asked to explain why they did not use it and if they used other libraries. Further questions inquired about the availability of the resources and if it was easy to locate materials in the library. Learners were asked if they were satisfied with the school library in terms of its provision and in relation to meeting the requirements of the curriculum. The learners were asked if they were taught user education. The questions also aimed at establishing if learners knew what the role of the school library was.

### **3.3.2 Interviews and categories of information**

The interview is considered one of the most powerful ways in which human beings try to understand their fellow human beings (Cohen, Manion and Morrison 2000). Interviews have the advantage of being interactive in nature, a characteristic that questionnaires lack. Interviews are normally flexible and provide an opportunity to probe and ask follow-up questions. The interview schedule for the principals was four pages long and the teacher librarians were three pages long. They both had a total of twenty-five questions. The two interview schedules attempted:

- To establish whether school libraries are utilized or not by learners and teachers.
- To learn budgetary constraints the libraries faced.
- To determine the quality of the stock
- To find out if the library was accessible at all times.
- To ascertain what the principals and teacher librarians' views were of the role of the school library?

The principal's interview schedule sought to establish if the principal understood the important role of the school library in supporting the school curriculum. The questions elicited information on whether or not the principal was involved in making sure the library was adequately promoted to learners and teachers. The questions tried to establish the commitment of the principal to the school library by asking him/her what proportion

of the annual budget was allocated to the library. The principal was asked if learners and teachers were satisfied with the quality of stock in the school libraries. The issue of full-time professional staff managing the library was raised. Whether or not the school library had adequate space allocated to it, without any interference, was another question directed to the principal. The principal was asked what the barriers were that hinder the effective use of the school libraries (See Appendix 2).

The teacher librarians' interview schedule was not very different from the principals'. They were asked questions similar to those of the principals: what their view was of the role of the school library, what percentage of the annual school budget went to the library, their qualifications and whether or not the library was always available to learners. The teacher librarians were asked if learners and teachers used the library and if the stock met the needs of the school curriculum. Other questions asked attempted to establish if learners and teachers were taught user education and if learners and teachers were helped to find information in the library. The interview schedule attempted to establish if there was a relationship between the subject teachers and the teacher librarian (See Appendix 3).

### **3.3.3 Forms of questions**

Babbie and Mouton (2001: 233) distinguish between two types of questions commonly used in questionnaires. These are closed-ended and open-ended questions. Both types were used in the study.

#### **3.3.3.1 Closed-ended questions**

Closed-ended questions "are drafted in advance, complete with all the possible answers which could be given" (Newell 1993: 101). 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 respondent to complete" (Newell 1993: 101).

Powell (1997: 94) states that closed-ended questions are “standardisable”, easy to administer and more easily understood by respondents, in terms of the dimensions along which the answers are sought. For example, the questionnaire used in this study included questions that forced respondents to choose between fixed responses like “yes” and “no”. The disadvantages of closed questions are that they “force the respondent to choose between the answers provided” (Newell 1993: 102). Newell also mentioned that limited option questions should provide the respondent with the option to choose an “Other” category, in case an appropriate pre-coded response has not been offered (Newell 1993: 102). Rating scales (also called differential sliding scale checklists) can be provided with closed questions in order to gain information about the frequency with which certain events or behaviours have taken place (Leedy 1980: 144).

Most of the questions (22 out of 27) in the learners’ questionnaire were closed questions, to save the time of the respondents. Most of the information required a tick against the answer which was most appropriate. In four of the limited option question, respondents could select the category of “Other” and, in these cases, were asked to specify why they had selected the category.

The nature of some closed-ended questions in the questionnaire, though partially closed, allowed respondents to choose more than one response. For instance, four such questions were included in this study, for example, question 6 asked respondents to indicate why they used the library. It could not be assumed that respondents used the library for only one reason and it was appropriate to allow them to choose all those reasons that applied to them. The disadvantage of such a question is that it creates difficulties in data processing and analysis (Babbie and Mouton 2001: 234).

### **3.3.3.2 Open-ended questions**

Open-ended questions are described by Newell (1993: 102) as “those that allow individuals to respond in any way they wish”. Open-ended questions were used in the questionnaire where the range of options could not be predicted. In question 26, for

example, learners were asked if they were satisfied with the services of school libraries. An open question was used to allow the respondents to raise issues that they thought were significant.

Open-ended questions have their disadvantages. The respondents are required to spend time considering and recording an answer and the researcher might have to deal with responses that are “ambiguous, wide-ranging and difficult to categorise”, as well as “time-consuming to code and analyse” (Newell 1993: 103).

### **3.4 Pre-testing the questionnaire**

The necessity to pre-test, to assess whether the “line of questioning (in a data-gathering instrument) is appropriate and whether the document is understandable and simple to use” has been stressed by Newell (1993: 112-113), who suggests “a 10% pilot sample” and by Gay (1976: 131) who, like Newell, states that the sample to be pre-tested must be as similar as possible to the intended population. Gay (1976) also recommended that the members of the population that is pre-tested should be encouraged to make suggestions to improve the instrument and that these suggestions should be taken seriously (Gay 1976: 131).

#### **3.4.1 Population for the pre-test**

The questionnaire was pre-tested on ten Form 3 learners at St Theresa’s Secondary School in Manzini. The size of the population that was pre-tested represented less than the 10% suggested by Newell (1993: 113), because learners were attending classes and the ten were the only learners available for the pre-testing. The respondents were asked to fill in the questionnaire and comment on the structure, wording, clarity, relevance, mistakes and possible ambiguous questions.

### **3.4.2 Administering the pre-test**

The learners were called to assemble at the school library by the teacher librarian. The researcher introduced the aims of the study and invited the learners to participate in the pre-test. The completed pre-test questionnaires were collected by the teacher librarians and handed to the researcher. All ten learners completed the pre-test questionnaire.

### **3.4.3 Changes resulting from the pre-test**

Minor changes were made to the questionnaire. Some grammatical errors and spelling mistakes in the questionnaire were corrected.

## **3.5 Administering the research instruments**

The procedures followed in administering the research instruments are discussed in this section. The research instruments used in this study were the questionnaire and the interview schedule.

### **3.5.1 Administering the questionnaire**

A questionnaire was chosen as the data-gathering instrument for learners because of its advantages. Questionnaires present all respondents with the same standardized questions. In that sense, they provide a “stable and consistent and uniform measure without variation” (Sarantokos 1994: 159). A letter was written to the Swaziland Ministry of Education and to principals of the selected schools by the researcher, asking for permission for the study to be carried out. The researcher then visited each school to set up dates for the learners to complete the questionnaire and appointments to interview the principals and teacher librarians. Teacher librarians at each school distributed and collected the questionnaires, which were then handed to the researcher. The researcher requested the teacher librarians to inform the learners of the purpose of the research, that participation was voluntary and that they should feel free to answer the questions as

honestly as possible and that all responses were treated with strict confidentiality. The learners completed the questionnaire during a library period. Of the 294 questionnaires distributed, 279 were completed by the learners, yielding a good response rate of 95%.

### **3.5.2 Administering the interview schedule**

The interviews were conducted through appointments with the teacher librarians and the principals, from 7 June to 22 June 2006. The researcher was able to interview five principals. This was a response rate of 63%. Six teacher librarians were interviewed yielding a response rate of 75%.

### **3.5.3 Structured interview**

An interview is a purposeful discussion between two or more people. There are three types of interview, structured, semi-structured and unstructured (Welman, Kruger and Mitchel, 2005:165). Structured interviews are highly formalised. In this study a structured interview was used to collect data from the principals and teacher librarians. It was a one-on-one verbal interaction between the researcher and the principal or teacher librarian. In a structured interview, the interviewer puts a collection of questions from a previously compiled questionnaire, known as an interview schedule. It can be telephonic or face-to-face and face-to-face interviews were used with teacher librarians and principals for this study. The interviewer is restricted to the questions, their wording and their order as they appear on the schedule, with little freedom to deviate from it (Welman, Kruger and Mitchel 2005: 165). These authors emphasised that the questions are read and the response is recorded on a standardised schedule, usually with pre-coded answers. The researcher must read questions on the questionnaire in the same tone, so that bias is not indicated and they should be familiar with the questions on the questionnaire in order to read them fluently.

The advantage of the structured interview, according to Babbie and Mouton (2001: 289), is that the researcher can clarify questions and can follow-up on interesting answers.

They also produce a high response rate and verbal response often provide valuable original data (Saunders, Lewis and Thornhill 2003: 246). The interview schedules were intended to learn whether or not school libraries were utilised by learners and teachers, the budgetary constraints the libraries faced, the quality of the collection, whether or not the library was accessible at all times and the principals' and teacher librarians' views on the role of the school library.

### **3.6 Data analysis**

After data has been obtained from the questionnaire and interviews it should be checked for completeness, comprehensiveness, consistency and reliability. The process is called data cleaning. It involves "everything from simply reading the results, looking for surprising responses and unexpected patterns, to verifying or checking the coding of the data" (Powell 1997: 63). Data cleaning is done after data collection and data entry into the computer. "Data analysis may aid a researcher to arrive at a better understanding of the operation of the social processes" (Ngulube 2005: 138).

Coding was done after the data was collected, because the questionnaire included both open- and close-ended questions. According to Terre Blanche, Durrheim and Painter (2006: 189-190), "coding involves applying a set of rules to the data to transform information from one form to another". For instance, in this study, males and females were transformed into numbers by coding '1' for male '2' for female. Responses to open-ended questions were first content-analysed before they were coded. Content analysis, according to Busha and Harter (1980: 171), is defined as:

The procedure designed to facilitate the objective analysis of the appearance of the words, phrases, concepts, themes, characters or even sentences and paragraphs contained in printed or audiovisual materials.

Data was cleaned and entered into the computer program called SPSS, which was used for analysis of the data. SPSS was chosen for the analysis of data because it is a relatively easy-to-use computer program for statistical analysis.

### **3.7 Evaluation of the research method**

An assessment of the collected data hinges upon determining the reliability and validity of the survey instruments. In estimating the reliability of a test, one would be examining its viability as a measurement device. Thus, reliability is the degree to which a test consistently measures what it sets out to measure while, at the same time, yielding the same results (Babbie and Mouton 2001: 119). A literature search was done to verify the instrument that was used. The results were reliable because the register of learners from each school and the list of teacher librarians and principals from the Regional Education Office are reliable sources of information for the population. To ensure further reliability of the instrumentation, a pre-test was carried out on St Theresa's Form 3 learners, to ensure it was free of ambiguities and so that the conclusions drawn would be reliable (Babbie and Mouton 2001: 119). Validity is the degree to which a test measured what it was supposed to measure. In an attempt to achieve validity, the instrumentation was designed to ensure that they provided adequate coverage of the research questions guiding the study. The instruments the researcher used had already been employed and acknowledged in similar studies (Leedy and Ormrod 2001).

The response rate in the study was very high, which made the generalization of the results across the population easy. The only problem was the non-response to some of the questions. Ngulube (2005: 136) reported that item non-response "results from the respondents failing to answer all survey questions."

### **3.8 Summary of the chapter**

The research methods used to gather data in the study were discussed in this chapter. The populations of the study, instrumentation, form and categories of questions were described. Data analysis and evaluation of the research methods used was discussed.

## **Chapter 4: Results of the study**

This chapter presents the results of the study. The study investigated the use and non-use of selected senior secondary school libraries in Manzini, Swaziland. Data was collected from Form 4 learners using a self-administered questionnaire (Appendix 1) and interview schedules for principals (Appendix 3) and teacher librarians (Appendix 2) of the selected senior secondary schools in Manzini, Swaziland. Results of the questionnaire and interview schedules are presented below. The purpose behind each question in the questionnaire and interview schedules that were used is explained and the results are reported. Questionnaire data were analysed quantitatively using SPSS. However, questions 18-27 and interview data were analysed qualitatively, using content analysis.

