

**THE EFFECTS OF TEACHER-LIBRARIANSHIP TRAINING AT THE
COLLEGES OF EDUCATION IN THE FORMER TRANSKEI
ON SCHOOL LIBRARIES**

by

TSOSANE JONAS PHOLOSİ

B.Th, B.A. (HONS) (UNIN), B. BIBL (HONS) (NATAL), H.D.L. (UNIN)

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ABSTRACT

This study investigated whether there is any significant difference between the training of teacher-librarians with the use of library facilities and the training which does not use library facilities. The study was based on the colleges of education in the former Transkei where the training of teacher-librarians is mostly conducted with the use of very little or no library facilities.

The research sample of 50% was selected from second year teacher-librarianship students who do the course as part of their teacher training at one of the colleges of education in the region mentioned above. This college was chosen on the basis that it has the best library facilities of all of them, and also that the teacher-librarianship programme offered in all these colleges is the same.

A test was used as a method of gathering data. The statistical testing of the data indicated a significant difference between the two methods of instruction mentioned above, thus leading to the rejection of the null hypothesis in favour of the research hypothesis.

The major conclusion drawn was that:

The use of school modelled college library facilities in the training of teacher-librarians is the basic and useful tool towards the provision of functional school libraries.

(ii)

DECLARATION

I declare that this dissertation is my own original work, unless specified to the contrary in the text. It has not previously been submitted for evaluation at another university/department, and is not being submitted concurrently for any other degree.

(iii)

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CHAPTER 1

1.0 BACKGROUND OF THE STUDY

1.1 Introduction

The installation of the Government of National Unity (GNU) in South Africa in 1994 has brought with it many challenges in the areas of social and economic reconstruction. The need to meet challenges arising in the reconstruction of education and training has also been expressed by the GNU's Minister of Education (Bhengu, 1994: 4). There has been a call from various quarters, including the office of the above mentioned minister, for the establishment of a single Ministry of Education which would integrate and transform the present various departments of education. Most important to the present study is the upsurge of interest, evidenced in the NEPI document (1992), regarding the provision of equal opportunity in library services. This interest has led to an impelling need to review library education and training, particularly at the historically Black institutions of learning, such as colleges of education.

During the apartheid years the education system of South Africa was fragmented into nineteen departments. Each Education Ministry became responsible for the provision of library services in schools and colleges of education that fell within its own region. This fragmentation in the education system was seen by Nassimbeni, Stilwell and Walker (1993: 25) as the cause

of poor communication, inefficiency and lack of direction in the library and information service.

The colleges of education in the former Transkei, like many others in South Africa, such as Springfield College of Education in Durban and Bonamelo College of Education in Qwaqwa, Orange Free State, prepare student-teachers in the area of teacher-librarianship. Whilst various curricula programmes are offered to prepare teacher-librarians, for example, teacher-librarianship courses for those possessing the teaching certificate, in the former Transkei all fourteen colleges of education offer a common teacher-librarianship module as an integral part of their teacher education and training programme. This teacher education and training curriculum is a three year course, teacher-librarianship being a compulsory course in each of the first two years (Affiliated Colleges of Education General Guidelines: 7).

Only about 30% of the colleges of education which are affiliated to the University of Transkei and which are situated in the former Transkei provide average library services to their communities. The present researcher, an advisor to the University of Transkei on the provision of such services, thus felt the need to review the worth of the teacher-librarianship course offered by the various colleges. A survey was consequentially carried out on the library provision at schools which have employed teachers who had qualified at any college in the former Transkei.

Initially it was decided to work on a sample of twenty schools: twelve primary schools and eight secondary schools, selected by consideration of the teacher education programme offered by each college and on the accessibility by road of each school. However, in order to bring the survey into line with his responsibility as an advisor, the researcher later decided to narrow it to concern only the capability of teachers to utilise their teacher-librarianship skills. This resulted in the exclusion of the following aspects of school library provision: lack of finance, lack of library space, lack of support staff, and lack of library knowledge and interest (both at the school level and at the level of Education Ministry) by those in authority.

The results of the survey on school library provision revealed a lack of capability and enthusiasm by the teaching staff to accommodate the obvious need for library services in the schools that serve the developing community. It consequently became crucial, in the opinion of the present researcher, to review, from the point of view of school library provision, the education and training provided by the colleges. This was seen as necessary in order to create an awareness of the value of library services in the education system among authorities of the former Transkei and elsewhere, and among all those interested and ready to face the challenges of creating an education system such as that suggested by the Minister (Bhengu, 1994: 4).

1.2 Definition of Terms

There are a variety of terms used in different situations and countries to describe phenomena in the area of school librarianship. The present study will use the meanings of the relevant terms as given below:

1.2.1 Teacher-librarian: The concept "teacher-librarian" will be used to describe a full-time teacher who has a few hours per week to organise the school library. This term will mostly bear the Australian definition of a full-time, dually qualified librarian, with the exception of the professional requirement (Herring, 1988: 6-7). Professional status is disregarded since the colleges of education under study only offer non-degree courses.

1.2.2 Professional: In the context of this study, this term shall refer to any individual who has undergone education and training for teacher-librarianship whether at degree or non-degree level. Such a person is, according to the New Zealand recommendation for a teacher-librarian qualification, dually qualified (Gawith, 1987: 26).

1.2.3 School Library: This term will not be used in a restrictive sense of the more traditional library which is mainly concerned with printed material (Vink, et al., 1988: 1). But will include all types of library materials in schools, whether staffing of any kind is provided or not (Herring, 1988:

5). This provision is made in order to accommodate schools that have non-print materials and those that do not.

1.2.4 Library Education/and Training: According to Ivey (1989: 285) the difference between library education and library training lies in that the former is concerned with problems, human situations and the thought processes in connection with manipulations, while the latter mainly involves routines and manipulation. The present study will avoid making such a distinction, and will simply use the concept, "Education and training" interchangeably with the term "training". This is because, in the researcher's opinion, the process of training involves education.

1.3 Statement of the Problem

This researcher believes, that a teacher-librarianship curriculum that is not supportive of the full involvement of librarianship students in a strictly supervised school modelled library, is primarily responsible for the lack of functional school libraries at schools where these students are later employed for the purpose of providing library facilities. This problem reflects what is articulated in the SAILIS' publication of 1980: that the curriculum for the education and training of teacher-librarians at the colleges of education does not sufficiently prepare students for library and information practice (Nassimbeni, Stilwell and Walker, 1993: 31).

The proposition of the researcher concerning the situation above, is that the provision of a teacher-librarianship curriculum that incorporates a compulsory and strictly supervised library practice in a fully equipped, school modelled, college library is critical for the establishment of school libraries in the former Transkei and elsewhere.

In an attempt to investigate the relationship pertaining to the above two situations, the following question prevalent to the present study is being formulated:

Will there be any significant difference between the education and training of teacher-librarians that involve the use of library facilities and the education and training that does not involve library facilities?

1.4 Objective of the Study

The main objective of this study is to investigate the cause for failure to provide proper school library services by the teacher-librarians, with special reference to the type of training at the various colleges of education of the former Transkei. By working backwards from what the teacher-librarians' role in the schools is supposed to be, the study shall aim to show that the teacher-librarianship curriculum that fails to place emphasis on fully supervised practical work in a school library modelled college library will always fall short of producing skilful and competent teacher-librarians.

1.5 Significance of the Study

The significance of this study is that, if teacher-librarians whose education and training involved the use of library facilities, show significantly higher scores on a test of potential ability as teacher-librarians, then the successful design of a teacher-librarianship curriculum which will promote a fully supervised library practice in school library modelled college library will undoubtedly have positive effects on the school libraries that acquire their manpower supply from such colleges.

1.6 Statement of Hypotheses

On the basis of the objectives stated above and the literature review undertaken in Chapter 2, the following hypotheses were formulated for subsequent testing against the data collected in the present study:

H_0 : Second year teacher-librarianship students who are taught with the use of library facilities will not have significantly higher scores on a test of potential ability as teacher-librarians than second year teacher-librarianship students who are taught without the use of library facilities.

H_1 : Second year teacher-librarianship students who are taught with the use of library facilities will have significantly higher scores on a test of potential ability as teacher-librarians than second year teacher-librarianship students who are taught without the use of library facilities.

1.7 Organisation of the Study

This study will be organised in the following format:

- a. Chapter 1 outlines the background that led to the present study;
- b. Chapter 2 reviews the literature that can be related to this study;
- c. Chapter 3 describes the present situation at the colleges of education of the former Transkei, as perceived by the present researcher, with special emphasis on their library facilities for the purpose of training of teacher-librarians;
- d. Chapter 4 describes the methodology and procedures used in the present study;
- e. Chapter 5 deals with the presentation, analysis and discussion of the results in relation to the research hypotheses; and
- f. Chapter 6 concludes the study by giving a brief summary, recommendations and suggestions for further related investigation/s.

CHAPTER 2

2.0 REVIEW OF THE LITERATURE

2.1 Introduction

The literature surveyed showed very little relevance to the problem under the present study. Since most of this literature is based on the research conducted on teacher-librarianship in the developed parts of the world, it assumes an unquestionably high standard of library provision at the education and training stage, and thereby place much emphasis on the application of the already acquired skills and knowledge of teacher-librarianship. However, with regard to the colleges of education under study, the maintenance of unquestionably high standard of library provision at the stage of education and training cannot be taken for granted.

This emphasis on the application of the already acquired skills and knowledge of teacher-librarianship, will be viewed (in addition to the reason given under 1.4), as another reason for working backwards from the type of skills and knowledge required for serving individual school communities, to the stage of providing a curriculum that will prepare the teacher-librarian for serving such communities. This is very important considering that the colleges under study, serve developing communities which could be described in the view of Bristow (1992: 72), as typified by an enormous gap between the needs and the resources available to meet them, widespread

illiteracy, lack of homogeneity, wide differences between the rural and urban sectors, and the high growth of urbanisation which brings about far-reaching social change, such as the rupture of traditional patterns.

In order to address the issue of illiteracy, which affects the above characteristics of the developing communities, it is necessary to emphasise that it is not enough to teach people to read and write without teaching them, also, where and how to get information for themselves. As Bristow (1992: 73) says about Thapisa: grassroots democracy requires that every member of society be afforded the right to accurate and timely information. The researcher strongly believes in child development that will expose pupils to relevant and constructive information. Pupils, especially at the primary schools sector of the grassroots, need functional information that they can interpret and use to achieve a positive response to the life needs as quickly as possible.

An approach of providing quality education to pupils from school beginning age, will not be possible without the engagement of sufficiently equipped leaders, including teacher-librarians. The time for South Africa and its sub-regions to depend largely on the skills of White people has long passed. Because the White population alone cannot provide a sufficient number of people skilled in information and other relevant matters in this industrial age (Verbeek, 1986: 41), colleges of education in the former Transkei must take special care to

provide their pupils with the opportunities and skills which are required to allow them to reach towards useful goals such as the one that is being mentioned by Verbeek. Pupils need information contained in books and other usable sources to stimulate their development and imagination, and also to incite their independent thinking.

2.2 The Concept of Teacher-Librarianship as Viewed Externally

The status of librarians seems to be perceived of as lower than their own by colleagues in the teaching sector of the school. Gawith (1987: 24) affirms this, when he says that teachers, in their own status, are narrow and reluctant to admit into their profession, experienced professionals from other areas, since most of them seem to believe that only teachers can teach. This is an attitude that has forced many qualified librarians, wishing to serve school communities, to obtain teacher certificate, and therefore be qualified as teacher-librarians.

Oberg (1989: 23) reviews the attitudes of the Canadian educational and political decision-makers towards teacher-librarianship. Her report indicated very little commitment by these categories of authority towards the promotion of a school library programme. Such a programme she refers to as a resource based, research oriented approach which is directed by a qualified teacher-librarian. Oberg asserts that the results of the official attitudes are low priorities being attached to the hiring of competent and qualified teacher-librarians, and to the provision of school library programmes by individual

schools and by school districts. In addition, the Education Ministry allows the schools to staff their libraries with volunteers who are neither qualified in teaching nor in librarianship. This is one of the causes of reluctance by the teaching staff to invest their time and money in obtaining librarianship qualification.

With their responsibility of serving the school as full-time librarians, teacher-librarians are simply caricatured as obsessive cataloguers and indolent book-stampers, rather than resource managers who have the ability to teach young people to process and use information (Gawith, 1987: 25). Yet another perception is that of people who honestly believe that they can pick up the gist of running a school library after receiving a single lecture of instruction (Stewart, 1990: 5).

2.3 The Concept of Teacher-Librarianship as Viewed Internally

The generally accepted attitudes of those who show solid support for librarianship, involve the belief that its principal function is to enable the school library to support the educational aims of the school to which it is affiliated. Such a school library should relate its collection to the expressed and anticipated requirements of the school, and also to the skills development and the planning of the school curriculum. These ideas about the school library by Herring (1988: 8-9), are also expressed by Vink et al (1988: 11). When elaborating on them, Hannabuss (1985: 42) suggests other issues that need to be taken into account in order for education to

achieve its aim. These issues relate to whether education should be geared to prepare the learners for the society in which they are expected to serve and live, or the opposite view, that education concerns itself with the pursuit of knowledge and understanding, and with the development of the whole person. The two approaches may also be regarded as complementary. Hannabuss' (1985: 43) view that without an articulated need there can be no course offered, seems to agree with the first suggestion: that of preparing the learners for the society in which they will serve and live. In the same way then, the education and training of teacher-librarians should be guided by the type of market that awaits their service.

The second view that education is about the development of an individual, gets support from other scholars of teacher-librarianship. Stone and Cain are interpreted by Edwards and Schon (1986: 138) as placing emphasis on the need for individual teacher-librarians to meeting their own information needs, and being self-responsible in meeting those needs. They suggest self-engagement, in the activities that satisfy one's personal needs, as a valuable pathway towards self-development and alleviation from frustration caused by lack of enthusiastic authorities (Edwards and Schon, 1986: 140). Similarly Herring (1986: 181) suggests that it is the responsibility of any practising teacher-librarian to identify his/her own needs, and that newly employed teacher-librarians need induction training to acquaint them with basic aspects of the services they will be expected to provide.

The aspect of self-development can be based on the ability of teacher-librarians to evaluate themselves at the working stage. The success of self-evaluation depends on person's level of literacy. This researcher believes that, self-evaluation is not possible in a person who is only traditionally literate. This means, in the context of Albertus (1970: 321), literacy which is limited to the simple transmission of reading and writing skills and some elements of arithmetic. The level of literacy that teacher-librarians should possess is known as functional literacy. This involves an integrated educational process which helps people to see themselves in perspective, through the acquisition of qualifications needed to act on the reality of their condition through work, and to play a conscious and creative part in public life. This ability to evaluate oneself will make teacher-librarians flexible in the changing worlds of education and information. This is the type of teacher-librarians that Cain (1982: 110) refers to when she says that broader skills will help them to combine the essence of information management and access with instructional technologies in order to create new means to enhance student learning.

2.3.1 The Need for Teacher-Librarianship Co-ordination

By its nature, the work of teacher-librarians is isolated. This, according to Tom Galvin in the work of Cain (1982: 110), is what makes appraising of their own professional development difficult. Teacher-librarians get little supervision in assessing their own needs and the needs of the communities they

serve. Isolation also means that in most cases there will be no team-mates on hand to provide feedback on performance. Even if there are co-ordinators in the school district, such officers are usually restricted to making occasional observations and solving specific problems. Depending on their background experience and their attitude, limited or no help, in the form of gap identification in the competencies of the teacher-librarians, is usually forthcoming from either the school principal or the teaching staff (Cain, 1982: 110).

Evaluation should be understood, according to Cain's (1982:110) interpretation of Malcolm Knowles, as a diagnosis of the teacher-librarian's future learning needs, and not as a judgement of worth. If catered for in the curriculum, this would assist the teacher-librarians to confidently identify gaps in the competency of their work and so allow them to seek to bridge them. Showing her concern for the need for co-ordination, Stewart (1990: 8) shares her experience of her students, who received short instructions off course, and subsequently made a mess of the library they were running.