### **4.1 Response rate**

Two hundred and ninety four questionnaires were sent to Form 4 learners in selected senior secondary schools in Manzini, Swaziland. Two hundred and seventy nine questionnaires were returned, giving a very good response of 95%. This high rate of response can be attributed to the fact that the questionnaires were hand-delivered to the schools, after appointments had been made for the learners to complete them. The teacher librarians distributed and collected the questionnaires and handed them to the researcher after they were completed. Another possible reason for the high response rate is that the researcher was known to the teacher librarians as the public librarian who worked with the schools under study. According to Babbie and Mouton (2001: 261), the consensus is that a response rate of 70% is very good.

### **4.2 Questionnaire results**

The questionnaire was designed to elicit background information, use of the school library and /or other libraries and the role of the school library.

**Note:**

- Percentages were rounded off to one decimal point.
- Questions 5, 6, 7, 14 and 15 allowed respondents to indicate more than one response and hence the percentages exceeded 100%.
- N means number of respondents that answered a particular question.

### **4.2.1. Background information**

Background information included the gender and age of the respondents.

#### **4.2.1.1 Gender of learners**

This question was asked to discover the gender of the learners. Two hundred and seventy nine learners responded to the questionnaire. One hundred and nine (39.1%) respondents were male, while 170 (60.9%) were female. The population consisted of more females than males. This was attributed to the fact that three schools were girls' schools and only one school was a boys' school. Table 2 shows the frequency distribution of the respondents, according to gender.

**Table 2: Gender of respondents**

<b>Gender</b>	<b>Frequency (N=279)</b>	<b>Percent</b>
Female	170	60.9
Male	109	39.1
<b>Total</b>	<b>279</b>	<b>100</b>

#### 4.2.1.2 Age category of respondents

Question 2 was asked to establish the age of the learners. The results in Table 2 show that the majority of the respondents 93 (33.3%) were 16 years old, followed by 86 (30.8%) who were 17 years old, 58 (20.8%) were 18 years, while the 19, 20, 15 and 21 year olds ranged from 18 (6.5%), 10 (3.6%), eight (2.9%) to six (2.2%), respectively. The results could have been influenced by the starting school age which, in Swaziland, is six years. Primary school takes seven years and junior secondary school takes three years, while senior secondary, in which the respondents were, takes two years. Table 3 shows the frequencies and percentages of respondents, according to age.

**Table 3: Age of respondents**

Age	Frequency (N=279)	Percent (%)
16	93	33.3
17	86	30.8
18	58	20.8
19	18	6.5
20	10	3.6
15	8	2.9
21	6	2.2
<b>Total</b>	<b>279</b>	<b>100</b>

#### 4.2.2 Use of the school library

Question 3 was asked to find out how many respondents used the school library. Respondents who indicated that they used the school library were numbered 214 (76.7%) of the 279, while 65 (23.3%) did not use the school library. The majority of the respondents thus used the school library.

### **4.2.3 Non-use of school library**

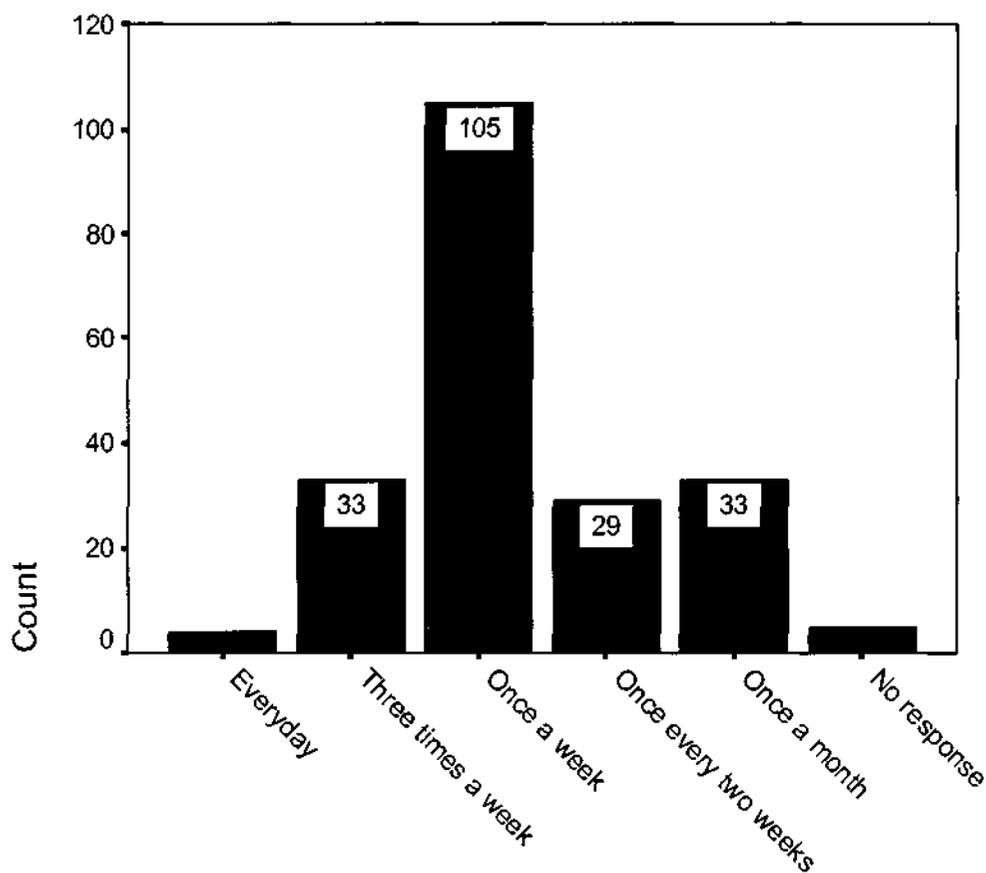
In question 4 the 65 (23.3%) respondents who were not using the school library were asked to give reasons for their non-use and to skip the questions that followed and to proceed with question 16. Learners provided the following reasons for non-use of the library:

- 19 (29.2%) respondents indicated that the library had been converted to a classroom
- 17 (26.1%) said the novels were not interesting
- 10 (15.3%) said they had no library period
- 10 (15.3%) attributed their non-use to materials which were not relevant to the new syllabus (IGCSE)
- Eight (12.3%) said the library was used as a staffroom and therefore the space was not enough for learners, and there was also a shortage of furniture
- One (1.5%) learner did not respond to the question.

### **4.2.4 Frequency of use of the school library**

Question 5 was asked to determine the frequency of use of the school library. This question was asked of the 214 (76.7%) learners who used the school library. Of these 214, 105 (50.2%) respondents used the library once a week. The majority of respondents used the library once a week because they had a library period once a week. They were followed by 33 (15.8%) who used the library three times a week and another 33 (15.8%) who used the library once a month. Twenty nine (13.9%) used the library once every two weeks. Only four (1.9%) used the library every day, while five (2.4%) did not respond to the question. The results are given in Figure 1.

**Figure 1: Frequency of use of the school library (N=214)**



#### **4.2.5 Reasons for use of the school library**

Question 6 was asked to establish what learners used the library for. The question was asked of the 214 who used the library and, of the 214, the majority of respondents 166 (77.6%) used the library to borrow books, followed by 113 (52.8%), who used the library to access books, and 76 (35.5%) respondents who used the library to read the newspaper, while 62 (29%) respondents used the library when it was part of a reading lesson. Forty six (21.5%) indicated that they used the library to discuss school work, while 45 (21%) used the library to do homework. A minority 12 (5.6%), 10 (4.7%) and three (1.4%) used the library to attend events, meet friends and for other purposes, respectively. Table 4 shows the results.

**Table 4: Reasons for use of the school library**

<b>Reason for use</b>	<b>Frequency (N=214)</b>	<b>Percentage (%)</b>
Borrow novels	166	77.6
Use books	113	52.8
Newspapers/magazines	76	35.5
Part of reading lesson	62	29
Discuss school work	46	21.5
Do homework	45	21
Other	28	13
Attend events	12	5.6
Meet friends	10	4.7
<b>Total</b>	<b>558</b>	<b>260.7</b>

#### **4.2.6 Resources that were used in the library**

Question 7 was asked to establish the resources that were used by the respondents who used the library. The total number of respondents was 214, because 65 (23.3%) of the learners did not use the school libraries. Ranging from the most used resource, respondents indicated the following: novels, textbooks, magazines, newspapers, dictionaries, encyclopaedias and study-related videos.

Table 5 shows the results of these responses. One hundred and seventy two (80.4%) of the respondents indicated that novels are the most used, followed by 86 (40.2%) who used textbooks. Only one (0.5%) used study-related videos.

**Table 5: Resources used in the library**

<b>Resources</b>	<b>Frequency (N=214)</b>	<b>Percentage (%)</b>
Novels	172	80.4
Textbooks	86	40.2
Magazines	77	36
Newspapers	70	32.7
Dictionaries	68	31.8
Encyclopaedias	33	15.4
Study-related videos	1	0.5
Other resources	0	0
<b>Total</b>	<b>507</b>	<b>237</b>

#### **4.2.7 Availability of materials**

Question 8 sought to establish if respondents found the materials they needed in the library.

A total of 208 (97.1%) out of 214 responded to the question. One hundred and thirty seven (65.9%) indicated that they found materials they needed, and they were the majority, while 71 (34.1%) respondents did not find materials.

##### **4.2.7.1 Non-availability of materials**

Question 9 wanted the respondents who did not find materials to give reasons for their not finding materials.

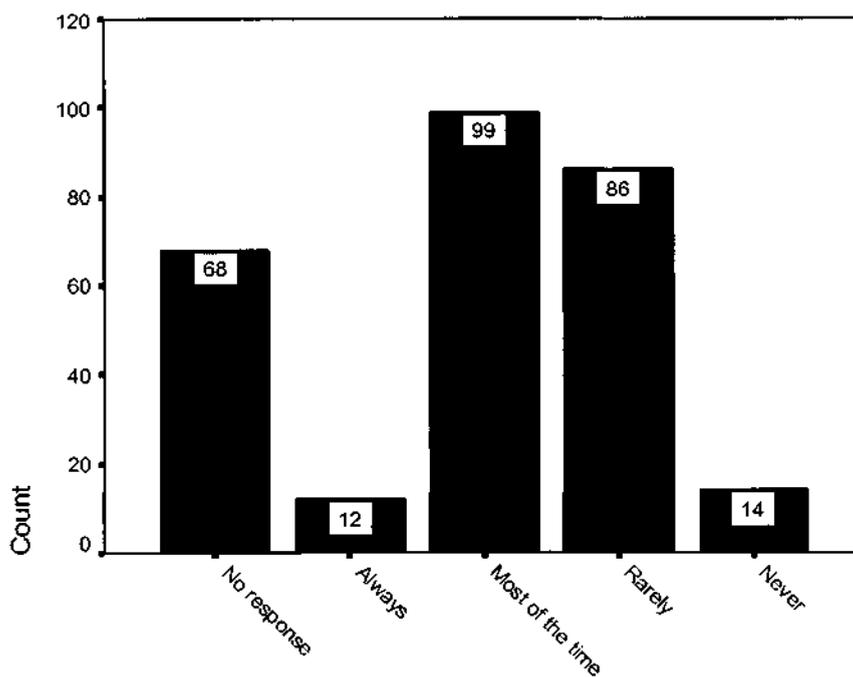
Sixty five (91.5%) out of 71 responded to the question. More than half 35 (53.8%) indicated that the reason they did not find what they needed was that the books were insufficient in number. They were followed by 27 (41.5%) who reported that the books were old and irrelevant to the new syllabus. Three (4.6%) complained that other students

kept library books for too long, while two (3%) reported that the library did not provide newspapers and magazines. The other six (9.2%) each had a different reason. One (1.5%) wanted videos, another 1.5% Internet access. One (1.5%) respondent complained that teachers took newspapers to the staffroom, while another 1.5% reported that there was too little time to find what was needed. One (1.5%) indicated that they were afraid of the teacher librarian and the last one (1.5%) reported that it was not easy to find what they needed in the library.