Going together with self-evaluation and co-ordination is the need to provide some in-service for teacher-librarians so that they may develop and do a better job. As in any subject area, it is not enough for teacher-librarians to rely solely on the facts, concepts and generalisations which they acquired during their formal education. In order to provide for the school communities and to advise them on the relevant and current

information, in-service education in the form of seminars, workshops and conferences is necessary (Turner, 1987: 106).

2.3.2 Teacher-librarian Status

Mbambo's interpretation of some of the scholars in the field of teacher-librarianship is that they strongly believe that in order to have positive attitudes towards libraries and to create more manpower for school libraries, teacher-librarianship should be introduced as part of all teacher education and training; but offered on an optional basis. The products of such a curriculum, if posted at schools with no library would simply teach other main subjects. This is an option which Mbambo feels ideal for countries, such as Zimbabwe, where there are very few school libraries. In supporting this option for the Zimbabwean situation, Mbambo (1990: 12), finds no need for a full-time teacher-librarian, since his/her job can be assigned to the teaching staff. A similar option of including teacher-librarianship as part of the entire teacher education and training curriculum has been suggested for South African (Nassimbeni, Stilwell and Walker, 1993: 31). On this issue Stewart (1990: 8) sees the reality of the matter as being that teachers themselves will be less able to cope with their conventional teaching subjects. This would be especially true for those who are already faced with the problems of dealing with large sized classes and spending much time in preparation and marking.

In her attempt to solve the crisis of shortage of school libraries, Stewart avoids putting any extra burden on this sector of workers in education by suggesting the creation of full-time posts, supported by a proper full-time salary, adequate working conditions and prospects of a career that offers, among others things, some promotion structure. The rationale behind this type of an initiative, she says, is that it is seen as the only way in which minimum standards of librarianship could be maintained. Considering the issue of status when providing funds for the creation of twenty positions for full-time teacher-librarians in 1986, the New Zealand Ministry of Education restricted its responsibility to teachers holding senior position, and having completed a one year course in teacher-librarianship.

In addition to the question of the status of teacher-librarians, the question of the status of college librarians also needs to be addressed. Their status, like that of teacher-librarians, is somewhat controversial. There is a strong view that associates librarians with laboratory assistants (Spyers-Duran and Mann, 1985: 121). This view rests on the bases of the support services, such as the provision of reading material, they render to the faculties. The supporters of this view are adamant that librarians do not qualify for faculty appellation. Another opponent of faculty status for librarians interprets faculty status as standard tenure provisions together with a role in making education policy; which is appropriate for only those members of staff who are directly involved in teaching

and research (Spyers-Duran and Mann, 1985: 121). Another point to note in the opposition to the faculty status for the librarians, is that the job requirements of someone with faculty status should include teaching, research and scholarly writing.

The proponents of granting faculty status to librarians, believe that librarians should also be trained in other college faculties to equip them in other skills. These proponents also believe that professional librarians are as important to the running of the college as are the lecturing staff. Librarians, just like the lecturing staff, deserve the protection of tenure and pay that the faculty status would bring. Librarians should be knowledgeable about specific subject matters (Spyers-Duran and Mann, 1985: 122). One of the problems of faculty status for librarians as seen by DePew, is that increased status creates tensions that can obscure the proper role of the librarian and interfere with the effective delivery of library services. It diverts the attention of the librarian from his/her actual duties (Spyers-Duran and Mann, 1985: 123).

Spyers-Duran and Mann (1985: 125) mention the option of making faculty status possible as a means of solving some of the problems presented by the opponents of faculty status. The possibility of faculty status for librarians, they suggest, should depend on the librarian's academic qualifications or be made available to librarians when they are ready to place themselves on the tenure track. The consideration of dual

qualification as a requirement to endue librarians with faculty status should place them in a situation which will give priority to their pursuance of library services.

The participation of the college librarians in the administration and faculty affairs of the college is imperative to the examination of the entire educational programme of the college. This will make the promotion of library service, which aims to be constant with institutional aims and methods, easier. The participation of librarians in this exercise, will only be successful when a clear and explicit statement of derivative library objectives is prepared and promulgated so that all members of the college community can understand and evaluate the appropriateness and effectiveness of library activities. In order for the library to produce a relevant list of library objectives, librarians should regard it as their responsibility to state these objectives after investigating the needs of the college community, both staff and students. Such objectives should be reviewed and revised as often as needed (Hardesty, Hastreiter and Henderson, 1985: 15).

2.3.3 The Education and Training of Teacher-Librarians

The way in which teacher-librarianship qualifications are acquired depends on a number of factors including the type of curriculum offered and the market situation for which it is being provided. Stewart (1990: 9) strongly believes that the skills and knowledge of teacher-librarianship must be furnished with a strong base at the education and training stage, for

once the teacher-librarians are in the schools, they will have neither the time nor the interest to learn the job properly.

Concerning the study duration, some institutions, regardless of whether they offer diploma or degree curricula, do not prescribe credit hours or courses; but simply require a curriculum that is competency-based according to certain standards (Franklin, 1984: 22). Mbambo (1990: 12) presents two options for the way in which a teacher can become a teacher-librarian. First is the one already mentioned in paragraph 2.2.1, that of offering teacher-librarianship as an integral part of the mainstream of the teacher education and training curriculum on an optional basis. This is an option which is thought to be ideal for countries with few school libraries where there is little need for a full-time teacher-librarian; but rather where a teacher with a library qualification can run the library as part of the establishment. A similar kind of an option is made available by some of the institutions that offer teacher-librarianship in the United Kingdom. However, some of the institutions in the same country offer this option on a compulsory basis (Croghan, 1987: 16-17).

The second option, which can be utilised in one of the two ways is, an after teacher education and training option. Under this option, a holder of a teacher's certificate can either use his/her vacation time to pursue a course in librarianship and thereby qualify as teacher-librarian, or apply for study leave to pursue it on a full-time basis. This option is available at

the University of Botswana's Department of Library Studies (Mbambo, 1990: 12). Besides making teacher-librarianship available to the teacher certificate holders, there is an option which Franklin (1984: 22) calls: "library special services", which is a qualification assigned to someone who completes teacher-librarianship curriculum outside teacher education.

While there are institutions that prefer to remain silent about the number of hours required to complete their curricula, as mentioned above, there are notable differences between the demands of those that do specify requirements. For example, a requirement of six semester hours for a teacher-librarian expected to serve a school with an enrolment of 75 pupils or less has been stated (Franklin, 1984: 22). However, in other regions, such as the state of Kentucky, a teacher-librarian is required to undergo an annual accumulation of eight semester hours until the endorsement programme of 24 semester hours is complete. Another variation of note is a curriculum that incorporates a period of internship (Franklin, 1984: 22).

The situation at New Zealand's Wellington College of Education was that, for the twenty positions that were created as discussed above, teacher-librarianship was divided into three sessions of a month each. The practical work was planned to take place at the schools, where the teacher-librarian student would work under the supervision of a lecturer during the inter-block period (Gawith, 1987: 23).

Another interesting point that proves a strong tie between librarianship and education, is the realisation of how school libraries are beginning to occupy a central role in education. The aim is to assist the educational systems to move away from teacher-textbook based education, to pupil based education. This is not merely about what they learn, but about exposing the individual pupil to a range of resources. By teaching each pupil to find and use information from various sources, both print and non-print, the teacher-librarian will be providing them with greater freedom of choice as to what they learn. This results in a moving away from the stereotyped class of pupils who all learn the same topic at the same time (Mbambo, 1990: 11; Haring, 1986: 177).

Another aspect of relevance to the present study is, the type of courses that are offered by different institutions at different times and for various market situations. There is a growing interest in librarianship to recognise the computer age and to make computer studies a part of its courses. There is also a whole range of courses for teacher-librarians to choose from. The following are only a small part of what is available in various countries of the world, especially in the US: Organisation and administration of media (offered as part of administration); communications theory and instructional technology (audio-visual); information services (reference); literature for children and adolescents (literature); and media selection, evaluation and utilisation (selection). The possibility is also available to take teacher-librarianship

course as a major in the mainstream of teacher education curriculum (Franklin, 1984: 23-34).

2.4 Summary

Teacher-librarianship curriculum of any type, even the least that finds a "compromised" slot in the mainstream of the teacher education and training's main curriculum, should prepare the students for the realities that they will face in the school situation (Pfister, 1982).

Teacher-librarians as products of a curriculum that incorporates in its design a well and relevantly equipped library, are the ones who will join the school staff with the following course objectives:

- An understanding of their function in the school as one of supporting the educational function of the school library and having knowledge about the curriculum requirements of the school.
- Being capable of directing school library resources towards a flexible, independent resource and pupil based learning, and providing pupils in their schools with the freedom to expand their knowledge of the realities of the world around them, by consulting sources outside the recommended texts.
- Showing, during their work with teachers and pupils, that they possess wide knowledge of resources that are relevant to personal and curricular needs and interests of pupils (Gawith, 1987: 26; Jowkaw and Kinnell, 1993: 96).

CHAPTER 3

3.0 THE SITUATION AT THE COLLEGES UNDER STUDY

3.1 Introduction

This chapter briefly describes the general situation at the fourteen colleges of education of the former Transkei, making special reference to the provision of education and training for teacher-librarians. The period covered begins in May 1991. This is the date on which the present researcher was appointed as the advisor on teacher-librarianship at college level and serious attention began to be given to promoting college library facilities. The appointment of an advisor was required by part of an Act of the Parliament of the former Transkei. The Act had as its objectives the co-ordination of the education and training programmes that were being offered at the various colleges, the maintenance of consistent and regular contact among the colleges, and the ensurance of reasonable and uniform standards among all colleges of the same type (Affiliated Colleges of Education General Guidelines: 1).

3.2 Overview

In 1983 the teacher training schools in the former Transkei, were elevated to the status of tertiary institutions to be known as Colleges of Education. The designation of Principals and Vice-Principals of these institutions were altered to those of Rectors and Vice-Rectors, respectively, while teachers were

designated as either lecturers or senior lecturers (Affiliated Colleges of Education General Guidelines: 1).

A teacher-librarianship course was introduced as a component in the mainstream curriculum of teacher education and training. This course was to be made compulsory for the first two years of study of student-teachers (University of Transkei. Affiliated colleges board. Minutes. 14 February 1984). Nevertheless, the course had to wait until 1985 before it could receive the status of an examination course (University of Transkei. Affiliated colleges board. Minutes. 06 March 1984).

Although, the development of teacher-librarianship to increased status is generally regarded as an achievement that was necessary and desirable, few positive results have directly resulted from the Act, despite vigorous lobbying by the forum of college librarians in respect of proposed solutions to the numerous problems experienced at various levels by departments within a college and by individual librarians. Some of these problems, such as lack of finance and lack of library interest by those who are in authority have already been mentioned under paragraph 1.1. These negative attitudes which resulted in teacher-librarianship being grouped among courses having only ancillary status (Affiliated Colleges of Education General Guidelines: 4), continue to promote a very negative perception of the course by students.

This unfortunate attitude towards teacher-librarianship by students, needs to be corrected at an early stage in their teacher education and training. If not, this could result in a situation where teacher-librarians in schools become perceived by their colleagues on the teaching staff as mere obsessed cataloguers rather than as colleagues who offer assistance to teachers in staying abreast of the information in their content areas (Gawith, 1987: 24-25; Turner, 1987: 106).

3.3 Library Provision in Colleges of Education in the Former Transkei

The two tables below show the current state of library provision, in the colleges of education under study, in comparison with library provision as reported by the researcher in 1991. The current report will exclude those information materials supposedly available in the colleges but which cannot be accounted for by the college librarians. Such materials include those that were distributed by the Ministry of Education of the former Transkei for use as textbooks by students (Totemeyer, 1985: 16).

TABLE 1

Table showing the situation at the Colleges of Education in Transkei in 1994.

Name of College	Type of Diploma	No of 1st Year Students	No of 2nd Year Students	No of 3rd Year Students	Total Student Population	No of Staff (Professional)	No. of Staff (Non-Professional)	Teacher Librarianship Period per Week	Other Courses Offered	Size of Book Collection	Other Material
Arthur Tsengiwe	SPTD	113	344	188	645	1	1	10	Xhosa	1808	Periodicals
Bensonvale	SPTD	225	407	312	944	2	-	8	Sotho	2006	Periodicals
Bethel	STD	69	130	109	308	1	2	10	Bibst	3800	Periodicals Audio-visual
Butterworth	STD	255	176	226	657	4	-	12	Chalk board	3600	Periodicals
Cicira	PTD	231	217	115	563	2	1	10	English	38018	Periodicals
Clarkeburg	STD	277	164	99	540	1	1	8	English	760	Periodicals
Clydesdale	JPTD	102	80	72	254	2	-	8	English	850	Periodicals

Table Showing the Situation at the Colleges of Education in Transkei in 1994 (continued).

Name of College	Type of Diploma	No of 1st Year Students	No of 2nd Year Students	No of 3rd Year Students	Total Student Population	No of Staff (Professional)	No. of Staff (Non-Professional)	Teacher Librarianship Period per Week	Other Courses Offered	Size of Book Collection	Other Material
Lumko	STD	220	381	-	601	-	1	4	Xhosa	-	-
Maluti	STD	246	282	250	778	2	-	6	Afrikaans	1605	-
Mfundisweni	STD	300	189	101	590	2	-	6	Chalk board	843	Periodicals
Mt. Arthur	JPTD	162	129	66	357	1	-	8	-	3651	Periodicals
Shawbury	JPTD	70	195	250	515	1	1	8	Xhosa	3705	Periodicals
Sigcau	JPTD	158	148	111	417	1	-	8	Chalk board	2904	-
Transkei College	STD	259	204	181	644	4	3	12	-	8100	Periodicals
	CHED	130	105	88	<u>403</u>						Audio-Visual

TABLE 2

Table Showing the Situation at the Colleges of Education in Transkei in 1991.

Name of College	Type of Diploma	Student Population	No. of Staff (Professional)	No. of Staff (Non-Professional)	Annual Budget	Size of Book Collection
Arthur Tsengiwe	SPTD	667	-	1	None	1000
Bensonvale	SPTD	881	1	-	None	2530
Bethel	STD	372	1	2	None	2870
Butterworth	STD	507	2	2	None	2471
Cicira	PTD	298	1	1	None	2680
Clarksburg	STD	991	-	-	None	-
Clydesdale	STD	179	1	-	None	632
Lumko	STD	1183	-	-	None	-
Maluti	STD	799	2	2	None	1907
Mfundisweni	STD	422	-	-	None	348
Mount Arthur	JPTD	185	1	1	None	2853
Shawburg	JPTD	1096	1	2	None	1461
Sigcau	JPTD	395	-	1	None	1314
Transkei College of Education	STD/CHED	660	4	3	None	2424

Table 1 indicates that two colleges, Lumko and Sigcau, with student population of 601 and 417 respectively, have no library facilities. It also shows that while other colleges have qualified librarians on the staff, Lumko has none. The following paragraph covering library provision in current colleges of education will cover aspects concerning accommodation, size and nature of collection, collection arrangement, the availability of periodicals and audio-visual media, financing, staffing, and library regulations and loan procedures.

3.3.1 Accommodation

From investigation conducted, only four of the fourteen colleges have buildings which can be regarded as suitable for library purposes. This shows an increase of only one college library over that reported in the 1991 survey (Ofori and Pholosi, 1992: 4). The suitably housed libraries are at the Transkei, Butterworth, Maluti and Bethel colleges of education, the latter being the additional one. The libraries in the rest of the colleges are still poorly housed.

3.3.2 Size of Book Collection and Other Materials

Table 1 shows that both Bensonvale and Maluti have unsupervised book collections of 2006 and 1605 items respectively. This also shows a decrease in holdings of 524 and 302 respectively, when compared to in table 2 which have been extracted from the 1991 survey report (Ofori and Pholosi, 1992: 5). There has been, however, an improvement in the size of the book collections of

the rest of the colleges except at Lumko College, which continues with a teacher-librarianship programme but still, as noted earlier, has no library or librarian on the staff.

The Transkei College of Education is the best provisioned college. It has a book collection of 8100 for the current student population of 1047, giving a student-book ratio of 8 books per student. This figure does not take into account book requirements of the staff. It shows a book increase of 5676 since 1991, an average increase of 1892 books a year.