#### **4.2.8 Frequency of finding material**

Question 10 was asked to gain information about the frequency of finding materials for schoolwork by the learners. Two hundred and eleven (99.5%) out of 214 respondents answered the question. Only 12 (5.7%) indicated that they always found what they needed for schoolwork. A majority of 99 (46.9%) said they found the information most of the time, whilst 86 (40.8%) said they rarely found the materials needed, and 14 (6.6%) respondents never found what they needed for school work. Sixty eight (32.2%) did not respond to the question. Results are shown in Figure 2 below.

**Figure 2: Frequency of finding material (N=211)**



#### **4.2.9 Appearance of library materials**

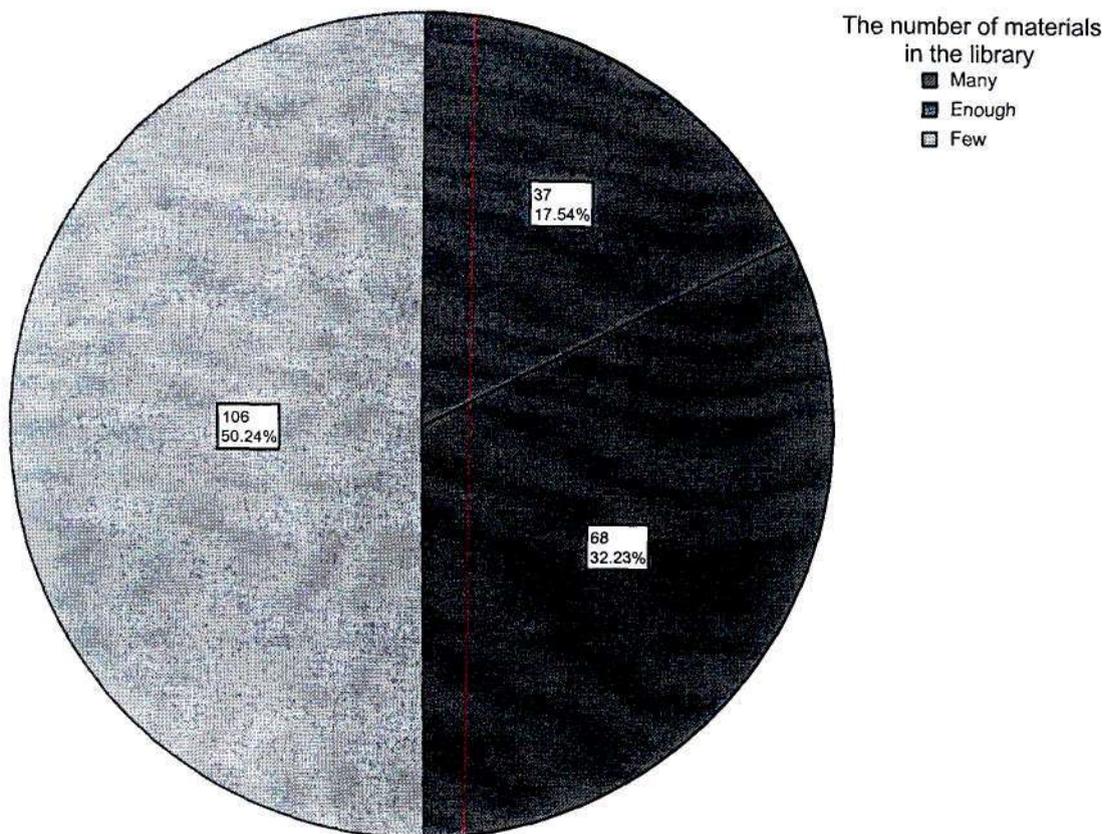
Question 11 was asked to discover whether or not the material in the school library was appealing to the respondents. If materials were new they would be appealing and if they were old the user might be deterred from using them. Of the 214, 202 (94.3%) answered question 11 and only 48 (23.7%) said the library materials were new, whilst 154 (76.2%) said their library materials were old.

#### **4.2.10 Sufficient materials in the library**

Question 12 wanted the respondents to indicate whether or not their library had sufficient materials. It was assumed that the number of items might determine the respondents' use of the library.

Out of 214, 211 (98.5%) respondents answered the question. Only 37 (17.5%) said their library had many materials. Sixty eight (32.2%) said there were enough and 106 (50.2%) said there were few materials. Sixty eight (32.2%) learners did not respond to the question. Figure 3 shows the results.

**Figure 3: The number of materials in the library (N=211)**



#### **4.2.11 Frequency of borrowing books from the library**

Question 13 was asked to establish the frequency of borrowing books from the library. Of the 214, 209 (97.6%) respondents answered the question, while five (2.3%) did not respond.

A majority of 99 (47.3%) respondents borrowed books weekly. Thirty eight (18.1%) respondents borrowed books fortnightly and only one (0.4%) respondent borrowed books once a year. Table 6 shows the results.

**Table 6: Frequency of borrowing books from the library**

<b>Periods of borrowing</b>	<b>Frequency (N=209)</b>	<b>Percent (%)</b>
Weekly	99	47.3
Fortnightly	38	18.1
Monthly	33	15.7
Once a term	19	9
Never	19	9
Yearly	1	0.4
<b>Total</b>	<b>209</b>	<b>100</b>

#### **4.2.12 Difficulty in locating materials**

Question 14 examined the learners' difficulty in locating materials in the libraries. Learners were provided with the following options to respond to:

- **You do not know where to find it**

Seventy seven (35.9%) of the 214 responded that they experienced difficulty in locating materials because they did not know where to find them.

- **The library has nothing on their topic**

As many as 117 (54.6%) of the 214 respondents reported that they found difficulty in locating materials because the library had nothing on their topic.

- **The materials are on loan**

Thirty four (15.8%) of the 214 respondents found difficulty in locating materials because they were on loan

- **Other difficulties**

Twenty seven (12.6%) of the 214 respondents who responded to the question experienced other difficulties. Sixteen (7.5%) respondents reported that difficulty in locating materials was caused by a shortage of materials, nine (4.2%) complained that the books were not arranged systematically and two (0.9%) were afraid of the teachers who used the library as a staffroom.

#### **4.2.13 Assistance when using the library**

Question 15 was asked to establish what the respondent did when they needed help in using the library. The question was answered by the 214 users of the library. The respondents were allowed to indicate more than one answer. The results show that most of the respondents 136 (63.6%) asked the teacher librarian, followed by 90 (42.1%) who asked other students. Results are shown in Table 7.

**Table 7: Assistance when using the library**

<b>Assistance</b>	<b>Frequency (N=214)</b>	<b>Percentage (%)</b>
Ask teacher librarian	136	63.6
Ask other students	90	42.1
Use guides/leaflets	46	21.5
Never need help	22	10.3
Give up	18	8.4
Other help	9	4.2
<b>Total</b>	<b>321</b>	<b>150.1</b>

#### **4.2.14 Use of other libraries**

Question 16 was asked to establish if respondents used other libraries, since all the schools were situated within reach of the public library and three college libraries. All 279 respondents completed this question. One hundred and sixty two (58.8%) indicated that they used other libraries, whilst 115 (41.2%) indicated that they did not use other libraries.

#### **4.2.15 Availability of a library period**

Question 17 wanted to establish the availability of a library period in the school. The library period exposes the respondents to the library and it is assumed that the schools that have a library period promote library use. Of the 279 respondents, almost half 138 (49.5%) indicated that they had a library period. It is unfortunate that the other half, 141 (50.5%) did not have a library period.

#### **4.2.16 Use of the library period**

Question 18 was a follow-up question to question 17. It sought to establish what the learners did during the library period. It was therefore asked of respondents who had a library period. Of the 138 (49.5%) who had a library period 71 (51.4%) indicated that they used the library period for borrowing and reading novels to improve their English and for presenting in class, followed by 33 (23.9%) who used the period for reading newspapers and magazines, while 32 (23.1%) spent the period doing homework. The period was used for research by 31 (24.2%) respondents, 30 (21.7%) respondents used the period for study and 28 (20.2%) used the period for borrowing and returning books. Only two (1.4%) used the library period to surf the Internet.

#### **4.2.17 What the respondents liked about their school library**

Question 19 requested the respondents to state what they liked about their school library. This was an open-ended question. Of the 279 respondents, 74 (26.5%) were happy that their library was clean and quiet and therefore conducive for study. The library was liked by 48 (17.2%) because it kept interesting novels, while 35 (12.5%) respondents said they always found the information they wanted in textbooks. Eighteen (6.4%) liked the friendly librarian who helped them in finding information, while 14 (5%) liked reading newspapers and 12 (4.3%) liked the fact that they could locate library materials easily. Eight (2.8%) respondents liked the library because they sometimes found important books. Seven (2.5%) respondents liked the fact that everyone was allowed to use the library at any time, while five (1.7%) said the library helped to improve their English vocabulary. Interestingly, 37 (13.2%) said there was nothing they liked about the library. Twenty six (9.3%) did not respond to the question.

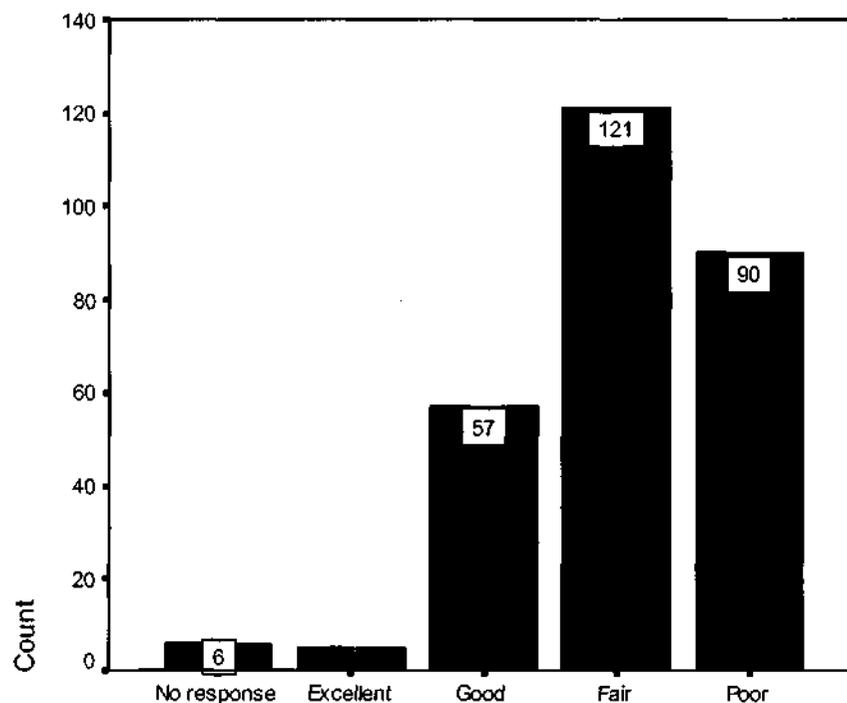
#### **4.2.18 What the respondents did not like about their school library**

Question 20 wanted to establish what the respondents did not like about their library. This was an open-ended question. Of the 279, 270 (96.7%) respondents answered this question and only nine (3.2%) did not respond. The majority 85 (30.4%) did not like the fact that the library was not helpful because there were not enough materials related to their school work. Others, 61 (21.8%) were not happy that the library also served as a staffroom. It thus had limited space and the teachers were noisy. Forty six (16.4%) did not like the school library since the books were very old and outdated and 35 (12.5%) complained about the shortage of novels, while 20 (7.1%) did not like the fact that they were not allowed to use the library at any time they wanted. Another 10 (3.5%) did not like paying for overdue books, while six (2.1%) were not happy with the poor arrangement of the books.

#### 4.2.19 Rating of materials in relation to curriculum

Question 21 asked respondents to rate the level of the materials in relation to their curriculum. Of the 279, 273 (97.8%) responded to the question and only six (2.1%) did not respond. Five (1.7%) respondents rated the materials as excellent, 57 (20.4%) rated the materials as good, 121 (43.3%) rated the materials fair and 90 (32.2%) rated the materials as poor. The results are shown in Figure 4.

**Figure 4: Rating of material in relation to curriculum**  
(N=273)



#### 4.2.20 Suggestions to improve the materials

Question 22 was a follow-up question to question 21. It asked the 211 respondents, out of the 279 who rated the materials of the library as fair or poor, what was needed to improve

the materials in the school libraries. The question was open-ended and some respondents gave more than one answer.

One hundred and eighty five (85.3%) of the 211 respondents suggested that more materials based on the new syllabus should be bought to improve the library materials, while 38 (18%) recommended that a new, larger library should be built. Ten (4.7%) respondents indicated that novels of all types should be bought, while nine (4.2%) stated that teachers should not use the library as a staff room and eight (3.7%) suggested that books should be bought every year. Seven (3.3%) recommended that newspapers and magazine be added to the library, while six (2.8%) recommended more library periods per week and another six (2.8%) indicated that the proper arrangement of books could improve access to materials. Three (1.4%) wanted new reference materials, while three (1.4%) indicated that Internet access could help ease the shortage of materials and a further three (1.4%) reported that educational videos could enhance their understanding of subject matter. Two (0.9%) suggested that a qualified librarian be employed and one (0.4%) suggested that students should return books on time, so that others could use them.

#### **4.2.21 Teaching library use to new learners**

Question 23 ascertained whether or not learners were taught library use when they first came to the school. More than half 153 (54.5%) of the 279 said that they were taught library use, while less than half 127 (45.5%) were not.

#### **4.2.22 Teachers promote independent learning**

Question 24 was asked to find out if teachers promoted independent learning by sending learners to the library to research the subjects they learnt at school. Of the 279 respondents, 277 (99.2%) answered the question and only two (0.7%) did not respond. The majority of learners 188 (67.4%) agreed that teachers sent them to the library to do research for their subjects, while 89 (31.9%) were not sent by their teachers to the library.

#### **4.2.23 Role of the school library as perceived by learners**

Question 25 tried to establish what the learners' view of the role of the school library was. The results showed that, of the 279, 164 (58.7%) viewed the role of the library as a supplement to class lessons, while 120 (43%) viewed the role of the library as being to improve reading, speaking and writing of the English language. Thirty four (12.1%) said the library was a quiet place to study and do homework. Three (1%) perceive the library as a storeroom for books and two (0.7%) said the library was a place for discussion, while one (0.3%) said it was for keeping the teacher librarian busy. One (0.3%) respondent said the library was where learners were punished, while another one (0.3%) said it was a place where teachers relaxed.

#### **4.2.24 Satisfaction with services of the school library**

Question 26 ascertained whether the school libraries met the basic needs of learners in supplementing their classroom notes and school textbooks. Respondents gave more than one answer to the open-ended question. Only five (1.7%) did not respond to the question. Of the 279, 126 (45.1%) complained of shortages of books, magazines and newspapers, while 14 (5%) complained that the library was too small to accommodate a class. Twenty eight (10%) said the books were too old and not relevant to the new syllabus (IGCSE), while 22 (7.8%) said they were not satisfied with the library's opening hours. They also said that the library period was too short. Nine (3.2%) were not satisfied because the library was used as a staffroom. Eight (2.8%) were not satisfied with the librarian, whom they said was unfriendly. Sixty two (22.2%) said they were satisfied with the services of the library.

#### **4.2.25 Respondents' recommendations on the improvement of the school library**

Question 27 asked respondents to recommend what they felt would improve the school library. Respondents recommended more than one improvement which they felt the library needed. Only 11 (3.9%) respondents did not respond to the question and seven did

not see any need for improvement. One hundred and seventy seven (63.4%) respondents indicated that sufficient new materials for the new syllabus and novels should be bought, while 77 (27.5%) indicated that a spacious air-conditioned library with security, not a staffroom, should be built. The employment of a full-time professional librarian was recommended by 34 (12.1%) and 20 (7.1%) recommended that books should be arranged according to subject, while 10 (3.5%) suggested that teachers should vacate the library because they intimidate learners and also made a noise. Eight (2.8%) recommended that the library should be opened after school hours and on Saturdays, while nine (3.2%) of those that did not have a library period suggested one be included. Nine (3.2%) suggested that enough furniture should be bought and five (1.7%) recommended provision of leaflets and guides, whilst four (1.4%) suggested that educational videos and television programmes were needed.

#### **4.2.26 Summary of the results of the questionnaire**

Most of the learners used the school library. Only a few did not use the school library. Interestingly, most of the learners understood the role of the school library. The results showed that learners used the library to supplement their class lessons, but the majority used the library to improve the speaking, reading and writing of the English language. They used the few resources provided by their school library. The results showed that the majority of learners did not have a library period. Teachers did send learners to the library to do research and teacher librarians did help learners to find information, though the majority of learners were not taught library use. The results showed that the library generally lacked materials and the school library buildings were not built for the purpose of a library. As a result they were small and some of them lacked the appropriate furniture. The results showed that most of the materials were old, outdated and irrelevant to the curriculum. The learners preferred a qualified librarian to work in the school library and that they should be allowed to use the library at any time.

### **4.3 Interview results for teacher librarians**

The number of teacher librarians that should have been interviewed was eight. However, due to work outside their schools only six (75%) were available for the interviews. These six were interviewed using a semi-structured interview schedule (Appendix 2). The areas covered in the interview schedule included background information, views on the role of a school library, opening hours, qualification, user education, helping learners and teachers in finding information, attendance of conference and workshops, library use and non-use, collection development, collaboration with other teachers and budget.

#### **4.3.1 Background information**

Background information included the subject of specialisation and years of experience as a teacher librarian.

##### **4.3.1.1 Subject of specialisation**

Question 1 was asked to establish the subject of specialisation of the teacher librarian. Out of the six teacher librarians that were interviewed three (50%) were English teachers and the other three (50%) were not teachers but full-time library assistants.

##### **4.3.1.2 Experience of the respondents**

Question 2 wanted to ascertain the experience of the respondents in working in a school library. Of the six, one (16.6%) had 11 years experience working as a teacher librarian. Two (33.3%) (one a teacher and another a library assistant) had five years experience. Two (33.3%) others, a teacher and a library assistant, had four years and one (16.6%) had three years experience.

### **4.3.2 Views on the role of the school library**

Question 3 was asked to determine the teacher librarians' view of the role of the school library. All six acknowledged that the school library is a research centre to supplement class lectures and assist in enhancing English language skills through reading for pleasure.

### **4.3.3 Reason for working in the library**

Question 4 asked the respondents if they liked working in the library. The reason this question was asked was that it is assumed that, since the graduate English teachers did a semester course in librarianship, it followed that they should work in the school library. All six responded to the question, indicating that they liked working in the library. As a result no one answered the follow-up question 5, which wanted a reason for not liking the work in the library.

### **4.3.4 Opening hours**

Question 6 asked respondents to indicate how many hours the school library opened per day. The study attempted to establish if the library hours were sufficient for the learners. The three (50%) full-time library assistants worked for eight hours. One (16.6%) teacher librarian worked in the library for three hours. The other one (16.6%) worked for 50 minutes and the last one (16.6%) indicated that whenever she was not in class she worked in the library.

### **4.3.5 Qualification of teacher librarian**

Question 7 asked whether the teacher librarian was qualified or not. The question was asked to establish if the teacher librarians were qualified to work in the school libraries. If they were not qualified it might have an adverse effect on the libraries. All six were not qualified teacher librarians. One (16.6%) respondent had attended Fundza workshops.

### **4.3.6 Teaching user education**

Question 8 wanted to ascertain if respondents taught user education. The reason why this question was asked was to establish if respondents realised the importance of user education for their users. Out of the six respondents who answered the question, three (50%) indicated that they did teach user education, whilst the other three (50%) did not teach user education.

### **4.3.7 Helping to find information in the library**

The section consisted of questions 9 and 10, which asked the respondents if they helped to find information in the library.

#### **4.3.7.1 Helping learners to find information in the library**

Question 9 asked respondents if they helped learners to find information in the library. Five (83.3%) out of the six respondents agreed that they helped learners to find information in the library and only one (16.6%) replied in the negative.

#### **4.3.7.2 Helping teachers to find information in the library**

Question 10 was the same as question 9, except that it referred to teachers and the reason for asking it was the same as for question 9. Out of the six respondents, three (50%) agreed that they helped teachers to find information in the library, whilst three (50%) did not help teachers. One of these respondents said the reason for not helping was that the teachers did not use the library.

### **4.3.8 Attending library conferences and workshops**

Question 11 asked respondents if they attended conferences and workshops to keep abreast with current trends. Four (66.6%) of the respondents indicated that they attended library conferences and workshops. All four attended workshops organized by Fundza. Two (33.3%) respondents had not attended any conferences or workshops.

### **4.3.9 Library use**

In this section questions 12 and 13 dealt with library use.

#### **4.3.9.1 Library use by learners**

Question 12 wanted to determine if learners used the library. Five (83.3%) of the six respondents agreed that learners used the library and only one (16.6%) respondent indicated that learners did not use the library.

#### **4.3.9.2 Library use by teachers**

Question 13 wanted to establish the teachers' use of the library. Four (66.6%) out of six respondents indicated that teachers used the library. One (16.6%) said teachers sometimes used the library, while one (16.6%) said teachers did not use the library.

### **4.3.10 Library collection**

This section consisted of questions 14 to 19. The respondents were asked questions relating to their library collection meeting the needs of the school curriculum. The respondents who said 'no' were asked to explain why the collection was not meeting the needs of the school curriculum. The question that followed related to the condition of the collection, whether or not it was appealing, and selection of materials and sources used to aid selection.

#### **4.3.10.1 Collection meeting the needs of the school curriculum**

Question 14 asked respondents if their library collection met the needs of the school curriculum. Four (66.6%) of the six respondents who answered the question indicated that the collection did not meet the needs of the school curriculum. Only two (33.3%) indicated that their library collection met the needs of the school curriculum.

#### **4.3.10.2 Reasons for the collection not meeting needs of the school curriculum**

Question 15 required an explanation of why the collection did not meet the needs of the curriculum. Each one (16.6%) of the respondents provided the following reasons:

- Books were not relevant to secondary school learners but to university students.
- The school library catered for the English department only.
- The books were old.
- Lack of funds was the reason for the collection not meeting the needs of the school curriculum.

#### **4.3.10.3 Condition of collection**

Question 16 wanted to establish if the collection was in good condition and appealing to learners. Three (50%) out of the six respondents agreed that the stock was in good condition and appealing to learners. The other three (50%) disagreed, stating that the collection was not in a good condition and was less appealing to learners.

#### **4.3.10.4 Reasons for the bad condition of the collection**

The respondents who said 'no' to question 16 were to give reasons for their answer in question 17. One (16.6%) said the books were old. Another one (16.6%) stated that the books were not arranged in order and the last one (16.6%) complained of lack of funds to purchase materials that were in a good condition and appealing to learners.

#### **4.3.10.5 Selection of library materials**

Question 18 wanted to establish who was responsible for selecting library materials. The question was asked so that it could be established whether the selection was done in collaboration with other members of staff. Three (50%) reported that Fundza had selected their materials. Two (33.3%) respondents reported that the selection was done by a library committee, which included students. One (16.6%) respondent mentioned that the English department did the selection.

#### **4.3.10.6 Sources to aid material selection**

Question 19 wanted to establish if the teachers used publishers' catalogues to aid material selection. Findings indicated that three (50%) respondents did not know, because Fundza selected material for their school. The other three (50%) respondents bought stock from shops and most of their books were donations.