Table 1 shows Transkei College as the only college subscribing to periodical material and purchasing audiovisual material through the library. Bethel College of Education is unique in that it enjoys affiliation benefits, but has the additional advantage of being a Seventh Day Adventist Church institution. This advantage is witnessed by the availability of computer facilities, an audiovisual section attached to the library and the provision of its children's library. Most of these facilities were received as donations from local and overseas mother institutions and are not available at the other institutions.

As far as periodicals, newspapers and audio-visual media are concerned, all colleges, without exception, hold periodicals of very limited number and type. The most frequently kept periodicals are Educamus, Spectrum and Hit. The most popular holding of a daily newspaper is that of the Daily Dispatch,

which often reaches the remote colleges such as Mfundisweni College in the Flakstaf area, a day or two after its date of issue.

In contrast to Totemeyer's (1985: 61) report that Maluti College and Mt Arthur were the only colleges whose libraries possessed audio-visual media such as slides, tapes and overhead transparencies, table 1 shows these materials as well as computer facilities are now available only at Bethel and Transkei College Libraries.

3.3.3 Finance/Budget

The results of the current investigation show the funding of libraries in the colleges of education of the former Transkei as problematic. Whereas Transkei College Library appeared, in 1991 and 1992, to be financially stable and viable while under the sponsorship of The Development Bank of South Africa (DBSA), it presently, in common with the other colleges, must survive on private donations and on purchases made at the discretion of the college rector. The financial provision by the Ministry of Education of the former Transkei was strictly used to purchase materials prescribed by the National Librarians in Umtata from prescribed book suppliers.

3.3.4 Staffing

Table 1 shows an improvement from the 1991 situation in table 2, with only Lumko College as an exception in manpower and staff development. However, all the colleges except for Arthur

Tsengiwe, Bethel, Butterworth, and Transkei use their professional librarians in the teaching of the courses they offer. A professional librarian is here defined as anyone who has undergone a period of study in Library and Information Science, either at the degree level or at post-degree diploma level (Ofori and Pholosi, 1992: 5).

All the colleges, including Transkei College which is regarded as the best, with four professionals who, in addition to running the library, have the responsibility of lecturing 698 students (course ones and course twos), experience a poor staffing situation. Butterworth and Transkei are the only colleges that give head of department status to their chief librarians. At Maluti College the head of department status of the present librarian seems to have its basis in her position as being the responsible officer for some so-called ancillary courses, such as Physical Education, Afrikaans Kommunikasie and Teacher-Librarianship (Affiliated Colleges of Education General Guidelines).

3.3.5 Library Regulations and Loan Procedures

With the exception of Bethel, Butterworth, Cicira and Transkei Colleges, the rest of the college libraries have no fixed opening hours. This is due to their lack of full-time librarian. Such libraries are only accessible when the librarian is free from teaching obligations. Those libraries with fixed opening hours tend to provide their services only during the lecturing hours, that is from 8:00 to 14:00. Two

exceptions are Bethel College which opens from 8:00 to 17:00 and from 19:00 to 21:00, and Transkei College which opens from 8:00 to 16:30, on Mondays to Fridays. Loans are restricted to the book collections. The lending period in all colleges varies between one week and four weeks, with staff enjoying an advantage of a longer lending period than applies to students. Bethel College and Transkei College have introduced overnight lending periods.

3.4 Conclusion From the Above Study

A close study of the two tables clearly reveals that the authorities of the colleges of education in the former Transkei do not seem to consider library provision as an essential part of the education process. Providing an education and training curriculum for teachers and, worse still, for teacher-librarians in the absence of school-modelled college library facilities can be viewed as a very serious indictment of the knowledge, understanding and approach of the educational planners concerned (Ofori and Pholosi, 1992: 6). It also remains a total denial of the rights of students and, eventually, of pupils, to quality education as promoted by the GNU's Ministry of Education (Bhengu, 1994).

The emphasis on print media, over and above other sources of information, suggests that the situation in these colleges of education may be symbolic of an ex-colonial mentality in that they may have adopted attitudes, albeit outdated attitudes, of institutions of the colonial powers without taking into account

their specific social legitimacy and usefulness. There is complete lack of urgency in these colleges to create library facilities which will save the local heritage by preserving both its written and oral traditions. The teacher-librarianship syllabuses that get updated on a three year bases continue to reflect a colonial education heritage, with no genuine effort of addressing local educational needs (See appendix A).

College librarians as lecturers of teacher-librarianship, do not engage themselves in needs assessment by way of surveying the needs of the employment market of the students. For instance, there are no forums that bring college librarians/lecturers and the school teachers together, in order to bring new emphases into courses according to new exigencies of the pupils. The changing of a syllabus still revolves around the colonial model of librarianship, which is not tailored according to the present information needs as determined from the employment market of the students or based on the cultures of the students. Some of the regular courses in any syllabus are: Book selection, introduction to school library, cataloguing and classification (University of Transkei. School-librarianship 1987-1991 syllabus). (See appendix A).

There is also lack of urgency by the authorities, to make earnest provision for education and training of teacher-librarians who will provide library services to pupils and ensure that libraries remain occupied in the future. It is Bristow's (1992: 75) view that, by providing library services

to children, one guarantees a responsible adult community which will have become used to turning to libraries for information. In common with De Perez's experience of Latin American school communities is an attitude that the provision of school libraries is a luxury that should not be regarded above the solution of the problem of a shortage of schools (Bristow, 1992: 75). Dr Oscar Dhlomo, during his time as minister of education and culture in KwaZulu, experienced the dilemma of his department, when he found it frustrating to make a decision on whether to spend donated funds on school library facilities or on the provision of more classrooms (Verbeek, 1986: 37).

The allocation of responsibility for offering courses other than school-librarianship by college librarians as shown in table 1, bears witness to the statement by the former Transkei Director of Colleges of Education that financing of study for teaching certificate holders towards professional librarianship qualification at the University of Natal, Pietermaritzburg, was more to enable teachers to achieve college staff status than to develop college libraries (University of Transkei. College libraries advisor. Workshop on college librarianship. 18 August 1992: 2). The attitude portrayed by the Director not only encourages teachers to seek college staff status, but also encourages the misuse of the tax-payer's financial contribution by benefiting individual teachers rather than library users. It also leads to lack of care by college-librarians. Instead of taking the attitude of Edwards and Schon (1986: 140) that

librarians should take the responsibility for planning, locating and participating in professional activities for self-development as opposed to simply relying on their authorities, they, indeed, feel much relieved when they serve under an authority which shows no interest in, nor has knowledge of, the library situation in the colleges.

Another contributory factor in the engaging of college librarians in courses other than teacher-librarianship is that the lecturing sector of the college has very little, or no knowledge at all, concerning the legitimate duties of a college librarian. In his capacity as advisor on college librarianship, the researcher has often been requested to solve the problems caused by time-table staff who assign too many lecturing periods to the college librarians under the conviction that they have very little work to do.

The above situation for which both the college authorities and the time-table staff are partly responsible, results in some of the college librarians lowering the standards of their libraries by leaving them in the hands of volunteers, who often leave these libraries unmanned. This is contrary to one of the objectives of the affiliation Act, which was mentioned in paragraph 3.1, namely to ensure reasonable standards that are uniform throughout colleges of the same type.

CHAPTER 4

4.0 RESEARCH METHODOLOGY

4.1 Introduction

This chapter describes the characteristics of research population, the procedure of selecting the sample, data-collecting instruments and the research design used in the present study.

4.2 The Population

The target population is made up of 120 students who due to reasons such as ill-health, could not complete their college programme between 1991 and 1993 at the various Secondary Teacher's Diploma Colleges (STD) of the former Transkei. These students were admitted into the 1994 college programme in order to complete the outstanding courses, including teacher-librarianship. Their place of readmission was not restricted to their previous colleges. Instead they were admitted into one college which has the advantage of providing the best boarding and lodging, and teaching facilities. The latter include proper library facilities.

4.3 Research Instrument

For the purposes of this study a test was given to the research sample as a data gathering instrument. The test was divided into two sessions. The one session required written answers on the theoretical teacher-librarianship aspect of the curriculum.