#### **4.3.11 Teacher librarian collaborating with teachers**

In question 20 the teacher librarians were asked if they work together with teachers in matters pertaining to the library. The response from five (83.3%) respondents was 'yes', they worked with teachers. One of the five (83.3%) specifically mentioned English teachers. One (16.6%) respondent indicated they did not work with teachers.

### **4.3.12 Library budget**

This section consisted of questions 21 and 22. The teacher librarians were asked whether or not they were allocated a budget for the library and if so what percentage of the whole school budget went to the library.

#### **4.3.12.1 Availability of library budget**

Question 21 was asked to establish if the library was allocated a budget. Four (66.6%) respondents reported that they had been allocated a budget, while two (33.3%) reported they were not allocated a budget.

#### **4.3.12.2 Percentage of budget allocated to the library**

Question 22 asked what percentage of the whole school budget was allocated to the library. The reason for the question was to establish whether the schools valued the library or not. Of the four (66.6%) respondents whose schools were allocated budgets, three (50%) reported that they did not know the percentage, since the principals were responsible for payments. One (16.6%) respondent reported that the library was given thirty thousand Emalangeneni (E30 000) per year.

#### **4.3.12.3 Other sources of funding**

Question 23 sought to establish if there were other sources of funding for the library. The question was asked to establish if there were other sources of funding to help buy materials for the school library. All six (100%) respondents reported that there were no other sources of funding for the library.

### **4.3.13 Improvement of use of the school library by learners**

Question 24 asked what could be done to improve use of the school library by learners and teachers. Two (33.3%) respondents reported that there was a need for greater co-operation between the principal, subject teachers and teacher librarian, to enhance library use. One (16.6%) respondent reported that relevant materials should be purchased and learners should be given tasks that require research. Another one respondent (16.6%) reported that learners wanted novels, for example Danielle Steele. Another (16.6%) reported that the library needed a budget to improve library use. One (16.6%) respondent did not answer the question.

### **4.3.14 Additional comments and suggestions**

Question 25 was asked to allow the respondents to add any comments and suggestions that they felt were necessary to improve library use. Four (66.6%) respondents provided different suggestions. One (16.6%) respondent suggested that a library fee should be introduced to cater for library materials and a library period should be introduced, while one (16.6%) reported that a bigger library had to be built and a permanent full-time professional librarian should be employed to help learners when researching. One (16.6%) respondent reported that there was a need to add reference books and install the Internet. The last respondent reported that teachers should start appreciating the library. Two (33.3%) respondents did not provide any suggestions.

### **4.3.15 Summary of the teacher librarian interview**

The results of the interview with teacher librarians indicate that most school libraries operate without a budget. It is evident from the findings that the school libraries catered for the English department only and thus did not meet the needs of the school curriculum. The results showed that teacher librarians realize the importance of co-operation with the principal and subject teachers to enhance library use. The findings showed that not all the teacher librarians were qualified; but they understood the role of the library. There were

challenges facing the school libraries. Teacher librarians could not operate the library without a budget and the necessary skills to teach both learners and their colleagues. The libraries did not have sufficient space to allow free movement and seating for learners. The material in the libraries was old and irrelevant and some schools did not have a library period.

#### **4.4 Interview results for principals**

Five (62.5%) of the eight principals of the selected senior secondary schools were interviewed, using a structured interview schedule (Appendix 3). Three (37.5%) principals were not interviewed, since one was comforting her deputy principal who was bereaved, another was away and the last was busy with parents and students who owed school fees, even though the researcher made several appointments with him.

The areas covered in the interview schedule were background information such as experience and subject of specialisation, the principals' view of the role of the school library, budget, library promotion, library material selection, collection development, qualification of teacher librarians, library periods, collaboration of librarians with other teachers, links with other libraries, space and barriers that hindered effective use of the school library.

##### **4.4.1 Background information**

Background information included the years of experience and the subject of specialisation.

###### **4.4.1.1 Years of experience**

Question 1 asked the respondents how long they had been principals. Five (62.5%) principals were interviewed instead of eight. The principals had served for the following periods: 22, 15, 10, eight years and five months, respectively.

#### **4.4.1.2 Subject of specialisation**

Question 2 asked respondents what their subject of specialisation was. Each of the five principals had a different speciality, as follows: technical subjects, English, Science, Agriculture and Geography.

#### **4.4.2 Role of the school library**

Question 3 sought to establish what the principals' view of the role of the library was. The question was asked so that it could be established whether the principals understood the importance of the library and its contribution to the school. Five principals seemed to have understood the role of the school library, as they gave the same answer, namely that it was a reservoir of information for learners and teachers.

#### **4.4.3 Budget**

Question 4 wanted to find out what proportion of the school budget was allocated to the library per year. This question was asked to establish whether principals provided financial support for the library. Each respondent had a different answer for this question. One (20%) indicated that the budget allocation was eight to ten thousand Emalangeni (E8 000-E10 000), another one (20%) indicated that they used a significant amount towards the library. One (20%) did not indicate how much, while two (40%) reported that their schools had no library budget.

#### **4.4.4 Library promotion**

Question 5 wanted to ascertain if the library was adequately promoted. Two (40%) of the respondents agreed that the library was adequately promoted, while three (60%) respondents reported that the library was not adequately promoted.

#### **4.4.4.1 Reasons for not promoting the library**

Question 6 sought explanations for why the library was not adequately promoted. The three (60%) principals reported as follows: one (20%) respondent indicated that some teachers did not send learners to the library. Another (20%) reported that the poor condition of the library could not help learners much. The last one (20%) did not provide a reason why the library was not promoted.

#### **4.4.5 Teaching of library skills**

Question 7 asked if learners were taught library skills to enable them to use the resources in the library. Two (40%) of the five principals indicated that the learners were taught library skills, while three (60%) reported that learners were not taught any library skills.

#### **4.4.6 Library opening hours and availability to students**

Question 8 attempted to establish the opening hours of the libraries. The majority of respondents, four (80%) of the five, indicated that the library was always available for the students, but only during school hours, while the minority, one (20%), reported that the library was not always available for students.

#### **4.4.7 Library committee**

Question 9 asked if a library committee was established. Two (40%) of the five respondents reported that they had a library committee, while three (60%) indicated that they did not have a library committee.

##### **4.4.7.1 Function of library committee**

Question 10 was a follow-up to question 9 and the two (40%) respondents who reported that they had a library committee were asked to explain its function. The two (40%)

reported that the library committee was responsible for selection of library materials and all other issues relating to the library.

#### **4.4.7.2 Reasons for not having a library committee**

Question 11 was also a follow-up to question 9. The three (60%) respondents were asked for an explanation for not having a library committee. One (20%) of the three (60%) respondents reported that the reason for not having a library committee was that the library did not function very well. The second respondent reported that the reason for not having a library committee was that subject teachers submitted their requests to heads of departments, then to the principal. The third respondent did not respond to the question.

#### **4.4.8 Selection of library materials**

Question 12 asked how materials were selected for the school library. One (20%) of the five respondents indicated that the teacher librarian selected materials for the library. Another (20%) reported that the principal and the teacher librarian selected materials for the library. One (20%) respondent indicated that subject teachers, through heads of departments, but influenced by the head of the English department, selected materials for the library. Two (40%) respondents reported that the library committee selected materials for the library.

#### **4.4.9 Library collection**

This section consisted of questions 13 and 14. The principals were asked to rate their schools in terms of materials per learner and the quality of the materials.

#### **4.4.9.1 Rating library in terms of materials per learner**

Question 13 sought to ascertain how the principals would rate their library in terms of materials per learner. Four (80%) of the principals rated their collections as poor, while one (20%) gave their library a fair rating.

#### **4.4.9.2 Rating library in terms of quality of materials**

Question 14 wanted to find out how the principals would rate their library in terms of the quality of materials. One (20%) out of the five respondents indicated that the quality of the materials was good. Three (60%) reported that the quality of the materials was fair, while one (20%) indicated that the quality was poor.

#### **4.4.10 Staff**

Question 15 asked the principals if their libraries were staffed by professional teacher librarians. Surprisingly, all five (100%) respondents indicated that the libraries were not staffed by professional teacher librarians.

#### **4.4.11 Allocation of library and teaching periods**

This section consisted of questions 16 and 17. Question 16 wanted to know how many periods were allocated to the teacher librarian for the library per day and question 17 wanted to know how many periods were allocated to the teacher librarian for teaching, per day. The reason why both questions were asked was to establish whether or not the teacher librarian was granted sufficient time to work in the library each day.

##### **4.4.11.1 Library period**

In question 16, three (60%) of the five respondents indicated that the library assistants were working full-time in the library. These library assistants were not teachers. One

(20%) respondent reported that no period was allocated to the teacher librarian to work in the library, while one (20%) reported that there was always a teacher in the library, as all the English teachers used the library as a staffroom.

#### **4.4.11.2 Teaching period**

In question 17, three (60%) of the five respondents reported that they employed full-time library assistants to work in the library. Two (40%) indicated that the teacher librarians had a full teaching load.

#### **4.4.12 Teacher librarians collaborating with other teachers**

Question 18 asked respondents whether the teacher librarian collaborated with other teachers on matters related to the library. The question was asked because it is essential that the teacher librarian wins other teachers as collaborative partners to develop critical thinkers and creative learners. Four (80%) of the five respondents reported that there was collaboration between teacher librarians and other teachers. Only one (20%) respondent indicated that the teacher librarian did not collaborate with other teachers.

##### **4.4.12.1 Reason for teacher librarians not collaborating with other teachers**

Question 19 was a follow-up to question 18 and required an explanation from the principal who reported that no collaboration was taking place. This principal did not give reasons why the teacher librarian was not collaborating with other teachers.

#### **4.4.13 Teacher librarian attendance of courses, workshops, conferences**

Question 20 asked the principals whether the teacher librarians attended short courses, workshops and conferences, to update their skills. The question was asked because it is important for the teacher librarians to increase their specialist knowledge and experience of information and communication technology. Four (80%) out of the five attended Fundza workshops, which did not update their skills but taught them basic skills in managing the school libraries. One (20%) respondent indicated that the teacher librarian did not attend any courses, workshops or conferences, to update skills.

#### **4.4.14 Library links with other libraries or organisations**

Question 21 asked whether the school had links with other libraries or organisations. The question sought to establish the relationship the school libraries had with other libraries, since no library can satisfy all its users' needs. Four (80%) out of five respondents indicated that they had a link with Fundza, while one (20%) had no link with any library or organisation.

#### **4.4.15 Library used for other purposes**

Question 22 was asked to establish whether or not the library was used for other purposes which could interfere with its proper function. Three (60%) out of five respondents responded that the library was not used for other purposes which interfered with its proper function. Two (40%) respondents indicated that the library was used for other purposes which did interfere with its proper function.

#### **4.4.15.1 Reasons for using the library for other purposes**

Question 23 was a follow-up question to question 22. It sought to establish the other purposes for which the library was used that interfered with its proper function. Of the two (40%) respondents, one (20%) said that it was used as a staffroom for teachers who could not be accommodated in the main staffroom, while the other 20% said the library was used as a staffroom for English teachers.

#### **4.4.16 Space in the library**

Question 24 asked the principals whether the library had adequate space to accommodate at least one class at a time. Three (60%) respondents responded that the library had adequate space to accommodate at least one class at a time, while two (40%) responded that the library did not have adequate space to accommodate a class.

#### **4.4.17 Barriers that hinder the effective use of the school library**

Question 25 was asked to establish the barriers that hindered the effective use of the school libraries. It was an open-ended question and some respondents replied with more than one answer. Principals provided the following reasons:

- Two (40%) principals indicated that the poor quality of the collection was a barrier that hindered the effective use of school libraries.
- Two (40%) complained that the shortage of funds was a barrier that hindered the effective use of school libraries.
- Two (40%) indicated that the small rooms used as libraries were a barrier that hindered the effective use of school libraries.
- One (40%) respondent indicated that the lack of security forced them to lock books in cabinets.