The other session required an indepth application of the knowledge of teacher-librarianship theory by students to test their capability to provide useful library services. In other words, they were expected to follow the procedures necessary for the operation and maintenance of a functional school library. The procedure tested involved ordering of book and periodical materials, processing of them, operating audiovisual instruments to help pupils with library education (See appendix B).

4.4 Research Procedure

During the 1993 academic year three workshops on the teacher-librarianship programme were conducted for college librarians. The first workshop, on February 14, 1993, was aimed at providing college librarians, who either run the library or lecture on teacher-librarianship, with an understanding of the syllabus for second year students at the various colleges. The second workshop was conducted on the campus of each of the fourteen colleges during the month of May, 1993. This workshop involved librarians at each college and their second year students. The aim of this workshop was to follow up on the previous one, by finding out on the students' understanding of the programme they had followed. The last workshop which brought all the librarians together, took place on September 8, 1993. The aim was to address common problems experienced during the offering of course two programme that was designed during the workshop of February 14, 1993, and to effect improvements for the year ahead.

4.4.1 Sampling Procedure

The responsibility for the registration of the 120 students mentioned under paragraph 4.2 as part of the total College student population was assigned to various heads of department within the College. The present researcher was approached to assist in the registration of the teacher-librarianship course. As a result of their coming from colleges with poor teaching and studying facilities, into the college that provides good facilities, these students were to be offered certain courses separately, including teacher-librarianship. The aim was to provide them with a special care of using learning facilities at a pace which would not inconvenience other students who take the same courses.

In anticipation of the present study, the researcher compiled a registration list of all 120 students before they were allocated lecture-halls. The compilation of the list was compiled as the students presented themselves for registration.

In order to facilitate the study, two second year teacher-librarianship programmes were first designed. These were based on the revisions that were made during the third workshop of college librarians in 1993. The two programmes (curricula) would comprise of theoretical aspects of teacher-librarianship. In addition to the theoretical aspects covered by the programmes, one programme was extended to include an indepth application of the knowledge of teacher-librarianship theory by students to equip them with the capability to provide useful

library services. While one programme would not expose students to any library facilities, the latter programme was designed to commit students to a supervised practical work in the college library.

A sample of 60 students, was evenly allocated to the two programmes, as named above, in order to suit the researcher's purpose of study. The groups allocated to the two programmes were to be referred to as group X and group Y respectively. The remaining 60 students were taught without any conscious purpose related to the present study, although as part of the total population they, from the researcher's point of view, might be affected by the outcome of his investigation of the sample.

The sampling procedure was as follows:

- each name on the registration list was assigned one of the numbers 001 to 120. This was done to associate every one of the 120 names with a particular number.
- thereafter, a table of random numbers was used to select a 50% sample.
- any number greater than 120 as well as duplicate numbers were ignored.
- the procedure was continued until 30 numbers, corresponding to 30 students forming the first

group, were obtained. The same procedure was repeated to obtain 30 students forming the second group.

- through the flip of a coin, group X was allocated the use of library facilities during their teacher-librarianship training and group Y received ordinary method of instruction.
- the two groups were, therefore, to be referred to as treatment (experimental) group and control group respectively. The treatment group is a group which is designed to receive a novel or special treatment as discussed in paragraph 4.4.2. The control group on the other hand, does not receives this treatment, but otherwise is treated in the same way as the first group (Gay, 1981: 209; Mulder, 1982).

4.4.2 The Procedure of Giving Education and Training to the Sample

Four professional librarians/lecturers were charged with a responsibility of teaching the theoretical aspects of teacher-librarianship to the 60 students in the sample, namely groups X and Y. The scope of this programme was based on the teacher-librarianship programme as revised during the third workshop of college librarians in 1993, as mentioned in paragraph 4.4.

The programme included the following units of integrated study and school library based practice:

- administration and organisation of school library. This is intended to encourage the effective use of the school library's resources through effective resource organisation, co-ordination, management and marketing.
- principles and policies of selection of book and non-print media for school children. This is intended to encourage knowledge of a wide range of resources, such as narrative, non-narrative, printed, and electronic media.
- reading and information skills. Intended to emphasise the development of the skills, competencies and imaginative ability of pupils at schools.
- introduction to library and information. Intended to introduce a wide range of libraries and sources of information, to ensure that the teacher-librarian is ready to assume a liaison role between the school and the wider information community.

Each of the group X and group Y students received teacher-librarianship theory lessons for 30 hours. These 30 hours were

divided into three hours per week. For every hour that was allocated to the treatment group X for the teaching of teacher-librarianship theory, two hours of intensive practical work were added. This procedure was followed to give each member in group X, practical experience of a school library, in the school modelled college library. Group Y students on the other hand, were denied the extra hours that were allocated to group X students. This procedure of giving library practice only to students in group X, will enable the researcher through his calculations, to either reject or accept the null hypothesis.

4.5 The Procedure of Examining the Sample

All the students in the sample were given the same questions to test their potential ability as teacher-librarians.

4.5.1 Symbols $R = \frac{X}{Y} \frac{Z}{Z}$

R = Sample of 60 students

X = Treatment Group

Y = Control Group

Z = Same test for the whole sample

4.6 Application of Data Analysis Technique

4.6.1 Table of Test Scores

Treatment Group			Control Group		
Students	Scores (X)	X^2	Students	Scores (Y)	Y^2
1	67	4489	1	58	3364
2	62	3844	2	52	2704
3	55	3025	3	61	3721
4	73	5329	4	55	3025
5	76	5776	5	60	3600
6	55	3025	6	57	3249
7	58	3364	7	45	2025
8	67	4489	8	44	1936
9	60	3600	9	38	1444
10	48	2304	10	42	1764
11	50	2500	11	50	2500
12	55	3025	12	55	3025
13	58	3364	13	50	2500
14	60	3600	14	52	2704
15	58	3364	15	50	2500
16	79	6241	16	58	3364
17	76	5776	17	46	2116
18	70	4900	18	49	2401
19	68	4624	19	48	2304
20	73	5329	20	43	1849

4.6.1 Table of Test Scores (continued).

Treatment Group			Control Group		
21	66	4356	21	49	2401
22	64	4096	22	51	2601
23	59	3481	23	45	2025
24	54	2916	24	36	1296
25	44	1936	25	55	3025
26	58	3364	26	57	3249
27	51	2601	27	45	2025
28	75	5625	28	55	3025
29	73	5329	29	51	2601
30	47	2209	30	55	3025
(N _x) = 30	(ΣX)=1859	(ΣX ²)=117881	(N _y)=30	(ΣY)=1512	(ΣY ²)=77368

4.6.2 The Arithmetic Means of X and Y

$$\begin{aligned}
 \bar{X} &= \frac{\Sigma X}{N_x} & \bar{Y} &= \frac{\Sigma Y}{N_y} \\
 &= \frac{1859}{30} & &= \frac{1512}{30} \\
 &= 51.966666 & &= 50.4
 \end{aligned}$$

4.6.3 Standard Deviations of X and Y

$$S_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N_x}}{30}} \quad S_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N_y}}{30}}$$

$$\sqrt{\frac{117\,881 - \frac{(1859)^2}{30}}{30}} = \sqrt{\frac{77368 - \frac{(1512)^2}{30}}{30}}$$

$$= \underline{9.4603911}$$

$$= \underline{6.2268236}$$

4.6.4 Population Deviation

$$\hat{S} = \sqrt{\frac{N_x S_x^2 + N_y S_y^2}{N_x + N_y - 2}}$$

$$= \sqrt{\frac{11 + \dots}{+ \dots - \dots}}$$

$$= \frac{\sqrt{2684,9699 + 1163,1999}}{58}$$

$$= \underline{8.1454131}$$

4.6.5 Standard Error of the Means

$$\begin{aligned} s_{\bar{x} - \bar{y}} &= \hat{s} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}} \\ &= 8,1454131 \sqrt{\frac{1}{30} + \frac{1}{30}} \\ &= \underline{2,103135} \end{aligned}$$

4.6.6 The t-value

$$\begin{aligned} t &= \frac{\frac{1}{\bar{x}} - \frac{1}{\bar{y}}}{s_{\bar{x} - \bar{y}}} \\ &= \frac{1 \cdot 61,966666 - 50,4 \cdot 1}{2,103135} \\ &= \underline{5,499} \end{aligned}$$

4.6.7 The Numbers of Degrees of Freedom for X and Y

$$\begin{aligned} df &= (30-1) + (30-1) \\ &= 29 + 29 \\ &= \underline{58} \end{aligned}$$

4.7 The Results of the Test of the Sample

Because the calculated t-value of 5.499 is greater than both the table values (1,672 and 2,393) at 5% and 1% levels of significance respectively at 58 degrees of freedom under one tailed t-test; thus, the NULL HYPOTHESIS: " Second year teacher-librarianship students who are taught with the use of library facilities will not have significantly higher scores on a test of potential ability as teacher-librarians than second year teacher-librarianship students who are taught without the use of library facilities", is rejected. Therefore, the research hypothesis: "Second year teacher-librarianship students who are taught with the use of library facilities will have significantly higher scores on a test of potential ability as teacher-librarians than second year teacher-librarianship students who are taught without the use of library facilities," is accepted.