#### **4.4.18 Summary of the principals' interview**

The results of the interview with the principals indicated that there was no fixed budget for the school library, but it depended on the principal. The principals were under pressure to have functional libraries because of the new syllabus which was resource-based. From the response of the principals it was clear that they understood the role of the library. The results showed that the libraries were operating in small classrooms, without qualified staff and with a limited collection.

#### **4.5 Summary of the chapter**

Chapter 4 presented the results of the study, which investigated the use and non-use of selected senior secondary school libraries in Manzini, Swaziland. The results of the study have sufficiently informed the research objectives of the study. Questionnaire results presented the background information of the respondents, their use and non-use of the school libraries and other libraries. The learners' view of the role of the school library, the barriers that hindered the use of the school library and recommendations for improvement of the use of the school library were discussed.

Results of interviews with the teacher librarians and principals were presented. The discussion examined the teacher librarians' and principals' views of the role of the school library, budget, collection, library opening hours, space, library promotion, user education, qualification of library staff and library staff collaboration with other staff and links with other libraries.

## **Chapter 5: Interpretation of results**

In this chapter, the results of the study are discussed. The purpose of the study was to investigate the use and non-use of selected senior secondary school libraries in Manzini, Swaziland. The results are discussed in light of the research objectives of the study and the literature reviewed in Chapter 2. The discussion is based on the Form 4 learners who responded to the questionnaire, the teacher librarians and library assistants and the principals who responded to the interviews. In view of the high response rate of 95% of the learners' survey, it is possible to generalise findings to the total population.

### **5.1 Revisiting the objectives of the study**

The objectives of the study were:

- To investigate the principals', teacher librarians' and learners' views of the role of school libraries.
- To examine the use and non-use of the school library materials by learners.
- To determine the role of teacher librarians in encouraging learners to use the school library collections.
- To identify barriers that hinder the effective use of school libraries.
- To make recommendations based on the findings.

### **5.2 The role of school libraries**

The school library, as stated Chapter 1, is the heart of the school and can play a vital role in helping the educational system to achieve its goals (Zinn, Hart and Howe 2003). The results showed that more than half of the learners 164 (58.7%) viewed the role of the library as a supplement to class lessons and 120 (43%) viewed the function of the library as being to improve reading, speaking and writing of the English language. However, this is not the main role of the library. The library is central to the fulfilment of the instructional goals and objectives of the school and promotes this through a planned

programme of acquisition and organisation of information technology and dissemination of materials to expand the learning environment of all students (Zinn, Hart and Howe 2003). All teacher librarians understood the important role the school library plays as a research centre and in enhancing English language skills through reading for pleasure, while all principals viewed the school library as a reservoir of information for learners and teachers. Therefore it can be concluded that learners, teacher librarians and principals knew the importance of the school library. According to Hatfied 2005 in (Moswela 2005:20), libraries provide more detailed information than a teacher can ever provide.

### **5.2.1 Library budget**

The teacher librarians should be responsible for the school library budget, according to Otike (1989: 80). Unfortunately, the results indicate that the principals were responsible for the school library budget and, in some schools, there was no budget for the library. Two (40%) teacher librarians agreed with the principals that their school had no library budget. The non-allocation of the budget to the library contradicts the principals' view of the role of the library, for without the budget there will be no improvement to the school library and the libraries will not be able to fulfil their roles. The teacher librarians cannot play their role when they have no say in the library budget.

### **5.2.2 Library promotion**

The findings show that three (60%) of the teacher librarians reported that the library was not adequately promoted. One (20%) principal reported that some teachers did not send learners to the library. Another (20%) indicated that the poor condition of the library cannot help learners much. The principals are the heads of the schools; if they understood the important role played by the school library they should promote the library. Oberg's (1997) study showed that teacher librarians view the support of the principal as critical to the success of the library programmes. Effective school library programmes are implemented in schools when the principal takes a leadership role in creating the collaborative environment necessary for co-operative, integrated school programmes.

### **5.3 Use of school library materials by learners**

Shaw (2000: 50) pointed out that the use and non-use of school libraries depends on the quality and accessibility of its collection and its relevance to current curricula, the teacher librarian and the teaching of information skills, while Rosenberg (2000: 2) stated that the intensity of use of school libraries contributes to the high achievement of learners in school work.

The findings of the study indicated that learners who used the library were far more numerous than those who did not use the library. Two hundred and fourteen (76.7%) of the 279 used the library. Five (83.3%) of the six teacher librarians indicated that learners used the school library. Besides using the school library, more than half, 162 (58.8%) of the learners, used other libraries. The use of other libraries may mean that the school library is failing in its duty to satisfy its users.

#### **5.3.1 Reasons for use of the school library**

The majority of learners, 166 (77.6%), used the library to borrow novels, followed by 113 (52.8%) who used the library to access books, while 76 (35.5%) used it to read newspapers and magazines. Sixty two (29%) used it when it was part of a reading lesson. Anna's (2002) study found that more than two-thirds of the students used the library during class visits. Forty six (21.5%) used it to discuss school work and the last group 45 (21%) used the library to do homework. Twenty eight (13%) used it for research, reading novels, to study and to attend meetings. Twelve (5.6%) used the library to attend events (for example debate club) and 10 (4.7%) used the library to meet friends. Burks (1996) found that there was limited use of the school library because of lack of time and motivation. The use of the library should be balanced, but in the present study the majority used novels, while only 28 (13%) used it for research, which shows that there was a problem in terms of use.

### **5.3.2 Resources that were used in the library**

The results of the present study showed that 172 (80.4%) of the learners mostly borrowed novels. Most of the schools' collections were novels, because the majority of schools were supported by Fundza, whose main objective is to improve reading in schools (Simelane 1991). Eighty six (40.2%) learners used textbooks, while 77 (36%) read magazines and 70 (32.7%) read newspapers. It is sad that reference books such as dictionaries and encyclopaedias were the least used, because they are the most important reference resources usually found in the library. There was only one (0.5%) respondent who used them.

### **5.3.3 Frequency of use of the library**

The study showed that the highest number of learners 105 (50.2%) used the library once a week (see Chapter 4, Figure 1). The results are in keeping with Mabuza (1992) and Anna's (2002) studies, who found that a majority (48%) of learners visited the library once a week. Similarly, Moswela (2005) found that most students (45%) used the library once or twice a week. In the present study this could be attributed to the library period, which was time-tabled once a week. Interestingly, learners indicated that they needed more time for the library period.

## **5.4 Non-use of the school library**

The findings showed that learners had different reasons for not using the library. Less than a third, 19 (29.2%) of the 65 (23.3%) who did not use the library indicated the reason why they were not using their library was that it had been converted to a classroom. Endra's (2001) study on school libraries in Uganda found that they turned buildings or rooms which were designed as libraries to other uses. Another reason for non-use was that 17 (26.1%) reported that the novels were not interesting.

Endra (2001) found that the majority of schools had no adequate reading materials. They lack reading tables and chairs. Ten (15.3%) indicated that they had no library period. Without the library period the learners could not use the library. IFLA (2002), Zinn, Hart and Howe (2003) and the United Nations Declaration on the Rights of the Child in IFLA (2002) stated that the existence and utilisation of the school library is a vital part of free and compulsory education. Ten learners (15.3%) attributed their non-use to materials which were not relevant to the new syllabus (IGCSE). IFLA (2002: 6) stated that libraries need to be accessible at all times, they need to be well resourced, need to offer up-to-date, relevant, accurate and attractive materials which will support and nurture the growing mind of the child. The Library Association (1998) in Mokhtar and Majid (2005: 109) affirms that the school library is a central learning resource that supports the culture and curriculum of the school, while at the same time promoting an interest in lifelong learning. Hatfield (2005) in Moswela (2005: 20) stated that a study of fourteen schools in the United States had shown that well equipped libraries, staffed with trained librarians, have a positive influence on students' success, regardless of the students' socio-economic and educational background.

Eight (12.3%) respondents did not use their library because it was also used as a staffroom and therefore the space was not sufficient for the learners. There was also a shortage of furniture. The presence of teachers intimidate learners, who were supposed to use their library freely. The shortage of furniture and space increased the already non-conducive atmosphere, which deprived learners of the opportunity to raise their insights, widen their horizons of the world in which they live and of the future in which they will play their part (IFLA 2002). According to Moswela (2005), successful schools are those whose students optimise the use of school libraries. They are not those whose students depend on the teachers as reservoirs of information and knowledge.

Shaw (2000: 50) emphasised that insufficient material in the library was one of the causes of non-use. Findings in the present study indicated that more than half the learners 106 (50.2%) indicated that the materials were insufficient (see Chapter 4, Figure 3). More evidence from the results was that 65 (23.3%) learners reported that they did not like their

library because there were not enough materials related to their school work. The appearance of library material may also deter the user from using the library. The results indicated that a majority of 154 (76.2%) reported that the materials were old. These results were the main cause of non-use, as old books are usually outdated and not appealing to users.

#### **5.4.1 Non-availability of materials**

The results show that 71 (34.1%) of the respondents did not find materials. The non-availability of materials is associated with several factors. Sometimes school libraries are considered by policy makers essentially as fiction libraries. In some instances, the library is considered a reading room and not a place where learners can interact with information (Otiye 1989: 80). The factors mentioned above applied to the libraries under study.

#### **5.4.2 Reasons for not finding materials**

More than half the learners who provided reasons 35 (53.8%) indicated that the reason they did not find what they needed was that there were insufficient books. They were followed by 27 (41.5%) respondents, who reported that the books were old and irrelevant to the new syllabus. Rosenberg (1998: 2) blamed governments that had relegated the establishment and maintenance of school libraries to the last place on the scale of priorities and therefore the majority of schools have no libraries. She said, where libraries do exist, they often consist of no more than a few shelves of outdated and worn-out materials, are inadequately staffed and thus marginal to the teaching-learning process. Three learners (4.6%) complained that other students kept library books for too long, while two (3%) reported that the library did not provide newspapers and magazines. The other six (9.2%) each had a different reason. One (1.5%) wanted videos, another (1.5%) access to the Internet. One (1.5%) respondent complained that teachers took newspapers from the library to the staffroom. Another (1.5%) reported that there was too little time to find what was needed. One (1.5%) indicated that they were afraid of the teacher librarian and the last one (1.5%) reported that it was not easy to find what they needed in the

library. The cause of the disorganisation was the lack of qualified staff. Mabuza (1992) found that of the 30 schools she studied, only one had a trained, full-time librarian. The situation is still much the same, 14 years after Mabuza's study.

### **5.4.3 Frequency of finding material**

Only 12 learners (5.7%) indicated that they always found what they needed for schoolwork. The library collection in the libraries under study confirms Rosenberg's (1998) and other findings that, where libraries do exist, they consist of a few shelves of outdated and worn-out material. Almost half 86 (40.8%) of the respondents reported that they rarely found the needed materials and 14 (6.6%) never found what they needed for schoolwork. These results are not in keeping with Zinn, Hart and Howe's (2003) statement that "the school library is central to the fulfilment of the instructional goals and objectives of the school and promotes this through a planned programme of acquisition and organisation of information technology and dissemination of materials to expand the learning environment of all students".

### **5.4.4 Appearance of library materials**

The findings of this study were that the majority 154 (76.2%) of the respondents said that their library materials were old and worn. Johnson (1993) believed the problem of collection development was exacerbated by the book famine caused by the high cost of imported books.

### **5.4.5 Insufficient materials**

The results showed that the libraries have insufficient material. Only 37 (17.5%) reported that their library had many materials while half 106 (50.2%) indicated that there were few materials. Thirty four (15.8%) respondents could not locate materials because they were on loan. The lack of materials frustrated the learners, who had to wait a long time before they could get the materials they needed.

#### **5.4.6 Difficult in locating materials**

The results showed that more than half 117 (54.6%) of the respondents reported that they found difficulty in locating materials because the library had nothing on their topic. The inadequate material was one of the causes of non-use. Seventy seven (35.9%) had difficulty in locating materials because they did not know where to find them. This suggested that there was no user education, which is so vital in helping users to find information in the library. Shaw (2000: 50) stated that the teaching of information skills is but one factor that influences the use of school libraries. There was also a complaint that books were not arranged in order. This problem is caused by the teacher librarians and library assistants, who were not qualified. This arrangement was not suitable, because it deprived learners of important information they could have accessed from the library (Adeoti-Adekeye1997).

#### **5.4.7 Reasons for the collection not meeting the needs of the school curriculum**

The results showed that teacher librarians commented on what the learners observed about the library collection. They found that books were not relevant to secondary school learners but to university students. The school catered for the English departments. This shows that the school libraries were essentially fiction libraries. The teacher librarians complained of lack of funds as a reason for the collection not meeting the needs of the school curriculum. All of this contributes to non-use, as learners need relevant materials that meet their needs. The results show that there is no co-operation between the teacher librarian and the principal, which is very unfortunate because the library will not operate smoothly without their co-operation, especially on matters relating to the library budget.

#### **5.4.8 Non-availability of a library period**

The findings of the present study show that half 141 (50.5%) of the learners did not have a library period. Without the library period it is impossible for learners to use the library, as it is only opened during school hours, when they are in class.

#### **5.4.9 What the learners did not like about their school library**

The results of the study show that the majority 85 (30.4%) were not happy that there were insufficient materials related to their school work. Sixty one (21.8%) did not like the fact that the library also served as a staffroom for teachers. As a result there was not enough space and teachers were noisy. Learners were not happy that they were not allowed to use the library at any time they wanted, the collection was old and outdated and, lastly, learners were not happy with the poor arrangement of books. All these issues would have to be addressed for these school libraries to be fully utilised.

#### **5.4.10 Teaching library use to new learners**

The results of the study show that less than half 127 (45.5%) of the learners were not taught library use when they first came to the school. Half (50%) of the teacher librarians agreed with the learners that they did not teach user education. Adeoti-Adekeye (1997: 590) stressed the importance of the role of teacher librarians who handle library instruction. He stated that they should be professionals who specialise in the educational use of the library if learners are to appreciate the value of the library. As a result, many learners did not know how to use the library and to access library resources.

#### **5.4.11 Rating the library collection**

The results show that four (80%) of the principals rated their collection as poor. This was caused by the fact that the library had no budget and a dated and inappropriate collection that did not meet the needs of the learners.

#### **5.4.12 Role of teacher librarian in encouraging learners to use the library**

The teacher librarian's role is to teach learners and teachers library use, without which they would not be able to appreciate the major role the library plays in their education and teaching, respectively. The teacher librarian's responsibility is to acquire, organise and disseminate information. They should be experts in the field of school librarianship. The teacher librarians could not encourage the learners, because they do not have the relevant qualification to teach user education, to acquire, organise and disseminate information and they did not have links with other libraries, in order to be able to share resources.

#### **5.4.13 Qualification and attendance of conferences and workshops**

IFLA (2002) made it clear that approachable, knowledgeable people should staff school libraries, that is, teacher librarians should have insight into the broad needs of learners and the demands of a changing curriculum. Adeoti-Adekeye (1997) stated that user education is to ensure that learners are able to maximise their use of their school library and also to acquire the necessary skills that will allow them to use the library with little assistance in the future.

The present study revealed that three teacher librarians were not qualified as teacher librarians. They were qualified as teachers, only, and had a full teaching load. The three library assistants were not qualified librarians. They did not attend any conferences or workshops, except workshops organised by Fundza. In spite of what IFLA (2002) stated, the results showed that some learners complained that the teacher librarian was not friendly.

The library assistants have a challenge in fulfilling their task as they did not have the required qualification to perform their duties and the teacher librarians who did the

library work part-time, without the required qualification and also less time to perform library work, indicated that the schools should employ full-time, qualified librarians to work in the library. Learners complained of books that were not arranged according to subjects. This situation resulted in learners having difficulty in locating materials. Some learners reported that they were not taught user education. Learners reported that they were not happy with the library hours and that the library was not available to them all the time. The schools face a challenge because, at the moment, there are no posts for librarians in schools. There are also no qualified librarians to work in schools. The Swaziland Ministry of Education has to decide whether or not to train teachers or librarians without teaching qualifications to be librarians in schools.

For the school libraries to be effectively used there is a need for qualified librarians, the library has to be accessible at all times, well-resourced and offering up-to-date, relevant, accurate and attractive materials (IFLA 2002:6). This requires the work of qualified teacher librarians.

#### **5.4.14 Collaboration with other teachers**

The findings revealed that, though most teacher librarians collaborate with the other teachers, one did not. Two (33.3%) teacher librarians reported that there was a greater need for collaboration between principal, subject teachers and teacher librarians, to enhance library use. The literature also emphasised the collaboration of all parties (Brown 2003, KwaZulu-Natal Department of Education and Culture 2003; Otike 1989).

#### **5.4.15 Library committee**

The results show that three (60%) teacher librarians indicated that they did not have a library committee. One (20%) principal indicated that they did not have a library committee because their library was not working well. The library committee is established to ensure that the library functions well because it is responsible for selection of materials and any other issues related to the improvement of the library (Brown 2003).

#### **5.4.16 Selection of materials**

There were variations in the selection of materials. Some materials were selected by the library committee, some materials were selected by principals and most materials were selected by Fundza. It is critical for the teacher librarians to chair the library committee as they have the expertise for the work, if they were trained teacher librarians (KwaZulu-Natal Department of Education and Culture 2003).

### **5.5 Barriers that hindered the effective use of school libraries**

There were many barriers that hindered the effective use of school libraries. The major findings are discussed below.

#### **5.5.1 Library collection**

The results of the study found that two (40%) principals indicated that the poor quality of the collection was a barrier to the effective use of school libraries. Learners concur with the principals, as 185 (85.3%) suggested that more materials based on the new syllabus should be bought to improve the library materials. The same number of principals indicated that a shortage of funds was a barrier to the effective use of school libraries. Endra (2001) pointed out that the variations in the provision of library services in schools had been a result of differing degrees of interest of the school proprietors in libraries and also limited funds. The teacher librarians reported that the lack of funds was the reason for the collection not meeting the needs of the school curriculum and the fact that the school library catered for the English department only. One (20%) principal reported that the lack of security forced them to lock books in cabinets as a barrier to the effective use of school libraries. The learners in the findings reported that a spacious library building and the inclusion of a school library budget in the school budget were essential to improve library use.

### **5.5.2 Percentage of budget allocated to the library**

Of the four (66.6%) teacher librarians whose schools were allocated budgets, three (50%) reported that they did not know the percentage because the principal handled the budget. This is not helpful for the teacher librarians, who need to be involved in the budget allocation and the expenditure of the library.

### **5.5.3 Other sources of funding**

All six (100%) teacher librarians and principals reported that there were no other sources of funding for the library. No efforts were made to approach the business sector or raise funds for the school library. This shows a lack of understanding on the part of the principals and teacher librarians concerning the value of a school library.

## **5.6 Summary of the chapter**

The results of the study were discussed in this chapter. The discussions were relevant to the research objectives that the study aimed to achieve. The objectives were stated earlier in the chapter. The major areas covered in the chapter included the role of school libraries as viewed by learners, principals and teacher librarians, use and non-use of school libraries by learners, the role of teacher librarians in encouraging learners to use the library collection and the barriers to the effective use of school libraries.

The learners, principals and teacher librarians understood the role of the school library. Learners used the school libraries only to improve their English. There were no materials for the new syllabus, which is resource-based. These school libraries were faced with various challenges. The key challenges included unqualified staff and a shortage of funding.

## **Chapter 6: Conclusion and recommendations**

In Chapter 6 conclusions and recommendations are made, after the analysis of the data and the interpretation of the results in Chapters 4 and 5.

### **6.1 Revisiting the purpose and objectives of the study**

The purpose of the study was to investigate use and non-use of selected senior secondary school libraries in Manzini, Swaziland. Objectives of the study were to investigate the learners', teacher librarians' and principals', views of the role of school libraries; to examine the use and non-use of the school library materials by learners; to determine the role of teacher librarians in encouraging learners to use the school library collections; to identify barriers to the effective use of school libraries and to make recommendations based on the findings.

### **6.2 Conclusions**

The survey of Form 4 learners, teacher librarians and principals of the selected schools in Manzini, Swaziland, resulted in several significant findings.

Although, it can be concluded that learners, teacher librarians and principals knew the importance of the school library, most principals did not budget for their library. As a result, the library collection was old, irrelevant, outdated, insufficient and did not meet the needs of its users.

Some of the findings were that most of the learners used school libraries for borrowing and reading novels, which, in the view of the researcher, is what teachers encouraged them to read for presentation in class. Novels were a major part of the collection in most libraries and as a result most of the libraries were essentially fiction libraries. The results showed clearly why some learners were not using their libraries. In some schools, learners were not using the library because it had been converted into a classroom or staffroom and others reported that it did not have materials on the new syllabus. The

conclusion is that learners use the library to improve their English vocabulary and writing, not to supplement their class notes and quench their thirst for knowledge and information. The school libraries were not effectively used because of irrelevant and insufficient materials. Some of the libraries were not provided with sufficient space and furniture to function properly.

The results show that the teacher librarians were not qualified and some were teachers with a full teaching load. As a result they did not teach library use, they did not promote the library and there was often no collaboration with subject teachers and sometimes even with the principal. They could not acquire, organise and disseminate information, as was expected of them. There was no co-operation with other libraries and the teacher librarians had not succeeded in encouraging learners to use the libraries.

The study found that two (40%) principals indicated that the poor quality of the collection was a barrier to the effective use of school libraries. Learners concurred with the principals, as 185 (85.3%) suggested that more materials, based on the new syllabus, should be bought to improve the library resources. The same number of principals indicated that a shortage of funds was a barrier to the effective use of school libraries.

The teacher librarians blamed the lack of funds as the reason for the collection not meeting the needs of the school curriculum and also the fact that the school library catered for the English department only. One (20%) principal reported that the lack of security forced them to lock books in cabinets. The learners reported that the need for a spacious library building and the inclusion of a school library budget in the school budget was essential to improve library use.

The results of the study would assist school libraries in improving their collection development and in building libraries. Providing the school libraries with the necessary budget and employing qualified librarians is essential for these school libraries to fulfil their mission in these schools in the future.

## **6.3 Recommendations**

### **6.3.1 Library collection**

There is a need to develop a new collection that covers the new syllabus, to add reference books and to install the Internet. The selection of library sources should be done by a library committee which is representative of all departments. Students should be represented on the committee, which should be chaired by the teacher librarian.

Apart from books, the school libraries should add periodicals (for example magazines and newspapers), to add value to their collection. The collection should be updated often, to ensure it is relevant and contains current information.

### **6.3.2 Links with other libraries**

It is in the interests of library users that the school libraries form links with other libraries. In view of the fact that other schools' collections could not satisfy the needs of school users, the study recommends that they link with other libraries to share resources, especially public libraries in the area.

### **6.3.3 Library budget**

The school library must have a budget and it must be included in the school's annual budget. The teacher librarian must be in charge of the library budget and should work with a library committee that is fully representative. If possible, the principal should be part of the library committee (Otiye 1989: 80). Other sources of funding should be solicited from businesses around the schools and fundraising should be done to ensure the continuous development and maintenance of the collection of the library.

### **6.3.4 Staff**

For school libraries to operate according to IFLA and other international standards, the libraries should be under the guidance of a qualified, full-time teacher librarian or librarian. It is recommended that the principals approach the Swaziland Ministry of Education, requesting the employment of qualified librarians, since the government itself has introduced the resource-based system of education. All the guidelines that are stipulated in the Swaziland school library policy should be implemented immediately, for school libraries to be effective.