CHAPTER 5

5.0 PRESENTATION, ANALYSIS AND DISCUSSION OF THE RESULTS

5.1 Introduction

Paragraph 4.7 shows the results of the test data acquired by examining the performance of 50% sample of second year teacher-librarianship students. The testing of the student-teachers was done in order to get the results which would either confirm or dispute the researcher's postulation that the scores of those who are taught teacher-librarianship with the use of library facilities would differ significantly from those of student-teachers who are taught without the use of library facilities. Chapter 5 will focus attention on the analysis and interpretation of the results of data presented in the previous chapter, and also present and discuss data arising from the present study.

5.2 Analysis and Interpretation of Data

Table 6.4.1 shows the test scores for group X and group Y students sample who were taught second year teacher-librarianship with the use of library facilities and without the use of library facilities; respectively. The procedure followed in the analysis of data involves the following points:

- the researcher used a t-test as the statistical technique for analyzing data in a form of test scores. The choice for a t-test is based on his presumption of a normal

distribution of the population in the variable; namely second year teacher-librarianship course; it is also based on that the study compares the mean achievements of test scores of two groups (group X and group Y). Because the two groups in the sample were allocated randomly, the t-test type which is used is for unrelated data.

- the researcher used one-tailed test in order to establish whether the treatment group would score higher than the control group. His observation of student-teachers performance from various test sessions during this period, brought him to the conclusion that student-teachers who obtain reasonably high test scores are those who get the opportunity to supplement their theoretical knowledge of teacher-librarianship with practical work.

Table 5.1, which is based on data from table 4.6.1, shows that out of the 30 group X students, who responded to the teacher-librarianship test, 27 (90%) have passed and that out of 30 group Y students, who have responded to the same test, only 18 (60%) have passed.

TABLE 5.1

Table showing the pass rate of students in the sample.

	PASSED	FAILED	TOTAL
GROUP X	27	3	30
GROUP Y	18	12	30
TOTAL	45	15	60

The average score of group X students is 62%, while the average score of group Y is 50,4%. This shows a difference of 11,6% in average score.

On the basis of the findings stated in 5.2 it becomes clear, as explained in paragraph 4.7, that the null hypothesis can be rejected with 99% confidence.

Other factors that could have influenced the results given in the immediate above chapter with regard to the two hypotheses are the following nuisance variables:

- the students' motivation/learning styles.
- the quality of the college library used in offering practical work.
- the quality of the textbooks used in the teaching of teacher- librarianship theory.
- the enthusiasm or prejudice of the lecturer for each of the two methods stated above.

5.3 Conclusion

The researcher has shown, with 99% confidence, that students taught without the backing of sound school modelled college library facilities, obtained lower scores and pass-rates in a test of their library provision capability than did students who received such backing. Since the groups compared were randomly selected, this conclusion may in fact be generally valid.

Furthermore, the difference in performance between the two groups in the sample will, hopefully, create an awareness of the value of library services in integrating and transforming the various departments of education. Also, through their contribution towards integrating and transforming education system, libraries will now be seen as playing an educational role at the schools that are both in the former Transkei and outside.

Without the initial support for functional college libraries from education authorities, the possibility to develop an effective teacher-library training will ever remain a misguided effort.

CHAPTER 6

6.0 SUMMARY, RECOMMENDATIONS, CONCLUSION AND SUGGESTIONS FOR FURTHER STUDIES

6.1 Introduction

The main focus of this study was on the problem of the teaching of teacher-librarianship curriculum without the support of a strictly supervised school modelled library at the colleges of the former Transkei. The various conditions of college library provision were identified. These are, to mention a few, the lack of suitably housed libraries, the teaching of teacher-librarianship programme by unqualified staff, and the survival of libraries on private donations with little or no chance of relevant material selection for use by the general college communities.

Although the literature surveyed showed very little relevance to the problem under study, the empirical study became very useful in enabling the researcher to reach sound findings and to suggest recommendations towards solving the problem under study. Emanating from the study will also be an opportunity for further research on this and related topics. The general applicability of the conclusions reached in this study should be confirmed by similar studies with other students of teacher-librarianship. This should be regarded as a matter of urgency.

6.2 Summary

The research conducted towards this study was restricted to the colleges of education of the former Transkei. However, the results, recommendations and suggestions for further studies, are by no means limited to this region. Indeed, the quality of teacher-librarianship programme offered by any institution of learning has and will always be determined by its effect on the market. During the fragmented education system caused by apartheid South Africa, the enrolment of the colleges under study was extended beyond the borders of the former Transkei region. As a result of this, and because teachers who qualified from these colleges were not restricted by law to serve only in the schools falling under this region, the education quality of these student-teachers affected the quality of libraries in the schools that employed them.

Chapter 3 showed that, although, serious attempt was to be given in May 1991, to promote college library facilities by employing the present researcher as library advisor, very little has been achieved through this attempt. A continuous problem in the way of developing library facilities is lack of finance which is attributed, in the opinion of the researcher, to lack of library interest by those who have authority over funds. Going together with the latter problem is the general negative attitude in the colleges towards teacher-librarianship course. This attitude resulted in grouping teacher-librarianship among courses having only ancillary status.

Although most of the surveyed literature was viewed by the researcher as of little relevance to the study, it does however, provide valuable arguments that are common to many learning situation. The need to overcome illiteracy, for instance, is notable among the developing communities, such as those of the former Transkei. This need emphasizes the importance of recognising and promoting the right of knowing where and how to acquire information by those who need it.

The problem with the present teacher-librarianship curriculum is that it fails to meet the researcher's desire of preparing skilful teacher-librarians who can expose pupils to relevant and constructive information. The significant difference between the scores of the two sampled groups indicates that any curriculum, in the area of teacher-librarianship, which fails to supplement the teaching of theory with a supervised school modelled library practice, will continue to create room for a textbook based education. The difference described above will, by implication, maintain the education gap between the poor and the affluent, rural and urban, as well as between the developing and the developed communities.

6.3 Recommendations and Conclusion

Changes and development in education put greater demand for resources in schools. Changes in education involve changes in teaching methods which lead to greater freedom for pupils to develop learning and information skills by using a wider

variety of resources for classroom based work and for other projects. This demand for resources causes libraries to become part of education (Herring, 1988: 3-4). Change in teaching methods will, in the researcher's view, demand well-equipped and well staffed librarians.

For any teacher-librarian to cope with new demands of education in South Africa that are hoped to be shared reasonably among all people, s/he should have the qualification which will make him/her into another teacher, albeit one with a specialist role. In other words s/he should become a holder of a teacher and librarianship qualifications. This will provide a better opportunity for any teacher-librarian to teach information skills; to promote information skills across the school curriculum; to select materials relevant to the curriculum; and advise pupils in the correct use of materials.

In order to resolve the concern by the opponents of dual qualification, that merely having a qualification in education without experience of classroom teaching will not improve the performance of a teacher librarian (Herring, 1988: 13), the curriculum should expose all teacher-librarians, especially those who have had no teaching experience before college training, to as many practical sessions as possible. The curriculum should become a guide for all student-teachers towards actual education needs of the targeted school communities. This stage of the curriculum which is aimed at

equipping all student-teachers, will be ideal for first year teacher-librarianship syllabus.