### **6.3.5 Library building**

It is recommended that a spacious library building, with security and proper furniture, should be built for each school. The library should not be turned into a classroom or a staffroom.

### **6.3.6 Library period**

All schools should have timetabled library periods per week, during which the learners can access library materials. Without this period there is no encouragement for subject teachers to send their learners to the library.

### **6.3.7 Teaching library use to new learners**

User education should be mandatory for all new learners. Without user education learners cannot effectively use the library. The school library programme must include user education.

## **6.4 Future research**

It is recommended that further research should be carried out after the implementation of the school library policy. The proposed study should investigate the impact of the Swaziland school library policy on the same schools. It should focus on the collection, staffing and funding, to establish if there have been any changes. Such a study would be valuable to the schools in bringing about positive changes and to the library profession, in general, in Swaziland. Finally, a similar study could be done in other parts of Swaziland, to investigate if school libraries in these areas are faced with similar challenges.

## **6.5 Summary of the chapter**

Conclusions on the major research findings were discussed in this chapter. Recommendations were made which could assist in improving the use of school libraries in Swaziland. Recommendations relating to development of the library collection, staff qualifications, links with other libraries, the library budget, the library building, timetabling more library periods and user education for new learners have been discussed. Suggestions for further research were also discussed in the chapter.

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## **Appendices**

**Appendix 1: Learners questionnaire re: Use and non-use of selected senior secondary school libraries in Manzini, Swaziland**

**Appendix 2: Interview schedule for the teacher librarian re: Use and non-use of selected senior secondary school libraries in Manzini, Swaziland**

**Appendix 3: Interview schedule for the principal re: Use and non-use of selected senior secondary school libraries in Manzini, Swaziland**

**Appendix 4: Cover letter of 30 May 2006 to student re: Use and non-use of selected senior secondary school libraries in Manzini, Swaziland**

**Appendix 5: Cover letter of 30 May 2006 to teacher librarian re: Use and non-use of selected senior secondary school libraries in Manzini, Swaziland**

**Appendix 6: Cover letter of 30 May 2006 to principal re: Use and non-use of selected senior secondary school libraries in Manzini, Swaziland**

## Appendix 1

### USE AND NON-USE OF SELECTED SENIOR SECONDARY SCHOOL LIBRARIES IN MANZINI, SWAZILAND

#### Learners Questionnaire

##### Instructions for completing the questionnaire

- a) Unless otherwise instructed, please tick [ ] or fill where necessary the answer applicable to you.
- b) Use spaces provided to write your answers using print hand writing where applicable.

1. What is your gender?

1.1 Male [ ]

1.2 Female [ ]

2. What is your age?:.....

3. Do you use the school library?

3.1 Yes [ ]

3.2 No [ ]

4. If no, please explain why not?

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

**Then continue with question 16**

5. How often do you use the school library?

5.1 Everyday [ ]

5.2 Three times a week [ ]

5.3 Once a week [ ]

- 5.4 Once every two weeks
- 5.5 Once a month
- 5.6 Never

6. Why do you use the school library ? (Please tick all those that apply)

- 6.1 When it is part of a reading lesson
- 6.2 To read newspapers/magazine
- 6.3 To use books for school work
- 6.4 To borrow novels
- 6.5 To discuss school related work
- 6.6 To attend events e.g. book clubs
- 6.7 To quietly do homework/ study
- 6.8 To meet friends
- 6.9 Other (Please specify)

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

7. Which of the following library resources do you use? (Please tick all those that apply)

- 7.1 Dictionaries
- 7.2 Encyclopedias
- 7.3 Textbooks
- 7.4 Novels
- 7.5 Study related videos
- 7.6 Newspapers
- 7.7 Magazines
- 7.8 Other (Please specify)

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

8. Do you find what you need in the library?

8.1 Yes

8.2 No

9. If no, please explain why not?

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

10. How often do you find what you need for school work?

10.1 Always

10.2 Most of the time

10.3 Rarely

10.4 Never

11. The materials in the library are?

11.1 New

11.2 Old

12. The number of materials in the library are?

12.1 Many

12.2 Enough

12.3 Few

13. How often do you borrow a book from the library?

13.1 Weekly

13.2 Fortnightly

13.3 Monthly

13.4 Once a term

13.5 Yearly

13.6 Never

14. If you find difficult in locating materials is it because (Please tick all those that apply)

- 14.1 You do not know where to find it
- 14.2 The library has nothing on your topic
- 14.3 The materials are on loan
- 14.4 Other (Please specify)

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

15. If you need help using the library (Please tick all those that apply)

- 15.1 You ask the teacher librarian
- 15.2 You use the guides/leaflets
- 15.3 You ask other students
- 15.4 You give up
- 15.5 You never need help using the library
- 15.6 Other (Please specify)

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

16. Do you use other libraries e.g. Manzini Public Library ?

- 16.1 Yes
- 16.2 No

17. Do you have a library period?

- 17.1 Yes
- 17.2 No

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

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

19. Please state one thing you like about your school library?

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

20. Please state one thing you do not like about your school library?

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

21. How would you rate the materials in the school library in relation to meeting the requirements of your curriculum? (Please tick one)

- 21.1 Excellent
- 21.2 Good
- 21.3 Fair
- 21.4 Poor

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

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

23. Were you taught library use when you first came to the school?

- 23.1 Yes
- 23.2 No

24. Do teachers send you to the library to research their subjects?

24.1 Yes

24.2 No

25. What do you think is the role of the school library? (Please explain)

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

26. Are you satisfied with the services of your school library? (Please explain)

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

27. Please make any further comments/suggestions on improvement your school library

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

**Thank you for your participation.**

## Appendix 2

### USE AND NON-USE OF SELECTED SENIOR SECONDARY SCHOOL LIBRARIES IN MANZINI, SWAZILAND

#### Interview schedule for the teacher librarian

1. What is your subject specialisation?

.....  
.....

2. What in your view is the role of the school library?

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

3. How long have you been a teacher librarian?.....

4. Do you like working in the library?

4.1 Yes

4.2 No

5. If no, please explain why.

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

6. How many hours do you spend working in the library per day?.....

7. Are you a qualified teacher librarian?

7.1 Yes

7.2 No

8. Do you teach user education to learners and teachers?

8.1 Yes

8.2 No

9. Do you help learners find information in the library?

9.1 Yes

9.2 No

10. Do you help teachers find information in the library?

10.1 Yes

10.2 No

11. Do you attend library conferences and workshops to be up-to-date with current trends?

11.1 Yes

11.2 No

12. Do learners use the library?

12.1 Yes

12.2 No

13. Do teachers use the library?

13.1 Yes

13.2 No

14. Does the collection meet the needs of the school curriculum?

14.1 Yes

14.2 No

15. If no, please explain why not.

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

16. Is the library collection in good condition and appealing to learners?

16.1 Yes

16.2 No

17. If no, please explain why not.

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

18. Who selects library materials?

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

19. What sources are used to aid material selection? e.g. publishers catalogues.

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

20. Do you work with other teachers in matters pertaining to the library?

20.1 Yes

20.2 No

21. Does the library have a budget?

21.1 Yes

21.2 No

22. What percentage of the whole school budget is allocated to the library?

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

23. Are there other sources of funding for the library?

23.1 Yes

23.2 No

24. What can be done to improve use of the school library by learners and teachers?

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

25. Do you have any additional comments and suggestions?

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

## Appendix 3

### USE AND NON-USE OF SELECTED SENIOR SECONDARY SCHOOL LIBRARIES IN MANZINI, SWAZILAND

#### Interview schedule for the principal

1. How long have you been a principal?.....

2. In what subject did you specialise?.....

3. What in your view is the role of the school library?

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

4. What proportion of the school budget is allocated to the library per year?

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

5. Is the library in your school promoted adequately?

5.1 Yes

5.2 No

6. If no, please explain why.

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

7. Are learners taught library skills to be able to use the resources in the library?

7.1 Yes

7.2 No

8. Is the library always available for students?

8.1 Yes

8.2 No

9. Do you have a library committee?

9.1 Yes

9.2 No

10. If yes, what is its function?

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

11. If no, explain why?

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

12. How are materials selected for the school library?

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

13. How would you rate your school library in terms of materials per learner?

13.1 Excellent

13.2 Good

13.3 Fair

13.4 Poor

14. How would you rate your school library in terms of quality of materials?

14.1 Excellent

14.2 Good

14.3 Fair

14.4 Poor

15. Is the library staffed by a professional teacher librarian?

15.1 Yes

15.2 No

16. How many periods are allocated to the teacher librarian for library skills per day?.....

17. How many periods are allocated to the teacher librarian for teaching per day?.....

18. Does the teacher librarian liaise with other teachers on matters related to the library?

18.1 Yes

18.2 No

19. If no, please explain why.

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

20. Does the teacher librarian attend short courses, workshops, conferences to update his/her library skills?

20.1 Yes

20.2 No

21. Does the school have a link with other libraries/organisations?

21.1 Yes

21.2 No

22. Is the library used for other purposes which interfere with its proper function?

22.1 Yes

22.2 No

23. If yes, please explain what it is used for.

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

24. Does the library have adequate space to fit at least one class at a time?

24.1 Yes

24.2 No

25. What do you think are the barriers that hinder the effective use of your school library?

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

## **Appendix 4**

30 May 2006

Dear Student,

### **USE AND NON-USE OF SELECTED SENIOR SECONDARY SCHOOL LIBRARIES IN MANZINI, SWAZILAND**

I am a student at the University of KwaZulu-Natal. I am seeking your assistance in my study towards a Masters in Information Studies. The purpose of the research is to investigate the use and non-use of selected senior secondary school libraries in Manzini, Swaziland. The research is important in that it will assist learners, teachers and principals in understanding the importance of school libraries. Your participation in this study is voluntary. Please feel free to answer the following questions as honestly as possible. The questionnaire is anonymous and all responses shall be treated with strict confidentiality.

Yours sincerely,

Lokuqala J. Khumalo  
MIS Student

University of KwaZulu-Natal  
Email: [lokuqala@mailfly.com](mailto:lokuqala@mailfly.com)

## **Appendix 5**

30 May 2006

Dear Teacher librarian,

### **USE AND NON-USE OF SELECTED SENIOR SECONDARY SCHOOL LIBRARIES IN MANZINI, SWAZILAND**

I am a student at the University of KwaZulu-Natal. I am seeking your assistance in my study towards a Masters in Information Studies. The purpose of the research is to investigate use and non-use of selected senior secondary school libraries in Manzini, Swaziland. The research is important in that it will assist learners, teacher librarians and principals in understanding the importance of school libraries. Your participation in this study is voluntary. Please feel free to answer the following questions as honestly as possible. All responses shall be treated with strict confidentiality.

Yours sincerely,

Lokuqala J. Khumalo  
MIS Student

University of KwaZulu-Natal  
Email: [lokuqala@mailfly.com](mailto:lokuqala@mailfly.com)

## **Appendix 6**

30 May 2006

Dear Principal,

### **USE AND NON-USE OF SELECTED SENIOR SECONDARY SCHOOL LIBRARIES IN MANZINI, SWAZILAND**

I am a student at the University of KwaZulu-Natal. I am seeking your assistance in my study towards a Masters in Information Studies. The purpose of the research is to investigate use and non-use of selected senior secondary school libraries in Manzini, Swaziland. The research is important in that it will assist learners, teacher librarians and principals in understanding the importance of school libraries. Your participation in this study is voluntary. Please feel free to answer the following questions as honestly as possible. All responses shall be treated with strict confidentiality.

Yours sincerely,

Lokuqala J. Khumalo

MIS Student

University of KwaZulu-Natal

Email: [lokuqala@mailly.com](mailto:lokuqala@mailly.com)