The aim of providing the opportunity to all student-teachers to learn about the needs of potential school communities, is to provide both the library and the teaching staff with a common knowledge of what they can expect from the school communities and how they can co-operate in addressing these expectations. In order to provide all student-teachers with information skills, a compulsory first year teacher-librarianship programme should include the need to stock school libraries with materials that are relevant to the promotion of information skills across the broader school curriculum. The programme should introduce student-teachers to media education which is more than just book education which is about the traditional book material (Botha, 1981). Media education includes various information media, such as contact with personalities whose knowledge of narratives is both educative and entertaining to the youth; the use of printed and audio-visual media. The first year programme should also introduce student-teachers to the school library layout. This includes organisation of media in the library and the retrieval methods of information from various media.

While the first year teacher-librarianship programme is to be made compulsory for all student-teachers, second and third year programmes are suggested for student-teachers who wish to graduate as teacher-librarians. Their diploma certificate

should be different from those of the ordinary teachers. It should reflect the qualifications of a dually qualified person in both teaching and librarianship. The second year programme should consider equipping the student-teacher to apply media centre/school library concepts in the teaching situation; introduce student-teachers to more examples of children's literature; and to equip the student-teacher to administer a school library/media centre. The third year programme should put emphasis on practical work and the consolidation of knowledge gained in the previous two years. This should include practical skills in library administration and management; school library marketing; and the provision of teacher-librarian skills to participate in the broader school curriculum design.

The above curriculum can become possible if the Ministry of Education can guarantee stable financial support in the area of staffing and library provision at college level. The type of library provision recommended is the one which forms an integral part of teacher education and training relevant to the school communities. The teacher-librarianship curriculum recommended, provide flexibility in preparing students for service under various school library situations, such as rural and urban.

For a curriculum to meet the above recommendations about the teacher-librarian and his/her school community, Lumkwana's (1994: 107) concern regarding those college lecturers who

possess little or no school teaching experience should be addressed. From his experience as one of the vice-rectors of Transkei College, Lumkwana seems to be aware of the staff qualification crisis at the colleges under study, and he expresses his concern for colleges which seem to regard university degrees as the only entrance requirement into their lecturing sector.

This unfortunate situation described by Lumkwana, has in the area of librarianship, affected the standard of college libraries to a point where they provide poor or no service to the lecturing staff in resolving queries concerning their courses. The appointment of college lecturers/librarians should be guided by their proven ability to teach information skills through demonstration methods, such as preparing material for media science lessons.

In the area of library stock provision, it is important to extend library media, including audio-visual media to all colleges. In this way, equal education opportunity will be ensured. Cabral (1987: 33) regards audio-visual as more than just additional vehicles for the transmission of information. She sees them as enlarging upon written information and complementing the oral lessons by the teacher. The colleges of education of the former Transkei are varied in many respects. For example, Transkei College which is about four kilometres outside Umtata enjoys using electrical facilities, while Clarkebury College, about seventy-five kilometres away has no electricity in its vicinity.

Therefore, a teacher-librarianship curriculum which is intended for colleges in the areas described above should not find lack of electricity as an excuse for not providing student-teachers with the skill of reading both words and images provided by audio-visual media. Some of the rural colleges like Shawbury College, have installed an electricity generating machine as an alternative electricity supplying device. This is a useful alternative which can contribute towards maintaining library standards. Audio-visual media are very useful in extending a child's experience, teaching beginning concepts, sharpening visual perception, encouraging creativity and awakening interest in literature (Cabral, 1987: 33). It is the researcher's belief, therefore, that any teacher-librarianship curriculum that makes provision for audio-visual skills, prepares teacher-librarians towards assisting their schools with visual media. Teacher-librarians also become appropriate teachers of audio-visual skills.

Any school library which includes audio-visual media in its collection will, if fully utilised, make teaching dynamic and effective, since an effective teacher relies on a multimedia type of information resources or mixed media. Teacher-librarianship curriculum should ensure that teacher-librarians gain from their training, full knowledge of media collection building. The collection must try as much as possible to provide answers to the queries of the clients. Similar to the process of book selection, audio-visual media collection

building involves content, format and technical presentation (Cabral, 1987: 33).

Cabral's (1987: 33) view that information acquisition through visual communication is the most effective way of acquiring information and knowledge, not only because of its sensory character but also of its visual character is fully supported by the researcher.

6.4 Suggestions for Further Studies

From the present study and its results, the researcher hopes to have laid a foundation for further studies on related topics. Related topics could include: an investigation into the college authorities' attitudes towards the teacher-librarianship; the attitude of school authorities/teaching staff towards the role that libraries can play in the education of children; and the need to prioritise between adding more classrooms in the schools that are without libraries or to provide library facilities.

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APPENDIX A

TRANSKEI COLLEGES OF EDUCATION SYLLABUS

ON TEACHER-LIBRARIANSHIP (1987-1991)

SECONDARY TEACHER'S DIPLOMA/PRIMARY TEACHER'S DIPLOMA

First Year: Introduction to Books and libraries

- (1) The role of information in society.
- (2) Information sources - categories, characteristics and use.
- (3) Part of a book - physical and printed parts.
- (4) Care and handling of books and other media.
- (5) The school library - its meaning and role in education.

Management of Library Materials

- (1) Preparation of books for the shelf.
- (2) Arrangement of documents according to DDC 11th edition.
- (3) The use of a library catalogue.
- (4) Physical facilities - library building and furniture.
- (5) Media communication - primitive and modern.

Information Analysis and Retrieval

- (1) Cataloguing the diversity of materials
- (2) Allocating subject headings - use of Sears List of Subject Headings.
- (3) Practical exercises through the use of DDC 11th edition.

Second Year: Organisation and Administration

- (1) How does the school library fit in the education system?
- (2) The role of the principal, the teacher-librarian and the student assistants.
- (3) Co-operation of school libraries with the local public library.
- (4) Collection building and acquisition policy: who does the selection of books; acquisition procedure for Transkei schools.

User Guidance

- (1) The reading needs and interests of the children and how the book can satisfy them.
- (2) Cultivating and promoting reading habits.
- (3) The school library and the reluctant user.
- (4) The school library and the exceptional pupil.
- (5) The information needs of the teaching staff.

Integration

- (1) The meaning and need for integration of the school library programme with the entire school programme.
- (2) Organisation of library visits for students.

APPENDIX B

TRANSKEI COLLEGES OF EDUCATION

SECOND YEAR TEACHER-LIBRARIANSHIP TEST: JUNE 1994

EXAMINER : MR T.J. PHOLOSI

TIME : 2 HOURS

MARKS : 100

SESSION ONE

QUESTION 1

Answer **ALL** questions

Using the 11th edition of the Dewey Decimal Classification System, give the classification numbers for each of the books listed below.

- a) History of the Zulus.
- b) My book of television.
- c) Plant ecology.
- d) Naval etiquette.
- e) The big book of sport.
- f) Music today.
- g) The causes of World War Two.
- h) Dictionary of Xhosa.
- i) Sesotho poetry among the Transkeians.
- j) Reading needs of rural secondary school pupils. (20 marks)

QUESTION 2

Write notes on **TWO** of the following:

- a) The participation of the teacher-librarians in school curriculum design.
- b) Budgeting for a school library.
- c) Orientating new pupils on the use of a school library. (2
= 20 marks)

QUESTION 3

Answer **ONLY** one question.

- a) Explain how censorship in South Africa has differed from that in other countries.
- b) Discuss the value of oral tradition among the communities that cannot write/read in the Western sense of the word.
(10 marks)

SESSION TWO

EACH OF THE STUDENTS IN THE SAMPLE WAS SENT TO THE LIBRARY FOR A PRACTICAL SESSION TO PERFORM THE FOLLOWING DUTIES:

- a) Ordering of books and periodicals. (5 marks)
- b) Recording books in an accession register. (5 marks)
- c) Retrieving books by using a computerised catalogue.
(5 marks)
- d) Drawing up a budget for a new school library, by choosing library materials and furniture according to priority.
(10 marks)
- e) Individual bibliography project (compilation of reading references for chosen topics). (10 marks)
- f) Conducting interviews on elderly people, by using audio visual devices, with the aim of preserving local cultural heritage. (10 marks)
- h) Selection of literature for children by using order catalogues. (5 marks)

